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 fulfill the Great Commission effectively. (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." (Acts1:8) Students need to be equipped with foreign language skills in order to communicate effectively 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 express himself and aspects of his character visually 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. (I 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 Statement
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

National Beta Club
The National Beta Club is an academic honors club for grades 7th through 9th at our school. Students must maintain an 85 average of all core classes, with no C's in any classes, each quarter to be inducted and maintain their membership. 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 on the CCS website for more information.

House Council (aka Student Council)
In the fall of 2023, the Student Council merged with the House system to create a House Council that will increase student leadership and student participation in our school community. The new House Council provides unity among the Upper School with the goal of solidifying each student's identification with his/her House. Houses elect their leaders, deputies, and representatives from applications submitted. House Deputies represent and act as liaisons between the Council, House, and Sponsors. Please see the Student Council page on the CCS website 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 any middle school and high school activities on the night of Homecoming. Please see the Homecoming page on the CCS website for more information.

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

Athletics *(when available – interest-driven)*
Girls Volleyball
Girls Soccer
Boys Soccer
Girls Basketball
Boys Basketball
Girls and Boys Golf
Cross-Country Running
Softball
Baseball
Girls Cheerleading

High School Elective Classes

ART I: FOUNDATIONS *(High School Elective)*
Students will gain increasing 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:	0.5
GPA Scale:	4.0
Prerequisite(s):	None
Time Allotment:	2 semesters, 50 minutes per day, 2 days per week or 50 minutes a day, 3 days per week
Instructional Goals:	• 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 three-dimensional art forms of pottery and sculpture. • Introduce art history and art analysis.

ART II: INTERMEDIATE *(High School Elective)*
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:	0.5
GPA Scale:	4.0
Prerequisite(s):	Art I: Foundations
Time Allotment:	2 semesters, 50 minutes per day, 2 days a week
Instructional Goals:	• 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, tastes, and styles. • Discover artists and discuss how they are relevant in art history and to student work. • Introduce intermediate techniques for three-dimensional art forms of pottery and sculpture.

ART III: ADVANCED *(High School Elective)*
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:	0.5
GPA Scale:	4.0
Prerequisite(s):	Art II: Intermediate

Time Allotment: 2 semesters, 50 minutes per day, 2 days per week or 50 minutes per day, 3 days per week

Instructional Goals:
- 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 landscapes, portraits, abstracts, and surrealism, including personal ideas, tastes, 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 *(High School Elective)*

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: 0.5

GPA Scale: 4.0

Prerequisite(s): Art III: Advanced

Time Allotment: 2 semesters, 50 minutes per day, 2 days per week or 50 minutes per day, 3 days per week

Instructional Goals:
- Explore medium of choice.
- Explore a variety of traditional and non-traditional subject matter such as landscapes, portraits, abstracts, and surrealism, including personal ideas, tastes, and styles.
- Demonstrate compositional understanding by applying the elements and principles of design to their sketches, drawings, and final paintings.
- 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.
- Exhibit artwork in Senior Show (required).
- Produce and develop a student portfolio.

CHORUS *(High School Elective)*

The CCS Choral Program, including the Chorus class, is designed to enhance the musical, creative, and expressive qualities of all students. Musical opportunities are provided for every student to learn the basic skills of singing, playing, and reading music, developing song repertoire, broadening listening skills, and experiencing the interrelated nature of music with other cultures and content areas. Students will develop mastery of solfege, major and minor scales, and four-part harmonies. Students will convey musical interpretation with the use of dynamics and phrasing, while incorporating facial expression and movement for refined presentation. Students will understand how a musical composition is structured through listening and analysis. Students will be able to identify repetition aurally and visually in musical scores. Students will continue to develop an understanding and appreciation of the differences in music from other cultures and the connections music brings to people, places, and time. The topics in this class will provide a strong basis for the continuation of their music skills as the student continues to become a life-long participant of music.

Credits: 0.5

GPA Scale: 4.0

Prerequisite(s): None

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

Instructional Goals:
- *Music Theory* - Students will study and practice music theory through reading and writing music. They will use critical thinking skills to analyze the way music is organized.
- *Performance* - Students will demonstrate mastery of musical skills and concepts at appropriate levels. They will learn to participate in music as musicians through singing, playing instruments, composing, and responding to music with movement.

- *Music History* - Students will understand aspects of music history and ways in which music fits into today's culture. They will become familiar with the distinguishing musical characteristics that classify the major historical periods of music.
- *Analysis, Evaluation, and Critique* - Students will listen to, respond to, reflect on, analyze, interpret, evaluate, and critique music.
- *Aesthetics* - Students will reflect on the sensory, emotional, and intellectual qualities of music. By experiencing and evaluating musical compositions and performances, students will have the opportunity to understand meaning in music and recognize the contribution music makes to the enrichment of life.

COMPUTER APPLICATIONS I *(High School Elective)*

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: 1 (Technology)

GPA Scale: 4.0

Prerequisite(s): Computer Keyboarding

Time Allotment: 2 semesters, 50 minutes per day, 5 days per week

Instructional Goals:

- 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.

PERSONAL FINANCE *(High School Elective - Required for 10th 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. *Required course for graduation from CCS.*

Credits: 0.5

GPA Scale: 4.0

Prerequisite(s): None

Textbook(s): *Foundation in Personal Finance.* Ramsey Education. Lampo Licensing, LLC, 2022.

Time Allotment: 2 semesters, 51 minutes per day, 3 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.

PHYSICAL EDUCATION *(High School Elective - Required for 9th Grade)*

Students will be introduced to and become experienced in a variety of team sports, with particular focus being placed on soccer and basketball. 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: 0.5

GPA Scale: 4.0

Prerequisite(s): None

Time Allotment: 2 semesters, 50 minutes per day, 3 days per week

Instructional Goals:

- 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 has on the other aspects of one's life.

SCIENCE LAB *(High School Elective)*

The high school 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: 0.5

GPA Scale: 4.0

Prerequisite(s): Biology

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

Instructional Goals:

- 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.

STRENGTH AND CONDITIONING *(High School Elective - 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.

Credits: 0.5

GPA Scale: 4.0

Prerequisite(s): None

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

Instructional Goals:

- 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.

THEATER ARTS I *(High School Elective)*

As a set of staged practices rich with social context, theater has sought to document, engage, and affect communities. This course introduces and explores theater from page to stage as a live performing art. Topics include the relationship between theater and society (historical and contemporary), dramatic structure, theatrical representation, and the crafts of theater artists such as directors, designers, playwrights, and actors. We will also engage with live performances and video archives of past performances.

Credits: .05

GPA Scale: 4.0

Prerequisite(s): None

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

Instructional Goals:

- Demonstrate understanding of the social and artistic movements that have shaped theater as we know it today.
- Apply discipline-specific skills to the creation of performance.
- Analyze, and interpret texts and performances both in writing and orally.
- Demonstrate knowledge of theatre history and literature and draw connections between theatrical practices and social contexts in both modern and pre-modern periods.
- Practice collaborative skills in various theatrical contexts.
- Develop and apply process skills in rehearsal, production, and classroom settings.
- Demonstrate problem-solving skills in the creation of artistic work.

YEARBOOK *(High School Elective)*

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 graphic technology tools on the yearbook vendor website. Other software includes GIMP, Adobe Photoshop, Microsoft Word, and Microsoft Publisher. All coursework will be rooted in a Biblical perspective and will build upon a Christian Worldview.

Credits: 0.5

GPA Scale: 4.0

Prerequisite(s): None

Time Allotment: 2 semesters, 50 minutes per day, 3 days a 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.
- Work with online layout and file management tools supplied by the yearbook vendor.

Biblical Studies

Students are required to take a Bible course every year they are enrolled at CCS to meet graduation requirements. For example, a student at CCS from 9th-12th grades will be required to complete four credits in Bible for graduation, while a student who transfers to CCS in the 11th grade will need only two credits in Bible to graduate.

OLD TESTAMENT *(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
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:	2 semesters, 51 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 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 *(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 the Biblical accounts, as well as application for today. Students will discover God's rescue plan as it unfolded across the ages of history and as it continues on until today and toward the future, culminating in the glorious hope of eternity.

Credits:	1
GPA Scale:	4.0
Prerequisite(s):	None
Textbook(s):	• *Walking with God and His People: Hope for God's Kingdom.* 2nd Edition. Grand Rapids: Christian Schools International, 2013. • Fee, Gordon and Douglas Stuart. *How to Read the Bible for All It's Worth.* 4th edition. Grand Rapids: Zondervan, 2014
Time Allotment:	2 semesters, 51 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, conflicts, mission, and purpose of the First Century church.
- Understand the events leading up to, as well as the lasting impact of, Jesus' death, burial, and resurrection.
- Identify genres of New Testament literature and understand interpretive differences resulting from these genres.
- 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 giving a clearer and deeper understanding of the doctrines of the Christian church.

Credits: 1

GPA Scale: 4.0

Prerequisite(s): None

Textbook(s): Driscoll, Mark and Gerry Breshears. *Doctrine: What Christians Should Believe.* Wheaton: Crossway, 2010.
Sproul, R.C. *The Holiness of God. Second Edition.* Carol Stream, Illinois: Tyndale House, 2000.

Time Allotment: 2 semesters, 51 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 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.

COMPARATIVE 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

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

GPA Scale: 4.0

Prerequisite(s): None

Textbook(s): Myers, Jeff and David A. Noebel. *Understanding the Times: A Survey of Competing Worldviews. 1st Edition.* Manitou Springs, CO: Summit Press, 2015.
ISBN: 978-1-4347-0958-5

Time Allotment: 2 semesters, 51 minutes per day, 5 days a week

Instructional Goals:

- Examine the theological perspective of various worldviews including Atheism, Communism, Postmodernism, New Age thought, Christianity, and Islam.
- Explore philosophical thought as understood by various worldviews.
- Uncover the foundation of ethical practice for various worldviews.
- Analyze evidence regarding the origin of the world and the species therein.
- Discuss the foundations of various psychological philosophies.
- Identify the differing views on the root cause of man's problems and how to best help man overcome.
- Examine the foundations and proper scope of social institutions such as the family, the church, and the government.
- Investigate religious beliefs of Hinduism, Buddhism, and Judaism.
- Trace the development of art and culture from ancient to modern times.

Language Arts

ENGLISH I (College Prep & Honors) *(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 classical stories like *A Christmas Carol*, *Romeo and Juliet*, *Rebecca*, and *And Then There Were None*. Furthermore, students will utilize a Biblical perspective to investigate a variety of literature selections.

Additionally, **Honors** students are incorporated into the CP classroom for an ability-inclusive class. Due to this methodology currently in use in the high school English classrooms, the Honors' section is modified in the following manners:

- Independent quarterly assignments – reading, journaling, and creative texts – on a timetable developed by the student
- Enriched daily assignments
- Enriched assessments – both quizzes and tests
- Additional collaborative and solo projects

Credits:	1
GPA Scale:	4.0
Prerequisite(s):	None
Textbook(s):	• *Adventures in Reading: Athena Edition.* Holt, Rhinehart, and Winston. 1996 • *Implications of Literature: Explorer Level.* Brooklyn: Text Word Press, Inc., 2000 (ISBN: 1-930592-00-0). • *GrammarFlip* – GrammarFlip.com • *CommonLit* – commonlit.org • Vocabulary.com • *The Giver* series • *A Christmas Carol* – Charles Dickens (The edition does not matter.) • *Romeo and Juliet* – William Shakespeare (early modern translation) • *And Then There Were None* – Agatha Christie
Time Allotment:	2 semesters, 51 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.

ENGLISH II (College Prep & Honors) *(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*, and *Night*. Furthermore, students will utilize a Biblical perspective to investigate a variety of literature selections.

Additionally, **Honors** students are incorporated into the **CP** classroom for an ability-inclusive class. Due to this methodology currently in use in the high school English classrooms, the **Honors'** section is modified in the following manners:

- Independent quarterly assignments – reading, journaling, and creative texts – on a timetable developed by the student
- Enriched daily assignments
- Enriched assessments – both quizzes and tests
- Additional collaborative and solo projects

Credits:	1
GPA Scale:	4.0

Prerequisite(s): English I

Textbook(s):
- Textbook Pending
- *CommonLit* – commonlit.org
- *GrammarFlip* – grammarflip.com
- *The Outsiders* – S.E. Hinton (The edition does not matter.)
- *Antigone* – Sophocles
- *Julius Caesar* – William Shakespeare (early modern translation)
- *Night* – Elie Wiesel. New York: Hill and Wang, 2006 (ISBN: 978-0-374-50001-6).
- *Murder on the Orient Express* – Agatha Christie
- *Fahrenheit 451* – Ray Bradbury
- *The Hound of the Baskervilles* – Arthur Conan Doyle

Time Allotment: 2 semesters, 51 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.
- Analyze and apply the rhetorical devices of ethos, pathos, and logos.

ENGLISH III (College Prep & Honors) *(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. Furthermore, students will utilize a Biblical perspective to investigate a variety of American literature selections.

Additionally, Honors students are incorporated into the CP classroom for an ability-inclusive class. Due to this methodology currently in use in the high school English classrooms, the Honors' section is modified in the following manners:

- Independent quarterly assignments – reading, journaling, and creative texts – on a timetable developed by the student
- Enriched daily assignments
- Enriched assessments – both quizzes and tests
- Additional collaborative and solo projects

Credits: 1

GPA Scale: 4.0

Prerequisite(s): English II

Textbook(s):
- *American Literature*, 3rd edition. BJU Press. 2022.
- *CommonLit* – commonlit.org
- *GrammarFlip* – grammarflip.com
- *The Crucible* by Arthur Miller
- *A Raisin in the Sun* by Lorraine Hansberry
- *Ethan Frome* by Edith Wharton
- T*he Jungle* by Upton Sinclair
- *To Kill a Mockingbird* by Harper Lee (The edition does not matter.)

Time Allotment: 2 semesters, 57 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.
- Explore the American experience through the novel.
- 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.

Instructional Goals:
- Write sentences, paragraphs, and essays correctly.
- Explore outline form and create outlines.
- Produce summaries.
- Complete research project.
- Annotate literature using a wide variety of literary devices.

ENGLISH IV (College Prep & Honors) *(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, 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.

Additionally, Honors students are incorporated into the CP classroom for an ability-inclusive class. Due to this methodology currently in use in the high school English classrooms, the Honors' section is modified in the following manners:

- Independent quarterly assignments – reading, journaling, and creative texts – on a timetable developed by the student
- Enriched daily assignments
- Enriched assessments – both quizzes and tests
- Additional collaborative and solo projects

Credits: 1

GPA Scale: 4.0

Prerequisite(s): English III

Textbook(s):
- *British Literature, 3rd Edition*, Bob Jones Press, 2019.
- *Dr. Jekyll and Mr. Hyde* – Robert Louise Stevenson (The edition does not matter.)
- *Commonlit* – commonlit.org
- *Beowulf* – Anonymous (Burton Raffel edition)
- *Macbeth* – Shakespeare (early modern translation)
- *The Canterbury Tales* – Geoffrey Chaucer (The edition does not matter)
- *Jane Eyre* – Charlotte Brontë
- *The Lion, the Witch, and the Wardrobe* – C.S. Lewis

Time Allotment: 2 semesters, 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.

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 of which help students to utilize various methods to communicate effectively. 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 ACT and SAT tests, such as identifying grammatical errors, improving sentence structure, and critically answering passage-based reading questions. Students will examine and improve 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

GPA Scale: 4.0

Prerequisite(s): None

Textbook(s):
- *Take One! A Speaker's Guide to Effective Speaking.* Romano, Sue. Raleigh, 2009.
- *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: 2 semesters, 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 rhetorical devices and fallacies in speechmaking and the media.

History

CULTURAL GEOGRAPHY *(9th Grade)*

Cultural Geography is part of a developmental social studies program used to teach physical and human geography, as well as knowledge of God and Christian character. This survey will be done through the use of reading, writing, discussion, and research. Geography is the study of the earth from creation to the present as well as human interaction in fulfilling the Creation Mandate. It records mankind's attempts to live according to the Creation Mandate in a fallen world. Cultural Geography explores the continents looking at the five themes of geography: movement, region, location, interaction, and place. It also analyzes the cultures of the world by looking at the five themes of culture: religion, institutions, social groups, aesthetics, and physical environment.

Credits:	1
GPA Scale:	4.0
Prerequisite(s):	None
Textbook(s):	• *Cultural Geography*. 4th edition. BJU Press, 2015. • Workbook • World Atlas • Journals • Bible
Time Allotment:	2 semesters, 50 minutes per day, 5 days a week
Instructional Goals:	• Appreciate the earth and Creation as God's handiwork. • Distinguish God's activities in Creation and among the peoples of the world. • Examine the record of the fulfillment of the Creation Mandate throughout cultures and time. • 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 to the Creation. • Examine ways a nation's economy can influence its interaction with the environment. • Demonstrate that the physical environment affects the way people live and work. • Demonstrate how the physical environment affects all aspects of culture. • See how all people reflect God's image. • Analyze the spread of the Gospel throughout the cultures of the world

WORLD HISTORY *(10th Grade)*

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 according to the Creation Mandate in a fallen world. World History surveys the beginning of civilizations through the modern period. 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
GPA Scale:	4.0
Prerequisite(s):	None
Textbook(s):	*World History*, 5th edition. BJU Press, 2019.
Time Allotment:	2 semesters, 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.

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 the U.S. 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

GPA Scale: 4.0

Prerequisite(s): None

Textbook(s): *United States History, 5th Edition.* BJU Press, 2018 – 978-1-62856-207-1
Workbook – United States History, 5th Edition Student Activities Manual, BJU Press, 2018 -978-1-162856-223-1

Time Allotment: 2 semesters, 51 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.
- The New Nation – Analyze and assess the different approaches to governing our new nation
- 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.
- Discuss and analyze the economic and political events that led to the Great War.
- Assess the political agendas of the countries involved in the Great War
- Describe the twenties and thirties and the differences between the two decades.
- Analyze and discuss the political, economic, social, religious movement that led to World War II.
- Discuss the Postwar Era and the economic and social events of the Baby Boom generation.
- Analyze the Korean War, Cold War, Vietnam War, and the Presidential campaigns throughout those wars.
- Discuss the New Millennium.

GOVERNMENT AND ECONOMICS *(12th Grade)*

This course examines major events that helped create the US government, including the history of democracy, the colonial period, and the writing of the Constitution. From there, the course covers how American Government works by examining each branch of government and federalism. The second semester of this course looks at economics as a science of choice and examines global economics, business, the stock market, the financial market, and national wealth. Students will be able to explain the basics of economics and apply it to their personal lives.

Credits: 1

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

GPA Scale: 4.0

Prerequisite(s): None

Textbook(s):

- *Economics, Third Edition*. BJU Press 2017. ISBN: 978-1-59166-411-6
- *American Government, Fourth Edition*. BJU Press 2020. ISBN: 978-1-62856-424-2

Time Allotment: 2 semesters (1 semester for Government; 1 semester for Economics), 50 minutes per day, 5 days a week

Instructional Goals:

- *A History of Democracy* - The learner will evaluate the need for government and history of democracy from Athens, Rome, England, and Founding Fathers additions to the concept.
- *The Constitution* - The learner will describe and apply the concepts of the Constitution to the actions of government and citizens today.
- *The Branches of Government* - The learner will analyze the system of checks and balances within the three branches of government.
- *Party Politics* - The learner will analyze the function of political parties in the United States.
- *Economics: The Science of Choice* - The learner will define and describe the basic terms and ideas behind economic models.
- *Economics of the Nations* - The learner will analyze the economic problem as it is viewed under various economic systems.
- *Economics of the Business Firm* - The learner will examine forms of business, the stock market, and competition among businesses.
- *Economics of the Financial Market* - The learner will examine money and the financial market and explore banking.
- *Economics of Government* - The learner will examine and explain business cycles, the wealth of a nation, inflation, and fiscal policy.

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

GPA Scale: 4.0

Prerequisite(s): None

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

Time Allotment: 2 semesters, 57 minutes per day, 5 days a week

Instructional Goals:

- Understand that science is observable, measurable, 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
GPA Scale:	4.0
Prerequisite(s):	None
Textbook(s):	*Biology*, Fourth Edition. Greenville. BJU Press, 2011. ISBN: 978-1-60682-017-9
Time Allotment:	2 semesters, 51 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
GPA Scale:	4.0
Prerequisite(s):	None
Textbook(s):	*Chemistry. First Edition.* Upper Saddle River, N.J.: Prentice Hall, 2005.
Time Allotment:	2 semesters, 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.

ENVIRONMENTAL SCIENCE *(12th Grade)*

Environmental Science is a course to guide students to investigate a wide variety of phenomena and see how their actions have an impact. Through this course, students will seek to understand how they can be good stewards and carry out the Creation Mandate in various environmental issues including ecology, population growth, resource management, and climate change. Students will also compare secular scientists' findings on these topics to a biblical worldview.

Credits:	1
GPA Scale:	4.0
Prerequisite(s):	Chemistry
Textbook(s):	*Environmental Science: Your World, Your Turn.* Savvas Learning Company, 2021. ISBN: 9781418336356 *Environmental Science: Your World, Your Turn Student Workbook.* Savvas Learning Company, 2021. ISBN: 9781418336370
Time Allotment:	2 semesters, 51 minutes per day, 5 days a week
Instructional Goals:	• Establish basic laboratory techniques. • Introduction to environmental science, economics, and environmental policy. • Understand the connection between human activities and the effect we have on the environment. • Explore earth's resources and how humans extract and manage them. • Discuss climate change. • Compare the costs and benefits of fossil fuel usage. • Explore alternative energy sources and discuss their applications.

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

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

GPA Scale: 4.0

Prerequisite(s): None

Textbook(s): *Big Ideas Math: Modeling Real Life.* Big Ideas Learning. Erie, 2019.

Time Allotment: 2 semesters, 50 minutes per day, 5 days a week

Instructional Goals:

- Master the use of inverse operations to solve equations 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
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):	*Big Ideas Math: Algebra I.* Big Ideas Learning. Erie, 2019.
Time Allotment:	2 semesters, 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.

ALGEBRA II *(9^{th} or 10^{th})*

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
GPA Scale:	4.0
Prerequisite(s):	Algebra I
Textbook(s):	*Big Ideas Math: Modeling Real Life.* Big Ideas Learning. Erie, 2019.
Time Allotment:	2 semesters, 50 minutes per day, 5 days a week
Instructional Goals:	• Reason quantitatively and use units. • Use properties of rational exponents, rational numbers, and irrational numbers. • Interpret the structure of linear, quadratic, and exponential expressions. Write equivalent expressions. • Perform arithmetic on linear and quadratic polynomials. • Create linear, quadratic, and exponential equations. • Solve linear and absolute value equations and inequalities, and quadratic and exponential equations. • Solve linear systems of equations and inequalities, and nonlinear systems of equations. • Interpret and analyze linear, quadratic, exponential, absolute value, step, and piecewise functions. • Build linear, quadratic, and exponential models. • Build linear, quadratic, exponential, and absolute value functions from existing functions. • Summarize, represent, and interpret data using measures of center and spread.

HONORS ALGEBRA II *(9^{th} or 10^{th})*

Students use concepts learned in Algebra I to further develop their algebra skills. Functions and parent functions and their transformations are introduced. 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 are explored. Operations with polynomials and applying polynomial functions are reviewed. Students will calculate 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
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):	*Big Ideas Math: Modeling Real Life.* Big Ideas Learning. Erie, 2019.
Time Allotment:	2 semesters, 51 minutes per day, 5 days a week
Instructional Goals:	• Use functions and their graphs to represent situations. • Solve 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.

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
GPA Scale:	4.0
Prerequisite(s):	Algebra II
Textbook(s):	*Big Ideas Math Geometry: A Bridge to Success,* Ron Larson and Laurie Boswell, ISBN: 978-1-64208-971-4
Time Allotment:	2 semesters, 51 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. • 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
GPA Scale:	5.0
Prerequisite(s):	Algebra II (90 or above in previous CP course OR an 80 or above in the previous honors course)
Textbook(s):	*Big Ideas Math Geometry: A Bridge to Success,* Ron Larson and Laurie Boswell, ISBN: 978-1-64208-971-4
Time Allotment:	2 semesters, 51 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.

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

GPA Scale: 4.0

Prerequisite(s): Geometry

Textbook(s): *Functions, Statistics, and Trigonometry.* Second Edition. Addison Wesley Longman. Glenview, 1998.

Time Allotment: 2 semesters, 51 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 with 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

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, 2017 ISBN: 978-1-337-27108-0

Time Allotment: 2 semesters, 51 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 sins of and the law of cosines.
- Introduce vectors and vector operations.
- Solve systems of equations in two or more variables with elimination and matrices.

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. Integration is introduced and used to find the area of a plane region.

Credits: 1

GPA Scale: 5.0

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

Textbook(s): *Calculus: Graphical, Numerical, Algebraic.* Boston: Pearson Prentice Hall, 2007.

Time Allotment: 2 semesters, 51 minutes per day, 5 days a week

Instructional Goals:

- Apply the rules for limits of sums, products, quotients, and polynomials.
- Finding derivatives of differentiable functions using the sum, product, and quotient rules.
- Apply the chain rule to find derivatives.
- Utilize implicit differentiations to solve related rates problems.
- 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.
- Apply the First and Second Derivatives Tests.
- Introduce integrals and processes for solving simple integrals.
- Explore the Fundamental Theorem of Calculus and find definite integrals.
- Find integrals using integration by parts.

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

GPA Scale: 4.0

Prerequisite(s): None

Textbook(s): *Century 21 Accounting. 9th Edition.* Gilbertson and Lehman. Mason, 2008. Cengage Learning: ISBN: 1-111-98863-3.

Time Allotment: 2 semesters, 51 minutes per day, 5 days a week

Instructional Goals:

- Apply the rules for limits of sums, products, quotients, and polynomials.
- Finding derivatives of differentiable functions using the sum, product, and quotient rules.
- Apply the chain rule to find derivatives.
- Utilize implicit differentiations to solve related rates problems.
- 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.
- Apply the First and Second Derivatives Tests.
- Introduce integrals and processes for solving simple integrals.
- Explore the Fundamental Theorem of Calculus and find definite integrals.
- Find integrals using integration by parts.

Foreign Language

SPANISH I *(High School)*

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

GPA Scale: 4.0

Prerequisite(s): None

Textbook(s): *¡Buen Viaje! Level 1*. Glencoe/McGraw-Hill 2008

Time Allotment: 51 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 *(High School)*

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

GPA Scale: 4.0

Prerequisite(s): Spanish I

Textbook(s): *¡Buen Viaje! Level 2.* Glencoe/McGraw-Hill 2008

Time Allotment: 51 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.
- Write a paragraph using familiar topics and vocabulary and grammar constructs.
- Read, translate, and respond to longer topical passages in Spanish.