



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 11th-12th 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 (10th-12th 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. All coursework will be rooted in a Biblical perspective and build upon a Christian Worldview.

Credits: .5 credit

GPA Scale: 4.0

Prerequisite(s): None

Time Allotment: 50 minutes per day, 3 days per week

Instructional Goals:

- Gain photography experience with a DSLR camera.
- Build understanding of exposure settings, such as aperture, ISO, white balance, and shutter speed.
- Train for proper advertising pitch and procedure.
- Learn design basics such as the rule of thirds, color palette, and graphics.
- Write inverted pyramid news stories.
- Establish editing and proofreading skills.
- Learn to design an interview and ask follow-up questions.

HONORS LITERATURE (I, II, III) (10th-12th 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 10th-12th grades.

Credits: .5 credit

GPA Scale: 4.0

Prerequisite(s): None

Time Allotment: 50 minutes per day, 2-3 days a week (can be taken as a 2-day/week OR 3-day/week class)

Instructional Goals:

- Foster a comprehensive understanding of British literary movements, authors, and styles.
- Compare topical works of multiple authors.
- Compare multiple works of the same author.
- Develop a deeper understanding of literary devices such as allusion, metaphor, and personification.
- Analyze the use of story elements such as plot, theme, characterization, conflict, and setting.
- Participate in discussions, writing, and testing to prepare for the rigors of a college level English course.

SCIENCE LAB (10th-12th 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.

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

PHYSICAL EDUCATION (Required for 9th 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.*

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

STRENGTH AND CONDITIONING (10th-12th 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. Weightlifting 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.

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

COMPUTER APPLICATIONS I (*Required for 9th Grade*)

With Computer Applications I: Business Applications, students will demonstrate basic computer skills such as file management (including cloud storage), email communication, keyboarding, image editing, and Internet research and will continue to enhance skills in word processing, spreadsheets, and multimedia presentations. Students will use the latest version of Microsoft Office for the majority of these tasks, as well as Microsoft Office 365 online apps. **Required course for graduation from CCS.**

Credits:	.5 credit (Technology)
GPA Scale:	4.0
Prerequisite(s):	None
Time Allotment:	50 minutes per day, 2-3 days a week (can be taken as a 2-day/week OR 3-day/week class)
Instructional Goals:	<ul style="list-style-type: none">• Review the basics of PC hardware/software and the Microsoft Windows operating system.• Explore file management and differentiate among local, external, network, and cloud storage.• Introduce students to professional email communication standards and use email as a tool for communication and file transfers.• Introduce ways to work with PDF files using free PDF reader software (specifically, Adobe Acrobat Reader DC).• Expose students to practical examples of the computer as a useful research tool.• Offer introduction to three products in the Microsoft Office 2016 suite (Word, Excel, PowerPoint), as well as their online counterparts.• Explore Office 365 apps that are useful for school-related projects (Sway, Planner, etc.).• Introduce concept of open source software, using a graphic image editing program to learn basic image editing skills (GIMP).• Prepare students for future computer usage by teaching them how to find technology solutions for common college/career tasks, including appropriate apps on their cell phones.

COMPUTER APPLICATIONS II (*10th-12th 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. **Not a required course for graduation from CCS.**

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

COMPUTER APPLICATIONS III (12th grade)

Computer Applications III is an exploratory course on timely computer-related topics. Projects are determined by emerging and current technology, including “in the cloud” computing, e-portfolios, online storage, hands-on projects, etc. to be determined by the teacher and students together. *Not a required course for graduation from CCS.*

Credits: 1 Credit (Technology)

GPA Scale: 4.0

Prerequisite(s): Computer Applications II

Textbook(s): Shared documents from the teacher via Google Drive. Class will use handouts and online resources.

Time Allotment: 50 minutes per day, 2 days a week.

Instructional Goals:

- Identify, build, and display a teaching model of a computer for Lower School classes.
- Identify and use a leading “in the cloud” file storage service that offers file synchronization with a desktop folder.
- Create an e-portfolio using a leading free content management website creation tool.
- Locate, download, & use an open source graphic image manipulation program to edit and enhance digital photos.
- Create & manage a blog using a leading, free blogging platform, demonstrating the use of images, video, linking vs. embedding, etc.
- Become familiar with “in the cloud” storage, document creation, and collaborative editing using a leading cloud storage service.

PERSONAL FINANCE (9th-12th)

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.

ART I: FOUNDATIONS (10th-12th 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.

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

ART II: INTERMEDIATE (10th-12th 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.

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

ART III: ADVANCED (10th-12th 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.

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

ART IV: INDEPENDENT STUDY (10th-12th 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.

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

SAT PREP (10th-12th 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.

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

ECONOMICS (10th-12th grades)

Students will learn the basics of cooking, baking, candy making, and cake decorating. They will learn the fundamental terminology that is used for each of these categories as well. From each category, students will begin by creating basic recipes for each, but will also be challenged to create a more complex recipe from each category to stretch their learning experience in the kitchen.

Credits: .5 credit

GPA Scale: 4.0

Time Allotment: 50 minutes per day, 2 days a week

Instructional Goals:

- Distinguish between cooking and baking.
- Manage and carry out basic cooking and baking skills in the kitchen.
- Communicate basic knowledge of nutrition.
- Learn how to utilize whole foods without waste and excess.
- Understand basic etiquette skills.

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 9th-12th grades will be required to complete four credits in Bible for graduation. If a student transfers to CCS in the 11th grade, he/she will need only two credits in Bible to graduate.

OLD TESTAMENT SURVEY (9th 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 (10th 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 (11th 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 (12th Grade)

Students will survey six modern competing worldviews and world religions 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, and sociology. Students will explore developments in art in culture from ancient to modern times.

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:

- Logical perspective of various worldviews including Atheism, Communism, Postmodernism, New Age, and Islam.
- Cultural thought as understood by various worldviews.
- Application of ethical practice for various worldviews.
- Perspectives regarding the origin of the world and the species therein.
- Psychological perspectives of various psychological philosophies.
- Various views on the root cause of man's problems and how to best help man overcome those problems.
- Applications and proper scope of social institutions such as the family, the church, and the government.
- Religious beliefs of Hinduism, Buddhism, and Judaism.
- Development of art and culture from ancient to modern times.

Language Arts



ENGLISH I (9th 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): *Vocabu-Lit – Building Vocabulary Through Reading – Level I*. Iowa: Perfection Learning, 2014
Implications of Literature: Explorer Level. Brooklyn: Text Word Press, Inc., 2000
Easy Grammar Ultimate Series: 180 Daily Teaching Lessons—Grade 9 – Easy Grammar Systems.
Animal Farm – George Orwell
A Christmas Carol – Charles Dickens
Romeo and Juliet – William Shakespeare
A Separate Peace – John Knowles

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 (9th 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 (10th 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 *The Outsiders*, *Julius Caesar*, *Unbroken*, and *Night*. 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): *Vocabu-Lit – Building Vocabulary Through Reading – Level J*. Iowa: Perfection Learning, 2014
Implications of Literature: Navigator Level. Brooklyn: Text Word Press, Inc., 2002
Easy Grammar Ultimate Series: 180 Daily Teaching Lessons—Grade 10 – Easy Grammar Systems.
The Outsiders – S.E. Hinton
Julius Caesar – William Shakespeare
Unbroken – Laura Hillenbrand. New York: Delacorte Press, 2014
Night – Elie Wiesel. New York: Hill and Wang, 2006

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 (10th 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 (11th 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.

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

HONORS ENGLISH III (11th 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. Furthermore, students will utilize a Biblical perspective to investigate a variety of American literature selections.

Credits:	1 credit
GPA Scale:	5.0
Prerequisite(s):	English II (90 or above in previous CP course OR an 80 or above in the previous honors course)
Textbook(s):	<i>Easy Grammar Ultimate Series: 180 Daily Teaching Lessons—Grade 11</i> – Easy Grammar Systems. Michigan: McNaughton and Gunn, 2009 (digital). <i>Vocabulary for the High School Student</i> . Fourth Edition. Iowa: Perfection Learning <i>Implications of Literature</i> . Pioneer Level. Brooklyn: TextWord Press, Inc. <i>To Kill a Mockingbird</i> by Harper Lee <i>Huck Finn</i> by Mark Twain <i>The Crucible</i> by Arthur Miller <i>The Great Gatsby</i> by F. Scott Fitzgerald <i>Of Mice and Men</i> by John Steinbeck <i>The Glass Menagerie</i> by Tennessee Williams
Time Allotment:	50 minutes per day, 5 days a week

- Instructional Goals:**
- Understand how America’s history and literature are closely intertwined.
 - Examine the American experience through the short story.
 - Explain how an American author’s life influenced his writing.
 - Demonstrate understanding of an American fiction piece on four levels: factual, interpretive, critical, and personal.
 - Analyze literary elements of an independent reading novel.
 - Identify and correct capitalization errors, insert needed punctuation, review commonly misused grammar and other concepts, and combine several sentences into one, thoughtfully-written sentence.
 - 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.
 - Apply correct mechanics, usage, and agreement in writing.
 - Utilize the steps in the writing process.
 - Write sentences, paragraphs, and essays correctly.
 - Utilize MLA format when writing essays.
 - Complete an extensive research project.

ENGLISH IV (12th 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. 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 British literature selections.

Credits: 1 credit

GPA Scale: 4.0

Prerequisite(s): English III

Textbook(s): *Easy Grammar Ultimate Series: 180 Daily Teaching Lessons—Grade 12 – Easy Grammar Systems. Vocabulary for the High School Student.* Fourth Edition. Iowa: Perfection Learning, 2005.
Implications of Literature. Trailblazer Level. Brooklyn: TextWord Press, Inc., 2005.
Frankenstein by Mary Shelley
Great Expectations – Charles Dickens
Lord of the Flies by William Golding

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

- Instructional Goals:**
- Explain the influence/impact of the English language in the world.
 - Examine Old English literature.
 - Examine Middle English literature.
 - Examine Modern English literature.
 - Define and identify various literary devices.
 - Master pronunciation, spelling, definitions, synonyms, and antonyms of grade appropriate vocabulary words.
 - Identify the eight parts of speech.
 - Apply correct mechanics, usage, and agreement in writing.
 - Utilize the steps in the writing process.
 - Write sentences, paragraphs, and essays correctly.
 - Produce summaries.
 - Annotate literature using a wide variety of literary devices.

HONORS ENGLISH IV (12th 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. The students will evaluate, analyze, summarize, and apply a variety of British literature selections to their Christian walk by reading, discussion, and participation in projects and higher-level critical thinking exercises. 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 complete a Narrative Essay Project, which will require them to analyze their acceptance of Christ and the profound impact that He has had on their lives. 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 British literature selections.

Credits: 1 credit

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

GPA Scale: 5.0

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

Textbook(s): *Easy Grammar Ultimate Series: 180 Daily Teaching Lessons—Grade 12 – Easy Grammar Systems Implications of Literature* (Textword Press/Purposeful Design)
Vocabulary for the College-Bound Student, Fourth Edition. Iowa: Amsco School Publications, Inc.
Lord of the Flies – William Golding
Paradise Lost by John Milton
Frankenstein – Mary Shelley

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

Instructional Goals:

- Explain the influence and impact of the English language in and on the world.
- Identify and correct capitalization errors, insert needed punctuation, review commonly misused grammar and other concepts, and analyze more information about the English language.
- Recognize the importance of vocabulary usage in everyday life.
- Learn new words from context.
- Expand vocabulary by studying words related to a central idea.
- Examine and analyze Old English literature.
- Examine and analyze Middle English literature.
- Examine and analyze Modern English literature.
- Identify and analyze Anglo-Saxon cultural concepts and literary terms.
- Draw connections between the historical and literary elements of a novel.
- Analyze literary elements of an independent reading novel.
- Apply correct mechanics, usage, and agreement in writing.
- Utilize the steps in the writing process.
- Utilize MLA format when writing essays.
- Complete an extensive research project.

FOUNDATIONS OF WRITING AND COMMUNICATION (10th Grade)

This course is a college preparatory speech, rhetoric, and composition class for sophomores. Students will analyze and put into practice strong speaking, writing, organizational, and critical thinking skills, all which help students to utilize various methods to effectively communicate. Essay techniques for this class will include mainly narrative, informative, argumentative, and expository writing, all in MLA format. Students will strengthen skills needed for the PSAT and SAT tests, such as identifying grammatical errors, improving sentence structure, and critically answering passage-based reading questions. Students will examine and improve on communications, public speaking, debate, and writing skills in this course; it will also give a comprehensive overview of communications. Students will cover materials from the basics of communication to various types of speeches. Students will be assessed on speaking rate, volume, audience interaction, and speech organization. They will also utilize modern technology to assist in research and presentations. All coursework will be rooted in a Biblical perspective and built upon a Christian worldview.

Credits: 1 credit

GPA Scale: 4.0

Prerequisite(s): None

Textbook(s): *Take One! A Speaker's Guide to Effective Speaking.* Romano, Sue.
Sound Speech: Public speaking & Communication Studies. First Edition. Koontz, Terri L. Greenville: BJU Press, 2012.

Note: This class contains a teacher compiled curriculum organized from various other texts and books.

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

Instructional Goals:

- Utilize proper mechanics of writing.
- Learn the organization of multiple outlines and speeches.
- Revise speeches and proofreading skills.
- Work from typed speech, outline, note cards, and memorized speeches.
- Study famous and well-known public speakers, analyzing style and content.
- Study of rhetorical devices and fallacies in speechmaking and the media.

History



ANCIENT WORLD HISTORY (9th 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 (10th 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 (11th 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 (12th 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



PHYSICAL SCIENCE (9th Grade)

Physical Science provides a foundation in physics and chemistry in preparation for more advanced high-school science courses. This class gives both a historical and social perspective for scientific knowledge as supported by the National Science Educational Content Standards (NSECS). There are six major themes presented in this course: foundations, mechanics, electromagnetism, periodic phenomena, the structure of matter, and an introduction to chemistry. Content areas of focus are matter, measurements, mechanics/kinematics, mechanics/dynamics, energy, work and simple machines, fluid mechanics, thermodynamics, electricity, the atomic model, atoms, elements and the periodic table. Students will study scientific concepts through reading, writing, demonstration, discussion, independent practice, teaching groups, research, observations, technology, and hands-on experiments and labs.

Credits: 1 credit

GPA Scale: 4.0

Prerequisite(s): None

Textbook(s): *Physical Science*. Fourth Edition. Greenville: BJU Press, 2008.

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

Instructional Goals:

- Understand that science is observable, measureable, and repeatable.
- Identify ways that physical science can be used to save and improve human lives.
- Construct and test workable models that explain what we observe and allow us to make useful predictions.
- Understand the correct meaning of key vocabulary such as science, theory, and law.
- Develop critical thinking skills.
- Recognize the parallels between Scripture passages and certain aspects of physical science.
- Introduce how paradigms and presuppositions influence the study of science.
- Describe matter and address changes in matter, both physical and chemical.
- Discuss changes of states of matter.
- Understand the significance of measurement and its importance to the accuracy of scientific evidence specifically utilizing significant digits.
- Apply mathematical formulas to solve various scientific problems.
- Examine and recognize Newton's three laws.
- Discuss the classifications of energy.
- Examine mechanical work and the simple machines that make work more efficient.
- Discuss the various properties of fluids, which include liquids and gases.
- Examine hydraulics and apply Bernoulli's principle.
- Understand the concept of temperature and the effects it has on matter.
- Describe electricity and electric fields.
- Examine Ohm's law.
- Focus on the internal arrangement and nuclear properties of the atom as well as the particles that make up an atom.
- Explore nuclear decay: including gamma decay, alpha decay, and beta decay.
- Look at the history and arrangement of the periodic table.
- Be able to identify key information about elements from looking at the periodic table.
- Memorize 38 key elements and their symbols.

BIOLOGY (10th 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.

CHEMISTRY (11th 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.

Credits: 1 credit

GPA Scale: 4.0

Prerequisite(s): None

Textbook(s): *Chemistry* (Prentice Hall)

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

Instructional Goals:

- Discuss the historical development of the discipline of chemistry.
- Develop procedures for safe laboratory experiments and investigations.
- Master conceptual and mathematical problem-solving techniques.
- Identify properties of mixtures, elements, and compounds.
- Distinguish between chemical and physical changes in matter.
- Solve problems involving scientific notation and unit conversion
- Identify and explore the structure of an atom and recognize characteristics, arrangements, and quantities of subatomic particles.
- Explain how elements are organized in the periodic table and identify three broad classes of elements.
- Classify elements based on electron configuration.
- Describe how cations and anions form.
- Explore the types of bonds and describe how the different types of bonds occur.
- Understand how different elements bond and react together.
- Name and write formulas for ionic compounds, molecular compounds, acids and bases.
- Explore the mole as a measurement of matter.
- Describe how to convert the mass of a substance into the number of moles of a substance, and moles to mass.
- Distinguish between empirical and molecular formulas.
- Describe and distinguish between different types of chemical reactions.
- Interpret balanced chemical equations.
- Calculate stoichiometric quantities from balanced chemical equations.
- Identify limiting reagents and calculate percent yield in reactions.

PHYSICS (12th Grade)

The goal of this course is to develop a basic understanding of the universe around us and how it works. The students will gain a deeper appreciation for God's creation through the exposure to the physical elements of science. The focus will be on qualitative questioning to reveal the similarities and differences in various physics concepts. The three major units that are covered during the year are: mechanics, properties of matter, and heat. Students will study scientific concepts through reading, writing, demonstration, discussion, independent practice, teaching groups, research, observations, technology, and hands-on experiments.

Credits:	1 credit
College Credits:	3 credit hours for concurrent enrollment from Southeastern College (additional fee)
GPA Scale:	4.0
Prerequisite(s):	Chemistry
Textbook(s):	<i>Conceptual Physics</i> (Pearson); miscellaneous teacher resources
Time Allotment:	50 minutes per day, 5 days a week
Instructional Goals:	<ul style="list-style-type: none">• study motion in one dimension• study two-dimensional vectors• study motion in two dimensions• study Newton's Law with applications in the second law• study uniform circular motion and gravity• study physical laws of work and energy• study momentum• study periodic motion and waves• study geometric optics• study Coulomb's Law and electric field• study electric potential and circuits• study magnetism

Mathematics



Students at CCS are placed on math tracks beginning in 7th 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 Level	Math Track 1	Math Track 2	Math Track 3
7	Pre-Algebra	Math 7	Math 7
8	Algebra I/Honors Algebra I	Math 8	Math 8
9	Algebra II/Honors Algebra II	Algebra I/Honors Algebra I	Algebra I
10	Geometry/Honors Geometry	Algebra II/Honors Algebra II	Algebra II
11	Honors Precalculus	Geometry/Honors Geometry	Geometry
12	Honors Calculus	Functions, Statistics, & Trigonometry or Honors Precalculus	Personal Finance or Accounting (when offered)

ALGEBRA I (8th or 9th 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 (8th or 9th 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)
Textbook(s):	<i>Big Ideas Math: Algebra I</i> (Cengage/National Geographic)
Time Allotment:	50 minutes per day, 5 days a week
Instructional Goals:	<ul style="list-style-type: none">• 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.

GEOMETRY (10th or 11th 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.

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

HONORS GEOMETRY (10th or 11th 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.

Credits:	1 credit
GPA Scale:	5.0
Prerequisite(s):	Algebra I (90 or above in previous CP course OR an 80 or above in the previous honors course)
Textbook(s):	<i>Big Ideas Math: Geometry</i> (Cengage/National Geographic)
Time Allotment:	50 minutes per day, 5 days a week

- Instructional Goals:**
- Establish and build upon a foundation of understanding points, lines, planes and angles.
 - Make conjectures to solve geometric proofs by using inductive and deductive reasoning.
 - Construct and prove that lines are perpendicular and parallel.
 - Prove congruency of triangles.
 - Understand the properties of different triangles.
 - Understand the properties and attributes of polygons and quadrilaterals as they relate to parallelograms.
 - Find similarity relationships in polygons, transformations, triangles.
 - Develop and apply geometric formulas.
 - Understand lines and arcs, angles, and segments in circles.
 - Master geometric proofs at an appropriate level.
 - Apply probability.

ALGEBRA II (*9th, 10th or 11th 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 (*10th or 11th 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 (11th or 12th 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.

Credits: 1 credit

GPA Scale: 4.0

Prerequisite(s): Algebra II

Textbook(s): *Functions, Statistics, & Probability* (Addison Welsley Longman)

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

- Instructional Goals:**
- Analyze data sets to calculate measures of center, quartiles, standard deviation, variance and percentiles.
 - Determine which function type best describes a data set in order to make predictions.
 - Master graphing and interpreting linear, quadratic, exponential and polynomial functions.
 - Explore right angle trigonometry and basic trigonometric functions.
 - Understand angles of rotation and how to use the unit circle to calculate trigonometric functions of angles.
 - Apply trigonometric functions with the Law of Sines and the Law of Cosines.
 - Identify and explore trigonometric graphs and identities.
 - Use the fundamental counting principle, permutations, and combinations to calculate probabilities.
 - Introduce theoretical and experimental probability and the probability of independent and dependent events.

HONORS PRECALCULUS (11th or 12th 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.

Credits: 1 credit

GPA Scale: 5.0

Prerequisite(s): Algebra II or Functions, Statistics, and Trigonometry (90 or above in previous CP course OR an 80 or above in the previous honors course)

Textbook(s): *Precalculus 10E*, Ron Larson, Cengage Learning

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

- Instructional Goals:**
- Introduce basic properties of real numbers and absolute value.
 - Compute distance and midpoint formulas.
 - Write equations of circles and lines.
 - Solve equations and inequalities using both algebraic and graphing techniques.
 - Analyze and graph the 12 basic functions.
 - Focus on the trigonometry functions and their graphs.
 - Explore trigonometric Functions, periodic functions, and the Unit Circle.
 - Discuss and prove trigonometric identities.
 - Analyze the law of sines of and the law of cosines.

HONORS CALCULUS (12th 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):	<i>Calculus with CalcChat and CalcView</i> (Larson and Battaglia)
Time Allotment:	50 minutes per day, 5 days a week
Instructional Goals:	<ul style="list-style-type: none">• 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.

ACCOUNTING (12th Grade)

Accounting is defined as “The Language of Business.” In this course, students will learn the many aspects of accounting and how important accounting information is in successfully running a business through lecture, hands-on activities, and real world application (simulation). Students will learn to apply accounting concepts and techniques to given situations and learn to use the accounting equation to prepare a balance sheet and other financial statements. These financial statements include, but are not limited to journals, general ledgers, trial balance worksheets, and income statements. Students will realize that they take part in minor accounting practices every day.

Credits:	1 credit
GPA Scale:	4.0
Prerequisite(s):	Algebra II
Textbook(s):	<i>Century 21 Accounting 9E</i> (Gilbertson & Lehman)
Time Allotment:	50 minutes per day, 5 days a week
Instructional Goals:	<ul style="list-style-type: none">• Apply accounting principles and concepts.• Apply accounting rules when analyzing transactions.• Explain the importance of ethical business decisions.• Exhibit appropriate interpersonal skills for the workplace.• Analyze and interpret information to make sound and ethical decisions.• Journalize transactions using various journal formats.• Complete a manual business simulation.

PERSONAL FINANCE (12th 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):	<i>Foundations of Personal Finance</i> 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 (11th 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 (12th 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.