



CHAPELGATE

CHRISTIAN ACADEMY



2024-2025
COURSE SELECTION GUIDE

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POLICY GUIDELINES

For a full description of CCA policies, please consult the Parent-Student Handbook.

Requirements for Sequential Courses

English, math, and foreign language courses are sequential in nature and a grade of C (70) or above will be required for a student to advance to the next level class. If a student does not earn a C, he or she may be retake the course or earn the grade in an approved summer school review course for one third of a credit. Students may earn a credit for a grade of D but may not take the next level class. Students who earn a D and retake the course will only receive one credit for both classes taken. Some courses have pre-requisites, especially math and science courses. Some courses require teacher permission.

High School Courses Taken in Middle School

Students who take a high school level course in middle school need to earn a grade of “B” (80) or better to progress to the next level in high school. Students must take an additional four math credits and two foreign language credits in high school grades 9-12.

Advanced Placement Classes

Advanced Placement courses are college-level courses designed to allow highly able and motivated students to do college work in a high school setting. In the spring, AP students may sit for a national examination, which provides an opportunity to earn college credit. (Please note: colleges vary as to how much credit they will award for a given score.)

The value of AP courses goes far beyond the potential to earn college credit. Students learn valuable study skills, they frequently find the courses far more interesting than high school-level work, and they challenge themselves to perform at a very high level. These benefits do not come without cost; AP courses are considerably more difficult than typical high school courses, which is why students earn an extra 1.0 on the GPA for each AP course. Students should expect at least 5 hours of homework per week for each AP course.

Career-related Mentoring/Internship

A senior who needs fewer than five credits to graduate and has a cumulative GPA of 3.0 may attend school for part of the day and work off campus during the rest of the school day, provided the job is career enhancing. (Example: an internship or a mentoring study program under proper oversight) The job must fit into the student’s schedule and follow policies stated previously. The school counselor must approve all mentorship programs. Students who are eligible for the mentoring program in their senior year must make all necessary arrangements with their mentor and guidance counselor by June 1st of the junior year. Such a student will pay full tuition. A student may receive pay at the workplace and may earn either 1 or 2 credits.

Transferring Home School Credits

Students who have been home schooled may receive credits toward graduation for courses successfully completed at home. Parents of these students must provide the school with an evaluation, portfolio or other evidence of the work done. An administrator or school counselor will evaluate the evidence to determine whether credit is warranted. Like all other entering students, home school transfer students will be given placement tests to help the staff determine which course would be most appropriate for them.

Requirements for Graduation

A minimum of 25 credits is required for graduation. Students and parents should remember that many colleges may have requirements beyond those required by CCA. Students should review the entrance requirements for the colleges which they wish to attend. Some colleges may require additional foreign language or lab science classes.

Students should select academically challenging courses in which they are capable of being successful. Colleges look for students who have taken advantage of the courses offered at their high school. Seniors should carefully consider what courses they choose to maintain a strong academic course load during the school year.

Credit Requirements:

English	4	9, 10, 11, 12
History	3	World History, US History, Civics & Government
Math	4	Algebra 1, Geometry, + 2 Math Electives
Science	3	Biology + 2 Science Electives
Bible	3	Covenant Theology, Foundations of Faith, Ethics & World Views
Physical Education/Health	1	PE (.5 credit) Health (.5 credit)
*Foreign Language	2	Must be earned in same language
Fine Arts	1	Elective from Fine Arts Dept.
Additional Electives	4	From any area
Total Credits	25	

*It is required that two additional foreign language credits in the same language be earned in high school for those students taking high school courses in middle school.

Suggested Schedules

9th Grade

English 9 or Honors English 9

US History or AP US History

Math (Algebra I or Algebra II)

Science (Physical Science or Biology) Students taking Alg I must take Physical Science

Bible 9

Physical Education/Health

Foreign Language I or II

10th Grade

English 10 or Honors English 10

Civics & Government

Math (Algebra II or Geometry)

Science (Biology or Chemistry)

Bible 10/11 (students may choose to take this during their junior year)

Foreign Language II or III

Elective

11th Grade

English 11 or Honors English 11

World History

Math (Geometry or Trig/Pre-Calculus)

Science (Chemistry, Physics, or AP science course – see Science Scope and Sequence)

Elective

Elective

Elective

12th Grade

English 12, Honors English 12, or AP English Literature

Ethics and World Views

Math

Elective

Elective

Elective

Elective

Students need to consult the required courses for graduation that do not indicate a specific course such as the third and fourth math classes, third history class, and fine arts credit.

AP classes are college level classes taught in high school. Students will have more difficult course work than a typical high school class and can expect about one hour of homework per night in each AP class. Students do earn an extra weight of 1.0 added to the GPA for each AP class. Some AP classes have a prerequisite grade. Students may elect to take a test in the spring which provides an opportunity to earn college credit. Colleges vary as to how much credit they will award for a given score. Credits can range from 3 to 8 per course. We offer the following AP classes:

AP English Literature (12th grade only)

AP European History

AP US History

AP Government and Politics

AP Calculus AB and BC

AP Chemistry

AP Biology

AP Physics

AP Computer Science Principles

AP African American Studies

Adding Classes:

A student may add a course up to two weeks after the first quarter begins.

Dropping Classes:

Students may drop a course up to two weeks after they receive their first quarter grades. Students dropping classes after the first three weeks of school will be given a “W” (withdrawal) on their report cards and transcripts. *A student who drops a course after the first three weeks will not be able to substitute a course for that dropped course. Students who withdraw from a class after the deadline for dropping classes will receive a “WF” (withdrawal failure) on their report card and transcripts.*

Grade Point Averages

The grade point average (GPA) is computed at the end of the junior year and is based upon grades in all subjects for grades 9-11. The GPA is based on a 4.0 scale. The advanced placement (AP) courses are given an extra weighted grade of 1.0. Honors courses are given an extra weight of .5. GPA is computed by multiplying each credit or part of a credit by the quality points.

Grades	Grade-Points	Numeric
A	4.0	90-100
B	3.0	80-89
C	2.0	70-79
D	1.0	60-69
F	0	0-59

The sum of the grade points is divided by the number of credits attempted.

Credit Status of High School Students

Freshmen	0 - 5 high school credits
Sophomores	6 - 11 high school credits
Juniors	12-17 high school credits
Seniors	18+ high school credits

A maximum of one credit earned in the summer can be applied to a student's class status.

Ranking

We do not rank due to the diversity of our student's academic selections. Additionally, our smaller class size may not truly reflect the academic standing of the student or the difficulty level of courses selected.

MAG Program

Chapelgate is pleased to offer the MAG (Mentoring for Academic Growth) program, which is designed for talented and bright students who need assistance with:

- academic coaching
- organizational /executive function support
- diagnosed learning differences

MAG offers students:

- Supervision of school accommodations in support of academic success
- Alternate test taking environment
- Individualized approach to each student's academic program

Within the MAG classroom, students receive assistance in all subject areas in a supportive environment that utilizes creative, multisensory techniques to develop student's reading, writing, and organizational skills.

The name MAG for this program has two very significant meanings for our community. It is an acronym and stands for "mentoring academic growth". Mr. Mag was also the nickname of Mr. Tim Magnusson, a beloved CCA teacher who passed away in April 2013. Mr. Mag was a passionate teacher and understood that each child had tremendous academic, personal and spiritual worth regardless of what "labels" or "differences" they may have. This program is a fitting honor to a man committed to coming alongside students who struggled.

Our MAG program director is certified in the Orton-Gillingham Approach, which is an effective multi-sensory approach for reading, spelling, and written language instruction. Reading, spelling and writing difficulties have been the dominant focus of the approach. She also holds certifications in Visualization and Verbalization as well as extensive training and experience in written language, and executive function skills.

Our MAG program is focused on the learning needs of the individual student. Students with learning differences need to master the same basic knowledge about language and its relationship to our writing system as any who seek to become competent readers and writers. However, some students may require assistance and guidance in sorting, recognizing, and organizing the raw materials of language in order to achieve greater academic success.

Our MAG director works closely with teachers to ensure each MAG student is set up for academic success. Due to the intense interventions offered by MAG, there is an additional charge for students who participate. Parents interested in enrolling their students in the MAG program should contact the School Counseling office.

ENGLISH

English - Grade 9 (19)

English 9 will study both composition and literature, with emphasis given to the academic writing process and literary concepts. Students will practice the writing process, composing and revising various types of narrative, informative, analytical, persuasive, and research writing. The course will include study of English grammar as it relates to mechanics and usage as well as syntax and style. Students will also study literary elements through short stories, poetry, drama, and novels. A research paper will be assigned. In order to advance to the next year's grade level a student must pass English with a C.

Texts: Literature, Course 5 – Glencoe

Writer's Choice 9 – Glencoe

Vocabulary Workshop Level D – Sadlier-Oxford

Novels:

To Kill a Mockingbird – Harper Lee

A Midsummer Night's Dream/Julius Caesar – Shakespeare

English 9 – Honors (19H)

This course will closely parallel the regular 9th grade English, but works will be added so the pace will be faster. Excellent reading and writing skills are required. Students will also practice the writing process more, particularly analytical writing. A research paper will be assigned. Students earn a .5 added to grade weight. In order to advance to the next year's grade level a student must pass English with a C.

Prerequisite: Grade of B or better in English 8.

Texts: Literature, Course 5 – Glencoe

Writer's Choice 9 – Glencoe

Vocabulary Workshop Level D – Sadlier-Oxford

Novels:

The Book Thief – Markus Zusak

To Kill a Mockingbird – Harper Lee

A Midsummer Night's Dream/Julius Caesar - Shakespeare

English – Grade 10 (110)

Tenth grade students will study representative selections of world literature in thematic units. Selections will be from European, Russian, American, African, and Asian literature. Students will read variations on the Cinderella story and will also study different poetic forms. Emphasis is placed on close, careful reading, narrative writing, expository writing, and vocabulary development. Grammar/usage emphasis will be on sentence structure, fragments and run-ons, phrases and clauses, sentence combining, and errors commonly found in student writing. A research paper will be assigned. In order for a student to advance to the next year's grade level a student must pass English with a C.

Texts: Writer's Choice 10 – Glencoe

Vocabulary Workshop Level E – Sadlier-Oxford

Novels:

Cyrano de Bergerac – Edmond Rostand

All Quiet on the Western Front – Erich Maria Remarque

Persepolis – Marjane Satrapi

A Long Way Gone – Ishmael Beah

When My Name Was Keoko – Linda Sue Park

English 10 – Honors (110H)

This course will parallel the regular 10th grade English, but additional works will be added so the pace will be faster. Excellent reading and writing skills are required. Students will practice more writing, especially literary analysis. A research paper will be assigned. Additional texts are listed below. This course aids in preparation for English 11 Honors and AP English and adds .5 to student's GPA. In order to advance to the next year's grade level a student must pass English with a C.

Prerequisite: Grade of B or better in English 9 or C or better in English 9 Honors.

Texts: Writer's Choice 10 – Glencoe

Vocabulary Workshop Level E – Sadlier-Oxford

Novels:

The Tempest – William Shakespeare

All Quiet on the Western Front – Erich Maria Remarque

Persepolis – Marjane Satrapi

A Long Way Gone – Ishmael Beah

When My Name Was Keoko – Linda Sue Park

English – Grade 11 (111)

A survey of American literature will be the major emphasis of the course. Beginning with Colonial and Revolutionary literature and continuing through Modern and contemporary pieces, students will study the progression of American literature and its relationship to American history. Emphasis will be placed on various world views evident in the literature and philosophies will be compared to Christian thinking. Students will practice various types of writing, including personal writing, research writing, analytical writing, writing about literature, persuasive writing, and writing the college application essay. Students will also study SAT-based vocabulary. In order to advance to the next year's grade level a student must pass English with a C.

Texts: Writer's Choice 11 – Glencoe

Vocabulary Workshop Level F – Sadlier-Oxford

American Literature – Glencoe

Novels:

The Adventures of Huckleberry Finn – Mark Twain

The Crucible – Arthur Miller

English 11 – Honors (11H)

Students will read at least three novels from the summer reading list before entering English 11 Honors. This course will closely parallel the regular 11th grade English, but several works will be added so the pace will be faster. Excellent reading and writing skills are required. Students will practice more writing, especially literary analysis. Students earn a .5 added to grade weight. In order to advance to the next year's grade level a student must pass English with a C.

Prerequisite: Grade of B or better in English 10 or C or better in English 10 Honors.

Texts: Writer's Choice 11 – Glencoe

Vocabulary Workshop Level F – Sadlier-Oxford

American Literature – Glencoe

Novels:

The Crucible – Arthur Miller

The Glass Menagerie – Tennessee Williams

Of Mice and Men – John Steinbeck

Speak – Laurie Halse Anderson

English – Grade 12 (112)

Students will read one novel from the summer reading list before entering 12th grade English. This course will be predominately a survey of British literature and its major literary movements and influences such as Early Modern English and the Victorian Age. Major selections will be Beowulf, Canterbury Tales, Rime of the Ancient Mariner,

Macbeth, plus others. Composition lessons will include a review of expository, narrative, and persuasive writing. Students will also write a product review, resume, cover letters, and a research paper. Grammar usage will be integrated with the composition.

Texts: British Literature – Glencoe
Write for College – Houghton Mifflin
Grammar for College
Novel Choices: Frankenstein – Mary Shelley
Dr. Jekyll and Mr. Hyde – Robert Louis Stevenson
Macbeth – Shakespeare
The Importance of Being Earnest – Oscar Wilde

AP English Literature (1AP)

This course will prepare students to take the advanced placement tests for college credit. Therefore, it is a college-level course that concentrates on literary analysis and critical writing. Drama, novels, and poetry will be studied in depth, as well as selections from British literature, mainly poetry. These titles may vary year to year. Over the summer, prior to taking this course, students will be required to read several novels, which will then be discussed the first month of school.

Prerequisite: Grade of B or better in Honors English 11 or grade of A in English 11.

Texts: Write for College – Houghton Mifflin
British Literature – Glencoe
Cracking the English Language AP
Novel choices:
The Death of a Salesman – by Arthur Miller
Frankenstein – Mary Shelley
Great Expectations – Charles Dickens
Hamlet and Much Ado About Nothing – Shakespeare
Heart of Darkness – Joseph Conrad
Mere Christianity – by C.S. Lewis
Oedipus –Sophocles
Pride and Prejudice – Jane Austen
Their Eyes Were Watching God – Zora Hurston
Waiting for Godot – Samuel Beckett

History

New scope and sequence

	9 th grade	10 th grade	11 th grade	12 th grade (these are optional electives)
Class of 2028 And beyond	Civics & Government or AP Government	US History AP US History	Modern World History or AP World History (Fall 2026)	<ul style="list-style-type: none"> • AP African American Studies (Fall 2025) • AP European History • Humanities • Honors History of Intolerance and Repression

Old Graduation Requirements	Grad Reqs – Class of 2028 and beyond
World History US History +1 additional History elective	US History Civics & Government Modern World History

Civics & Government – 9th Grade (2CIV)

In Civics & Government, students will examine national, state, and local government through textbook readings of primary and secondary sources. This will include political cartoons, current events, essays, judicial opinions from Supreme Court cases, as well as laws and statutes within the context of American history. This will be accomplished through a rigorous review of the Constitution and its Amendments. Students will investigate the structure and function of the three branches of government, the role of the government in domestic and foreign policy, how the United States government balances protecting rights with maintaining order, and the extension of civil rights and liberties. They will develop not only a practical but also a Biblical understanding of the systems that affect their lives as consumers and citizens.

Text: *Civics: US Government & Civics*, McGraw Hill

Advanced Placement US Government & Politics – 9th Grade (2AG)

AP US Government & Politics is designed to prepare students for the AP Government & Politics exam through a thorough investigation of the foundations of American democracy, interactions among the branches of government, civil rights and civil liberties, American political ideologies, and political participation. Students will enhance their understanding of how to be responsible and godly citizens as they study and analyze 9 foundational documents and 15 landmark Supreme Court cases through a Biblical lens.

Texts: *United States Government and Politics* (AMSCO)

Prerequisite: Entering 9th Grade: Grade of A in 8th grade English and History Classes. 9th grade students should understand that their continued placement in APGOV is dependent on their performance on the summer packet (due August 1) and their performance during the first 4 weeks of class with specific evaluation on writing skills. All other grades: Grade of C or better in APEH or APUSH, B or better in other grade-level History course and a grade of B or better in current English course.

U.S. History – 10th Grade (2US)

In U. S. History, students will examine the social, economic and political issues in US History from the end of the Civil War through today. Students will analyze primary and secondary sources and analyze evidence to craft explanations and arguments about the major concepts and themes from this time period. Special emphasis will be placed on decisions made by political, business and military leaders as students synthesize a Biblical worldview and seek to apply the lessons learned from history to the present.

Text: *Give me Liberty: An American History*, Norton

Advanced Placement U.S. History – 10th Grade (2AU)

AP U.S. History is a college level course designed to provide an in-depth overview of the political, social, cultural and economic history of the United States. This course is designed to prepare students to take the Advanced Placement exam in U.S. History. A strong emphasis is placed on primary source work and essay writing. This course fulfills the US History graduation requirement.

Prerequisite:

All other grades: Grade of C or better in APEH or 85% or better in World History, MEH (or other grade-level history) and a grade of 85% in English 9 or 10.

Texts: America's History 10th Edition, Henretta et al.

Modern World History – 11th Grade (2WH)

World History is an in-depth study of our global community's past, emphasizing the people and events that changed past societies, and how these changes affect our modern society. This course is designed to survey the history of the human experience from the Middle Ages to the present. Students will learn major events, concepts, and themes from the Western and non-Western traditions. Strong emphasis is placed on the reading and interpretation of primary and secondary source documents, maps and data, and on the application of knowledge through argument and explanatory writing using multiple sources. Key themes of this course include the effect of religion on societies, causes and results of major wars, cultural impacts of imperialism and global connections, and the role of government on the lives of people.

Text: World History: Connections to Today, Holt-McDougal

The History of Intolerance and Repression - Honors 11th & 12th grade only.

This is a full year course that explores the difficult topics of intolerance and repression in societies. The course will be divided into two distinct sections. During the first semester of the year, the students will examine the impact of these policies on African Americans, Native Americans, Latinos and Asian Americans in North America. The second semester will have a broader, global focus. We will be concentrating on European colonization, the Atlantic Slave Trade, Age of Imperialism, persecution of Jews, Armenian Genocide, eugenics, Holocaust and aftermath, decolonization, and race issues of today. Because this is an intense course with difficult, emotional topics, it is imperative that we are anchored firmly to God's Holy Word. Each unit will have an accompanying bible verse and scripture reading that will relate to the topic being studied. "Even when I walk through the darkest valley, I will not be afraid, for you are close beside me." Psalm 23:4

Prerequisites: Completion of English 10 or 11 with a grade of 85% or above. Completion of Modern European History or US History with a grade of 85% or above. Commitment to working independently on complex projects and active engagement in class discussions.

AP African American Studies (10 – 12 grades)

AP African American Studies is a college level course that examines the diversity of African American experiences. Students will explore key topics which range from early African kingdoms to contemporary issues of the African diaspora. The course emphasizes the diversity of Black communities in the United States and the African diaspora. Due to the interdisciplinary focus, students will develop skills across multiple fields with an emphasis on historical, literary, visual, and data analysis skills. Students will complete an instructor directed course project.

Various Texts including *From Slavery to Freedom* (Franklin & Higgenbotham)

Prerequisites: Grade of C or better in APEH or APUSH, B or better in other grade-level History course and a grade of B or better in current English course.

History through the Arts (also called Humanities) (2HM)

The Scriptures teach us that "as a man thinks, so is he"; this course is designed to see how that truth works itself out in human history. Using a chronological approach, the course will explore the interplay of faith/philosophy, historical events, and culture as expressed in art, literature, and music. In addition, the class looks to modern culture and media to look at the influences that are still seen from these time periods. Beginning with the Greco-Roman culture of the Roman Empire, students will study cultural expressions to learn about their philosophic content. Periods covered will be the time of the Roman Empire, the Middle Ages, the Renaissance, the Reformation, the

Scientific revolution, the Enlightenment, the Romantic period, the Modern era, and the time of post-modernism. Because the course is by design interdisciplinary, students can take the course as a history or fine arts class. Students seeking history credit will complete readings and other assignments designed to give them a broad overview of the history that serves as a backdrop for Western culture. Students desiring to take this as a fine arts course should sign up for Humanities and should consult the description in the Fine Arts section of the course guide. Regardless of whether the student is seeking to take this course as a fine art or history class, students should expect to experience a class based in projects relevant to the student's interests. In this presentation, hand-on course; projects replace tests as markers of student learning. This course is designed for juniors and seniors.

Text: *How Should We Then Live*, Schaeffer, Crossway Books

Advanced Placement European History (2AE)

AP European History is a college level course designed to provide a survey of the political, cultural/intellectual, social and economic history of Europe from 1450 to the present. Since the course is designed to prepare students for the Advanced Placement exam in European History, significant attention is given to essay writing.

Texts: *The Western Tradition*, Weber, Heath; *World Civilizations - Sources, Images, and Interpretations*, Sherman, et al, McGraw-Hill

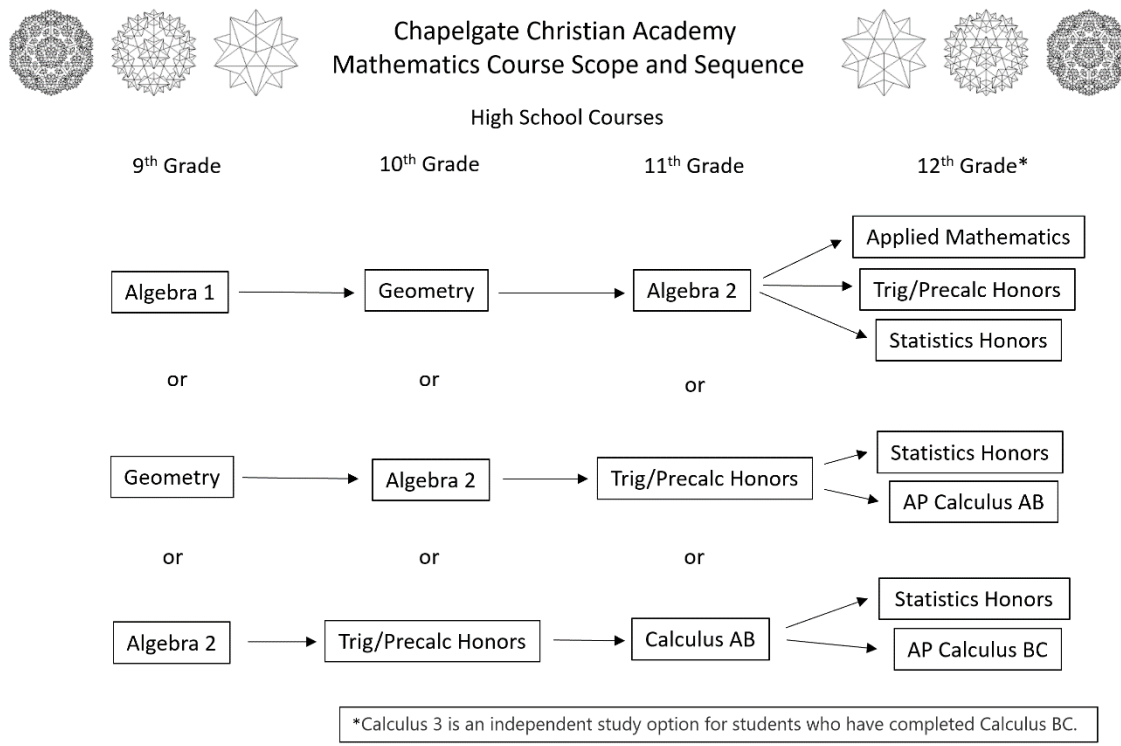
Prerequisites: Grade of 85 or better in grade-level history and current English course.

Modern European History (2EH)

Modern European History is a survey of the political, cultural/intellectual, social, and economic history of Europe beginning in 1450 and continuing to the 1990s. Special attention is given to intellectual currents that have a continuing influence on Western culture, especially as they illuminate the spiritual heritage and condition of the 21st century western mind. As a college preparatory course that uses college-level materials, the course is designed to promote growth in "professional student" skills.

Text: *The Western Heritage*, Kagan et al., Prentice Hall

MATHEMATICS



Because mathematics courses are sequential, a grade of a C or better will be required to advance to the next course in the core sequence of Algebra 1, Geometry, and Algebra 2. Students receiving a D will receive a credit but will need to retake the course during summer or the next school year to progress to the next course. Students receiving an F will need to retake the course the next school year to receive credit and progress to the next course. Middle school students taking an above grade level course must earn an A or a B to advance to the next level. Teacher recommendation is required to advance to an honors or AP course. Four math credits are required for graduation.

Pre-Algebra (3P9)

This course builds a firm foundation for the study of algebra and geometry at the high school level. Algebraic topics include fundamental work with variable expressions, integers, real numbers, equations and inequalities, and continued work with fractions, decimals and percents. Topics from geometry include concepts of figures, congruence, similarity and measurement. Also, topics from data analysis (use of tables and graphs and their interpretations) are integrated where appropriate.

Text: *Middle School Math: Grade 8*, Illustrative Mathematics, Kendall Hunt, 2019

This course is offered to 9th grade students who have not yet met the prerequisites to begin the core sequence of high school math classes (see Algebra 1 prerequisites below). If this course is taken before 8th grade, students must earn an A or a B in their previous math course.

Algebra I (3L9)

The Algebra I course teaches the foundational algebraic operations necessary for all high school mathematics courses. Students use higher-level thinking skills to create and solve algebraic models for real-world situations. Course topics include solving linear equations, inequalities, and systems of equations; functions; exponents; polynomial operations; and quadratic equations. Use of the graphing calculator is introduced in this course, and a graphing calculator is required.

Text: *Big Ideas Math Algebra 1: A Bridge to Success*, 2015 Larsen & Boswell

Prerequisite: Pre-Algebra with a grade of C or better (B or better when taken as a middle school student) AND a satisfactory score (as determined by the school) on the Algebra aptitude test.

Geometry (3GM)

This course provides the student with a thorough study of Geometry, including learning formal proofs. Students are introduced to the use of definitions, postulates, and theorems in deductive reasoning. Topics include the properties of lines, planes, and angles; parallel lines; congruent and similar polygons; triangles; circles; areas and volumes of solids; and constructions. The course integrates coordinate Geometry where appropriate. Graphing calculators are required for this course.

Text: *Big Ideas Math Geometry A Bridge to Success*, 2015 Larsen & Boswell

Prerequisite: *Algebra I with a grade of C or better*

Algebra II (3L2)

This course continues the development of linear equations and linear inequalities. It then proceeds to quadratic equations and their graphs, functions, rational exponents and radical equations, exponential and logarithmic functions, polynomials and polynomial functions, and rational functions. Opportunities are also provided for students to continue to develop skills with graphing calculators, which are required.

Text: *Big Ideas Math Algebra 2: A Bridge to Success*, 2015 Larsen & Boswell

Prerequisite: *Geometry with a grade of C or better*.

Statistics Honors (3SH)

Statistics is the science of dealing with data about the community in which we live. This course gives students the tools to become informed consumers, understand statistical studies, conduct statistical research, and sharpen their critical thinking skills. Topics include experimental design, frequency distributions, probability and probability distributions, confidence intervals, hypothesis testing, and correlation and regression analysis. Students conduct real-world research and use technology to analyze data. The use of Excel and graphing calculators is extensive.

Text: *Elementary Statistics*, 7th edition, Pearson

Prerequisite: *Algebra II with a grade of C or better*.

Trigonometry/Pre-Calculus Honors (3TP)

This course continues the development of function transformations; polynomial, rational, exponential, and logarithmic functions; and complex numbers. It also includes the radian measure, trigonometric functions and their inverses, and trigonometric identities. This course is designed to prepare students for the study of Calculus and advanced mathematics courses.

Text: *Functions Modeling Change, A Preparation for Calculus*, John Wiley & Sons, Inc.

Prerequisite: *Algebra II and Geometry with grades of C or better*.

AP Calculus AB (3AB)

The Advanced Placement Calculus syllabus is designed to give students the opportunity to experience a college-level math course in high school. The AB course covers the material of a first semester calculus course: limits, differentiation, related rates, integration, and finding areas and volumes. In May, the students are prepared to take the Advanced Placement examination in Calculus AB, which may make them eligible to receive college credit for their efforts, depending on college guidelines.

Text: *Calculus, Graphical, Numerical, Algebraic, AP Edition* - Prentice Hall, 2007

Prerequisite: *Trig/Pre-Calculus with a grade of B or better*

AP Calculus BC (3AC)

The Advanced Placement Calculus syllabus is designed to give the student the opportunity to experience a college-level math course in high school. The BC course covers the material of first and second semester calculus courses: limits, differentiation, related rates, integration, finding areas and volumes, integration techniques, sequences and series, polar coordinates and vector valued functions. This course is designed to prepare students to take the AP Calculus BC exam.

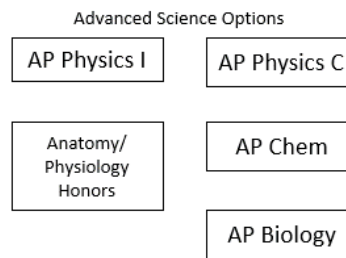
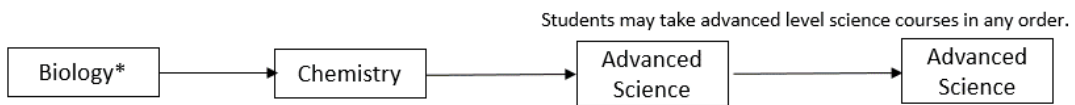
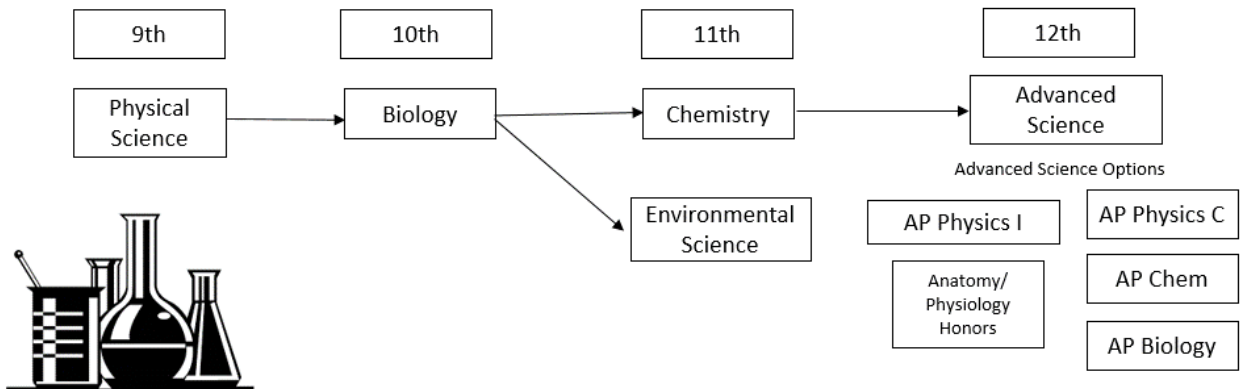
Prerequisite: AP Calculus AB with a grade of C or better.

Applied Mathematics (3AM)

The goal of this course is to deepen the students' ability to apply systematic and mathematical thinking to real-world applications. Topics include spreadsheets; logic and reasoning; counting, probability, and statistics; personal and business finance; and applications of algebra and geometry. The course is designed for seniors who do not intend to pursue a STEM major in college.

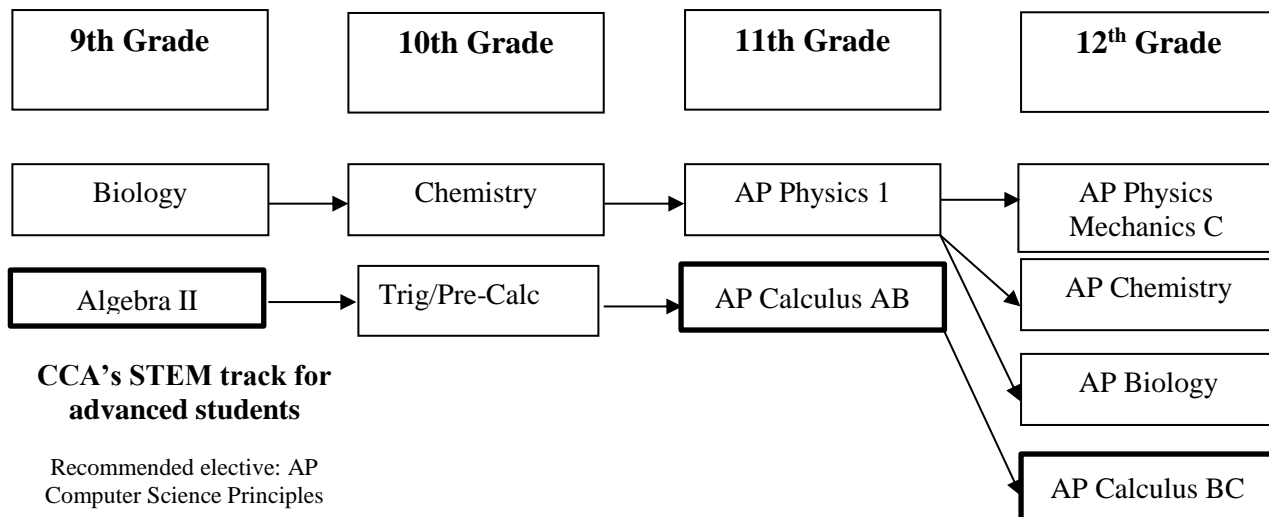
Prerequisite: Geometry; open to 12th graders only.

Chapelgate Christian Academy Science Scope and Sequence



*9th grader taking Biology must have completed Algebra I with a C or better

STEM SCOPE AND SEQUENCE



CCA's STEM track for advanced students

Recommended elective: AP Computer Science Principles

SCIENCE

Physical Science (4PS)

This course is designed as a foundation for Physics and Chemistry. The course focuses on matter, atomic structure, bonding, chemical reactions, motion and force, waves, electricity, and magnetism. Students will explore these concepts in a variety of labs, demos, lectures, and projects.

Text: *Physical Science* – Christian Schools International

Biology (4BI)

The biology course is designed to help students understand the order and complexity in God's creation of living organisms. The course focuses on molecular biology, cell structure and function, genetics, creation and evolution, organisms (with emphasis on the human), and ecology. Many lab activities are performed throughout the year. Students taking Biology in 9th grade should take both Chemistry and Physics in high school.

Text: *Biology* Miller and Levine, Pearson Education, Inc.

Prerequisite: 9th grade student completion of Algebra I with a C or better

Environmental Science (4EN)

This course is designed to explore the importance of being good stewards of the world God has provided for humankind. The course focuses on how to decrease our ecological footprint by discovering how ecosystems work and the threats that impact the health of these ecosystems. Students will also explore how biodiversity is impacted by the change in human population trends. There will also be a focus on resources from water, air, and land to include nonrenewable and renewable resources. Students will develop an understanding of various economic policies and how these policies help to reduce the risk of environmental threats.

Text: *Environmental Science* – Houghton Mifflin

Prerequisite: Physical Science and Biology

Chemistry (4CH)

Chemistry is designed to give the student an introduction to the study of the composition of matter and the changes matter undergoes. In class and in the lab, chemistry students learn about the basics of chemical reactions, physical properties of matter, and some of the reasons behind those properties. Students will learn basic lab techniques and how to apply dimensional analysis to scientific methods.

Text: *Introductory Chemistry 6th edition* by Pearson

Prerequisite: Completion of or concurrent enrollment in Algebra II and grade of B or better in biology if taken as a 9th grade student.

Physics (4PY)

Physics is a course designed to provide an understanding of the basic principles involved with physical concepts and the ability to apply these principles in the solution of problems. The course focuses on mechanics, thermodynamics, electricity, magnetism, optics, and modern physics. Students will participate in a lab-based course with the goal of building their scientific literacy of the topics covered in this course.

Text: *Physics*, Giancoli

Prerequisite: Completion of or current enrollment in Trigonometry is required.

Anatomy and Physiology Honors (4AN)

Anatomy and Physiology Honors is an advanced course designed to meet the needs of students who have shown proficiency and enthusiasm for understanding the details of God's creation and want to pursue understanding the details of the human body and its functions. This course serves to prepare students who are interested in pursuing a career in the medical field or life sciences. Students will examine the systems of the human body; including integumentary, skeletal, muscular, nervous, circulatory, blood, respiratory, digestive, endocrine, urinary, and reproductive systems. Laboratory activities will include dissections of several organs and a whole organism.

Textbook: Human Anatomy & Physiology (Eleventh Edition) - Pearson

Prerequisites: Completion of Biology and Chemistry with a grade of B or better

AP Chemistry (4AC and 4AL – Lab)

Advanced Placement Chemistry is for students who enjoy science and love a challenge. In this course, we investigate and analyze the materials of the universe, both in the lab and on the chalkboard. The course covers the material of a typical college freshman course in chemistry. Topics include stoichiometry, gas laws, electron configurations, equilibria, reaction kinetics, acid-base reactions, and electron transfer reactions. The course prepares students to take the Advanced Placement Chemistry Examination in May. This is a double period class.

Text: *Chemistry: A Molecular Approach, AP Edition* by Nivaldo J. Tro

Prerequisite: Completion of Biology with a 90 or better and completion of Geometry or Algebra II or with a 90 or concurrent enrollment in Algebra

AP Physics 1 (4AP)

Advanced Placement Physics 1 is a course designed to teach students how to reason through and investigate scientific questions. Through labs and inquiry-based investigations, students learn the fundamentals of mechanics, wave motion, and electricity using algebra-based analysis techniques. Students also learn how to construct their own experiments to generate and test hypotheses. At the end of the year, students prepare for the Advanced Placement Physics 1 exam.

Text: *Physics*, Giancoli

Prerequisite: Completion of/or current enrollment in trigonometry.

AP Physics Mechanics C (4APC)

The Advanced Placement Physics C course is for students who have a strong desire to find out how things work. It teaches students how to analyze mechanical systems using calculus. It also teaches them how to construct their own experiments to generate and test hypotheses. At the end of the year, students prepare for the Advanced Placement Physics (Mech C) exam.

Text: *Physics for Scientists and Engineers*, Saunders

Prerequisite: Completion of AP Physics 1 with grade of B or better AND completion of/or current enrollment in Calculus AB.

AP Biology (4AB)

The AP Biology course is designed to be the equivalent of a college introductory biology course and to prepare students to pass the AP Biology exam for college credit. The major topics covered in the course include biochemistry, cell biology, genetics, natural selection and ecology. The course differs significantly from the entry level biology course in high school with respect to the kind of textbook used, the range and depth of topics covered, the type of lab work done which emphasizes six Science Practices, and the time and effort required by the students. This is a double-period class.

Text: *Biology in Focus - AP Edition* – Campbell -Pearson Education

Prerequisite: Completion of Biology with a grade of B or better. Completion of Chemistry is strongly recommended.

BIBLE

Bible 9	Covenant Theology (Biblical Theology)
Bible 10/11	Foundations of the Christian Faith (Systematic Theology)
Bible 12	Ethics/World Views (Applied Theology)
Electives:	Missions and Ministry (Applied Theology)

Bible 9 (59) Covenant Theology

This class is a Bible Survey that will cover the story of Redemption through the Old and New Testaments. It will cover the various covenants in the Old Testament and their fulfillment in Christ. It will cover the major people and events of the different eras in the Bible. This class is designed to develop the student's knowledge of the "big picture" of Scripture. It's also designed to grow students' awareness of the covenantal theme in Scripture and that God relates to His people in the form of covenant. Students will gain a greater understanding of the Scriptures and the Gospel as it applies to our lives.

Bible 10/11 (5HSF) Foundations of the Christian Faith

This course assists students to develop a Christian worldview by teaching the fundamental truths of the Christian faith. Also, this course challenges students to relate the Christian principles to everyday life and encourages students to have a personal relationship with God through Jesus Christ. This course includes a study of God's attributes, man, the trinity. Also included is a study in Eschatology that includes such topics as: Physical Death, the Intermediate State, Final Judgment, and the New Heaven and New Earth. An in-depth study of the book of Romans that includes such topics as: Man's Depravity, the Gospel –Justification by Faith Alone and God's Righteousness for Sinners, Living by the Spirit, Sin's Power is Broken for the Believer, Correct Motivation for Service to God and Others, How to Use God-given Gifts for the Purpose of Building Up His Church, and Knowing When and When Not to Submit to Authority.

Bible 12 (512) Ethics and World Views

This course will teach students think critically about their own belief system and how it relates to the world that they are entering. This course will start by grounding our students with a foundation of what applied Christianity should look like. This will be accomplished by looking deeply at the ethics of the Kingdom as Jesus taught in scripture. It will then transition into a study of World Views, Culture, and Trends.

Ministry and Missions (Elective) (5HSM)

This course is for students who have an interest in learning about the different types of ministries and missions. This course would assist students in developing a Christian worldview by teaching the basic call of the great commission (Matthew 28:18-20). This course includes: (1) a study of the elements of the Gospel (2) how the early church spread the Gospel (3) the history of missions (4) learning the principles of contextualizing the Gospel (5) practicing the skills of communicating the Gospel with others (6) current philosophies of ministry in the areas of the pastorate, biblical counseling, college campus ministry, and youth ministry.

PHYSICAL EDUCATION/HEALTH

This is a combination course of physical education and health, which fulfills the graduation requirement of ½ credit of physical education and ½ credit of health.

High School Health Education helps students develop the knowledge, attitudes, and skills they need to avoid risky behavior and maintain and improve their health. Scripture is clear that we are to honor God with our bodies. Health instruction gives students opportunities to practice skills that result in health-promoting behaviors. The standards for health education are designed to help students become health literate, obtain, interpret, and understand basic health information and services, and use such information and services in ways that enhance health. This course will focus on the health standards of the Maryland state curriculum which include alcohol, tobacco and other drugs; nutrition and fitness; social and emotional health; disease prevention and control; safety, first aid, and injury prevention; family life and human sexuality; and personal and consumer health. In accordance with Maryland's education regulations, parents can have their children excused from instruction in human sexuality and HIV/AIDS prevention education.

High School Physical Education provides rigorous instruction for all learners to have the knowledge, skills and confidence to live a physically active and healthy lifestyle in a Christ-centered loving community. God wants us to care for our body that He created. The course is designed to help students develop physical literacy through the application of health and skill-related concepts of fitness while engaging in lifelong physical activities. Students will explore physical literacy concepts through the cognitive, affective and psychomotor domains. Students set short-term and long-term fitness goals based on physiological assessments. Students will use movement concepts and principles (e.g. force, motion, rotation) to analyze and improve performance of self and/or others in a variety of selected activities.

High School Nutrition and Wellness

The Nutrition/Wellness high school elective will provide students with an overview of quality nutrition principles that are beneficial for physical and mental wellness. This course will shed light on how foods that God made are necessary for a long, healthy life, and compare that to today's food and eating trends. Instructional topics will include discussions of digestion, basic nutrients, movement, balance and lifestyle.

Open to 10th, 11th, and 12th grade students.

WORLD LANGUAGES

World language courses are sequential, so a grade of a “C” will be required to advance to the next course in the language. Teacher recommendation is required to advance to an honors course. 8th graders need a B to advance to level II. Students who started a language in 7th grade must take two additional world language credits in the same language in high school. Competitive colleges require three years of foreign language in high school. French and Spanish classes require iPads. Texts for levels I, II, and III are web-based.

French I (7F1)

This course emphasizes proficiency in oral communication through the active participation of the student in a variety of activities designed to enhance both learning and application of the language. The exercises in the text integrate the skills of listening, speaking, reading, and writing with various aspects of French culture. Students are introduced to the basic grammar structures of the French language. Language skills are reinforced through frequent group and partner practice.

Text: *Chemins 1*, Vista Higher Learning, 2023

French II (7F2)

This course emphasizes proficiency in oral communication with an increased emphasis on reading and writing. Students are encouraged to use the language more spontaneously and proficiently in various situations.

Text: *Chemins 2*, Vista Higher Learning, 2023

Prerequisite: French I with a grade of C or higher

French III (7F3)

This course emphasizes greater proficiency in writing and in oral communication. French is used almost exclusively in the classroom. Students are presented with cumulative summaries of the communicative functions, vocabulary, and grammar points. Students use the language more independently and explore the culture in greater depth.

Text: *Chemins 3*, Vista Higher Learning, 2023

Prerequisite: French II with a grade of C or higher

French IV Honors (7F4)/ French V Honors (7F5)

French IV and V are taught together on a two-year alternating rotation. This course continues proficiency in written and oral communication, increasing the focus on literature, writing, and communication skills. Various sources, including film, are used to provide a variety of selections from French and Francophone literature.

Primary text: *Chemins 4*, Vista Higher Learning, 2023

Prerequisite: French IV: Grade of B or higher in French III; French V: Grade of C or higher in French IV

Spanish I (7S1)

This course emphasizes proficiency in oral communication through the active participation of the student in a variety of activities designed to enhance both learning and application of the language. The exercises in the text integrate the skills of listening, speaking, reading, and writing with various aspects of Spanish culture. Students are introduced to the basic grammar structures of Spanish. Language skills are reinforced through group and partner practice.

Text: *Realidades 1*, Pearson, Prentice Hall

Spanish II (7S2)

This course emphasizes proficiency in oral communication with an increased emphasis on reading and writing. Students are encouraged to use the language more spontaneously and proficiently in various situations.

Text: *Realidades 2*, Pearson, Prentice Hall

Prerequisite: Spanish I with a grade of C or higher

Spanish III (7S3)

In this course, students utilize the text, which presents cumulative summaries of the communicative functions, vocabulary and grammar presented in the texts of previous levels. Students will utilize the language more independently and explore the culture in greater depth.

Text: *Realidades 3*, Pearson, Prentice Hall

Prerequisite: Spanish II with a grade of C or higher

Spanish IV Honors (7S4)/Spanish V Honors (7S5)

Students will engage in various activities designed to sharpen listening, speaking, reading, and writing skills. The course will include authentic reading selections to improve competency and to broaden knowledge of the diverse Hispanic culture. Students will continue to utilize grammar and vocabulary as tools for communicating at an increasingly higher level. To accommodate levels IV and V in one class, different text programs will be used during a two-year rotation.

Primary texts: *Conversaciones creadoras*, *Cumbre*

Prerequisite: Spanish IV: Grade of B or higher in Spanish III; Spanish V: Grade of C or higher in Spanish IV.

FINE ARTS

Studio Art (8SA)

This course is designed for advanced art students. Under the teacher's direction, students will create their own course of study. Goals and objectives will be incorporated into the plan as well as deadlines for the completion of the projects. In addition to the studio work that allows the serious student to investigate media and concepts, this discipline-based art education includes the exploration of criticism, history and aesthetics.

Studio Art II and III (8SA2 & 8SA3)

This course follows the same format as that of Studio I. It is intended to allow time for further investigation and development of the student who plans to take their art career beyond the high school level.

Prerequisite - Studio Art I or II and permission of the teacher.

Dance (8DA)

Students study and learn various dance techniques such as: ballet, modern, jazz, musical theater, dance composition, tap, ballroom, worship dance, and dance history. Students participate in a variety of performances throughout the year as they develop critical thinking skills in their analysis of composition, communication through movement, and learning to critique dance compositions. Students also learn from Master teachers and the study of professional performances.

Drama (8D)

The drama course, which meets five days a week, is intended to introduce high school students to the many facets of theater and to develop fundamental skills in the areas of acting, directing, design, development and critique.

Drama II and III (8D2 & 8D3)

Continued exploration of the fundamentals presented in Drama I.

Prerequisite: Drama I or II and permission of the teacher.

Symphonic Band Honors (8BA)

Symphonic High School Band is designed to foster and promote musical growth through the playing of an instrument by the student. Band is a skilled effort in which each student is expected to show technical and musical growth throughout this course. This course meets during Zero Period on an A/B Day rotation with Chamber Choir and earns an honors distinction.

Jazz Band Honors (8JB)

Jazz Band is an instrumental course designed to study and perform styles of music native to American popular music. Electric Bass, piano, and electric guitar will be auditioned from non- band members if no band members are available to play them.

Chamber Choir (8CC)

Chamber Choir is a high school course designed to help students achieve greater vocal independence, confidence, inner hearing, and quality tonal production. Students will study a variety of musical styles and work as an ensemble to perform and share music with friends, family, and the community. This course meets during Zero Period on an A/B day rotation with Symphonic Band and earns an honors distinction.

Chamber Choir II (8CC2)

This course is a continuation of Chamber Choir I.

Prerequisite: Chamber Choir I and permission of teacher.

Chamber Choir III (8CC3)

This course is a continuation of Chamber Choir II.

Prerequisite: Chamber Choir II and permission of teacher.

Chamber Choir IV (8CC4)

This course is a continuation of Chamber Choir III.

Prerequisite: Chamber Choir III and permission of teacher.

Creative Writing (8CW)

In this course high school students will explore and develop their creative writing skills and produce a large sample of work that will show their progress as writers. Using the writing process, students will write short stories, mysteries, sci-fi, suburban epics, humorous scenes, historical fiction, cartoons, poetry, tributes, fairy tales, radio scripts, and other genre learning to use their writing to inform, to entertain, and to gift the reader.

Prerequisite: a grade of B or better in English. Writing samples may be requested.

Creative Writing II, III (8CW2, 8CW3)

Students will continue to develop as mature writers, will create a portfolio of work, and will find their own voice. Creative Writing II and III students set their own objectives for written work under the guidance of the teacher.

Prerequisite: Creative Writing I, II and permission of the teacher.

Music Theory (8MT)

Music Theory is a music theory course that addresses rhythm notation, pitch notation, keyboard, simple meter, major scales and keys, intervals, compound meter, minor scales and keys, introduction to form, triads, chords, and symbols, tonality, and harmonization. Additionally, students learn aural skills such as interval identification, chord identification, scale identification, and simple melodies. There are a variety of in class projects that encompass the above learning objectives as well. There is no prerequisite for students to join, both non-musicians and musicians will benefit from this class.

Theater Appreciation (8TA)

The Theater Appreciation class combines the History of Theater with Stagecraft. Students will begin with Greek theater and end in the Modern era. Students will also engage in projects that explore different aspects of theater including masks, costumes, make-up, drama, props, stage design, script writing, analysis of plays, puppetry, storytelling, critique, etc. To successfully complete this course, students are expected to assist with the annual school production which requires after school and evening hours during Tech Week.

Humanities (8HM)

The Scriptures teach us that “as a man thinks, so is he”; this course is designed to see how that truth works itself out in human history. Using a chronological approach, the course will explore the interplay of faith/philosophy, historical events, and culture as expressed in art, literature, and music. Beginning with the Greco-Roman culture of the Roman Empire, students will study cultural expressions to learn about their philosophic content. Periods covered will be the time of the Roman Empire, the Middle Ages, the Renaissance, the Reformation, the Scientific revolution, the Enlightenment, the Romantic period, the Modern era, and the time of Post-modernism.

Because the course is by design interdisciplinary and because it is project-based, students can take the course as a history or fine arts class. Students seeking fine arts credit will study Christian classic *How Should We Then Live?* and will do projects appropriate to their course emphasis. Students desiring to take this as a history course should sign up for History through the Arts and should consult the description in the History section of the Curriculum Guide. This course is designed for juniors and seniors.

Text: *How Should We Then Live?* Francis A. Schaeffer

3D Graphic Design (83DGD)

Students will learn the basics to begin creating in 3D using Blender and OnShape CAD Software. They will learn

how different 3D models are built and how to practice using a variety of modeling methods. By the end of the course, they will walk away with a portfolio of their ingenious modeling ideas.

Digital Photography (8DP)

This class exposes students to the basic principles of digital photography, and the proper acquisition of custom imagery for use in artistic digital media projects. Photography is a medium in which students can utilize their creative aptitudes to tell their stories in a visual way. Elements of composition in creating landscapes, portraits, brand imagery & related topics are discussed in lecture form and demonstrated in lab procedures. Students will create a photographic portfolio of imagery to demonstrate their understanding of this medium. Students will be exposed to Adobe Creative Suite the visual communications industry digital media software and its unique capabilities.

A lab fee of \$45.00 is required for this course which covers expendables (i.e., camera repairs, memory cards, photo paper, and ink) needed to complete student projects.

Digital Photography II (8DP2)

Students will explore advanced photography and digital media techniques. They will examine contemporary photographers for inspiration and complete a series of portfolio-oriented projects. By the end of the course, students will have developed a digital portfolio of their work. This course follows the same format as that of Photography I. It is intended to allow time for further investigation and development of the student who plans to take their photography career beyond the high school level.

Prerequisites: Digital Photography and permission of the teacher.

Digital Audio and Video (8DAV)

Students learn the fundamental skills of digital video production from preliminary steps, such as script creation, through the film editing process. Coursework provides an overview of digital camera operation as well as basic techniques in lighting, sound and editing. Basic theory is taught through demonstration, hands-on learning and class discussion. Film studies and reviews introduces students to the basics of film analysis, cinematic formal elements, genre, and narrative structure and helps students develop the skills to recognize, analyze, describe and enjoy film as an art and entertainment form.

Yearbook Honors (9Y)

Students receive a practical, "hands-on" introduction to yearbook. Students learn the skills necessary for writing, designing, and evaluating the school yearbook. Students will use an online desktop publishing program to create yearbook pages. Students will take digital photographs for use in the book and will learn basic Photoshop skills for enhancing their photographs. Knowledge of photography is useful but not necessary. Good work habits, the ability to meet deadlines, and the ability to manage multiple projects are essential. Enrollment is limited and by permission of the administration and the yearbook advisor.

Yearbook II, III Honors (9Y2, 9Y3)

Students continue practical experiences in publications through production of the yearbook and further develop their skills in photography, layout, and management. Students continue to sharpen their skills in desktop publishing using eDesign. In addition, they assume greater responsibility for various assignments and tasks related to yearbook production. They will assist in the orientation and training of less experienced staff. Enrollment is limited and by permission of the administration and the yearbook advisor. Students chosen to be editor must attend Herff Jones Summer Yearbook Camp.

Prerequisites: Yearbook I, II and permission of teacher.

ELECTIVES

Psychology (9PS)

The Psychology Elective at CCA introduces the students to the scientific study of human behavior and mental processes. The course examines the history of psychology, the relationship between our bodies and our minds, stages of development (infancy, childhood, adolescence, and adulthood), personality, learning and cognition, psychological disorders and other related topics. With a foundation upon God's revelation in the Bible, the student learns to compare and contrast the differences and distinctions between God's view of man with the perspectives of Modern Psychology. The class is designed to focus upon discussion, interaction, and projects among the students. This course is open to 10th, 11th, and 12th grade students.

Text: *Holt Psychology Principles in Practice*-Holt, Rinehart and Winston, 2003

AP Computer Science Principles (9CA)

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and apply computer science to solve problems through the development of algorithms and programs. AP Computer Science Principles introduces students to the foundational concepts of the field and challenges them to explore how computing and technology can impact the world. Students learn the foundations of coding and programming skills to build complex algorithms that create apps that work with both the user and the client.

Robotics/Programming (9RO)

Robotics teaches beginning and intermediate programming and construction skills. Students learn how to design, build, and instruct machines to complete well-defined tasks. The class participates in the FIRST FTC competition, a robotics competition that uses Textrix equipment.

Robotics/Programming II (9RO2)

Students will focus on FTC competition in this Robotics course. They will develop advanced strategies for the regional FTC qualifiers including the build and programming component of this program. Students will also provide leadership and expertise to Robotics I students.

Prerequisites: Robotics I and permission of teacher.

Robotics/Programming III (9RO3)

Robotics III is a continuation of Robotics I and II with an emphasis on learning leadership, design, and coding principles. Robotics III students will take on leadership roles on the FTC team and will train rookies in tool use and coding, as well as participate in the leadership functions such as planning, organization, and communication.

Prerequisites: Robotics II and permission of teacher.

Real World Money Management (9MM)

This course introduces the student to the world of business and personal finance. Students will learn the basic vocabulary used in business and get a grasp on how businesses work. Topics discussed include Needs and Wants, Economic Systems, Business Ethics and Social Responsibility, and Entrepreneurship and Small Business. Students will also learn the basics of personal finance. Topics discussed include saving, budgeting, debt, credit cards, debit cards, investing and retirement, insurance, money and relationships, careers, taxes, and giving. This course is designed for juniors and seniors and is for elective credit only.

Text: *Foundations in Personal Finance* (Dave Ramsey)

STUDENT ASSISTANT ELECTIVES

Students may earn a maximum of 2 credits in high school for any type of assistant except for teacher assistant. However, a student who is a teacher assistant one year may earn a credit another year as an office assistant or a media assistant.

Office Assistant (9OA)

Working under the direction of the office personnel, students gain work experience in the paraprofessional aspects of working in a school office. Office aides will assist in the answering of telephones, greeting and assisting visitors, duplicating and collating materials, assisting in mailings and numerous other routine office tasks. Enrollment is limited and by permission of the administration.

Office Assistant II (9OA2)

Students further their work experience and expand their routine office responsibilities. Second year office assistants will assist in duplicating, using different types of photocopying machines, doing mailings using the postage meter, doing morning announcements using the intercom-system and numerous other routine office tasks.

Prerequisite: Office Assistant I with B or better and administration approval.

Teacher Assistant (9FA)

Students assist teachers with duplicating materials. The student may receive credit for this course or receive no credit and perform the course as a service to the school. Teaching Assistants must be alert, engaged and helpful to the classroom teacher to remain an assistant. Phones are never allowed while serving as a TA. A student may only earn one credit in high school as a teacher assistant.

Media Assistant (9MA)

In this work study program, students are trained in the use of the Master Library System. Other responsibilities include cataloging and shelving Media Center materials as well as providing various services that support teachers, staff and students.

Media Assistant II (9MA2)

Students perform Media Center tasks as listed above. *Prerequisite: Media Assistant I with B or better and Media Specialist approval.*

Lower School Assistant (9PA)

Working under the direction of the Lower School staff (Teacher, Aide and Director), students gain experience working in a Lower School. Students will assist with hands-on activities with the children as well as preparing crafts, making copies and other duties assigned by the Lower School staff. Assistants are expected to always be providing assistance to the Lower School students and staff. This is not a study hall and phones must be away at all times.