

# HOPAC Curriculum Guide



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## **FOUNDATIONS FOR CURRICULUM**

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## Philosophy of Education

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### The purpose of education

The philosophy of the school has its foundation in the authoritative, inspired and infallible Word of God, the Bible. Created in God's image, man's purpose is to glorify God in all life pursuits. Because man is a sinner by nature and choice, he can only glorify or know God by choosing God's free gift of salvation through His Son, Jesus Christ, thereby committing his life to the Lordship of Jesus Christ. The purpose of education then is to challenge each student to a fuller understanding and appreciation for the world created for him by his Creator, thereby being transformed by the renewing of his mind. This underscores the importance of a well-rounded, high standard education that is permeated by a biblical worldview.

### The nature of the learner

Each child, created in God's image for a unique and useful purpose, needs to be trained in every aspect of character. Every child is born fallen and has physical, mental, emotional, social and spiritual needs. Haven of Peace Academy seeks to give every student, through a rigorous curriculum and a broad range of activities, the opportunity to pursue personal growth in these areas through a reliance on the grace of God. An integral part of our philosophy is to cultivate in each student a sense of their own personal worth and to understand and value those different from themselves.

### The role of the teacher and the parents

While parents' God-given responsibility is to train their children, teachers work to partner with parents in every phase of the student's development, and both parties seek to cooperate with each other to create a dynamic learning environment. The teacher is given the challenging task of leading students through developmental stages, equipping them to achieve personal academic excellence, fostering a desire for lifelong learning, training them to see the world through a biblical lens, and instilling an appreciation and desire for excellence in leadership, service and stewardship. The teacher is a role model for students in all of these areas and facilitates learning through an interactive approach.

### The learning process

Haven of Peace Academy uses a curriculum which is faithful to our basic philosophy and seeks to integrate Christian principles with academic excellence. The school also seeks to incorporate within the curriculum an appreciation and understanding of the culture, people and environment of Tanzania, as well as those of other students. As they develop from Kindergarten to Grade 12, students are taught to communicate, observe, analyze and take initiative in the world around them.

### The desired outcome

Our goal for each student is to develop a personal faith in Christ and godly character; to communicate effectively; to perceive beyond what can be seen at surface level; to analyze thoughts, words and actions; to meaningfully engage in his community; and to be equipped to function socially with a healthy view of service in our world.

## Philosophy of an Integrated Biblical Worldview

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### Purpose of this Document

The mission of the school concludes that we exist to “equip students to live out a biblical worldview in all areas of life to the glory of God.” As human mainstream thought and ideas change over time, the concepts of worldview and biblical worldview are likely to shift, often left, ironically, to the interpretation of the prevailing worldview at the time. There is a need to clearly define what HOPAC means when we claim “biblical worldview” as an aim for our school.

Further, as a Christian school, we are called to integrate biblical truth with curriculum content. There can often be misunderstanding, especially on the part of teachers, in how this is to be done effectively. For the sake of informing and improving our staff development, and so that parents can understand to the point of being able to actively support us, we need to define what biblical integration looks like at HOPAC.

To these ends, this document has been drafted as a clarifying and integrative piece. This document relies on the school’s statement of faith, mission, vision, core values and philosophy of education statements to drive school curriculum and program decisions. The aim of this document, therefore, is to provide clarification on our definitions, while providing the underlying framework for constantly seeking to improve our community’s understanding of what it means to live out a biblical worldview through education.

### Defining Biblical Worldview

A worldview is the mental window by which we view the world and decide, often subconsciously, what is real and important, or unreal and unimportant. A worldview is used to describe a core set of values and principles through which the world is understood. Worldviews are religious in character and provide adherents with ultimate answers to ultimate questions.

The ultimate questions include:

- 1) **What is truth?** Or, who determines what is true, and how do I know it to really be true?
- 2) **Where am I?** Or, what is the nature of the reality in which I find myself?
- 3) **Who am I?** Or, what is the nature and task of human beings?
- 4) **Where am I going?** Or, what happens to a person when they die?
- 5) **How do I know what is right and wrong?** Or, how do I reconcile the difference between the ideal and real?
- 6) **What is my response?** Or, what life decisions or choices do I make based on what I believe?

A biblical worldview (or Christian worldview) is formed from the Bible, as the authoritative Word of God. Everything that a person learns and how he or she lives life is seen through knowing God’s Word, giving answers to the ultimate questions of life.

Therefore, these questions can be answered in this way:

- 1) **What is truth?**  
Truth is defined by the One who is truth - God, the triune Creator of the Universe. God gave us His Word, by which we can learn and know what is true and what is not, helping us know how to live a life that is based on truth.
- 2) **Where am I?**  
We live in the creation that God calls into being, wisely structures, and lovingly guides by His creative and sustaining Word. The whole universe is God’s universe.

**3) Who am I?**

We are special creations, bearing the image of God, and we are called to love and worship God in our faithful stewardship of His creation. From birth, we are broken in our relationships with God, each other, and the rest of creation because of sin.

**4) Where am I going?**

Because sin results in separation from God, an unrepentant person will spend eternity apart from Him in eternal punishment. But God made a way for us to be reconciled with Him completely, restoring us to an eternal, perfect relationship with Him.

**5) How do I know what is right and wrong?**

Right and wrong are defined by God, as revealed to us through His Word. When we submit to God, that is right. When we submit ourselves to deception that is inconsistent with His character, this is wrong and is called sin. We learn what is right and wrong by knowing God and pursuing a relationship with Him.

**6) What is my response?**

Because God has lovingly chosen to redeem us and the whole creation ultimately through the incarnation, death and resurrection of Jesus Christ, our response is to, first, believe in the all-sufficiency of Christ's redeeming work and, consequently, to choose to worship and honor Him in how we live.

Adopting a biblical worldview requires maintaining a way of thinking that is wholly transformed by what is revealed in God's Word concerning Creation, Fall and Redemption. A biblical worldview is rooted in the Creation Mandate (Genesis 1:28; 2:15), the Great Commandment (Matthew 22:37-40), and the Great Commission (Matthew 28:19-20), thereby forming our framework for understanding the world, informing decisions on how we interact with the world, and transforming how we view our role within the world.

We recognize that the dominant worldview, even within much of Christendom, is secular or based on humanist thinking. Our aim in education is to demonstrate that, with academic knowledge, students are equipped to engage secular thinking with the biblical worldview. The purpose for education then becomes to equip students with a growing understanding of God's creation and redemption through what is studied, so that non-biblical assumptions and worldviews are better understood and engaged in a loving, respectful way.

To this end, HOPAC espouses the following tenets regarding a biblical view of Creation, Fall and Redemption:

- 1) that creation ("ex nihilo") was supernaturally, intimately and perfectly complete without any evolutionary process needed, implied, nor used. (Genesis 1:1,3,16,21,25,27, 2:3; Hebrews 11:3; Psalm 33:6-9; 148:1-6; Mark 10:5-9)
- 2) that the text in Genesis 1-11 is to be taken as authoritative, historical, chronological and narrative, and not to be interpreted as myth or allegory. (Exodus 20:8-11; Hebrews 4:3-4; Mark 10:5-9)
- 3) that the idea of adaptation within species is consistent with Biblical Creation, but the Bible clearly excludes macroevolution. (Genesis 1:11,12,21-25)
- 4) that God specially created man and woman in His image, and that Adam and Eve were actual human beings, the parents of all humanity; hence they are not products of lower forms of life i.e., hominids, apes. (Genesis 1:26-31)
- 5) that an actual, historical fall of Adam and Eve brought all humanity and the world into a state of sin, misery, and subjection to pain, suffering and death. (Genesis 3, Romans 5)
- 6) that Jesus Christ, fully God and fully man, is a real historical person who lived a sinless life and died as an atonement for sin, reconciling God and humanity. (2 Corinthians 5:21; 1 John 2:2; Romans 5; 1 Corinthians 15:3)

- 7) that, through his resurrection, Jesus Christ has conquered sin and death, redeeming all things and restoring those who believe to an eternal relationship with the Creator. (Colossians 1:19-23; Titus 2:14; Revelation 5:9; 1 Peter 1:3; Romans 6:6-11)

### With Respect to Curriculum and Teaching

As Christian teachers, we understand that a biblically-integrated curriculum:

- Effectively equips students to live out a biblical worldview,
- Manifests itself in daily instruction and in assessment,
- Leads to students' use of higher-level thinking skills in analyzing and balancing a Christian perspective with a secular curriculum, and
- Provides students a proper lens through which to view the world.

We understand that a biblically-integrated curriculum is not simply an add-on to a lesson or a quick reference to Scripture. At the same time, we are not using the Bible to drive our curricular objectives. Rather, the Bible is a primary source by which we analyze and evaluate all aspects of education. Our question in the classroom, rather than asking, “what does God have to say about this content?”, needs to be, “what does this content reveal to us about the character of God or the nature of what He has created?”

Effectively implementing a biblical worldview in teaching requires:

- A solid understanding of Scripture, its truth, and its application to our lives,
- Constant collaboration and mentoring among teachers and administration,
- Training and support for all educators sharing biblical truth with students,
- Consistency in our integration approach as a school, and
- Specific objectives which ensure that secularly-driven curriculum is taught through a biblical worldview.

We believe that, though it may be created by non-Christians from worldviews unlike that which we espouse, whatever curriculum we choose for our school can be taught with a biblical worldview. If our aim is to equip students to live out a biblical worldview in a fallen world, we must not be afraid to use curriculum that is not made by and for Christians. This aim requires great wisdom and care on the part of administration, teachers, parents and students, and reinforces the need for education that is rooted in prayer and taught with a proper perspective on Creation, Fall and Redemption.

## Expected Student Outcomes

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Upon completion of their time at HOPAC, students will evidence continued growth toward becoming:

### **EXCELLENT (PHILIPPIANS 4:8)**

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pursuing truth with an attitude of humility and integrity, in order to develop a desire for life-long learning

### **RESILIENT (GALATIANS 6:9)**

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evidencing consistent growth in fulfilling academic potential as demonstrated through skills of reading, writing, mathematical and analytical thought

### **CREATIVE (EPHESIANS 2:10)**

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applying an increasing vocabulary of words, emotions and techniques to an expanding diversity of life circumstances, and demonstrating abilities of self-expression and of understanding contextual communication

### **COURAGEOUS (1 TIMOTHY 4:12)**

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showing initiative, responsibility and leadership to apply biblically-grounded solutions to life challenges

### **SELFLESS (EPHESIANS 4:2-3)**

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recognizing the role each member plays in effective community and serving others compassionately and in unity

### **EQUIPPED (1 PETER 3:15)**

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understanding the implications of a biblical worldview, while identifying and engaging competing worldviews, so as to see how Gospel truth can challenge and redeem individuals and culture

### **TRANSFORMED (2 CORINTHIANS 5:17)**

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displaying maturity and confidence in self-identity in Christ

### **TRANSFORMATIVE (1 PETER 2:12)**

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seeking to live a life modeled by Christ – reliant on the Father, saturated by the Holy Spirit, and life-changing in interactions with others



## Learning Objectives

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As students progress through school at HOPAC, we expect they will meet a minimum understanding of specific key objectives within each Expected Student Outcome. For each age group, there is a different key development stage that is emphasized based on the development level of the student.

For primary, the key word is “*communicate*,” based on the fact that we want our primary children to learn to communicate and be able to express what they see and learn. It is at this elementary level that they begin to experience many different subjects and expand their knowledge base.

In middle school, the key word is “*observe*,” using basic skills of application to continue bringing in new information. Slowly, students at this age grow from just taking in information to analyzing and critiquing it.

In grades 9 and 10, the key word is “*analyze*,” based on the idea that students are reaching the age where they can more capably critique and judge what they are learning. The challenge here is to be critical and begin to measure others’ ideas against a student’s own beliefs and ideas.

During grades 11 and 12, the key word is “*engage*.” We want our students to be prepared to step out into the world around them and make a difference in whatever context they join. Emphasis here is on creating, problem solving and taking initiative. Using an ever-growing arsenal of communication, observation and analysis skills, students become increasingly capable of making a difference in their world.

The following tables describe this development and the key aspects of our expected student outcomes. More specific academic expected outcomes are listed at the end of each subject philosophy statement. More specific course objectives are spelled out in curriculum maps and course syllabuses.

		<b>Primary (P)</b>	<b>Middle (M)</b>	<b>IGCSE (SI)</b>	<b>A-level (S2)</b>
	Key Development Stage	Communicate	Observe	Analyze	Engage
<b>Excellent</b>					
<b>1</b>	<b>Pursuit of Truth</b>	Communicate an understanding of God wanting relationship with us; demonstrate curiosity in big life questions	Initiate discussion on big life questions; desire to pursue relationship with God	Show a deepening understanding of who God is, biblical worldview, and human choice to engage in relationship	Develop own answers to big life questions; desire relationship with God
<b>2</b>	<b>Desire for Lifelong Learning</b>	Show intellectual curiosity and persistence; develop a love for reading	Show creativity and self-awareness; deepen appreciation for reading	Investigate answers to self-generated questions; pursue integrity in academics and relationships	Evidence critical thinking and creative problem solving; actively engage in debate, logic and advanced reading
<b>3</b>	<b>Lifestyle Choices</b>	Recognize the need to develop good hygiene habits; aware of the benefits of a varied diet, regular exercise and sleep	Participate in regular exercise; learn about the human body and adolescence; make healthy lifestyle choices; understand dangers of illegal substances	Develop healthy lifelong habits with an appreciation for personal care, fitness and abstinence from illegal substances	Understand own body and how to take care of it; develop a healthy self-image of the body as a temple
<b>Resilient</b>					
<b>4</b>	<b>Reading</b>	Show understanding of significant ideas, themes, events and characters in texts, both overt and inferred	Explore various forms of literature from around the world; appreciate and apply ideas, themes, events and characters within their context	Analyze text while considering context, style and form	Analyze and critique text with underlying meaning; identify worldview
<b>5</b>	<b>Writing</b>	Develop skills to write in different styles with growing appreciation for grammar	Inform, narrate and persuade through effective writing styles	Interpret others' writing and develop well-constructed, persuasive responses	Create styles and moods through appropriate genres of writing; express original thought through various formats of writing
<b>6</b>	<b>Numerating</b>	Understanding of number and calculation enables students to use appropriate strategies for solving problems and handling data	Apply problem solving and basic algebraic skills across multiple disciplines	Analyze a given problem and develop a course of action to solve it; apply various mathematical techniques, including algebra, geometry, trigonometry and basic statistical analysis, to a wide variety of problems	Formulate mathematical thought as appropriate to a situation with an appreciation of its value to higher-level critical thinking and logic
<b>7</b>	<b>Listening</b>	Show respect for other people's contributions, responding appropriately to new ideas	Understand views and ideas different from own; experience different languages and cultures	Analyze thoughts and ideas from foreign cultures, languages and worldviews	Dialogue with and critique foreign cultures and worldviews
<b>Creative</b>					
<b>8</b>	<b>Expanding Vocabulary for Self-Expression</b>	Respond to stimuli and express themselves clearly through an increasing vocabulary of words, artistic techniques and media	Apply various forms of expression (written, artistic, musical, physical) to appropriate situations	Analyze various forms of expression and apply meaning to various situations	Create expression in various forms as appropriate to given situation
<b>9</b>	<b>Contextual Communication</b>	Listening, responding and developing skills of empathy and turn-taking	Actively listen to others, developing appropriate responses and strategies for communicating effectively	Analyze and critique what others say and mean, responding effectively and meaningfully; develop comfort in public speaking	Initiate communication appropriate to the context, improving form, style and substance according to needs of audience

<b>Courageous</b>					
10	<b>Initiative</b>	Develop skills and language of assertiveness and empathy	Recognize and call out situations of improper behavior, standing up for what is right	Evaluate own actions and actions of others, understanding the value of integrity to meaningful relationship	Actively engage in setting a godly example for others, making good choices from a sense of what is right, not from fear
11	<b>Responsibility</b>	Understand the responsibility to be fully prepared for school with the correct kit, homework and necessary books	Understand effects of personal decisions on others; understand importance of academic integrity	Consider views of others before taking action; analyze options and make informed decisions	Initiate cooperation and understanding of others; maintain high standards of personal excellence
12	<b>Leadership</b>	Set an example of humble self-giving that shows respect to and responsibility for all God's creation	Step up, stand in the gap, respond to a need	Understand servant leadership, recognizing it in others and desiring to pursue it	Lead by example; prompt others to lead, serve and steward
13	<b>Stewardship</b>		Identify ways to practice good stewardship and promote action	Maintain sense of responsibility in promoting good stewardship personally and in community	
<b>Selfless</b>					
14	<b>Community</b>	Communicate own role in a group, learning to work together with empathy and compassion	Develop a proper sense of self, thinking beyond own needs and looking to the needs of others	Value the roles of diversity, individuality, humility, compassion and selflessness as essential parts to establishing unity	Actively engage in local community, humbly contributing thoughts, ideas and actions to relevant situations
15	<b>Interpersonal relationships</b>	Develop the ability to work well in variety of groups, they support one another and share ideas and roles	Apply interpersonal skills to resolve conflict and encourage teamwork	Develop appreciation of healthy relationships	Pursue healthy relationships; set an example for younger students
16	<b>Serving others</b>	Understand that each person has a responsibility to make things better for other people	Engage with a service group in a local setting; observe effects of "good aid" in sustainable activities	Analyze effects of global issues to understand need for local service	Engage individually in local projects to address global issues
<b>Equipped</b>					
17	<b>Who God is</b>	Develop an understanding that God is the Everlasting Creator of all there is, who loves us unconditionally, as revealed in the Bible	Apply God's story to own life	Analyze Scripture and salvation; understand meaning of belief	Communicate God's story to others with an understanding of its eternal impact
18	<b>Creation, Fall, Redemption</b>	Know the story of creation, fall and redemption as explained through all that has been taught and how it forms the basis of the a biblical worldview	Understand how worldviews (both biblical and others) affect how they see the world around them	Analyze history, stories, movies, life experiences from biblical worldview while comparing and contrasting with other worldviews	Analyze and critique worldviews with an understanding of the implications of a biblical worldview
<b>Transformed</b>					
19	<b>Self-Identity in Christ</b>	Demonstrate a growing maturity and confidence in who God created us to be, as children of God and co-heirs with Christ			
<b>Transformative</b>					
20	<b>Living a life modeled by Christ</b>	Exhibit a growing desire to live in such a way that is life-changing in interactions with others because of a deepening relationship with the Father and an increasing awareness of the empowering work of the Holy Spirit			

## Assessment of Learning Objectives

Learning objectives should be integrated across the curriculum, meaning that every subject is targeting various learning objectives at appropriate moments in the students’ learning process. This means that an effectively planned and implemented curriculum will meet all of our learning objectives. Therefore, to assess the learning objectives, we need to ensure that all objectives are covered in the curriculum, and that our students are actually learning from what and how they are being taught.

With so many of our learning objectives, we rely heavily on an education that we cannot actually deliver. We recognize that we, as educators, cannot change students’ hearts. Only God can do that. We cannot afford to presume that we can accomplish, through structure or plans or methods, what only He can do. We commit to praying regularly that our students will encounter God through what they see, hear and experience at school. We believe that an education rooted in a biblical worldview is the most effective way to enable Him to do His work with lasting, transformative effect.

But our structures are still a vital part of this process. To this end, we have mapped out our learning objectives against the various subjects and levels to assess how effectively we are targeting each objective in the curriculum.

Learning Objective	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>Primary</b>																				
Bible	.									.			.	.			.	.	.	.
Creative Arts							.	.	.						.			.		
English		.		.	.		.	.			.							.		
Foreign Languages							.	.										.		
Social Studies																		.		
ICT						.		.										.		
Life Skills			.					.	.	.			.	.	.			.		
Mathematics						.					.							.		
PE			.					.			.				.			.		
Science		.	.															.		
Service Learning			.					.	.		.		.	.		.		.		
<b>Middle</b>																				
Bible	.									.				.			.	.	.	.
Creative Arts		.						.	.	.					.			.		
English		.		.	.			.	.	.		.						.		
Foreign Languages		.						.	.									.		
Social Studies								.			.							.		
ICT						.		.										.		
Life Skills		.	.					.	.	.	.	.	.	.	.			.		
Mathematics						.												.		
PE			.					.			.				.			.		
Science		.	.			.												.		
Service Learning								.	.	.	.	.	.	.	.	.	.	.	.	.
<b>Senior 1</b>																				
Bible	.		.					.		.				.			.	.	.	.
Creative Arts		.						.	.	.								.		
English		.		.	.			.	.	.								.		
Foreign Languages		.		.				.	.	.								.		
Social Studies		.		.	.			.					.					.		
ICT						.		.										.		
Leadership		.						.	.	.	.	.		.	.			.		
Life Skills		.	.					.	.	.	.	.		.	.			.		
Mathematics						.												.		
PE			.					.			.				.			.		
Science		.	.			.												.		
Service Learning					.		.	.	.	.	.	.	.	.	.	.	.	.	.	.
<b>Senior 2</b>																				
Bible	.		.					.		.				.			.	.	.	.
Creative Arts		.						.	.	.								.		
English		.		.	.			.	.	.								.		
Foreign Languages		.		.				.	.	.								.		
Social Studies		.		.	.	.		.					.					.		
ICT						.		.										.		
Life Skills		.	.					.	.	.	.	.		.	.			.		
Mathematics						.												.		
Science		.	.			.												.		
Service Learning								.	.	.	.	.	.	.	.	.	.	.	.	.

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## **SUBJECT PHILOSOPHIES AND COURSE DESCRIPTIONS**

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## Art & Design

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Kindergarten through Grade 12

### Subject Philosophy

Art is intended to be an expression of creativity and individuality, reflecting the way God created the world. Teaching students the necessary skills to do so is an important part of a HOPAC education. In developing artistic skill, students learn the creative process of taking an original problem to its final solution, a skill important to all other areas of school and life. By teaching students to engage with organic and inorganic materials, students learn to think critically and grow from mistakes in a safe environment. Art education also allows students great opportunities to engage artists of the past, and through research, learn about history and the periods of art.

From a biblical perspective, it is essential that students understand art as a reflection of God’s creative nature. Being made in His image, we are created to be creative, and we can experience Him through creation. God has given each student individual talents and gifts to develop and use for His purposes. Teaching our students art gives them these opportunities and helps them excel in their areas of giftedness. What better way to experience God’s greatness than through art!

### Course Descriptions

#### **Primary**

In the primary grades, students explore the elements of art including color, line, shape, space and texture. Students also learn how to use various tools to create such as paper, pencil, crayon, colored pencil, tempera and watercolor paints, scissors, and pastels. Students learn various techniques for combining their growing knowledge of the elements of art with their growing ability to use different media to create, talk about and appreciate art around them.

The main focus of these years is that God is creator, and in making art and enjoying art, we are given a gift of the chance to delight in what He does when He makes everything! We also rejoice in the fact that we are fearfully and wonderfully made.

#### **Grade 6-8**

In middle school, students cover a wide range of topics, including the elements of design, principles of design, art criticism, 2- and 3-point perspective, color schemes, shading and highlights, water color media, acrylic, pencil, pen and ink, pastels, 2-dimensional print media, mixed media, still life drawing, art in nature, 3-dimensional art, portraiture, figure drawing, illustration, and art history. Through these studies, students learn to appreciate art, be competent in conversing about it, and use imagination and creativity to produce it.

The main focus in these years is for students to see and understand that they are wonderfully made in the image of God. He has given each of us a distinct desire to create, and we may do so as an act of worship.

#### **Middle School Creative Project**

In addition to the above topics, middle school students have opportunity to choose Art as the subject for their end of the year creative project. This project is a short-term independent study on an Art topic of the student’s choice, supervised by the Art teacher.

#### **IGCSE Art & Design**

This course is intended for students who wish to pursue further study of specific art skills. It is an intensive course that focuses on the process of developing final pieces of work. Specific concepts and skills taught will vary depending on student choice.

### **AS/A2 Art & Design**

This course is intended for students who wish to pursue further study of specific art skills. It is an intensive course that focuses on the process of developing final pieces of work. Specific concepts and skills taught will vary depending on student choice. Students will also do some research and are required to submit a written work to accompany their artwork. Completion of IGCSE Art is recommended, though not required.

### Expected Student Outcomes

By the time a student leaves HOPAC for further study at another school, regardless of age level, he or she will...

- Develop self-confidence and self-expression, visually and holistically
- Be comfortable with developing new ideas and experimenting
- Be comfortable sharing ideas and learning from others
- Have confidence in using various media
- Be equipped to analyze and explore the world around them
- Be able and willing to critique their own and others' work
- Appreciate art and converse about it competently
- Be able to practice techniques in two- and three-dimensional art

## Bible

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Kindergarten through Grade 12

### Subject Philosophy

Studying the Bible is a crucial element of a HOPAC education, separating it from any other university preparatory school in our international context. It is the crux of our existence and our mission statement, emphasizing that a worldview founded upon the Bible is elemental to a meaningful, fulfilled life. While Bible is an important academic subject, providing a means to understanding much of Western history, culture and civilization, we also teach the Bible as a transformative agent, clearly showing how its contents are central to life. Without a proper understanding of the Bible, students cannot be equipped with a proper view of creation, fall and redemption. The Bible holds the answers to these questions, and thereby forms the basis for all other knowledge.

While it may seem obvious that a Christian school would teach the Bible, we understand the value in teaching it as a life-changing subject. Students learn to memorize Scripture not only so they can spout out memory verses, but so they will be deeply impacted by the Truth those verses contain. Students need to understand the bigger picture the Bible is presenting – God’s perfect creation, man’s rebellious nature manifested in the fall and shown throughout history, and God’s ultimate plan in redemption and restoration – and then learn how to live by it.

### Course Descriptions

#### **Primary**

In primary school (with the exception of Kindergarten), Haven of Peace Academy uses curriculum produced by Children Desiring God. This curriculum was chosen because of its strong emphasis on the character of God, the sufficiency and authority of Scripture, and the gospel, and because important theological concepts are presented in an engaging way.

#### **Kindergarten**

*The Jesus Storybook Bible by Sally Lloyd-Jones*

This wonderful story Bible introduces children to stories in the Old and New Testaments that point to Jesus, giving children an overview of redemption in Scripture, and culminating in the death and resurrection of Christ. Corresponding activities and crafts reinforce the stories.

#### **Grade 1**

*The ABCs of God: A Study for Children on the Greatness and Worth of God*

Using the alphabet as a framework for teaching the attributes of God, this study explores the delight that God has in Himself as the source, means, and purpose of all things. Each lesson asks and answers three key questions, "Who is God?" "What is He like?" and "How should I act toward Him?" as it presents a theology of God for children.

#### **Grade 2**

*Faithful to All His Promises: A Study for Children on the Promises of God*

The challenge of the Christian life is not to simply know the promises of God, but to place unshakable confidence in them. This study teaches children that God's character is trustworthy; therefore, His promises are true and reliable.

#### **Grade 3**

*In the Beginning...Jesus: A Chronological Study for Children of Redemptive History*

This study goes to the beginning of the Bible narrative in Genesis and then moves chronologically through the Old Testament text as students search for clues that foreshadow the coming of Jesus and His redemptive work on the cross. Special emphasis is given to showing that the Bible is God's story from beginning to end and that Jesus is the key to understanding the story.



#### **Grade 4**

*How Majestic is Your Name: A Study for Children on the Names and Character of God*

This study presents the Hebrew names of God in the Old Testament and the names of Christ and the Holy Spirit in the New Testament. Each lesson encourages children to see and rejoice in the goodness and greatness of God as they explore the meaning of His glorious names.

#### **Grade 5**

*My Purpose Will Stand: A Study for Children on the Providence of God*

This study teaches children to recognize God's providence in their lives and to joyfully trust His good purposes for them. Each lesson reveals that God is the sovereign ruler of the universe whose eye is watching over all things, and whose hand is working in all things

#### **Middle School**

*Chronological Overview of Scripture, Life of Christ, How to Study the Bible, Church History*

In middle school (grades 6 through 8) students begin with a chronological overview of the Bible using the “Firm Foundations” curriculum, focusing on the redemptive themes throughout Scripture, such as sin, sacrifice, faith, salvation, and God’s deliverance. Students then study the Life of Christ in-depth and the significance this has on our lives today followed by How to Study the Bible. Church History is the final topic, learning about key people and events from the Early Church until today.

#### **Grade 9 and New Grade 11 students - Foundations of Faith**

This class will focus on inviting students to build a solid foundation of belief in the person of Christ and His teachings. Students will examine the Christ-centered Theistic worldview in comparison to other major worldviews and will gain an understanding of what it means to apply God’s invitation to love Him with all of our heart, soul, and mind. Students will be challenged to apply the definitions of faith and truth in their examination of the claim of the Bible as God’s collected book of inerrant revelation. Ultimately, the course will provide opportunity to understand the foundational teaching of Christ in light of the canon of Scripture.

#### **Grade 10 - Spiritual Formation**

In this course, students will understand that Christ’s example in discipleship is the model for both the process of spiritual growth and the product of spiritual maturity. The stages of spiritual growth identified and utilized by Christ will be used as the outline for the course. Students will learn to apply the principles of spiritual growth taught by Christ and learn to identify His model personally and in the context of community.

#### **Grade 11 (returning students) - Life of Christ**

This class will focus on inviting students to become friends of Christ. Students will examine and apply Christ’s role as our Prophet, Priest, and King. Students will gain an understanding of Jesus as the fulfillment of prophecy and will not only understand His place in history, but also of His relevance to our lives today. Ultimately, the hope is that Jesus’ life and message will transform students’ lives as they gain a greater understanding and personalize their response to who Christ is in their individual lives.

#### **Grade 12 - Doctrine and Theology**

This course is designed to equip the Christian with answers to the most difficult questions posed by both believers and unbelievers. Within the theological framework, students will study major doctrines pertaining to the existence and nature of God, evil, the nature of man, Scripture as the source of truth, and the Church as the body of Christ. Students will understand and apply those doctrines in the context of living out one’s faith in a contemporary culture of competing worldviews and relativism.

### **Expected Student Outcomes**

By the time a student leaves HOPAC for further study at another school, regardless of age level, he or she will...

- Understand and be able to articulate the Gospel and hopefully believe it
- Understand at an increasingly high level the storyline of the Bible from creation to glory
- Know how to engage the text of Scripture faithfully

By the time a student graduates from HOPAC after Grade 12, he or she will...

- Be able to process, understand and articulate their worldview
- Know the Christian worldview and decide to live it out
- Be prepared for the secular onslaught they may face in university
- See how God's Word is fundamental to all other knowledge and the ultimate source of Truth

## Business & Economics

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Grade 11 and 12

### Subject Philosophy

The study of Accounting, Economics and Business at HOPAC is viewed as a practical way for students to experience the world around them. By providing a framework for organization, accountability, trust, justice and moral and ethical behavior, these subjects push a student to consider the greater context of life decisions. Studying business helps students to understand the concept of creating wealth to a deeper extent, recognizing the importance of sound business practices and ethical behavior. Studying economics allows students to have a deeper appreciation for governmental structures, seeing how fiscal policy and responsibility is critical to the functioning of society. Accounting provides the foundational component to how businesses can be sustained.

As a Christian school, it is essential that students understand how business and economics are logical conclusions of our Cultural Mandate, by creating and sustaining employment. While effectiveness in business requires a solid grasp of writing, application, analysis and evaluative skills, these will stand for nothing if done outside of a biblical worldview. Ethical business behaviors and economic decisions require this worldview to be most effective.

### Course Descriptions

#### **IGCSE Accounting**

In this one-year course, students identify how different businesses record their financial statements (sole traders, partnerships, manufacturing businesses, limited-liability companies), calculating profit and loss. Students also learn to look at principles and policies according to the international accounting standards. The subject focuses on the development of skills in numeracy, accuracy, orderliness and the ability to think logically.

#### **AS/A2 Business Studies**

This two year course covers business topics such as business and the environment, people and organizations, marketing, operations and project management, finance and accounting, and strategic management. Students are given basic business skills and develop solid critical thinking, writing and communication skills.

#### **AS/A2 Economics**

This two year course covers the topics of basic economic ideas, the price system, government interventions in the price system, international trade, theory and measurement in the macro economy, macroeconomic problems, and macroeconomic policies. The same topics are studied each year in increasing depth.

### Expected Student Outcomes

By the time a student graduates from HOPAC in Grade 12, he or she will...

- Have a clear knowledge base about business and economics
- Be able to apply business and economics tools and concepts to practical situations
- Develop analytical and evaluative skills, clearly communicated with strong writing ability
- Have a moral framework for evaluating business actions, economic activity and government policy
- Care about how the world around them functions

## Drama

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Kindergarten through Grade 8

### Subject Philosophy

Drama education helps the students make sense of their world by integrating experience, inquiry, and creativity with knowledge. Students develop a curiosity about their lives, and what matters to them — emotionally, creatively, intellectually, and physically. Drama is both a journey of inquiry and an art form that provides opportunities for exploring, integrating, and learning. Drama invites students to explore issues, ideas, feelings, and events through imagined roles and situations that may be drawn from reality or imagination.

Students experience each other's uniqueness as image bearers of their Creator. Through the playful experience of a creative drama class, students learn to see themselves as individuals with unique personalities, imagination and creativity such gifts to be used as instruments for the Service of God in all life activities.

### Course Descriptions

#### **Primary**

Drama in Primary, when offered, involves the use of specific forms, strategies, and skills to support students in expressing thoughts, ideas and feelings. Drama forms such as role play, mime, readers' theatre, and improvisation act as a foundation within which students can explore imaginary worlds through role. Students learn to express the joy, the freedom and the fullness of life in Christ. Dramatic activities are also very much integrated into other subjects and in class assemblies. All primary students participate in our annual Christmas musical.

#### **Middle School**

In middle school students learn about drama production and technique, analysis and critique, appreciation and history. Students create original dramatic works, refine and edit these as they learn theater direction and then stage performances. Through the course, the drama teacher leads students to discover God's truth in fiction and students are taught to develop and apply a Biblical worldview as they examine motivations and behaviors of characters and discuss conflict and resolution.

#### **Middle School Creative Project**

In addition to the above topics, middle school students have opportunity to choose Drama as the subject for their end of the year creative project. This project is a short-term independent study on a Drama topic of the student's choice, supervised by the Drama teacher.

### Expected Student Outcomes

By the time a student leaves HOPAC for further study at another school, regardless of age level, he or she will...

- Have confidence to perform
- Have an opportunity to perform, at least as part of a group
- Have a broader view of the world, culture and time through drama
- Experience the feeling of time pressure that comes with performance
- Grow in ability to creatively express ideas
- Develop understanding of individual personality and gifts

## English Language & Literature

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Kindergarten through Grade 12

### Subject Philosophy

Learning English is considered a fundamental component of a HOPAC education because it equips students to be lifelong learners, to communicate effectively, to engage cultures, to understand life around them, and to live out a biblical worldview. The HOPAC English curriculum addresses four key components that are necessary for a lifetime of learning and living – speaking, listening, writing and reading. Since the majority of a HOPAC education is done in English, basic English comprehension, reading and writing skills are needed to properly access the curriculum in every discipline. But further, these same skills are required on a daily basis of anyone who wishes to succeed in further education and in the workplace long after their time at HOPAC. While learning these skills, students will be exposed to life stories from the world around them, engaged in dialogue of the past, and equipped to discern and infer what will happen in the future.

As a Christian school, HOPAC views the teaching of English as a fundamental task in preparing students to live out a biblical worldview. In everything that is said or written, or when a student listens or reads, he or she needs to be prepared to think critically on those things and effectively apply language in a way that honors God. Students are exposed to a variety of literature and media so that, with the help of a teacher, they can learn to discern what is pure, noble and excellent. We, as humans, are tasked to be communicators, and to use our words (both spoken and written) to build each other up and glorify God.

### Course Descriptions

#### **Primary**

Following the Cambridge curriculum, throughout primary the core focus is enabling the students to communicate their experience of the world around them and their relationship with the God who created it. Using the Oxford Reading Tree series of leveled books, reading is taught through clear phonics instruction in Kindergarten and grade 1, with emergent writing appearing during the early months. As reading becomes more fluent and writing follows suit, students are encouraged to read and speak publicly and to listen carefully to others' thoughts. These are important skills. Enhanced description and depth are taught alongside inference and deduction in grades 4 and 5, preparing the students to be able to analyze texts when they graduate into secondary school.

#### **Grades 6-8**

The middle school English curriculum is based on the Cambridge Secondary I program of study, which promotes an enquiry-based approach to learning reading, writing, speaking and listening in order to develop thinking skills and encourage intellectual engagement. The curriculum is presented in reading and writing to reflect the different ways in which grammar and punctuation are applied. The program encourages learners who are confident, creative and intellectually engaged, capable of applying their skills to respond to a range of information, media and texts with enjoyment and understanding. Students are expected to develop a first language competency in English, which prepares them for active involvement at the IGCSE level. Topics of study include grammar and punctuation; phonics, spelling and vocabulary; reading and writing fiction, non-fiction and poetry; speaking and listening; and several novel studies each year.

#### **IGCSE English Literature**

This course gives students the opportunity to read, interpret, evaluate and respond to a range of English literature texts. Drama, prose and poetry will be evaluated in light of various authors' messages and techniques. This course will enable students to appreciate the ways in which these writers use English to express meaning and achieve effects. Students will be encouraged to evaluate such intents in light of the Bible and draw Biblically-based conclusions regarding the texts.

### **IGCSE First Language English**

This course helps students to develop the ability to communicate clearly, accurately and effectively when speaking and writing. Students learn how to use a wide range of vocabulary and the correct grammar, spelling and punctuation. Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. This will help them to develop more general analysis and communication skills such as synthesis, inference and the ability to order facts and present opinions effectively.

### **AS/A2 English Literature**

This two year course builds on the knowledge and skills acquired through studies up to IGCSE. Students are expected to show greater sophistication in their textual analysis and personal response to each text studied, corresponding to greater maturity and understanding of the world. Excellent responses will show detailed knowledge of the text, understanding of theme, characterization, linguistic features, awareness of literary conventions and context, techniques and genre characteristics. Students will also develop the ability to present answers in a logical progression of ideas and demonstrate clarity, fluency and accomplished handling of the English language. Texts that are studied vary from year to year, but include at least one selection each from poetry, prose, drama, Shakespeare and 20<sup>th</sup> century texts.

### **AS English Language**

This one year course is a development of knowledge and skills gained through studies up to IGCSE. Students are expected to show greater ability in a critical and informed response to writing in a range of forms, styles and context in order to pursue effective and appropriate communication. Students must demonstrate the ability to read with understanding written material in a variety of forms and to comment on its effectiveness, with the application of knowledge and understanding of the features of English language. Furthermore, students will develop the ability to write clearly, accurately and effectively for a particular purpose and audience.

## Expected Student Outcomes

Every student that completes the English curriculum through Grade 5 at HOPAC will...

- Be an effective communicator of what they learn, see and experience through written and spoken English
- Have at least a basic level of reading comprehension that prepares them for observation and analysis in future years
- Be given the opportunity to develop the skills of social discussion to develop the skills of turn-taking, negotiation and reaching consensus
- Adopt appropriate vocabulary, tone, pace and style for a variety of audiences and in a variety of different situations

Every student that completes Grade 10 at HOPAC, thus completing their IGCSE coursework, will...

- Be prepared for beginning college/university work
- Have the ability to do proper research
- Critically analyze a speaker or writer's intent and line it up with biblical worldview
- Appreciate how language can be used for good or evil, ie persuasive writing
- Demonstrate a responsibility to use language appropriately
- Appreciate language and techniques writers use to express ideas

By the time a student leaves HOPAC for further study at another school, regardless of age level, he or she will...

- Be equipped with the essential tools for effective communication
- Have an appreciation for the value of understanding written and spoken English
- Seek to honor God and others through the use of appropriate language
- Speak clearly and confidently
- Listen with attention and respect and respond appropriately to questions

- Love to read!

## Literature Policy

At HOPAC we are committed to providing a broad range of quality literature for our students. We believe literature should be 1) of high literary merit and should help enable our students to be culturally literate; 2) historically and socially relevant and culturally sensitive to today's society; and 3) culturally diverse so as to embrace the many cultural backgrounds represented within our educational community. To this end, students will study a variety of texts\* from around the world that are appropriate to HOPAC standards and meet the external expectations set by the Cambridge International Curriculum.

We want students to critically reflect on the values that different texts promote, and compare and contrast them with the teachings of the Word of God, so that they can critically engage their world, both while in school and after they leave HOPAC. They should be encouraged to go beyond the cognitive processes involved in criticism of a text to critical reflection on what God's Word says about the creation of the world, its present predicament and its future redemption. To that end, we feel it is important for students to study works by both Christian and non-Christian authors. The school is committed to examining, with a Biblical worldview, the perspectives presented in the texts. Every text that is chosen will be for a specific curricular purpose, so that books are not chosen just because they contain Christian content, nor are they chosen just because they are entertaining. This also means that chosen texts may or may not be on a specific syllabus or recommended lists of texts.

Teachers at HOPAC are trained to guide students through the texts that are carefully chosen by the appropriate departments and are approved by the administration. We acknowledge that there are differing perspectives on literature so therefore ask that, if a parent disagrees with the choice of a specific text, complaints be issued to the appropriate department respectfully. If there is sufficient cause for changing a text, the administration will need to approve such a change, provided it does not conflict with Cambridge syllabus requirements in examined courses.

\* "Text" as defined by HOPAC covers books (fiction and nonfiction), poetry, drama or film.

## Research policy

HOPAC students are expected to be able to conduct proper research and to communicate their findings appropriately. The process of teaching students how to do this is recognized as an ongoing task, starting from early in primary throughout their time at school. It is essential that all of our students are given the opportunity to learn this valuable skill and to use it in such a way that shows academic integrity.

*Learning Research:* Students take part in library lessons from Kindergarten through Grade 8. During primary school lessons, students are taught to cite sources, paraphrase and summarize material, and present their findings using appropriate methods. As students progress through school, the difficulty level of these various tasks increases, so that by the time a student enters middle school, they are prepared to being the process of learning how to write a full research paper.

*Research Opportunities:* Students have opportunities to practice research skills throughout all levels of the curriculum, as appropriate to their ability. In middle school, students are taught these skills as part of their history courses, completing research papers in grades 6 and 8. In grades 9 and 10, students are given a specific research writing task in conjunction with the service learning program. In these grades, teachers continue to guide them through the process, especially in writing techniques and summarizing / referring to sources so as to avoid plagiarism. In grades 11 and 12, students are expected to be able to use their research skills as necessary in each of their courses.

*Plagiarism:* HOPAC has a strict no plagiarism policy. If a student is found in violation of this policy, appropriate action is taken as appropriate to the age of the student and severity of the violation.

**Format:** Students will follow a citation format similar to that of MLA. For primary and middle grades, this format is slightly modified as appropriate to the age of the student. In high school, students are expected to follow MLA.



## Foreign Languages

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Kindergarten through Grade 12

### Subject Philosophy

The main foreign languages taught at HOPAC include Kiswahili and French. This is important to a HOPAC education because of its necessity in learning about other cultures and engaging in the community. By learning Kiswahili, students are better equipped to be part of the local culture and participate in service opportunities in the community. In French, students are learning valuable language skills that will prepare them for future study and challenge them to interact with unfamiliar cultures. Knowing the language is a fundamental aspect of understanding culture, which, in an international context, is an essential skill for our students.

As a Christian school, it is important for students to realize that God created people to be different through language and culture. But he has also given us the ability to learn each other's languages so that we can be effective communicators and worthy ambassadors. The skills gained by learning another language help us understand each other better and equip us to experience the created world on a deeper level.

### Course Descriptions

#### **Primary**

From Kindergarten through Grade 5, students are taught conversational Kiswahili several times per week. Students progress through conversations as simple as greetings to discussing family to dialoguing about food, hobbies and holidays.

#### **Grade 6**

Students in grade 6 continue in their understanding of Kiswahili, separating into two groups based on ability, to discuss the grammar and structure of the language. While emphasis for the beginning group remains on conversation, the advanced group learns skills such as translating and language structure.

#### **Grade 7**

This course is designed to introduce students to the French language and to begin laying a foundation in reading, writing, speaking and listening. With the skills gained in this course students will be able to function at a basic level in a French-speaking setting.

#### **Grade 8**

This course is for those students who have already done one year of French study, but are not ready to begin final preparation for the International General Certificate of Secondary Education (IGCSE) examination. Students will develop four main skills: reading, writing, listening and speaking. With these skills, the learners will be able to communicate in a Francophone environment.

#### **Grade 9 Kiswahili for Advanced Learners**

This course is designed for those students who intend to complete the Cambridge O-level Swahili syllabus. The core aim is that students will learn the language structure, essay writing, translating and learning more vocabulary and grammar. The course is intended to make the student more confident with the language to be able to share their opinions, support or criticize different issues or problems happening in society. Major topics covered include environment, weather, communication, prevention of accidents and diseases (like malaria, HIV/AIDS, etc), holidays and festivals, natural resources, tourism and formal and informal letter writing.

#### **Regular French Grade 9**

This class is designed for those students who are new to HOPAC and have never done French before. This course introduces students to the French language. Compared to the normal French classes, more focus is put in developing the oral and speaking skill. Students will be able to participate at a basic level in French conversations.

### **Regular French Grade 10**

This class is designed for those students who have already done one year of French. This course continues developing the oral and speaking skill of the learners. At the same time students are given a good foundation in writing and reading skills. With these skills, the students will be able to communicate in a French-speaking environment.

### **IGCSE French**

This course is an intermediate course for those students who have already done two years of French study. It is designed to prepare students for the IGCSE examination. It continues to develop the skills of listening, reading, speaking and writing. Emphasis is put on learning to describe events in the past and in the future. Students will also be given the opportunity to improve their general communication skills in relevant Francophone contexts. The class is conducted almost exclusively in French.

### **AS French Language**

The A-level French language course is designed for those students who have successfully finished their IGCSE program in French. This syllabus encourages the students to achieve an understanding of the French language which enables them to express arguments, ideas and opinions in a reflective and academic manner. The class is entirely conducted in French.

### **A2 French Literature**

The A-level French literature class is designed for those students who have successfully finished their A level language program in French. By reading different literary works from French-speaking writers, this syllabus helps students develop insights into the culture and civilization of the countries where the language is spoken. This will, above all, enable the student to communicate confidently and clearly in French.

## **Expected Student Outcomes**

Every student that completes Grade 10 at HOPAC, thus completing their IGCSE coursework, will...

- Have at least a basic conversational fluency of French and Kiswahili
- Be able to interact with people from French-speaking countries
- Use Kiswahili to interact with the local community in service projects

By the time a student leaves HOPAC for further study at another school, regardless of age level, he or she will...

- Have a basic understanding of Kiswahili
- Have a basic understanding of Tanzanian culture and traditions
- Have the courage to try something new without fear of making mistakes
- See how his/her own culture is different from others

## Geography

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Kindergarten through Grade 12

### Subject Philosophy

Geography serves to connect scientific knowledge of the world with the people who inhabit it. Through studying geography, students learn to describe patterns and phenomena over the earth's surface, in the contexts of both people and places. By doing so, students learn important skills of comparison, assessment and analysis, which are vital to a holistic learning approach. In addition, students learn practical and fieldwork skills that are valuable to research and other disciplines.

As a Christian school, studying geography helps students to more fully be aware of and value the created world, more deeply appreciate the cultures and people of the world, and more wholly understand how the two interact. This understanding is important to our school's ethos and mission, as reflected in our motto – leadership, service, stewardship. The skills and appreciation developed in the context of geography pushes students to live this out and to see how God's redemptive plan is at work.

### Course Descriptions

#### Primary

Geography and History are taught through a topic-based approach which combines the two disciplines under a 'humanities' umbrella. In all the study the students are encouraged to see God's hand in the magnificence of creation and the process of history, man's part in the stewarding of all God has given us, and each of our responsibilities to care for the planet, with special emphasis given to our Tanzanian context in several units of study.

#### Grade 7

In this course, students learn about various elements of human, physical and economic/environmental geography. Topics of study include population and migration, settlements, urbanization, development, rivers and coastal environments, ecosystem, weather and climate, plate tectonics and hazards, weathering and erosion, agriculture, industry, energy and water resources, tourism, global fashion and sport industry. These topics are taught to enable the students to understand key geographical concepts and systems as well as the interaction between physical and human geographical environments.

#### IGCSE Geography

This course again discusses various elements of human, physical and economic/environmental geography, in increasing depth from the Grade 7 course. Topics include population and migration, settlement and urban growth, urban change, urbanization in developing countries, climates and ecosystems, weather, drainage basins and rivers, coasts, plate tectonics, industry, agriculture, energy resources and tourism. Through this study, students gain an awareness of different communities and cultures around the world and their interaction with geographical features and phenomena.

#### AS Geography

This course focuses on 6 core units, 3 from human geography and 3 from physical geography. Units include population, settlement dynamics, migration, fluvial geomorphology and hydrology, atmosphere and weather, and rocks and weathering. Throughout this course, students are expected to show a good working knowledge of geographical terminology; understand the complex and interactive nature of physical and human environments; interpret a variety of information from primary (fieldwork) and secondary (Internet) sources; and assess the decision-making process in physical and human contexts.

#### A2 Geography

This course focuses on 4 core units, 2 from human geography and 2 from physical geography. Units include environmental management, global interdependence, arid/semi-arid environments, and

hazardous environments. Students will be expected to show a good working knowledge of geographical terminology; understand the complex and interactive nature of physical and human environments; interpret a variety of information from primary (fieldwork) and secondary (Internet) sources; and assess the decision-making process in physical and human contexts.

### Expected Student Outcomes

Every student that completes Grade 10 at HOPAC, thus completing their IGCSE coursework, will...

- Develop analytic and assessment skills relating to geographical and topographical features
- Develop comparative and descriptive skills
- Implement practical skills with fieldwork and research

By the time a student leaves HOPAC for further study at another school, regardless of age level, he or she will...

- Appreciate the interplay between people and the world around them
- Care for other people and show stewardship of the Earth and its resources

## History

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Kindergarten through Grade 12

### Subject Philosophy

The study of human history is key to understanding the vast narrative of God’s creation, man’s rebellion and God’s redemptive plan. As a critical aim, historical study should result in a recognition of the Hand of the Maker at work. This understanding then leads to the question, “What is God’s purpose for me?” followed closely by, “How then shall we live?” By enhancing students’ understanding of past historical influences and seeing God’s Hand through all of it, we should lead the students to better informed decisions and critiques on the present and the future. Students need to learn the process of gathering information, analyzing it, and applying it to form critical arguments which are then clearly communicated to others. The study of history, applying a mentality of *why* things happened as opposed to simply *when* and *how*, forces students to logically piece together evidence gathered from a variety of sources to form and communicate a coherent argument.

As a school focused on an integrated biblical worldview, we recognize the need for students to see that history is the playing out of God’s plan, not ours. By developing the ability to “think historically”, students are able to logically trace cause and effect, seeing how this unfolding reveals a redemptive plan superior to any human abstraction. Students should understand that the past informs both the present and the future, and that historical explanations are not simply a matter of choice but rather a result of a single everlasting Truth.

### Course Descriptions

#### Primary

Geography and History are taught through a topic-based approach which combines the two disciplines under a ‘humanities’ umbrella. In all the study the students are encouraged to see God’s hand in the magnificence of creation and the process of history, man’s part in the stewarding of all God has given us, and each of our responsibilities to care for the planet. The focus of primary students’ historical study is on the ancient civilizations of Egypt, Greece and Rome, and the Age of Exploration. In Grades 1 and 4, students study specifics of Tanzanian history.

#### Grade 6

This course presents a review of historical topics from Ancient Egypt through Rome and then a survey from the rise of Christianity through the age of exploration and trade in the 1500s. Specific topics include historical sources, Greek and Roman civilizations, Islamic and African civilizations, the East African slave trade, Medieval Europe, and the Renaissance and Reformation. Students are challenged to think critically through analyzing various sources and perspectives, while gaining basic skills of historical analysis through survey. In addition, students are taught and given opportunity to apply research skills through writing a research paper on a key person from the Reformation.

#### Grade 8

This course continues the survey started in grade 6, reaching from the Study of Economics and Citizenship, Scientific and Industrial Revolutions to World War II and the Cold War, while also including some African and Tanzanian history. Specific topics include Studying Economics and Citizenship, the Scientific and Political Revolutions, the 1848 revolutions, the rise of nationalism in Europe (Italy and Germany unifications), the two World Wars, the Cold War, the Holocaust, and the rise of African nationalism (Tanzanian history up to 1964). The course concludes with 2 case studies on conflict and reconciliation – Apartheid in South Africa and the Holocaust. Students will be challenged to think critically with increasing ability while wrestling with controversial historical events.

#### IGCSE History

The focus of the IGCSE curriculum is on analysis of sources and historical perspectives, while challenging students to develop their own critiques and analyses of events. Topics for IGCSE history include the Peace Treaties of the 1920s, the search for international peace in the 1920s and 1930s, the collapse of peace in the late 1930s, the Cold War, and the containment of communism, the Soviet expansionism in Eastern Europe and the events in the Gulf. Students also study one depth study for which we've chosen Germany, 1918-45.

### **AS/A2 History**

The focus of the A level curriculum is to further develop student thought processes to the point of further analysis and argumentative skills. For one year of the course, students study two components: Modern European History, 1815-1870 (the rise of nationalism in Europe: The political unification of Germany and Italy) and International history, 1871-1945 (from imperialism to the end of World War II).

In the second year of the course, students study two components: European History 1917-1945 (i.e. Europe of the dictators- Lenin, Stalin, Mussolini and Hitler) and one depth study, for which we have chosen the Holocaust (historians' views: focusing on why it happened, the issue of responsibility and the extent of Hitler's involvement).

### Expected Student Outcomes

Every student that completes Grade 10 at HOPAC, thus completing their IGCSE coursework, will...

- Be able to apply historical analysis to a variety of recent history topics
- Be able to execute the process of gathering information, analyzing it, and applying it to form a coherent argument
- Develop writing skills sufficient to communicate the arguments developed from analytical study
- Have wrestled with the difficulties of placing contentious historical events (Holocaust, slavery, evolution, dictatorships) within the larger context of God's plan for humanity

By the time a student leaves HOPAC for further study at another school, regardless of age level, he or she will...

- Understand the need for history to be approached as a study of why, as opposed to how or when
- See that human beings are not in control of history – God is
- Understand that the “past is prologue” to the present and future
- Appreciate that history shows the unfolding of God's plan for redemption.

## Information and Communication Technology

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Kindergarten through Grade 12

### Subject Philosophy

Knowledge and understanding of computers and their application is an essential skill in today's society. Teaching Information and Communication Technology (ICT) at HOPAC serves to equip students with the proper skills to use technology appropriately and effectively. Aside from the fact that it is something that they will probably use most every day of their life in the future, students need to understand current technology so that they are prepared for future technologies as they develop. In an ever-changing technological world, students need to have a solid understanding of appropriate use of the tools available and be comfortable with new technologies as things change. As a fundamental skill required for many other classes, students learn practical uses for ICT while also being challenged with theory and creative uses.

From a biblical perspective, students need to understand moral and ethical use of technology. Because it is so easily abused (especially Internet), we need to teach correct usage while helping them understand why it is so important. Technology is yet another opportunity for students to practice good stewardship, but it is a skill that needs to be taught, not just assumed. In addition, ICT provides another tool to fulfill our Cultural Mandate, as we build society through the use and advancement of technology.

### Course Descriptions

#### **Primary**

In Lower Primary, students begin exploring computers through various activities and games; learn the basics of using word processing software and simple graphics software; introduced to touch-typing; and introduced to the basics of Computer Science and coding.

In Upper Primary, students apply the use of productivity apps (word processing, spreadsheets, presentations); gain communication and collaboration skills in using the Internet and chatting; build touch-typing skills; expand their Computer Science skills through computational thinking and software coding.

#### **Grade 6**

In grade 6 the focus of ICT is on the basics of using word processing and presentation software, taught through units on internet safety and research, and emerging technology. In addition, students learn basic image editing and discuss the ethics of image manipulation. There is also an emphasis on typing skills which continues throughout the middle school program.

#### **Grade 7**

In grade 7, the focus is on logic and numbers. Students learn how to graph data and use spreadsheet software, begin computer programming using Scratch software to design animations, and continue to build their touch typing skills.

#### **Grade 8**

In grade 8, the focus is on design with students learning the basics of HTML code and furthering their knowledge of image manipulation. Students also learn about design for a purpose through work on the HOPAC Yearbook. In grade 8, typing is improved through continual use not as a separate unit.

#### **Middle School Creative Project**

In addition to the above topics, middle school students have opportunity to choose ICT as the subject for their end of the year creative project. This project is a short-term independent study on an ICT topic of the student's choice, supervised by the ICT teacher.

## **IGCSE ICT**

This course enables students to understand and implement new and emerging technologies; analyze, design, implement, test and evaluate ICT systems; consider the impact which new technologies will have on ways of working and the ethical issues associated with them; and be aware of the ways ICT can help in practical scenarios. The course of study includes theoretical and practical topics, including types and components of computer systems; input and output devices; storage devices and media; computer networks; data types; the effects of using ICT; the ways in which ICT is used; systems analysis and design; communication; document production; data manipulation; integration; output data; data analysis; website authoring; presentation authoring.

## **AS Computer Science**

During this course, students learn problem-solving and organizational skills that can aid them not just in computers or math problems, but in many situations. They will understand how everyday information is converted to computerised systems and learn the coding language Python. Students will also investigate how computer devices work, including input and output devices, storage media, computer processors and network hardware.

## Expected Student Outcomes

Every student that completes Grade 10 at HOPAC, thus completing their IGCSE coursework, will...

- Be comfortable using productivity software packages, which include word processing, spreadsheet and presentation software
- Integrate IT into other classes
- Have a basic understanding of computer programming techniques and challenges
- Understand the physical aspects of a computer, including the history of development and theory

By the time a student leaves HOPAC for further study at another school, regardless of age level, he or she will...

- Be able to type, with increasing ability as they grow older
- Be familiar with computer hardware, software and terminology
- Understand ethical and moral obligations when using computers, Internet and social media
- Be comfortable using and experimenting with various forms of technology and software



## Mathematics

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Kindergarten through Grade 12

### Subject Philosophy

The study of mathematics is an integral, foundational element of a HOPAC education. Through study, students are given basic mathematical skills that will be used throughout life, regardless of occupation or endeavor, and will expand their future opportunities. The study of mathematics improves problem solving and critical thinking skills, which in turn creates an ability to be a lifelong learner. Though it may not be a gift shared by all, every student is capable of developing a basic appreciation of mathematical concepts.

Through this study of mathematics, students will gain a deeper understanding of who God is and how his creation shows his character. Study of the laws of nature and their mathematical basis reveals how God is a God of order, precision and structure, and that he is infinite while we, as part of creation, are limited. Despite our limited state, we are given the responsibility of dominion over creation, and an understanding of mathematics provides us with a tool that can be used to do so.

### Course Descriptions

#### Primary

From Kindergarten through Grade 5, students follow the Cambridge curriculum by using both Cambridge textbooks and the Heinemann New Maths scheme. This sequence of instruction emphasizes four aspects of mathematics – number, measure, data handling, and problem solving. All elements of the curriculum come back to these four areas, as students are introduced to basic concepts on a spiraling basis. These four areas are continued as students progress into secondary school.

#### Middle School

The middle school Math curriculum is based on the Cambridge Secondary I program of study.

#### Grade 6

This course is designed to review and expand students' understanding of shapes, numbers and patterns, probability, measurements and basic mathematical operations. Students will be introduced to basic algebraic workings, the use of formulae and equations, graphs and angles. As time allows, students work towards furthering their knowledge of data manipulation and percentages. Over the course of the year, students will be encouraged to consider how the discipline of mathematics reveals the character and discipline of God.

#### Grade 7

This course continues many of the same topics discussed in Grade 6, but encourages students to further their understanding. These topics include numbers and patterns, geometric shapes and angles, fractions and ratios, probability and pre-algebra basics, such as combining like terms, simplifying expressions, and factorizing. Students will also be introduced to more complicated graphs as well as transformations. Throughout the course, students will be challenged to reflect on how the exactness and precision of mathematics shows the character of God.

#### Grade 8

This course is designed to prepare students to start the IGCSE mathematics course. Students will spend some time reviewing basic skills of number systems, using decimals and percentages, and using formulae. They will be introduced to more advanced topics such as solving algebraic equations, finding area, volume, and surface area of 2-D and 3-D shapes, basic trigonometry, Pythagoras' theorem, and more advanced handling of data. Through this course, students should develop a deeper understanding

of how mathematics improves critical thinking and problem-solving skills, and how this has implications for their understanding of God, his creation and his plan for redemption.

### **Grade 9-10**

This course is designed to meet all the requirements of the Cambridge IGCSE mathematics syllabus. By the end of grade 10, students will be well-prepared to take either the core or extended IGCSE papers, as appropriate to their ability level. Major topics of study include numbers and variables; equations, formulae, and inequalities; simultaneous equations; mensuration and geometry; indices and quadratics; sets; vectors; functions; graphing; variation; linear programming; trigonometry; matrices and transformations; statistics and probability. The course material is finished with enough time to adequately revise for the exam, while emphasis is placed on exam preparation throughout the course.

The study of a wide variety of topics within this course leads to numerous possible discussions about God – comparing his infiniteness to our limits, his ultimate order and design, and how he has given us mathematics as a tool to understanding and ruling over his creation.

### **AS Pure Mathematics 1**

This course is designed to prepare students to complete the AS-level mathematics exam within one year of study. Because of the increased difficulty, students are expected to have completed the extended IGCSE syllabus before beginning the AS course. Topics of study include coordinate geometry; powers, indices and surds; quadratics; inequalities; functions; sequences and series; binomial theorem; trigonometry and circular measure; vectors; differentiation; integration; volume of revolution. Some time is given at the end of the course for revision, while an emphasis on exam preparation occurs throughout the course.

Over the course of study, students are encouraged to identify how the systems and order within the study of mathematics can be seen as a reflection of a Creator.

### **A2 Pure Mathematics 3**

This course is designed to prepare students for the full A-level mathematics certificate by completing the remaining Cambridge exams. Students may not enroll in Pure Mathematics 3 without first completing Pure Mathematics 1. Topics of study include polynomials; partial fractions; binomial theorem; logarithmic and exponential functions; numerical solutions of equations; modulus functions; trigonometry; differentiation; integration; differential equations; vectors and complex numbers. Some time is given at the end of the course for exam revision, while an emphasis on preparation is given throughout the course.

As student progress in mathematical studies, they will be encouraged to consider how higher level mathematical concepts reveal the complexity of God's design.

### **AS/A2 Mechanics**

This course is part of the A-level requirements for Cambridge examinations. It can be taken in either grade 11 or 12, while students are studying either Pure Mathematics 1 or 3. Students cannot enroll in Statistics without first being enrolled in or already completing Pure Mathematics 1. Topics of study relate closely to those of physics while an emphasis is placed on the mathematical calculations of those topics, including kinematics, forces, Newton's laws of motion, friction, vertical motion, tension, work, energy, power, forces as vectors, and motion with non-constant acceleration. Time is given at the end of the course to adequately revise for the exam.

Throughout the course, students are encouraged to consider how forces and gravity show the handiwork of a creative God.

### **AS/A2 Statistics**

This course is part of the A-level requirements for Cambridge examinations. It can be taken in either grade 11 or 12, while students are studying either Pure Mathematics 1 or 3. Students cannot enroll in

Statistics without first being enrolled in or already completing Pure Mathematics I. Topics of study include representation of data, permutations, combinations, probability, binomial and normal distributions. Time is given at the end of the course to adequately revise for the exam.

Over the course of study, students will be encouraged to reflect on the ethical basis for use of mathematics in society, particularly as it relates to the use of statistics.

### Expected Student Outcomes

Every student that completes Grade 10 at HOPAC, thus completing their IGCSE coursework, will...

- Have a solid grasp of basic number sense, including fractions, sequences, proportions, rates of change, and their applications in real life
- Have a basic understanding of algebraic concepts, including the equivalent of material covered in all of Algebra 1 and half of Algebra 2
- Have an appreciation for geometric properties and concepts, including measurements and properties of shapes

By the time a student leaves HOPAC for further study at another school, regardless of age level, he or she will be able to understand and appreciate basic mathematical concepts, with

- An ability to apply those concepts to everyday situations and in career opportunities,
- A broad base of knowledge to further learning at higher levels, and
- A deep understanding of the purpose of math and how it relates to God's character – his orderly structure, infiniteness – and his role for us as rulers over creation.

## Music

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Kindergarten through Grade 8

### Subject Philosophy

Learning about music is an important aspect of a well-rounded education. At HOPAC, students need to learn many skills that music helps to teach – listening ability, team work, sense of timing, corporate responsibility, creativity and performance. Music provides opportunities to learn all of these things well, whether working as a group or individually on a specific piece. The creative aspects of music allow students a wide variety of opportunities, many times introducing skills that are not directly taught in other areas of the school. Students are taught the historical, cultural and experiential aspects of music, introducing them to music and ideas outside of their own experience with what may be popular at the time. Learning about other people, places and experiences through music is an important part of developing the young mind.

As a school focused on a biblical worldview, it is important that students understand music as an integral part of creation. It is meant to be explored! Concepts of harmony, time and space are aspects of music that helps us better understand God’s plan for creation, fall and redemption. But even more, as we are put together as a “body”, music can help us understand how God created us for community and union with Him. There is perhaps no greater way to express a spirit of worship than through music.

### Course Descriptions

#### Primary

In the primary years, students work on foundational aural skills, including pitch, tempo, dynamics, texture, timbre, etc.; singing and playing a variety of instruments; composing their own music; and developing an understanding of the cultural and historical contexts of different styles of music. Music is understood as a gift from the Creator to be expressed and enjoyed freely to the glory of God. Students are given opportunities to perform music as individuals and in groups.

#### Middle School

In the middle school years, we teach music elements and history through topical studies. In grade 6 students learn the instruments of the orchestra and world music. In grade 7, great classical composers and great artists of jazz and blues. In grade 8 students begin with the history and influence of rock and roll before developing an independent student study of either instrument or voice.

### Expected Student Outcomes

By the time a student leaves HOPAC for further study at another school, regardless of age level, he or she will...

- Have confidence to perform
- Have an opportunity to perform, at least as part of a group
- Understand the value of organization and team work
- Have a broader view of the world, culture and time through music
- Understand the need for practice to improve quality, with an ultimate goal of excellence
- Experience the feeling of time pressure that comes with performance
- Appreciate the place of music in worship

## Physical Education

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Kindergarten through Grade 12

### Subject Philosophy

Physical Education at HOPAC is an important part of the curriculum – we teach students to understand the importance of taking care of their bodies and working together with others. Students learn life skills of teamwork, self-care and cooperation through learning how to play various sports, games and participating in both group and individual activities. As part of the curriculum, students learn more about how the body works and how different parts work together to allow a person to be physically active. In participating in group activities, students learn valuable skills of working together to accomplish a shared goal and of trusting and relying on each other.

As a Christian school, it is important that our students understand that their bodies are a gift from God, not to be abused or under-used. In learning about various aspects of physical fitness, students experience first-hand how fearfully and wonderfully made they are. And as they learn various sports, they experience how they can glorify God through their athletic abilities. Not everyone may be athletically gifted, but all of us have been made in God's image. It is our desire to develop patterns of healthy behavior that increase one's desire and ability to participate in physical activity throughout one's life and to understand the importance of stewardship of the body as Christians.

### Course Descriptions

#### **Primary**

In primary school, the emphasis is on moving through space and time. Students learn to demonstrate the qualities of movement (space, time, force, flow, levels, directions, and pathways) as they perform a variety of fundamental locomotor (running, hopping, skipping, jumping, leaping, sliding and galloping) and non-locomotor (bending, twisting, turning, rocking, swaying, balancing, stretching, pushing and pulling) skills. Students learn to manipulate objects with purposeful movement (throwing, catching, striking, kicking, bouncing and rolling). They also participate in a variety of fitness development exercises. The goal is to teach them to safely move in their environments and to begin working cooperatively with those around them.

#### **Grade 6-8**

In middle school, students are exposed to a wide variety of individual and team sports, while learning basic skills of self-care and the importance of fitness. Specific activities include teambuilding, football, volleyball, 4-square, Frisbee games, handball, basketball, swimming, racquet games, floor hockey, track and field, and physical fitness testing.

#### **Grade 9-10**

In these two years, students continue to develop a further understanding of physical health and the importance of taking care of their bodies. Activities focus on team sports and physical fitness, including football, volleyball, Frisbee games, handball, basketball, swimming, floor hockey and track and field.

#### **IGCSE PE**

As an examined subject, IGCSE Physical Education challenges students in their understanding of the physical anatomy of the body and how this relates to physical activity and fitness. Students undertake projects in specific sports to demonstrate skills and coaching ability within that sport. Students are assessed by showing their progress in developing skills and their understanding of the sport. The specific sports most frequently chosen are football, basketball, volleyball, swimming, and a wide variety of other individual sports, such as judo, archery and gymnastics.

## Expected Student Outcomes

By the time a student leaves HOPAC for further study at another school, regardless of age level, he or she will...

- Know how to play a wide variety of individual and team sports
- Develop a desire to stay physically fit throughout their lives
- Know how to be part of a team and understand the benefits of working together for a common goal
- Appreciate the value of self-care
- Have strategies for maintaining self-awareness, self-confidence and physical health

## Psychology

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Grade 11 and 12

### Subject Philosophy

The study of psychology at HOPAC helps students to understand the human mind and behavior – how the brain functions and how people think, behave, develop and interact with others. With this deeper understanding, students are able to introspect to understand themselves better. While it is a relatively under-developed field of study in many parts of the world, there is also significant worldly influence in popular psychological thought, which underlies an important value in teaching it correctly. Students will consistently wrestle with ethical issues in psychological research and case studies and get a more full sense of creation, fall and redemption through study.

By integrating a biblical worldview, psychological study is given meaning. A Christian worldview determines how we look at human beings, as created in the image of God, which in turn helps answer important psychological questions, such as nature vs. nurture or free will vs. determinism. As a course of study earliest developed out of evolutionary theory, current “pop” psychology is sorely lacking and creates issues that can only be addressed by a biblical worldview. Teaching students through this worldview provides a foundation by which they can see clear psychological examples of God’s redemptive plan.

### Course Descriptions

#### **AS Psychology**

This course covers 5 areas of the psychological study: social psychology, the psychology of individual differences, developmental psychology, cognitive psychology and physiological psychology. Each of these areas of psychology is exemplified and explained through 4 different studies, making a total of 20 Core Studies for the course. Students are expected to know psychological theories, terms and methods from the 5 different areas of psychology, and understand what the studies are all about. They will also be expected to analyze and evaluate the theories and studies and apply their new psychological knowledge to everyday life.

#### **A2 Psychology**

After gaining an in-depth knowledge of the Core Studies at the AS level, the A2 course encourages students to look at how psychological theory has been applied to two specialist areas in which psychology is practiced. The specialist options students study are Abnormal Psychology and Health Psychology. The abnormality option considers the definitions, symptoms, causes and treatments of a variety of mental disorders. The Health option is more “study” based rather than theoretical and applies to people living their everyday lives, because most people have visited a medical practitioner, or have experienced pain or stress. The approaches, perspectives, methods, and the issues and debates studied at the AS level will now be applied to the subject matter of these specialist options.

### Expected Student Outcomes

By the time a student graduates from HOPAC in Grade 12, he or she will...

- Develop analytical and evaluative thinking skills
- Be able to raise critical questions to research methods and results from scientific studies
- Begin to see applications for psychological theories and research to real life situations
- Be able to identify ethical issues in research and ideas
- Connect psychological theories to science, understanding the interplay between biology and the human mind
- Develop care and compassion for people out of an understanding of human behavior and interaction
- Understand that only God can understand our minds fully

- **Be equipped to think broadly and communicate multiple explanations of psychological theories from a biblical worldview**



## Science

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Kindergarten through Grade 12

### Subject Philosophy

Science at HOPAC is seen as the most practical way to study the created world and our creative God. Through scientific study, students learn skills to observe, discover, create, apply and think critically. The study of scientific method gives students the ability to process, conjecture, implement and evaluate experiments within their context, which in turn leads to a greater appreciation and understanding of the need for higher-level thinking skills. The study of biology, chemistry and physics leads students to a better understanding of themselves, their physical bodies and how they relate to the rest of creation. As image-bearers of God, this appreciation is vital to a proper view of life and the world. Without this view, our students would be incapable of effectively living out our motto – leadership, service, stewardship.

As a school focused on an integrated biblical worldview, it is absolutely critical that students have a proper view of science and its relation to facts and values. There is perhaps no greater way to show God’s magnitude than through the study of life and creation, but this study cannot simply lead to facts separated from the inherent value given by God. Science is fundamental to a proper perspective of a biblical worldview, helping to answer the question of creation. A proper study of intelligent design versus evolution provides students with a base on which to build their view of the world. Without this, the fall and redemption do not make sense, and our students will falter in future academic study. A biblical understanding of science and the world is critical to a Christian education.

### Course Descriptions

#### **Primary**

While following the Cambridge curriculum, teachers help students investigate the world around them through a program of study that emphasizes God’s creation and sustaining of all creation. Topics are introduced and repeated in greater depth and detail during the primary years. Principles of investigation such as safety, fair-testing and accurate recording of observations and results are taught throughout the course of study. Students are encouraged to question in order to discover the awe and wonder of God’s intelligent design.

#### **Middle School**

The middle school Science curriculum is based on the Cambridge Secondary I program of study. Students are taught Biology, Chemistry, and Physics each year of middle school with increasing depth and expectation of understanding, application, and analysis.

#### **Grade 6**

In this course, students begin to develop a better understanding of practical experiments as they learn to use the scientific method. They are prompted to ask about how and why things work the way they do. Observation and experimental skills are important at this stage. This is the first class where topics of study are broken into the specific fields of Biology, Chemistry, and Physics.

#### **Grade 7**

In this course, students are presented additional knowledge to add to their basic understandings of the world around them. They are encouraged to ask questions about how and why things work the way that they do. Through projects, exams, and experiments, the students in this course work to become deeper thinkers and better observers. We cover a wide variety of scientific topics including: (Biology) food and digestion, circulation, respiration, plant and human reproduction; (Chemistry) elements and atoms, compounds and mixtures, metals and non-metals; (Physics) speed, sound, light, and magnetism.

#### **Grade 8**

Through this course, students are challenged to consider ideas, evaluate evidence, plan investigative work and record and analyze data. Environmental awareness is also incorporated as students learn aspects of Biology, Chemistry and Physics. Specific topics include: (Chemistry) atomic structure and the periodic table, endothermic and exothermic reactions, common salts; (Physics) density, pressure, electricity and world energy needs. In order to prepare for IGCSE Biology, grade 8 students finish the year with Biology.

### **IGCSE Biology**

This course is designed to give students an educational experience through well designed studies of experimental and practical science, whether or not they go on to study science beyond this level. The goals of this course focus on acquiring practical skills for biological science and life beyond. Specific topics for IGCSE Biology include: Cells and cell processes, Animal nutrition, Plant nutrition and transport, Respiration and human transport system, Coordination, response, and homeostasis, Reproduction in plants, Human reproduction, Inheritance and evolution, Organisms and environment, and Human Influences on the environment.

### **IGCSE Chemistry**

This course is offered to work toward a comprehensive understanding of chemistry. It includes the central concepts of atomic structure, periodicity, chemical bonding, reaction stoichiometry, states of matter, reaction kinetics, acids and bases, chemical equilibrium, and electrochemistry. In addition, the IGCSE Chemistry curriculum includes enriched topics of organic, biological, environmental, industrial and analytical chemistry. A primary goal is to develop sophisticated problem solving strategies and fundamental laboratory skills. It includes topics such as instrumental techniques for identifying elements and compounds, chemical testes for identifying metal ions, electrolysis and international environmental concerns.

### **IGCSE Physics**

This IGCSE course is designed to give students an educational experience through physical experiments and practical science, whether or not they go on to study science beyond this level. The goals of this course focus on acquiring practical skills that will further their understanding of the physical world and prepare them for future study if desired. Specific topics for IGCSE Physics include: Light, Electricity, Energy, Mechanics, Electromagnetism, Thermal Physics, Waves, Atomic Physics and Electronics.

### **AS/A2 Biology**

Through this course, students are challenged to critically consider scientific theory and evidence and its social implications from a Biblical worldview. They learn to plan investigative work and record and (statistically) analyze data. Students are required to be able to make cross connections between all the subjects studied. Environmental awareness and some history of science are also incorporated as students learn aspects of Biology. Specific topics include: cell and molecular biology, cell division, genetic control, transport, gas exchange, disease, photosynthesis and respiration, ecology and biodiversity, selection and evolution, intelligent design and baraminology, and several applications of biology like gene technology, biotechnology, crop plants, birth control and IVF.

### **AS/A2 Chemistry**

This course explores the fascinating field of chemistry. Its aim is to develop investigative and practical skills as well as theoretical knowledge. Students will investigate compositions of matter and physical and chemical changes it undergoes. Students use science process skills to study the fundamental structure of atoms, the way atoms combine to form compounds, and the interactions between matter and energy. This course provides opportunities to analyze chemical bonding and how kinetic molecular theory and intermolecular forces explain the physical and chemical characteristics of matter. Additional aspects of chemical reactions including limiting reactants, percent yield, equilibrium, transition elements, periodicity, group II and group VII elements, reaction rates, thermochemistry, organic chemistry, spectroscopy and biochemistry are considered.

### **AS/A2 Physics**

The goals of the AS/A2 Physics courses are

- to give students a thorough introduction to the study of Physics and scientific methods,
- to develop skills and abilities that are relevant to the safe practice of science and to everyday life: concern for accuracy and precision, objectivity, integrity, the skills of enquiry, initiative and inventiveness
- to emphasize the understanding and application of scientific concepts and principles, rather than the recall of factual material
- to enable candidates to become confident citizens in a technological world and to take an informed interest in matters of scientific importance
- to promote the use of IT as an aid to experiments and as a tool for the interpretation of experimental and theoretical results.

Specific Units/Topics for AS Physics includes: Quantities and their measurements, Motion, force, energy, Electric charge, Matter, and Waves. Specific Units/Topics for A2 Physics includes: Quantities and their measurements, Non-uniform acceleration, Thermal Physics, Force Fields, Electromagnetic Induction and alternating current, Modern Physics, and Application of Physics (sensors and communication).

### Expected Student Outcomes

Every student that completes Grade 10 at HOPAC, thus completing their IGCSE coursework, will...

- Be able to explain the world around them with the laws of nature
- Be able to apply other subject areas (especially mathematics) to scientific reasoning and vice versa
- Be able to think critically through both experiment and theory
- Use the scientific method to solve problems

By the time a student leaves HOPAC for further study at another school, regardless of age level, he or she will be able to understand and appreciate basic scientific concepts, with

- A desire to enjoy, marvel and be surprised by this wonderful world we have been blessed with,
- A natural tendency to question and experiment, and to continue doing so despite setbacks,
- Recognition of the importance of taking care of oneself and God's creation, and
- An ability to analyze/critique evolutionary theory from a biblical perspective.

## Service Learning

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Kindergarten through Grade 12

### Subject Philosophy

The Bible teaches that Christians have a responsibility to treat everyone justly, to care for others and to care for the world. Our students should recognize all God has done for us, and the love he has poured out for us, and we want to pass on this gift of love to others who are less fortunate.

- What does the Lord require of you? To act justly and to love mercy. (Micah 6:8)
- Faith by itself, if it is not accompanied by action, is dead. (James 2:17)

Based on these and other verses, HOPAC's Service Learning curriculum teaches students about global issues but also about what they can do on a local level to make a difference. One of our mottos is "Serve to learn, learn to serve". Though many of these same concepts are integrated across the curriculum, this course gives specific purpose to learning an attitude of service. This is especially important for many HOPAC students who come from wealthy families and need to better understand the poverty and need within the surrounding community.

Service Learning gets at the heart of the school's motto – leadership, service, stewardship. We teach students leadership skills through developing a heart for service, taking Jesus as our primary example, while showing students the need to care about what they've been given as well as stewarding their God given talents. The curriculum is intended to develop these abilities as attitudes of the heart.

### Course Descriptions

#### Primary

In primary, students will occasionally participate in class projects that line up with their topic of study. They participate in the annual Service Emphasis Week and start to get a taste for what it means to serve together in a project situation.

#### Grade 6-8

In middle school, students work together on their service learning projects. The focus will be mainly on trying to help improve the quality of education at some of the local schools in our area. Areas of service in the local schools typically include teaching English, science, drama and sports. Groups from local schools are also brought on HOPAC's campus to learn art and basic computer skills. In Middle School the focus is allowing the students an opportunity to learn to serve, learn to use their talents and learn to lead. Another emphasis of this course is on learning to serve as a group and recognizing the need in the surrounding community.

#### Grade 9-10

The aims of this course are to extend the students' understanding of the world, but also to develop their potential to understand different perspectives and to make reasoned responses through research and analysis. With the intent of developing writing and research skills, this course offers students an opportunity to study and analyze in more depth a global issue, its causes, effects and possible solutions. After three years of practical service in grades 6, 7 and 8, the students will work in grades 9 and 10 on two individual research projects and a group project. They also spend one term each year doing a practical service project in the community. In Grade 9 in particular, students go through the book, "When Helping Hurts", by Steve Corbette & Brian Fikkert as a text to inform their learning.

#### Grade 11

After initial class sessions on Global Issues, Millennium Development Goals, the role of the UN and the role of Ministries, NGO's, missions and other organizations in Tanzania, the focus shifts to practical service projects. These projects typically include work with local organizations, such as Nuru Centre

and Changamoto; teaching computer lessons to standard 6 students of a local school; making paper briquettes as alternative fuel; preparing HOPAC’s annual Service Emphasis Week; and many other possibilities depending on the interests of the students and connections within the community. The students also read the book “The Irresistible Revolution” by Shane Claiborne, journaling their personal responses to each chapter.

## **Grade 12**

In this course, students choose their own Service Learning project, attempting to solve a global issue on a local/community level. They write a project proposal and are responsible for carrying it out, for the logistics, the paperwork, time management and end result. They keep a journal to detail project progress and have to work towards a total of 40 hours on their project. Projects vary year to year, depending on interests of students and availability of projects in the community. Examples include working at the Nuru Centre, partnering with Hassan Maajar Trust and Nipe Fagio, marine conservation, tuition to local school children, assisting in the local Salasala kids ministry, road safety awareness and organizing Service Emphasis Week.

## **Service Emphasis Week**

At the end of the second term each school year, a Service Emphasis Week is organized, during which the students serve the community for a week. This can be non-residential or residential experience where students travel to various locations in Dar es Salaam to serve. Typically, work is carried out in orphanages, with mission organizations, at the deaf school and other local schools, with a water filter building company, several churches, with a kid’s club in the Salasala area and more.

Participation in Service Learning courses, projects, and Service Emphasis Week is a requirement for graduation from HOPAC.

## **Expected Student Outcomes**

By the time a student leaves HOPAC for further study at another school, regardless of age level, he or she will...

- Be able to apply academic, social and personal skills to improve community, continue individual growth and develop a lifelong ethic of service
- Understand the need for ongoing service and lifelong learning
- Have a heart for active citizenship
- Understand the benefit of reflection and enjoy the satisfaction and blessing after having served
- Be aware of ongoing poverty issues in Tanzania
- Know what can be done to help people and the difference between “good aid” and “not very helpful aid”
- Develop a strong willingness to sacrifice his/her own time and energy to serve others
- Understand the many ways in which to serve others, realizing that service does not usually mean recognition

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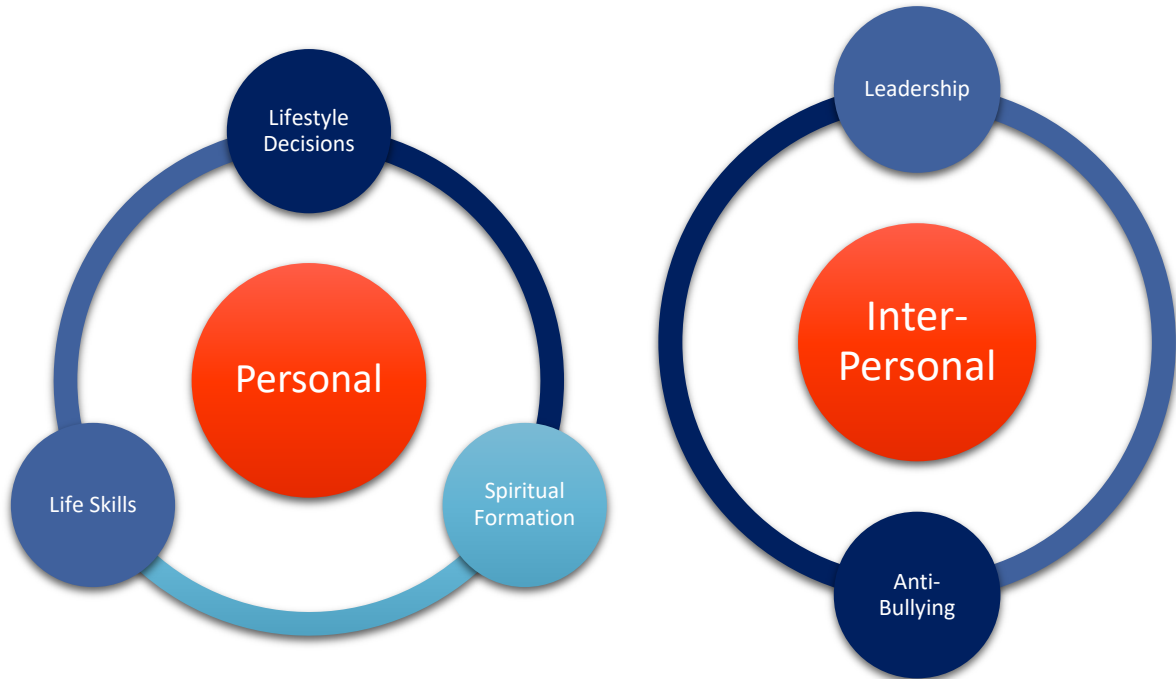
# **LIFE SKILLS DEVELOPMENT FRAMEWORKS**

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## Framework for Spiritual-Social-Emotional Learning

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As our philosophy of education dictates, we intend to educate our students with a holistic approach, recognizing each student’s individual spiritual, social and emotional needs in addition to academic disciplines. This requires a framework for how we train up students in these areas.



To effectively implement programs in school to develop students in these areas, we tend to integrate many of these concepts across the main classroom curriculum. However, several areas are targeted separately and are spelled out in the sections that follow.

## Spiritual Formation

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### Philosophy

Our mission and vision statements make it clear that spiritual heart transformation is at the core of our purpose, both as an inward reality and as an outward expression. We want to see students accept Christ, walk with them as they personalize that faith, and challenge them to verbalize and live out that faith. To do this effectively, we must be intentional, sensitive and prayerful in our approach to guiding students in spiritual formation.

Our philosophy on spiritual formation is that this is not a one-time event; we are not simply targeting conversion or “come to Jesus” moments. We are discipling students in life experiences, walking with them as they struggle with the realities a relationship with Christ forces them to confront. So we are careful to set up a structure that strategically places staff with students to promote the depth of relationship required for meaningful life change.

Further, we recognize that spiritual growth relies on relationship. Ultimately, it’s the child’s relationship with God that matters most, but his/her development will rely on interaction with spiritually healthy disciplers. So we intentionally train and develop our staff and some older students, positioning them in such a way that these relationships can be meaningful.

### Description of Activities

Unlike most curricular subject areas, students do not develop in their spiritual journey linearly, and often not on the same trajectory as what might be expected of a curriculum area. We understand that we may have very new “seekers” in Grade 9, just as easily as in Kindergarten. Activities for these different ages and different places in the journey will vary greatly.

#### **Primary**

In primary school, spiritual formation activities center largely on classroom instruction through relationship between student and teacher, specifically in Bible classes, where content includes the character of God, sufficiency and authority of Scripture, and the gospel. In addition, children are challenged regularly through assembly times, where the Gospel is presented often; worship songs are taught, learned and embraced; and teachers share in moments of vulnerability to the work of the Holy Spirit.

#### **Secondary**

In middle and senior school, we engage Bible teachers to also be student chaplains, utilizing Bible teaching time as an opportunity to not only learn truths of Scripture, but to establish open relationships with students. It is in these relationships that we hope students will be open to discussing theological issues and big life questions. These staff then are well-positioned to connect with those students and guide them through those challenging spiritual growth moments.

All class teachers are constantly encouraged and trained to understand and deliver their biblical worldview through their teaching. We believe that an education rooted in a biblical worldview is the most effective way to equip students for life transformation. Helping students understand the theology and reality of creation, especially in the context of curricular studies, is essential to their recognition of a personal need of a Savior. So this needs to come through clearly and regularly in all subject areas.

An annual event is arranged to target “seekers” in senior school, usually taking the form of a weekend camp getaway. While open to anyone, it specifically seeks to engage those students who have been on the fence and want to know more.

This camp event is often followed up with “going deeper” events to target those students who want to know more and be challenged at a greater level in their faith. Nights of worship, times for prayer, summer camps, and other events are arranged when a need or opportunity arises.



Young Life has a strong presence on campus, providing weekly opportunities for interested senior school students to have regular contact with staff who want to help them grow in their faith. Wyldlife is available to middle school students, where trained senior school students help to walk the younger students through life issues and spiritual discussions.

As a school, we are constantly aware of our need to rely on the Holy Spirit to do His work in our students' hearts. We can set up all the structures we want, but without an ongoing reliance on our Father, our efforts will be in vain. This reliance manifests itself daily through prayer and mutual encouragement. We encourage all staff to engage students as the Holy Spirit leads, identifying needs and opportunities, and recognizing that all students need Him as much as we do.

### Expected Student Outcomes

By the time a student leaves HOPAC for further study at another school, regardless of age level, he or she will...

- Have been given the opportunity to respond to the Gospel multiple times
- Be a seeker of Truth, at the very least, no longer agnostic towards Christ
- Not be content to simply believe what he/she has been told

It is our hope that every student will...

- Develop a deep, growing and lasting relationship with Christ
- Desire to be an ambassador for Christ, actively willing to engage others with the truth of the Gospel

## Leadership Development

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### Philosophy

Underlying our mission and vision are three key aspects of personal transformation – leadership, service and stewardship. As an intentional effort to foster heartfelt service and creative stewardship, we emphasize the importance of learning responsible leadership – understanding what it is and is not, knowing what leadership looks like from a biblical worldview, and practicing leadership in individually meaningful and challenging ways.

It is crucial that students understand the differences between biblically-based servant leadership and how the world often sees leadership. Knowing these differences helps them become more informed followers, while applying these differences in context helps make them more responsible and capable leaders.

Our primary goal in leadership development is not to create a whole school of the world’s best leaders. Rather, our goals are that all students will be:

- Prepared for some level of responsibility for leadership at some point in their lives;
- Effective followers who understand good leadership and equip their leaders to be better in their roles; and
- Able to identify that leadership is ultimately a form of service, as demonstrated most perfectly in the person of Jesus Christ.

### Description of Activities

The primary focus of our leadership development program occurs in the Grade 9 and 10 leadership class. However, opportunities for leadership are encouraged at all ages.

#### **Student Council**

All three schools (primary, middle and senior) operate a separate Student Council, made up of representatives from each grade, house captains, and elected or appointed cabinet positions. Student Council are given responsibility for hearing ideas from the student body, representing student ideas and needs to administration, and following up on those ideas for implementation. They also organize community events, funded primarily through fundraising activities on campus.

#### **Leadership Class**

All Grade 9 and 10 students participate in a leadership class. The main content of this class includes purpose of leadership, styles of leadership, skill development, and reflection on good leadership. The main aims are for students to analyze and learn from examples of world and historic leaders, both good and bad; understand servant leadership and desire to pursue that in their own lives; and recognize and be empowered in their own gifting as it relates to leading and following.

#### **Service Learning**

Probably the most effective way for students to develop in their leadership is through the service learning program. With how the program is developed to increase in responsibility as students mature, students are required to apply what they’ve learned with respect to leadership in very practical, service-focused ways. Students in Grade 12 are expected to run their own service projects – whether as part of a small group or individually – and skillful leadership is required to make an effective project.

### Expected Student Outcomes

By the time a student leaves HOPAC for further study at another school, regardless of age level, he or she will...

- Have been given an opportunity to run for election to a position in which he or she would lead a group of peers

- Experience good leadership from teachers and administration, specifically in the context of service

It is our hope that every student will...

- Desire to become a servant leader, modeling their attitude and approach after that of Jesus Christ
- Seek opportunities to fulfill their personal gifting, whether that means serving well as a leader of others, or serving and encouraging their leader as a responsible, accountable follower

## Life Skills Curriculum and Anti-Bullying

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### Philosophy

Our mission and vision statements reflect the need for both an internal and external transformation – students must be transformed in their hearts and minds before they can become world-changing difference-makers for Christ. Our focus on life skills development throughout the school is one of our most effective ways to encourage both that internal and external change. A transformed heart is one that identifies and understands personal internal struggle, yet displays empathy, chooses compassion, and graciously pursues selfless community.

With respect to bullying, we believe the best approach as a school is to be proactive. While there is no tolerance for behavior that belittles another, we understand that the underlying issue is that of the heart. Our only effective tool in combating bullying behaviors is to pursue a community of grace and compassion, recognizing the need of the Holy Spirit in creating lasting heart change.

The life skills curriculum includes relationship skill-building; safe and appropriate touch, as part of our child protection training; appropriate lifestyle choices, specifically relating to substance abuse and addictive behaviors; and preparation for university and life decisions.

### Description of Activities

#### Primary

In Primary school, students receive weekly life skills lessons based on “Second Step” curriculum, which covers topics such as active listening and paying attention, growing in empathy, emotion regulation, and problem solving. Each grade also receives six weeks of lessons from a school counselor on how to stay safe and get help from trusted adults. Biblical concepts of how God uses our emotions, what the Bible has to say about how we treat each other, and the value God has put on our bodies are integrated throughout.

#### Middle

In Middle, students continue with many of the same topics as in primary, but with an added emphasis on anti-bullying and substance abuse. At this stage, students are challenged to personalize their learning and wrestle with personal life decisions and commitments. As they learn about their changing bodies, they also learn about the impact of personal decisions on their own physical, emotional and spiritual growth.

#### Senior

In Senior, students are challenged with very practical life skills as they prepare for life after secondary school. Topics range from learning about interacting with others in an international setting to learning how to cook. An important element at this stage is learning what is “normal” in university, including relationships outside of the biblical standard of marriage and unhealthy lifestyle decisions.

### Expected Student Outcomes

By the time a student leaves HOPAC for further study at another school, regardless of age level, he or she will...

- Understand the importance of community and their individual role in establishing a sense of unity
- Know what is appropriate touch and know how to respond in a situation where their personal safety is violated

It is our hope that every student will...

- Choose not to bully or belittle others, but instead choose empathy and grace for the sake of preserving unity within the body of Christ
- Make healthy life choices that reflect an understanding of who God made them to be

## Substance Abuse and Addictive Lifestyles Education

### Philosophy

Participating in Christian community is inherent to our vision, implying that we must hold each other accountable to good stewardship of and wise decisions regarding how we use our resources, our bodies and our health. This accountability extends specifically to lifestyle choices in the abuse of substances, whether legal or illegal, and in addictive behaviors. As sinful beings, we understand that the temptation to abuse our resources - financial, medicinal, technological, and so many more - is common and must be addressed throughout our curriculum.

Our approach to teaching prevention of abusive lifestyle choices relies heavily on positive, healthy relationships between students and adults, and on positive peer pressure. While specific content is covered at appropriate points in a child’s core education classes, life skills of assertiveness and abstinence are an underlying theme from Kindergarten to Grade 12.

### Description of Activities

	K-2	3-5	6-8	9-10	11-12
Vocabulary of saying no	x	x	x		
Positive peer pressure	x	x	x		
Physical effects of drugs			x	x	x
Scientific understanding		x	x	x	
Relationship building	x	x	x	x	x
Long-term and relational effects			x	x	x

### Primary School

In Primary school, students are taken through a life skills curriculum (as spelled out in a previous section) that encourages specific character traits - assertiveness, emotion management, resisting peer pressure - to build up a vocabulary of words and actions that equip a student to say no to addictive lifestyle choices. This is also seen in safe touch units, where students are taught to say no to unknown people and situations, reporting those abnormalities to identified safe adults.

There are also specific units of study where similar habits are discussed and encouraged, such as:

- healthy eating and nutrition in Kindergarten and Grade 2;
- appropriate use of drugs for medicinal purposes in Grade 3; and
- basic understanding of the human body anatomy in Grade 5.

Throughout the life skills curriculum, students are taught specific vocabulary that becomes a shared “language” of life skills. Developing this commonality improves the component of positive peer pressure, e.g. “did you use your belly breaths to calm down?” Positive peer pressure is proven to be one of the most effective ways to combat substance abuse and negative lifestyle choices.

### Middle School

In Middle school, substance abuse prevention is explicitly taught in class and also encouraged through mentoring relationships with adults and positive peer pressure.

### Mentors and Teachers

Mentors, teachers, and coaches are encouraged to build relationships with students so that when questions or situations arise, students feel free to share concerns with a trusted adult. Mentor groups,

especially, have been created with this purpose in mind - a place for students to go when they need help navigating adolescence. These relationships and opportunities for honest dialogue are a key aspect of substance abuse prevention (as well as emotional, spiritual, and social development).

### **Life Skills**

The Middle school life skills program has a unit on Substance Abuse Prevention for every grade. This is the primary means of communicating information regarding substance abuse to Middle school students. The program covers tobacco and marijuana, alcohol and inhalants, and other drugs. Students learn about the dangers of addiction, consequences of drug use, and how substances affect their brains and bodies, and their lives. They identify “personal best reasons” for not using drugs and make the connection to how substance abuse can interfere with their hopes and plans for the future, how it can impact those who care about them, and how it is not being good stewards of our bodies. They have the opportunity to make a personal commitment to stay free from alcohol and other drugs for the next year (done each year), and practice positive self-talk and assertive statements to counter pressure to take substances. The program also focuses on how friends can help each other keep these commitments (positive peer pressure). Students are asked to identify and practice skills (such as positive self-talk, assertive statements, emotion management, being a leader, etc.) which will help them maintain their commitments.

### **Science**

As part of biology units, students are taught how their growth and development, behavior and health can be affected by diet, drugs (including smoking), and disease.

### **PE (Health Class)**

This class offers opportunity for further discussion about substance abuse through topics chosen by the teacher or suggested by the class. In the past this includes information about drugs including prescription drugs and how these and other chemicals affect growth and development.

### **Senior School**

In Senior, the IGCSE Biology course, which is compulsory for all the Grade 9 students covers medicinal drugs and misused drugs. The relevant section on misused drugs focuses on a description of the effects of excessive alcohol consumption and how it affects the liver; and the effects of heroin abuse on the nervous system. There is further discussion on how liver damage affects the body; the effects of smoking, like chronic obstructive pulmonary disease, heart disease and lung cancer; the effects of carbon monoxide, nicotine and tar on the gas exchange system; and the risk of getting infections such as HIV/AIDS.

Each student is assigned a different abused drug, both prescribed medicines and illegal drugs, to research and present on harmful effects on the body, as part of their Biology grade.

### **Life Skills**

Substance abuse prevention is reinforced by discussions in Life Skills lessons with Grade 9 and again with Grade 12. For Grade 12, this is usually in March/April where discussions are had around substance abuse and college parties at university.

There are also specific A-level subjects in which there are units dedicated to the effects substance abuse and addictions, but not all students are required to take these courses.

## Expected Student Outcomes

By the time a student leaves HOPAC for further study at another school, regardless of age level, he or she will...

- Be equipped to say “no” when presented with lifestyle choices which contravene healthy and productive hearts, minds and souls
- Understand the physical, social and emotional effects of addictive behaviors

It is our hope that every student will...

- Make an intentional decision and commitment to
  - o refrain from illegal drug use
  - o consume alcohol responsibly at an appropriate age
  - o maintain purity in sexual behaviors and resist pornographic engagement
  - o pursue physical health and well-being by avoiding substances that harm the body

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