



**2011-2012**  
**Secondary Academic Handbook**  
**and Course Selection Guide**

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# Secondary Academic Handbook

Cypress Christian provides a balanced curriculum for a wide variety of students, whether their interests lie in the sciences, math, literature, writing, foreign language, or the arts. There are many options depending on the student's academic goals. Please carefully consider and guide your student in what he/she wants to accomplish during the high school years.

- If your student plans to go to a four-year college, a junior college, or technical school, you must include all of the Recommended Diploma courses during the four years in high school. The Recommended Diploma course plan reflects the minimum college requirements.
- Check the admission requirements of the colleges your student is interested in attending. You can do this by calling the Admissions Office at those schools or visiting their websites.
- If your student wants to be a student of distinction or be in competition for valedictorian, there are additional advanced courses required. (See **Graduation Requirements for Academic Recognition**).
- It should be understood that if a sufficient number of students do not pre-register for a course, the course will not be offered for the next school year.

## Graduation Requirements

Please keep the following graduation information in mind as you choose your courses for next year.

- Three types of diplomas will be offered: the Academic Diploma, the Recommended Diploma, and the Distinguished Diploma.
- In order to graduate from CCS, one credit of Bible for each year of attendance at CCS is required.
- One-half (1/2) credit is given for each semester of a course passed.
- No more than one credit of PE may be counted toward graduation.
- Community Service Requirement: Ten (10) hours per semester for each semester of high school (grades 9 – 12) attendance at CCS. Five (5) hours for each semester of middle school (grades 6 – 8) attendance at CCS. This requirement is Pass/Fail. Therefore, if the student does not complete these hours, he/she will fail the community service requirement for that semester. The community service will be noted on the student's transcript.
- A "Modified" Academic Diploma will be issued to any student who has received any modifications to the standard academic program. The modifications must be established in writing by the Huff Learning Center personnel and approved by the student, parents, learning center teacher, and secondary principal.

## Academic Recognition

At graduation we will recognize several groups of students: the National Honor Society, Distinguished Graduates, the Valedictorian, and the Salutatorian.

- **Valedictorians**

The honor of valedictorian will be awarded to the student of distinction with the highest cumulative GPA over eight semesters of high school.

- Valedictorians must have attended CCS four (4) full consecutive semesters, including the entire senior year. (Students entering CCS at the beginning of the junior year will be given consideration.)
- If there is a tie, the valedictorian will be the student with the greatest number of higher level courses and the salutatorian will be the student with the second greatest number of higher level courses.
- To be considered for this honor, the student must not have been on any type of disciplinary probation during his/her senior year.

## Diploma Requirements (Class of 2013 - 2015)

<u>Academic Diploma</u>	<u>Recommended Diploma</u>	<u>Distinguished Diploma</u>
4 Bible	4 Bible	4 Bible
4 English	4 English	4 English
4 Social Studies	4 Social Studies	4 Social Studies
4 Math	4 Math (Alg. 1 and above)	4 Math (Alg. 1 and above)
4 Science	4 Science (through Physics)	4 Science (through Physics)
1 PE	2 Foreign Language	3 Foreign Language**
1 Computer*	1 PE	1 PE
½ Speech	½ Speech	½ Speech
1 Fine Arts	1 Fine Arts	1 Fine Arts
3 ½ Electives	1 Computer*	1 Computer*
	2 1/2 Elective	1 1/2 Electives
		(2 AP/Dual Credit courses required)
<b>27 Credits</b>	<b>28 Credits</b>	<b>28 Credits</b>

## **Advanced Placement Classes (AP)**

Advanced Placement classes are courses taken for possible college credit that require more in-depth study and time than regular high school courses. College credit can be earned at certain colleges with a passing score on the AP exam given by the College Board in May. The College Board determines the fee and the date of the exam. Students who enroll in AP classes must take the AP exam.

To sign up for these courses a student must have instructor approval, a cumulative GPA of 85 or higher, and an 85 average in the courses previously taken in the same field. AP courses may require summer reading.

## **Middle School Spanish Course Offerings**

### **Middle School Spanish Course Offerings:**

**6<sup>th</sup> grade:** Exploratory Spanish (elective course/one quarter)

**7<sup>th</sup>/8<sup>th</sup> grade:** Introduction to Spanish (one semester), Spanish Prep (one semester)

**8<sup>th</sup> grade** (eligibility process): 8<sup>th</sup> grade Spanish 1 (HS course; full year)

### **Regarding credit for 8<sup>th</sup> grade Spanish 1:**

- Eighth grade Spanish 1 will count toward high school graduation only if the student is obtaining a Distinguished Diploma.
- Eighth grade Spanish 1 will only be given Distinguished Diploma credit with a grade of 85% or higher, averaging both semesters.
- Eighth grade Spanish 1 will not be used to calculate high school GPA, but will be listed at the top of the transcript.
- In order to graduate with a Recommended Diploma, students will be required to take a minimum of two years of Foreign Language during grades 9-12 regardless of any middle school credit.
- Students transferring from another school will be granted Foreign Language credit towards the Distinguished Diploma based on administrative discretion, in addition to the standard criterion.

## **Honors Level Classes**

Honors Level classes are high school level courses that require more in-depth study and time than regular high school courses. These courses are taught at a higher or advanced level to challenge the student academically.

Pre-requisites include instructor approval, a cumulative GPA of 85 or higher, and an 85 average in the courses previously taken in the same field. Honors level classes may require summer reading.

## List of Honors Classes

### Math

- Honors Pre-Calculus Pre-AP
- AP Calculus

### Science

- AP Biology
- Physics II
- Dual Credit Chemistry

### English

- Honors English III
- Dual Credit English IV

### History

- Dual Credit U.S. History

### Language

- Honors Spanish III Honors
- Dual Credit Spanish IV/V

## Dual Credit (DC) Classes

Dual Credit classes are college level courses that meet the requirements which are established by Lone Star College—Tomball. College credit is given by Lone Star College—Tomball and a college transcript can be obtained from them. High School credit is given by Cypress Christian School and is noted on the student's high school transcript. The Lone Star College District rules governing dual credit classes, along with all CCS classroom rules and guidelines, will be distributed by the dual credit teacher at the beginning of the school year.

To sign up for these courses a student must meet CCS eligibility requirements and meet all the pre-requisite requirements set by Lone Star College—Tomball. For further information, please see the Academic Advisor.

## Requirements for Acceptability of Transfer Credits

(Pertains to transfer students as well as home schooled students)

- Only coursework from an accredited institution, such as, but not limited to, ACSI, SACS, etc. will be accepted.
- Coursework must be reviewed and approved by the Academic Advisor and CCS Administration (i.e. Curriculum Director, H.S. Principal) before it can be accepted as a credit for a CCS Transcript and/or as one of the core requirements for graduation. This review may, but is not limited to, include providing the adequate textbook as well as course description from the institution the student is transferring.
- Coursework will be accepted for high school credit upon successful completion during ninth-twelfth grade years.

- Algebra I is an exception to the above requirement if it was completed in 8<sup>th</sup> grade and the student passes a Proficiency Exam.
- Algebra I taken before 9<sup>th</sup> grade will not be added into the total amount of credits taken in high school. Four high school math credits are still needed for graduation.
- All new secondary students will be tested to determine their academic status at CCS.
- All transfer credits of new incoming students will be reviewed by the Admissions Committee, the Academic Advisor, and Administration at the time of application.
  - The screening will determine whether previous coursework taken by the incoming student is considered an elective or a fulfillment of a core requirement at CCS.
- All credits must conform to CCS academic and coursework standards to be listed on official CCS transcript.
  - CCS will make this determination at its own discretion.
- Summer courses may only be taken to make up classes failed. They may not be taken for original credit.

## **Add/Drop Policy**

Please consider carefully the courses for which your student signs up. Each student must be familiar with the requirements for graduation, potential college entrance requirements, as well as the course content prior to registering for classes.

- After the school year starts, schedule changes will only be made in extenuating circumstances and at the discretion of the Academic Advisor and the principal.
- A student wishing to request a schedule change should obtain a drop/add form from the Academic Advisor. Before obtaining a drop/add form, it is the student's responsibility to make sure that the course being added is not on the published closed class list. The Academic Advisor and student will fill out the form, including the advisor's recommendation.
- The student will then obtain signatures from the teachers involved in the change, as well as from his/her parents. The completed form should be submitted to the Academic Advisor, and then to the Secondary Principal for final approval.
- No schedule change is official until the student receives an updated schedule from the Academic Advisor.
- Please be aware of the following when dropping or adding a class:
  1. During the first three weeks of the semester, there is no penalty for dropping a class.
  2. Students who do not have a study hall may drop a class during the first nine weeks. However, the student will receive a withdrawal grade (WP – withdraw passing or WF – withdraw failing) on the student's transcript. This will not affect the student's grade point average.
  3. After the first three weeks of the semester, students may not add a class.

## Failure of a Required Course

In the case of failure of a required course for graduation, it is required that the course be retaken. A failing grade is 69.5 and below for any one semester.

- High School Students who fail three or more semesters of a combination of any classes during a school year will not be permitted to return to CCS. Students who fail one or two semesters may be permitted to return provided they have successfully retaken courses they have failed.
- The following venues have been approved by the CCS administration for students to complete failed coursework:
  - Public school summer school
  - Texas Tech distance learning – [www.depts.ttu.edu](http://www.depts.ttu.edu)
  - Sevenstar Academy (online)
  - Credit by exam (CBE) is not permitted
- Please note that it is the student's responsibility to complete the make-up class and have the final grade forwarded to the Registrar at CCS by August 1, prior to the new school year. This is needed in order to assure that the student's transcript will be updated to show successful completion of the previous school year.
- If this coursework is not completed by August 1, the student will not be permitted to return for the next school year. No student will be permitted to enter the next academic year unless all failed coursework in core classes has been successfully made up from the previous year.
- Any senior who fails a required course may not be permitted to participate in graduation ceremonies until all graduation requirements have been fulfilled.

Middle School (Grades 6-8) students who fail two or more core classes (English, Math, Science, or History) or three or more total classes will not be permitted to advance to the next grade even with the successful completion in summer work.

- Students in the 8<sup>th</sup> grade who fail two courses must receive approval from the administration before being recommended to continue on to the 9<sup>th</sup> grade.
- Whether or not students will be permitted to repeat the grade they have failed will be determined by space availability.
- A student who has failed primarily because of disruptive behaviors or negative attitudes may not be permitted to return to CCS even when space is available.

## Community Service Requirement

- Ten (10) hours of community service are required for each high school semester of attendance at CCS. Five (5) hours of community service are required for each middle school semester of attendance at CCS. The community service will be noted on the student's transcript.
- The community service requirement is Pass/Fail. Therefore, if the student does not complete these hours, he/she will fail the community service requirement for that semester.
- Community Service will be reported to the student's Bible class teacher, who will approve and document all community service hours.

## Academic Probation

Academic Probation is invoked when a student has a serious academic problem. It is intended to give notice to the parent and the student, so that mutual effort on the part of both school and home may be made to correct the academic deficiency.

## Semester Exams

One of the most beneficial exams that students take is the semester exam. Not only is the discipline of preparing for such tests beneficial in developing study skills, but it also serves as review of materials learned. Students retain more of what they have learned when they have been required to review.

- Semester exams are mandatory and given only in high school credit classes. (This would include Algebra I and Spanish I taken in eighth grade.)
- Semester exam grades will be given a value of 20% of the semester grade.
- Students transferring into CCS during the school year are responsible for all prior information taught at CCS for the semester in which they enrolled.
- Seniors may be exempted from one final in the first semester and all finals second semester in each class in which they have an average of 90 or better, with no more than three (3) tardies or three (3) absences (excused or unexcused) in any class.
- Suspension or detention eliminates eligibility for exemption of finals for seniors.
- **No pre-planned absences** will be permitted during semester final exams.

## Academic Grades

CCS utilizes a numerically based percentage system for quarter, exam and semester grades. This is the only scale utilized for the reporting of these grades. Extracurricular eligibility, probation, and quarter averages are based on percentages.

The following grades scale is utilized:

<u>% Points</u>	<u>Letter Grade</u>	<u>Definition</u>
90-100	A	Far exceeds minimum standards
80-89	B	Exceeds minimum standards
75-79	C	Meets minimum standards
70-74	D	Failure to meet some of the minimum standards
69.5 & Below	F	Failure to meet minimum standards
--	I	Incomplete

## Grade Point Average (GPA) and Class Rank

- The registrar will compute the numerical average of each student at the end of each semester.
  - Parents and student will review the student’s transcript once a year to ensure accuracy of the report.
- Class ranks are reported in quartiles for each grade level at the end of each semester after the sophomore year.
  - GPAs and quartile rankings may be obtained after the completion of any semester after the sophomore year.
  - Quartile Ranges:

	<u>Cumulative GPA</u>
1 <sup>st</sup> Quartile	90.000 – 100.000
2 <sup>nd</sup> Quartile	85.000 – 89.999
3 <sup>rd</sup> Quartile	80.000 – 84.999
4 <sup>th</sup> Quartile	79.999 –
  - A student in the top ten percent will receive a Certification of Class Rank containing the student’s numerical class rank, but the numerical class rank will not appear on the transcript. When the school provides an official transcript to a requesting college/scholarship committee of a student in the top ten percent of the class, it will also provide the Certification of Class Rank.
- The following policies govern computation of grade point averages based upon a 100 point scale.
  1. To calculate the weighted GPA, ten (10) additional points will be added to the semester average of any junior/senior level Honors, Dual Credit, or AP courses if the semester average is “75” or higher. Transcripts and report cards will reflect the actual grade earned in the course, while the GPA calculation will include the extra points for the weighted GPA. An unweighted GPA (i.e. no extra points added) will also be reflected on the transcript.
  2. Final semester marks earned in credit courses are included, whether earned at CCS or not, excluding courses failed and repeated.
  3. Non-academic courses (library aide, study hall, community service and PE/athletics) are omitted from GPA calculations.
  4. Starting with the class of 2011, each student is given a cumulative numerical average based on all semester marks earned in grades 9 through 12.
  5. Computations are rounded off to the fourth decimal place.
  6. Students must have attended CCS four (4) full consecutive semesters in order for their GPA to place them in the top 10% of their class. (Students entering CCS at the beginning of the junior year will be given consideration.)
  7. Algebra I and Spanish I taken in middle school for high school credit will not be included in the GPA or counted toward graduation credits, although it will be listed on the high school transcript to fulfill graduation requirements.
  8. Where honors points were awarded by the student’s previous school, CCS may honor additional grade points to transfer students at its discretion.

- CCS uses a weighted grade system in computing grade point averages for class rank and eligibility for National Honor Society and National Junior Honor Society and requires that the student's weighted grade average be 89.5 or above, not including any non-academic courses.

## Algebra Readiness and Proficiency Requirement

Research tells us that Algebra is the language of mathematics and sciences, thus it is vitally important that all students master its logical structure. Mastery of Algebra I concepts is considered crucial for success on the SAT (Scholastic Assessment Test) and in subsequent higher level math, science and computer courses. The state of Texas and colleges are placing a greater emphasis upon math proficiency and the understanding of the basic underlying concepts. Cypress Christian School concurs with the new state requirement for all students to successfully pass four years of math and science to be eligible for graduation.

- **Algebra I Readiness Requirement.**
  - All students desiring to take Algebra I during the eighth grade year must meet or exceed the following requirements:
    - Demonstrate mastery of key math competencies identified for 7<sup>th</sup> Grade Math.
    - Score at the 80<sup>th</sup> percentile or higher on the Orleans-Hanna Algebra Prognosis Test.
    - Recommended by 7<sup>th</sup> grade teachers for Algebra I in grade 8 based on:
      - Grade of 85 or higher in 7<sup>th</sup> Grade Math.
      - Demonstrate maturity and study habits necessary for work load required by Algebra I. This is a high school course and will be taught as such.
- **Algebra Proficiency Requirement.** All eighth grade students must meet the following Algebra I proficiency requirements to successfully pass Algebra I for high school credit.
  - Demonstrate mastery of key competencies identified for Algebra I.
  - Score at the 80<sup>th</sup> percentile or higher on the Algebra I Proficiency Exam given at the end of the course.
  - Semester grade of 85 or higher in each semester of Algebra I.

## College Entrance Exams

- **PSAT (Preliminary Scholastic Aptitude Test)**  
The PSAT is expected for sophomores and juniors each year as preliminary training for the SAT. Additionally, the PSAT is used to select students for National Merit Scholarships. Thus, it is not only a helpful practice, but for the gifted student who does well, it can be a means of obtaining recognition for

college scholarships. This test is given at CCS and the applicable fee is billed to the family account.

- **SAT (Scholastic Aptitude Test) and ACT (American College Testing)**  
The SAT and ACT tests are college entrance exams. They are not given at CCS, but information is available in the secondary school academic advisor's office. Students in the 11<sup>th</sup> grade are expected to take the SAT and/or ACT.

## **NCAA Academic Eligibility**

Any student who plans to participate in athletics in college must register with the NCAA Initial-Eligibility Clearinghouse. For Division I (and Div. II if enrolling in college after Aug. 1, 2013) you will need 16 core courses in the following:

- English – 4 years
- Mathematics (Algebra I or higher) – 3 years
- Natural/Physical Sciences (one must be a lab science) – 2 years
- Additional English, Math or Science course – 1 year
- Social Studies – 2 years
- Additional cores courses (from any area listed above, or from foreign language, or comparative religion/philosophy) – 4 years

## **Academic Assistance Programs**

Application for these academic assistance programs may be made through the Huff Learning Center and will require extra fees in addition to normal tuition. Fees will be determined by the program, educational materials, and other accommodations required to address the specific needs of the student.

Program:	Tutoring
Grade Level:	6-12
Description:	Tutoring is an assistance program that seeks to provide students with additional help with a specific subject. Each student is scheduled a tutoring time that provides for a successful learning experience. Tutoring assistance is offered throughout the school day during a study hall or before and after regular school hours. Times and schedules of tutoring classes vary from year to year depending on the needs of the student and tutor availability.
Program:	Learning Center
Grade Level:	6-12
Description:	Learning Center is an assistance program that accommodates students with diagnosed learning differences in the regular classroom. Each student is scheduled into the least restrictive setting that provides for a successful learning experience. Because

all students are unique with varying strengths and weaknesses, each student is assigned to classes according to his assessed potential. A battery of educational tests is used to determine the most appropriate placement while enrolled at CCS. Learning Lab is offered throughout the school day. Times and schedules of classes vary from year to year depending on the needs of the student and needs within the school.

Program: Discovery Program  
 Grade Level: 6-12  
 Description: The Educational Therapy Program uses deficit area techniques to stimulate weak areas toward more efficient functioning and to develop accurate thinking. The goal of educational therapy is to equip students to succeed in the classroom and in life as independent learners. Students in educational therapy are released from the classroom for a couple of sessions per week and are in therapy for an average of three or more years. The Cypress Christian Discovery Program is fully accredited by the National Institute for Learning Disabilities and is facilitated by NILD certified educational therapists.

## Middle School Curriculum

Department	Grade 6	Grade 7	Grade 8
<b>Bible</b>	Bible	O.T. Introduction	N.T. Survey
<b>English</b>	Concepts of Literature & Grammar	Concepts of Literature & Grammar or Advanced English	Concepts of Literature & Grammar or Advanced English
<b>Math</b>	Math 6	Math 7, Pre-Algebra	Pre-Algebra, Algebra I
<b>Science</b>	General Science	Life Science	Physical Science
<b>Social Studies</b>	World History	Texas History	U.S. History to 1877
<b>Foreign Language</b>	Exploratory Spanish	Introduction to Spanish or ASL	Intro to Spanish or ASL, Spanish I
<b>Technology</b>	Computer Applications	Computer Applications	Exploring Technology
<b>Fine Arts</b>	Art, Chorus, Drama	Art, Chorus, Drama, Band	Art, Chorus, Drama, Band
<b>Other Options</b>	<i>PE</i>	<i>PE, Study Skills, Directed Study Hall</i>	<i>PE, Directed Study Hall</i>

## High School Curriculum

Department	Grade 9	Grade 10	Grade 11	Grade 12
<b>Bible</b>	Mastering Bible Studies, Freshman Boys/Girls Bible,	Behavioral Ethics, Mastering Bible Studies, Old Testament Survey , NT Survey, Bible 10	Biblical Truth, Know What You Believe, Behavioral Ethics, N. T. Survey, O. T Survey, BART	O.T. Survey, N. T. Survey, Know What You Believe, Church History, Behavioral Ethics, Biblical Truth, Advanced BART
<b>English</b>	English I, English I Advanced	English II, English II—Advanced	English III, Advanced English III/Honors	British Lit & Composition or DC Literature & Composition
<b>Math</b>	Algebra I, Geometry, Advanced Geometry	Math Models, Geometry, Algebra II	Geometry, Algebra II, Pre-Calculus, Honors Pre-Calculus	Algebra II, Pre-Calculus, Calculus, Honors Pre-Calculus, AP Calculus
<b>Science</b>	Biology, Pre-AP Biology	Biology, Chemistry, Pre-DC Chemistry	Chemistry, Physics, AP Biology, Forensic Science, Marine Science Science Elective	Physics, AP Biology, DC Chemistry, Physics II, Forensic Science, Marine Science, Science Elective
<b>Social Studies</b>	World Geography	World History	US History Since 1877 or DC US History	Government—Economics
<b>Foreign Language</b>	Spanish I, Advanced Spanish I, Spanish II, Advanced Spanish II	Spanish I, Spanish II, Spanish II Adv., Spanish III, Spanish III Honors, Spanish IV	Spanish II, Spanish III, Spanish III Honors Spanish IV, Dual Credit Spanish IV	Spanish III, Spanish IV, Spanish V, Spanish VI, Dual Credit Spanish IV or V
<b>Technology</b>	Java I, Java II, Graphic Design I, Graphic Design II, Visual Basic Programming	Java I, Java II, Graphic Design I, Graphic Design II, Visual Basic, Yearbook	Java I, Java II, Graphic Design I, Graphic Design II, Visual Basic, Yearbook	Java I, Java II, Graphic Design I, Graphic Design II, Visual Basic, Yearbook
<b>Fine Arts</b>	Art, Choir, Drama, Band, Survey of	Art, Choir, Drama, Band, Survey of	Art, Choir, Drama, Band, Survey of	Art, Choir, Drama, Band, Survey of Fine

	Fine Arts	Fine Arts	Fine Arts	Arts
<b>Other Options</b>	<i>Study Hall, Athletic Period</i>	<i>Study Hall, Debate, Athletic Period</i>	<i>Study Hall, Speech, Debate, Athletic Period</i>	<i>Study Hall, Speech, Debate, Athletic Period</i>

## Course Selection Guide

### Middle School Schedule

7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Boys/Girls Bible Grammar & Writing Skills or Advanced English History Life Science Pre-Algebra or Math 7 PE Intro to Spanish Intro to ASL Audition Band Computer Technology Study Skills/ Elective Art/ Girls' Choir/ Drama Directed Study Hall	Boys/Girls Bible Grammar & Composition or Advanced English History Physical Science Pre-Algebra or Algebra I PE Intro to Spanish Spanish I Intro to ASL Audition Band Computer Technology Art/ Girls' Choir/ Drama Directed Study Hall

### Typical Schedule for Academic Diploma

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Bible English I World Geography Biology Algebra I Study Hall Fine Arts	Bible English II World History Chemistry Math Models Study Hall Computer	Bible English III US History Geometry Elective Science Elective Study Hall	Bible English IV Gov./Economics Elective Science Algebra II Speech or Debate Elective Study Hall

### Typical Schedule for Recommended Diploma

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Bible English I World Geography Biology Algebra I PE/ Health Spanish I or ASL I Fine Arts	Bible English II World History Chemistry Geometry PE Spanish II or ASL II Computers	Bible English III US History Forensic Science, Physics Algebra II Elective Speech or Debate Study Hall	Bible English IV Govt./Economics Forensic Science, Elective Science or AP Biology* Pre-Calculus Elective Study Hall

### Typical Schedule for Distinguished Diploma

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Bible Advanced English I World Geography Pre-AP Biology Advanced Geometry Spanish I, Spanish II, Advanced Spanish I/II, or Spanish III Honors* Fine Arts Study Hall/Elective	Bible Advanced English II World History Pre-DC Chemistry Algebra II Adv. Spanish II, Spanish III, or Spanish III Honors* Computers/Yearbook Study Hall/Elective	Bible English III Honors* Dual Credit US History* Physics Pre-Calculus or Honors Pre-Calculus* Spanish III, Spanish III Honors* or DC Spanish IV* Elective Speech or Debate/SH	Bible Dual Credit English IV* Govt./Economics Dual Credit Chemistry*, Physics II*, or AP Biology* Calculus or AP Calculus* DC Spanish IV*/V* Elective/SH/Elective Science

\*Honors Courses



# High School Course Selection Form 2011

**Student** \_\_\_\_\_  
 Last Name First Name Middle Name Graduating Class

**Please follow the steps listed below.**

1. Write the grade level (9,10,11) next to each course you *have* completed or are *currently* taking.
2. Place an "X" next to each course you would like to take next year.
3. 9<sup>th</sup> 10<sup>th</sup> and 11<sup>th</sup> grade students must choose AT LEAST 7 courses. (Only 1 Study Hall permitted)
4. Seniors must choose AT LEAST 6 courses. (Only 2 Study Halls permitted)
5. Please check total # of credits required for graduation. (see requirements on back)

**BIBLE (4 YEARS REQUIRED)**

- \_\_\_ Behavioral Ethics
- \_\_\_ 9<sup>th</sup> grade Boys Bible
- \_\_\_ 9<sup>th</sup> grade Girls Bible
- \_\_\_ 10<sup>th</sup> grade Boys Bible
- \_\_\_ 10<sup>th</sup> grade Girls Bible
- \_\_\_ Biblical Church History
- \_\_\_ Know What You Believe
- \_\_\_ Mastering Bible Studies
- \_\_\_ Old Testament Survey
- \_\_\_ New Testament Survey
- \_\_\_ Bible ART 1 @
- \_\_\_ Advanced BART @
- \_\_\_ Other \_\_\_\_\_

**ENGLISH (4 YEARS REQUIRED)**

- \_\_\_ English 1
- \_\_\_ English 1 Advanced @
- \_\_\_ English 2
- \_\_\_ English 2 Advanced @
- \_\_\_ English 3
- \_\_\_ English 3 Honors/Pre-Dual Credit @\*
- \_\_\_ English 4
- \_\_\_ English 4 DC – 1301/1302@\*

**MATHEMATICS (4 YEARS REQUIRED)**

- \_\_\_ Algebra 1
- \_\_\_ Geometry
- \_\_\_ Advanced Geometry @
- \_\_\_ Math Models
- \_\_\_ Algebra 2
- \_\_\_ Pre-Calculus
- \_\_\_ Honors Pre-Calculus Pre-AP @\*#
- \_\_\_ General Calculus
- \_\_\_ AP Calculus @\*

**SCIENCE (4 YEARS REQUIRED)**

- \_\_\_ Biology
- \_\_\_ Pre-AP Biology @
- \_\_\_ Chemistry
- \_\_\_ Pre-Dual Credit Chemistry @
- \_\_\_ Physics
- \_\_\_ Chemistry II DC - 1411@\*
- \_\_\_ Physics II @\*
- \_\_\_ AP Biology @\*
- \_\_\_ Astronomy or other Science Elective
- \_\_\_ Forensic Science (will be offered 2012-13)

**SOCIAL STUDIES/HISTORY (4 YEARS REQUIRED)**

- \_\_\_ World Geography
- \_\_\_ World History
- \_\_\_ United States History DC – 1301/1302 @\*
- \_\_\_ United States History
- \_\_\_ American Government/Economics

**SPANISH (2 YEARS REQUIRED)**

- \_\_\_ Spanish 1 Traditional
- \_\_\_ Spanish 1 Advanced @#
- \_\_\_ Spanish 2 Traditional
- \_\_\_ Spanish 2 Advanced @
- \_\_\_ Spanish 3 Traditional
- \_\_\_ Spanish 3 Honors @\*
- \_\_\_ Spanish 4 Traditional
- \_\_\_ Dual Credit Spanish @\*# (JBU Intermediate Spanish 2113/2123)

**TECHNOLOGY (1 YEAR REQUIRED)**

- \_\_\_ Visual Basic Programming
- \_\_\_ Basic Office
- \_\_\_ Java 1
- \_\_\_ Java 2
- \_\_\_ Graphic Design 1/2
- \_\_\_ Graphic Design II 1/2
- \_\_\_ Other \_\_\_\_\_

**FINE ARTS (1 YEAR REQUIRED)**

- \_\_\_ Art
- \_\_\_ Choir
- \_\_\_ Chamber Choir @
- \_\_\_ Secondary Band @
- \_\_\_ Survey of Fine Arts #
- \_\_\_ Audition Drama @
- \_\_\_ Drama
- \_\_\_ Other \_\_\_\_\_

**PHYSICAL EDUCATION (1 YEAR REQUIRED)**

- \_\_\_ Physical Education
- \_\_\_ Health 1/2
- \_\_\_ Athletic Period (Takes place of Study Hall)
- \_\_\_ Athletic Involvement \_\_\_\_\_ (Sport)

**OTHER COURSES**

- \_\_\_ Debate (Meets Speech requirement/full year)
- \_\_\_ Speech 1/2 (Required)
- \_\_\_ Yearbook (Meets Computer requirement) @
- \_\_\_ ASL 1 @
- \_\_\_ ASL 2 @
- \_\_\_ Other \_\_\_\_\_

- @ **Requires Approval Process**
- \* **Honors Credit**
- # **New Course Offering**
- 1/2 **Semester Course**

Parent Signature

Date

# Course Descriptions

## Bible

Course: **Bible**  
Grade Level: **6<sup>th</sup>**  
Course Content: The students will study the Bible as the Living Word of God. They will memorize Scripture and learn how to apply it in his/her own life. The students will also become familiar with the lessons of the Bible, specifically covering the judges of the Old Testament, so that he/she may grow in knowledge, wisdom, and sensitivity.

Course: **Old Testament Introduction**  
Grade Level: **7<sup>th</sup>**  
Course Content: Students study about how God worked in the lives of men and women in the Old Testament to pave the way for the coming of Christ. Areas of study will include Israel's deliverance, the Promised Land, and various kings, judges, and prophets that were instrumental in God's plan. Through studying passages of Scripture, prayer journals, projects, and classroom activities students will grow in their appreciation of how the Father has worked throughout history to bring about His Will.

Course: **New Testament Survey**  
Grade Level: **8<sup>th</sup>**  
Course Content: Students study how God worked in the lives of men and women in the New Testament as fulfillment to OT prophecy and a preparation for His Second Coming. Through discussions, devotionals, journals, class activities, and studying the Word of God, students will grow in their appreciation of how the Father has worked throughout history to bring about His Will.

Course: **8<sup>th</sup> Grade Boy's Bible**  
Grade Level: **8<sup>th</sup>**  
Course Content: Eighth grade Bible is an introduction to the New Testament. Students study how God worked in the lives of men and women in the New Testament as fulfillment to Old Testament prophecy and a preparation for His Second Coming. Through discussions, devotionals, journals, class activities, and studying the Word of God students will grow in their appreciation of how the Father has worked throughout history to bring about His Will.

Course: **Mastering Bible Study Skills**  
Grade Level: **High School**  
Course Content: This course will include an overview of various methods of studying the Bible. Students will have the opportunity to apply their skills in an in-depth study of Scripture passages or books of the Bible. In addition, students will study the history, content, and organization of the Bible as well as some basic Bible doctrine. Students will have the opportunity to apply their skills through scripture memory, quizzes and tests.

Course: **Behavioral Ethics**  
Grade Level: **High School**  
Course Content: The basis of this course is to prepare and equip students to meet the challenges they will face now and in their future. James Dobson's book, "Life on the Edge" and Tozier's book, "Man: the Dwelling Place of God" are two of the texts that are used during the course. The Bible is the most important text that will be read. Students will study various books of the Bible and selected texts that reflect the heart attitude and actions of Believers in Christ. This course is one more step in helping students understand the significance and importance of having a Biblical Worldview and what it means to have a vital relationship with the One True God.

Course: **Know What You Believe**  
Grade Level: **High School**  
Course Content: This course is designed to challenge the students to ask themselves whether their faith seems more like a routine than a relationship. The students will discover God is actively involved in their everyday life and desires for them to be connected with Him in all aspects of life. This Magnificent Connection comes through a living Faith with the God of the Universe, His Son Jesus Christ as man's only mediator to the Father, through the Staying Power of the Person of the Holy Spirit. Students will discover the Authority of Scripture and the place it should have in their life.

Course: **Old Testament Overview**  
Grade Level: **High School**  
Course Content: Emphasis is placed on the origins of a people called by and set apart by, God, for His divine purposes. During the first semester the books of Genesis and Exodus are covered in order to lay the foundation for a people to become God's people. During the second semester we review the rise and fall of the people of God, as seen in the books of Leviticus through Ezra and Nehemiah. The Prophets are also considered as they warn God's people of the coming consequences of their choices. We, as God's people, are given a book of the lives of God's people to learn from their strengths and weaknesses that we might better serve our Lord, therefore, this course is primarily designed for self-identification of God's present day people with those who have gone before. Obedience to our God is the key. The Christian in Complete Armour by William Gurnall serves as a supplemental text.

## English

Course: **Grammar**  
Grade Level: **6<sup>th</sup>**  
Course Content: This course is designed to equip students with the essential elements of cohesive, coherent, written communication. Students learn to identify sentence constructions and to write grammatically correct sentences, paragraphs, and essays. Students write for a variety of purposes and audiences as well as in a variety of genres and are required to produce research papers and projects of varying lengths. Students learn the basic guidelines for MLA documentation and use them in research papers and projects.

Course: **Reading**  
Grade Level: **6<sup>th</sup>**  
Course Content: The course uses whole literature to strengthen comprehension, reading strategies, and literary analysis. Students are given longer and more long-term reading assignments. Students practice skills in plot analysis, characterization, theme, recognizing literary techniques, and examining works for worldview. Students learn poetic terminology, characteristics of poems, poetic devices, and appreciation of various poems that are culturally significant. Another component is vocabulary enrichment. Students identify new words in reading assignments and use various context clues to unlock meaning. They also work throughout the year in a vocabulary development workbook that encourages making unfamiliar words part of the student's written and oral communication. Enhancing listening skills is developed through listening to short stories, speeches, and selected books in class. Listening comprehension is monitored through question and answer methods, both written and oral.

Course: **English**  
Grade Level: **7<sup>th</sup>**  
Course Content: This course is designed to refine and master the skills necessary to communicate clearly. Students examine and practice advanced sentence construction and conventions and effectively include these in writing. The students continue to practice the traits identified as vital to effective writing. Students read from selected genres of literature and focus on strengthening critical reading and writing skills. Students practice analysis of literary elements such as characterization, conflict, theme, and plot. Students refine research skills and practice incorporating their research into well-written papers following MLA documentation guidelines.

Course: **Advanced English**  
Grade Level: **7<sup>th</sup>**  
Course Content: The content for this course is founded on the most vital aspect of academic success: critical thinking and writing. Critical thinking includes literary and language analysis and a study of their roles in creating meaning. Students learn and practice the skills involved in critical thinking and writing through the process of analyzing age-appropriate literature and language. Students also express this literary investigation in concise but insightful communication in a variety of modes always connected to meaning. Students learn academic research skills and how to incorporate research into academically well-written essays and research assignments using MLA documentation guidelines. The skills, strategies, and assessments begin preparing students for advanced and Dual Credit classes in high school. In addition, students also meet the requirements of the 7<sup>th</sup> grade English curriculum.

Course: **Study Skills**  
Grade Level: **7<sup>th</sup>**  
Course Level: Knowing and believing that God is a God of order, one of the first priorities of this course is to help students with their organizational skills and to apply those skills to become stronger academically. Students learn goal setting, identify learning styles, learn elements of good study habits, and develop skills in test-

taking, note-taking, and learning. This course is designed to strengthen areas of weakness in learning and to lay a solid foundation for students to apply in their academic studies.

Course: **English**  
Grade Level: **8<sup>th</sup>**  
Course Content: This course is designed for students to continue learning the necessary skills to communicate clearly and write academically. Grammar is reviewed and incorporated in the writing to strengthen communication skills. They also work throughout the year in a vocabulary development workbook that encourages making unfamiliar words part of the student's written and oral communication. Students read literature by a variety of authors and incorporate writing with literature by writing summaries, journal responses, analytical essays, and essays involving research papers. Students continue to refine research and analytical skills by incorporating their research into well-written papers following MLA documentation guidelines.

Course: **Advanced English**  
Grade Level: **8<sup>th</sup>**  
Course Content: The content for this course continues to build upon the most vital aspect of Academic success: critical thinking and writing. Students continue to sharpen their analytical skills through interpreting literary works and examining language. As students prepare for high school, they focus on the skills required for a thoughtful analysis of literature and language and the vital task of expressing this analysis in concise but insightful discourse in a variety of modes always connected to meaning. Students learn academic research skills and how to incorporate research into academically well-written essays and research assignments using MLA documentation guidelines. The skills, strategies, and assessments prepare students for advanced and Dual Credit classes in high school. In addition, students also meet the requirements of the 8<sup>th</sup> grade English curriculum.

Course: **English I – Introduction to Literature I**  
Grade Level: **9<sup>th</sup>**  
Course Content: English I is an introduction to world literature. Critical thinking is emphasized, especially as it applies to literature. To improve comprehension and improve written communication, students work throughout the year in a vocabulary development workbook. Students review grammar and spelling skills as they learn to compose essays in a variety of genres. Students read literature covering a variety of literary genres, cultures, and authors. Students develop stronger analytical skills by analyzing literary aspects in the readings and communicating about those aspects in discussions, journals, essays and research papers. Additionally, students continue to develop researching and writing skills as they produce research papers on a variety of topics and in a variety of genres, following MLA documentation guidelines. SAT vocabulary and writing preparation are ongoing elements of this course.

Course: **Advanced English I**  
Grade Level: **9<sup>th</sup>**  
Course Content: Advanced English I places emphasis on independent selection and analysis of literature classics. Furthermore, composition requirements focus on developing argumentation and literary analysis skills. SAT vocabulary and writing preparation are ongoing elements of this course.

Course: **English II – Introduction to Literature II**  
Grade Level: **10<sup>th</sup>**  
Course Content: English II is a continuation of English I. The literature covers a variety of literary genres. The compositions stress developing the analytical skills and individual styles of students, as well as improving writing techniques. Students also improve vocabulary and reading comprehension by continuing in the vocabulary development workbook. Grammar rules are reviewed, and students are expected to write using proper grammar and spelling. Students continue to enhance researching and writing skills as they produce research papers on a variety of topics and in a variety of genres following MLA documentation guidelines. SAT vocabulary and writing preparation are ongoing elements of this course.

Course: **Advanced English II**  
Grade Level: **10<sup>th</sup>**  
Course Content: Advanced English II places an emphasis on independent selection and analysis of literature classics. Furthermore, composition requirements focus on developing argumentation and literary analysis skills. SAT vocabulary and writing preparation are ongoing elements of this course.

Course: **English III – American Literature**  
Grade Level: **11<sup>th</sup>**  
Course Content: English III is the study of American literature from colonial to present times, covering a variety of genres. There is an emphasis on improving critical thinking, writing, and research skills, while developing the individual writing styles of the students. Students continue to improve reading and comprehension skills and vocabulary by continuing in the vocabulary development workbook. Students further enhance researching and writing skills as they produce research papers on a variety of topics and in a variety of genres following MLA documentation guidelines. SAT vocabulary and writing preparation are ongoing elements of this course.

Course: **Honors English III**  
Grade Level: **11<sup>th</sup>**  
Course Content: Honors English III places an emphasis on independent selection and analysis of American literature classics. Composition requirements focus on advanced argumentation and literary analysis skills, including literary criticism. SAT vocabulary and writing preparation are ongoing elements of this course.

Course: **English IV – British Literature**  
Grade Level: **12<sup>th</sup>**  
Course Content: English IV is the study of British literature from Anglo-Saxon times until present times, covering a variety of genres. There is an emphasis placed on improving reading comprehension, research and written communication skills, while developing the analytical skills and individual writing styles of the students. Students further enhance researching and writing skills as they produce research papers on a variety of topics and in a variety of genres following MLA documentation guidelines.

Course: **English 1301 Dual Credit**  
Grade Level: **12<sup>th</sup>**  
Course Content: This is the first required composition course. Several short papers are required that cover the different rhetorical modes of writing. Also, an argumentative research paper is part of the course. Focus is on essay writing skills, MLA format, and the research process. Texts: *Patterns of College Writing*, *Wadsworth Handbook*

Course: **English 1302 Dual Credit**  
Grade Level: **12<sup>th</sup>**  
Course Content: This is the second required composition course. It builds on what was learned about essay writing and research in 1301. However, it differs because all writing is literary analysis. Short essays analyze a short story, a poem, and a play. The research paper is a combination of analysis and literary criticism. Text: *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*

## Math

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Course: **Math**  
Grade Level: **6<sup>th</sup>**  
Course Content: The students will receive instruction in and demonstrate the ability to perform basic mathematical functions, problem solving, and critical thinking in the areas of addition, subtraction, multiplication, and division of whole numbers, decimals, fractions, ratio and proportion, and geometry.

Course: **Math**  
Grade Level: **7<sup>th</sup>**  
Course Content: Students will use mathematical facts and skills previously learned with greater speed and accuracy. They will utilize good study habits and proper time management in working problems. Students will apply learned mathematical concepts to everyday life situations and demonstrate genuine learning through the ability to apply concepts in daily encounters with new situations.

Course: **Pre-Algebra**  
Grade Level: **7<sup>th</sup>, 8<sup>th</sup>**  
Course Content: Students will recognize and employ basic forms of numbers and word problems in evaluating arithmetic and algebraic expressions. They will relate

mathematical and algebraic concepts to everyday life situations. Students will think logically and begin to apply this logic to other areas of study. Students will also be introduced to algebraic topics such as the evaluation and simplification of algebraic equations and the introduction of geometric concepts.

Course: **Algebra I**  
Grade Level: **8<sup>th</sup>, 9<sup>th</sup>**  
Course Content: Students will become successful problem solvers through word problems involving the evaluation of algebraic equations. They will relate algebraic concepts to everyday life situations. They will think logically and learn to apply this logical thinking process to other areas of study. Students will solve linear equations, linear systems, quadratic equations, and complete mathematical operations to binomials and trinomials.

Course: **Algebra II**  
Grade Level: **High School**  
Course Content: The Algebra II course study builds upon the skills obtained in Algebra I and Geometry in order to expand into higher level algebraic and trigonometric concepts. Algebraic concepts explored include linear equations and inequalities, matrices and determinants, quadratic equations, functions, powers, roots and radicals, logarithms, polynomials, rational expressions, and sequences and series. Additionally, both right triangle and non-right triangle trigonometry are introduced and expanded upon from concepts introduced in Geometry. Algebra II helps bridge the gap into the higher level math areas of Pre-Calculus and Calculus. Prerequisites: Algebra I; Geometry

Course: **Geometry**  
Grade Level: **High School**  
Course Content: The course study of Geometry includes both the study of planar and solid geometry with an emphasis on planar measurements. Basic Algebra I skills are integrated into geometric concepts throughout the course. The structure of Geometry is based upon deductive reasoning skills and various activities are provided throughout the course to help build the foundation for these skills. Prerequisite: Algebra I

Course: **Pre-Calculus**  
Grade Level: **High School**  
Course Content: Pre-calculus builds on the concepts learned in Algebra and Geometry. Pre-calculus takes these previously learned concepts and expands them to a greater depth. A major portion of the course is devoted to the study of Trigonometry. The concepts of Pre-calculus are common in a variety of science classes. Upon completion of the course the student should be prepared for Calculus class, whether in high school or college. Prerequisites: Algebra I, Geometry, & Algebra II

Course: **\*Honors Pre-Calculus/Pre-AP**  
Grade Level: **High School**  
An enhanced, preparatory version of Pre-Calculus for students wishing to take Advanced Placement Calculus the following year for potential college credit.

Course: **Calculus**  
Grade Level: **High School** (Prerequisites: Algebra I & II, Geometry, & Pre-Calculus)  
Course Content: Calculus is the mathematics of change. A strong grasp of algebra, geometry, and trigonometry is essential for this class. Upon completion of this course, the student should be prepared for first year university calculus class, as well as any other class that requires calculus.

## Science

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Course: **Science**  
Grade Level: **6<sup>th</sup>**  
Course Content: The students will develop their knowledge of God through studying earth science, physical science, physics, chemistry, and space. They will develop scientific literacy using scientific knowledge, skills, and attitudes to identify and solve science-related problems. The students will select cause-and-effect relationships to explain problems. They will identify how science and technology can have both positive and negative effects on one's personal life.

Course: **Life Science**  
Grade Level: **7<sup>th</sup>**  
Course Content: Understanding the basics about all living things helps students to better understand the Creator who designed them. By studying the miracle of life and how living things interact, it becomes obvious that nothing could happen by chance and that life is truly a miracle from God. In this course the student will learn about the observations other people have made about God's world. In addition the student will learn about what God has said about life and living organisms beginning with the cell and working up to the complexity of the human body.

Course: **Physical Science**  
Grade Level: **8<sup>th</sup>**  
Course Content: Students will be introduced to and expand their understanding of basic Chemistry and Physics. Through scientific inquiry the basic concepts of atoms, elements, forces, and energy will point students to the unifying principles that underlie the universe and its Creator.

Course: **Biology I**  
Grade Level: **9<sup>th</sup>**  
Course Content: Biology I is a laboratory-based study of living organisms and their function and design. Concomitantly the course reveals God's specific purpose for man in relation to living creatures based upon the Bible. The student, through a scientific study and a biblical worldview, will demonstrate an understanding of

the nature of science, the structures and properties of matter, organization of living systems, the environment and its organisms, and the relationship between science, faith and the Bible.

Course: **AP Biology**  
Grade Level: **11<sup>th</sup>, 12<sup>th</sup>**  
Course Content: Advanced Placement Biology is offered to Juniors and Seniors who have maintained at least an 85% average in both Biology I and Chemistry I. It is intended to be equivalent to an introductory freshman university level Biology course and will reflect the outline provided by the College Board, including the recommended preponderance of class time (at least 25%) being spent in the laboratory setting. Students enrolled in the AP Biology course will receive their textbook in May and complete a summer assignment covering several topics.

Course: **Marine Biology**  
Grade Level: **11<sup>th</sup>, 12<sup>th</sup>**  
Course Content: The science of marine biology represents a specific discipline of biology that pertains to the sea. Most areas of general biology are covered in the study of marine life. Topics covered include: the theories of Earth structure and plate tectonics, a survey of ocean physics and chemistry, an overview of the problems and benefits of living in seawater, the production and consumption of food, taxonomic and ecological surveys of marine organisms, and marine resources and environmental concerns. Various lab activities pertaining to the topics studied are included

Course: **Physics I**  
Grade Level: **11<sup>th</sup>, 12<sup>th</sup>**  
Course Content: Physics I continue to build on the concepts of physical science and cover the core concepts of forces and motion. Physics is essentially an applied math class. Upon completion of the course the student should be prepared for first year physics in college.

Course: **Physics II**  
Grade Level: **12<sup>th</sup>**  
Course Content: Physics II continues where Physics I left off covering electricity, magnetism, waves, light, thermodynamics, and quantum and modern physics. The course requires a strong mathematical background. The course concludes with a project that incorporates principles from any/all portions of physics. Students need to have completed Algebra II with a grade of at least an 85. Concurrent enrollment in a higher math (Pre-Calculus or Calculus) would be desirable

Course: **Chemistry I**  
Grade Level: **10<sup>th</sup>, 11<sup>th</sup>** (Must have completed Biology I and be currently enrolled in at least Geometry)  
Course Content: The study of God's creation leads to an increase in knowledge of the basic components that He made and used to form the universe. Chemistry I is the study of these components and the changes they undergo. Other topics include phases of mater, chemical formulas, stoichiometry, electronic structure, electrochemistry, nuclear chemistry, organic chemistry, and biochemistry.

Course: **Dual Credit Chemistry/Chemistry 1411**  
Grade Level: **11<sup>th</sup>, 12<sup>th</sup>**  
Course Content: Topics include a mathematical introduction (metric system, significant figures and scientific notation), discussion of atoms, molecules and ions, stoichiometry, electronic structure, periodic relationships, bonding, molecular geometry's and properties of gases, liquids, solids and solutions. Appropriate lab experiments are included.

## **Social Studies/History**

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Course: **Social Studies**  
Grade Level: **6<sup>th</sup>**  
Course Content: This course examines significant aspects of world history and Geography. Students are encouraged to learn about the past and then note the impact of those events in the present. Current events and study skills such as reading and interpreting charts are also stressed. Geography and map studies also form part of this course. Cross-disciplinary assignments are used to practice writing and speaking skills while learning about topics, individuals, and events in social studies.

Course: **Texas History**  
Grade Level: **7<sup>th</sup>**  
Course Content: The seventh grade Texas History course begins with a study of geography in order to emphasize the importance of God's creation in Texas history. The subsequent unit is a study of local and state government in Texas. The balance of the course examines historical events from lifestyles and beliefs of the first Native Americans to the present day. The course culminates with a study tour of Austin, TX.

Course: **U.S. History to 1877**  
Grade Level: **8<sup>th</sup>**  
Course Content: This course examines the history of our nation from the Era of Colonization to the Civil War and Reconstruction. Students learn an appreciation for our Christian heritage as Americans. Additionally, students develop good study habits by practicing them daily as they focus on note-taking and organizational skills. Students learn that history is the story of God and how He God directs all history according to His purposes and His control. The course culminates with a study tour of Washington D.C.

Course: **World Geography**  
Grade Level: **9<sup>th</sup>**  
Course Content: World Geography is designed to familiarize students with the physical and cultural geography of the world in which they live. Biblical creation is emphasized as students look at God's world. Students prepare maps of each of the world's continents and regions to facilitate the learning of the physical

locations and features. This course includes discussions of the various countries and their peoples beginning with the continent of North America and ending with Australia.

Course: **World History**  
Grade Level: **10<sup>th</sup>**  
Course Content: This course is a survey of world history since 4000 BC. Students will learn about the various civilizations since Creation and how God has intervened in and has been revealed throughout history. This study is meant to instill in the student an appreciation for the historical heritage of the world, especially Western Civilization. The study begins with an overview of the Ancient Civilizations and progresses to current times. Students will examine various events that have taken place in the past and evaluate them with events during current times.

Course: **U.S. History Since 1877**  
Grade Level: **11<sup>th</sup>**  
Course Content: This course is a study of the United States from 1877 to the present time. Students review the Judeo-Christian heritage of America and examine major events that have taken place since 1877 after the end of Reconstruction. This study will include political, economic, spiritual, cultural and military aspects of U.S. history. Patriotism will be emphasized as to what it includes and why it is important.

Course: **Government**  
Grade Level: **12<sup>th</sup>**  
Course Content: This course in Government is designed as a survey course. Students will focus on the biblical principles as declared by the Founding Fathers of our nation and learn about the structure and function of the various branches, agencies and offices of the U.S. Government. In addition, students will examine politics and how it affects the government. Students will also learn how State and Local Governments function. This course includes an in-depth study of the United States Constitution.

Course: **Economics**  
Grade Level: **12<sup>th</sup>**  
Course Content: This course in Economics is designed as a survey course and will include a study of the various types of economic and political economic systems. Particular emphasis will be on the U.S. economy known as the Free Enterprise System and its accompanying features such as supply and demand, the banking system, monetary and fiscal policies and consumer related issues including consumer protection and credit. This study includes a lengthy personal budget project.

Course: **Dual Credit U.S. History/1301**  
Grade Level: **12<sup>th</sup>**  
Course Content: Dual Credit U.S. History, 1301, is a survey from the colonization of America through Reconstruction. Dual Credit US History 1302 is a survey of U.S. history from the end of Reconstruction to the present. Special emphasis is placed on the emergence of the United States as a world power and our subsequent assumption of international responsibilities. Other topics will include westward expansion, industrialization, immigration, World War I, World War II, the subsequent Cold War, Vietnam, the collapse of the Soviet Empire, and Terrorism. Text is *The American Story*, by Robert Divine, Volumes I & II

## Spanish

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Course: **Exploratory Spanish**  
Grade Level: **6<sup>th</sup>**  
Course Content: Sixth grade students will have the opportunity to engage in a variety of activities to introduce them to the Spanish language and culture. In this one quarter elective, sixth graders will interact with each other and their teacher to learn such things as: the Spanish alphabet, the days and months of the year, colors, numbers, food, clothing, common phrases and expressions, cultural events and holidays in Spanish speaking countries, and a Spanish tract for witnessing to Spanish speaking people.

Course: **Introduction to Spanish**  
Grade Level: **7<sup>th</sup>, 8<sup>th</sup>**  
Course Content: Language and culture is a grid through which one expresses his thoughts and feelings so both of these topics will be introduced in this course. Students will learn simple Spanish vocabulary and sentence structures so as to communicate at a basic level with those around them. This class is meant to be taken in 7<sup>th</sup> or 8<sup>th</sup> grade. It can only be taken twice by instructor approval.

Course: **8<sup>th</sup> Grade Spanish Prep**  
Grade Level: **8<sup>th</sup>**  
Course Content: One semester class for 8<sup>th</sup> grade students that have completed the Introduction to Spanish semester class in 7<sup>th</sup> grade. Students will expand their vocabulary, continue working with present tense conjugations, and practice basic conversational skills. The course reviews, re-teaches, and expands upon the concepts covered in the previous class so that students are prepared and confident in entering High School Spanish I.

Course: **Spanish I**  
Grade Level: **8<sup>th</sup>, High School**  
Course Content: Spanish I is the foundation upon which all other language levels are built much like our lives must be firmly planted on the foundation of Jesus Christ. The class is taught in Spanish therefore students practice daily their listening, speaking, reading, and writing skills in the target language. We examine the

logic of language through sentence structure and word origin celebrating the fact that language is given by our God of order as a means of communication with each other. Vocabulary and grammar is driven by current themes to which students can relate and use on a daily basis. Students use technology in a variety of ways to reinforce their learning. Online textbooks with interactive grammar and vocabulary activities, listening comprehension and pronunciation exercises, and short online videos for grammar review are just a few examples of the additional resources students use during the course of the year. Listening comprehension is further developed through an eight episode video mystery series. Students are able to apply all that they learn and express themselves using both the present tense and simple future tense in both written and oral communication. Spontaneous conversation is the goal which includes grammar, vocabulary, and listening skills. Students will make mistakes, but they are able to communicate.

Course: **Advanced Spanish I**

Grade Level: **8<sup>th</sup> / 9<sup>th</sup> grade**

Course Content: For eligible 8<sup>th</sup>/9<sup>th</sup> grade students who plan to take college-level Spanish courses during the fourth and/or fifth years. The course covers vocabulary, present tenses, past tenses, commands, and an introductory reader.

Course: **Spanish II**

Grade Level: **8<sup>th</sup>, High School**

Course Content: Students continue to apply, expand, and deepen their knowledge of grammar and vocabulary building upon the themes presented in Spanish I. A few of the grammar points include direct and indirect object pronouns, commands, preterit and imperfect tenses. Level II is still heavily driven by grammar and vocabulary while taught in Spanish therefore the listening skills are constantly being challenged and students must respond in Spanish which aids their speaking abilities. Students use technology in a variety of ways to enhance their learning throughout the year. Listening comprehension is further developed through an eight episode video mystery series. We begin to see the repetition of certain perceived “irregularities” in grammar which once again shows the logic of the language. We examine the cultural influence that Hispanics have had in our own language and in our world. Through Bible passages we see how the emphasis or severity of a word is different depending on the language being used.

Course: **Spanish II – Advanced**

Grade Level: **High School**

Course Content: The Spanish II Pre-AP course will give students an opportunity to dig deeper into the language in anticipation of the Advanced Placement Language Examination. In addition to traditional Spanish II grammar, students will learn the past and present subjunctive moods, future, conditional, and all perfect tenses. Students will read literature beyond the Spanish II textbook. By the end of the course, students will be able to read, speak and write at a level which will enable them to completely function within the Spanish-only classroom.

Course: **Spanish III**  
Grade Level: **High School**  
Course Content: Students continue to improve their listening, speaking, reading, and writing skills. An in depth analysis of the preterit and imperfect tenses begins the year. The subjunctive mood will be well developed as well. The remainder of all tenses will be reviewed in Spanish III (future, conditional, and all perfect tenses). Short essays and journal entries will enhance the writing ability of each student. A 14 episode video mystery will aid in listening comprehension and review grammar concepts throughout the year. Short stories and Bible passages comprise our reading comprehension program complemented by a compare and contrast essay or a debate/discussion following each reading assignment. Preparation will also be given for students attending the Senior Trip.

Course: **Honors Spanish III Pre-AP**  
Grade Level: **High School**  
Course Content: The Spanish III Pre-AP course will give students an opportunity to dig deeper into the language in anticipation of the Advanced Placement Language Examination. The course will be conducted in Spanish only. In addition to a thorough grammar review, students will read intermediate literature, write essays, learn conversational fluency skills, and lead classroom discussions. All of the skills necessary to pass the Advanced Placement Examination will be reviewed, reinforced, and mastered in the target language.

Course: **Traditional Spanish IV**  
Grade Level: **High School**  
Course Content: A more “conversational” version of the course with a full Spanish grammatical review, for those wishing to continue and improve communication skills. Course will include literature and writing and will be conducted in Spanish. Students receiving an 85% or higher in this course will be eligible to apply for Dual Credit Spanish during the fifth year.

Course: **AP Spanish IV**  
Grade Level: **High School**  
Course Content: The course provides the student with the opportunity to prepare to take the AP Spanish Language test. There is intense grammar and vocabulary review. Students will again hone their listening skills by viewing and critiquing a 14 episode sequel to the video mystery series viewed during level III. Students will practice writing essays, reading and responding to literature, telling stories or relating actual events, and listening skills. Essays, storytelling, and oral free response style questions will be graded according to the AP rubric. Annotated editions of classic novels will be read and discussed. Students will learn to analyze and critique literature through the filter of Truth. Students will participate in several training sessions to prepare for the AP test given each May.

Course: **Dual Credit Spanish IV**  
Grade Level: **High School**  
**Spanish 2113/2123 (John Brown University Intermediate Spanish I-II)** includes the development of the four basic language skills (speaking, listening,

reading and writing) along with control of vocabulary and language structures which enable the student to perform these skills accurately and effectively. Spanish 2113 and 2123 students begin with a brief review of communicative functions, and then continue to develop the receptive and productive skills, focusing on expressing likes and dislikes, making hypotheses and speaking about the future. On-going emphasis on the cultural context of language will also expand the students' knowledge of Hispanic culture. The course will be conducted, as prescribed, on MWF per the college syllabus. On Tuesdays and Thursdays, advanced literature, writing, activities and projects will be supplemented. Students must also submit an application to John Brown University through Mrs. Strange. There is an additional fee for tuition for this course. Teacher signature is required and the pre-requisite is Spanish III Honors. Textbook: *Punto y aparte*, 3<sup>rd</sup> edition (McGraw-Hill, 2005)

Course: **Dual Credit Spanish V** (currently being developed with JBU)  
 Grade Level: **High School**

Development of this course for 2011-2012 is in progress with John Brown University Linguistics and Latin American Studies. Dual Credit V is a combination of 2 different semester long courses. Each course is conducted entirely in Spanish using the target language. First semester is the study of linguistics. Linguistics is the study of language structures, variations within a given language as well as phonetics, morphology, syntax, and semantics. Second semester will focus on the study of the rich Latin American culture through history, politics, art, music, and literature. Each course follows the MWF college syllabus outlined by John Brown University. Tuesday and Thursday classes complement the current study with additional conversation, literature, writing, and cultural activities.

## Technology

Course: **Computer**

Grade Level: **6<sup>th</sup>**

Course Content: Each student will demonstrate speed and accuracy of keyboarding skills. Students will review all letters of the alphabet, numbers, and symbols with a goal to accurately type 30 words per minute. Students will type personal letters, business letters, and a term paper. Students will use begin to use paintbrush, stars/banners, and the different symbols on the toolbar to create documents and banner.

Course: **Exploring Technology**

Grade Level: **Middle School**

Course Content: In Exploring Technology students will be shown how the computer is a tool that can be used for greater will of God. In this class students have an opportunity to explore the Microsoft Office Suite. Knowledge of this software package will help the students use the computer as a tool to reach others for Christ. Student spends time learning the details of Word, PowerPoint, Excel, and Access.

Course: **Stagecast/Other Logic Type Programs**  
Grade Level: **Middle School**  
Course Content: Students will spend time working with Stagecast and similar programs. Students will get an idea of the time it takes to program the computer to do what you want it to do.

Course: **Visual Basic**  
Grade Level: **High School**  
Course Content: In Visual Basic students will learn the basics of programming. Students will learn about data types, variables, decision statements, loop structures, and arrays. Students will walk away from this class with an understanding of the simplicity of coding and the need for attention to detail as one writes code. Students will come to an appreciation of the work of the Creator as they write programs and realize the detail that the Lord put into the creation of the world. This class is a great lead into programming in Java.

Course: **Basic Word/Excel**  
Grade Level: **High School**  
Course Content: In this class students will focus on the Excel and Word portions of the Microsoft Office Suite. In the first nine weeks students will create a variety of Word documents with a focus on using MLA properly. Students will create several papers using the MLA format. During the second nine weeks students will be creating a variety of Excel worksheets using the advanced features of Excel. We will continue to develop an understanding of the fact that the computer is a tool that Lord has given us to use wisely.

Course: **Basic Powerpoint/Access**  
Grade Level: **High School**  
Course Content: In this class students will focus on the PowerPoint and Access portions of the Microsoft Office Suite. Students will create a variety of detailed PowerPoint presentations using the internet in their development. In the second nine weeks students will create a variety of databases for use in everyday activity. We will continue to develop an understanding of the fact that the computer is a tool that the Lord has given us to use wisely.

Course: **Java 101**  
Grade Level: **High School**  
Course Content: Students will write basic programs in the Java programming language. Throughout the year students will have opportunities to get involved in programming competitions held on Saturdays. Students will have an opportunity to compete in TAPPS and TCEA computer competitions. Students will come to an appreciation of the work of the Creator as they write programs and realize the detail that the Lord put into the creation of the world.

Course: **Java 102**  
Grade Level: **High School**  
Course Content: Students will write complex programs in the Java programming language. Throughout the year students will have opportunities to get involved in

programming competitions held on Saturdays. Students will have an opportunity to compete in TAPPS and TCEA computer competitions. Students will come to an appreciation of the work of the Creator as they write programs and realize the detail that the Lord put into the creation of the world.

Course: **Desktop Publishing**  
Grade Level: **High School**  
Course Content: Students will learn how to use desktop publishing software by creating a variety of documents such as: newsletters, annual reports, brochures, and promotional materials. This course is intended for students who desire to master skills with a desktop publishing software.

Course: **Graphic Design I & II**  
Grade Level: **High School**  
Course Content: Students will create and manipulate basic graphics and graphical objects using a variety of software packages. Students will create a variety of graphical projects and have an opportunity to compete in TAPPS and TCEA competitions.

## Fine Arts

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Course: **Music**  
Grade Level: **6<sup>th</sup>**  
Course Content: Music is a powerful tool created by God. Man has the choice to use music to glorify God or himself. Every Christian school student should mature in his understanding of music so that he may offer excellent praise to God and appreciate the musical gifts that God has given to individuals. Sixth grade students at CCS will begin to understand basic music theory and sight-singing. They will have the opportunity to sing and listen to different types of music.

Course: **Girls' Choir**  
Grade Level: **Middle School**  
Course Content: Music is a powerful tool created by God. Man has the choice to use music to glorify God or himself. Every Christian school student should mature in his understanding of music so that he may offer excellent praise to God and appreciate the musical gifts that God has given to individuals. Seventh and Eighth grade students at CCS will continue learning basic music theory and become more proficient in sight-singing. They will have the opportunity to sing and listen to different types of music discerning differences and appreciating styles. These students will also learn what it means to lead others into worship through music as they present selections in chapel.

Course: **Choir**  
Grade Level: **High School**  
Course Content: Music is a powerful tool created by God. Man has the choice to use music to glorify God or himself. Each student will have the opportunity to sing about

God's Truth and a variety of cultures through sacred and secular vocal music. Students will receive instruction in and demonstrate the ability to apply knowledge of music theory, sight-singing and proper vocal technique through a variety of music styles and performance settings. The students will learn how to sing and perform as a unified ensemble.

Course: **Chamber Choir**

Grade Level: **High School**

Course Content: Music is a powerful tool created by God. Man has the choice to use music to glorify God or himself. The ensemble is determined by a private audition in the spring of each school year. Each student will have the opportunity to sing about God's Truth and a variety of cultures through sacred and secular vocal music. Students will receive instruction in and demonstrate the ability to apply knowledge of music theory, sight-singing and proper vocal technique through challenging vocal repertoire and many performance settings. The students will learn how to sing and perform regularly as a unified ensemble.

Course: **Intro to Band 6-8**

Course Content: A band designed for students with at least two years of experience. Students will continue to explore their chosen instrument with scale studies, rhythmic exercises, and simple band arrangements. Students will also be able to compete in solo and ensemble competition through TAPPS if they desire. Biblical references to the use of instruments in the Bible will be taught throughout the year. There will be at least one performance by this group either in the fall or spring.

Course: **Audition Band 7-12**

Course Content: This band will be targeted for students with more than two years of band or private instrument experience. Medium to difficult band arrangements will be rehearsed and performed by this group. Auditions will consist of scales, and other rhythmic exercises of the directors choosing. There will be at least two performances per year by this group, with a goal of playing in some capacity at sports events as the students are ready. Out of this group will possibly be a drumline that performs at CCS sports events. Students will also have the option of competing in the TAPPS solo-ensemble competition in the spring.

Course: **Art**

Grade Level: **6<sup>th</sup>**

Course Content: During this 9 week course students will be introduced to various aspects of art through hands-on projects, art exploration and problem solving. Students will have the opportunity to explore various art mediums both for 2-D and 3-D projects. During the fall semester classes students have the opportunity to participate in Rodeo Art Contest.

Course: **Art**

Grade Level: **7<sup>th</sup>, 8<sup>th</sup>**

Course Content: During the fall semester, students will have the opportunity to participate in Rodeo Art contest. The focus of our projects will center on elements of art and design. Over the course of the semester the students will have the opportunity to utilize and explore various art mediums both for 2-D and 3-D projects.

Course: **Drawing**  
Grade Level: **High School**  
Course Content: This is a foundational art class that will cover 2-D drawing skills. This course develops student's observation skills through experimentation with various approaches, styles, techniques, and media. Students will draw from still life set-ups, photographs, and a live model. Drawing instruments include pencil, charcoal, and colored pencils.

Course: **Painting**  
Grade Level: **High School**  
Course Content: Studio class where the student can apply the basics of painting from technique to composition while working from still life and photographs. Any 2-D medium is possible, acrylics, pastels, watercolor, or oil pastels.

Course: **Drama**  
Grade Level: **6<sup>th</sup> Grade**  
Course Content: Introductory drama students study and practice the basics of acting including pantomime, vocal production, improvisation, and scene building. In addition, students are exposed to the basic terminology and history of theater. In additions to quizzes and daily assignments, students perform on stage individually and in small groups to develop confidence, creativity and cooperation skills.

Course: **Drama**  
Grade Level: **Middle School (7<sup>th</sup> & 8<sup>th</sup> Grade)**  
Course Content: In the fall semester, the class works on the basics of acting including pantomime, characterization, improvisation, and vocal production. As the presentations vary, the common thread is the message of hope and truth in Christ. Students not only act and sing, but they are given the opportunity to work backstage with choreography, props and sets. A highlight of the spring is the ACSI Speech Meet, hosted by CCS. Students prepare Puppet Shows, Costume Monologues, Bible Readings and Prose Readings to compete for medals and ribbons right here at our school. The class often performs Bible Characters or Bible Scenes for the younger grades, as well.

Course: **Drama**  
Grade Level: **High School**  
Course Content: Drama gives these students an introduction to the basics of acting including pantomime, characterization, improvisation, vocal excellence and auditioning. As a High School Musical is usually performed in the fall semester, these students will have the opportunity to audition and become involved. The project is optional and requires after-school rehearsal. The study of Voice and Dialect is also included along with a performance monologue. The spring semester is packed with preparation for the TAPPS and ACSI Speech Meet Competitions. Students prepare Readers Theatre, Duet, Solo or Persuasive Speaking for the meet. In addition, each student prepares a Duet Scene with a partner. Students will finish out the year studying Shakespeare including a Shakespeare monologue.

## Other Courses

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Course: **Speech**  
Grade Level: **12<sup>th</sup>**  
Course Content: Speech is a one semester course. The analytical process of an effective speaker will be studied, thereby allowing the student to understand himself/herself as a communicator. The student will research and prepare speeches. Students will inform, persuade and entertain an audience. Students will develop their speaking skills including projection, variety and articulation.

Course: **Debate**  
Grade Level: **High School**  
Course Content: Debate is a class that incorporates oral speeches, argumentation and persuasion, as well as the research to prepare such arguments. Students will research, compose essays and speeches, and analyze materials for logic and accuracy. No prerequisite

Course: **Yearbook**  
Grade Level: **High School**  
Course Content: Yearbook is a class in which students develop creative and technical communication skills, learn graphic arts programs, and business skills while producing a yearly historical record of the school's events. Yearbook will receive one Computer credit. No prerequisite