



# **CHAPELGATE**

## **CHRISTIAN ACADEMY**



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**2022-2023**

**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 1<sup>st</sup> of the junior year. Such a student will pay full tuition. A student may receive pay at the work place, 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 24 credits is required for graduation (for class of 2021 and beyond, it is 25 credits). Students and parents should remember that many colleges may have particular requirements beyond those required by CCA. Students should review the entrance requirements for the colleges which they may 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, + 1 History Elective
Math	4	Algebra I, Geometry, + 2 Math Electives
Science	3	Biology + 2 Science Electives
Bible	3	Bible 9, Bible 10/11, Western Civ/World Views
Physical Education/Health	1	PE 9 (.5 credit), Health 9 (.5 credit)
*Foreign Lang.	2	Credits must be earned in the same language
Fine Arts	1	Elective from Fine Arts Department
Electives	4	
<b>Total Credits:</b>	<b>25</b>	

\*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

#### 9<sup>th</sup> Grade

English 9 or Honors English 9

World History

Math (Algebra I or Algebra II)

Science (Physical Science or Biology)\*

Bible 9

Physical Education/Health

Foreign Language I or II

\*Students taking Algebra I or Intermediate Algebra must take Physical Science

#### 10<sup>th</sup> Grade

English 10 or Honors English 10

History (most students take Modern European History or AP European History as a history elective)

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

#### 11<sup>th</sup> Grade

English 11 or Honors English 11

US History or AP US History

Math (Geometry or Trig/Pre-Calculus)

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

Elective

Elective  
Elective

12<sup>th</sup> Grade

English 12, Honors English 12, or AP English Literature  
Western Civilization World Views  
Math (for classes 2021 and beyond)  
Elective  
Elective  
Elective  
Elective

Students need to consult the required courses for graduation that do not indicate a specific course such as the third math class, 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 (12<sup>th</sup> 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

**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  
Novel choices: To Kill a Mockingbird – Harper Lee  
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  
Novel choices: The Book Thief – Markus Zusak  
To Kill a Mockingbird – Harper Lee  
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  
Novel choices: 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

Novel choices: A Midsummer Night's Dream – William Shakespeare

All Quiet on the Western Front – Erich Maria Remarque

Persopolis – 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

Novel choices: The Adventures of Huckleberry Finn – Mark Twain

The Crucible – Arthur Miller

**English 11 – Honors (111H)**

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

Novel Choices: Of Mice and Men – John Steinbeck

The Glass Menagerie – Tennessee Williams

**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:  
Frankenstein – Mary Shelley  
Waiting for Godot – Samuel Beckett  
Pride and Prejudice – Jane Austen  
Their Eyes Were Watching God – Zora Hurston  
Heart of Darkness – Joseph Conrad  
Oedipus –Sophocles  
The Death of a Salesman – by Arthur Miller  
Hamlet and Much Ado About Nothing – Shakespeare  
Mere Christianity – by C.S. Lewis

### **Intermediate ESL English (1ESL)**

This class is for the student whose TOEFL scores from the test taken at Chapelgate and teacher recommendations show the student needs to strengthen his/her English language skills before moving into Advanced ESL English. We work hard to find the right placement for our ESL students for them to be the most successful at CCA and in college. American colleges often require a great deal of writing, even for students in math and sciences, so our goal for all our students is to have them prepared to excel in that area. This class will focus on developing English skills in grammar, vocabulary, reading comprehension, writing, listening and speaking. There will also be work with literature including Romeo and Juliet, various short stories, as well as non-fiction texts. Students will use the following textbooks: Vocabulary Workshop C, Reading for today: Issues, McDougal Littell Literature, as well as Great Writing 2..

### **Advanced ESL English (2ESL)**

This course will parallel the English 9 curriculum in studying both composition and literature, with emphasis given to the academic writing process. In addition, this course will emphasize vocabulary development, reading comprehension skills, and listening and speaking skills. The difference in this course is that it is geared toward the specific needs of the student learning English as a second language. This course will use the same literature and vocabulary texts as the regular English 9 course, but will use the text Great Writing Level 3: From Paragraphs to

Great Essays (Heinle) which targets the needs of English language learners. Incoming international students are expected to begin their Chapelgate English coursework with this class. Although this class parallels some material in the English 9 class, it is designed to meet the needs and English requirement of all incoming international students. This is a 1- credit course. Because this course serves as a bridge between the study of English as a foreign language and the standard CCA English classes, students who do not receive a final grade of B or higher may be required to schedule ESL Support in addition to their regular English class.

## **HISTORY**

### **World History - 9th 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 covers the following topic areas: Early civilizations such as Ancient Greece and Rome, the rise of Christianity, societies of the Middle Ages such as the Byzantine Empire and Russia, the Renaissance and Reformation, the start of the Global Age in Europe, Africa and Asia, the Age of Absolutism, the regional civilizations of Islam, Africa, and the spread of civilization in East and Southeast Asia. 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*, Pearson, Prentice-Hall

### **Modern European History - 10th Grade (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 21<sup>st</sup> 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

### **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: *A History of the Modern World*, Palmer and Colton, McGraw-Hill

*The Western Tradition*, Weber, Heath

*World Civilizations - Sources, Images, and Interpretations*, Sherman, et al, McGraw-Hill

*Prerequisite: Grade of B or better in World History (or other grade-level history) and current English course.*

### **U.S. History - Grade 11 (2US)**

This is a required eleventh grade course covering the history of the United States from the early explorers to WWII. Emphasis is placed upon the events, people, and processes that have shaped the United States. Students will evaluate the relationship between these events, people, and processes from 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 (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.

Texts: *America's History*, Henretta et al., Bedford St. Martin's

*Constructing the American Past, Vol. I & II*, Gorn, et al., Harper Collins

*A More Perfect Union*, Vol. I & II, Boller & Story

*After the Fact: The Art of Historical Detection*, Davidson & Lytle, McGraw/Hill

*Prerequisite: Grade of C or better in APEH or B or better in MEH (or other grade-level history) and a grade of B in English 10 or 11.*

### **Advanced Placement US Government & Politics/US Social Problems (2AG)**

AP US Government & Politics is an upper level (grades 11-12) elective social science course and an Advanced Placement course. This course 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/Gospel lens. Anyone taking the course is strongly advised to

have completed United States History or AP United States History prior to enrolling.

Texts: *American Politics Today* by Bianco and Canon.

*Prerequisite: Grade of C or better in APEH or APUSH B or better in MEH (or other grade-level history) and a grade of B in current English course.*

### **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*

### **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. 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 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. This course is designed for juniors and seniors.

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

### **Civics (2CIV)**

In Civics/Economics, students will examine American ideals, government, and current events within the context of American history. 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: Government and Economics in Action*, Prentice Hall

### **ESL US History (2ESL)**

This is a course on the foundations of American history along with American government for English language learners. It is designed to provide the background knowledge needed for further coursework in the History Department as well as further study in high school and college. This course is best taken along with ESL English class to focus on developing more advanced skills in reading, writing, listening and speaking.

Text: *United States History and Geography*, McGraw Hill

*Gateway to Social Studies*, National Geographic

## **MATHEMATICS**

### **Pre-Algebra (3P9)**

The purpose of this course is to build a firm foundation for the study of algebra and geometry on 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: *Algebra Readiness*, Prentice Hall Mathematics Charles, McNemar, Ramirez – Pearson Boston, MA

*Prerequisite: If taken before 8<sup>th</sup> grade must have a B or better in previous course*

### **Algebra I (3L9)**

The Algebra 1 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.

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.*

### **Intermediate Algebra (3IA)**

This course serves as a bridge from Algebra 1 to Algebra 2 for students who completed Algebra 1 with only a partial understanding of basic algebraic concepts. Prerequisite skills will be reviewed at the beginning of the course. Then algebra topics such as mathematical modeling, solving and graphing linear equations and inequalities, data analysis, functions and their representations, estimating linear models, systems of equations and inequalities, exponential functions, polynomials and factoring, quadratic functions, rational expressions, and radicals will be covered. Optional topics such as probability and other non-linear functions will be reviewed as time allows.

Text: *Modeling with Mathematics: A Bridge to Algebra II*, 2<sup>nd</sup> Edition, 2012, W.H. Freeman and Company, New York, NY

*Prerequisite: Recommendation by instructor and approval of academic advisor.*

### **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, rational functions and the conic sections. Opportunities are also provided for students to continue to develop skills with graphing calculators.

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

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

### **Geometry (3GM)**

This course provides the student with a thorough study of Euclidean Geometry, learning formal proofs and the axiomatic structure of mathematics. 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.

Text: *Big Ideas Math Geometry A Bridge to Success, Big Ideas Learning, LLC* (2015)

*Prerequisite: Algebra I with a grade of C or better, Algebra II (if completed) 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. Use of Excel and graphing calculators is extensive.

Text: *Elementary Statistics*, 7<sup>th</sup> edition, Pearson  
Prerequisite: *Algebra II with grade of C or better.*

### **Trigonometry/Pre-Calculus (3TP)**

This course continues the development of polynomial, rational, exponential and logarithmic functions, conic sections, vectors and parametric equations and polar coordinates and complex numbers. It also includes the radian measure, trigonometric functions and their inverses, trigonometric identities, and some work with sequences and series. This course is designed to prepare students for AP Calculus or to serve as the final course of mathematical study if no further study is anticipated.

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

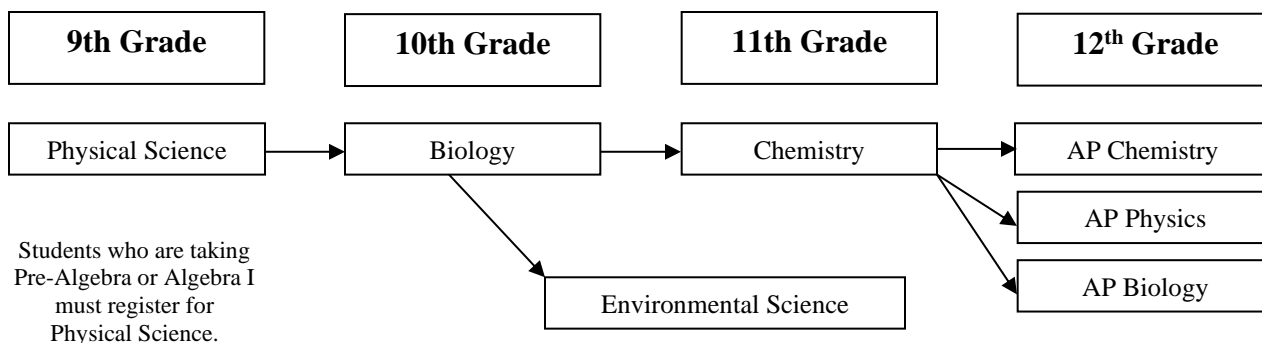
Prerequisite: *Trig/Pre-Calculus with a grade of B or better*

### **AP Calculus - (BC) (3AC)**

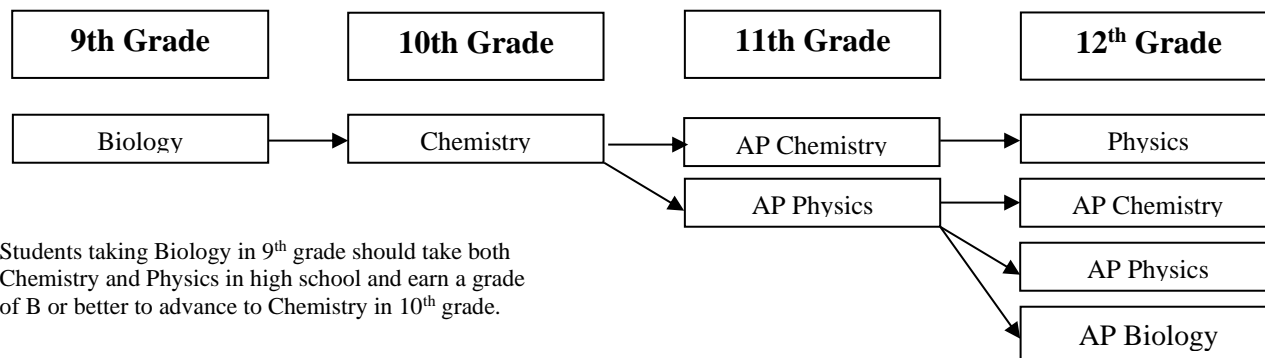
The Advanced Placement Calculus syllabus is designed to give the student the opportunity to experience a college-level math course in high school. The (BC) course covers the material of first and second semester calculus courses: limits, differentiation, related rates, integration, finding areas and 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.*

**SCIENCE SCOPE AND SEQUENCE**



**-OR-**

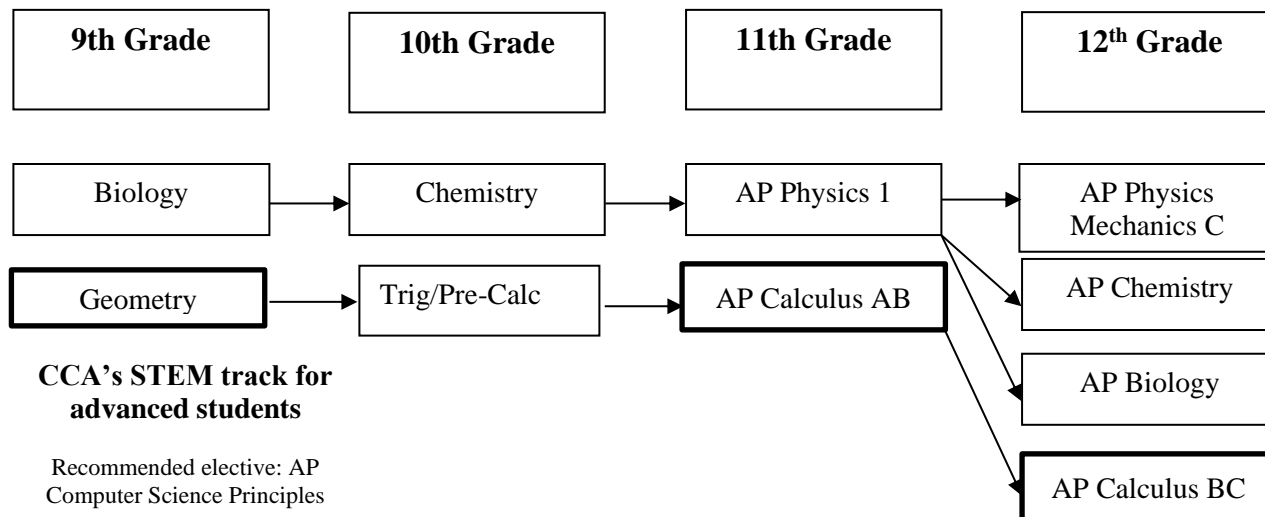


Students taking Biology in 9<sup>th</sup> grade should take both Chemistry and Physics in high school and earn a grade of B or better to advance to Chemistry in 10<sup>th</sup> grade.

Students taking Biology in 9<sup>th</sup> grade should also be enrolled in either Algebra II or Geometry



## STEM SCOPE AND SEQUENCE



## **SCIENCE**

### **Physical Science (4PS)**

This course is designed as a basic foundation for Physics and Chemistry. Many demonstration and mini-lab activities provide students with opportunities to learn by doing and to engage in learning concepts. The class will study matter, interactions of matter, matter in motion, and energy at work. Supplemental materials and games are used in every lesson to help the students enjoy and learn, and to reinforce the concepts studied in class.

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 9<sup>th</sup> grade should take both Chemistry and Physics in high school.

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

### **Environmental Science (4EN)**

The first commandment given to man in the Bible was to “fill the earth and SUBDUE it”. Environmental Science is a course designed to help us as Christians to accomplish this ecological command. Using a variety of field investigations, laboratory experiments, and projects, the student will acquire an increased level of appreciation for God’s creation. They will also have the background to analyze for themselves the many issues and challenges concerning the environment that we face today.

Text: *Environmental Science* – Houghton Mifflin

*Prerequisite: Physical Science and Biology*

*This course is for students who have not taken Chemistry.*

### **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 6<sup>th</sup> edition* by Pearson

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

### **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 Chemistry with an 85 or better.*

### **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 used 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: A Biology grade of B or better. Chemistry 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. 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 (5HSF)**

This course assists students to develop a Christian world-view 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 (512)**

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 world-view 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.

#### **Bible for International Students (5ESL)**

This course is designed for the international student who is new to Chapelgate. We will study the Gospel of John in depth while touching on some of the main themes of the Old Testament. Bible memory will be required. This course will work extensively on developing listening and speaking skills. While strictly not an ESL class, academic writing skills also will be developed

Text: *In & Out Precept Upon Precept: Gospel of John Parts 1, 2, &3*, Precept Ministries, International

## **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 have the option of having 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.

## **WORLD LANGUAGES**

Because world language courses are sequential, 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. 8<sup>th</sup> graders need a B to advance to level II. Students who started a language in 7<sup>th</sup> 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: *Discovering French Today!* (Bleu) Heath, Valette – Valette

### **French II (7F2)**

This course continues to emphasize proficiency in oral communication with an increased emphasis on reading and writing. Students are encouraged to use the language with greater spontaneity and proficiency in a variety of situations.

Text: *Discovering French Today!* (Blanc), Heath, Valette – Valette

### **French III (7F3)**

This course emphasizes greater proficiency in writing and in oral communication. French is used almost exclusively in the classroom. Students use the text, *Discovering French Today!* (Rouge), Heath, Valette-Valette, which presents cumulative summaries of the communicative functions, vocabulary and grammar points. Students utilize the language with a greater degree of independence and explore the culture in greater depth.

### **French IV Honors (7F4)**

This course will continue proficiency in written and oral communication from French III. Various sources, including film, are used to provide a variety of reading selections from French and Francophone literature, but the primary text is *En Bonne Forme* (Houghton Mifflin). This course alternates with the French V course, as the French IV and V class is taught together. This course is an honors course.

*Prerequisite: Grade of B or higher in French III.*

### **French V Honors (7F5)**

This course will be joined with French IV and is offered on alternating years. This course increases the focus on literature, writing, and communication skills. Grammar topics will include topics not covered previously in the French III *Discovering French* text and will be tied to literature. Reading selections from French and Francophone literature will not duplicate those previously studied in French IV. Various sources, including film, are used in this course. This course is an honors course.

*Prerequisite: 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, *Realidades I*, Pearson, Prentice Hall, 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.

### **Spanish II (7S2)**

This course continues to emphasize proficiency in oral communication with an increased emphasis on reading and writing. Students are encouraged to use the language with greater spontaneity and proficiency in a variety of

situations.

Text: *Realidades II*, Pearson, Prentice Hall

**Spanish III (7S3)**

In this course, students utilize the text *Realidades III*, Pearson, Prentice Hall, which presents cumulative summaries of the communicative functions, vocabulary and grammar presented in the texts of previous levels. Students will utilize the language with a greater degree of independence and explore the culture in greater depth.

**Spanish IV/V (7S4)**

Students will engage in a variety of activities designed to sharpen skills in listening, speaking, reading, and writing. 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. In order to accommodate levels IV and V in one class, different text programs will be used during a two year rotation. This is an honors course.

Primary texts: *Conversaciones creadoras*, Cumbre

Prerequisite: *Grade of B or higher in Spanish III/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 (8BA)**

Symphonic High School Band is designed is 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, story-telling, critique, etc. In order 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

### **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 (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 (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 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students.

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

### **Popular Culture (9PCM)**

Mass Media and Popular Culture have developed into one of the biggest influences in our lives. This is at the same time a very exciting and very scary premise. This class is designed to help students evaluate this. We believe that communication and technology are both gifts from God. Consequently, they must be evaluated and practiced from a Christian worldview. In addition to evaluating specific examples of popular culture, we will also learn about technical aspects of mass media. Examples of this include filmmaking techniques, mass-market practices, and financial pressures. A distinctive emphasis will be brought to how, in doing all of this, we can help fulfill the cultural mandate of Genesis 1:28. Popular Culture is offered only to seniors.

### **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 and Taxes, and Giving. This course is designed for juniors and seniors.

Text: *Introduction to Business* (Glencoe) and *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 (90A)**

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 (90A2)**

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.*

### **Preschool Assistant (9PA)**

Working under the direction of the Preschool staff (Teacher, Aide and Director), students gain experience working in a preschool. Students will assist with hands-on activities with the children as well as preparing crafts and school communications. Infant/Child First-aid and CPR course is recommended, but not required.

### **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, snacks and school communications. Infant/Child First-aid and CPR course is recommended, but not required.