Islamic Foundation School
Program of Studies
2015-16
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Through a partnership with parents and students, IFS seeks to provide a supportive learning environment that every student will thrive and grow from.

School Mission

Islamic Foundation School is committed to scholarship, character, and service.

At Islamic Foundation School thoughtful discourse fosters the development of the mind, instruction and activity promote healthy action, daily interactions nurture integrity, empathy, and kindness.

The Islamic Foundation School seeks to graduate young people whose physical, intellectual, and spiritual capacities and potentials are nurtured. As students increase in maturity and responsibility, knowledge in scope and content progressively increases.

School Vision

To develop individuals with knowledge and goodness that achieve excellence in the spiritual and material life based on the Qur’anic conception of intelligence and virtues as embodied in the Prophet Muhammad (Allah bless him and grant him peace).
Introduction

The Islamic Foundation School (IFS) Program of Studies has been prepared to help you plan your four-year educational program in preparation for college. After considerable research, planning, input from faculty, and trial implementation of specific initiatives, several modifications were made to the MS/HS program in an effort to provide a stronger core curriculum that facilitates the success of all students:

- The articulation of departmental mission statements, goals, expectations, and course descriptions.
- The standardization and documentation of all inter- and intra- departmental expectations and policies related to curriculum and instruction.
- The formal sequencing of the core program to identify and fill gaps in the curriculum.
- A revised elective program that supplements the core program.
- A systematic and holistic scheduling process that begins in February for the following school year.
- The inclusion of academic support period in all students’ schedules.
- The alignment of curriculum to ensure that state and Common Core Standards are being met and/or exceeded.
- A formalized articulation of our academic counseling services
- The formal scheduling of all extra-curricular clubs, departmental competitions and events, and school assemblies.
- The establishment of a formalized student leadership program
IFS High School Program

Preparing for specific personal, vocational or college interests requires careful planning of the student’s course of study. Students should take as many courses as their abilities and schedule permit. Students interested in highly selective colleges should give special attention to a four-year sequence in English, mathematics, science, social studies and foreign languages. Most colleges nationwide require more than the minimum graduation requirements.

Illinois State Board of Education (ISBE) Graduation Requirements:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 years</td>
</tr>
<tr>
<td>Science</td>
<td>2 years</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2 years</td>
</tr>
<tr>
<td>Elective</td>
<td>1 year</td>
</tr>
<tr>
<td>Health</td>
<td>1 year</td>
</tr>
</tbody>
</table>

College/University
Minimum Admissions Requirements

Different types of institutions of higher education have general requirements unique to their classification. Minimum course requirements for entrance into four different types of colleges are shown in the following list:

**Public Universities**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3-4 years</td>
</tr>
<tr>
<td>Science</td>
<td>3 years</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 years</td>
</tr>
<tr>
<td>Academic Electives</td>
<td>2 years</td>
</tr>
</tbody>
</table>

**Private Four-Year Colleges**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3-4 years</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3 years</td>
</tr>
<tr>
<td>Science</td>
<td>3 years</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2-3 years</td>
</tr>
<tr>
<td>Academic Electives</td>
<td>2 years</td>
</tr>
</tbody>
</table>

**Highly Selective Colleges**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 years</td>
</tr>
</tbody>
</table>
Islamic Foundation School (IFS) Graduation Requirements

All high school students graduating from a four-year program at Islamic Foundation School fulfill or exceed the minimum requirements of the ISBE, public, and private universities.

To graduate from IFS, students must have a minimum total of 26 credits. Within these 26 credits, the following subject credits are required:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
</tr>
<tr>
<td>Mathematics(^2)</td>
<td>4.0</td>
</tr>
<tr>
<td>Science</td>
<td>3.0</td>
</tr>
<tr>
<td>Social Studies(^3)</td>
<td>3.0</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3.0</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>4.0</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.5</td>
</tr>
<tr>
<td>Health</td>
<td>0.5</td>
</tr>
<tr>
<td>Electives</td>
<td>3.0</td>
</tr>
<tr>
<td>Service Learning</td>
<td>40 hours</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26.0</strong></td>
</tr>
</tbody>
</table>

Service Learning Endorsement

IFS encourages students to partake in service learning and provides students with opportunities to participate in service projects within the school and the community. The Academic Counselor will deliver a presentation to students on service learning opportunities. Furthermore, teachers may require service projects as part of their curriculum. Students should acquire a letter from the sponsor at the culmination of each service project to submit to the Academic Counselor. All students must complete 40 hours of documented service learning in order to graduate. Students will receive a Service Learning endorsement on their official transcript.

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1. Credit Requirements to graduate may be waived upon special extenuating circumstances.
2. As required by the State of Illinois, Algebra I must be completed in high school, however, an Algebra I class taken in 8th grade can fulfill the content requirement that the State requires, but it will not meet 1 of the 3 credit requirements in Math necessary to graduate.
3. As required by the State of Illinois, all students must pass the US and IL Constitution tests during US History in order to receive a passing grade in US History or prior to graduation in order to fulfill the following requirements.
## Graduation Requirements
### Sample Four-Year Plan

<table>
<thead>
<tr>
<th>Freshmen</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Algebra I or Geometry</td>
<td>Geometry</td>
<td>Algebra II or Pre-Calculus</td>
<td>Integrated Math -Statistics or AP Calculus</td>
</tr>
<tr>
<td>Foundations of Science</td>
<td>Biology or AP Biology</td>
<td>Chemistry or AP Chemistry</td>
<td>Physics or AP Environmental Science</td>
</tr>
<tr>
<td>Intro to AP Bio (Sem 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography or AP Human Geography</td>
<td>World History</td>
<td>U.S. History</td>
<td>Social Science Elective</td>
</tr>
<tr>
<td>Physical Ed &amp; Health</td>
<td>Physical Ed</td>
<td>P. E. Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Islamic Studies</td>
<td>Islamic Studies</td>
<td>Islamic Studies</td>
<td>Islamic Studies</td>
</tr>
<tr>
<td>Arabic I</td>
<td>Arabic II</td>
<td>Arabic III</td>
<td>Elective</td>
</tr>
<tr>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
</tr>
<tr>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>Prayer</td>
<td>Prayer</td>
<td>Prayer</td>
<td>Prayer</td>
</tr>
</tbody>
</table>
Academic Support Center

In December 2010, we launched the Academic Support Center (ASC) before and after school. The purpose of this initiative was manifold:

- To ensure that teachers are available outside of class on a regular basis to provide extra instruction and support.
- To provide students with a central location to obtain instruction, so that any confusion is resolved regarding how/where to locate teachers.
- To ensure that students can seek help on any given day both before/after school hours.
- To give students access to a teacher and student tutors in every core subject area at all times.
- To track and document students’ efforts to improve their academic performance, particularly students on probation or low scholarship status.
- To provide student who excel in core subject areas a valuable opportunity to mentor their peers.
Advanced Placement Program

High school students at IFS wishing to take college-level coursework may do so by enrolling in AP courses. Students pursue these academically challenging courses and exams to earn college credit or advanced placement. If the student completes the course and takes the Advanced Placement examination, the AP designation will automatically be entered on the permanent record card. At IFS, all students enrolled in an AP course are required to take the AP exam in the spring. The criteria for enrolling in AP courses can be found in the course offerings packet.

Currently, the IFS AP program offers the following courses for students to enroll in:

<table>
<thead>
<tr>
<th>AP Biology</th>
<th>AP Environmental Science</th>
<th>AP Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Language &amp; Composition</td>
<td>AP US History</td>
<td>AP Human Geography</td>
</tr>
<tr>
<td>AP Psychology</td>
<td>AP Economics</td>
<td>AP Literature &amp; Composition</td>
</tr>
<tr>
<td>AP Calculus AB</td>
<td>AP Calculus BC</td>
<td>AP Chemistry</td>
</tr>
</tbody>
</table>

Students interested in registering for an AP course must sign the AP contract. Parents of those students must also sign this contract which is located at the end of this booklet.

AP Placement Criteria

To be placed in an AP course, students must earn a B+ (87%) average or higher for both semesters of an honors course in the same subject matter and perquisite courses AND teacher recommendation. Students in regular course must earn an A (93%) average or higher for both semesters of regular course in the same subject matter, perquisite courses and a teacher recommendation.

Additionally, all students must earn an 80% or higher on an AP-style multiple choice practice test (if applicable) and submit an AP-style writing sample to be reviewed by the course instructor (if applicable).

Freshman students seeking to enroll in Introduction to AP Biology must earn a minimum of 90% in Foundations of Science for semester 1.
Honors Designation

IFS offers Honors Immersion courses throughout the curriculum to all students. Honors courses provide additional preparation for AP exams as noted in the course descriptions; students also earn weighted grades in honors courses due to accelerated-level coursework. Honors level coursework indicates that students are performing at a higher level than those who are taking regular courses. The additional coursework and requirements will increase the depth of study and place more emphasis on critical thinking skills. Selection of an honors course will be based on student desire, teacher recommendation, meeting established criteria as well as availability. Since the honors courses are more challenging than the basic course, the grades received in the course will be weighted differently than in a basic course.

An honors class is distinguished from a regular class in the following ways: an honors class moves at a faster pace than a regular class. This allows for more material to be covered and/or more depth to be explored. Additionally, there are higher expectations for students to learn independently and be self-motivated. Homework in honors classes will not focus on worksheet assignments. Honors students are expected to generate their own notes while reading and preparing for class. Assessments comprise more questions that require the student to analyze data, argue a position, apply knowledge to different contexts and other higher thinking modes that are beyond mere recall of specific information.

Honors Placement

To be placed in an Honors class, a student must earn an A (90%) or higher for both semesters of the course in the previous year. Submission of these materials does not guarantee an Honors placement, but will be reviewed to ensure appropriate level placement for the student.

Add-Drop Policy and Procedure

Students may request to add or drop a course during the allotted time period. The time period to add or drop a class ends before the first day of the semester. The course change request form is available with the Academic Counselor. Submitting a request initiates the approval process and should not be understood as the request being approved. Only extreme circumstances will be considered when requesting to add or drop a course.

No period or teacher requests are entertained. Schedules will not be adjusted to accommodate jobs or off campus courses. Students need to schedule outside activities after the school day ends.
## Course Leveling Chart

The purpose of the level system is to provide optimal learning experiences for all students. The level system differentiates courses according to conceptual emphasis, pace, scope, instructional approach, and communication skills. An appropriate level placement matches the student’s academic ability, maturity, motivation and interest with the course that will provide the greatest opportunity to achieve academic success.

<table>
<thead>
<tr>
<th>Concepts</th>
<th>College Prep (Regular Level)</th>
<th>Accelerated (Honors Level)</th>
<th>Advanced (AP Level)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstraction from concrete examples</td>
<td>Analysis, inference, and abstraction</td>
<td>Analysis, inference, abstraction and synthesis leading to complex concept development</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pace</th>
<th>Moderate</th>
<th>Accelerated</th>
<th>Rapid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused</td>
<td>Expanded</td>
<td>In-depth</td>
<td></td>
</tr>
</tbody>
</table>

| Instructional Approach        | Sequential and guided        | Combination of guided instruction and independent inquiry | Less guided instruction and more independent inquiry |
|-------------------------------| Concrete, lineal emphasized  | Connection established between concrete, literal and abstract, theoretical | Abstract, theoretical emphasized |
| Emphasis on building and reinforcing skills leading to independent learning | Emphasis on building skills leading to independent learning | Emphasis on independent learning |
| Resourcefulness and creative thinking encouraged | Resourcefulness and creative thinking encouraged | Resourcefulness and creative thinking encouraged |

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th>Basic Conventions of correct spoken and written expression</th>
<th>Correctness of standard convention plus introduction to rhetorical approaches</th>
<th>Strong degree of proficiency in standard conventions and deliberate rhetorical techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicitly structured and ordered</td>
<td>Moderately structured and ordered</td>
<td>Minimally structured and open-ended activities</td>
<td></td>
</tr>
</tbody>
</table>
Class Activities

- Teachers directed, some open-ended activities
- Frequent content/skill review
- Some student initiative expected
- Some content/skill review
- Student initiative expected
- Infrequent skill review, content review done independently

Assignments

- Explicitly structured and directed
- Some amount of reading/writing required
- Independent work reinforces new material introduced in class
- Explicitly structured and moderately directed
- Moderate amount of reading/writing required
- Independent work requires some new material to be learned outside of class
- Explicitly structured and open-ended
- Extensive amount of reading/writing required
- Independent work requires significant amount of new material to be learned outside of class.

9

Academic Integrity Policy

Islamic Foundation School is committed to providing an atmosphere in which the Islamic values of truth, integrity, personal accountability, and respect for the rights of others are modeled. For these reasons, IFS has established an Honor Code between the teachers/administration and each student. This code outlines the expectations of both students and teachers in establishing and maintaining the highest standards in academic work and exemplifying the highest level of conduct by each individual in the school. This code should be signed by all students to affirm their commitment to uphold these standards.

Procedures

During the first week of classes, teachers will clearly define honest and dishonest academic work in their classes by discussing expectations and the importance of honest effort. Teachers will inform students of procedures and practices relating to examinations, homework and class work. Teachers will advocate the importance of honesty by employing teaching and testing strategies that reduce the opportunities for dishonest behavior.

Academic dishonesty occurs when students obtain or assist others in obtaining credit for work which is not their own. Students must conduct themselves according to the highest standards of personal integrity. Students shall follow rules prohibiting dishonest academic behavior and must resist peer pressure to violate IFS standards. Students will not use dishonest methods to fulfill academic expectations and responsibilities. Whenever students have a question about this procedure or any procedure they should ask their teachers and/or advisers. Study or homework collaboration is not considered academic dishonesty unless prohibited or limited by procedures/expectations established by the teacher. Teachers shall guide students in understanding when collaborative efforts are not appropriate.

Examples of Academic Dishonesty

1. communicating with another student during an examination or quiz;
2. copying material during an examination or quiz;
3. allowing a student to copy from one’s examination or quiz;
4. using unauthorized notes or devices;
5. submitting falsified information for grading purposes;
6. obtaining a copy of and/or information about an examination or quiz without the knowledge and consent of the teacher;
7. submitting a paper or project which is not the student’s work;
8. copying another person’s assignments;
9. allowing another student to copy one’s assignment;
10. removing examinations or parts of examinations without the knowledge and consent of the teacher;
11. impersonating a student to assist the student academically;
12. having another student impersonate the student to assist academically;
13. stealing or accepting stolen copies of tests or answer keys;
14. changing answers and seeking credit on an assignment or examination after the work has been graded and returned;
15. altering a teacher’s grade book;
16. falsifying information for applications (e.g., college scholarships);
17. using computers and programmable calculators in violation of guidelines established by the teacher;
18. using professional help such as an author, expert, or purchased service in violation of guidelines established by the teacher;
19. unlawfully copying computer software or data created by others;
20. misusing school computer systems which are used for student, staff or administrative purposes; and
21. any other violation intended to obtain credit for work which is not one’s own.

**Plagiarism**

Plagiarism is the act of taking and using as one’s own work another’s published or unpublished thoughts, ideas and/or writings. This definition includes computer programs, drawings, artwork and all other types of work, which are not one’s own. Types of plagiarism include word-for-word, mosaic (rearrangement or rewording without documentation) and indirect (paraphrasing of a passage without documentation). Material taken from another source without adequate documentation may include, but not be limited to, the following:

1. failing to cite with quotation marks the written words or symbols of another author;
2. failing to footnote the author and sources of materials used in a composition;
3. failing to cite research materials in a bibliography;
4. failing to name a person quoted in an oral report;
5. failing to cite an author whose works are paraphrased or summarized; and
6. presenting another person’s creative work or ideas as one’s own in essays, poems, music, art, computer programs or other projects;
7. copying or paraphrasing ideas from literary criticism or study aids without documentation.

**Consequences**

The following consequences for academic dishonesty and/or plagiarism are to be implemented by all teachers.

1. The teacher shall report any incident of academic dishonesty to the Academic Counselor who will confer with the Assistant Principal

2. The teacher shall assign the student the equivalent of a zero grade on the assignment, test, paper, or project.

Students who are charged with academic dishonesty and/or plagiarism shall be referred for additional discipline:

**First offense**

In general, consequences for a first offense may include, but not be limited to, the following:

1. A meeting with the parent(s) followed by written notification to the parent of the academic integrity policy;

**Additional or more serious offenses**

Additional or more serious incidents of academic dishonesty or plagiarism shall be dealt with more severely. Consequences for any offense beyond the first or a more serious initial offense shall include:

1. A meeting with the parent(s); and
2. Suspension for one to three days

In addition, one or more of the following consequences may occur:
1. Notification to any teaching faculty writing a college/university letter of recommendation
2. No public recognition of the student at the awards assembly or graduation ceremony
3. A withdrawn failing grade from the class in which the additional offense occurred and placement in a restricted study hall after withdrawal from the course.

Furthermore, faculty members will have full access to any disciplinary records documenting academic dishonesty for the purpose of writing letters of recommendation.

**Recommendation for expulsion**

Students who are found guilty by school authorities of one or more of the following offenses may be recommended for expulsion:

1. Theft, sales or distribution of any materials including, but not limited to, examinations and/or quizzes;
2. Breaking into and/or examining a teacher’s personal possessions (e.g., desk, files, cabinet, etc.) to obtain or view evaluation instruments;
3. Changing and/or falsifying a grade in a teacher’s gradebook, on the computer or through other school devices used to record student grades; or
4. Unauthorized possession of a stolen evaluation instrument.
The Islamic Studies department at IFS is committed to enrich the lives of students by fostering an environment of proactive learning and spiritual growth. We strive to raise God-centered individuals who are driven to please the Divine and serve humanity. The curriculum focuses on the moral teachings, beliefs and practices of Islam and on developing each student’s understanding and commitment to their Faith. We aim at developing each student’s ability to navigate being Muslim in the social, moral and intellectual milieu of contemporary society.
Islamic Devotional Law: Fiqh Al-‘Ibadat - Level 1

Every individual Muslim is obligated to learn that which pertains to their daily practices and rituals. This is the meaning of the Prophet’s statement (upon him blessings and peace), “Seeking knowledge is an obligation upon every Muslim man and woman.” It is imperative for every Muslim to learn the essentials of worship and ibadah in order to ensure that we fulfill the commands of Allah in the manner in which we are expected. The first obligation is to know devotional law, or *fiqh al-‘ibadat*, in this course, students will learn the legal rulings and performance of Purity (*taharah*) and Prayer (*salah*) in their correct etiquette. The course also aims to clarify the wisdom behind the legislation of acts of worship. The course will culminate in a written and physical performance of purification and prayer in its most correct form.

Islamic Creed: Aqidah Level 1

Creed, or *aqidah*, is, for the believer, the foundation of faith upon which all deed is erected. The sturdiness of this foundation will determine the quality of what’s above. Strong creed will guide one’s actions toward the service of the Creator, while avoiding the evils of deviation and sectarian division. A strong grasp of creed will give the believer the conviction to stand his or her ground in the face of strong challenges from opposing ideologies.

The Life of the Prophet (Allah bless him and grant him peace): Sirah Level I

Through Qur’anic legislation, it is imperative on every believer to follow the Prophet, peace be upon him. Also, as it is every believer’s desire to acquire the love of Allah, this can only be done through the following of the Prophet, peace be upon him, as mentioned in the Qur’an. With this in mind, we will learn the concepts and important events of his blessed life and how we can utilize these concepts to become like the Messenger, peace be upon him. To better engage the girls studying this subject, we will also emphasize the role the women around the Prophet, peace be upon him, played in the early days of Islam. This will allow them to learn various important lessons that will, inshaAllah, positively impact their character for the rest of their lives. At the end of this course, students will be able to:

1. Identify what necessitates fasting and what invalidates it.
2. Learn how fasting was mandated and the virtues of fasting.
3. Significance of learning Sirah
4. Identify important female role models of early Islam
5. Recognize the Prophet’s (peace be upon him) role as a Mercy to Creation

Ethics and Morality: Ilm al-‘Akhlaq I

In addition to the outer dimensions of worship, such as the actions involved in prayer or the abstinence involved in fasting, there is also an inner dimension associated with them. The depth of our worship and the proximity we strive for to Allah and His pleasure is all related to how pure our hearts are and how attached we are to Him in contrast to the material world. In this
course, we will explore this inner dimension and learn how to diagnose and remedy the various diseases of the heart, ailments that continuously impede us in our path towards our Creator.

We will begin this journey with the Hadith of Jibril, a well-known narration that discusses the meanings of the outer and inner dimensions of worship. We will then shortly discuss the signs of the Day of Judgment, as it is mentioned at the end of the Hadith and it will also remind us of the purpose of purification. We will then formally begin study of the famous book, “Matharah al-Qulub” by Shaykh Muhammad Mawlud. We will discuss the importance of studying this topic and how essential it is for every Muslim. We will also learn the definitions and symptoms of the most common and rampant diseases of the heart in Muslims today, as well as their cures. It is our hope that by the end of the semester, the students will have recognition of the importance of purification and have the ability to see their own inner faults so that they may quickly and efficiently correct them and, in turn, become better servants of Allah. At the end of this course, students will be able to:

1. Understand the importance of the science of purification of the heart
2. Identify the most common diseases of the heart and their cures
3. Learn the most prominent signs of the Day of Judgment as related through authentic sources
4. Have the opportunity to use this knowledge to improve and beautify their Islam and gain proximity to their Creator

Qur’anic Studies

The Qur’an has been sent to mankind as a source of Divine Guidance, a Mercy for the believers, and a cure for all spiritual ailments. It is regarded as the Rope that connects men and women to the Lord and Creator of the Universe. It is a unique book that contains injunctions and laws, historical narratives, and descriptions of this World and the Hereafter. These passages are not just to be read and forgotten, but rather, the many lessons contained in them should be inculcated in the believer’s life in order to derive full worldly and spiritual benefit from them. This course is designed to introduce the student to relevant topics in the Qur’an and to teach them how to derive lessons that will last a lifetime.

Students will:

- Read and study various passages in the Qur’an with the translation and commentary.
- Develop an introductory understanding of the classical science of Tafsir.
- Increase their comprehension of Qur’anic passages by learning basic Qur’anic vocabulary and terms.
- Discuss the practical lessons to be derived from selected Qur’anic passages.
SCIENCE DEPARTMENT OVERVIEW

The science program of studies inspires students to gain an appreciation for and knowledge of Allah’s the Exalted creation. By thoroughly familiarizing students with the process and body of scientific knowledge, the program will help students become problem solvers, collaborative workers, and lifelong learners. Due to the investigative nature of science, all courses are laboratory based and emphasis is placed on development of higher order/complex skills like application, critical thinking etc. with guidance of the Islamic principles of knowledge and ethics.
Foundations of Science

Prerequisite: for Honors section placement please see Honors placement criteria (pg. 4)

This course is intended to provide the student with the foundations concepts in chemistry and physics. One semester will be dedicated to the following topics in chemistry: energy, matter, electron configurations, periodic table trends, mole conversion, chemical reactions and formulas, stoichiometry, gas laws, and organic chemistry. The following semester will be dedicated to the following topics in physics: optics, kinematics, work, energy, forces, heat and phase changes, electricity and electric circuits.

Introduction to AP Biology

Prerequisite: 90% in Foundation of Science (semester 1)
The Introduction to AP Biology course is offered in the second semester of 9th grade and is concurrent with Physics. Students with an A- or higher in the first semester of the Chemistry part of the honors level and A or higher in the regular level of the Foundations of Science course will be eligible. This course prepares students for AP Biology that will be offered to selected students during their sophomore year. Ordinarily, AP Biology is open to students in their junior or senior year. This course is focused on basic biology, including cell biology, genetics, botany, and ecology. It includes a laboratory component as well as other opportunities for inquiry based learning.

Chemistry

Prerequisite: Algebra
Placement: departmental recommendation; Mathematics level placement

This course in chemistry engages the student in a study of the atom and the nature of the mole. Students will master these basic concepts with application toward specific areas such as gas laws, chemical reactions, behavior of solutions, and radioactivity. Modeling and experimentation are an integral part of this course. Problem solving involving the major principals will be required. Laboratory safety is strongly emphasized.

Honors Chemistry

Prerequisite: Honors Algebra
Placement: departmental recommendation; Mathematics level placement

Honors Chemistry is taught concurrently with regular Chemistry. The chemistry course motivates students to continue their investigation of the structure of matter along with chemical reactions and the conservation of energy in these reactions. The course focuses on basic chemical
concepts and incorporates activities that promote investigations to reinforce the concepts. Students are expected to analyze scientific data via calculations and inferences as well as recognize the importance of explaining data with precision and accuracy. Assignments will be challenging, especially in the realm of problem solving.

**Physics**

**Placement:** departmental recommendation; Mathematics level placement  
*(Open to 11th and 12th grade students)*

This course teaches physics to students as the science of matter, its motion, and associated energy of various forms. Students seek to understand very basic concepts such as force, energy, mass, and charge. The course discusses scientific analysis of nature to enable students to understand how the world and the universe (the entirety of space and time, all forms of matter, energy and momentum, and the physical laws and constants that govern them) behave. Basic mathematical techniques, such as algebra, geometry and trigonometry, are used.

**Honors Physics**

**Placement:** departmental recommendation; English level placement  
*(Open to 11th and 12th grade students)*

Students seek to have more in depth understanding of physics concepts such as force, energy, mass, and charge. Basic mathematical techniques, such as algebra, geometry and trigonometry, are used with more application in more extensive problems solving. The course covers standard topics in physics and modern physics with more details than expected of regular students.

**Environmental Science**

**Prerequisite:** Biology, two years of math credit  
*(Open to 12th grade students only)*

Environmental Science is a regular level project/ problem based course. The goal of the Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or them (College Board).

**AP Biology**

**Prerequisite:** AP placement criteria  
**Placement:** departmental recommendation  
*(Open only to 11th and 12th grade students)*

This course is designed for students who intend to pursue a science-related field in college. This class meets the objectives of a college general biology course. It covers in depth the foundations
of biology, including cell biology, genetics, anatomy and physiology, botany, immunology, ecology, zoology, etc. Students will prepare for and take the advanced placement exam in order to attain college credit (depending upon their score). Students must have self-disciplined study habits in order to succeed in this course.

**AP Physics B**
**Prerequisite:** Physics, Algebra II and AP placement criteria
**Placement:** Math level placement
*(Open only to 12th grade students)*

This is a college level physics course for college bound students who plan to major in a science or engineering field. The course provides an introduction to the main principles of physics emphasizing the development of problem solving ability. It follows the College Board’s syllabus for AP Physics B and will cover Newtonian and fluid mechanics, electricity and magnetism, waves and optics, thermal, atomic and nuclear physics. Students will be prepared by May to take the AP Physics B exam. Algebra and Trigonometry are required. Calculus will be helpful but not required. Laboratory practices are a vital part of the course.

**AP Chemistry**
**Prerequisite:** AP Criteria Placement; Math level placement
*(Open only to 11th and 12th grade students)*

The Advanced Placement Chemistry course is designed to meet the objectives of a first year college general chemistry course. It is recommended for students who intend to pursue a science related field in college. Topics include an in depth study of atomic theory, chemical bonding, states of matter, reactions, acid-base chemistry, stoichiometry, electrochemistry, equilibrium, kinetics, and thermodynamics. There is an emphasis on the quantitative aspects of chemical concepts and the formulation of principles. Laboratory work is an integral part of the course. Students will prepare for and take the advanced placement exam in order to receive college credit (depending upon their score). Students must have self-disciplined study habits in order to succeed in this course.
MATH DEPARTMENT OVERVIEW

At Islamic Foundation School, mathematics instruction at the middle/high school level is taught to prepare the student for real world applications and a technologically progressive society. Mathematic concepts and facts are explained in terms of simpler ones rather than a cluster of arbitrarily conceived rules. The NCTM (National Council of Teachers of Mathematics) standards and the NETS (National Education Technology Standards), as well as the Illinois State Standards take precedence and are clearly applied to each lesson. Teachers are constantly aware of the latest technology and apply a variety of teaching methodologies to their daily teaching, so that students succeed at any given task that requires mathematical reasoning. Through the integration of Islamic principles, teachers’ instruction fosters an understanding as to why learning mathematics is critical to every Muslim. Real world topics are consistently introduced at each level with the belief that Islamic principles and values are of utmost priority when learning any mathematical topic, such as interest and banking. Once leaving IFS, students will be well prepared to contribute to society by applying the mathematical concepts they have acquired.
Algebra I  
**Prerequisite:** 8th Grade Algebra  
**Placement:** teacher recommendation; placement test for incoming students

Elementary algebra focuses on the structure of the real number system. The solution of equations, inequalities, and systems of equations and inequalities is reviewed. The second half of the course focuses entirely on second degree polynomials, specifically solving and graphing quadratic equations. The course ends with a review of radical and rational equations which leads into an introduction to Geometry, unit circle, and trigonometry functions. Graphing, both as a means of displaying data and analyzing data in one and two dimensions, is an integral part of these courses. A sound foundation in arithmetic and pre-algebra skills is essential for success in these courses.

**Geometry**  
**Prerequisite:** Completion of Algebra I

The basic content of this course is plane geometry with integration of some space and coordinate geometry. This course develops geometric concepts, including the study of formal proofs (including coordinate and indirect methods) and algebraic applications. Algebra is used extensively for areas, volumes, lengths, angle measures, and graphing.

**Honors Geometry**  
**Prerequisite:** overall 90% average in 8th Grade Algebra and Honors Placement Criteria

This course begins with an introduction to definitions, theorems, postulates and writing proofs to argue a logical statement. These skills are applied towards the rest of the course work— students will extensively cover the idea of congruency and similarity between figures, lines, angles, polygons, in particular triangles. Next the course takes an algebraic approach to Geometry, focusing on the Pythagorean Theorem, surface area and volume. Lastly, students will be prepared for Algebra 2 and pre-Calculus with an introduction to trigonometry functions and the unit circle.

**Algebra II**  
**Prerequisite:** Completion of Geometry

This intermediate algebra course is a continuation of Algebra 1, including the solutions of equations, inequalities, systems and an introduction to matrix theory. An emphasis is placed upon understanding relations and quadratic functions, including exponential functions, logarithmic functions, rational functions, and conic sections. The unit circle, probability and statistics, series and sequences, and the complex number system are introduced.

**Honors Algebra II**  
**Prerequisite:** Completion of Geometry; Honors Placement Criteria
This course includes topics from intermediate algebra, college algebra, and analytic geometry, including the study of functions, transformations, matrix theory, theory of equations, and an introduction to probability. This course includes the equivalent of a semester study of trigonometry.

**Pre-Calculus**

**Prerequisite:** Algebra II, Geometry

This course is designed to prepare students, who have shown proficiency in two years of algebra and one year in geometry, for calculus. Functions and graphing will be the underlying themes. Topics include: functions, techniques of graphing, trigonometry, conic sections, polar coordinates, sequences and series, vectors, and introduction to limits.

**Honors Pre-Calculus**

**Prerequisite:** Algebra II, Geometry; Honors Placement Criteria

This course is designed to prepare students, who have shown proficiency in two years of algebra and one year in geometry, for calculus. Functions and graphing will be the underlying themes. Topics include: functions, techniques of graphing, trigonometry, conic sections, polar coordinates, sequences and series, vectors, and introduction to limits.

**AP Calculus AB**

**Prerequisite:** AP Placement Criteria

The purpose of this AP Calculus course is to provide an opportunity for students to develop mastery in the concepts listed in the College Board’s *AP Calculus Course Outline*. The goal of this course is to prepare students to score a 5 on the AP Exam and learn calculus well enough to be successful in subsequent courses.

The underlying theme used throughout this course is to have students understand functions from the Rule of Four perspectives: graphic, numeric, algebraic and verbal. It is my belief that students develop maximum understanding when they are provided opportunities to explore, discover, investigate, and discuss challenging new concepts. Calculus is based on just a few fundamental concepts- limits, tangent lines, and approximations. But as the subject is explored, we will find a discipline that is capable of solving innumerable problems of great importance.

**AP Calculus BC**

**Prerequisite:** AP Placement Criteria

This is an intensive full year course in the differential and integral calculus of functions of a single variable. The course includes topics in infinite series and differential equations. A well-prepared student may receive credit for two (2) semesters of college calculus depending upon the institution and the score received on the Advanced Placement Exam.
Statistics

Prerequisite: Completion of Algebra II

Statistics covers the exploratory analysis of data, including methods of data collection (sampling) and interpretation of those data using graphical and numerical techniques. The course includes probability and simulation as tools for producing or analyzing models, various probability distributions (binomial, geometric, random, and normal) and their importance and use, and finally, statistical inference, confidence intervals, and tests of significance.

AP Statistics

Prerequisite: AP Placement Criteria
(Open only to 12th grade students)

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes; exploring data, which includes describing patterns and departures from patterns, sampling and experimentation, which includes planning and conducting a study, anticipating patterns, which includes exploring random phenomena using probability and simulation and statistical inference, which includes estimating population parameters and testing hypotheses. Students who successfully complete this course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course.

Integrated Math
(Open only to 11-12th grade students)

Integrated Math will emphasize skills necessary for problem-solving and continued growth in mathematics. Students will apply concepts of number and operations, algebraic relationships, geometric and spatial relationships, measurement, data analysis and probability, use of formulas, solutions of quadratic equations by factoring and using the quadratic formula, linear graphing, word problems, and a study of the measurements, properties, and relationships of triangles, quadrilaterals, and circles.
SOCIAL STUDIES DEPARTMENT OVERVIEW

Students in the social studies program will develop an understanding and appreciation of the contributions that diverse civilizations and cultures have made throughout history and the impact that they have had on the development of democratic ideals. Within the social studies program students will study contemporary social, political, historical, geographical and economic issues that shape the world today. The Social Studies department will promote opportunities for students to make informed decisions in a culturally diverse world and prepare students to use critical thinking skills. It is our aim to help our students to become capable and engaged citizens by underscoring core Islamic values such as knowledge, action, and character.
**Geography**

**Prerequisite:** successful completion of 8th grade Constitution test; for Honors section placement please see Honors placement criteria.

*(Open only to 9th grade students)*

This course covers physical and human geography of the world. Students interact with the different regions of the world (Americas, Europe, Africa, Asia, and Oceania) by utilizing the five themes of geography (movement, region, human environment interaction, location, and place). Students gain an introduction to the social sciences by analyzing the connections between the physical and human characteristics of the region and in effect, the world. “Travel logs” that entail multiple media analysis and current events as well as other individual and group research projects underscore the objectives of the course throughout the year.

*textbook under review for newer editions*

**World History**

**Prerequisite:** for Honors section placement please see Honors placement criteria (pg. 11)

*(Open only to 10th grade students)*

This course will cover a wide area of history spanning from ancient times to modern world history. Students will begin with the study of advanced early civilizations and empires and then move to a historical study of the world outside of the United States. A survey of political and social history will be covered as well as religion and its role throughout history from ancient to contemporary times. A thorough review of the social sciences through comparative analytical papers will assist students in examining on a more personalized and individual level of interest.

**US History**

**Prerequisite:** for Honors section placement please see Honors placement criteria

*(Open only to 11th and 12th grade students)*

This course will cover the historical experience in the United States from Native Americans to present day America. This course will be organized thematically as well as chronologically, in order for students to comprehend the present status of America politically, culturally, socially as well as economically. Students will be required to analyze and challenge social, cultural, economic, and political issues regarding United States history through various surveys of texts and historical sources. Required reading during second semester is the novel Hiroshima, by John Hersey. Through various sources, a revisionist historical perspective will also be studied in order to appreciate the ever-changing face of exploring history. The student must also successfully pass the U.S. and Illinois Constitution test as part of a requirement in the course.
AP US History

Placement: successful completion Geography and World History; English level placement; AP Placement criteria. (Open only to 11th and 12th grade students)

This course will cover the historical experience in the United States at an accelerated college level. Students will take a standardized AP exam giving them potential to receive college credit based solely on high performance on this exam. College level material will be used throughout the course covering the basic themes required in order to successfully have the chance to receive college credit on the AP exam. Through various sources, a revisionist perspective will also be studied in order to appreciate the ever-changing face of exploring history. Supplemental required readings are The Jungle, by Upton Sinclair, and The People’s History of the United States, by Howard Zinn. A list of suggested movies and other readings are available prior to the start of the course for summer work. The student must also successfully pass the U.S. and Illinois Constitution test as part of a requirement in the course.

AP Economics (Microeconomics/ Macroeconomics)

Prerequisite: see AP criteria
(Open only to 12th grade students)

AP Microeconomics

The purpose of an AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

AP Macroeconomics

The purpose of an AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination and also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics. There is no single approach that an AP Macroeconomics course is expected to follow. Whatever the approach, however, AP teachers are advised to take into account certain topics generally covered in college courses.

AP Psychology

Prerequisite: see AP criteria (Open only to 12th grade students)

Students are introduced to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. Students will develop their analytical skills
through use of readings, writing of essays, and independent research. Topics covered will include biological bases of behavior, motivation and emotion, developmental psychology, personality and abnormal psychology. This course will prepare students for the Advanced Placement Examination of the College Board.

**Current Events**  
*(Open only to 10th, 11th and 12th grade students)*

In this course students will use news media as a primary resource for discussions, assignments, and projects. International, national, state, and local items will be examined with the intent of interpreting the significance of these events. This course attempts to place current events within a historical perspective and suggests future implications of these events.  
*textbook under review for newer editions*

**Sociology**  
*(Open only to 11th and 12th grade students)*

Students explore the concepts and theories necessary to the systematic understanding of our social world. Topics may include the study of sociology as a science, the nature of large and small scale groups, social stratification, historical eras and social change, and race, ethnic, and gender relations.
ARABIC DEPARTMENT OVERVIEW

The Arabic program at IFS seeks to impart Arabic language skills in a way that they can use it easily in communications and also reciting the Holy Quran. We offer an effective teaching program that focuses on the Classical and Modern Standard Arabic, the essential language skills of listening, speaking, reading and writing. The study of Arabic language includes vocabulary, reading, grammar, comprehension, and composition.
**Arabic Level I**
**Pre-requisites:** None

Arabic Level I is a beginning language course designed for students who come from public schools with no previous knowledge of Arabic language, or whose experience does not make placement in a higher level Arabic course advisable. The course focuses on communicative skills of listening comprehension, speaking, reading, and writing. Texts include the writing and sound systems and systematic presentation of basic grammatical structures. Reading, writing, and vocabulary building are emphasized throughout. Class activities incorporate simple dialogues; synonym, antonym matching.

**Arabic Level II**
**Pre-requisites:** Arabic Level I

This course is a continuation of Level I with an emphasis on basic language skills for communication. The content of the course will include vocabulary building, more complex sentences and basic grammar. Class activities incorporate lengthier theme-centered conversations and essay-writing using different styles.

**Arabic Level III**
**Pre-requisites:** Arabic Level II

This course is a continuation of Arabic Level II and takes students to an advanced level of proficiency in Modern Standard Arabic. It sharpens students’ inferential comprehension skills, communication, composition, and critical thinking skills. Texts include long authentic readings (e.g. short stories, poems, articles, etc.) to foster students’ comprehension, enlarge their vocabulary repertoire, and increase their integration in the target culture. Class activities incorporate long theme-centered conversations; essay composition using different styles; analytical and/or critical writing; and a continuation of poetry analysis. Advanced grammar concepts are geared into instruction to enhance the efficiency of written and verbal communication.

**Honors Arabic Level IV- Arabic Literature**
**Pre-requisites:** Arabic Level III

This course is the will apply and build on the complete set of skills a student has acquired in their previous course work. It will focus on reading various selections of Arabic from various parts of Arabic history. Students will explore various pieces of Arabic poetry, short stories, novels, and drama. Students will develop the ability to read classical Arabic literature in the original language. Students will acquire competence in the reading and interpretation of Arabic primary sources in the study of Arabic literature. Students shall develop their ability to describe, analyze and summarize various source materials. Students will develop the ability to read classical Arabic literature in the original language.
ENGLISH DEPARTMENT OVERVIEW

The mission of the Islamic Foundation School English Department is to guide students to understand their world, their faith and themselves, and to help them to articulate their thoughts clearly, both orally and in writing, through exposure to and study of literature and through challenging writing and reading tasks. We believe that this specific pursuit of knowledge through literature is an integral part of our students’ development of a Muslim identity and that each student has the ability to learn, think critically and appreciate the written and spoken word as a means of expression and as an art form.

Elements of Writing or Reading
Honors or Regular 9th

World Literature (R) 10th
World Literature (H) 10th

American Literature (H) 11th
AP Literature & Composition 11th, 12th

Journalism 11th, 12th
Etymology/Shakespearean Lit. 11th, 12th
Speech 11th, 12th
AP Language & Composition 11th, 12th
English Grade 9—Honors Elements of Writing  
**Pre-requisites:** for Honors section placement please see Honors placement criteria

The purpose of the course is to give students the skills they need to become confident writers by mastering the elements of writing. The course will cover a number of writing types and literary devices as well as the “nuts and bolts” (grammar, punctuation, and style) of writing. While the prime objective of this course is to develop the student as a good writer, it is first necessary for you to be a good reader. To accomplish this, our course will cover a **myriad** of texts ranging from novels to short stories to essays. Time will be dedicated to discussing what has been read, and responding to the text through the student’s writing. By reading quality literature students will be able to examine the techniques of good writers and apply it in their own writing.

Emphasis will be placed on the process of writing as much as the product. The writing process includes eight different steps. These include prewriting, rough draft, peer editing, second draft, teacher feedback, third draft, self editing/grammar check, and the final draft.

English Grade 10—World Literature (Regular or Honors)  
**Pre-requisites:** for Honors section placement please see Honors placement criteria.

In this course students will become independent learners by applying critical reading and writing skills to literature representing various time periods and cultures. Students will explore the theme of the individual versus society in the context of women, politics/war, race/religion, and science/technology. Reading skill development will include increased use of in-text notes and questions, creation of clear, direct and textually supported interpretations, and ability to draw thematic connections across multi-genre units. Composition emphasis will focus on the proof of an arguable thesis and the development of persuasive arguments. Discussions, classroom activities and written assignments will be structured, but moderately directed and based on topics determined by the teacher and initiated by students.

English Grade 11—American Literature (Regular or Honors)  
**Pre-requisites:** for Honors section placement please see Honors placement criteria

In this course, students will explore movements and themes in American literature such as the defining of America and the minority experience, the creation of the new world and the Puritans, Romanticism and Transcendentalism and the interpretation of imaginative literature and the modern age. Reading skill development will include self-directed close-reading and inquiry, construction of textually based interpretative questions, analysis of literary passages, and recognition of thematic connections across multi-genre units. Composition emphasis will focus on the creation of an arguable thesis and the development of persuasive arguments. Discussions, classroom activities and written assignments will be based on shared inquiry and Socratic questioning on essential questions that emerge from the text.
English Grade 11—Contemporary Literature (Regular)

This Contemporary literature course will expose students to a range of human themes designed to encourage pupils to demonstrate higher lever thinking through an in-depth analysis of the text, while making a connection to their own life experiences and the “real world” around them. The course concentrates on the short story fiction, nonfiction, drama, poetry and the novel. Students will explore current trends in a variety of literary forms, including poetry, prose, and drama. The course will also highlight literary techniques and writing skills, assisting students in analytical writing. Class participation is accentuated through a number of participative and alternative learning methods, including reading circles, artistic and graphic interpretation, discussion threads, and oral presentation.

English Grade 12—British Literature (Regular)

Pre-requisites: for Honors section placement please see Honors placement criteria

The British literature class is a class that includes the study of spoken and written language traditions of England from the year 449 to present. The course will progress chronologically from the past toward the present and will include readings outside the textbook where works can be studied in their entirety and with greater time and care given to understanding their deeper meanings and structures. The class starts with the Old English and Medieval periods. Next, we shall visit the British Renaissance and the 17th and 18th centuries. Finally, our trip shall come to an end with the Romantic and Victorian periods. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.

AP English Language & Composition

(Open to 11th and 12th Grade students who meet AP placement criteria)

This class focuses both on American Literature and preparing for the AP English Language and Composition exam. According to the College Board’s course description, the purpose of this course “is to enable students to read complex texts with understanding and to write prose sufficient richness and complexity to communicate effectively with mature readers.” The course will be organized thematically, while examining works through “rhetorical strategies and stylistic choices.” We will focus on reading critically, thinking critically, and writing critically. The course will require students to not only understand what the authors arguments are, but also how they use style and rhetoric to effectively communicate their argument. The theme of our coursework this year will be the nature of man. All of our readings will relate directly to this topic.
**AP English Literature and Composition**  
* (Open to 12th grade students who meet AP placement criteria)*

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

**Shakespearean Literature**  
1 semester course; *(Only open to 11th and 12th grade students)*

The Shakespearean Literature course at IFS offers the opportunity to explore the world, life, and work of William Shakespeare in an active performance and project-based environment. Students will study Shakespeare’s language, historic and literary influences, elements of Elizabethan theater, culture, history, and politics, and basic performance techniques and theories in the context of no less than four of Shakespeare’s plays, and a least one comedy and one tragedy. The class encourages critical thinking and rhetorical skills through discussion and performance and will include opportunities for dramatic analysis and criticism of filmed and live productions.

**Etymology**  
1 semester course; *(Only open to 11th and 12th grade students)*

Etymology is defined as “the theory and study of the origins and history of linguistic form.” In other words, etymology is the study of where words come from. The study of etymology serves a variety of purposes. To start, it makes us as speakers of the English language more aware of what we are saying and writing. Additionally, etymology improves vocabulary in a more powerful and lasting way than simply memorizing a set of words. Beyond all this, etymology is a fascinating glimpse into history, literature, and even science. This course will focus most intensively on Greek and Latin roots and affixes, since most of the English language originated from these. It will also investigate the history of language, borrowed words and their origins, dialect patterns in the US, field-specific vocabularies and national language policy. Traditional vocabulary work will also be included, but studied in a way that makes use of knowledge of word parts. Course work will rely heavily on supplemental readings from college-level texts, word part exercises, handouts and weekly word part quizzes, but projects and papers will also be assigned.