

**RIFT VALLEY ACADEMY
COURSE PRE-REGISTRATION
2007-08 SCHOOL YEAR**

Dear Students & Parents,

This packet is for all students who will be in 9th, 10th, 11th, or 12th grade at RVA at any time during the 2007-08 school-year. Please take time to read this material and discuss these course options together and think carefully about next year and future years (seniors, if you have a college in mind it would be wise to check its admission requirements at this time) and then complete the pre-registration form at the end of this packet.

This form helps us plan courses appropriately. If your form is not returned in a timely manner, then we may not create enough sections of each course and we may not be able to place you in all of your course choices. Also, remember that we cannot offer every course every period of the day, so there may be certain combinations of courses that are simply impossible to provide. We use the order in which you list your courses choices to determine which courses are most important to you.

Even if you will miss first term of next year, please complete the pre-registration form. Use this as a guide to select courses for your other school that will be as close to RVA courses as possible so that transition is relatively easy. If the school you will attend is significantly different from RVA, or uses block scheduling, you will want to talk with or e-mail Mr. Stenstrom (guidancedir.rva@kijabe.net)

BACKGROUND INFORMATION

All students must register for Physical Education and Bible classes (1/2 credit granted for each), as well as English. Grade 9 also has a required VARIETY course where an introduction (one term) is given to various subject areas. Each student is required to register for five (5) solids (a solid is a class that meets every day of the week and requires homework and testing) in addition to PE and Bible. In other words, you must have a total of six periods of courses each day. A student can choose to NOT have a study hall period and take 7 courses each day. We advise new students and freshmen students to think carefully before choosing that option.

GRADUATION REQUIREMENTS

The following summary is based on credits counting toward graduation given for solid subjects taken at R.V.A. together with credits granted on transcripts from other schools.

A. Requirements for College Prep Diploma

1. Minimum of 23 credits, earned in grades 9 through 12, which must include:
 - a. Equivalent of four high school English credits. (Does not include English 11i or English 12i unless by special agreement with English and Guidance Departments).
 - b. Equivalent of two high school Social Studies credits. (It is recommended to take 3 Social Studies courses as some colleges require more than 2)
 - c. Equivalent of three high school Math credits (not to include Pre-Algebra or any type of General Math).
 - d. Equivalent of three high school Science credits.
 - e. Equivalent of two high school credits in a Foreign Language.
 - f. One half credit in Bible for every year of attendance at R.V.A.
(NOTE: Additional credits in Math, Science, and Social Studies beyond minimum requirements are recommended.)

2. U.S. History is required for U.S. citizens and Canadian History is required for Canadian citizens. (Canadian History is only offered in alternate years; 2007-08 is the next time it is offered.)
3. Bible, PE, and Band each count as half credit courses.
4. Information Technology:
 - a. Complete one full year high school level course in computer applications or communications technology or the equivalent OR
 - b. Show computer competency by successfully completing the RVA computer proficiency exam.

B. Requirements for General Graduation Diploma

1. A Minimum of 20 credits, earned in grades 9 through 12, which must include the following:
 - a. Three credits in English.
 - b. Two credits in Social Studies.
 - c. Two credits in Math.
 - d. Two credits in Science.
 - e. One half credit in Bible for every year of attendance at RVA.
 - f. U.S. History or Canadian History (offered only in alternate years) is required for citizens of those countries.
 - g. Bible, PE, and Band will each count as half credit courses towards graduation.
 - h. Information Technology:
 - (a) Complete one full year high school level course in computer applications or communications technology or the equivalent OR
 - (b) Show computer competency by successfully completing the RVA computer proficiency exam.

What to do next?

The following pages contain mini-descriptions of the course offerings at Rift Valley Academy. As you go through them, please note the following:

- Any pre-requisites that the course might require before registration (ex. Algebra II requires completion of Algebra I with at least a C average.)
- Some courses are only offered every other year.

Using the planning sheet found at the back, roughly plan out the 4 years of high school courses. If you have completed one or more years, list those subjects already completed and plan the remaining years. Keep the diploma requirements in mind as you do your planning. Finally, complete the pre-registration sheet for the 2007-08 school year and return this to RVA at the beginning of the third term with parent and student's signatures. Unsigned pre-registration sheets may be returned to parents for signatures.

Special Considerations for Advanced Placement Courses

Advanced Placement Courses are the equivalent of first year university in terms of their difficulty level and the amount of work expected. Those students who successfully complete the Advanced Placement exams are eligible in many higher education institutions around the world for college credit. The exams are written in May of each year and given the unique RVA schedule students will have to be prepared to do considerable work during their December and April vacations if enrolled in these classes. It is expected and required in most cases that a student will take the AP exam when it is offered during third term.

R.V.A. COURSES - by Department 2007-2008

Communications and Information Technology

No area in our school (or in our world for that matter) changes more than the area of technology. Just a couple of years ago we viewed our technology courses primarily as teaching essential skills for college and university work. With that in mind, the RVA school board required all RVA graduates to take either the Keyboarding/ Computer Applications course or the equivalent course from another school or to show proficiency in all of the same areas of technology through a set of “test out” assignments. We now see technology and communication skills as essential even for students to complete their high school work. Many students are gaining skills even in the elementary grades and the new US “No Child Left Behind” standard calls for all students to be technologically literate by grade 8.

With these developments in mind, RVA is implementing a plan to ensure that students who attend RVA during grades 7, 8, and 9 will take a term length course in Communications and Information Technology each year. There will be some overlap of material each year with more intensive material covered in grade 9. Even if students come into RVA from another school situation during that time or they are on “home-assignment” for one of those years, we expect this approach to ensure that, by the end of grade 9, all students will have had the opportunity to master the technology proficiencies currently required for graduation.

- Students in grade 9 next year (class of 2011) will automatically be enrolled in Variety 9 Computer/CIT and will meet the computer proficiency requirement through that course.
- Students in grade 10 and 11 next year (class of 2009 and 2010) are assumed to have met the proficiency requirement in their Variety 9 Computer course. A student who was not here in grade 9, or did not take the Variety 9 Computer/CIT course, or did not take an equivalent course from another school MUST register for the CIT-Business course or show computer proficiency through a sequence of tasks and tests with the Chair of the CIT department.
- Students in grade 12 next year (class of 2008) who have not taken a computer or technology course at RVA or another school and have not already proved computer competency MUST either register for the CIT-Business course or show computer proficiency through a sequence of tasks and tests with the Chair of the CIT department.

CIT-Business

This integrated course is the corner-stone of the department. It is designed to enable students to use computers and other technology to effectively, creatively, and efficiently collect, process, and present information within a realistic and meaningful business model. We believe this to be an appropriate technology learning approach even for non-business oriented students. The course covers intermediate and advanced features of common computer applications like the Microsoft Office products as well as most of the material from two term length courses (Graphics and Design; Intro to Web Page) and an introduction to Digital Photography.

This course prepares students to communicate and problem-solve effectively in our technological world. It also meets our computer proficiency requirement for students who have not met that requirement in some other way (see above) and it meets the pre-requisite for Advanced Graphic Arts (Yearbook) and/or the Photography term length.. The course is available to students in grades 10-12.

Term Length Courses:

Students in grades 11 and 12 may take the following term length courses. Students who have already taken CIT-Business are discouraged from taking Graphics and Design and/or Introduction to Web Design since very little new material is covered in those courses.

- **Graphics and Design**- This course teaches the essentials of good visual communication. The focus is on elements and principles of design while developing proficiency with three main types of design tools; a vector drawing program (Illustrator or Freehand), an image-editing program (PhotoShop), and page layout and design tools (InDesign).
- **Photography** – This course concentrates on the principles of good image making using the medium of digital photography. Students learn basic camera control, image processing and digital manipulation techniques using Photoshop. Emphasis is placed on creative composition and ways of seeing. The ultimate goal is for students to be able to use images as a means of purposeful communication. Prerequisite: CIT Business or Graphics and Design or independent completion of the Digital Imaging Module from the CIT Business course.
- **Introduction to Web Design**- Students will learn to design and publish pages for the World Wide Web. Topics include HTML, CSS, design principles, preparing graphics, animations, and other content for use in Web pages, and using tools to develop entire websites that could be published on an Intranet or the Internet. Students will also be exposed to advanced topics such as web programming and server-side technologies.
- **Videography**- Students will learn the basics of video production, including storyboarding, scriptwriting, shooting, editing, music and sound effects. While students will develop technical skills as they produce and edit with state-of-the art computer equipment, the primary focus is on communication and story telling with the video medium.
- **Introduction to Programming**- This is a first programming course intended to introduce students to ‘computer science.’ By starting with simple programming languages students will develop new ways of thinking and problem solving to develop computer-based solutions and applications. This is a pre-requisite course for students intending to take the AP Computer course.

Advanced Graphic Arts (Yearbook)

This course is focused on producing the RVA Yearbook by employing and extending the skills developed in the Photography and Graphics and Design and CIT-Business courses. Students will be involved in pre-press production using the tools of electronic graphic design with many opportunities for creative expression. Prerequisite: Photography and Graphics and Design; or CIT-Business.

Advanced Programming

Building on the concepts in the Introduction to Programming course and with the focus on preparing students to take the AP Computer Exam offered in May, this course focuses on helping students learn to use a professional programming language to build computer applications and solve increasingly complex problems. The course is highly abstract and symbolic and students taking it should have strong problem solving skills. Prerequisite: Either the Introduction to Programming course, or completion of the self-study materials for that course, or the equivalent background, or permission from the teacher.

English Department

9th Grade English

Grade nine English is a required course for graduation from RVA and is the foundational course for high school English. It is also the stepping stone from junior high English to the secondary level. As such it continues the emphasis on writing and continues to build the skills of literary analysis laid down in junior high. A heavy emphasis is placed on ordering essays and essay questions and the

beginnings of research papers are taught. The class will focus on developing interpretive skills to different literary genres while using the foundation of literary elements. Grammar and vocabulary are taught in correlation with reading and writing so that the skills which are being taught are then being used immediately. Students will be expected to maintain a vocabulary notebook, and be exposed to SAT style vocabulary exercises.

10th Grade English

Grade Ten English moves into increasingly more complex and sophisticated analysis of literature and writing. The study of genres will continue as well as the study of other wide ranging works to allow the student to study and interpret a variety of styles, character, setting, language, time periods and world views. Students will continue to write as a means of analyzing and responding to literature. Grammar and vocabulary continue to be taught in correlation with reading and writing so that the skills which are being taught are then being used immediately. Vocabulary will include more SAT preparation as well as new words encountered within texts.

11th Grade English

The emphasis in Grade Eleven English is a survey of American Literature. This course will introduce the historical and philosophical contexts of the literature as well as its themes and its various forms. The primary focus is on the American Dream and how it motivates all the writers in all the movements in American Literature. Each piece of writing will be analyzed based on how that author saw the American Dream and what worldview they are espousing. Grammar and vocabulary continue to be taught in correlation with reading and writing so that the skills which are being taught are then being used immediately. Each student will conduct a year long study into the life and works of an American author during which they will write a research paper on the life of their author; an analysis of their works; and prepare a twenty minute presentation for the class. Teaching will be ordered into theme based units. The desire is to have students reading a variety of texts with authors of differing race, gender, time periods and background in order to define the American Dream

12th Grade English

The focus of Twelfth Grade English is a survey of English Literature. Specific periods of literature, important authors and literary works will be studied within the context of the chronological history of Great Britain. An exposure to various complete works of English Literature will be read in conjunction with the selected excerpts contained in the literature anthology. A particular emphasis will be placed on more sophisticated approaches to literature and personal writing. A final senior project will be the culmination of each student's life to date. Grammar and vocabulary continue to be taught in correlation with reading and writing so that skills which are being taught are then being used immediately.

Term Length Courses:

- **African Literature** – Students read and explore folk tales, short stories, and novels from the African Continent. The primary focus of the class is to gain a broader understanding of African literature and where it fits into the context of world literature. Students should read pieces about Africa written by Africans to gain this understanding.
- **Journalism** – Students will learn the basics of newspaper writing with the goal of setting up a school newspaper. Primary emphasis will be placed on writing news articles and editorial pieces. The goal of this first term course will be to publish a school newspaper by the end of the term.
- **Creative Writing** – Students will be given the opportunity to develop their creative abilities with a variety of different assignments. Using the writing process, students will be able to

write a number of different creative pieces, including but not limited to poems and short stories.

- **Public Speaking** – This course is designed to give students the opportunity to express themselves in front of their peers. It will teach the basic skills of public speaking and some debate tactics. Students will present several different types of speeches as well as critique their classmates. The skills of articulation will aid in college success.
- **AP English** – This course is designed to prepare students to take the AP English exam which is offered in May of each year. Students may choose to take the Language and Composition or the Literature and Composition or both, however, this class is primarily geared toward the Language and Composition exam. This course is offered 2nd term as a term length to juniors and seniors, and requires the approval of the department head. There is a limited number of students who will be allowed into the class. Students will have the opportunity to read other works of literature out of class to prepare them for the variety of works faced on the exam. Students will also write at least one essay per week and engage in discussion about their writing with other members of the class; they will also practice taking multiple choice tests on literature. Reading, discussing and writing will be the emphasis of this course.

Fine Arts Department

Art Survey

Students in this full year course are taught a new way of seeing by tapping the special functions of the right hemisphere of the brain to enable realistic drawing skills. This course is for any student who desires to draw well regardless of ability or past experience. Instruction is given in perceiving shapes, seeing relationships, developing perspective, determining lights and shadows, drawing portraits, and using color. The mediums used include pencil, charcoal, pen & ink, color pencil, crayon, oil pastel, painting and watercolor. Text: Drawing on the Right Side of the Brain by Betty Edwards. This class is limited to 20 students.

Advanced Art I, II

Students in this full year course must have taken Art Survey or have the approval of the Department Head. The students will develop and improve in their experience in drawing and painting as well as learn new art forms in the area of pottery & sculpture. The course is divided into two parts: a) Drawing and Painting (two-dimensional) b) Pottery & Sculpture (three-dimensional), and areas of Concentration. Advanced Art II students will work on their portfolios and may design a specialized curriculum upon approval. This class is limited to 12 students.

Pre-requisite: Art Survey or Department Head approval.

Term Length Courses:

- **Pottery** – Students will learn the basics of clay and emphasis will be given to basic potter's wheel techniques. Firing and glazing of individual pieces will be learned. The course may be taken more than one term and is limited to 18 students.

Foreign Languages Department

Swahili

- **Swahili I** – Welcome to the world of communicating with those around you! Beginning with greetings, a vital aspect of Swahili culture, the student will then learn to introduce him or herself, tell where he or she comes from and so on. Every lesson aims to equip for conversations one is likely to encounter. High priority is placed on training ears and tongue. Dialoguing is frequently used. All new vocabulary and grammar lead to dialogue, where it

will then be used in context. Content or purpose of the message is stressed rather than word-by-word translation. To increase fluency, frequent oral repetitive drilling in small groups is employed in hopes of linking the message to its Swahili expression without going through English. Essentials of sentence structure, tenses, subject and object prefixes, use of negative and the subjunctive are covered in the course. The Swahili system of noun classification and agreement is taught in a methodical logically ordered and structured manner.

- **Swahili II** – The focus is on increased vocabulary and more complex grammar. Bible readings, songs, cassettes, puppets, and games are all used as well as traditional texts and workbooks. Textbooks center on Africa related topics in the local context. Examples of such subjects are family, customs, schooling, agriculture, raising animals, cooking, sewing, medical, hunting, carpentry, vehicle maintenance, wild game in national parks, government, and religion.
- *Pre-requisite: "C" in Swahili I and/or department head approval.*
- **Swahili III** – The goal of Swahili III is increased proficiency in oral and written communication, as well as listening and reading skills. Students will be challenged to broaden their vocabulary and master and use more complex grammar structures. They will be encouraged to use Swahili regularly in the local community.
- *Pre-requisite: department head approval*

French

- **French I** – The focus of the French I course is basic vocabulary and grammatical structures that enable the students to carry on basic conversations or write about topics that concern them. Examples of such topics include: describing people and things, family members, shopping, eating at a restaurant, past-time activities, etc. Students learn how to talk about events in the past, present, and future. Listening, speaking, reading and writing are all a part of the course. Appreciation and a better understanding of the French culture are also goals of the course. Videos, CDs, songs, skits, games, paired activities and Bible reading, as well as the traditional text and workbooks, are utilized to enhance student learning.
- **French II** – The focus of the French II course is increased vocabulary and more complex grammatical structures so that the students will be able to better communicate their needs, desires, and interests to others. Topics of study in level II include: sports, home life, vacationing, travel, fashion, etc. Students learn how to present their thoughts using more verb tenses. Listening, speaking, reading, and writing are equally stressed. An increased appreciation and understanding of the cultures of francophone nations is desired. Videos, CDs, songs, skits, games, paired activities and Bible reading, as well as the traditional text and workbooks, are utilized to enhance student learning.
- *Pre-requisite: "C" in French I and department head approval.*
- **French III** – The goal of the French III course is increased student proficiency in oral and written communication, as well as listening and reading skills. New vocabulary includes a visit to the dentist and the doctor, professions, working around the house, etc. The course includes a review of grammatical structures and the presentation of those not yet covered. Students learn more about the art, history, music and literature of francophone cultures through a variety of readings in the target language. Short stories, poems, plays and excerpts from larger pieces of literature are introduced. Videos, cassettes, songs, skits, games, paired activities and Bible reading, as well as the traditional text and workbooks are utilized to enhance student learning. The course takes into account the requirements of the I.G.C.S.E. French Examination and the needs of those who will be working towards A.P. French the following year.
- *Pre-requisite: department head approval*
- **AP French** – AP French class is an advanced placement course that prepares the student for the Advanced Placement French Language examination in May. Course content is modified to fit the needs of the students. Emphasis is placed on “fine-tuning” the student’s

communication skills, both oral and written. Advanced grammatical structures are reviewed. Practice for the listening, speaking, reading and writing sections of the AP exam are included. Students are introduced to a wider range of vocabulary. They also read and discuss a wide range of French literary pieces.

- *Pre-requisite: Head of Department Approval*

Spanish

- **Spanish I** – The focus of the Spanish I course is learning of vocabulary and grammatical structures that enable the students to carry on basic conversations or write about topics that concern them. Examples of such topics include: greetings, expressing needs and preferences, school, friends, free time and routine activities, family, invitations, food, shopping, celebrations, health, and vacation. Students learn how to talk about events in the past, present and future. Listening, speaking, reading and writing are all a part of the course. Appreciation and a better understanding of the Spanish culture are also goals of the course. Videos, CDs, songs, skits, games, paired activities and Bible reading, as well as the traditional text and workbooks, are utilized to enhance student learning.
- **Spanish II** – The focus of the Spanish II course is increased vocabulary and more complex grammatical structures so that the students will be able to better communicate their needs, desires, and interests to others. Topics of study in level II include: friends, travel, daily life, studies, exercise, city life, describing the past, hobbies, shopping, and story telling. Students learn how to present their thought using more verb tenses. Listening, speaking, reading, and writing are equally stressed. An increased appreciation and understanding of the cultures of Hispanic nations is desired. Videos, CDs, songs, skits, games, paired activities and Bible reading, as well as the traditional text and workbooks, are utilized to enhance student learning. *Pre-requisite: “C” in Spanish I and/or department head approval.*
- **Spanish III** – The goal of the Spanish III course is increased student proficiency in oral and written communication, as well as listening and reading skills. New vocabulary includes: daily routines, point of view, food, legends, art, music, feelings, modes of communication, emotional reactions, solving problems, accomplishments, future plans, jobs and career goals. The course includes a review of grammatical structures and the presentation of those not yet covered. Students learn more about the art, history, music and literature of Hispanic cultures through a variety of reading in the target language. Short stories, poems, plays, and excerpts from larger pieces of literature are introduced. Videos, CDS, songs, skits, games, paired activities and Bible reading, as well as the traditional text and workbooks, are utilized to enhance student learning. *Pre-requisite: department head approval*
- **Spanish IV/AP Spanish** – **This is an advanced placement course which prepares the student for the Advanced Placement Spanish Language examination in May. Course content is modified to fit the needs of the students. Emphasis is placed on fine-tuning the student’s communication skills, both oral and written. Advanced grammatical structures are reviewed. Practice for the listening, speaking, reading and writing sections of the AP exam is included. Students are introduced to a wider range of vocabulary. They also read and discuss a range of Spanish literary pieces. Pre-requisite: Head of Department approval. Unfortunately, this course will not be offered in the 2007/08 school year.**

Home Economics Department (Part of the Life Skills Department)

Home Ec. 9

For Grade 9 Coed. A required 9th grade variety class taken for one term. Half a term is spent on cooking with the other half term spent on sewing.-“The basics of life”.

Independent Living 10-12

A full year course for grades 10-12. Depending on interest, seniors will have priority over others when registering for this class. Course is designed to help a person live independently. The course covers: nutrition, general cooking, shopping; laundry, ironing, use of sewing machines and mending. It also covers: basics on living situations, money management including budgets, banking, and check writing. Other basic areas include: car care, repair, and transportation. Very practical career helps such as: writing resumes, having interviews, researching career fields, and actually being employed for two weeks on campus.

Term Length Courses

- **Intermediate/Advanced Cooking 11-12**

A term length course in cooking. This course is the next level cooking class after the Home Ec. 9 course and focuses on more detailed menus and the needed skills to produce nutritional as well as tasty entrees in meal preparation. This class is designed to enhance your cooking skills whether you are just above a beginner or you have had some experience at home.

- **Advanced Sewing**

1st term only. Must have some experience in sewing. This course is offered to those wishing to sew banquet dresses and or drama costumes. This term length will be offered based on the amount of interest in the course.

- * **Driver's Education 11-12**

This course will include classroom instruction and behind the wheel experience. You will learn the written rules of the road, road safety, responsibilities of being a driver, and the privilege of being permitted to take the wheel of an automobile as a licensed driver. Car insurance companies in North America often give reduced insurance rates for good grades and evidence of having taken Driver's Education on your high school transcript.

- **Interior Design** – Learning to decorate a home or public area (lounge). Theory involved is taught and put into practice by doing actual projects.
- **Craft Sewing** - quilting

Industrial Technology Department (Part of life Skills Department)

Wood Tech 1 9-12

An introductory woodworking course designed to develop basic competencies regarding the identification and use of various hand and power tools as they relate to problem solving and project fabrication. This high school course is the next step up from the junior high wood tech courses. You can still take this course if you were not here in the junior high.

Wood Tech 2 10-12

An advanced level woodworking course which focuses on more complex hand-tool and machine operations. Specialized functions that require the use of jigs and fixtures will be emphasized. Product design and function will be highly emphasized. Woodworking as it relates to the wood furniture and design industry will also be taught. *Prerequisite: Wood Tech. I.*

Wood Tech 3 11-12

Wood tech 3 is a very advanced woodworking course. This class can be taken as an independent study or a regular class and is offered for very select students who have achieved an A average in Wood tech 1 and 2 or received consent from the instructor. The building of custom projects for self or for the school will be stressed. How to price, form a vendor list, and how to produce a custom product for a customer will be emphasized. Product design and function will be the focus. Please see woodshop teacher for details. Seniors have priority over others. Prerequisite: Wood tech 1 and 2.

Wood Tech 4 Grade 12 only

Wood Tech 4 is a highly advanced course. This design wood class will teach students the use of CAD drafting and design to develop custom furniture and cabinets for the use of others, yourself and /or our school. The course will take the student to a high level of woodworking competency that will open up opportunities for university training in the areas of design, production, and business. Customer service will also be taught. *Prerequisite: Wood Tech 1, 2, and 3.*

Term Length Courses:

- **Metal Technology 1 11-12**

- Metal Technology plays a vital part in the world's industries, economies, and our daily lives. This class will teach shop safety, basic problem solving, practical physics, applied math skills, use of hand and power tools, good design, fabrication, and finishing. Each student will make at least three well designed projects. If time permits students can learn basic jewelry making skills and the use of sterling silver.

- * **Metal Technology 2 12 only**

Seniors only! Advanced metal technology involves complex sheet metal layout, advanced welding, and silversmithing. Also advanced metal machining- vertical mill and engine lathe. Please see the metal tech teacher if you have any questions. Prerequisite: Metal Tech 1 and a 95+ average. Class is limited as to size.

- * **Auto Tech 1 11-12**

An introductory course in the care, servicing and repair of the systems of automobiles and light trucks. Shop safety, proper use of hand tools, power equipment, air tools, lifts, and fumes will be strongly emphasized. Work habits and attitude will be part of this unique course. This is a hands on class with a limited number of participants.

Mathematics Department

Math 7

The Math 7 course is designed to provide a thorough review and extension of the many mathematical topics learned in elementary school. Connections between various mathematical topics and applications to real life are emphasized as students improve their basic mathematical skills. Students are gently led from concrete mathematical ideas to an introduction to the abstract concepts of Algebra in preparation for Math 8. Active learning with manipulatives, projects and group discussions is an integral part of this course.

This course is designed for the average 7th grade student. Seventh grade students who are strong in mathematics are encouraged to take Math 8, as noted in the Math 8 course description.

Math 8

A large portion of the Math 8 course is devoted to preparing students for Algebra I, essentially making this a Pre-Algebra course. After completing the course, students should be well prepared to handle abstract concepts. Topics in geometry and probability round out this course.

This is the typical course for an 8th grade student. A 7th grade student must have an "A" in 6th grade math, an acceptable score on the Algebra Readiness Test, and written consent from his/her parents to take Math 8.

This course could also be offered to some 9th grade students who desire an additional year to gain a deeper understanding of mathematics, to upgrade their arithmetic skills, and to be motivated to achieve. It is intended that a student will go on to pass Algebra I reasonably well in his/her sophomore year. It is a non-college preparatory math course.

Algebra I

The Algebra I course is designed to emphasize basic concepts of Algebra in a variety of forms or perspectives – graphical, tabular, algebraic and verbal. Core algebraic ideas such as linear equations and inequalities, quadratic equations, functions and rational expressions are thoroughly developed. Traditional, systematic, step-by-step computations and logical thinking are combined with problem solving and development of reasoning skills. Additional topics such as data analysis and probability are also covered.

Typically offered in the 9th grade, Algebra I is a core mathematics course required for all students. An 8th grade student must have completed Math 8 with an "A" average or must have an "A" in Math 7, an acceptable score on the Algebra Readiness Test, and written consent from his/her parents to take Algebra I.

Geometry

The Geometry course is designed to introduce Euclidean geometry using an inductive approach. Strong emphasis is placed on logical thinking and reasoning, recognizing that this forms the basis for western philosophy. Various projects throughout the year help to show the connections between geometry and other disciplines.

Typically offered in the 10th grade, Geometry is a core mathematics course required for all students. A 9th grade student wishing to take Geometry should have successfully completed Algebra I with at least a "B" average.

Algebra II

Algebra II introduces many more advanced topics in mathematics. Basic algebraic ideas are reviewed as students refine their algebraic skills and develop an understanding of how to handle a variety of complex problems. Many new ideas include polynomial, exponential, logarithmic and rational functions; matrices; conic sections; probability; sequences and series. Graphing calculators are essential to the class and are required for all students (information on recommended models is available from the mathematics department).

Typically offered in the 11th grade, Algebra II is an important course for college-bound students. It is an essential course for almost every college major. Students taking Algebra II should have at least a "C" average in both Algebra I and Geometry. In special circumstances Algebra II and Geometry can be taken concurrently.

Pre-Calculus

The Pre-Calculus course further extends many of the topics introduced in Algebra II, emphasizing reasoning and communication based on complex mathematical ideas. Additionally, an entire term is devoted to the foundations of trigonometry. Students completing the Pre-Calculus course should be well prepared for Calculus. Graphing calculators are essential to the class and are required for all students (information on recommended models is available from the mathematics department).

Typically offered in the 12th grade, Pre-Calculus is a necessary course for many students intending to major in a mathematical or scientific field and is recommended for most other majors. Students taking Pre-Calculus should have a least a “B” average in Algebra II. A student with a “C” average may be permitted to take the course, but must have approval of the Mathematics Department Head.

AP Calculus AB

Calculus is normally a first year college course and at RVA it is taught as an Advanced Placement course. Students who do well on the Calculus AB Advanced Placement exam may be granted college credit for one or two semesters of Calculus. Concepts and applications of Calculus including limits, derivatives, and integrals are covered. Emphasis is placed on being able to thoroughly understand the conceptual ideas of Calculus along with being able to perform the calculations and analysis. Graphing calculators are required for both the class and the AP exam (information on recommended models is available from the mathematics department).

Typically taught in the 12th grade, Calculus is necessary for all higher-level math courses in college and is basic for many engineering and science courses. Students taking Calculus AB should have a least a “B” average in Pre-Calculus. A student with a “C” average may be permitted to take the course, but must have the approval of the Mathematics Department Head.

AP Calculus BC

Calculus BC includes all of the topics covered in the AB course in greater depth plus polar and parametric equations, vector function, sequences and series. It is the accelerated Advanced Placement Calculus course. Students who do well on the Calculus BC Advanced Placement exam may be granted college credit for one to three semesters of Calculus. Graphing calculators are required for both the class and the AP exam (information on recommended models is available from the mathematics department).

Typically taught in the 12th grade, Calculus is necessary for all higher-level math courses in college and is basic for many engineering and science courses. Students taking Calculus BC should have a least an “A” average in Pre-Calculus. A student with a “B” average may be permitted to take the course, but must have the approval of the Mathematics Department Head.

NOTE: Students who wish to take two math courses in the same year must have the approval of the Math Department Head to do so.

Term Length Courses:

- **Trigonometry** – This advanced math course is for seniors who have had Algebra II but are not in Pre-Calculus. The focus is exclusively on trigonometric functions and applications of trigonometry. Students in the 11th grade and Algebra II may take this course in lieu of Pre-Calculus in order to take Calculus in the 12th grade. In order to be considered for this option, students must obtain approval from the Mathematics Department Head.
- **Statistics** – This course provides a foundation in statistical methods and interpretation and analysis of data. It is intended for students who have completed Algebra II.
- **CHESS** – This term-length course is open to those new to the game as well as those already familiar with it. Research has shown that the study of chess improves your academic performance. Starting with the rules of chess, the course will teach basic fundamentals of the opening, middle game and end game. Chess strategy and tactics will be examined. Decision-making skills will be developed as students learn to choose among various options in positions. The teacher is an experienced and rated chess player.

Music Department

Choir

A full year course. Choir is primarily a performance group. Daily rehearsals are intended to prepare the student for singing in public. Class time is spent learning notes, words, proper diction, blend, balance and good stage presence. The Choir usually performs a few Sundays each term and has one large concert at the end of each term. A variety of music will be studied. Sight-reading, notation, and terminology are taught within the context of the songs being studied.

Audition is required. Grades 9-12. One credit. R.V.A. choir members who will be returning term I and wish to continue in choir should pre-register. Others should indicate as their 8th choice and they will be auditioned at the end of term III or the beginning of term I.

AP Music Theory

This course is designed to cover the equivalent of a two-semester college theory course and prepare students to take the Advanced Placement exam in May. Emphasis is placed on ear training, composition and basic analysis of music.

Prerequisite: Fundamentals of Music Theory and/or instructor permission.

Concert Band

Concert Band is open to any students 7-12 but primarily for grades 7-9. This class allows the student to develop fundamental skills on a band instrument. Students get to study basic music theory, history, style, and music ministry all in the context of performances which are usually held at the end of each term. Students are expected to attend rehearsals during the class day, practice individually, and complete various written assignments. Students are asked to wear white shirts with black trousers for guys and black skirts for girls.

Wind Ensemble

The goal of this class is to develop independent musicians who can perform in the college and post graduate settings. The class is a half credit class that meets 2 and ½ times a week. The students are able to learn advanced music techniques as well as touch on areas of theory, history, ministry, and various styles. Students must audition for the class and maintain proper effort to be a part of this ensemble. Students are required to practice individually, complete various written assignments, and participate in all performances. Students should have their own proper dress of white shirts with black and khaki trousers for guys and black and khaki skirts for girls.

Term Length Courses:

- **Fundamentals of Music Theory** – This course is designed to give students the necessary background to take the Advanced Placement Theory course, or as an introduction to college theory. Emphasis is placed on ear training and understanding of the basic components of music such as scales, chords, melody and harmony.

Science Department

Physical Science

Usually taken in 9th grade. This is an introduction to chemistry and physics and is useful for both those planning on taking chemistry and/or physics. Emphasis is on learning by doing. Many activities are incorporated which develop laboratory skills and are geared toward increasing interest in the physical sciences rather than simply learning a large collection of scientific facts. Topics emphasized include physical and chemical changes, mixtures, kinetic theory, heat, phase changes, atomic structure, radioactivity, mechanics, static and basic current electricity, magnetism, sound and light. This is a lab course.

Physical Science, Biology, Chemistry and Physics are the college prep courses for high school students. Students wishing to take AP sciences such as AP Biology and AP Chemistry in addition to the regular college prep curriculum may opt to skip Physical Science and take Biology in their 9th grade year. These students must fill out a science department contract in which they agree that they will complete 4 years of sciences. This would include at least one AP course. The students must also have a recommendation from their eighth grade math and science teacher and an “A” average in both their math and science courses with preference given to students in Algebra I as eighth graders. **If a student taking Biology in their 9th grade year does not maintain an “A” average for the year they will take Physical Science their 10th grade year and not move on to Chemistry.**

Biology 1

Usually taken in 10th grade. Biology is a college preparatory course and is designed to be a complement of Life Science offered in grade 7. Life and the complexity of living things are studied at the molecular, cellular, system, and organ levels. Special emphasis will be on the more conceptually difficult ideas of biology such as molecular biology, biochemistry, photosynthesis/respiration, protein synthesis, genetics, the degree of change in organisms over time, and the issue of the origin of life. The last term will compare and contrast human physiological systems with those of other organisms. This is a lab course.

Chemistry

Usually taken in 11th grade. This course is a study of the materials that make up the world around us and how they interact with each other. Much time is spent in the lab investigating chemical reactions, analyzing how chemicals combine, the rates of reactions, energy changes, and phase changes. The basic structure of matter is looked at in detail to explain the rules behind chemical reactions. An interesting variety of chemical products will be made in the lab by the students during the course. *Prerequisites: Physical Science and Algebra I with a "C" or better; or consent of instructor. Some students may skip Physical Science and enter Chemistry if they have "A's" in both Algebra I and Biology. Such students need to apply to the science department head to gain approval and are expected to take at least one AP level Science course.*

AP Chemistry

This is an advanced Chemistry course that will follow regular Chemistry. This course is ideal for those who wish to major in the sciences in college or receive college credit with a qualifying score on the AP exam. A double period will be required in one RVA term (likely second term). This is a first year college level course and students are expected to take the AP exam upon completion of the course.

Prerequisites: Regular Chemistry with at least a "B" and consent of the department head.

Physics

Usually taken in 12th grade. This course is a study of the world around us and the rules by which it operates. During this course one will study how and why things move: things as diverse as people, bullets, roller coasters and even the stars and planets. Sound and light will also be investigated so as to explain topics from sonic booms to room acoustics, and from color production in rainbows to eyesight problems, and from holograms to the wave-particle duality of light. The final term will involve analysis of electricity, magnetism, and the connection between electricity and magnetism. Using this information, students will develop a practical understanding of phenomena that range from lightning to the northern lights, and from electrical meters to energy generation and transmission. The course is lab based.

Physics is a college preparatory course. Students who are thinking of taking engineering or any physical science at the college level should take this course.

Prerequisites: Algebra II or a demonstrated aptitude in basic math. Chemistry is strongly recommended. Students who have not taken Chemistry should obtain department head approval.

AP Biology

This is a college-level course and is very demanding. The AP Biology syllabus is followed to provide good preparation for taking the AP exam. The course is a double period one term (usually 2nd term) to facilitate getting through the material. Students who score well on the AP test may receive a full year's credit for biology (usually 8 semester hours worth) when they go to college/university. Students are expected to take the AP exam upon completion of the course.

Prerequisite: Biology I, with a minimum grade of "B" or permission of the department head. Chemistry must be taken before or with Advanced Biology.

Term Length Courses:

- **Tropical/Third World Medicine** – Topics included in this class will include principles of health care (prevention, diagnosis and treatment of disease), specific illnesses in tropical settings, and special problems of third world/tropical medicine.
- **Creation/Evolution** – This course is intended to build a strong scientific and Biblical basis for the special creation perspective. A thorough understanding of the various evolutionary models will be developed. Both old earth and young earth creation models will be examined. Students completing the course will be able to clearly articulate the basis (scientific and Biblical) for the position they hold on the origin of the universe, life, and mankind. This course should be very helpful for those majoring in science, especially those intending to attend a secular university. The compatibility of Scripture and science will be emphasized.

Social Studies Department

World History

This course is designed to give an overview of mankind from creation to WWII. It is usually taken in 10th grade but is open to students in grades 9-12. It is mandatory for all students.

Prerequisite: for 9th graders – a minimum grade of "B" in 8th grade Soc. Studies and teacher and department head permission.

Government/Economics

This course is designed to give the student an understanding of the functions and integral workings of government and politics. Using the US Government as a basis, students will study the basic foundations of government and politics along with the comparative study of Kenyan government and other world countries. An introduction to the study of macro and microeconomics will also be covered. This course forms the basis for the Advance Placement tests in both U.S. Government and Comparative Government and Politics. Students wishing to take either of these A.P. tests are advised to contact the Social Studies Department Head to register and sign up for A.P. review sessions.

Prerequisite: World History. This course is open to students in 11th and 12th grades.

U.S. History

A course required for all Americans. Covers U.S. history from Pre-Columbian Native Americans to the present. Gives a brief overview of the whole scope of U.S. history. Offered mainly to Juniors. This course forms the basis for the Advance Placement test in U.S. history. Students wishing to take this A.P. test are advised to contact the Social Studies Department Head to register and sign up for A. P. review sessions.

Prerequisite: World History. Sophomores must obtain department head permission to take the course.

Canadian History (Not offered this year)

A course required for all Canadians. This course covers Canadian history, government and geography from the early explorers of Canada to present day. It is offered to 10-12 grades on a biyearly basis. Will be offered in 2007-08.

I.G.C.S.E. Modern World History (Will be offered in 2007-08).

This course gives a broad-spectrum study of the history of Europe in the 20th Century. It is offered on a biyearly basis. Will be offered again in 2007-08. *Prerequisite: World History.*

Current World Issues

This course involves presentation of Current Issues dealing with World problems and issues, discussion of these issues in class, research and presentation of materials about present issues. Includes use of various news periodicals, Internet Resources, CNN, BCC and guest speakers. The course attempts to give students an awareness of present pressing and present world problems within a Christian perspective and response. Offered to Juniors and Seniors.

Term Length Courses:

- **Introduction to Psychology** – In this introductory course students are exposed to the foundational theories of psychology, psychotherapy, and pertinent issues related to psychology. Students examine various aspects of this subject within a framework of biblical and Christian comparison.
- **Model United Nations** – MUN is a class in which students learn about the way the UN works. They have the opportunity to learn about and represent a specific country in a four-day session of an actual Model UN held in Nairobi. This is a good opportunity to develop and practice leadership skills, research skills, debating skills, interview skills, and caucusing skills. Course numbers are limited and students must obtain application forms and be approved by the MUN teacher and Social Studies Department Head to be admitted.
- **African Cultures & Contemporary Issues** – This course is designed to help RVA students from all backgrounds have a better knowledge and understanding of Africa. It will provide a foundation in African geography, history, culture in a general way and then focus in on the pressing problems of today such as AIDS, poverty and street children. There will be a mixture of lecture, self-study and “hands on” experiences within the course.

Bible and Physical Education Departments

These courses are required courses. Every student is enrolled in Bible/PE for their grade. They will switch courses half-way through each term.

PE- The Physical Education program is designed to enhance the physical well being of all students through the implementation of developmentally appropriate activities. Activities may change from what is listed.

The 7th and 8th grade courses introduce basic skills and rules in the following activities sports.

- PE 7th Grade: Fitness gram, cardio fitness: level 1, stunts and tumbling, rope jumping, rugby (boys), football (soccer girls), racquetball, basketball, and introduction to weight training: level 1.
- Health 7th graded: Introduction to Nutrition.
- PE 8th Grade: Fitness gram, cardio fitness: level 2. flag football (boys), field hockey (girls), athletics (track and field), softball, volleyball, badminton, and weight training: level 2.
- Health 8th Grade: Nutrition: level 2

- PE 9th Grade: Fitness gram, weight training/cardio fitness, softball, athletics (track and field), racquetball, soccer, and basketball.
Health 9th Grade: Communicable and non-communicable diseases.
- PE 10th Grade: Fitness gram, weight training/cardio fitness, softball, field hockey, tennis, badminton, and flag football.
Health 10th Grade: Drugs, Alcohol, Cigarette smoking.
- PE 11th Grade: Fitness gram, weight training program building, intro to golf, tennis: level 2, cardio team sports fitness, introduction to heart rate monitors, and various other activities.
Health 11th Grade: First Aid/CPR
- PE 12th Grade: Fitness gram, cardio fitness using heart rate monitors and pedometers, building and implementing personal weight training programs, racquetball as lifetime fitness, cardio team sport fitness, team building, and various other activities.
Health 12th Grade: TCK

Bible Department

- **7th Grade** – Old Testament Survey 1 (Genesis through Ruth)
- **8th Grade** – Old Testament Survey 2 (Samuel through Malachi)
- **9th Grade** – New Testament Survey 1 (Life of Christ)
- **10th Grade** – New Testament Survey 2 (Acts through Revelation)
- **11th Grade** – Doctrine, Cults
- **12th Grade** – Worldviews, Ethics, and Apologetics
- **Leadership in Youth Ministry** – This is a term length course providing classroom training and practical experience in leadership and youth ministry. Students should expect to discover their own abilities in leadership and develop them further. Students must be Christian believers and participate in the leadership of Spiritual Emphasis Week (SEW), a leadership retreat, and the AIM/AIC Conference at the end of first term. The students will lead the Youth Conference that is a part of the AIM/AIC Conference. This opportunity requires students to stay at RVA an extra 5 days at the end of term one. This applies to students whether they are AIM or not.

IGCSE at RVA

Since the mid 1980s, RVA has offered an alternative curriculum to British MKs and others wishing to continue their studies in the UK or Europe after graduation.

In recent years this has been through the IGCSE (International General Certificate of Secondary Education) program, which comprises of examinations for those aged 16 years or over. After IGCSE, most British students then do two further years of ‘A’ (Advanced level) studies back in the UK before going to university.

However, IGCSE courses are open to all RVA students in Grades 10, 11 and 12 and it is not mandatory to take the official May/June examination to receive an RVA credit for the course. IGCSE courses are therefore a viable option for any RVA students in Grades 10 to 12.

The constraints of the RVA timetable mean that what should be a two-year course is covered in one year thus making IGCSE courses rather intensive. The courses all have a sound academic basis but also put a strong emphasis on application of knowledge to real life. Practical lab work is integral to many of the IGCSE courses. Exam technique as well as theoretical content is covered in the courses.

Students in Britain commonly take 8 GCSE subjects over two years, so we recommend that RVA students take 3 or 4 subjects in their first year of IGCSE and 4 or 5 in their second year. The number of subjects a student may take in Grade 10 however will depend on general academic ability.

For the academic year 2007-08, the following subjects will be offered at IGCSE but some of the courses will not run if there is not sufficient interest from students or staff available to teach them.

French	English Language	
German	English Literature	
Swahili*		
Modern European History		* indicates 'O' level course

Note:

- i. Foreign language courses are usually done as an independent study with the support of a language teacher and RVA course if available. Candidates for IGCSE French should take French 3 and they will also receive some tutoring in exam technique.
- ii. English Language and English Literature are usually done as a combined course of one period a day, preparing students for both examinations.

Term Length Courses for Seniors and Juniors

Each year RVA offers a number of one-term, elective, and often exploratory courses in a wide variety of subjects. Please note the following when considering one or more of these courses:

- These courses will depend on student interest and available staff. There is NEVER any guarantee that these courses will be offered.
- Term length courses will be offered during the same period each day (usually 2nd period) and while most students get to choose three term-length courses for that period, sometimes there is a conflict because two choices are both offered during the same term.
- Seniors will be given preference for term length courses during pre-registration. A student who signs up for three term length courses will be given preference over students who only sign up for one or two term-length courses. Students who wish to take only one or two term length courses may do so ONLY in place of their study hall.
- Term length courses are not considered "core-courses" and will therefore not be used to fulfill graduation requirements in a specific subject area. Successful completion of a term length course will be entered on the official transcript as 1/3 credit and be used for calculating total credits for graduation, GPA, and honor roll. Grading procedures for term length courses are the same as all other R.V.A. courses.

The following is a list of electives that may be offered next school year: Please refer to the department listing (noted in parenthesis) for a full description of the course.

- **ADVANCED COOKING** (Home Ec)
- **ADVANCED SEWING** (Home Ec)
- **AFRICAN CULTURES AND CONTEMPORARY ISSUES** (Social Studies)
- **AFRICAN LITERATURE** (English)
- **AP ENGLISH** (English)
- **CAKE DECORATING** (Home Ec)
- **CHESS** (Math)
- **CHIME CHOIR** (Music)
- **CREATION/EVOLUTION** (Science)

- **CREATIVE WRITING** (English)
- **DRIVER'S EDUCATION** (Social Studies)
- **FUNDAMENTALS OF MUSIC THEORY** (Music)
- **GRAPHICS AND DESIGN** (CIT)
- **INTERIOR DESIGN** (Home Ec)
- **INTRODUCTION TO PROGRAMMING** (CIT)
- **INTRODUCTION TO PSYCHOLOGY** (Social Studies)
- **INTRODUCTION TO WEB PAGE DESIGN** (CIT)
- **JOURNALISM** (English)
- **LEADERSHIP IN YOUTH MINISTRY** (Bible)
- **METAL TECHNOLOGY** (Industrial Tech)
- **MODEL UNITED NATIONS** (Social Studies)
- **PHOTOGRAPHY** (CIT)
- **POTTERY** (Art)
- **PUBLIC SPEAKING** (English)
- **TRIGONOMETRY** (Math)
- **TROPICAL/THIRD WORLD MEDICINE** (Science)
- **VIDEOGRAPHY** (Graphic Arts)

PLANNING SHEET

Name: _____

Please roughly plan out your 4 years of High School on this sheet.

This is a planning sheet and you will not be locked into the plans you make here. (If you are currently in grade 9, 10 or 11 - please fill the courses you have completed or are being completed).

Grade 9	10	11	12
Bible/PE	Bible/PE	Bible/PE	Bible/PE
English	English	English	English
Variety	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
(Study Hall)	(Study Hall)	(Study Hall)	(Study Hall)

Note: (i) If you are already in choir, you may enter it as one of your required solids for the next year (if you plan on staying in choir!). If you hope to try out for choir, do **NOT** enter it as one of your 5 required solids. Instead enter it as your 8th choice. If you make choir, we will help you in deleting one of your solids or study hall later.

(ii) The Math Department makes recommendations for Pre-Algebra in 9th grade. The English Department makes recommendations for English 11i and English 12i.

Thank you for your careful thinking and planning. We are hoping that this will have been helpful. Please complete the pre-registration form on the back and send it with your son or daughter along with any questions you may have. **Please make sure both the student and a parent sign the pre-registration form.**

Keep this form for your records.

Grade in 2007-08 _____

Name: _____

Note:

1. Complete this sheet after much careful thought and planning. Please understand that there may be course conflicts, which mean you may not get everything you, ask for.
2. DO NOT include any Independent Study Courses in your selection. That must be worked out on an individual basis in September and can only be done in place of a study hall.
3. You must sign up for study hall and ONLY one study hall – 7 classes must be approved by Guidance. Write your 7th class request next to study hall and put in parenthesis.
4. Please list in order of priority the courses you plan to take. Watch for course pre-requisites and minimum graduation requirements. *(You cannot choose courses in certain periods – simply list courses in priority or order of importance for you.) **(Juniors and Seniors, if you plan to take term length courses write TERM LENGTH as a course in the top section then enter your top 5 term-length choices in order of preference in the bottom section).
5. 9th Grade add Variety in the #3 line.

SUBJECTS FOR 2007-08

1. Bible/PE
2. English
3. _____ (9th grade Variety)
4. _____ (Swahili courses circle one: native speaker/ non-native speaker)
5. _____
6. _____
7. _____ (study hall)

NOTE:It may not be possible to arrange your schedule in such a way that you can take all of the courses you list. Please list two additional courses you would like to take if those you listed above are unavailable. **If you don't list at least two courses, we will add them for you.**

_____ (Choir for those who are not currently in
 RVA Choir but would like to be)

<p>*****<u>ONLY JUNIORS AND SENIORS WHO PLAN TO TAKE TERM LENGTH COURSES.</u></p> <p>Please list your top five term length courses in order of preference, even if you are not sure. Not filling this area out completely, causes delays in processing your pre-registration.</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Signed: Student_____

Parent_____

**BRING THIS WITH YOU AT THE START OF TERM III OR E-MAIL THE SAME INFO:
 guidance.rva@kijabe.net**

