



## Kigali International Community School Secondary Course Catalog

---

### ARTS – VISUAL

#### Philosophy Statement

The goal of the Christian artist is to glorify God both in the expression of artwork and in its execution. As God's image-bearers, we share in his creativity. Art enables us to perceive, interpret, and evaluate life's experiences in a way unique to each of us. The art curriculum is designed to develop the unique mental capabilities, which foster flexible, divergent, original, fluent, and imaginative thinking. All Visual Arts Courses at KICS are taught through a biblical lens that emphasizes the benefit of arts education as a means to connect with the Father, providing students an opportunity to take part in the creator-nature of God as they design and make beauty.

#### Middle School Course Descriptions

Middle School Art 1: (Grade 6-8) Students will learn basic drawing skills, shading techniques, and color theory. Students will be challenged to connect with the creator-nature of God as they learn how to create art themselves.

Middle School Art 2: (Grades 6-8) Students will work on improving artistic ability and knowledge acquired during Art 1 while learning art vocabulary that pertains to each art project that is introduced. 2D and 3D art such as paint and sculpture will be emphasized.

#### High School Course Descriptions

High School Art 1 – Drawing: (Grade 9-12) This is a foundational course that introduces students to the skill necessary for all art forms – drawing. Students will study the art movements that span from Prehistoric to Renaissance.

High School Art 2 – Painting: (Grade 9-12) This course introduces students to painting. Mediums of paint: acrylic and watercolor. Students will study the movements of Impressionism and Abstract Art as they apply the styles to their projects. *Note: High School Drawing is a pre-requisite for this course.*

3D Design: (Grade 9-12) This course introduces the student to three-dimensional art. Projects may include textiles, sculpture, and multi-media art. Students will look at the application of

3D design to careers like architecture or product and fashion design. *Note: High School Drawing is a pre-requisite for this course.*

Media Design: (Grade 9-12) This course will introduce students to Media Design (also referred to as Graphic Design, Desktop Publishing, or Media Arts). Students will learn the history of graphic arts and study some of the industry's major contributors. Emphasis is placed on principles of effective design for visual communication. Students will also learn basic skills in Adobe Photoshop, Adobe In-Design, and Adobe Illustrator.

Beginning Digital Photography: (Grade 10-12) Students will be introduced to digital SLR camera use (cameras will be provided by KICS), will learn the history of photography, and learn from the major contributors in the field. Students will learn fundamentals of photography the basic elements of editing photos in Adobe Photoshop.

Advanced Digital Photography: (Grade 10-12) Through research, guest appearances, and practicum, students will explore the fields of photojournalism, commercial and event photography, and other careers using a camera. Students will build on their technical knowledge of the camera and editing software. *Note: Beginning Digital Photography is a pre-requisite for this advanced course.*

## **ARTS - PERFORMING**

### **Philosophy Statement**

Performing arts can be a significant element of Christian education as students both praise God and develop their gifts to glorify him. God is creative by nature and has instilled this character within us. This character further blossoms into expressing, interpreting, producing, experiencing, feeling, solving, working, sharing, growing, leading, and other discoveries of living out our lives within his creativity. The performing arts curriculum at KICS strives to provide opportunities for students to learn, produce, and thrive within a biblical framework of creativity.

### **Course Descriptions**

Beginning Band: Students learn basic fundamentals for reading music, playing their chosen instrument, breathing as a musician, listening to and analyzing music, playing with expression, and becoming part of a musical team. This group is for anyone in middle school who wants to play a band instrument (flute, clarinet, saxophone, trumpet, trombone or bells, and percussion). Members of this course will be expected to practice at home. This is designed as a year-long course.

Intermediate Band: This course is for instrumentalists in middle school who have already begun learning their instrument. Students will build on the fundamentals of reading music, playing their instrument with a characteristic tone, listening to and analyzing music, and playing with expression as a growing member of an ensemble. Members of this class will be expected to practice at home. This is designed as a year-long course.

Advanced Band: (Middle School/High School) This course is for mature instrumentalists in high school. Students build on the fundamentals of reading music, playing their instrument with a characteristic tone, listening to and analyzing music, and playing with expression as a

growing member of an ensemble. Members of this class will be expected to practice at home. This is designed as a year-long course.

Choir: (Middle School/High School) The KICS Choir is for middle and high school singers of all skill levels. This is an active course that focuses on vocal tone, singing techniques, vocal health, expressive singing, music literacy, listening, and being part of an ensemble. No prior experience is required, but all singers will be expected to be risk takers who grow in their singing ability. This is designed as a year-long course.

Theatre: (Middle School/High School) Students participate in theoretical and practical aspects of theatre and are introduced to the various aspects of stage performance/acting. Students explore styles, methods, and genres through a combination of academic study and active presentation of assigned projects. Coursework includes the development of the following: voice, physical theatre, mental awareness, scene work, script analysis, audition techniques, theatre history, and film analysis.

## **ENGLISH / LANGUAGE ARTS**

### **Philosophy Statement**

Language is a primary gift of God for communication. Therefore, we equip students to process and present diverse forms of information from a biblical worldview. Students will progress from comprehension to application and mastery in oral and written forms. Exploring and critiquing a variety of literature enables students to gain an appreciation for the cultural richness and diversity of life while applying life lessons. The study of Language Arts integrates reading, writing, grammar, listening, and speaking. Mastery of each facet is essential if students are to contribute to society and leave a legacy for future generations.

### **Middle School Course Descriptions**

Grade 6 Language Arts: This course program combines vocabulary, grammar, writing, and literature studies using a thematic approach. Skills will be practiced and assessed through writing assignments and individualized online activities. Students will be introduced to the writing process and all stages of writing development. They will create persuasive and expository pieces of writing in response to the literature they are reading in class. Students will also learn narrative techniques while journaling and creating narrative pieces. Public speaking will be developed through presentations and speeches related to the literature being studied. Students will be introduced to literary elements as they read and analyze literature from the following genres: non-fiction, historical fiction, mythology, and realistic fiction. Class and independent reading will include short stories, poetry, novels, informational texts, and drama.

Grade 7 Language Arts: This course combines vocabulary, grammar, writing, and literature studies using a thematic approach. Skills will be practiced and assessed through writing assignments and individualized online activities. Students will continue to explore the writing process and all stages of writing development. They will be introduced to research methods and the correct form for citation. Students will continue to explore narrative techniques while journaling and creating narrative pieces. Key texts for this year also include *Out of the Dust*, *A Christmas Carol*, *Wednesday Wars*, and a variety of novels for literature circles.

Grade 8 Language Arts: This course will prepare students for on-going and in-depth analysis of literature, beginning with a focus on specific genres such as short story and poetry and then moving into thematic units such as The American Civil Rights Movement and the Jewish Holocaust. Students will develop research skills as they investigate the historical and societal influences surrounding major works. Students will regularly respond to themes in literature through research and informative formal speaking as well as debate. Additionally, they will respond using forms of creative writing, journaling, and critical analysis while improving vocabulary, writing style, and mechanics through exercises in grammar, sentence structure, and peer editing.

## **High School Course Descriptions**

Grade 9 Language Arts: This course covers a broad range of classic texts to develop the reading, understanding, analysis, and appreciation of literature. Symbolism, irony, satire, and allegory are explored. Students develop essay and creative writing skills as they respond to texts in various written forms and work on their public speaking through persuasive speeches and research presentations. Their vocabulary is broadened through the study of texts, writing skills are sharpened, and problem areas are improved by self and peer-editing.

World Literature: (Grade 10) In World Literature, students will study a broad range of texts from around the world to further develop their reading comprehension and literary analysis skills. Both classical and contemporary authors from around the world are explored. They will further develop their writing skills as they respond to texts in various written forms; oral presentation skills will also be used. Students will broaden their vocabularies through the study of literary texts and expand their writing skills by identifying and working on problem areas.

American Literature: (Grade 11) American Literature reflects and follows the early exploration of a region through its establishment not only as a nation but also as a unique people. Students will trace the development of the short story, poetic forms, the essay, and the novel through early American history, the Puritan Era, Transcendentalism, the Jazz Age and Harlem Renaissance, and the Modern Age. Thematic units will explore a menagerie of authors, genres, and historical influences. Students will respond to literature through creative and journal writing, critical analysis, research, and multi-media presentations.

AP Language and Composition: (Grade 11) This course aligns to introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. *Many U.S. colleges look favorably upon AP courses due to more rigorous content than the standard high school curriculum. All AP courses at KICS require teacher approval for registration. In preparation for many AP courses at KICS students must complete summer work and/or J-Term assignments. KICS students enrolled in this AP course should be prepared for an advanced workload and are expected to take the AP exam at the end of the course.*

British Literature: (Grade 12) Students will chronologically trace the historical and cultural influences of British time periods (the Anglo-Saxon/Medieval Period to the Victorian Era) by

studying a variety of written genres (the epic, prose, poetry, essays, drama, etc.). Discussion linking thematic concerns of the writers to current and relevant issues for our global society is encouraged. Students will respond to literature through creative and journal writing, online threads, critical analysis, research, and multi-media presentations and projects. Feedback is based on (1) thesis—the main argument about the topic or text, including reasons or arguments; (2) structure—organization of ideas, arguments, and support; (3) evidence—using examples, quotes, data, and support for the thesis, thesis outline, and topic sentences; (4) fluency—the tone, mood, voice, and overall smoothness; (5) revision—grammar, punctuation, and formatting.

AP English Literature and Composition: (Grade 12) This course focuses on readings from the 16<sup>th</sup> to the 21<sup>st</sup> century, which will be studied in depth. In the course students read deliberately and thoroughly, absorbing a text’s richness of meaning, and analyzing the literary form. Students also reflect on the social and historical values a text reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied. *Many U.S. colleges look favorably upon AP courses due to more rigorous content than the standard high school curriculum. All AP courses at KICS require teacher approval for registration. In preparation for many AP courses at KICS students must complete summer work and/or J-Term assignments. KICS students enrolled in this AP course should be prepared for an advanced workload and are expected to take the AP exam at the end of the course.*

## FOUNDATIONS

### Philosophy Statement

At KICS, we recognize the Bible is the Triune God’s revelation of Himself, His will, and His story of redemption for all His creation. This provides the foundation for Bible education at KICS and all Foundations courses. Biblical Foundations courses strive to foster biblical literacy, develop spiritual discernment, equip students with an understanding of a Christian worldview, and invite students into a closer relationship with God. Furthermore, other Foundations courses challenge students to apply their developing worldview to how they think and act in terms of physical, social, and emotional wellness, as well as applying their worldview to personal growth and future planning. Foundations courses at KICS include Bible and spiritual foundations, health and wellness, college and career readiness, personal finance, as well as global leadership concepts. The Foundations courses at KICS are one of many places where the KICS student is encouraged to consider biblical truth in light of their own identity, story, and future. At KICS, we value the development of the whole student – spiritually, mentally, physically, socially, and emotionally and we believe these courses are foundational to the development of the KICS student. Vitality, Foundations courses seek to develop the whole child in alignment with the KICS Vision, Mission, and ESOs.

### Middle School Course Descriptions

Grade 6 Bible: The focus of grade six is the metanarrative or “whole story” of the Bible, with a special focus on the Old Testament and several key themes, including the “wounded victor” who is prophesied in Genesis 3. In addition to the many stories found in the Bible, students will be able to identify key themes regarding *who God is, who am I, and how do I interact with the world around me?*

Grade 6 Health and Wellness: This course will provide students an opportunity to develop an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and well-being of self and others. Questions to be explored include: Who am I? Who am I becoming? How do I maintain health and wellness? Students will learn about human body systems, the life cycle, personal safety, health influences and risk factors, nutrition, the prevention and control of communicable and non-communicable diseases, the development of healthy relationships, conflict resolution and communication skills, substance abuse, and sex education.

Grade 7 Bible: This course focuses on the “wounded victor” who was introduced in the previous year. By studying the Gospel of Mark, students intentionally look at two questions: (1) Who do I say Jesus is? (2) What does it look like to be his disciple? By the end of the course, students will be able to articulate what it means to for Jesus to be Lord and what it means to follow Him. Whether or not a student actually chooses to follow Jesus is not dependent on their grade, they are simply required to understand as best they can what it means to follow Jesus.

Grade 8 Bible: The focus of this course is to wrestle with the question: What now? There is continued look at what a disciple is and what they are now responsible for in this ever-changing world. What does it mean to be a part of the institution Jesus started called the church? How has this institution gone from a movement of a few hundred people to a large majority of the earth’s population?

Big Questions: The Christian worldview is one of many ways of looking at life, and this course hopes to show that the more one compares the message of Christ with other ideas or views, the more convicting it becomes. The course is designed to help students wrestle with their questions or suspicions about life, love, death, and God. Course content includes: how Christians understand beauty, sex, right and wrong, science, the Bible, suffering, other faiths, death, life, forgiveness, despair, and fear.

## **High School Course Descriptions**

Biblical Foundations I: (Grade 9) This course invites students to build a solid foundation and 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 hearts, souls, and minds. Students will be challenged to apply the definitions of faith and truth in their examination of the claim that the Bible is God’s collected book of revelation, containing all things necessary for salvation. The course will provide the opportunity to gain an understanding of the whole of scripture in view of the mission of God.

Grade 9 Health and Wellness: This course begins by asking the question: What is health? The question is answered by exploring the physical, mental, social, and spiritual aspects of humanity. Nutrition, body systems, diseases, the life cycle, and the effects of drugs and alcohol are explored. It also examines relationships, bullying or harassment, and character. All of this is comprised by an overarching theme: we are fearfully and wonderfully made.

Biblical Foundations II: (Grade 10) Students will understand that Christ’s example in discipleship is the model for both the process of spiritual growth and the product of spiritual

maturity. The stages of spiritual growth identified and utilized by Christ will be used as the outline for the course. Students will learn to apply the principles of spiritual growth taught by Christ and identify his model both personally and in the context of community.

Personal Finance: (Grade 10) Students will explore and practice all the financial decisions they will make during their lifetime including earning, budgeting, spending, saving, and giving money. They will consider the long-term consequences, either positive or negative, of their decisions and be challenged by examples of those who have viewed their finances through the biblical worldview of stewardship.

Biblical Foundations III: (Grade 11) This course invites students to become friends of Christ. Students will examine and apply the concept of Christ's role as our prophet, priest, and king. Students will gain an understanding of Jesus as the fulfillment of prophecy and will understand not only his place in history, but also his relevance to our lives today.

Grade 11 Seminar: This course prepares students to transition proactively & deliberately into life after high school with a well-developed plan for their university education and/or career. Students will gain a realistic awareness of who they are culturally, spiritually, morally, socially, and individually. Cross-cultural communication, life transitions, and university preparation will be key areas of emphasis.

Biblical Foundations IV: (Grade 12) This course is designed to equip the Christian with answers to the most difficult questions posed by both believers and nonbelievers. Students will study major doctrines pertaining to the existence and nature of God, evil, the nature of man, scripture as the source of truth, and the church as the body of Christ. Students will understand and apply those doctrines in the context of living out one's faith.

Grade 12: Global Leadership: (Grade 12) This is the capstone course for a KICS student that brings together all the elements of the KICS vision as well as our values. The students will be involved in engaging lectures, independent study, dialogue, key readings, and a capstone project to aid in their learning. This course will challenge students to examine the following areas: global leadership, self-leadership, servant leadership, cultural leadership, financial leadership.

Ethics: The course offers a practical approach to the question of ethics while applying a biblical framework to real-life situations. Students are challenged to consider the Bible's "big story" as the most comprehensive and life-affirming basis for making sound ethical choices. The course considers the ethics of individualism, rules, and of values. It applies ethics to the real world and deals with such issues as war, the environment, marriage and sex, human rights, compassion, altruism, and the sanctity of life. *This is an elective course and may not be offered every year.*

## MATHEMATICS

### Philosophy Statement

Mathematics is a science of patterns, which allows us to look deeper into God's creation to find order and precision. It is a complex system of algebra, number theory, geometry, measurement, probability, and statistics represented by a system of symbols unique to the

discipline and universally understood. The purpose of the mathematical instruction at KICS is to develop students as problem solvers, critical thinkers, and effective mathematical communicators. Through the use of direct instruction, directed investigation, and cooperative learning, numerical and relational truths are discovered and further developed through all grade levels as a foundation for calculation and reasoning.

### **Middle School Course Descriptions**

Grade 6 – Introductory Mathematics: This course develops students’ basic arithmetic skills and stimulates their interest in the role math plays in their everyday lives. Students’ understanding of integers, factors, operation with decimals, ratios, graphing, data handling, geometry, and basic algebraic skills are further developed or enhanced. Problem-solving skills are also emphasized and explicitly taught in each chapter along with problem-solving applications.

Pre-Algebra: (Grade 7) This course extends the properties of numbers to that of the world of algebra. Key concepts that will be developed include algebraic expressions, linear equations, polynomials, factoring, inequalities, geometry, statistics, and graphing. Types of numbers are explored and extended to include rational and radical expressions and the methods required in manipulating them. Linear functions and inequalities will be solved and represented both numerically and graphically. Non-linear functions will be graphed and their solutions derived by using a variety of methods. Exponential functions will be graphed, and these will be shown to represent real-life mathematical models.

Algebra I: (Grade 8) The Algebra I course explores concepts and the question of *why*. Problem-solving, reasoning, estimation, and connections between math and everyday applications will be emphasized throughout Algebra 1. Types of numbers are explored and extended to include rational and radical expressions and the methods required in manipulating them. Linear functions and inequalities will be solved and represented both numerically and graphically. Non-linear functions will be graphed and their solutions derived by using a variety of methods. Exponential functions will be graphed, and these will be shown to represent real-life mathematical models. Students will learn to utilize the graphing calculator in appropriate situations.

### **High School Course Descriptions**

Geometry: (Grade 9) Geometry stresses the ability to reason logically and to think critically using spatial sense. Both two and three dimensions are emphasized as they apply to points, lines, planes, and solids. Students will build on ideas of inductive and deductive reasoning, logic, concepts, and techniques of the Euclidean plane, and solid Geometry. Topics of study include points, lines, and angles; triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; similarity; and the use of transformations.

Algebra 2: (Grade 10) As a continuation of Algebra I, students will be expected to demonstrate their knowledge by performing calculations in polynomial expressions, performing operations with complex numbers, solving and graphing linear and quadratic equations and inequalities, solving, graphing and analyzing solutions of polynomial functions, manipulating rational expressions, solving rational expressions, solving

logarithmic and exponential equations, and performing operations on matrices and solving matrix equations.

Pre-Calculus: (Grade 11) This course provides a comprehensive study of functions, which are the basis of calculus and other higher mathematics courses. Students will study the properties and graphs of trigonometric, polynomial, rational, inverse, exponential, and logarithmic functions in the first semester. Students explore inequalities, polar coordinates, complex numbers, conic sections, matrices, vectors, sequences, series, and limits.

Calculus/AP Calculus: (Grade 12 – *not required*) This course represents a multi-representational approach to calculus, with concepts, results, and problems expressed geometrically, numerically, analytically, and verbally. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Through the use of unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of topics. *Many U.S. colleges look favorably upon AP courses due to more rigorous content than the standard high school curriculum. All AP courses at KICS require teacher approval for registration. In preparation for many AP courses at KICS students must complete summer work and/or J-Term assignments. KICS students enrolled in this AP course should be prepared for an advanced workload and are expected to take the AP exam at the end of the course.*

## PHYSICAL EDUCATION & ATHLETICS

### Philosophy Statement

As God's creation, we are designed to glorify God mentally, physically, emotionally, socially, and spiritually. The KICS physical education program is designed to help every student grow in each area of development through a variety of physical activities and intentional biblical integration.

### Course Descriptions

Athletics: KICS offers a variety of sports and activities after school including but not limited to basketball, football (soccer), badminton, swimming, Taekwondo, Rwanda traditional dance, running (cross-country) and more. In every sport, the students get a chance to develop and improve both their personal and team skills through ongoing practice – the times vary by age and sport. They compete with other schools in a league and demonstrate competency in the chosen sport.

Middle School Physical Education: In this course students apply tactics and strategies to modified games; demonstrate fundamental movement skills in a variety of contexts; design and implement a health-enhancing fitness program; participate in self-selected activity; cooperate with and encourage classmates; accept individual differences and demonstrate inclusive behaviors; engage in physical activity for enjoyment and self-expression.

High School Physical Education: In this course students demonstrate the ability to plan and implement different types of personal fitness programs, demonstrate competency in two or more lifetime activities, describe critical concepts associated with successful participation in physical activity, model responsible behavior while engaged in physical activity, participate

physical activities that meet the need for self-expression, challenge, social interaction, and enjoyment.

## SCIENCE

### Philosophy Statement

Science is a life-long process for exploring and growing in understanding of the diversity of God's physical creation. This leads to a development of a biblical worldview through which we see the wisdom, power, glory, and character of God reflected in the unique gifting of each student. Science is characterized by observations, citing evidence to support claims, critical thinking, and the pursuit of biblical truth. Students will engage in an investigation of God's world and understand that science is a tool for making wise decisions as his stewards.

### Middle School Course Descriptions

Introductory Science: (Grade 6) This course investigates fundamentals of life science, physical science, and earth science. There will be a focus on basic science concepts and vocabulary. Topics of study include: (1) the process of science, (2) cell structures and functions, (3) genetics, (4) weather and climate, (5) the Solar System, and (6) magnetism and electricity. Students will engage in lab activities and hands-on scientific inquiry.

Environmental Science: (Grade 7) This course covers a variety of topics related to ecology. Students will focus on global issues such as pollution, resource depletion, and climate change. Units include: (1) the process of science, (2) population ecology, (3) ecosystems and biodiversity, (4) use of resources, and (5) energy sources. Students will design and analyze experiments, conducting research, and discussing current events, while using their knowledge and skills to be better stewards of the world.

Physical and Earth Sciences: (Grade 8) This course introduces physical science and earth science. Students will participate in collaborative lab activities and hands-on scientific inquiry as they study (1) the process of science, (2) forces and motion, (3) work and machines, (4) fluid forces, (5) forms of energy, (6) chemical properties and reactions, and (7) processes in the earth's crust.

### High School Course Descriptions

Biology: (Grade 9) This course provides an overview of biological principles, including the origin of life and competing theories about its origin based upon different worldviews. Basic anatomy and physiology of living organisms will be covered, as well as processes necessary to life and its functions. Students will also participate in laboratory exercises that will provide the opportunity for hands-on learning.

Honors Biology: (Grade 9) This course prepares students for college-level work and explores a broad range of life-science topics using multiple tools, such as lab investigations and online simulations that allow students to collaborate in the science process, case studies, and personal research that develop student awareness of current medical research. Christian ethics, stewardship, and wise consumer choices will be discussed. The curriculum emphasizes science as a tool for discovery as students study the philosophy and process of

biology, biochemistry, cell structure and function, genetics and inheritance, adaptation and evolution, and domains/kingdoms.

#### Chemistry: (Grade 10)

This chemistry course will provide an overview of basic chemical principles, including the composition of matter and how these properties affect the behavior of that matter. This course is designed to give an overview of the basic concepts in several critical areas of chemistry and to provide a foundation for the student's future studies. The laboratory will provide the opportunity for the student to participate hands-on in the learning process.

#### Honors Chemistry: (Grade 10)

This honors course provides an overview of basic chemical principles, including the composition of matter and how these properties affect the behavior of that matter. Much attention will be given to fundamental principles, but these principles will be presented with an accelerated level of critical thinking. The laboratory will provide the opportunity for the student to participate hands-on in the learning process, as well as opportunities for students to write their own reports using a guided-inquiry method.

Physics: (Grade 11/12) This course will provide an overview of basic physical principles, including basic mechanics, thermodynamics, optics, electricity, and magnetism. Much attention will be given to fundamental principles. The laboratory will provide the opportunity for the student to participate hands-on in the learning process. Students are also encouraged to be curious and to inquire about things they observe and empowered to search out explanations for multiple perspectives for their observations.

## **SOCIAL STUDIES**

### **Philosophy Statement**

Social Studies is the study of how God works to bring about his divine purposes through the history of humanity. Social Studies topics will reveal both commonalities and diversities, each depicting human interactions within a specific culture. Social Studies exhibits how people and their behavior influence the present from their interaction with past cultural dilemmas and situations. Over the course of their career at KICS, students will learn history, government, economics, geography, psychology, world cultures, and current affairs. The goal of teaching Social Studies is to allow students to see themselves as participants in a global community. Students will recognize history as not just scholarship of the past, but as a source of wisdom for the present and the future. Students will be expected to be active citizens of their community who learn and grow in character through service.

### **Middle School Course Descriptions**

World Studies I: (Grade 6) The first semester of this course focuses on Ancient History and the second semester begins with Medieval History and continues to the present. The goals of this course are to (1) give students a broad overview of human history and (2) introduce students to skills and concepts that they will build on throughout their middle and high school studies.

World Studies II: (Grade 7) This course is a survey of the geography, history, people, religion, and culture of Africa (first semester) and Latin America (second semester). Students

will discover the main physical features of each region, key individuals and events important in the country or people's history, main characteristics of the cultures, as well as current governments, natural resources, and economic successes or challenges.

World Studies III: (Grade 8) This course builds on student learning from Grade 7. In Grade 8 the students will build on that knowledge and apply the same skills to the study of Europe (first semester), then Asia and the Pacific (second semester).

*This course sequence is under review.*

## **High School Course Descriptions**

World History: (Grade 9) In this course students will gain an understanding of history from the early civilizations, classical empires throughout the world, the Middle Ages and the formation of Western Europe, societies of Africa and the Americas, and the Renaissance. Students will understand how these histories impacted the global world we live in today. Students will use various historical thinking skills by examining primary sources analyzing or comparing factual narratives. Students will also compare the interpretation of history from the perspective of different writers and historians. Writing skills and critical thinking is emphasized.

European History: (Grade 10) In this course students will explore the following content areas: The Renaissance to the Wars of Religion 1450-1648, the Monarchical States to Napoleon 1648 – 1815, Age of Revolutions to World War 1 1815-1914, Global Wars to Globalization 1914 to present. Comparisons will also be drawn as to how these events impacted the modern world of today. Students will understand how alliances changed the political landscape of Europe, and they will master the nine historical thinking skills by examining primary sources. Students will be exposed to factual narratives and the interpretation of European History from the perspective of different writers and historians.

United States History/AP US History: (Grade 11/12): This course is a survey of American History, which begins with the study of the first peoples of the Americas prior to European colonization. The course covers the establishment and growth of the US up to the present time. The AP component of the course is taught at a university level regarding content, rigor, and pacing. *This course is offered as both a regular and AP course. Many U.S. colleges look favorably upon AP courses due to more rigorous content than the standard high school curriculum. All AP courses at KICS require teacher approval for registration. In preparation for many AP courses at KICS students must complete summer work and/or J-Term assignments. KICS students enrolled in this AP course should be prepared for an advanced workload and are expected to take the AP exam at the end of the course.*

Comparative Government and Politics: (Grade 12) In this course students will gain an understanding of major comparative political concepts, themes, and trends. Students will learn essential facts about government and politics in the U.S., Great Britain, Russia, Mexico, Iran, Nigeria, Rwanda, and China. Students will identify patterns of political processes and behavior and analyze their political and economic consequences. Students will also compare and contrast political institutions and processes across countries.

*This course sequence is under review.*

# TECHNOLOGY

## Philosophy Statement

Computing affects almost all aspects of modern life, and all students deserve an education that prepares them to pursue the wide array of intellectual and career opportunities that computing has made possible. Kigali International Community School is committed to teaching students to use computing in an ethical and practical manner. This course seeks to provide foundational knowledge and skills to serve others for Christ in our increasingly digital society, economy, and culture.

## Course Description

High School Computer Programing: (Grades 9-12) Computer Programming is a semester-long, rigorous, entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, big data, digital privacy and security, and the societal impacts of computing.

# WORLD LANGUAGE

## Philosophy Statement

Since language is a primary gift of God for communication, world languages offer students a unique opportunity to use the communicative skills God has placed inside of them. We desire students to have deeper cultural awareness and to appreciate and express diverse forms of information from a biblical worldview. The skills acquired from learning a new language prepare students to impact the world for Christ.

## Middle School Course Descriptions

Middle School French I: (Grade 6) This course features a systematic and comprehensive approach to grammar progression, with clear explanation and extensive practice. Course units include: learning how to meet and greet; talk about your home and family; describe the weather; say where you live; talk about food and drink; and describe a typical school day. Each unit is set in authentic contexts, from France and other French-speaking countries. Vocabulary and grammar reference sections are included to encourage independent learning.

Middle School French II: (Grade 7) This course incorporates a systematic teaching approach to grammar progression. Each student's book is the main teaching tool for the course and contains essential core materials and a full range of items for consolidation, extension, and revision. Topics covered in the units include: learning how to talk about shops; money and prices; making holiday plans; looking at different means of transport; describing what you wear; and arranging to meet a friend.

Middle School French III: (Grade 8) This course is designed to be thorough and to build on to Middle School French II. Each student's book is the main teaching tool for the course and contains essential core materials and a full range of items for consolidation, extension, and revision. The course material has a full range of practice tasks and regular grammar

explanations. The units include: talking about leisure activities; discussing healthy lifestyles; discussing plans about work experience and future careers; and understanding information about francophone countries.

### **High School Course Descriptions**

High School French I: (Grade 9) This course features a carefully-planned development of language skills, a systematic approach to grammar progression, clear explanations, and extensive practice. It also includes an integrated assessment at the end of each unit. Students of all levels can begin with this course that covers the following modules: Jeunes sans frontières, En ville et a la campagne, Bon voyage, Un sejour en France, and Une semaine typique.

High School French II: (Grade 10) This course provides a wealth of resources to meet the needs of a wide range of students, with plenty of room to challenge even the most able. It features a carefully-planned development of all four language skills; a systematic approach to grammar progression, with clear explanations and extensive practice. Students will engage the following modules: Bon appetit!, Ca m'interesse, Nouveaux horizons, A votre sante, and Projets d'avenir.

#### High School French III:

This course offers a lively, communicative approach, underpinned by a clear grammatical progression. The course includes listening for both presentation and practice including dialogues and interviews. This year we will focus on the modules Le college, Il faut bosser, Tourisme, Mode de vie, Le monde en danger. The students will also use an advanced French Grammar book designed to help their grammar skills in more challenging areas and provide them with a solid basis for building longer and more complex sentences.

AP French: (Grade 11/12) “The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. [...] The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions)” (College Board, 2018). *Many U.S. colleges look favorably upon AP courses due to more rigorous content than the standard high school curriculum. All AP courses at KICS require teacher approval for registration. In preparation for many AP courses at KICS students must complete summer work and/or J-Term assignments. KICS students enrolled in this AP course should be prepared for an advanced workload and are expected to take the AP exam at the end of the course.*

#### Online world languages:

Students have the option of gaining their world language graduation credits by enrolling in a language other than French online. In order to do this, students must have the approval of the secondary principal.

## Online Courses

There are many course offerings that a KICS student can take through a KICS approved online course provider. Students must have approval from the secondary principal in order to enroll in an online course. Any alternative course or credit earned online while enrolled at KICS must be approved prior to enrollment in the course. Otherwise there is no guarantee the credit will be accepted toward graduation requirements at KICS.

## Honors & AP Courses

Honors and AP courses contain more rigorous content than the standard high school curriculum. All AP and Honors courses at KICS require teacher and principal approval for registration. Honors courses are suggested for students who plan to take AP classes later during their high school career. These classes will help to prepare students for AP classes. For students planning to enroll in AP classes, many of these courses at KICS require students to complete summer work and/or J-Term assignments. KICS students enrolled in AP courses are expected to take the AP exam at the end of each AP course.

### AP Course Offerings 2018-2019

<i>Language Arts</i>	AP Language and Composition
<i>Math</i>	AP Calculus AB
<i>Social Studies</i>	AP US History
	AP Micro/Macro Economics (Online)

### AP Course Offerings 2019-2020 (tentative)

<i>Language Arts</i>	AP Language and Composition
	AP English Literature and Composition*
<i>Math</i>	AP Calculus AB
<i>Science</i>	AP Biology **
<i>Social Studies</i>	AP US History
	AP Comparative Government and Politics*
<i>World Languages</i>	AP French*

\* Last offered 2017-2018

\*\* First time offered on campus at KICS