



# High School Course Catalogue

# High School English

Courses marked with \* are NCAA approved.

## **\*English I – 1001310**

### COURSE DESCRIPTION:

Students will develop literary analysis skills in a Christian context by studying literary selections in a textbook from a Christian publisher. They will be exposed to different types of literature, including poetry, plays, and essays. In addition, they will read a few novels during the course of the year. They will continue to review and practice their grammar and vocabulary skills. This year they will begin focusing on rhetoric in essays and other focused assignments.

### OBJECTIVES:

- Develop an appreciation of truth, beauty, and goodness through exposure to high-quality literature
- Develop the ability to analyze literature through a scriptural lens
- Develop rhetoric-level grammatical skills
- Develop a more advanced vocabulary
- Develop the ability to express ideas in writing with clarity and elegance
- Develop the skills of organizing and writing essays/papers at a rhetoric level

TEXT: *Writing & Grammar 9*, BJU Press; *Pilgrims Progress* (John Bunyan) *Last of the Mohicans* (James Fenimore Cooper) *A Separate Peace* (John Knowles); Vocabulary D Sadlier Oxford

## **\*English I Honors - 1001320**

In addition to the course descriptions above, all English honors students are assigned additional reading and writing requirements: 2 extra books per year, along with a critique of each book. In addition, on each literature test, the honors student must complete additional essay question requirements. All honors students must maintain a "B" average or higher.

## **\*English II - 1001340**

### COURSE DESCRIPTION:

Students will study different types of literature, including several novels, short stories, poems, and a play. They will learn to analyze and identify literary elements of both poetry and prose and will practice evaluating literature in a scriptural context. Students will

continue to develop grammar and vocabulary skills and will continue to mature in rhetoric-level writing.

**OBJECTIVES:**

- Develop an appreciation of truth, beauty, and goodness through exposure to high-quality literature
- Develop the ability to analyze literature through a scriptural lens
- Develop rhetoric-level grammatical skills
- Develop a more advanced vocabulary
- Develop the ability to express ideas in writing with clarity and elegance
- Develop the skills of organizing and writing essays/papers at a rhetoric level

**TEXT:** *Writing & Grammar 9*, BJU Press; *Christmas Carol* (Charles Dickens); *Romeo and Juliet* (William Shakespeare); *Gulliver's Travels* (Jonathan Swift); *The Eagle of the Ninth* (Rosemary Sutcliff); Vocabulary E, Sadlier Oxford

**\*English II Honors - 1001350**

In addition to the course descriptions above, all English honors students are assigned additional reading and writing requirements: 2 extra books per year, along with a critique of each book. In addition, on each literature test, the honors student must complete additional essay question requirements. All honors students must maintain a "B" average or higher.

**\*English III 11th - 1001370**

**COURSE DESCRIPTION:**

Students will study different types of American literature, including several novels, short stories, poems, and one play. They will continue to analyze and identify literary elements of both poetry and prose and will practice evaluating literature in a scriptural context. Students will continue to develop grammar and vocabulary skills, and will mature in rhetoric-level writing, including essays and other papers.

**OBJECTIVES:**

- Develop an appreciation of truth, beauty, and goodness through exposure to high-quality literature
- Develop the ability to analyze literature through a scriptural lens
- Develop rhetoric-level grammatical skills

- Develop a more advanced vocabulary
- Develop the ability to express ideas in writing with clarity and elegance
- Develop the skills of organizing and writing essays/papers at a rhetoric level

TEXT: *Writing & Grammar 11*, BJU Press; *Fahrenheit 451* (Ray Bradbury), *Glass Menagerie* (Tennessee Williams), *The Scarlet Letter* (Nathaniel Hawthorne), *To Kill A Mockingbird* (Harper Lee); Vocabulary F, Sadlier Oxford

### **\*English III Honors – 1001380**

In addition to the course descriptions above, all English honors students are assigned additional reading and writing requirements: 2 extra books per year, along with a critique of each book. In addition, on each literature test, the honors student must complete additional essay question requirements. All honors students must maintain a "B" average or higher.

### **\*English IV 12th - 1001400**

#### **COURSE DESCRIPTION:**

Students will study different types of British literature, including several novels, short stories, poems, and two plays. They will continue to analyze and identify literary elements of both poetry and prose and will practice evaluating literature in a scriptural context. Students will continue to develop grammar and vocabulary skills, and will mature in rhetoric-level writing, including essays and other papers.

#### **OBJECTIVES:**

- Develop an appreciation of truth, beauty, and goodness through exposure to high-quality literature
- Develop the ability to analyze literature through a scriptural lens
- Develop rhetoric-level grammatical skills
- Develop a more advanced vocabulary
- Develop the ability to express ideas in writing with clarity and elegance
- Develop the skills of organizing and writing essays/papers at a rhetoric level

TEXT: *Writing & Grammar 11*, BJU Press; *Macbeth* (Shakespeare); *Pygmalion* (George Bernard Shaw); *Screwtape Letters* (C.S. Lewis); *Great Expectations* (Charles Dickens); Vocabulary G, Sadlier Oxford

### **\*English IV Honors - 1001410**

In addition to the course descriptions above, all English honors students are assigned additional reading and writing requirements: 2 extra books per year, along with a critique of each book. In addition, on each literature test, the honors student must complete additional essay question requirements. All honors students must maintain a "B" average or higher.

### **\*Creative Writing I - 1009320**

#### **COURSE DESCRIPTION:**

The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized.

#### **OBJECTIVES:**

- Examination of a variety of short literary collections, including poetry in order to examine the impact of literary devices and style
- Write for a variety of purpose in a variety of genre
- Develop effective listening and critiquing skills in order to give thoughtful and constructive feedback to peers upon presentation of their work

### **Social Media I - 1006375**

#### **COURSE DESCRIPTION:**

The purpose of this course is to enable students to develop fundamental skills in the use of social media across print, multimedia, web, and broadcast platforms, including ethical and legal uses.

#### **OBJECTIVES:**

- Demonstrating entry-level skills in digital communication and packaging them across the platforms/mediums of print, multimedia, and online
- Demonstrating fundamental skills in social media platforms and their uses; Expressing social connections with maturity and complexity appropriate to writer, audience, purpose, and context

- Using fundamental research skills and networking formats
- Collaborating among peers and using effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions

## **Logic & Semantics - 1004300**

### **COURSE DESCRIPTION:**

This course is an introduction to formal logic. Students will be introduced to thinking logically in everyday situations. As the students' secret weapon, logic is used as the tool for learning how to use other tools. Syllogisms, categorical statements, the square of opposition and fallacies are some of the tools students will practice using as they analyze various kinds of information in this year-long course.

### **COURSE OBJECTIVES:**

- How to properly define terms for maximum precision and accuracy
- How to form and interpret statements, the building blocks of logical thought
- How to compose valid syllogisms
- How to expose the invalid syllogisms using counterexamples
- How to analyze arguments in normal English
- How to identify and deflect informal fallacies

TEXT: *Introductory Logic: The Fundamentals of Thinking Well*, Canon Press

## **High School Social Sciences**

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### **\*World Cultural Geography - 2103300**

#### **COURSE DESCRIPTION:**

Students will learn how physical geography affects the political and economic aspects of countries. Students will be able to locate and label all the countries and capital cities studied as well as the major geographic characteristics of each region. The text uses a strong biblical philosophy that helps students understand their role as stewards of God's resources He has provided. The information and understanding the student gains as a result of this class should help them further their studies in science, history, literature, political science and economics and become a well-rounded student with a strong geographic foundation.

#### **COURSE OBJECTIVES:**

- Locate and label the continents and countries and oceans of the world
- Identify the major physical characteristics of the 7 continents
- Distinguish between the major sub regions of continents
- Compare and contrast different sub regions of continents
- Explain European colonization and the division of Africa
- Explain the reason for civil conflicts and how they have influenced the organization of continents
- Name early empires associated with each continent
- Identify and abstract information from different types of maps
- Describe the effect of human development on the physical world
- Recognize ethnic minorities in each sub region
- Recognize different forms of governments among nations

**TEXT:** *Cultural Geography*, BJU Press

### **\*American History - 2100310**

#### **COURSE DESCRIPTION:**

This course is divided into seven units which generally follow the ten eras listed in the National Standards for United States History. The course is a survey of United States history intended to give the high school student a solid foundation of knowledge about the

heritage of this country. Skills such as interpreting historical maps, evaluating historical narratives and original documents, interpret common tools of historians, and discerning God's providence in American History will be used as we study the following areas:

1. New and Old Worlds Meet
2. Thirteen Colonies
3. Colonial life
4. Religion in the American Colonies
5. The Rising Storm
6. Independence
7. The Critical Period
8. The Federalist Years
9. The Jeffersonian Era
10. The Age of Jackson
11. The Growth of American Society
12. The Manifest Destiny
13. A house Dividing
14. The war Between the states
15. Reconstruction
16. The Gilded Age
17. America Expands
18. The progressive Era The Great War
19. The Twenties
20. The thirties
21. The World at War
22. The Post War Era
23. The shattered Society
24. A Nation Adrift
25. Resurgence
26. New Challenges

#### COURSE OBJECTIVES:

See BJU Teacher's Manual for section objectives

TEXT: *United States History*, 4<sup>th</sup> ed., BJU Press

#### **\*American History Honors - 2100320**

In addition to the course description above, honors students must complete one Enrichment activity quarterly. Each enrichment activity will develop historical analysis



and synthesis through interpretation of a primary source. They must also complete one discussion paper quarterly, maintain a “B” average or higher, and demonstrate outstanding participation.

### **\*World History - 2109310**

#### **COURSE DESCRIPTION:**

This course follows the nine eras listed in National Standards for World History. Skills such as interpreting historical maps, evaluating historical narratives and original documents, interpret common tools of historians, and discerning God’s providence in World History.

1. Beginnings of Human Society Creation to 476 BC
2. Early Civilizations
3. Classical Traditions and Major Religions: Greek Civilization, Roman Republic
4. Expanding Zones of Exchange and Encounter AD 300-1000
5. The search for political, social and cultural redefinition in Europe
6. The development of new states in Africa
7. Intensified hemispheric interactions
8. The redefining of European society
9. Rise of the Mongol Empire
10. The growth of states, towns, and trade in sub Saharan Africa
11. The emergence of the first Global Age
12. How large territorial empires dominated much of Eurasia
13. The age of Revolutions
14. The cause and consequences of political revolutions in late 18<sup>th</sup> century
15. Patterns of nationalism, state building and social reform
16. Reform, revolution, and social change in world economy
17. The cause and global consequences of World War 1
18. The causes and global consequences of world war 2
19. The reconstruction of nations, transformation of international relationships and dissolution of colonial empires after world war II
20. Major global trends since World War II
21. The cold War
22. Globalization

#### **COURSE OBJECTIVES:**

See BJU Teacher's Manual for section objectives

TEXT: *World History*, 4<sup>th</sup> edition BJU Press

### **\*World History Honors - 2109320**

In addition to the course description above, honors students must Complete one Enrichment activity quarterly. Each enrichment activity will develop historical analysis and synthesis through interpretation of a primary source. They must also complete one discussion paper quarterly, maintain a “B” average or higher, and demonstrate outstanding participation.

### **\*American Government (Semester) - 2106310**

#### **COURSE DESCRIPTION:**

This semester-long course covers Federal, state, and local government and contemporary issues in government. Special emphasis is placed on the Biblical basis for government and on the U.S. Constitution.

#### **COURSE OBJECTIVES:**

- Understand the background, basis, and operation of American government on all levels, Federal, state and local
- Evaluate the processes and results of an election at the state or federal level
- Experience the responsibilities of citizens at the local, state or federal level
- Evaluate the importance of political participation and civic participation
- Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy
- Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
- Identify the expansion of civil rights and liberties by examining the principles contained in primary documents
- Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
- Examine how power and responsibility are distributed, shared and limited by the Constitution
- Illustrate examples of how government affects the daily lives of citizens at the local, state and federal level
- Analyze the structures, functions and processes of the judicial, legislative and executive branches

TEXT: *BJU Government*

### **\*American Government Honors (Semester) - 2106320**

In addition to the course description above, honors students must Complete one Enrichment activity quarterly. Each enrichment activity will develop historical analysis and synthesis through interpretation of a primary source. They must also complete one

discussion paper quarterly, maintain a “B” average or higher, and demonstrate outstanding participation.

### **\*Economics (Semester) -2102310**

#### **COURSE DESCRIPTION:**

This one-semester high school course helps students understand economic terms and issues that have an impact on the United States and its citizens. This course introduces both microeconomics and macroeconomics. Written from a perspective of faith in God and trust in His Word, the course surveys Biblical teachings on money and finance, provides an overview of the economic history of the United States, gives a clear explanation of terms and concepts used in economics, discusses economic issues confronting us today, and puts our participation in the national and world economies on a personal level.

#### **COURSE OBJECTIVES:**

- Review different economic and philosophic ideologies
- Review the role of the United States as a participant in the global economy
- Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth
- Explain the basic functions and characteristics of money and describe the composition of the money supply in the United States
- Identify and explain broad economic goals
- Describe the organization and functions of the Federal Reserve System
- Define supply, demand, quantity supplied, and quantity demanded; illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place
- Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition)
- Demonstrate the impact of inflation on world economies
- Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt

TEXT: *BJU Economics*

### **\*Economics Honors (Semester) - 2102345**

In addition to the course description above, honors students must Complete one Enrichment activity quarterly. Each enrichment activity will develop historical analysis and synthesis through interpretation of a primary source. They must also complete one discussion paper quarterly, maintain a “B” average or higher, and demonstrate outstanding participation.

### **\*World Religions (Semester Course) - 2105310**

#### **COURSE DESCRIPTION:**

Upon completion of this course, student will have studied Christianity, Islam, Secular Humanism, Marxism-Leninism, Cosmic Humanism, and Post-Modernism. Student will thoroughly study these six predominant worldviews as they relate to theology, philosophy, ethics, biology, psychology, sociology, law, politics, economics, and history. This class will develop students' rhetoric skills as they respond to reading and videos through discussion and essays conveying their thoughts and viewpoints on the subject at hand.

#### **COURSE OBJECTIVES:**

- Students will gain a clear understanding of the major beliefs of the six primary worldviews and become acquainted with the basic answers each one gives to the fundamental questions of life.
- Students will examine similarities and differences in world religions.
- Students will articulate in through written essay and oral discussion a capability to examine their beliefs and defend the Christian Worldview.
- Students will begin to develop confidence in speaking to people holding differing worldviews, while staying grounded in their own Christian faith.

TEXT: *Understanding the Times*, Summit Ministries

### **\*Philosophy (Semester Course) - 2105340**

#### **COURSE DESCRIPTION:**

The student will be introduced to major philosophical disciplines, key issues, and significant philosophers and philosophies of history. Major topics include the 'Great Questions', logic and critical thinking, the formulation and analysis of worldviews, and examination of major metaphysical issues such as the origin and nature of the universe, the nature of man, the nature of truth, and major theories of ethics and aesthetics. The course will encourage students to critically analyze both their own views and the views of others, and to live an 'examined life.'

#### **COURSE OBJECTIVES:**

- Students will critically analyze their own views and the views of others through written essay and class discussion.
- Students will understand the various philosophical perspectives of the origin and nature of the universe, the nature of man, and the nature of truth.

TEXT: *Understanding the Times*, Summit Ministries

## **\*Psychology (Semester Course) - 2107300**

### **COURSE DESCRIPTION:**

This survey course is designed to help students recognize and evaluate the worldview assumptions underlying modern psychology. This course will get your student thinking by encouraging reflective and critical thinking skills. Students will be asked to utilize their knowledge of worldviews, analytical skills and organizational skills to formulate answers.

### **COURSE OBJECTIVES:**

- Define psychology
- Define and understand worldviews
- Describe the faith/science dichotomy
- Describe how a naturalistic worldview affects modern psychology
- Describe rationalism
- Compare Sigmund Freud's view of mankind and Christian worldview
- Describe the influence of Darwin on modern psychology
- Understand the human nervous system and the two sub systems CNS and PNS
- Describe important historical discoveries about the structure and function of the brain
- Identify and describe the midbrain, forebrain and hindbrain
- Compare and contrast sensation and perception
- Compare and Contrast different theories on motivation and emotion
- Describe important behaviorists and their research on classical and operant conditioning
- Compare and contrast cognitive development and influential psychologists
- Define consciousness and compare worldviews on consciousness
- Describe the evolution of language
- Compare theories on intelligence
- Compare personality theories
- Describe abnormal psychology and compare worldviews
- Describe historical approaches to treating abnormal thoughts
- Compare different therapies on abnormal psychology
- Describe social influence, social comparison and social norms
- Describe the steps in the empirical method
- Explain independent and dependent variable
- Describe qualitative and quantitative research

TEXT: *Psychology: A Christian Perspective*, Dr. Tim Rice

# High School Math

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## **\*Algebra 1 - 1200310**

### COURSE DESCRIPTION:

Algebra 1 is made up of five instructional components: Introduction of the New Increment, Examples with Complete Solutions, Practice of the Increment, Daily Problem Sets, and Cumulative Tests. Algebra 1 covers topics typically treated in a first-year algebra course.

### COURSE OBJECTIVES:

Students will demonstrate understanding of and apply the following algebraic concepts:

- arithmetic and evaluation of expressions involving signed numbers, exponents, and roots
- properties of real numbers
- absolute value
- equations and inequalities involving absolute value
- scientific notation, unit conversions
- solution of equations in one unknown
- solution of simultaneous equations
- the algebra of polynomials and rational expressions
- word problems requiring algebra for the solution (such as uniform motion and coin problems)
- graphical solution of simultaneous equations
- graphs of a variety of functions: linear, quadratic, cubic, square root, absolute value, etc.
- translations and reflections of graphs
- factoring
- Pythagorean theorem
- algebraic proofs
- functional notation and functions
- solution of quadratic equations by factoring, completing the square, and quadratic formula
- direct and inverse variation
- exponential growth
- computation of the perimeter and area of two-dimensional regions
- computation of the surface area and volume of a wide variety of geometric solids
- statistics & probability

TEXT: *Algebra 1*, Prentice Hall

### **\*Algebra 1 Honors - 1200320**

In addition to the above course description, an Algebra 1 honors student will:

- Read, experience and learn topics independently. The student will review the examples, and complete teacher created “honors skills worksheets” to verify that the skills have been mastered.
- Be assessed on honors topics by completing worksheets, one take home quiz, and one take home test. The total of these additional scores are to be calculated 20% of the final quarter grade.
- Complete the Honors Exam in place of the Non-Honors Exam.

The Honors topics include: Remainder Theorem, polynomial identity, rewriting simple expressions in different forms, solving simple system linear and quadric equations in two variables, finite geometric series, and graph functions by hand and calculator.

### **\*Algebra 2 - 1200330**

#### **COURSE DESCRIPTION:**

Algebra 2 is a year-long course designed for college-bound students. Algebra 2 offers a review and extension of Algebra 1 concepts. Topics include: factoring, operations with real number, systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, rational expressions, exponential functions, and logarithms, Series and Sequences, and trigonometric functions.

Calculators, computers and apps will be used when appropriate to enhance instruction and review. Students who successfully complete Algebra 2 should take Pre-Calculus next.

#### **COURSE OBJECTIVES:**

- The student will utilize essential algebraic concepts to perform calculations on polynomials.
- The student will solve and graph systems of equations/inequalities (linear and non-linear).
- The student will perform operations on radicals including imaginary and complex solutions.
- The student will solve, graph, and interpret the solutions of quadratic functions.
- The student will solve, graph, and analyze solutions of polynomial functions.
- The student will manipulate and solve rational equations, and graph rational functions.
- The student will simplify, evaluate and solve equations using logarithms and exponents.

- The student will utilize arithmetic and geometric series and sequences to solve word problems.
- The student will solve and graph trigonometric functions.

TEXT: *Algebra 2*, Prentice Hall

### **\*Algebra 2 Honors - 1200340**

In addition to the above course description, an Algebra 2 honors student will:

- Read, experience and learn topics independently. The student will review the examples, and complete teacher created “honors skills worksheets” to verify that the skills have been mastered.
- Be assessed on honors topics by completing worksheets, one take home quiz, and one take home test. The total of these additional scores are to be calculated 20% of the final quarter grade.
- Complete the Honors Exam in place of the Non-Honors Exam.

The Honors topics include: sigma notation, partial sums of arithmetic and geometric series, infinite convergent geometric series, binomial theorem, Pascal's triangle, polynomial inequalities, removable and non removable discontinuities, vertical horizontal and oblique asymptotes, nonlinear systems, pieces-wise functions, and conic sections.

### **\*Geometry - 1206310**

#### **COURSE DESCRIPTION:**

Geometry is a year-long course that offers an investigation of traditional concepts of Geometry. Students are challenged to visualize and manipulate the relationships of mathematical structures. This course encounters both spatial and coordinate calculations of Geometry.

Calculators, computers and apps will be used when appropriate to enhance instruction and review.

#### **COURSE OBJECTIVES:**

- The student will master the foundations such as: points, lines, planes, and angles.
- The student will use logical reasoning in two column proofs and conversational proof styles.
- The student will construct Geometric shapes and relations using compass and straight edge.
- The student will find distances and midpoints of coordinate geometry by Algebraic methods.



- The student will investigate Non-Euclidean Geometry.
- The student will apply the rules of congruencies and similarity in triangles.
- The student will demonstrate knowledge of polygons.
- The student will use properties of quadrilaterals to measure, construct, and calculate critical values.
- The student will solve right triangles and trigonometric relations.
- The student will investigate circles: tangents, chords, equations, graphs, and arcs.
- The student will create nets, find areas and volumes, and draw cross sections and orthographic views to geometric solids.
- The student will investigate Transformations of geometric figures.

TEXT: *Geometry*, Prentice Hall

### **\*Geometry Honors - 1206320**

In addition to the course description above, a Geometry honors student will:

- Read, experience and learn topics independently. The student will review the examples, and complete teacher created “honors skills worksheets” to verify that the skills have been mastered.
- Be assessed on honors topics by completing worksheets, one take home quiz, and one take home test. The total of these additional scores are to be calculated 20% of the final quarter grade.
- Complete the Honors Exam in place of the Non-Honors Exam.

The additional honors topics include: Truth tables, vectors, constructions of congruent triangles, coordinate geometry congruent and similar triangles, the graphs and equations of circles, circumscribed and inscribed figures, proofs relating to angles, chords, tangents and secants, the relationship of faces edges and vertices of polyhedrons.

### **\*Pre-Calculus (Honors) - 1202340**

#### **COURSE DESCRIPTION:**

Pre-Calculus is a year-long course designed for college-bound students. Students will begin with a review of the fundamental concepts of algebra, geometry, and trigonometry in order to progressively build towards comprehending more advanced concepts.

Calculators, computers and apps will be used when appropriate to enhance instruction and review. Students who successfully complete Advanced Mathematics should take Calculus next.

## COURSE OBJECTIVES:

- The student will create and utilize congruent figures to find measurements.
- The student will recognize similarity in figures.
- The student will manipulative and simplify complex fractions.
- The student will solve advanced word problems.
- The student will create, solve and graph exponential functions.
- The student will memorize and utilize the unit circle to build trigonometric relations.
- The student will solve advanced trigonometric equations
- The student will manipulate trigonometric identities and their applications.
- The student will graph conic sections and write their equations given critical elements.
- The student will encounter analytical geometry.

TEXT: *Pre-Calculus*, Prentice Hall

## **\*Math for College Readiness - 1200700**

### COURSE DESCRIPTION:

This course provides students with instruction in topics crucial to success in college level mathematics. Course topics include: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, and Statistics and Probability.

### COURSE OBJECTIVES:

- Improvement of students' understanding and application of basic mathematical skills.
- Students will demonstrate their understanding and knowledge of advanced mathematical skills used in Algebra (1 and 2) and Geometry.

TEXT: *Intermediate Algebra (Math for College Readiness)*, Elayn Martin-Gay, teacher created content

## **High School Science**

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### **\*Physical Science - 2003310**

#### **COURSE DESCRIPTION:**

This course discusses such topics as the atmosphere, the hydrosphere, weather, the structure of the earth, environmentalism, the physics of motion, Newton's Laws, gravity, and astrophysics. Students will engage the material through class lectures, lab projects and notebooking journal activities.

#### **COURSE OBJECTIVES:**

- Students will apply scientific method to experiments
- Complete Metric Unit and English Unit conversion equations
- Demonstrate knowledge of the composition and function of the physical environment including air, atmosphere, water, hydrosphere, earth and the lithosphere
- Summarize the conditions that contribute to the climate of a geographic area
- Describe Newton's Laws
- Understand the forces in creation - gravitational, electromagnetic, weak and strong forces - and explain how they can be seen and applied
- Identify the characteristics and patterns of waves, sound, and light
- Discuss and apply scientific method to experiments

**TEXT:** *Exploring Creation with Physical Science*, 3rd ed., Apologia

### **\*Physical Science Honors - 2003320**

In addition to the course description above, honors students may be required to study additional biology concepts as assigned by instructor, complete various assessments covering those additional concepts, complete independent research using the scientific method, present research to peers, and/or act as a lab assistant. All honors students must maintain a "B" average or higher.

### **\*Biology - 2000310**

#### **COURSE DESCRIPTION:**

This high school survey course provides a basic, though comprehensive, understanding and application of biology. All the major areas of biology are covered, including the science and chemistry of life, cells and cellular processes, genetics, biotechnology, classification of organisms, bacteria and viruses, Kingdoms Protista and Fungi, botany, zoology, ecology,

human anatomy and physiology, and the history of life. Concepts significant to a biblical philosophy are stressed throughout the course.

**COURSE OBJECTIVES:**

See Teacher's Manual for section objectives

TEXT: *Exploring Creation with Biology*, 3rd ed., Apologia

**\*Biology Honors - 2000320**

In addition to the course description above, honors students may be required to study additional biology concepts as assigned by instructor, complete various assessments covering those additional concepts, complete independent research using the scientific method, present research to peers, and/or act as a lab assistant. All honors students must maintain a "B" average or higher.

**\*Chemistry - 2003340**

**COURSE DESCRIPTION:**

This course provides an overview of chemistry and a review of basic science topics and mathematical skills. Topics explored in this course include foundations of chemistry, kinetic theory, acids and bases, oxidation-reduction reactions, and electrochemistry. Branches of chemistry including physical chemistry, organic chemistry, biochemistry, modern materials and nuclear chemistry are surveyed in this course. Each of these topics is engaged through a perspective of biblical Christianity.

**COURSE OBJECTIVES:**

See Teacher's Manual for section objectives

TEXT: *Discovering Design with Chemistry*, Berean Builders

**\*Chemistry Honors - 2003350**

In addition to the course description above, honors students may be required to study additional chemistry concepts as assigned by instructor, complete various assessments covering those additional concepts, complete independent research using the scientific method, present research to peers, and/or act as a lab assistant. All honors students must maintain a "B" average or higher.

### **\*Marine Biology - 2002500**

#### **COURSE DESCRIPTION:**

This course concentrates on marine wildlife and marine habitats. It provides a survey of members of each biological kingdom that live in marine environments. Topics explored in this course include microscopic organisms that make life in the ocean possible, the habits and life cycles of organisms, marine ecosystems, resources and human relationship with the sea. This is a lab course and students will study the anatomy of several macroscopic marine creatures such as clams, starfish, and sharks.

#### **COURSE OBJECTIVES:**

- Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature
- Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms
- Describe changes in ecosystems resulting from seasonal variations, climate change and succession
- Discuss the various vertebrates and invertebrates found in marine habitats
- Compare and contrast the various marine habitats along with the marine life found in each
- Understand effects of humans on marine environments and apply principles of creation care

TEXT: *Exploring Creation with Marine Biology*, 2nd Ed., Apologia

### **\*Marine Biology Honors - 2002510**

In addition to the course description above, honors students may be required to study additional concepts related to marine biology as assigned by instructor, complete various assessments covering those additional concepts, complete independent research using the scientific method, present research to peers, and/or act as a lab assistant. All honors students must maintain a "B" average or higher.

### **\*Environmental Science - 2001340**

#### **COURSE DESCRIPTION:**

This course integrates Biblical perspectives and environmental topics while covering a broad spectrum of scientific inquiry and analysis. Laboratory investigations that include hands-on applications, research, measurement, problem solving, laboratory apparatus/technologies, experimental design, and safety procedures are an integral part of this course. Analysis of current research and data along with political and social

implications will be emphasized. The theme of Christian stewardship will be taught parallel to environmental topics. Students will use a Biblical worldview to study environmental science.

#### COURSE OBJECTIVES:

- Students will develop Biblical perspectives on Christian stewardship and apply to environmental issues.
- Review earth systems including atmosphere, earth, soil and water.
- Understand living world concepts such as ecosystems, energy flow and cycles.
- Analyze population biology including human population studies.
- Explore land and water use in rural and urban settings.
- Identify renewable and non-renewable energy resources and consumption.
- Investigate pollution in air, soil and water, and the impacts of solid wastes.
- Overview global changes and actions to promote sustainability and stewardship.

#### TEXT:

Teacher will be referencing:

Science and Sustainability by SEPUP (Science Education for Public Understanding Program)

Student materials:

Bible

current published research articles and data- as assigned

Christ and Creation, Sorley

Our Father's World, Brown

Born Again Dirt: Farming to the Glory of God, Sanders

PREREQUISITES: at least 2 sciences (Biology/Chemistry recommended)

#### **\*Environmental Science Honors - 2001341**

In addition to the course description above, honors students may be required to study additional concepts related to Environmental Science as assigned by instructor, complete various assessments covering those additional concepts, complete independent research using the scientific method, present research to peers, and/or act as a lab assistant. All honors students must maintain a "B" average or higher.

### **Physics – 2003380**

COURSE DESCRIPTION: Students will gain an introduction to thirteen main concepts in physics including energy, motion, electricity, momentum, heat and temperature and geometric optics. Lab activities are included throughout this course. The historic Christian faith is applied to all topics as well as course discussion of the history of science within each topic.

#### **COURSE OBJECTIVES:**

See text for chapter objectives.

TEXT: *Introductory Physics*, 3<sup>rd</sup> Ed. (Novare)

### **Physics Honors – 2003390**

In addition to the course description above, honors students may be required to study additional concepts related to Physics as assigned by instructor, complete various assessments covering those additional concepts, complete independent research using the scientific method, present research to peers, and/or act as a lab assistant. All honors students must maintain a "B" average or higher.

## **High School Electives**

**Courses marked with \* are NCAA approved.**

### **New Testament Survey (Semester Course)**

#### **COURSE DESCRIPTION:**

This course is intended to help students understand the Bible as a connected whole. Students will learn to tie the events, people, and teachings of the New Testament back to the Old Testament. Students will see that the themes of the Old Testament come together and are fulfilled in the person and work of Jesus.

#### **COURSE OBJECTIVES:**

see Teacher's Manual p. 11-13

TEXT: *Hope for God's Kingdom*, Christian Schools International

### **Old Testament Survey (Semester Course)**

#### **COURSE DESCRIPTION:**

Students will survey the Old Testament and examine the laws, traditions and civic practices of the theocratic nation of Israel. The history of Israel is explored as a calling of God on a people who were set apart to be holy. The themes of slavery and redemption are discussed throughout the course and point ahead to the saving work of a Messiah.

#### **COURSE OBJECTIVES:**

see Teacher's Manual

TEXT: *God's Unfolding Kingdom*, Christian Schools International

### **Technology & Computer Applications (Semester course)**

#### **COURSE DESCRIPTION:**

This course will elevate students to a basic level of proficiency in applying computer technologies. Emphasis will be placed on file management and appropriate technology use for educational and future occupational use. Students will be introduced to basic computer



concepts, word-processing, multi-media presentations and Internet applications. Students will encounter both computer based and mobile based programs and apps. Students will problem-solve and create word processing documents, spreadsheets and presentations. They will become familiar with digital media and digital publishing as well as software to create presentations. Special attention will be devoted to legal issues, copyright law, and internet safety. Application of technology in the workplace will be emphasized.

TEXT: Teacher-created materials

## **HOPE - Physical Education (1506320)**

### **COURSE DESCRIPTION:**

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. A majority of class time is spent in physical activity.

Specific health education topics within this course include, but are not limited to: Mental/Social Health, Physical Activity, Components of Physical Fitness, Nutrition and Wellness Planning

### **COURSE OBJECTIVES:**

- Students will gain an understanding of health and fitness principles
- Evaluate the effectiveness of specific warm-up and cool-down activities
- Analyze long-term benefits of regularly participating in physical activity
- Compare and contrast the skill-related components of fitness used in various physical activities
- Explain the methods of monitoring levels of intensity during aerobic activity
- Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range
- Compare and contrast aerobic and anaerobic activities and their respective health benefits
- Participate in a variety of activities that promote the health-related components of fitness

## **HOPE - Health (1506320)**

### **COURSE DESCRIPTION:**

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will address understanding how to live a responsible life by caring properly for one's body and the environment.

Specific health education topics within this course include, but are not limited to: Diseases and Disorders, Health Advocacy, First Aid/CPR, Alcohol, Tobacco, and Drug Prevention

**COURSE OBJECTIVES:**

Students will gain an understanding of proper body care, an overview of body systems and functions, social and mental health, preventative health care and first aid, and responsible living.

**TEXT:** High School Health AlphaOmega LifePac

**Critical Thinking & Study Skills (Semester Course) - 1700370**

**COURSE DESCRIPTION:**

This class will study and develop study skills that will help students improve and succeed in many areas of life. The following topics will be studied in depth:

- Study Time, Place, Habits, and Goals
- Interpreting and Creating Visual Aids
- Graphic Organizers and Charts
- Reading and Taking Notes from Textbooks
- Taking Notes in Class
- Using Reference Sources
- Remembering Information
- Taking Tests
- Building Vocabulary Through Word Meaning Clues

**COURSE OBJECTIVES:**

Students will use various strategies studied in class to improve study practices.

**TEXT:** *Study Skills & Strategies* (Mangrum/Strichart) 4th Ed

**Speech (Semester Course) - 1007300**

**COURSE DESCRIPTION:**

This class will study and develop public speaking skills. Students will learn format for developing Introduction, Narrative, Description, Persuasive, and Informative speeches. Each quarter students will prepare and present 3-4 speeches in order to practice and improve delivery of their topics.

**COURSE OBJECTIVES:**

- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

TEXT: *Speech Boot Camp*, Institute for Excellence in Writing

## **Research (Semester Course) – 1700300**

### **COURSE DESCRIPTION:**

This college preparatory course teaches students to conduct research, manage note-taking, and craft a well-organized paper.

### **COURSE OBJECTIVES:**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Integrate multiple sources of information evaluating the credibility and accuracy of each source
- Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting, graphics or multimedia when useful to aiding comprehension
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

TEXT: *Writing Research Papers: The Essential Tools*, Institute for Excellence in Writing

## **Debate (Semester Course) – 1007330**

### **COURSE DESCRIPTION:**

This course is an introduction to academic debate. Using critical thinking, research and persuasion skills, students will assess, organize, and create argumentation.

### **COURSE OBJECTIVES:**

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning
- Students will learn and practice practical argumentation skills of critical thinking, sound reasoning and solid presentation
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**TEXT:** *The Art of Practical Debate: A Real Life Guide to Argumentation*

## **Personal Finance - 2102372**

### **COURSE DESCRIPTION:**

In this course, students receive practical, real-world, personal finance instruction. Using learning tools such as graphs, charts, case studies, relevant statistics, quotes, and related scripture references, students will explore saving & budgeting, credit & debt, financial planning & insurance, and income, taxes & giving. In addition, algebra concepts are applied in practical business and personal finance contexts.

### **COURSE OBJECTIVES:**

- Demonstrate the relationship between simple interest and linear growth.
- Compare the cost of paying a higher interest rate and lower points versus a lower interest rate and more points.

- Compare interest rate calculations and annual percentage rate calculations to distinguish between the two rates.
- Explain cash management strategies including debit accounts, checking accounts, and savings

TEXT: *Foundations in Personal Finance*, Dave Ramsey

## **Humanities - 0900305**

### **COURSE DESCRIPTION:**

This course is a survey of the classic works of Art, Architecture, Literature, Drama and Music through civilization from ancient times up to today. Through our texts, other readings, and video and musical selections, the students will gain an understanding of these works in the context of history and religious belief and how those who created them used the talents they were given. The students learn about the various works through these media and participate in class discussion, and present research projects of their choosing in each time period, in addition to their regular classwork and assessments.

### **COURSE OBJECTIVES:**

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject
- Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
- Investigate and discuss how a culture's traditions are reflected through its music and art.
- Evaluate the social impact of music and art on specific historical periods
- Examine the significance placed on art forms over time by various groups or cultures

TEXT: *God and the History of Art* (Berry Stebbing); *75 Masterpieces Every Christian Should Know* (Terry Glaspey); teacher created material

## **High School World Languages**

**Courses marked with \* are NCAA approved.**

### **\*Spanish 1 - 0708340**

#### **COURSE DESCRIPTION:**

Spanish I is projected to help students acquire fluency in Spanish. There will be an emphasis on using the language to communicate about themselves and their surrounding world. By the end of the year students will have developed a vocabulary of 1,000-1,500 words. In conjunction with the textbook, students will develop their listening, reading, writing, and conversational skills in Spanish. The class will also study vocabulary, grammar, and cultural awareness.

#### **COURSE OBJECTIVES:**

- Identify products of Spanish culture (food, clothing, shelter, music, transportation, etc.)
- Recognize high frequency idiomatic expressions
- Engage in short social interactions using phrases and simple sentences
- Follow short, simple written or oral directions
- Demonstrate understanding of short conversations in familiar contexts
- Compare language structures and skills that transfer from one language to another
- Ask and answer a variety of questions about personal information
- Demonstrate understanding of simple stories or narratives
- Demonstrate understanding of basic words, phrases and questions
- Demonstrate understanding of everyday expressions

TEXT: *Spanish 1*, Alpha Omega Life Pac

### **\*Spanish 2 - 0708350**

#### **COURSE DESCRIPTION:**

Spanish 2 is a continuation of the concepts, grammar and vocabulary learned in Spanish 1. It is projected to help students acquire fluency in Spanish. There will be a continued emphasis on using the language to communicate about themselves and their surrounding world. By the end of the year students will have developed a vocabulary of an additional 1,000-1,500 words. In conjunction with the textbook, students will develop their listening, reading, writing, and conversational skills in Spanish. The class will also study vocabulary,

grammar, and cultural awareness. The student will also be equipped with the tools to lead someone to Christ.

#### COURSE OBJECTIVES:

- Demonstrate understanding of the main idea and essential details of short conversations and oral presentations
- Use context clues to identify the main idea and essential details on familiar topics
- Initiate and engage in a conversation on familiar topics
- Interact with others in everyday situations
- Demonstrate understanding of vocabulary used in context when following written and oral directions
- Describe people, objects and situations using a short series of sequenced sentences
- Develop questions to obtain and clarify information
- Identify products of Spanish culture (food, clothing, shelter, music, transportation, etc.)
- Recognize high frequency idiomatic expressions
- Ask and answer questions on familiar topics to clarify information and sustain a conversation
- Use known words and phrases effectively to communicate meaning
- Compare language structures and skills that transfer from one language to another

TEXT: *Spanish 2*, Alpha Omega Life Pac

### **Latin 1 – 0706300**

#### COURSE DESCRIPTION:

Latin is applied to history, ancient and contemporary culture, the Romance languages, English derivatives, and the grammatical structure of English. As students study Roman culture, myths, and history alongside the Latin language. Language instruction includes Clear grammatical explanations explain all five noun declensions and cases, all verb conjugations, irregular verbs, and various pronouns, adjectives, and adverbs.

#### COURSE OBJECTIVES:

- Students will read and translate several Latin texts
- Recognize parts of speech in written Latin language
- Describe the influence of Latin in ancient and contemporary history and culture
- Explain the grammatical uses of all five noun declensions and cases, all verb conjugations, pronouns, adjectives and adverbs

TEXT: *Latin Alive 1*, Classical Academic Press

## **Latin 2 - 0706310**

### **COURSE DESCRIPTION:**

Second year Latin introduces the passive voice in all tenses; past, present, and future participles; deponent and irregular verbs; and comparative and superlative adjectives and adverbs. Each chapter begins with a country's Latin motto, strategically chosen to introduce or review a grammatical concept. Extensive study of Latin derivatives and stories of Roman culture, myths, and history are incorporated throughout the course. Substantial Latin readings and translation exercises adapted from Latin literature further develop Latin language skills.

### **COURSE OBJECTIVES:**

- Students will read and translate several Latin texts
- Study the passive voice in all tenses: past, present and future participles
- Identify and use superlative adjectives and adverbs
- Extensive study of Latin derivatives and stories of Roman culture and myths

TEXT: Latin Alive 2, Classical Academic Press