

International School of Kigali, Rwanda

Engaging Individuals | Encouraging Success | Enriching Global Citizens



The Secondary School Guide *Academic Program Overview & Course Descriptions*



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ISKR Guiding Statements

Mission

The International School of Kigali, Rwanda is a child centered community of learners which offers a university preparatory program from Pre-school through grade 12. Rooted in intercultural understanding, ISKR encourages critical thinking and promotes curiosity while offering transformative experiences within Rwanda.

Vision

The International School of Kigali, Rwanda aspires to be an innovative school that positively encourages individual growth. Our students will achieve their full potential and become lifelong learners ready to make a difference within their respective communities.

Educational Objectives

Students at ISK Rwanda will:

- have an international perspective that encourages them to celebrate the cultural diversity of our community of learners.
- demonstrate 21st Century skills and competencies characterizing global learners committed to social justice.
- have a firm foundation and demonstrate proficiency in science, mathematics, and technology.
- develop proficiency in the English language and at least one other language.
- be clear communicators, proficient in reading, writing, speaking and listening.
- demonstrate creativity and critical thinking skills that will enable them to be problem solvers.
- will develop awareness and respect for the environment, both globally and within Rwanda.
- involve themselves in a variety of extra-curricular activities including the arts, sports, and community service.
- acquire a knowledge of, and respect for, the Rwandan people, their history and culture.
- be fully prepared to successfully meet their next academic challenge.

Secondary School Guiding Statements

Mission Statement:

The secondary section, grades 6-12, is a division of the International School of Kigali. We promote student centered learning, critical thinking, problem solving, global perspectives, and creativity through a rigorous academic program taught in the English language. Students gain the skills needed to thrive academically as they advance through our program. A variety of Advanced Placement and college preparatory courses prepare our students for further academic challenges. We aim to endow all of our students with the knowledge and skills they need to succeed in higher education.

Vision Statement:

The secondary section of the International School of Kigali strives to be an innovative, leading example to our school and to the community. Our teachers will guide students to achieve their full potential and succeed in higher education through diverse teaching methods and a challenging academic program that is rooted in rich cultural experiences. Teachers will facilitate students' development of the skills necessary to take on the challenges of higher education. Students will become respectful, thoughtful, global citizens ready to make a difference in their communities.

Educational Objectives:

Secondary students at ISKR will:

- demonstrate proficiency in all academic core subjects: English Language, Mathematics, Science, Social Studies, and World Languages.
- be able to develop and express their ideas effectively - and even eloquently - in written and verbal communication.
- Have a well-rounded education that includes the study of visual and performing arts, computer science, and physical education.
- learn through a variety of student-centered approaches including: collaborative learning, inquiry based learning, peer evaluation, self reflection, and small group instruction.
- show respect for themselves, each other, our school, and our community.
- have an intercultural understanding of themselves, each other, our school, the community, and the world.
- show respect for Rwanda and its people by studying their history and culture.
- participate in extra-curricular activities in sports, the arts, and community service.
- demonstrate critical thinking, authentic problem solving, and creativity within all academic subjects and beyond.
- have a firm foundation for higher education and further academic challenges.

Secondary School Overview

The Secondary School at ISKR includes grades 6 through 12. Grades 6, 7 and 8 make up the Middle School, and Grades 9 through 12 are in the High School. There are different educational approaches and expectations for students according to their age and academic level. The core curriculum of the Grades 6-10 program is built around skill-based standards, and the courses build toward a robust set of Advanced Placement courses for Grades 11 and 12. All students graduating from the High School earn a CIS-accredited high school diploma and many choose to take AP examinations to earn credits toward university.

Secondary Core Curriculum

The secondary program includes four core subjects – Language Arts, Mathematics, Science, and Social Studies – that are taught by specialized teachers within the secondary school. Additional courses allotted the same time as the four core subjects include French and/or Spanish classes offered at several levels, English for Language Learners, and Physical Education. Middle School students also take courses in the co-curricular program, including 1) four quarter-length courses: Study Skills, Computers, Health, and Rwandan Studies and 2) two semester-length courses: Art and Drama. Grade 8 students have the option of choosing certain high school electives in lieu of Art and/or Drama. In high school, in addition to the four core subjects, a World Language, and Physical Education, students choose two elective courses each semester offered by teachers in the Secondary and Co-Curricular programs. These courses include creative options such as Art, Drama, or Creative Writing, or academic options such as Model African Union or a second World Language.

Framework for 21st Century Learning

For the 2014-2015 academic year, the secondary program is using Partnership for 21st Century Skills' *Framework for 21st Century Learning* to improve its program and ensure that 21st century skills, themes, and competencies are embedded in the curriculum and in classroom instruction. For this year, each core subject has been assigned a skills focus area. For Language Arts, the area is *Communication and Collaboration*; for Mathematics, the area is *Critical Thinking and Problem Solving*; for Science, teachers will focus on *Creativity and Innovation*; and Social Studies teachers will integrate *ICT and Media Literacy* into their curriculum. As the program continues to work for improvement, these and other skills outcomes will be systematically embedded.

Assessment and Reporting

Assessment at ISKR is both formative (assessing the developmental progress) and summative (assessing the final outcome). A student's progress is evaluated and reported using a variety of assessments, including projects, presentations, tests and quizzes, essays, journals, homework, and class work, among others. Grades are based on a combination of these assessments. *However, dispositions such as participation, while assessed and reported each quarter, are not included in the percentage grade for each course.*

The following assessments are used across the secondary program:

Semester Examinations

In core subjects, including World Languages, Grade 8-12 students sit a comprehensive examination during a designated exam week in order to ascertain their learning throughout the semester and year. The Semester One and Semester Two examination scores constitute 20% of each semester grade. Students in AP courses that have sat the AP exam may be exempt from the Semester Two final, provided they have maintained a grade of at least 75% in that course.

Measures of Academic Progress

MAP determines a student's instructional level and measure academic growth throughout the school year, and from year to year, in the areas of Mathematics, Reading and Language Usage. MAP tests are unique in that they are adaptive tests your child will take on a computer. That means that the test becomes more difficult the more questions your child answers correctly. When your child incorrectly answers a question, the test becomes easier. Therefore, your child took a test specifically created for his or her learning level in the above mentioned subject areas.

Student Portfolios

Student portfolios have been implemented for the 2014-2015 academic year. Students will be responsible for maintaining and updating their portfolios – with teacher assistance in the younger grades – over the course of their time at ISKR. Portfolios are a tool used by students for self-assessment and for teachers to assess student mastery of AERO standards and to compile meaningful data and student work for communicating with parents about student progress over time and with other teachers to evaluate individual student needs, provide classroom differentiation, or demonstrate the need for learning support or enrichment. Portfolios also facilitate student goal setting and reflection in order to engage students in their own learning.

Report Cards

Report Cards are sent home at the end of each quarter, and final report cards issued at the end of the academic year will reflect the semester one and two grades and semester examination grades. Teachers report percentage grades for each course, examination grades in the first and second semesters, and write comments about student progress. Dispositions are also reported separately from academic grades on the reports.

The following grading scale is used to calculate GPA and create student transcripts, which are available upon request:

ISKR Grading Scale		
Percentage	Grade	GPA
94-100	A	4.00
90-93	A-	3.67
87-89	B+	3.33
84-86	B	3.00
80-83	B-	2.67
77-79	C+	2.33
74-76	C	2.00
70-73	C-	1.67
67-69	D+	1.33
60-66	D	1.00
Below 60	F	0.00

Graduation Requirements

In order to earn a High School Diploma, ISKR students must earn a minimum of thirty *Carnegie Units* of High School credit (a semester course consists of 60 hours of instruction and earns 0.5 credits; a one year course earns 1.0 credit) in the following subject areas:

Subject	Credits
English	4.0
Math*	3.0
Science*	3.0
Social Studies	4.0
World Languages	3.0**
Computers/IT	1.0**
Arts	1.0**
Physical Education	3.0***
Rwandan Studies	0.5
Further Electives	3.0
TOTAL	30.0

**Students must have a total of 7.0 credits between Math and Science.*

***Credit requirements in World Languages, Arts and/or Technology may be amended in order to accommodate individual student needs (e.g. in the case of English language support or if a student is going to later transfer into a school with specific requirements).*

**** Students must be enrolled in two semesters of P.E. in grades 6 – 10 and at least one semester of P.E. in grades 11 and 12.*

High School Guidance

Jessica Kalisa, the Curriculum Coordinator, also works with High School students to identify university and career goals and to navigate the application process. While we don't require students to work with Ms. Kalisa on the admissions process, we strongly encourage students and parents to take advantage of the university counseling program.

Below you'll find some of the features of the High School Guidance Program at ISKR:

University Admissions

Beginning in September, Grade 12 students begin to finalize their university selections and make a plan for the application process. While students are encouraged to take ownership of this process, parent involvement will be critical for its success. So, as early as possible, parents and students are encouraged to schedule meetings with Ms. Kalisa to discuss university selection and applications. At these meetings, they will make the final university selection and talk about the next steps beginning the application process. Following these meetings, each student researches admissions criteria and deadlines, and with assistance, they create an individual plan for requesting documents and letters of reference and applying to each university. The CollegeBoard website is an excellent starting point for students

planning to study in North America: <http://bigfuture.collegeboard.org>. Ms. Kalisa can assist students choosing to study elsewhere with how to identify and apply to universities.

University Fairs and Visits

ISKR receives regular emails and communications regarding university fairs and visits taking place in Kigali. For certain fairs and visits, Ms. Kalisa will make arrangements for students to attend and will chaperone the event. For others, she will disseminate the relevant information, and students and parents will have the option of attending independently. To take, ISKR has participated in several events, has hosted a University of British Columbia representative visit, and has been able to participate in fairs for universities such as MIT, Columbia, Harvard, Wellesley, and other top-ranked schools and will participate in the large 21-university Council of International Schools fair to be held on 11th November 2014.

PSAT testing

ISKR offers the PSAT on campus for all Grade 9-11 students in October each year. The PSAT is an American assessment that measures mathematics, reading, and language usage skills development and is often used by schools to determine AP readiness and by organizations and universities in the United States to identify students for scholarship consideration; it also qualifies students intending to study in the United States for a competitive scholarship called the National Merit Scholarship. Students in Grade 11 may qualify for this scholarship, but it is important for Grade 9-10 students to take the PSAT to acquire testing practice. ISKR offers this test during the school day and covers the cost of testing for all Grade 9-11 students. For more information about the PSAT and to find out how to prepare and practice, you may go to the following website:

<https://www.collegeboard.org/psat-nmsqt/preparation/whats-on-the-test>.

SAT testing

All Grade 12 students should plan to take the SAT at least once in the Fall (October – December), and all high school students should plan to take the SAT several times between Grades 11-12. We recommend that students take the SAT at KICS in Gaculiro, school testing center code is 81037. You can register at this website: www.sat.org/international for the October, November, and December test date. Please include ISKR as your school, using our school code: 644001 so that we receive the results.

A Note on Expectations – from the Parent-Student Handbook

The Curriculum Coordinator provides ISKR's university counseling services and serves as a resource to students and parents as they approach the university admissions process. The ultimate responsibility for university admissions rests with students and their families. To that end, students are not required to participate in the university counseling program, although a note from parents is required to exempt a student from the program. The Curriculum Coordinator will send school-related documents to support applications and help students and parents navigate the selection and application process. Even if the student is not making use of the university counseling services, he or she is required to meet the university counseling program deadlines.

For more information, please feel free to contact Jessica Kalisa via email: jkalisa@iskr.org.

Secondary School Culture

Inzu

INZU is a Kinyarwanda word that means *a home for extended family*. In addition to regular grade-level homerooms, students are assigned to one of two INZU, to which students will belong for the duration of their time at the Secondary School. Each Inzu has a teacher serving as Inzu Advisor and other teachers who are affiliated with and support the Inzu. Students will report to their Inzu for regularly scheduled gatherings and for special purposes throughout the year.

The purpose of ISKR's Inzu is to build a strong community identity and encourage engagement and camaraderie between students at ISKR. Each house will include students from grades 6 – 12 with an Inzu Advisor from the Secondary School faculty to whom they can report for personal and academic guidance and support. The Inzu Advisors also help students maintain their academic portfolios. Two students will be elected as Inzu Leaders each year and to serve as leaders among their Inzu peers and will represent their Inzu on the Student Council.

Inzu may have light competitions with each other over such things as attendance, school spirit, academic achievement, athletic games, and other fun activities throughout the year. Though Inzu may participate in friendly competition from time to time, their fundamental aim is to build an environment of belonging, loyalty, safety, and accountability among the students at our school.

The Inzu: The Akagera Guild and The Virunga Society

Community Agreement

ISKR Community Agreement

To help achieve our mission, ISKR students agree to be **principled, responsible** and **caring**. Interactions between students and all members of the ISKR community are to be guided by these values. To ensure this agreement is effective all members of the ISKR faculty, staff and administration agree to adhere to and consistently enforce these guidelines.

This agreement and its guidelines are applicable in any and all school settings, both on and off campus and includes all interactions between community members, be they in person or via other non-direct means such as on-line interaction.

Student Council

The Student Council provides students an opportunity to be leaders for their peers, have a voice in the school administration, and build school spirit. Student Council hosts several events throughout the year, including Talent Shows, Movie Nights, competitions, and the High School Prom (or other end-of-year party). Student Council representatives are responsible for raising their own funding.

Student Council is composed of democratically elected representatives:

- President (HS)
- Vice President (MS)
- Secretary (HS/MS)
- 2 Inzu Leaders from each Inzu

Athletics

Secondary students have the opportunity to participate in football and basketball programs. They play in a league with other schools in the Kigali community. Refer to the Athletics Handbook for more details.

Service Learning

In 2014-2015, High School Service Learning is a new addition to the ISKR program. Students work with their parents and program coordinator to identify an organization in which to serve, prepare a project proposal, and complete a written reflection throughout and after completing their service hours. Service Learning is not simply charity or community service. It differs from these two concepts in that it emphasizes *partnering* and *building relationships* with the local community, rather than doing work *on behalf of* an organization or a group of people. The 2014-2015 ISKR partner organization for Service Learning is Kinamba Project, where the majority of ISKR high school students will serve. Information about the organization can be found at their website: <http://www.kinambaproject.org.uk/>.

Trips

Past Trips

CAMPS – A service learning and adventure experience for Middle School students in Kenya and Tanzania.

Model United Nations – Students have participated in conferences for three years in Kenya and Dubai.

Within Rwanda – A variety of day and overnight trips to hike the volcanoes, trek in Nyungwe, camp in Akagera, explore tea plantations, and to visit the National Museum and king's palace in Nyanza, among others.

Planned for 2014-2015

Besides a variety of short field trips within Kigali and Rwanda, we have some exciting plans in the works:

Model African Union: While MAU is a one semester high school elective course, it gets special recognition on this page because students have the opportunity to participate in an exciting new opportunity to participate in the African Leadership Academy's annual Model African Union conference in Johannesburg. Similar to Model UN, students represent African nations in a simulated African Union. They deal with issues such as counterterrorism, maternal health, universal education, and reducing trade barriers in their committees and the MAU Executive Council. ISKR plans to alternate between offering MUN and MAU in the future in order to give students a variety of leadership opportunities.

Academics and Course Offerings

Standards & 21st Century Learning

By Subject

Language Arts

Standards

The Standards used in the secondary Language Arts program are based upon the American Education Reaches Out (AERO) Framework for English and Language Arts. Literacy skills targets articulated in the standards and grade-level benchmarks and indicators inform teaching and learning and provide a framework for the scope and sequence of the curriculum. There are six ELA Standards:

- Reading Literature
- Reading Informational Texts
- Reading Foundational Skills
- Writing
- Listening and Speaking
- Language Foundations

For each standard, there are grade-level benchmarks indicating the skills for which students should be working toward mastery.

Framework for 21st Century Learning

The 2014-2015 competency for Language Arts is *Communication and Collaboration*. The student outcomes defined by P21 are listed below:

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and

technologies, and know how to judge their effectiveness a priori as well as assess their impact

- Communicate effectively in diverse environments (including multi-lingual)

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Mathematics

Standards

The Standards used in the secondary Mathematics program are based upon the American Education Reaches Out (AERO) Framework for Mathematics. Numeracy skills targets articulated in the standards and grade-level benchmarks and indicators inform teaching and learning and provide a framework for the scope and sequence of the curriculum. There are nine Mathematics Standards:

- Problem Solving
- Reasoning and Proof
- Communication
- Connections
- Numbers and Operations
- Measurement
- Patterns, Functions, and Algebra
- Geometry
- Data Analysis and Probability

For each standard, there are grade-level benchmarks indicating the skills for which

students should be working toward mastery.

Framework for 21st Century Learning

The 2014-2015 competency for Mathematics is *Critical Thinking and Problem Solving*. The student outcomes defined by P21 are listed below:

Reason Effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

Solve Problems

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

Science

Standards

The Standards used in the secondary Science program are based upon the American Education Reaches Out (AERO) Framework for Science. Content and skills targets articulated in the standards and grade-level benchmarks and indicators inform teaching and learning

and provide a framework for the scope and sequence of the curriculum. There are five Science Standards:

- Physical Science
- Earth and Space Science
- The Living Environment
- Scientific Inquiry and Critical Thinking Skills
- History and Nature of Science

For each standard, there are grade-level benchmarks indicating the skills for which students should be working toward mastery.

Framework for 21st Century Learning

The 2014-2015 competency for the Science is *Creativity and Innovation*. The student outcomes defined by P21 are listed below:

Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Work Creatively with Others

- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Implement Innovations

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Social Studies

Standards

The Standards used in the secondary Social Studies program are based upon the American Education Reaches Out (AERO) Framework for Social Studies. Skills targets articulated in the standards and grade-level benchmarks and indicators inform teaching and learning and provide a framework for the scope and sequence of the curriculum. There are eight Social Studies Standards:

- Time, Continuity, and Change
- Connections and Conflict
- Geography
- Culture
- Society and Identify
- Government
- Production, Distribution, and Consumption
- Science, Technology, and Society

For each standard, there are grade-level benchmarks indicating the skills for which students should be working toward mastery.

Framework for 21st Century Learning

The 2014-2015 competency for the Social Sciences is *Information, Media, and Technology Skills*. The student outcomes defined by P21 are listed below:

Access and Evaluate Information

- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

World Languages Standards

The Standards used in the French and Spanish classes are based upon the American Council for Teachers of Foreign Languages (ACTFL) standards, whose framework is also aligned to the *Framework for 21st Century Learning*.

The five World Languages standards are:

- Communication
- Culture
- Connections
- Comparisons
- Community

Co-Curricular Standards

By Subject

Technology

The technology courses at ISKR use the International Standards for Technology Education (ISTE).

The six standards are:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information
- Critical Thinking, Problem Solving, and Decision Making
- Digital Citizenship
- Technology Operations and Concepts

The Arts

Visual and Performing Arts courses at ISKR utilize the framework for arts education designed by the Chicago Public Schools Department of Arts Education. The following domains comprise the learning outcomes for our Drama and Art courses:

Drama

- Theatre Making
- Theatre Literacy
- Interpretation and Evaluation
- Making Connections

Art

- Art Making
- Art Literacy
- Interpretation and Evaluation
- Making Connections

Health

Health classes at ISKR are based upon the Michigan Model for Health framework. Learning outcomes in the ISKR Personal Health and Safety Education (PHSE) courses are grouped in the following domains:

- Social and Emotional Health
- Nutrition and Physical Activity
- Safety
- Alcohol, Tobacco, and Other Drugs
- Personal Health and Wellness
- Sexual and Reproductive Health

Physical Education – under development

Library – under development

Middle School Course Descriptions

Language Arts

Grade 6 Language Arts

This course is designed to facilitate student growth in the areas of reading, writing, spelling, and grammatical skills. Through the utilization of an integrated approach, this course will expose students to a variety of literary genres including fiction, nonfiction, and poetry. Skills such as language, word identification, writing, vocabulary, and comprehension will be taught through these various types of literature. The course also focuses on applying writing, spelling, and grammatical skills in developing the writing process.

Grade 7 Language Arts

In this course, students build upon previous knowledge of literary styles and genres and develop their abilities to analyze literature and communicate effectively in writing. Students will focus on clearly presenting supported ideas and concepts in an appropriately organized manner, using correct conventions, incorporating colorful and specific word choices, developing complete and varied sentence fluency, while cultivating and showing a voice of their own. A wide variety of writing experiences facilitate this development. Students will also attempt to understand and appreciate language as it is presented in many forms of literature, including short stories, novels, plays, poems and non-fiction selections.

Grade 8 Language Arts

The eighth grade curriculum in Language Arts is designed to help students acquire the skills needed to engage in literary analysis at a high school level and to develop the writing skills needed to express their ideas cogently, concisely, and clearly. Students read and respond to a variety of literary texts and are expected to approach these texts with increasingly

mature comprehension and analytical skills.

Mathematics

Grade 6 Mathematics

This course was designed as the final year of basic mathematics. Students maintain and make applications of previously studied topics such as place value, fractional and decimal concepts, estimation, arithmetic operations, polygons, measurement, graphs, and charts. Students are also introduced to concepts such as scientific notation, factorization, multiplicative exponents, rational numbers, square roots, multi-digit divisors, dividing fractions, dividing by a decimal, and multiplying and dividing integers. Students participate in a hands-on student of the above-mentioned topics, while in the process develop a variety of problem solving skills.

Grade 7 Pre-Algebra

This course is designed to apply the prior knowledge that students have gained from elementary math to algebra as well as lay a foundation for next year's more intense algebra course. The course was designed to encompass the National Council of Teaching Mathematics' ten strands including: number and operations, algebra, measurement, geometry, data analysis and probability, reasoning and proof, connections, problem solving, communication, and representation. Upon completing the course students should be able to apply algebraic principles to realistic problems, probability, and geometric concepts.

Grade 8 Algebra I

This course is designed to apply the basic algebraic principles gained from the

previous year in Pre-algebra to more advanced Algebra as well as lay foundations for both Geometry and Algebra II, which are studied in high school. The course was designed to encompass the National Council of Teaching Mathematics' ten strands including: number and operations, algebra, measurement, geometry, data analysis and probability, reasoning and proof, connections, problem solving, communication, and representation. Upon completing the course students should be able to apply algebraic principles to realistic problems, probability, and geometric concepts.

Science

Earth Science Grade 6

This course is designed for students to begin studying from the inside of the earth and work their way out. Students are actively engaged in the content by experimentation, hypothesizing, using technology, and taking trips related to the content. The first trimester students study the inside of the Earth and how forces far below the surface affect our world. Upon completion, students participate in a trip to the volcanic region of Rwanda. In the second trimester, students focus on Earth's waters, the atmosphere, and weather. The third trimester is spent studying astronomy and space science based on a hands-on program called, "The Universe at Your Fingertips," written by the Astronomical Society of the Pacific.

Life Science Grades 7-8, offered on alternative years with Physical Science

In Life Science, students will be designing and conducting scientific investigations and constructing scientific explanations based on evidence. Students will make measurements using metric units and will organize their data using bar and line graphs. Students will learn about

fundamental concepts in life science such as the characteristics of living things, cells, human body, basic patterns of inheritance, transport and levels of organization within organisms, ecosystem interactions and evolution. Students will also learn about the nature of science as a human endeavor. Life Science will be offered in the 2015-2016 academic year.

Physical Science Grades 7-8, offered on alternative years with Life Science

In middle school Physical Science, students will be designing and conducting scientific investigations and constructing scientific explanations based on evidence. Students will make measurements using metric units and will organize their data using bar and line graphs. Students will learn about fundamental concepts in physical science such as the particulate nature of matter, basic atomic structure, forms and sources of energy, energy transfer and transformations, the conservation of matter and energy, and force and motion. Students will also learn about the nature of science as a human endeavor. Physical Science is the Grade 7-8 science course in 2014-2015.

Social Studies

World Regional Studies: The Americas Grade 6

This is the first in a series of courses in Middle School that focus on world regional studies. In this course, students will explore the geography, history, cultures, and current issues of the Americas. In the first semester, the course will emphasize the United States and Canada, and during the second semester, Latin America.

World Regional Studies: Africa and Asia Grades 7-8, offered on alternative years with Europe & Global Issues

This course is designed to facilitate student learning about two major world culture regions: Africa and Asia. Each region will account for approximately half of the school year, beginning with Africa, and then transitioning to Asia and the Pacific during the second semester. Social Studies skills such as use of primary and secondary sources, cartography, research, cultural analysis will be practiced. Learning will center around five key elements: Geography, History, Culture, Government, and Economics. This course will be offered in the 2015-2016 academic year.

World Regional Studies: Europe & Global Issues

Grades 7-8, offered on alternative years with Africa and Asia

This course is a hybrid of classroom and online learning and will use technology to explore the course materials. This is the culminating course in a series of Middle School world regional studies. Three-quarters of this course will focus on the continent of Europe, and students will explore its significant environmental, political, and cultural events and issues, including an in-depth study of colonization, imperialism, and twentieth century conflict. During the final quarter of this course, students will explore contemporary global issues and complete a culminating project addressing a chosen issue. This course is the Grades 7-8 Social Studies course for 2014-2015.

World Languages

French

Middle School students at ISKR are required to take French as a core part of the curriculum. Students arrive at Middle School with a range of different proficiency levels in French; therefore different classes are offered to match this previous learning. Whatever the level, classes are

based around the 5 C's; Communication, Culture, Connections, Comparisons and Communities. The more formalized study of grammar will begin as students enter Middle School French.

English Language Learners

Students demonstrating a need for English language support will be assessed and placed into ELL in place of French. Classes are tailored to the needs of the students.

Co-Curricular

Physical Education

Middle School students participate in year-long Physical Education. Students learn the specific technical skills and team skills of a variety of different sports, including Football (Soccer), Basketball, and Volleyball, among others.

Middle School Art

This one semester course is an overview of the major art elements and principles of design. We begin with the introduction of the visual art elements together with the principles of design and go all the way through elaborating them as well as learning how to use them to create art. Students will discover special skills and traditional techniques in art. They will examine and evaluate the basic principles of design to understand the language of art. Students will engage in a variety of different learning activities in painting, sculpting drawing, printing, paper art as individuals and as a group and will be assessed by the work they produce taking into consideration the principles of design and elements of art.

Middle School Drama

In this class, students will be introduced to the basic concepts of theatre arts. Students will use various creative drama techniques to build confidence and trust, stimulate imagination, movement, and role-play. Through theatre games and activities students will learn to lose inhibitions and will gain trust in themselves as well as others in their groups. Students will learn and use drama and theatre vocabulary in class discussions and the activities will specifically address the promotion and reinforcement of students' literacy skills. Students will explore drama from select time periods and contexts. Students will exhibit and reinforce their skills through individual and group presentations, performances, and script and journal writing.

High School Electives for Grade 8

Grade 8 Students have the option of selecting Engineering or Creative Writing, taken with high school students, in lieu of Middle School Art and/or Drama. See the High School Courses Descriptions page for course information. Grade 8 students are *not* awarded High School Credits for these courses.

The following courses will each be offered for one nine-week academic quarter for each middle school class:

Study Skills

Middle School Study Skills is an introduction to basic study and organizational skills and will help to facilitate their transition to middle school in Grade 6 and prepare for high school study in Grades 7-8. Students will learn to organize their work and assignments, take notes, prepare for major assignments and

tests, and develop an awareness of their own learning styles. They will visit the library regularly and will acquire valuable research skills.

Technology

The Middle School Computers curriculum is currently under review and is being aligned with the International Standards for Technology Education. The newly designed courses will feature units on Digital Citizenship, Online Safety, Information Literacy, and units designed to promote mastery of Microsoft Office applications.

Health

In Middle School Health, students will learn various strategies to cope with different situations as they explore choices and consequences to help them stay healthy and drug free. Students also explore the body systems and ways to promote healthy habits and lifestyles. Students learn to take ownership of their health through good nutrition and exercise and learn about sexual and reproductive health.

Rwanda Studies

In Middle School Rwandan Studies, students learn about the geography, history, and culture of Rwanda. They begin with a brief introduction to the country, including ancient history and current events, and then explore its various traditions, arts, and challenges. Each grade covers different regions and topics, ranging from environmental protection, the Kwita Izina ceremony, and folklore in Grade 6 to the medieval kingdom, governance, and *Broken Memory*, a historical fiction novel about a young genocide survivor in Grades 7-8.

High School Course Descriptions

Language Arts

English Literature

Typically offered in Grade 9 or 10

1 credit

Prerequisite: none

This course is writing intensive and literature driven. It is designed to help students acquire those reading and writing skills they will need to be successful at university. It will be chronologically structured. Students will read a wide range of literature spanning the history of the United States. They will engage in a range of writing activities which include analytic writing, descriptive writing, persuasive writing, and reflective writing. Students will do oral presentations write journals, engage in whole class and small group discussions, do work designed to improve their vocabularies, and, when appropriate, review basic concepts of grammar. Students will also give thought to how literature has been affected by the scientific and technological breakthroughs of the past few centuries. They will also recognize the influence that British Literature has had on American Literature, and they will understand how American Literature, although now a separate tradition, nonetheless frequently parallels trends in British Literature.

World Literature

Typically offered in Grade 9 or 10

1 credit

Prerequisite: none

This course is writing intensive and literature driven. It is designed to help students acquire the skills needed to engage in literary analysis at a high school level and to develop the writing

skills needed to express their ideas cogently, concisely, and clearly. Students will be introduced to the major literary genres. They will read epics, poetry, drama, and fiction. Students will engage in numerous writing activities which include analytic writing, descriptive writing, expository writing, persuasive writing, and reflective writing. In addition, students will do oral presentations, write journals, engage in whole class and small group discussions, do work designed to improve their vocabularies, and review basic concepts of grammar. The literature will be drawn from a wide range of sources from around the world, with a special focus on African Literature. Students will be led through an overview of the development of the different genres over the last two and a half millennia.

Mathematics

Geometry

Typically offered in Grade 9 or 10

1 credit

Prerequisite: Algebra 1

This is a one year course to develop and practice problem-solving skills using inductive and deductive reasoning. Students are guided through all the conceptual and working levels of the process using geometry. It uses two and three-dimensional geometric shapes (points, lines, planes, triangles, polygons, circles, and solids) and examines their properties, measurements, and mutual relations in space. Geometric proofs are used as a vehicle to systematically develop these problem solving skills by relating geometric shapes.

Algebra 2

Typically offered in Grade 9 or 10
1 credit
Prerequisite: Algebra 1

Building on their previous work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions in the Algebra 2 course. Students will work closely with the expressions that define the functions, are facile with algebraic manipulations of expressions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

Precalculus

Typically offered in Grade 11
1 credit
Prerequisite: Algebra 2

Students will build on knowledge acquired in their previous mathematics classes. Topics to be covered include coordinate geometry, linear, polynomial, exponential, logarithmic, and other types of functions and their graphs, equation solving, inequalities, trigonometry, including analytic and applications, parametric and polar equations, systems of equations and inequalities, matrices, conic sections, discrete algebra including probability, statistics, sequences and series, and an introduction to calculus including limits, derivatives and integrals.

Science

Biology

Typically offered in Grade 9
1 credit
Prerequisite: none

High School Biology involves the scientific study of interactions among the vast number of organisms that inhabit planet Earth. The course presents the basic form and function of these organisms, from cells to organ systems, from simple

viruses to complex humans. It delves into interactions between organisms, and between an organism and its environment. It also looks into how biotechnology is used to improve our health and daily lives. Overall, the course uses four themes to organize important concepts throughout the course: science, technology and society; evolution; the relationship between structure and function; and science as a process.

Chemistry

Typically offered in Grade 10
1 credit
Prerequisite: completion of Algebra 2 or concurrent placement

This course provides students with an understanding of chemical principles and skills that are needed for university study. The study of chemistry includes laboratory investigation, problem solving activities, textbook study, lecture, and class discussion. The structure and properties of matter, organic and inorganic chemistry, energy, consumer science, technology, history and societal issues make up the content of this class.

Social Studies

World History: The Ancient World

Typically offered in Grade 9 or 10
1 credit
Prerequisite: none

The Ancient World is an overview of major global developments and civilizations up to 1500 CE. We begin with the origin of the universe and work forward until the end of the medieval period. Students will discover commonalities and differences among peoples from past to present. They will examine and evaluate evidence to understand the geographical, political, economic, religious, social, intellectual, and artistic dimensions of humanity. Students will engage in a

variety of different learning activities: evidence-based readings, inquiry-based projects, group work, individual work, creative projects, oral presentations, dramatizations, position papers, and online research.

World History: The Modern World

Typically offered in Grade 9 or 10

1 credit

Prerequisite: none

This course is an overview of major global developments and civilizations from 1400 CE to the present. Students will examine and evaluate evidence to understand the geographical, political, economic, religious, social, intellectual, and artistic dimensions of humanity. Students will engage in a variety of different learning activities: evidence-based readings, inquiry-based projects, group work, individual work, creative projects, oral presentations, dramatizations, position papers, and online research.

World Languages

French 1

1 credit

Prerequisite: none

The main focus of French I is effective communication in French for everyday life. Speaking, writing, listening and reading are emphasized equally. As the course progresses grammar is taught more explicitly. Alongside the study of language students learn about specific aspects of the culture of French speaking countries. Students are encouraged to make connections and comparisons with their own country(ies) and culture(s). Students can be graded on quizzes, chapter tests, research projects and presentations.

French 2

1 credit

Prerequisite: French 1 or placement test

French II builds upon the foundations of communication in French I. The study of grammar is increasingly important; including the study of a variety of tenses. Although students continue to learn how to communicate in everyday life the topics covered start to focus more on the outside world. Alongside the study of language students learn about specific aspects of the culture of French speaking countries. Students are encouraged to make connections and comparisons with their own country(ies) and culture(s). Students can be graded on quizzes, chapter tests, research projects and presentations.

French 3

1 credit

Prerequisite: French 2 or placement test

French III is focused on students communicating and sharing opinions about complex global issues. Alongside this, the study of grammar becomes more complex and sophisticated. Students will express themselves both in written and spoken form regarding the issues studied. Authentic materials are consistently used in class. Alongside the study of language students learn about specific aspects of the culture of French speaking countries. Students are encouraged to make connections and comparisons with their own country(ies) and culture(s). Students can be graded on quizzes, chapter tests, research projects and papers, and presentations.

Spanish 1

1 credit

Prerequisite: none

The main focus of Spanish I is effective communication in Spanish for everyday life. Speaking, writing, listening and

reading are emphasized equally. As the course progresses grammar is taught more explicitly. Alongside the study of language students learn about specific aspects of the culture of Spanish speaking countries. Students are encouraged to make connections and comparisons with their own country(ies) and culture(s). Students can be graded on quizzes, chapter tests, research projects and presentations.

Spanish 2

1 credit

Prerequisite: Spanish 1 or placement test

Spanish II builds upon the foundations of communication in Spanish I. The study of grammar is increasingly important; including the study of a variety of tenses. Although students continue to learn how to communicate in everyday life the topics covered start to focus more on the outside world. Alongside the study of language students learn about specific aspects of the culture of Spanish speaking countries. Students are encouraged to make connections and comparisons with their own country(ies) and culture(s). Students can be graded on quizzes, chapter tests, research projects and presentations.

Spanish 3

1 credit

Prerequisite: Spanish 2 or placement test

Spanish III is focused on students communicating and sharing opinions about complex global issues. Alongside this, the study of grammar becomes more complex and sophisticated. Students will express themselves both in written and spoken form regarding the issues studied. Authentic materials are consistently used in class. Alongside the study of language students learn about specific aspects of the culture of Spanish speaking countries. Students are encouraged to make

connections and comparisons with their own country(ies) and culture(s). Students can be graded on quizzes, chapter tests, research projects and papers, and presentations.

Co-Curricular

Physical Education

1 credit

Mandatory annual requirement

This course provides students the continuing opportunity to learn through a developmentally appropriate physical education program which emphasizes working as a team. The focus of this course is the application of movement skills and knowledge (including defensive and offensive strategies) to team physical activities and sports; the assessment and maintenance of physical fitness to improve health and performance; the knowledge of physical fitness concepts; and the application of concepts such as self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity. Units of activity include: physical fitness (activities, assessment, concepts, development and maintenance); cooperative activities; movement skills and strategies applied in modified games of: football; volleyball; basketball; badminton; and ultimate Frisbee.

Art

.5 credit

Prerequisite: none

High School Art is a course that provides an introduction to a variety of styles, techniques, and medium. Students will learn and apply the elements and principles of design to produce creative art projects that reflect their understanding of these concepts.

Drama

.5 credit

Prerequisite: none

High School Drama is a semester long course in which students are introduced to a considerable range of performance activities. They learn some of the basic vocabulary of theatre performance, develop basic performance skills, and participate in solo and group performance pieces. They engage in improvisation, write their own scripts and perform them, work on scenes from well-known modern and contemporary plays, and have a beginning exposure to performing Shakespearean texts. They write reflective journals on a regular basis and do occasional movie and play reviews. The course is designed to introduce young people to the joys of live performance in a setting which is relatively stress free.

Creative Writing

.5 credit

Prerequisite: none

This course is designed to identify and develop individual student voices and styles in creative writing. In addition to enhancing participants' ability to tell their own stories in the way that is most organic for them, the course will also help its students become more courageous and honest in their writing. Students will develop their writing in the following areas and genres: memoir, short story, and monologue. Depending upon time and student engagement, these genres may be modified or expanded.

Engineering

.5 credit

Prerequisite: none

Students will work in groups on a variety of design projects. The student groups will: 1) Identify and Design an engineering problem or need; 2) Research how similar engineering solutions have been solved in the past; 3) Design, test, and refine a solution of their own; 4) Communicate their results. Students will receive a list of potential engineering challenges from which they will select a project of their choice. Over the course of the term, they will research various solutions to their selected engineering problem or need, and then build a testable model of their own solution. They will track their research and design process in a design journal, which they will use to compile a final presentation of their results.

Model African Union

.5 credit

Prerequisite: none

Rwandan Studies

.5 credit

Prerequisite: none

High School Rwandan Studies is a one semester graduation requirement that tackles tough issues in Rwandan history and current events. They learn about the history and culture of Rwanda and key issues in sustainable governance and development that are being addressed in Rwanda today. The study of the genocide is supported by Vanishing Point's *Rwandan Stories* curriculum that has been reviewed and approved for use by the Rwandan Council for the Fight Against Genocide (CNLG).

The Advanced Placement Program at ISKR

What is AP?

Advanced Placement (AP) is the leading academic program in the United States for high performing students seeking to gain entrance into top universities and to earn university credit in high school, typically in Grades 10-12. AP courses are year-long, externally examined university level classes designed for high school students to prepare them for university study. For international school students planning to study at top universities in North America, Europe, and around the world, AP has several distinctive advantages:

Flexibility: AP courses are offered on a course-by-course basis, and students can choose to take only a few AP courses or to take an ambitious sequence of courses. Because the AP program does not require a specific sequence of courses, students can cater their program to their specific interests or university goals.

Rigor: Students enrolled in AP courses should expect to work hard and to have that work recognized. AP classes are designed to challenge students in their communication, problem solving, and analytical skills and support the mastery of content knowledge.

Recognition: More than 3,000 universities in the United States and worldwide award course credit for AP coursework, and even more universities will admit students with a particular sequence of AP courses in lieu of the required national certificate or IB diploma.

Why should I consider taking my AP courses at ISKR?

All AP courses at ISKR are offered in-house by qualified, experienced faculty. ISKR offers AP courses on an annually rotating basis, ensuring that faculty can focus on a select number of courses each year, and that students have access to a range of options over the course of their time at ISKR.

2013-2014 AP Courses

AP World History	AP Physics B
AP English Literature & Composition	AP Calculus AB

2014-2015 AP Courses

AP Comparative Government & Politics	AP French Language & Culture
AP Microeconomics	AP Spanish Language & Culture
AP English Literature & Composition	AP Calculus AB

2015-2016 Anticipated AP Offerings

AP Comparative Government & Politics	AP French Language & Culture
AP Macroeconomics	AP Spanish Language & Culture
AP English Language & Composition	AP Calculus AB
AP Biology	

Advanced Placement Course Descriptions

Current Offerings

AP Calculus AB

Credit: 1

Prerequisite: Precalculus

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP Comparative Government & Politics

Credit: 1

Prerequisite: 2 years of High School Social Studies or teacher recommendation

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

AP English Literature & Composition

Credit: 1

Prerequisite: 2 years of High School Language Arts or teacher recommendation

The AP English Literature and Composition course aligns to an introductory college-level literary analysis

course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

AP French Language & Culture

Credit: 1

Prerequisite: French 3 or placement test; Grade 11 or 12 status or teacher recommendation

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French.

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).

AP Microeconomics

Credit: 1

Prerequisite: 2 years of High School Social Studies or teacher recommendation

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP Spanish Language & Culture

Credit: 1

Prerequisite: Spanish 3 or placement test; Grade 11 or 12 status or teacher recommendation

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

The AP Spanish 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).

Previous Offerings

AP Physics B, offered in 2013-2014, has been discontinued and replaced by Physics 1 and Physics 2:

AP Physics 1

Credit: 1

Prerequisite: Algebra 2 or concurrent placement (with teacher recommendation)

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

Laboratory requirement:

This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

AP Physics 2

Credit: 1

Prerequisite: Precalculus or concurrent placement (with teacher recommendation)

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

Laboratory requirement:

This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

AP World History

Credit: 1

Prerequisite: 2 years of High School Social Studies or teacher recommendation

AP World History focuses on developing students' abilities to think conceptually

about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

Projected for 2015-2016

AP Biology

Credit: 1

Prerequisite: High School Biology and High School Chemistry

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions.

Laboratory Requirement:

This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

AP English Language & Composition

Credit: 1

Prerequisite: 2 years of High School Language Arts or teacher recommendation

The AP English Language and Composition course aligns to an 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. Throughout the course, 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.

AP Macroeconomics

Credit: 1

Prerequisite: Algebra 2 or concurrent placement; Grade 11 or 12 status or teacher recommendation

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

Under Review – The AP Capstone Diploma

AP Capstone™ is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses — **AP Seminar** and **AP Research** — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments.

In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate. AP Seminar may also be taken as a stand-alone option.

AP Seminar

Credit: 1

Prerequisite: Grade 11 or 12 status or teacher recommendation

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

AP Research

Credit: 1

Prerequisite: AP Seminar

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-

based investigation to address a research question.

In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense.

For more information about the AP Capstone Diploma, visit their website: <http://ap.collegeboard.org/ap-capstone>

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Curriculum Websites

ISKR Teaching & Learning:	www.iskr.org/teaching_learning
Advanced Placement:	www.ap.collegeboard.org
Partnership for 21 st Century Skills:	www.p21.org
SAT Registration and Information:	www.sat.collegeboard.org
CollegeBoard (university planning):	www.collegeboard.org
Project AERO (Standards):	www.projectaero.org
ACTFL (World Language Standards):	www.actfl.org
NWEA (MAP Assessments):	www.nwea.org