



# HIGH SCHOOL CURRICULUM GUIDE

**Crossroads Christian School**

# Instructional Philosophy Statements

---

## **Language Arts Philosophy Statement**

As an image-bearer of God, mankind is also a communicative being and is therefore responsible for communicating with God and fellow humans. In His goodness, He presented us with the wonderful gift of communication and so allows us to hear, listen, speak, write and read. Isaiah 50:4 states, “The Lord God has given me the tongue of the learned, that I should know how to speak a word in season to him who is weary. He awakens me morning by morning; He awakens my ear to hear as the learned.” Therefore, the equipped student needs to master language to effectively fulfill the Great Commission (Matthew 28:18-20).

## **Math Philosophy Statement**

Mathematics instruction points to God’s nature as revealed in creation in that it has logical order, patterns, measurement, and absolute standards. Understanding these laws of mathematics will lead students to develop a mastery of math concepts. (Romans 1:19-20; Jeremiah 33:25; Psalm 33:6-11; Psalm 104:24)

## **Science Philosophy Statement**

“In the beginning God...” (Genesis 1:1) Science is the observation of creation and how it aligns with the truth of Scripture. The study of science will expose students to the order of the universe using instruction, inquiry-based experiments, demonstrations, and technology that show Science to be observable, repeatable, and measurable through a biblical framework. The ultimate goal will be for the development of a worldview incorporating a biblically consistent view of Science, which reflects knowledge of the character of God as the omnipotent Creator and sustainer of all things, both visible and invisible. (Col. 1:16-17)

## **History Philosophy Statement**

God created mankind to reflect His character and to be instruments of His redemptive plan (Eph. 1:3-14). Through the studies of history, government, culture, and geography, students will see that God is the sovereign orchestrator of human events and sustainer of the world and everything in it (Acts 17:26-28). He governs the rise and fall of governments and societies, and their response to God’s law determines whether a people is blessed or cursed (Deut. 28). As image-bearers of God, mankind is capable of engaging in the First Commission, to rule over all the earth (Gen. 1:26-28), and to do so in harmony with God and mankind. It is up to the people of God to learn from the testimonies of those who came before us (Ps. 78:1-7) and to become virtuous citizens, responsible shapers of culture, and active participants in the furtherance of the Gospel of Christ.

## **Bible Philosophy Statement**

As the inspired, infallible, and inerrant Word of God, the Bible alone is the final authority in all matters of faith and conduct. As it is the written revelation of God, its study is to be at the center of any comprehensive worldview. Personal knowledge of God, through faith in Jesus Christ, His Son, brings transformation of one’s inner character so that God’s glory is progressively displayed in the surrounding community and culture. A true understanding of Biblical theology provides confidence in the proclamation of the Gospel, meaningful service in the local community, and Spirit-filled worship. (2 Timothy 3:16; 2 Peter 1:2-4; 2 Peter 1:21-22; Hebrews 11:3; John 17:17-23; Psalm 19:7-11; Romans 12:1-2)

## **Foreign Language Philosophy Statement**

God is the creator of languages. He confused them at the Tower of Babel, and He graciously allows us to understand them today (Genesis 11:9). God has given us abilities and gifts to learn languages and understand other cultures and customs. The study of foreign languages will enable students to reach out to their neighbors and other nations with the good news of salvation through Jesus Christ. “You will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the uttermost ends of the earth.” (Acts 1:8) Students need to be equipped with foreign language skills in order to effectively communicate and share the gospel of Christ as commanded, “Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit.” (Matthew 28:19)

## **Fine Arts Philosophy Statement**

God is our Creator. He uses his creativity to visually express himself and aspects of his character to man. There is beauty, purpose, order, and intent throughout all of God’s creation. The Fine Arts are ways in which man, who is made in the image of God, can creatively communicate thoughts and ideals using visual and auditory language. (Genesis 1:1-1-2:3)

## **Physical Education Philosophy Statement**

Physical Education teaches that the body, the temple of the Holy Spirit, is the tool through which we serve God. Employing healthy habits helps us develop and care for the unique temple that God created each of us to be. Instruction in sportsmanship teaches that whether we win or lose, our testimony provides opportunities to serve God effectively and share His love with others. (1 Corinthians 6:19-20)

### **Library, Media and Technology Philosophy Statement**

All knowledge begins with God, so His Word will always be given preeminence. Based on this principle, our library, media and technology sources will endeavor to provide an array of literature, educational materials, information and technology experiences to allow students opportunities to expand their knowledge base, obtain skills to minister effectively in the modern world, and fulfill classroom assignments for God's glory. (Proverbs 13:3)

### **Yearbook:**

The school yearbook seeks to create visual and tangible memories of the school year by capturing goals, purposes and activities of the student body and faculty within a Christian framework giving God the glory in all endeavors. We strive to use Biblical themes and include the blessings and spiritual lessons learned throughout the year. "I thank my God every time I remember you..." (Philippians 1:3-7)

---

## **Introduction to High School**

---

CCS offers a college preparatory high school curriculum. Honors courses are offered in 9-12 Language Arts and 8-12 Math. Some college credit courses are offered to 11<sup>th</sup>-12<sup>th</sup> grade students. All high school students (grades 9-12) take the daily core subjects of Language Arts, Math, Science, Social Studies, and Bible. In addition, CCS students are required to take at least two full years of Spanish and one year of communications classes. Each student is also required to take two elective courses each year (one 2-day/week class and one 3-day/week class).

### **EXTRACURRICULAR ACTIVITIES**

#### **Beta Club**

Open to 6th-9th students who maintain A/B honor roll each quarter. Beta Club members will be involved in numerous leadership and community service activities throughout the school year. Please see the Beta Club page for more information.

#### **National Honor Society**

Open to 10th-12th students who maintain a GPA of 3.50 or better. Please see the National Honor Society page for more information.

#### **Student Council**

Students are elected by their classes to serve for the entire year. Students must meet minimum grade requirements. Conduct and character will also be considered when nominated. Students will be expected to help organize and lead numerous activities, both at school and in the community, throughout the school year. High school students also have the opportunity to campaign for election as student body officers. Please see the Student Council page for more information.

#### **Homecoming Committee**

Students who volunteer to serve on the Homecoming Committee are responsible for planning and organization of Spirit Week festivities, including the middle school and high school after-parties on the night of Homecoming. Please see the Homecoming page for more information.

#### **ROC**

The Recreation and Outdoor Club (ROC) is a unique opportunity open to all high school students who are interested in learning about the outdoors and leadership skills. Please see the ROC page for more information.

#### **Athletics** (*when available*)

Girls Volleyball  
Girls Soccer  
Boys Soccer  
Girls Basketball  
Boys Basketball

Girls and Boys Golf  
Softball  
Baseball  
Girls Cheerleading

# High School Elective Classes



## **YEARBOOK** (10<sup>th</sup>-12<sup>th</sup> Grades)

Students will create the annual CCS yearbook publication in this web-based class. Students will learn the basics of photography, journalism, design, advertising, writing, and editing. The class will have a unique, student led environment setting up the page ladder, documents, overarching theme, and material needed to compile the CCS yearbook. Students will gain invaluable leadership and classroom experience in doing so. They will also utilize modern technology on the Jostens website Yearbook Avenue. Other software includes GIMP, Adobe Photoshop, Microsoft Word, and Microsoft Publisher. All coursework will be rooted in a Biblical perspective and build upon a Christian Worldview.

<b>Credits:</b>	.5 credit
<b>GPA Scale:</b>	4.0
<b>Prerequisite(s):</b>	None
<b>Time Allotment:</b>	50 minutes per day, 2-3 days a week (can be taken as a 2-day/week OR 3-day/week class)
<b>Instructional Goals:</b>	<ul style="list-style-type: none"><li>• Gain photography experience with a DSLR camera.</li><li>• Build understanding of exposure settings, such as aperture, ISO, white balance, and shutter speed.</li><li>• Trains for proper advertising pitch and procedure.</li><li>• Learn basic design skills</li><li>• Write inverted pyramid news stories.</li><li>• Establish editing and proofreading skills.</li><li>• Learn to design an interview and ask follow up questions.</li></ul>

## **PRAISE BAND** (10<sup>th</sup>-12<sup>th</sup> Grades)

Students will work together to plan and prepare themes and music for school chapel services. Emphasis will be placed on teamwork, cooperation, coordinating music, growth in skill and style of playing and singing, technique, wise leadership, and a lifestyle of worship.

<b>Credits:</b>	.5 credit
<b>GPA Scale:</b>	4.0
<b>Prerequisite(s):</b>	None
<b>Time Allotment:</b>	50 minutes per day, 2-3 days a week (can be taken as a 2-day/week OR 3-day/week class)
<b>Instructional Goals:</b>	<ul style="list-style-type: none"><li>• Challenge students to improve in their playing and singing ability.</li><li>• Improve teamwork and coordination.</li><li>• Introduce and incorporate various musical styles.</li><li>• Produce a Biblical understanding of true worship.</li><li>• Understand the process of planning and leading a congregation in worship.</li><li>• Practice planning a set of music based on a passage of scripture.</li></ul>

## **HONORS LITERATURE (I, II, III)** (10<sup>th</sup>-12<sup>th</sup> Grades)

Students will pursue a deeper understanding of literature, literary periods, and historical context during this class. Each year the course will focus on a different section of literature. Students will study author background, style, and literary devices. They will use deep critical thinking and close reading skills to analyze texts. Students will appreciate a variety of short stories, poetry, and novels throughout the course. They will also utilize modern technology to assist in research and presentations. All coursework will be rooted in a Biblical perspective and build upon a Christian Worldview. Texts used rotate every three years, so students may take this course up to three times in 10<sup>th</sup>-12<sup>th</sup> grades.

<b>Credits:</b>	.5 credit
<b>GPA Scale:</b>	4.0
<b>Prerequisite(s):</b>	None
<b>Time Allotment:</b>	50 minutes per day, 2-3 days a week (can be taken as a 2-day/week OR 3-day/week class)
<b>Instructional Goals:</b>	<ul style="list-style-type: none"><li>• Foster a comprehensive understanding of British literary movements, authors, and styles.</li><li>• Compare topical works of multiple authors.</li><li>• Compare multiple works of the same author.</li><li>• Develop a deeper understanding of literary devices such as allusion, metaphor, and personification.</li><li>• Analyze the use of story elements such as plot, theme, characterization, conflict, and setting.</li><li>• Participate in discussions, writing, and testing to prepare for the rigors of a college level English course.</li></ul>

## SCIENCE LAB (10<sup>th</sup>-12<sup>th</sup> Grades)

The 10th thru 12th grade science lab elective is intended to be a broad-spectrum science course that covers many science disciplines. Students are introduced to basic skills, procedures, and calculations commonly used in general college science classes. This class is inquiry-based and provides a solid base of science terminology and principles. This class requires higher level thinking and problem solving skills. Students are given opportunities to conduct research and lead their peers in investigations. Careers in science are researched and discussed to promote a desire to pursue a future in science.

<b>Credits:</b>	.5 credit
<b>GPA Scale:</b>	4.0
<b>Prerequisite(s):</b>	None
<b>Time Allotment:</b>	50 minutes per day, 2-3 days a week (can be taken as a 2-day/week OR 3-day/week class)
<b>Instructional Goals:</b>	<ul style="list-style-type: none"><li>• Understand that science is observable, measureable, and repeatable.</li><li>• Identify ways that science can be used to save and improve human lives.</li><li>• Construct and test workable models that explain what we observe and allow us to make predictions.</li><li>• Understand the correct meaning of key vocabulary.</li><li>• Develop critical thinking skills.</li><li>• Explore a variety of science related careers and necessary college majors to support them.</li></ul>

## PHYSICAL EDUCATION (Required for 9<sup>th</sup> Grade)

Students will be introduced to and become experienced in a variety of team sports. Daily participation, dress, and attitude will be assessed in order to discipline students into proper habits that successful athletic performance requires. Exercises will be employed to help students improve their overall body fitness. Individual hard work, teamwork, and sportsmanship will be emphasized so that students can both learn how to contribute to team success and learn how to handle losing with an attitude that honors God. The course will be guided by a growing understanding of how to think Biblically about sports and physical fitness. *Required course for graduation from CCS.*

<b>Credits:</b>	.5 credit
<b>GPA Scale:</b>	4.0
<b>Prerequisite(s):</b>	None
<b>Time Allotment:</b>	50 minutes per day, 2-3 days a week (can be taken as a 2-day/week OR 3-day/week class)
<b>Instructional Goals:</b>	<ul style="list-style-type: none"><li>• Learn the value of proper stretching and dieting to support and healthy workout plan.</li><li>• Gain knowledge of a variety rules and confidence in performing skills associated with teams sports.</li><li>• Understand and practice teamwork and sportsmanship.</li><li>• Appreciate the value of both self-discipline and peer motivation.</li><li>• Learn what the Bible says concerning strength and health, and allow this knowledge to be the basis of our motivation to work hard towards goals of physical fitness.</li><li>• Feel the difference that physical health and has on the other aspects of one's life.</li></ul>

## STRENGTH AND CONDITIONING (10<sup>th</sup>-12<sup>th</sup> grades)(Available for girls and boys)

Students will be introduced to and become experienced in performing exercises that are focused on building strength and improving overall body fitness. Weight-lifting and conditioning will be practiced daily, and students will be disciplined to create workout plans that suite their personal goals. Students will gain a broader knowledge of workout exercises and be challenged to train the whole body at a more intense level.

<b>Credits:</b>	.5 credit
<b>GPA Scale:</b>	4.0
<b>Prerequisite(s):</b>	None
<b>Time Allotment:</b>	50 minutes per day, 2-3 days a week (can be taken as a 2-day/week OR 3-day/week class)
<b>Instructional Goals:</b>	<ul style="list-style-type: none"><li>• Learn the value of proper stretching and dieting to support and healthy workout plan.</li><li>• Gain knowledge of a variety exercises that can be performed with free weights and/or weight machines.</li><li>• Understand and use proper techniques of weight training, and become aware of the dangers of careless lifting/exercising.</li><li>• Set and achieve personal goals concerning weight loss, muscle tone, and strength.</li><li>• Appreciate the value of both self-discipline and peer motivation.</li><li>• Learn what the Bible says concerning strength and health, and allow this knowledge to be the basis of our motivation to work hard towards goals of physical fitness.</li><li>• Feel the difference that physical health has on the other aspects of one's life.</li></ul>

## COMPUTER APPLICATIONS I (Required for 9<sup>th</sup> Grade)

With Computer Applications I: Business Applications, students will demonstrate basic computer skills such as file management, email communication, keyboarding, and Internet research and will continue to enhance skills in word processing, spreadsheets, desktop publishing, and multimedia presentations. Students will use the latest version of Microsoft Office for the majority of these tasks, as well as learning to find open source applications that are compatible, such as Open Office or Google Docs. *Required course for graduation from CCS.*

<b>Credits:</b>	.5 credit (Technology)
<b>GPA Scale:</b>	4.0
<b>Prerequisite(s):</b>	None
<b>Time Allotment:</b>	50 minutes per day, 2-3 days a week (can be taken as a 2-day/week OR 3-day/week class)
<b>Instructional Goals:</b>	<ul style="list-style-type: none"><li>• Review the basics of PC hardware/software and Microsoft Windows as it relates to file management.</li><li>• Introduce students to professional email communication standards and use email as a tool in file transfers.</li><li>• Expose students to practical examples of the computer as a useful research tool.</li><li>• Offer introduction to three products in the Microsoft Office 2013 suite (Word, Excel, PowerPoint).</li><li>• Acquaint students with the effective ways to create documents suitable for coursework, professional purposes, and personal use.</li><li>• Prepare students for future computer usage by teaching them how to find technology solutions for common college/career tasks.</li></ul>

## COMPUTER APPLICATIONS II (10<sup>th</sup>-12<sup>th</sup> grades)

Computer Applications II: Web 2.0 Applications provides students with key concepts and skills necessary to be Web 2.0 literate in the constantly evolving world of technology. Colleges & universities expect entering students to have these skills prior to their college careers: the ability and knowledge to create professional-level wikis, blogs, e-portfolios, etc., to work with web-based data (the Cloud), and to interact with other people in online collaborations. Students also need a foundation of advanced email skills and a basic knowledge of web site creation, digital editing, desktop publishing, etc. Upon completion of this course, students should be comfortable with these concepts and able to identify and use these technologies as they advance into the college/career arena.

<b>Credits:</b>	.5 credit (Technology)
<b>College Credits:</b>	3 credit hours for concurrent enrollment from Southeastern College (additional fee)
<b>GPA Scale:</b>	4.0
<b>Prerequisite(s):</b>	Computer Applications I
<b>Textbook(s):</b>	<i>Web 2.0: Concepts and Applications</i> (Shelly Cashman Series)
<b>Time Allotment:</b>	50 minutes per day, 2-3 days a week (can be taken as a 2-day/week OR 3-day/week class)
<b>Instructional Goals:</b>	<ul style="list-style-type: none"><li>• Become familiar with “in-the-cloud” storage, document creation, and collaborative editing using a leading cloud storage service.</li><li>• Explore lesser known, useful features of web browsers and how to maximize these features.</li><li>• Use open source software to produce a desktop video tutorial.</li><li>• Create an e-portfolio using a leading free content management website creation tool.</li><li>• Use an open source graphic image manipulation program to edit/enhance digital photos.</li><li>• Review Microsoft techniques that apply in other platforms (file management, document creation, etc.).</li><li>• Explore an Adobe product (Photoshop, Flash, Illustrator) with an evaluation copy of the software.</li><li>• Optional: Create &amp; manage a blog using a leading, free blogging platform, demonstrating the use of images, video, linking vs. embedding, etc.</li></ul>

### **ART I: FOUNDATIONS** (10<sup>th</sup>-12<sup>th</sup> grades)

Students will gain basic knowledge of art and art history as they relate to personal, historical, cultural and social contexts of different works. They will gain applicable knowledge and understanding of the basic principles and elements of art in a variety of mediums. Students will learn and develop basic Drawing, Painting and Sculpting techniques and skills while expressing their own unique and personal ideas, feelings and responses in the creation of original compositions.

<b>Credits:</b>	.5 credit
<b>GPA Scale:</b>	4.0
<b>Prerequisite(s):</b>	None
<b>Time Allotment:</b>	50 minutes per day, 2-3 days a week (can be taken as a 2-day/week OR 3-day/week class)
<b>Instructional Goals:</b>	<ul style="list-style-type: none"><li>• Provide an introduction for the essential fundamentals of Great Compositions through the application of the elements and principles of design.</li><li>• Introduce a variety of media, styles and subject matter.</li><li>• Introduce technical and compositional skills for a wide range of media.</li><li>• Instruct proper technique for all mediums.</li><li>• Develop creativity, non-verbal communication, and personal artistic skills.</li><li>• Introduce foundation for 3-dimensional art forms of Pottery and Sculpture.</li><li>• Introduce art history and art analysis.</li></ul>

### **ART II: INTERMEDIATE** (10<sup>th</sup>-12<sup>th</sup> grades)

Students will gain intermediate knowledge of art and art history as they relate to personal, historical, cultural and social contexts of different works. They will gain applicable knowledge and understanding of the basic principles and elements of art in a variety of mediums. Students will learn and develop intermediate 2D & 3D Drawing, Painting and Sculpting techniques and skills while expressing their own unique and personal ideas, feelings and responses in the creation of original compositions.

<b>Credits:</b>	.5 credit
<b>GPA Scale:</b>	4.0
<b>Prerequisite(s):</b>	Art I: Foundations
<b>Time Allotment:</b>	50 minutes per day, 2-3 days a week (can be taken as a 2-day/week OR 3-day/week class)
<b>Instructional Goals:</b>	<ul style="list-style-type: none"><li>• Students will continue to develop their compositional understanding by applying the Elements and Principles of Design to their sketches, drawings and final paintings.</li><li>• Develop intermediate technical and compositional skills by using a wide range of drawing media.</li><li>• Students will keep a sketchbook/verbal journal throughout the year.</li><li>• Painting emphasis will develop technical skills in watercolor, tempera, and acrylic.</li><li>• Explore subject matter such as still life, landscape, portraits, including personal ideas, taste and styles.</li><li>• Discover artists and discuss how they are relevant in art history and to student work.</li><li>• Introduce intermediate techniques for 3-dimensional art forms of Pottery and Sculpture.</li></ul>

### **ART III: ADVANCED** (10<sup>th</sup>-12<sup>th</sup> grades)

Students will gain an advanced knowledge of art and art history as they relate to personal, historical, cultural and social contexts of different works. They will gain applicable knowledge and understanding of the principles and elements of art in a variety of mediums. Students will learn and develop advanced 2D & 3D Drawing, Painting and Sculpting techniques and skills while expressing their own unique and personal ideas, feelings and responses in the creation of original compositions.

<b>Credits:</b>	.5 credit
<b>GPA Scale:</b>	4.0
<b>Prerequisite(s):</b>	Art II: Intermediate
<b>Time Allotment:</b>	50 minutes per day, 2-3 days a week (can be taken as a 2-day/week OR 3-day/week class)
<b>Instructional Goals:</b>	<ul style="list-style-type: none"><li>• Students will continue to develop their compositional understanding by applying the Elements and Principles of Design to their sketches, drawings and final paintings.</li><li>• Develop advanced technical and compositional skills by using a wide range of drawing media.</li><li>• Students will keep a sketchbook/verbal journal throughout the year.</li><li>• Painting emphasis will develop advanced technical skills in watercolor, tempera, and acrylic.</li><li>• Explore a variety of traditional and non-traditional subject matter such as landscape, portraits, abstract, surreal, including personal ideas, taste and styles.</li><li>• Explore and emulate various artists' styles.</li><li>• Expand on the inter-related 3-dimensional art forms of Pottery and Sculpture. Develop skills with the use of various tools and building techniques including the potter's wheel.</li></ul>

#### **ART IV: INDEPENDENT STUDY** (10<sup>th</sup>-12<sup>th</sup> grades)

To develop student portfolios, this course is designed to allow students to work at their own pace to create and design advanced Drawings, Paintings and Sculptures utilizing their own unique and personal style. Students will develop and present advanced knowledge of art and art history as they relate to personal, historical, cultural and social contexts of different works in written form. They will demonstrate applicable knowledge and understanding of the principles and elements of art in a variety of mediums. Students will demonstrate advanced technical skills per chosen medium. They will agree to all terms set forth in a student/teacher contract.

<b>Credits:</b>	.5 credit
<b>GPA Scale:</b>	4.0
<b>Prerequisite(s):</b>	Art III: Advanced
<b>Time Allotment:</b>	50 minutes per day, 2-3 days a week (can be taken as a 2-day/week OR 3-day/week class)
<b>Instructional Goals:</b>	<ul style="list-style-type: none"><li>• Allow students to explore medium of choice.</li><li>• Allow Students to explore a variety of traditional and non-traditional subject matter such as landscapes, portraits, abstract, and surrealism, including personal ideas, taste and styles.</li><li>• Students must demonstrate compositional understanding by applying the Elements and Principles of Design to their sketches, drawings and final paintings.</li><li>• Students must demonstrate advanced technical and compositional skills for chosen media.</li><li>• Develop a sketchbook/ journal throughout the course of the year with specific assignments as per instructor.</li><li>• Students are required to exhibit artwork in Senior Show.</li><li>• Produce and develop student portfolio.</li></ul>

#### **SAT PREP** (10<sup>th</sup>-12<sup>th</sup> grades)

This class is designed to prepare students for the new SAT. The first semester of this course will teach students how to practice for the following sections: critical reading, sentence completion, grammar, usage, and writing. The second semester of this course will instruct students in question types of pre-algebra, algebra, geometry, and graphing calculator capabilities. In both semesters, students will learn test formats and strategies for the SAT and ACT. Much time will be devoted to practice problems in simulated testing situations. The course will focus on individual ability and improvement in testing results.

<b>Credits:</b>	.5 credit (Technology)
<b>GPA Scale:</b>	4.0
<b>Prerequisite(s):</b>	Algebra I and English I
<b>Time Allotment:</b>	50 minutes per day, 2-3 days a week (can be taken as a 2-day/week OR 3-day/week class)
<b>Instructional Goals:</b>	<ul style="list-style-type: none"><li>• Master pronunciation, spelling, definitions, synonyms, and antonyms of grade level vocabulary words.</li><li>• Utilize correct capitalization, punctuation, and sentence structure.</li><li>• Organize paragraphs around a strong, central thesis, eliminating common writing errors and clichés.</li><li>• Examine critical reading passages and testing strategies (dual passages, short passages, and long passages).</li><li>• Utilize SAT test taking strategies for math sections, test organization, time, and scoring.</li><li>• Review arithmetic skills and concepts: powers, roots, divisibility, factors, fractions, decimals, operations with fractions, percentage, and word problems.</li><li>• Review geometric concepts and reasoning: angle relationships, special triangles, polygons and parallelograms, perimeter and area, and coordinates.</li><li>• Review Algebra II methods: zeroes, negatives, and exponents, equations involving radicals and exponents, and absolute value equations and inequalities.</li><li>• Complete practice tests in simulated situations.</li></ul>



# Biblical Studies



Students are required to take a Bible course every year they are enrolled at CCS to meet graduation requirements. A student at CCS from 9<sup>th</sup>-12<sup>th</sup> grades will be required to complete four credits in Bible for graduation. If a student transfers to CCS in the 11<sup>th</sup> grade, he/she will need only two credits in Bible to graduate.

## OLD TESTAMENT SURVEY (9<sup>th</sup> Grade)

Students will survey the history, geography, literature, and theology of the Old Testament through reading, researching, personal reflection, group collaboration, class discussion, and verse memorization. Emphasis is placed on the theme of God's Kingdom in each section of the Old Testament (Pentateuch, History, Writings, Prophets). Students will learn the major people, places, and events that carry the story of God's Kingdom forward, and be able to better appreciate the New Testament's witness of Jesus Christ in light of the broader context of the whole Bible. Attention will continually be drawn to the ways that the Old Testament testifies of Christ in order to draw students toward a deeper understanding of and trust in Him.

**Credits:** 1 credit

**GPA Scale:** 4.0

**Prerequisite(s):** None

**Textbook(s):** *God's Unfolding Kingdom* (Christian Schools International); *How to Read the Bible for All Its Worth* by Gordon Fee and Douglas Stuart

**Time Allotment:** 50 minutes per day, 5 days a week

**Instructional Goals:**

- Learn the major events of Old Testament history and how these reveal the character of God and His plans for His people.
- Gain a working knowledge of the various types of Biblical genres and how to read each one appropriately.
- Analyze the main theological themes of each book of the Old Testament.
- Gain a broader understanding of Biblical theology and how Jesus Christ fulfills the prophecies and types of the Old Testament.
- Identify the points of contrast between ancient religions and the faith of Israel, and also points of contrast between modern religions and Christian faith.
- Understand how to appropriately apply the truths of Scripture to contemporary life.
- Deepen personal faith in Christ as the redeemer of God's people and be equipped to give testimony of His truth as revealed in Scripture.

## NEW TESTAMENT SURVEY (10<sup>th</sup> Grade)

Students will survey the New Testament through reading, writing, group interaction, discussion, hands-on activities, verse memorization, presentations, and independent projects. Emphasis is placed on the connection of the New Testament to the Old Testament, the original context of Biblical accounts, as well as application for today. Students will discover God's rescue plan as it unfolded across the ages and as it continues on toward the future, culminating in the glorious hope of eternity.

**Credits:** 1 credit

**GPA Scale:** 4.0

**Prerequisite(s):** None

**Textbook(s):** *Hope for God's Kingdom* (Christian Schools International); *How to Read the Bible for All Its Worth* by Gordon Fee and Douglas Stuart

**Time Allotment:** 50 minutes per day, 5 days a week

**Instructional Goals:**

- Gain a working knowledge of Palestinian geography and politics.
- Understand major world events that led to the structure of 1st Century Palestinian society and culture.
- Investigate cultural and historical context of the books of the New Testament.
- Discuss major events in the life and ministry of Jesus of Nazareth.
- Analyze Jesus' teaching and how it was received in 1st Century Palestine.
- Examine the commissioning, empowering, difficulties, mission, and purpose of the 1st Century church.
- Understand the events leading up to and lasting impact of Jesus' death, burial, and resurrection.
- Identify genres of New Testament literature and understand interpretive differences.
- Apply the teaching given in the Epistles to the Church today.
- Outline the major views surrounding the interpretation and application of the book of Revelation.

## **BIBLE DOCTRINES** (11<sup>th</sup> Grade)

Students will survey various doctrines of the Christian faith in a systematic fashion through reading, writing, discussions, note-taking, analysis of Biblical texts, verse memorization, hands-on activities and independent projects. Emphasis is placed on the study of the nature and character of God as revealed through His Word for the purpose of a giving clearer and deeper understanding of the doctrines of the Christian church.

**Credits:** 1 credit

**GPA Scale:** 4.0

**Prerequisite(s):** None

**Textbook(s):** *Doctrine: What Christians Should Believe* by Mark Driscoll and Jerry Breshears; *The Holiness of God* by R.C. Sproul

**Time Allotment:** 50 minutes per day, 5 days a week

**Instructional Goals:**

- Discover the purpose and importance of theological study.
- Recognize how God has chosen to reveal Himself to mankind and depend on that authoritative revelation for the development of a personal theology.
- Explore select aspects of the nature and character of God in order to better understand His past, present, and future work in His creation.
- Analyze various cultural perspectives on the nature of man and compare with the biblical account which declares that man is made Imago Dei.
- Identify the root of sin and rejoice in the solution found in the person and work of Jesus Christ.
- Discuss various theories of the atonement and how salvation occurs.
- Investigate the third person of the Trinity, the Holy Spirit, and how He continues to work today in the lives of believers around the world.
- Understand the identity and role of the church today as established in scripture.
- Explore the idea of eternity-what becomes of man after death and at Jesus' return.

## **WORLDVIEWS** (12<sup>th</sup> Grade)

Students will survey six modern competing worldviews through reading, writing, discussions, note-taking, verse memorization, cultural analysis, group activities, and independent projects. Emphasis is placed on the study of various disciplines considered significant to the development of any worldview including: theology, philosophy, ethics, biology, psychology, sociology, law, and politics.

**Credits:** 1 credit

**College Credits:** 3 credit hours for concurrent enrollment from Southeastern College (additional fee)

**GPA Scale:** 4.0

**Prerequisite(s):** None

**Textbook(s):** *Understanding the Times* (Summit Ministries); *Tactics* by Gregory Koukl

**Time Allotment:** 50 minutes per day, 5 days a week

**Instructional Goals:**

- Examine the theological perspective of various worldviews including Atheism, Communism, Postmodernism, New Age thought, Christianity and Islam.
- Explore philosophical thought as understood by various worldviews.
- Uncover the foundation of ethical practice for various worldviews.
- Analyze evidence regarding the origin of the world and the species therein.
- Discuss the foundations of various psychological philosophies.
- Identify the differing views on the root cause of man's problems and how to best help man overcome.
- Examine the foundations and proper scope of social institutions such as the family, the church, and the government.
- Investigate the starting point for comprehensive systems of law and the establishment, scope, and purpose of government.

# Language Arts



## ENGLISH I (9<sup>th</sup> Grade)

Students will examine vocabulary, grammar, writing, and literature through the use of reading, writing, discussion, and research. Emphasis will be placed on grade appropriate vocabulary words, capitalization, punctuation, parts of speech, sentences, paragraphs, summaries, outlines, essays, and literature. The students will incorporate technology and media to create personal connections to historical stories like *Animal Farm*, *A Christmas Carol*, *Romeo and Juliet*, and *A Separate Peace*. Furthermore, students will utilize a Biblical perspective to investigate a variety of literature selections.

**Credits:** 1 credit

**GPA Scale:** 4.0

**Prerequisite(s):** None

**Textbook(s):** *Implications of Literature* (Textword Press/Purposeful Design); *Vocabu-Lit* (Perfection Learning); *Easy Grammar Ultimate Series*; miscellaneous literary works and other teacher resources

**Time Allotment:** 50 minutes per day, 5 days a week

**Instructional Goals:**

- Master pronunciation, spelling, definitions, synonyms, and antonyms of grade level vocabulary words.
- Utilize correct capitalization, punctuation, and sentence structure.
- Write paragraphs correctly, varying basic sentence structure.
- Examine plot, character, and setting in various literature selections.
- Study historical, scientific, and religious context of various literary movements.

## HONORS ENGLISH I (9<sup>th</sup> Grade)

The purpose of the 9th Grade Honors course is to lay the foundation for the subsequent honors and college courses in students' educational future. The course work is designed to give students the fundamental academic and cognitive skills necessary to soar in the classes to come. The students will incorporate technology and media throughout the course. They will also be introduced to classics like *Animal Farm*, *A Christmas Carol*, *Romeo and Juliet*, and *A Separate Peace* and will learn not only to read them for comprehension but will also analyze them from multiple perspectives to gain the most insight possible. Furthermore, students will utilize a Biblical perspective to investigate a variety of literature selections.

**Credits:** 1 credit

**GPA Scale:** 5.0

**Prerequisite(s):** None (90 or above in previous CP course OR an 80 or above in the previous honors course)

**Textbook(s):** *Implications of Literature* (Textword Press/Purposeful Design); *Vocabu-Lit* (Perfection Learning); *Easy Grammar Ultimate Series*; miscellaneous literary works and other teacher resources

**Time Allotment:** 50 minutes per day, 5 days a week

**Instructional Goals:**

- Master pronunciation, spelling, definitions, synonyms, antonyms, and use of context clues of grade level vocabulary words.
- Utilize correct capitalization, punctuation, and sentence structure.
- Write paragraphs correctly, varying basic sentence structure.
- Write analytically using one of the 16 main analyses lenses.
- Write analytically with textual proof for all points made.
- Examine plot, character, and setting in various literature selections.
- Study historical, scientific, and religious context of various literary movements.
- Analyze different genres of literature for the purpose of interpreting tone, mood, style, diction, syntax, and structure.
- Annotate literature using a wide variety of literary devices.
- Write in a clear, concise, creative, and analytical way, using learned literary devices and techniques in order to communicate thoughts and opinions to readers.

## ENGLISH II (10<sup>th</sup> Grade)

Students will examine vocabulary, grammar, writing, and world literature through the use of reading, writing, discussion, and research. Emphasis will be placed on grade appropriate vocabulary words, capitalization, punctuation, parts of speech, sentences, paragraphs, summaries, outlines, essays, and literature. The students will incorporate technology and media to create personal connections to historical stories like *The Outsiders*, *Taming of the Shrew*, *Julius Caesar*, and *The Great Gatsby*. Furthermore, students will utilize a Biblical perspective to investigate a variety of literature selections.

**Credits:** 1 credit

**GPA Scale:** 4.0

**Prerequisite(s):** English I

**Textbook(s):** *Implications of Literature* (Textword Press/Purposeful Design); *Vocabu-Lit* (Perfection Learning); *Easy Grammar Ultimate Series*; miscellaneous literary works and other teacher resources

**Time Allotment:** 50 minutes per day, 5 days a week

**Instructional Goals:**

- Master pronunciation, spelling, definitions, synonyms, and antonyms of grade level vocabulary words.
- Utilize correct capitalization, punctuation, and sentence structure.
- Write paragraphs correctly, varying basic sentence structure.
- Examine plot, character, and setting in various literature selections.
- Study historical, scientific, and religious context of various literary movements.

## HONORS ENGLISH II (10<sup>th</sup> Grade)

The purpose of the 10th Grade Honors course is to lay the foundation for the subsequent honors and college courses in students' educational future. The course work is designed to give students the fundamental academic and cognitive skills necessary to soar in the classes to come. The students will incorporate technology and media throughout the course. They will also be introduced to classics like *Night*, *Wuthering Heights*, *The Outsiders*, and *Julius Caesar* and will learn not only to read them for comprehension but will also analyze them from multiple perspectives to gain the most insight possible. Furthermore, students will utilize a Biblical perspective to investigate a variety of literature selections.

**Credits:** 1 credit

**GPA Scale:** 5.0

**Prerequisite(s):** English I (90 or above in previous CP course OR an 80 or above in the previous honors course)

**Textbook(s):** *Implications of Literature* (Textword Press/Purposeful Design); *Vocabu-Lit* (Perfection Learning); *Easy Grammar Ultimate Series*; miscellaneous literary works and other teacher resources

**Time Allotment:** 50 minutes per day, 5 days a week

**Instructional Goals:**

- Master pronunciation, spelling, definitions, synonyms, antonyms, and use of context clues of grade level vocabulary words.
- Utilize correct capitalization, punctuation, and sentence structure.
- Write paragraphs correctly, varying basic sentence structure.
- Write analytically using one of the 16 main analyses lenses.
- Write analytically with much textual proof for all points made.
- Examine plot, character, and setting in various literature selections.
- Study historical, scientific, and religious context of various literary movements.
- Analyze different genres of literature for the purpose of interpreting tone, mood, style, diction, syntax, and structure.
- Annotate literature using a wide variety of literary devices.
- Write in a clear, concise, creative, and analytical way, using learned literary devices and techniques in order to communicate thoughts and opinions to readers.

### ENGLISH III (11<sup>th</sup> Grade)

Students will examine American literature, vocabulary, grammar, and writing through the use of reading, writing, discussion, and research. Emphasis will be placed on works by American authors; grade appropriate vocabulary words; parts of speech; mechanics, usage, and agreement in writing; steps in the writing process; paragraphs; summaries; outlines; essays; and a research paper. Students will complete extensive research on an American author and his works. Furthermore, students will utilize a Biblical perspective to investigate a variety of American literature selections.

<b>Credits:</b>	1 credit
<b>GPA Scale:</b>	4.0
<b>Prerequisite(s):</b>	English II
<b>Textbook(s):</b>	<i>Implications of Literature</i> (Textword Press/Purposeful Design); <i>Vocabu-Lit</i> (Perfection Learning); Easy Grammar Ultimate Series; miscellaneous literary works and other teacher resources
<b>Time Allotment:</b>	50 minutes per day, 5 days a week
<b>Instructional Goals:</b>	<ul style="list-style-type: none"><li>• Understand how America’s history and literature are closely intertwined.</li><li>• Examine the American experience through the short story.</li><li>• Explain how an American author’s life influenced his writing.</li><li>• Explore the American experience through the novel.</li><li>• Define and identify various literary devices.</li><li>• Master pronunciation, spelling, definitions, synonyms, and antonyms of vocabulary words.</li><li>• Identify the eight parts of speech.</li><li>• Apply correct mechanics, usage, and agreement in writing.</li><li>• Utilize the steps in the writing process.</li><li>• Write sentences, paragraphs, summaries, and essays correctly.</li><li>• Explore outline form and create outlines.</li><li>• Complete a research project to include a biography book report, research paper, &amp; critical book review.</li></ul>

### HONORS ENGLISH III (11<sup>th</sup> Grade)

Students will be exposed to, become aware of, and be able to identify and articulate an appreciation for American literature. Students will evaluate, analyze, summarize, and apply a variety of American literature selections to their Christian walk through the use of reading, discussion, and participation in projects and higher level critical thinking exercises. Students will examine American literature, vocabulary, grammar, and writing using reading, writing, discussion, and research. Emphasis will be placed on works by American authors, grade-appropriate vocabulary words, the mechanics of writing, and the research process. In addition to those four things, students will also complete two major projects- one for each semester. During the first semester, students will read *The Adventures of Huckleberry Finn* as an outside reading project. They will be required to keep up with a reading schedule, take comprehension quizzes, and turn in a final analysis project. During the second semester, students will complete extensive research on a topic related to America in the 1930’s in order to provide context of *To Kill a Mockingbird*. Furthermore, students will utilize a Biblical perspective to investigate a variety of American literature selections.

<b>Credits:</b>	1 credit
<b>GPA Scale:</b>	5.0
<b>Prerequisite(s):</b>	English II (90 or above in previous CP course OR an 80 or above in the previous honors course)
<b>Textbook(s):</b>	<i>Implications of Literature</i> (Textword Press/Purposeful Design); <i>Vocabu-Lit</i> (Perfection Learning); Easy Grammar Ultimate Series; miscellaneous literary works and other teacher resources
<b>Time Allotment:</b>	50 minutes per day, 5 days a week
<b>Instructional Goals:</b>	<ul style="list-style-type: none"><li>• Understand how America’s history and literature are closely intertwined.</li><li>• Examine the American experience through the short story.</li><li>• Explain how an American author’s life influenced his writing.</li><li>• Demonstrate understanding of an American fiction piece on four levels: factual, interpretive, critical, and personal.</li><li>• Analyze literary elements of an independent reading novel.</li><li>• Identify and correct capitalization errors, insert needed punctuation, review commonly misused grammar and other concepts, and combine several sentences into one, thoughtfully-written sentence.</li><li>• Make correlations between the general meaning of a passage to determine the meaning of vocabulary master words, use context clues to decipher meanings of words, understand the difference between connotation and denotation of words, and identify multiple meanings of a given word.</li><li>• Apply correct mechanics, usage, and agreement in writing.</li><li>• Utilize the steps in the writing process.</li><li>• Write sentences, paragraphs, and essays correctly.</li><li>• Utilize MLA format when writing essays.</li><li>• Complete an extensive research project.</li></ul>

## ENGLISH IV (12<sup>th</sup> Grade)

Students will examine British literature, vocabulary, grammar, and writing through the use of reading, writing, discussion, and research. Emphasis will be placed on works by British authors; grade appropriate vocabulary words; parts of speech; mechanics, usage, and agreement in writing; steps in the writing process; paragraphs; summaries; outlines; essays; and a research paper. Students will utilize a Biblical perspective to investigate a variety of British literature selections. Students will complete extensive research on the vocation in which they plan to pursue after graduation.

<b>Credits:</b>	1 credit
<b>GPA Scale:</b>	4.0
<b>Prerequisite(s):</b>	English III
<b>Textbook(s):</b>	<i>Implications of Literature</i> (Textword Press/Purposeful Design); <i>Vocabu-Lit</i> (Perfection Learning); Easy Grammar Ultimate Series; miscellaneous literary works and other teacher resources
<b>Time Allotment:</b>	50 minutes per day, 5 days a week
<b>Instructional Goals:</b>	<ul style="list-style-type: none"><li>• Explain the influence/impact of the English language in the world.</li><li>• Examine Old English literature.</li><li>• Examine Middle English literature.</li><li>• Examine Modern English literature.</li><li>• Define and identify various literary devices.</li><li>• Master pronunciation, spelling, definitions, synonyms, and antonyms of vocabulary words.</li><li>• Identify the eight parts of speech.</li><li>• Apply correct mechanics, usage, and agreement in writing, and utilize the steps in the writing process.</li><li>• Write sentences, paragraphs, summaries, and essays correctly.</li><li>• Explore outline form and create outlines.</li><li>• Complete extensive research project on a vocation.</li></ul>

## HONORS ENGLISH IV (12<sup>th</sup> Grade)

Students will be exposed to, become aware of, and be able to identify and articulate an appreciation for classical British literature as well as develop a working knowledge about its influence on modern Western civilization. Students will evaluate, analyze, summarize, and apply a variety of British literature selections to their Christian walk through the use of reading, discussion, and participation in projects and higher level critical thinking. Students will examine British literature, vocabulary, grammar, and writing using reading, writing, discussion, and research. Emphasis will be placed on works by British authors, grade-appropriate vocabulary words, the mechanics of writing, and the research process. In addition to those four things, students will also complete two major projects- one for each semester. During the first semester, students will read *Great Expectations* as an outside reading project. They will be required to keep up with a reading schedule, take comprehension quizzes, and turn in a final analysis project. During the second semester, students will complete extensive research on the vocation in which they plan to pursue after graduation. Furthermore, students will utilize a Biblical perspective to investigate a variety of American literature selections.

<b>Credits:</b>	1 credit
<b>College Credits:</b>	3 credit hours for concurrent enrollment from Southeastern College (additional fee)
<b>GPA Scale:</b>	5.0
<b>Prerequisite(s):</b>	English III (90 or above in previous CP course OR an 80 or above in the previous honors course)
<b>Textbook(s):</b>	<i>Implications of Literature</i> (Textword Press/Purposeful Design); <i>Vocabu-Lit</i> (Perfection Learning); Easy Grammar Ultimate Series; miscellaneous literary works and other teacher resources
<b>Time Allotment:</b>	50 minutes per day, 5 days a week
<b>Instructional Goals:</b>	<ul style="list-style-type: none"><li>• Explain the influence and impact of the English language in and on the world.</li><li>• Identify and correct capitalization errors, insert needed punctuation, review commonly misused grammar and other concepts, and analyze more information about the English language.</li><li>• Recognize the importance of vocabulary usage in everyday life.</li><li>• Learn new words from context.</li><li>• Expand vocabulary by studying words related to a central idea.</li><li>• Examine and analyze Old English literature.</li><li>• Examine and analyze Middle English literature.</li><li>• Examine and analyze Modern English literature.</li><li>• Identify and analyze Anglo-Saxon cultural concepts and literary terms.</li><li>• Draw connections between the historical and literary elements of a novel.</li><li>• Analyze literary elements of an independent reading novel.</li><li>• Apply correct mechanics, usage, and agreement in writing.</li><li>• Utilize the steps in the writing process.</li><li>• Utilize MLA format when writing essays.</li><li>• Complete an extensive research project.</li></ul>

## **FOUNDATIONS OF WRITING AND COMMUNICATION** (10<sup>th</sup> Grade)

Students will examine and improve on communications, public speaking, debate, and critical writing skills in this course. Students will cover various types of speeches and will be assessed on speaking rate, volume, audience interaction, and speech organization. They will study sentence structure, paragraph structure, multiple types of essays, writing genres and literature. Furthermore, students will utilize a Biblical perspective on which to base their writing and speaking skills. Students will study and create their own writing in units such as the writing process, personal essays, writing for standardized tests, short stories, novels, nonfiction texts, research papers, and other forms. The students will incorporate technology and media to create personal connections to assignments. After taking this class, students should be well prepared for the rigors of high school and college level speaking and writing, no matter their course of study.

**Credits:** 1 credit

**GPA Scale:** 4.0

**Prerequisite(s):** None

**Textbook(s):** *Sound Speech* (Bob Jones Press); miscellaneous teacher resources

**Time Allotment:** 50 minutes per day, 5 days a week

**Instructional Goals:**

- Utilize proper mechanics of writing.
- Write paragraphs correctly, varying basic sentence structure.
- Be familiar and use steps of the writing process, including common proofreading edits.
- Use other writers as a model and example for personal writing.
- Learn the organization of multiple outlines and speeches.
- Revise speeches and proofreading skills.
- Work from typed speeches, outlines, note cards, and memorized speeches.
- Study famous and well-known public speakers, analyzing style and content.

# History



## ANCIENT WORLD HISTORY (9<sup>th</sup> Grade)

Ancient World History is part of a developmental social studies program used to teach history, geography, government, economics, and cultural skills, as well as knowledge of God and Christian character. This survey will be done through the use of reading, writing, discussion, and research. History is the record of the past acts of God and humans on earth from Creation to the present. It records mankind's attempts to live to the Creation Mandate in a fallen world. Ancient World History focuses on a small but important part of this study – the beginning of civilizations. History is an account of good and evil, of great advances for God's work of redemption, and of human sin and suffering.

**Credits:** 1 credit

**GPA Scale:** 4.0

**Prerequisite(s):** None

**Textbook(s):** *Ancient World History: Patterns of Interaction* (Houghton Mifflin Harcourt)

**Time Allotment:** 50 minutes per day, 5 days a week

- Instructional Goals:**
- Appreciate and comprehend the past as it relates to the present.
  - Distinguish God's leading in historical events.
  - Examine the record of God's dealing with man.
  - Relate how obedience to or rebellion against God has affected different nations.
  - Interpret maps and other geographic representations and tools to acquire and report information.
  - Identify the basic differences between the major forms of government.
  - Examine the Christian's responsibility in government.
  - Examine ways a nation's economy can influence its moral and political character.
  - Acknowledge that the physical environment affects the way people live and work.
  - Demonstrate how historians rely on primary and secondary sources to learn about the past.
  - See how all people reflect God's image.

## MODERN WORLD HISTORY (10<sup>th</sup> Grade)

Students will survey world history from the 17th century to the present through the use of reading, writing, discussion, and research. Emphasis is placed on world geography and culture, modern political structures, the Enlightenment, the Age of Revolutions, Nationalism and Imperialism, the World Wars, the Cold War, and other major developments in the late 20th century. Students will also evaluate ideas, events, and important figures throughout the modern era from a uniquely Biblical perspective in order to gain a deeper understanding of God's purposes and working through history.

**Credits:** 1 credit

**GPA Scale:** 4.0

**Prerequisite(s):** None

**Textbook(s):** *Modern World History: Patterns of Interaction* (Houghton Mifflin Harcourt)

**Time Allotment:** 50 minutes per day, 5 days a week

- Instructional Goals:**
- Gain a working knowledge of world geography and map skills.
  - Improve skills in historical research and geographical analysis.
  - Identify the political, cultural, geographic, and economic conditions that influence modern world history.
  - Understand the major events and movements during the modern era.
  - Examine the major nations and empires of the modern era in terms of their development, growth, and lasting impact.
  - Investigate the influence of conflicts, ideas, and innovation on political, religious, economic, and social changes.
  - Analyze the motivations and impact of imperialism around the globe.
  - Outline the major revolutions and rebellions of the modern era and examine the impact of each.
  - Understand how national, regional, and ethnic interests have contributed to conflict among groups and nations in the modern era.



## US HISTORY (11<sup>th</sup> Grade)

This course examines the major turning points in American history beginning with the events leading up to the American Revolution, the origins of our constitution, reform movements, Manifest Destiny, the Civil War and Reconstruction. The curriculum and academic expectations will be differentiated to accommodate gifted and highly motivated students.

**Credits:** 1 credit

**GPA Scale:** 4.0

**Prerequisite(s):** None

**Textbook(s):** *American Anthem* (Holt, Rinehart, & Winston)

**Time Allotment:** 50 minutes per day, 5 days a week

**Instructional Goals:**

- Analyze the political freedoms available to the following groups prior to 1820: women, wage earners, landless farmers, American Indians, African Americans, and other ethnic groups.
- Assess commercial and diplomatic relationships with Britain, France, and other nations.
- Expansion and Reform (1801-1850) - The learner will assess the competing forces of expansionism, nationalism, and sectionalism.
- Analyze the effects of territorial expansion and the admission of new states to the Union.
- Describe how the growth of nationalism and sectionalism were reflected in art, literature, and language.
- Distinguish between the economic and social issues that led to sectionalism and nationalism.
- Assess political events, issues, and personalities that contributed to sectionalism and nationalism.
- Crisis, Civil War, and Reconstruction (1848-1877) - The learner will analyze the issues that led to the Civil War, the effects of the war, and the impact of Reconstruction on the nation.

## MODERN US HISTORY & GOVERNMENT (12<sup>th</sup> Grade)

This course examines the origins of American government, the foundational principles behind American democracy, how the government has evolved since its conception, and how those principles have impacted American history since Reconstruction. Students will be expected to apply a biblical worldview and their knowledge of American government and early American history to evaluate the key figures, movements, and turning points in the United States since Reconstruction.

**Credits:** 1 credit

**College Credits:** 3 credit hours for concurrent enrollment from Southeastern College (additional fee)

**GPA Scale:** 4.0

**Prerequisite(s):** None

**Textbook(s):** *American Anthem: Modern American History* (Holt, Rinehart, & Winston); *Macgruder's American Government* (Prentice Hall)

**Time Allotment:** 50 minutes per day, 5 days a week (1 semester)

**Instructional Goals:**

- Analyze the origin, development, and foundational principles and values of American government.
- Evaluate the fundamental principles of American politics in terms of the extent to which they have been used effectively to maintain constitutional democracy in the United States.
- Analyze the structures of national, state and local governments in terms of ways they are organized to maintain order, security, welfare of the public, and the protection of citizens.
- Compare the US system of government to governmental systems of other nations.
- Demonstrate skills for historical and geographical analysis, including the ability to analyze and interpret primary and secondary source documents, make connections between the past and the present, sequence events in US history from Reconstruction to the present, and interpret ideas and events from different historical perspectives.
- Use maps, globes, satellite images, and other media for explaining how physical features and climate influenced the movement of people throughout the US, explaining relationships among natural resources, transportation, and industrial development after 1865, and locating the 50 states and the cities most significant to the historical development of the United States.
- Analyze key political, economic, social, and technological turning points since the end of Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).
- Analyze the political, economic, and cultural issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, labor unrest, Prohibition, New Deal, Civil Rights Movement, Anti-War protests, Watergate, New Conservatism, supply-side economics, etc.).

# Science



## **BIOLOGY** (9<sup>th</sup> Grade)

Biology is a course designed to help students understand how individual organisms work and how those organisms interact in the environment. Points of emphasis include basic laboratory techniques, cell structure, energy systems, DNA, genetics, and relationships between structure and function in human beings. Systems such as the immune system are studied as well as environmental issues. In the study of origins, students will learn about creation through intelligent design, as well as through the theory of evolution. As students study God's creation during the course of the year, the goal is that "they will remember their Creator in the days of their youth."

**Credits:** 1 credit

**GPA Scale:** 4.0

**Prerequisite(s):** None

**Textbook(s):** *Biology* (Bob Jones Press)

**Time Allotment:** 50 minutes per day, 5 days a week

**Instructional Goals:**

- Establish basic laboratory techniques.
- Describe the structure of different cells (animal and plant).
- Understand how energy flows through life.
- Explain how DNA and RNA are produced and replicated.
- Expand knowledge of genes, genetic disorders and inheritable traits.
- Learn how to classify different species of life.
- Discuss evolution and creationism.

## **ANATOMY AND PHYSIOLOGY** (10<sup>th</sup> Grade)

Anatomy and physiology is a course that will enable students to develop an understanding of the relationships between the structures and functions of the human body. Students will also learn the mechanisms for maintaining homeostasis within the human body. This course will involve laboratory activities, projects, dissections, textbook material, models, diagrams, journal writings, and clinical studies.

**Credits:** 1 credit

**GPA Scale:** 4.0

**Prerequisite(s):** None

**Textbook(s):** *Essentials of Human Anatomy & Physiology* by E. N. Marieb; *Anatomy Coloring Book* by Stephanie McCann and Eric Wise

**Time Allotment:** 50 minutes per day, 5 days a week

**Instructional Goals:**

- Express an understanding of how the human body is organized.
- Describe the location and structure of body tissues and organs
- Describe each body system in terms of its structure and functions
- Express an understanding of the basic regulatory process involved in physiological processes.
- Express an understanding of how abnormal anatomy and physiology can lead to disease.
- Identify the stages of growth and development from conception to death.

## CHEMISTRY (11<sup>th</sup> Grade)

Chemistry is the study of the composition, structure, properties, and change of matter. Topics such as atomic structure, periodicity, bonding, formulae, gas laws, solution processes, acids and bases, chemical reactions, kinetics, environmental issues, and nuclear chemistry are covered in this course. The history and development of chemistry and the application and relevance of chemistry to other sciences are reoccurring themes. Lab experiments will allow students to experience chemical and physical changes in matter and to evaluate results qualitatively and quantitatively through measurement and graphical representation.

<b>Credits:</b>	1 credit
<b>GPA Scale:</b>	4.0
<b>Prerequisite(s):</b>	None
<b>Textbook(s):</b>	<i>Chemistry</i> (Prentice Hall)
<b>Time Allotment:</b>	50 minutes per day, 5 days a week
<b>Instructional Goals:</b>	<ul style="list-style-type: none"><li>• Evaluate the structure of an atom.</li><li>• Explore the types of bonds.</li><li>• Understand how different elements bond and react together.</li><li>• Learn about environmental issues from a chemical perspective.</li><li>• Explain the law of thermodynamics.</li></ul>

## NATURAL SCIENCE (12<sup>th</sup> Grade)

This course is designed to introduce the student to a survey of natural science fields including physics, chemistry, astronomy, geology, and biology while developing basic statistical and analytical skills for evaluating good science.

<b>Credits:</b>	1 credit
<b>College Credits:</b>	3 credit hours for concurrent enrollment from Southeastern College (additional fee)
<b>GPA Scale:</b>	4.0
<b>Prerequisite(s):</b>	Chemistry
<b>Textbook(s):</b>	<i>Conceptual Physics</i> (Pearson); miscellaneous teacher resources
<b>Time Allotment:</b>	50 minutes per day, 5 days a week
<b>Instructional Goals:</b>	<ul style="list-style-type: none"><li>• Know key concepts of the physical sciences that Christians should understand to promote relevant discussion of scientific topics such as evolution, earth age, intelligent design, bio engineering. These concepts include, but are not limited to, Newtonian Mechanics, Relative Mechanics, Quantum Physics, Geological and Anthropological dating techniques, Plant and Animal Genetic Engineering.</li><li>• Evaluate and categorize scientific information as good science or pseudo-science; demonstrate an understanding of how scientific knowledge becomes established fact even if fictitious.</li><li>• Demonstrate a working competency in understanding measures of central tendency and variation in order to appropriately define and critique scientific claims.</li><li>• Employ respectful, influential and apologetic skills through verbal and written assignments regarding topics of current scientific/social/religious debate, with an emphasis on the specialized techniques of scientific communication.</li><li>• Explain or Discuss how study of science and the Bible is symbiotic, not mutually exclusive: how the evolving study of each is capable of shedding light on a deeper, ever developing understanding of the other especially with respect to evolution and creation theories.</li><li>• Evaluate scientific work published at a level appropriate for the general public, including parsing out hypotheses, evaluating experimental designs, evaluating arguments for reasonableness, identifying inconsistencies, understanding what the statistics do and do not say, and proposing next research steps.</li></ul>

# Mathematics



Students at CCS are placed on math tracks beginning in 7<sup>th</sup> grade. This allows students who excel at math to progress through their required math classes at a faster rate in order to take higher level math courses at the high school level. To attend most 4-year universities, students are required to complete at least one math beyond Algebra II, and Personal Finance does not satisfy that requirement.

Grade	Track 1 <i>Community College or Trade School</i>	Track 2 <i>Community College or University (not recommended for medical/science fields)</i>	Track 3 <i>University</i>	Track 4 <i>University (recommended for competitive programs or medical/science fields)</i>
7	7 <sup>th</sup> Math	7 <sup>th</sup> Math	Pre-Algebra	Pre-Algebra
8	8 <sup>th</sup> Math	8 <sup>th</sup> Math	Algebra I (or Honors)	Honors Algebra I
9	Algebra I	Algebra I	Geometry (or Honors)	Honors Geometry
10	Geometry	Geometry	Algebra II (or Honors)	Honors Algebra II
11	Algebra II	Algebra II	Functions, Statistics, & Trigonometry	Honors PreCalculus
12	Personal Finance	Functions, Statistics, & Trigonometry	Personal Finance OR Honors PreCalculus	Honors Calculus

## ALGEBRA I (8<sup>th</sup> or 9<sup>th</sup> Grade)

Students will study foundational algebraic concepts and processes through demonstration, discussion, independent practice, teaching groups and hands on exercises. Emphasis is placed on mastering the use of inverse operations to solve equations and inequalities, graphing and interpreting linear and quadratic functions, and introducing students to polynomials and factoring.

**Credits:** 1 credit

**GPA Scale:** 4.0

**Prerequisite(s):** None

**Textbook(s):** *Big Ideas Math: Algebra I* (Cengage/National Geographic)

**Time Allotment:** 50 minutes per day, 5 days a week

- Instructional Goals:**
- Master the use of inverse operations to solve equations for a defined variable.
  - Master the use of inverse operations to solve inequalities for a defined variable.
  - Investigate functions and understand how to use them to solve real-world problems.
  - Recognize and graph linear and quadratic functions.
  - Explore transformations in linear and quadratic functions.
  - Simplify expressions involving integer and rational exponents.
  - Model and practice addition, subtraction, multiplication and division of polynomials.
  - Learn and recognize factoring methods for polynomials.

## HONORS ALGEBRA I (8<sup>th</sup> or 9<sup>th</sup> Grade)

Students will study foundational algebraic concepts and processes through demonstration, discussion, independent practice, teaching groups and hands on exercises. Emphasis is placed on mastering the use of inverse operations to solve equations and inequalities, graphing and interpreting linear and quadratic functions, and introducing students to polynomials and factoring at a deeper understanding and a fast pace. Students will expect to understand the full concept behind the subject not just the surface level understanding. Students will expect to advance at a faster pace than a normal class, as individual studying will be a factor. Emphasis is placed on real-world problems and challenge problems throughout the course.

**Credits:** 1 credit

**GPA Scale:** 5.0

**Prerequisite(s):** None (90 or above in previous CP course OR an 80 or above in the previous honors course)

<b>Textbook(s):</b>	<i>Big Ideas Math: Algebra I</i> (Cengage/National Geographic)
<b>Time Allotment:</b>	50 minutes per day, 5 days a week
<b>Instructional Goals:</b>	<ul style="list-style-type: none"> <li>• Master the use of inverse operations to solve equations for a defined variable.</li> <li>• Master the use of inverse operations to solve inequalities for a defined variable.</li> <li>• Investigate functions and understand how to use them to solve real-world problems.</li> <li>• Recognize and graph linear and quadratic functions.</li> <li>• Explore transformations in linear and quadratic functions.</li> <li>• Simplify expressions involving integer and rational exponents.</li> <li>• Model and practice addition, subtraction, multiplication and division of polynomials.</li> <li>• Learn and recognize factoring methods for polynomials.</li> </ul>

### GEOMETRY (9<sup>th</sup> or 10<sup>th</sup> Grade)

Students will study mathematical concepts relevant to real world situations through demonstration, discussion, independent practice, teaching groups, and hands-on exercises. Emphasis is placed on mastering triangle classification, quadrilaterals and angles, transformations on a coordinate plane, geometric proofs, and probability.

<b>Credits:</b>	1 credit
<b>GPA Scale:</b>	4.0
<b>Prerequisite(s):</b>	Algebra I
<b>Textbook(s):</b>	<i>Big Ideas Math: Geometry</i> (Cengage/National Geographic)
<b>Time Allotment:</b>	50 minutes per day, 5 days a week
<b>Instructional Goals:</b>	<ul style="list-style-type: none"> <li>• Establish and build upon a foundation of understanding points, lines, planes and angles.</li> <li>• Make conjectures to solve geometric proofs by using inductive and deductive reasoning.</li> <li>• Construct and prove that lines are perpendicular and parallel.</li> <li>• Prove congruency of triangles.</li> <li>• Understand the properties of different triangles.</li> <li>• Understand the properties and attributes of polygons and quadrilaterals as they relate to parallelograms.</li> <li>• Find similarity relationships in polygons, transformations, triangles.</li> <li>• Develop and apply geometric formulas.</li> <li>• Understand lines and arcs, angles, and segments in circles.</li> <li>• Apply probability.</li> </ul>

### HONORS GEOMETRY (9<sup>th</sup> or 10<sup>th</sup> Grade)

Honors Geometry is designed with an accelerated pace and expanded expectations in which students will study mathematical concepts relevant to real world situations through demonstration, discussion, independent practice, teaching groups, and hands-on exercises. Emphasis is placed on mastering properties and attributes of triangle, quadrilaterals and angles, transformations on a coordinate plane, similarities in polygons, geometric proofs, right angle trigonometry, probability, and extending understanding and application of transformational geometry, perimeter, circumference, and area. Students will be required to grasp a concept quickly and carry subject concepts over from early units of study through the entirety of the year.

<b>Credits:</b>	1 credit
<b>GPA Scale:</b>	5.0
<b>Prerequisite(s):</b>	Algebra I (90 or above in previous CP course OR an 80 or above in the previous honors course)
<b>Textbook(s):</b>	<i>Big Ideas Math: Geometry</i> (Cengage/National Geographic)
<b>Time Allotment:</b>	50 minutes per day, 5 days a week
<b>Instructional Goals:</b>	<ul style="list-style-type: none"> <li>• Establish and build upon a foundation of understanding points, lines, planes and angles.</li> <li>• Make conjectures to solve geometric proofs by using inductive and deductive reasoning.</li> <li>• Construct and prove that lines are perpendicular and parallel.</li> <li>• Prove congruency of triangles.</li> <li>• Understand the properties of different triangles.</li> <li>• Understand the properties and attributes of polygons and quadrilaterals as they relate to parallelograms.</li> <li>• Find similarity relationships in polygons, transformations, triangles.</li> <li>• Develop and apply geometric formulas.</li> <li>• Understand lines and arcs, angles, and segments in circles.</li> <li>• Master geometric proofs at an appropriate level.</li> <li>• Apply probability.</li> </ul>

## **ALGEBRA II** (10<sup>th</sup> or 11<sup>th</sup> Grade)

Students use concepts learned in Algebra I to further develop their algebra skills. We introduce functions and parent functions and their transformations. We explore quadratic functions and complex numbers as well as learning how to graph, factor, complete the square, analyze complex numbers and roots, and apply the quadratic formula. We conquer operations with polynomials and applying polynomial functions. We learn about growths and decays, inverses of relations and functions, properties of logarithms, and solving exponential and logarithmic equations. Rational and radical functions are explored followed by properties and attributes of functions. Texas Instruments 83 or 84 graphing calculators are used throughout the year. Students learn these concepts through lecture, working examples together, homework assignments, and then assessment.

**Credits:** 1 credit

**GPA Scale:** 4.0

**Prerequisite(s):** Algebra I and Geometry

**Textbook(s):** *Big Ideas Math: Algebra II* (Cengage/National Geographic)

**Time Allotment:** 50 minutes per day, 5 days a week

**Instructional Goals:**

- Use functions and their graphs to represent situations. Solving problems involving transformations of the linear parent functions.
- Graph and transform quadratic functions; solve quadratic equations and inequalities.
- Solve polynomial equations and use transformations to graph polynomial functions.
- Study exponential functions, logarithms, the inverse of exponents, and logarithmic functions.
- Simplify, graph, and solve rational and radical equations and inequalities.
- Study and compare functions.
- Explore arithmetic sequences and series.

## **HONORS ALGEBRA II** (10<sup>th</sup> or 11<sup>th</sup> Grade)

Students use concepts learned in Algebra I to further develop their algebra skills. We introduce functions and parent functions and their transformations. We explore quadratic functions and complex numbers as well as learning how to graph, factor, complete the square, analyze complex numbers and roots, and apply the quadratic formula. We conquer operations with polynomials and applying polynomial functions. We learn about growths and decays, inverses of relations and functions, properties of logarithms, and solving exponential and logarithmic equations. Rational and radical functions are explored followed by properties and attributes of functions. Texas Instruments 83 or 84 graphing calculators are used throughout the year. Students learn these concepts through lecture, working examples together, homework assignments, and then assessment. Students will be expected to understand the full concept behind the subject not just the surface level understanding. Students will be expected to advance at a faster pace than a normal class, as individual studying will be a factor. Emphasis is placed on real-world problems and challenge problems throughout the course.

**Credits:** 1 credit

**GPA Scale:** 5.0

**Prerequisite(s):** Algebra I and Geometry (90 or above in previous CP course OR an 80 or above in the previous honors course)

**Textbook(s):** *Big Ideas Math: Algebra II* (Cengage/National Geographic)

**Time Allotment:** 50 minutes per day, 5 days a week

**Instructional Goals:**

- Use functions and their graphs to represent situations. Solving problems involving transformations of the linear parent functions.
- Graph and transform quadratic functions; solve quadratic equations and inequalities.
- Solve polynomial equations and use transformations to graph polynomial functions.
- Study exponential functions, logarithms, the inverse of exponents, and logarithmic functions.
- Simplify, graph, and solve rational and radical equations and inequalities.
- Study and compare functions.
- Explore arithmetic sequences and series.

## FUNCTIONS, STATISTICS, & TRIGONOMETRY (11<sup>th</sup> or 12<sup>th</sup> Grade)

Students will study mathematical concepts relevant to real-world situations through demonstration, discussion independent practice, teaching groups, and hands-on exercises. Emphasis is placed on mastering linear, quadratic, exponential, and polynomial functions, practicing statistical analysis, making predictions from data sets, understanding trigonometric functions, and introducing students to probability and statistics.

<b>Credits:</b>	1 credit
<b>GPA Scale:</b>	4.0
<b>Prerequisite(s):</b>	Algebra II
<b>Textbook(s):</b>	<i>Functions, Statistics, &amp; Probability</i> (Addison Welsley Longman)
<b>Time Allotment:</b>	50 minutes per day, 5 days a week
<b>Instructional Goals:</b>	<ul style="list-style-type: none"><li>• Analyze data sets to calculate measures of center, quartiles, standard deviation, variance and percentiles.</li><li>• Determine which function type best describes a data set in order to make predictions.</li><li>• Master graphing and interpreting linear, quadratic, exponential and polynomial functions.</li><li>• Explore right angle trigonometry and basic trigonometric functions.</li><li>• Understand angles of rotation and how to use the unit circle to calculate trigonometric functions of angles.</li><li>• Apply trigonometric functions with the Law of Sines and the Law of Cosines.</li><li>• Identify and explore trigonometric graphs and identities.</li><li>• Use the fundamental counting principle, permutations, and combinations to calculate probabilities.</li><li>• Introduce theoretical and experimental probability and the probability of independent and dependent events.</li></ul>

## HONORS PRECALCULUS (11<sup>th</sup> or 12<sup>th</sup> Grade)

Honors Precalculus provides students a study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for calculus. Applications and models should be included throughout the course of study. Appropriate technology, from manipulatives to calculators, should be used regularly for instruction and assessment. Precalculus will help our students observe God's creation from a mathematical perspective and learn how to communicate with others for the sake of His glory.

<b>Credits:</b>	1 credit
<b>GPA Scale:</b>	5.0
<b>Prerequisite(s):</b>	Algebra II or Functions, Statistics, and Trigonometry (90 or above in previous CP course OR an 80 or above in the previous honors course)
<b>Textbook(s):</b>	<i>Precalculus with CalcChat and CalcView</i> (Ron Larson)
<b>Time Allotment:</b>	50 minutes per day, 5 days a week
<b>Instructional Goals:</b>	<ul style="list-style-type: none"><li>• Introduce basic properties of real numbers and absolute value.</li><li>• Compute distance and midpoint formulas.</li><li>• Write equations of circles and lines.</li><li>• Solve equations and inequalities using both algebraic and graphing techniques.</li><li>• Analyze and graph the 12 basic functions.</li><li>• Focus on the trigonometry functions and their graphs.</li><li>• Explore trigonometric Functions, periodic functions, and the Unit Circle.</li><li>• Discuss and prove trigonometric identities.</li><li>• Analyze the law of sines and the law of cosines.</li></ul>

## HONORS CALCULUS (12<sup>th</sup> Grade)

Honors Calculus is explored through the interpretation of graphs and tables as well as analytic methods. Derivatives are interpreted as rates of change and local linear approximation. The use of technology is integrated throughout the book to provide a balanced approach to the teaching and learning of calculus that involves algebraic, numerical, graphical, and verbal methods.

**Credits:** 1 credit

**GPA Scale:** 5.0

**Prerequisite(s):** Honors Precalculus (80 or above in the previous honors course)

**Textbook(s):** *Calculus with CalcChat and CalcView* (Larson and Battaglia)

**Time Allotment:** 50 minutes per day, 5 days a week

**Instructional Goals:**

- Apply the rules for limits of sums, products, quotients, and polynomials.
- Finding derivatives of differentiable functions using the sum, product, and quotient rules.
- Apply the chain rule to find the derivative as well as implicit differentiations.
- Construct the equations of the tangent line and the normal line at selected points of a function.
- Analyze a graph, determine critical points, and points of discontinuity as well as increasing and decreasing intervals.

## PERSONAL FINANCE (12<sup>th</sup> Grade)

Understanding financial management concepts is an important life skill. From credit to insurance to taxes, it is imperative that students understand the consequences of their choices. Wisely managing their money, students become citizens that are more responsible. A thorough understanding of financial concepts, with practical application through activities and projects, will enable students to leave this course with applicable, useful skills for life. This course surveys the basic personal financial needs of most individuals and emphasizes the basics of budgeting, saving, checking, investments, credit, the wise use of insurance, and paying and preparing income tax returns. After high school, students face a world filled with possibilities, and the more knowledge they can acquire, the higher the probability that their financial future will be secure. Students taking this course will learn to better prepare for their financial futures.

**Credits:** 1 credit

**GPA Scale:** 4.0

**Prerequisite(s):** Algebra II

**Textbook(s):** *Foundations of Personal Finance* by Dave Ramsey

**Time Allotment:** 50 minutes per day, 5 days a week

**Instructional Goals:**

- Explain how saving and investing builds financial security.
- Explain how money-management skills benefit financial health.
- Create a budget that includes savings, expenses, and investments.
- Explain the dangers of poor financial habits.
- Discuss and determine principles of credit.
- Distinguish various ways of managing liquid assets including savings, checking, and money market accounts.
- Explain why insurance is purchased, who the various policy types protect and how they reduce risk.
- Discuss retirement savings, including social security, and prepare a plan for the future.



# Foreign Language



## SPANISH I (11<sup>th</sup> Grade)

Students will gain a beginning knowledge of Spanish vocabulary, grammar, and the cultures of Spanish-speaking countries. Students will learn vocabulary and verb conjugations through themed units, study and use grammar constructs with reading and writing exercises, and build broader comprehension through reading, translating, and responding to longer passages. Students will gain an understanding of how Spanish can be useful to their daily lives and in fulfilling the Great Commission. They will memorize parts of scripture and the gospel story in Spanish for the purpose of sharing the gospel with a Spanish speaker.

**Credits:** 1 credit

**GPA Scale:** 4.0

**Prerequisite(s):** None

**Textbook(s):** *Spanish ¡Buen viaje! Level 1* (Glencoe)

**Time Allotment:** 50 minutes per day, 5 days a week

**Instructional Goals:**

- Gain beginning vocabulary (topically by chapter).
- Learn to conjugate and use present and preterit tense verbs.
- Learn parts of speech and their place in the sentence in Spanish grammar.
- Memorize and understand basic greetings, responses, and phrases for polite interaction.
- Interpret and respond to simple phrases, commands, questions, and descriptions.
- Learn appropriate pronunciation of Spanish words.
- Recognize English/Spanish cognates.
- Read, translate, and respond to short topical passages in Spanish.

## SPANISH II (12<sup>th</sup> Grade)

Students will gain a working knowledge of Spanish vocabulary, grammar, and the cultures of Spanish-speaking countries. Students will learn vocabulary and verb conjugations through themed units, study and use grammar constructs with reading and writing exercises, and build broader comprehension through reading, translating, and responding to longer passages. Students will continue to broaden their understanding of how Spanish can be useful to their daily lives and in fulfilling the Great Commission. They will memorize scripture selections and a full gospel presentation in Spanish for the purpose of sharing the gospel with a Spanish speaker.

**Credits:** 1 credit

**GPA Scale:** 4.0

**Prerequisite(s):** Spanish I

**Textbook(s):** *Spanish ¡Buen viaje! Level 2* (Glencoe)

**Time Allotment:** 50 minutes per day, 5 days a week

**Instructional Goals:**

- Increase vocabulary knowledge and usage.
- Learn to conjugate and use preterit, imperfect, future, conditional, present perfect, and progressive tense verbs.
- Learn more complex parts of speech and their place in the sentence in Spanish grammar constructs.
- Understand, respond to ideas and questions, and ask questions about familiar subjects.
- Speak and respond to questions in full sentences.
- Read, understand, and create short dialogues about familiar subjects in Spanish.
- Interpret and respond to simple phrases, commands, questions, and descriptions.
- Read, translate, and respond to longer topical passages in Spanish.