



# CHRISTIAN ACADEMY OF INDIANA

## 2020-2021 High School Course Description Catalog

### How to Register

Current CAI students will register for their classes online through RenWeb. Online registration access will be available to high school students and 8th grade students from **March 9 – April 7, 2020**. You will access class registration through the parent portal of RenWeb. During these registration dates, you may go online and make changes to your requests. After these dates, changes can be made only by contacting Mr. Wilson, Mrs. Davison or Mrs. Burdsall.

New students to CAI must register using a Course Request Form. These forms can be picked up from the counseling office and should be returned to Mr. Wilson or Mrs. Davison as soon as possible upon acceptance.

### Scheduling Courses

#### Plan Ahead

1. **READ** the course description **BEFORE** selecting the course to be sure that it fits your needs and interests.
2. **CONSULT** with teachers in specific subject areas for more detailed information, including recommendations for placement in honors courses.
3. **BALANCE** your course selections. Avoid crowding all of your academic courses into your Sophomore and Junior years. Allow yourself the freedom to take elective subjects each year. They are a valuable part of your total education.
4. **REMEMBER** to make certain you have satisfied the prerequisites for courses you wish to take.
5. **SELECT** alternate courses in case it is impossible to get your first choice. Actual course offerings are dependent on sufficient class enrollment.
6. **BE SURE** to take courses which will give you the best possible preparation for your future plans. Take advantage of the offerings available to you.

#### Know the Requirements

1. Know what the graduation requirements are before you start planning.
2. If you have questions about credits for graduation, college or career entrance, see Mr. Wilson or Mrs. Davison.

### Adding/Dropping

High school students will be permitted to withdraw from classes and add additional classes during the first two weeks of a semester with permission. If a student is given permission to withdraw from a class after the second week of a semester, a "WP" or "WF" (withdraw passing or withdraw failing) will be recorded on their transcript accordingly. Withdrawals after the third week of the semester may result in a failing grade. This grade does affect the student's GPA.

Requests for schedule changes should be directed to Mr. Wilson or Mrs. Davison.

# DIPLOMA REQUIREMENTS

## Core 40 Diploma - 42 credits

Bible 1 credit/sem. attending	
Language Arts	8
Mathematics	6
2 credits: Algebra I	
2 credits: Geometry	
2 credits: Algebra II	
*Students must take a math or quantitative reasoning course <u>each</u> year in high school.	
Science	6
2 credits: Biology I	
2 credits: Chemistry I, Physics or Integrated Chem./Phys.	
2 credits: any Core 40 science**	
Social Studies	6
2 credits: US History	
1 credit: U.S. Government	
1 credit: Economics	
2 credits: World History/ Civilization or Geography/History of the World	
Directed Electives	5
World Languages	
Fine Arts	
Career/Technical	
Health & Wellness	1
PE	2

\*Quantitative reasoning courses include Quantitative Reasoning, Chemistry I and II, AP Biology, Physics, Integrated Chemistry/Physics, Personal Financial Responsibility, Economics, AP Computer Science A, and Computer Science I.

\*\*The following may also be used to satisfy the third science requirement: Principles of Engineering, Computer Science I, AP Computer Science A, and AP Computer Science Principles.

## Core 40 with Academic Honors Diploma - 47 credits

- Complete all requirements for Core 40
- Earn 2 additional Core 40 math credits
- Earn 6-8 Core 40 world language credits
- Earn 2 Core 40 fine arts credits
- Must earn a grade of “C” or above in courses that will count toward diploma
- Have a cumulative GPA of 3.0 or above
- Complete one of the following:
  - A. Earn 4 credits in 2 or more AP courses and take the corresponding AP exams
  - B. Earn 6 transcribed college credits in dual credit courses from the approved dual credit course list.
  - C. Earn a minimum of 3 college credits from the approved dual credit course list and 2 credits in AP courses and take corresponding exams.
  - D. Score 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.
  - E. Score a 26 composite ACT and complete written section

## GRADING SCALE

	CP	Honors	AP
A+	4.3	4.8	5.3
A	4.0	4.5	5.0
A-	3.7	4.2	4.7
B+	3.3	3.8	4.3
B	3.0	3.5	4.0
B-	2.7	3.2	3.7
C+	2.3	2.8	3.3
C	2.0	2.5	3.0
C-	1.7	2.0	2.7
D+	1.3	1.3	1.3
D	1.0	1.0	1.0
D-	0.7	0.7	0.7

## COLLEGE-BOUND STUDENT ATHLETES

The NCAA has approved courses for use in establishing the initial eligibility certification status of student athletes. Students hoping to play sports in college for a Division I or Division II school must complete 16 core classes in high school. Division III does not use the Eligibility Center.

♦ Denotes core classes at CAI approved by the Eligibility Center.

## HONORS, DUAL CREDIT OR AP COURSES

### English

Honors English I  
Honors English II  
Honors English III  
Honors English IV  
AP Language/Composition  
AP Literature/Composition

### Social Studies

Honors U.S. Government & Politics  
Honors Economics  
Honors U.S. History  
Honors World History & Civilization  
AP U.S. Government & Politics  
AP European History  
AP U.S. History

### Spanish

Honors Spanish III  
Honors Spanish IV

### Science

Honors Biology  
Honors Biology II  
Honors Chemistry I  
Anatomy and Physiology  
AP Chemistry

### Math

Honors Algebra I  
Honors Geometry  
Honors Algebra II  
Honors Pre-Calculus  
AP Calculus

### Business & Computer

AP Computer Science A  
AP Computer Science Principles  
Computer Science I

### Fine Arts

Honors Adv. Concert Band  
Honors Choral Chamber Singers

**\*ENROLLMENT IN HONORS COURSES IS CONTINGENT UPON TEACHER RECOMMENDATION.**

**\*ENROLLMENT IN AP COURSES IS CONTINGENT UPON GRADES IN PREVIOUS COURSES (SEE COURSE GUIDE FOR DETAILS).**

If a teacher recommendation is required for an AP course, the forms may be obtained from Mr. Wilson Mrs. Davison or Mrs. Burdsall.

*All students enrolled in AP courses are required to take the corresponding AP Exam in the spring. Exam cost is approximately \$100. The fee will be charged through FACTS. College credit may be earned by scoring 3 or higher on the Advanced Placement test (Dependent on specific college admission requirements.)*

## **BIBLE DEPARTMENT**

### **Foundations of Faith I (1685)**

One semester course; 1 credit/semester

*Grade Level: 9*

This class will focus on inviting students to build a solid foundation of faith in the gospel of Jesus Christ. Students will examine the Christ-centered theistic worldview in comparison to other major worldviews and gain an understanding of what it means to apply God's invitation to love Him with all of their heart, soul, and mind. Students will be challenged to apply the definitions of faith and truth in their examination of the Bible's claim to be God's collected book of inerrant revelation.

### **Foundations of Faith II (1734)**

One semester course; 1 credit

*Grade Level: 9*

This class will focus on inviting students to build a solid foundation of faith in the gospel of Jesus Christ. The course will provide the opportunity to gain an understanding of the whole of Scripture in view of the mission of God and gospel of Jesus Christ.

### **The Life of Christ (1737)**

One Semester course; 1 credit/semester

*Grade Level 10*

This class will focus on inviting students to a maturing faith in the Gospel of Jesus Christ. Students will examine and apply the concept of Christ's role as our prophet, priest, and king. Students will gain an understanding of Jesus as the fulfillment of prophecy and will not only understand His place in history, but also His relevance to our lives today. Ultimately, the hope is that Jesus; life and gospel message will transform students' lives as they gain a greater understanding of who Christ is in their individual lives, and personalize their response to Him.

### **The Church (1775)**

One semester course; 1 credit

*Grade Level 10*

This class will focus on inviting students to a maturing faith in how the Church is the instrument in advancing the Gospel of Jesus Christ throughout the world. Students will gain an understanding of how Christians, empowered by the Holy Spirit, have continued the mission of Christ from the early church into the contemporary church through a study of Acts of the Apostles, the Epistles, and church history. Students will be challenged to understand the need to be integral member of Christ's Church today.

### **Spiritual Formations(1735)**

One semester course; 1 credit/semester

*Grade Level: 11*

This class will focus on inviting students to a maturing faith through exploring the traditional Christian disciplines and God's mission throughout the world. Students will examine what God is doing in our world with an emphasis on God's heart and mission as recorded throughout Scripture. Ultimately, the student will be challenged to apply the gospel in their own life through the spiritual disciplines and participate in proclaiming the gospel throughout the world.

### **Worldviews (1776)**

One semester course; 1 credit

*Grade Level: 11*

This class will focus on inviting students to a maturing faith by providing a clear and engaging account of world religions by studying their origins, historical development, leadership and basic doctrines as compared to the tenets of Christianity. Students will be challenged to effectively engage in dialogues with world religions, reflecting the gospel.

### **Apologetics (1687)**

One semester course; 1 credit/semester

*Grade Level: 12*

This class invites students to a maturing faith by employing wisdom in forming and defending a Christian worldview based on how the gospel of Jesus Christ responds to life's ultimate questions. Students will be challenged to respond to logical obstacles to faith with a reasonable and respectful defense.

### **Contemporary Issues (1777)**

One semester course; 1 credit

*Grade Level: 12*

This class will focus on inviting students to a maturing faith by examining and discussing major social and cultural issues in the light of the gospel. Students will examine the following areas: marriage and sexuality, abortion, self-harm, pornography, eating disorders, drugs and alcohol, and popular culture. Students will be challenged to live out the gospel applying a Christian worldview on critical issues in contemporary culture.

## ENGLISH DEPARTMENT

### ◆English I (1551)

Full year course; 1 credit/semester

Students in grade 9 build on the foundational elements of the language arts by developing their skills in reading, writing, and oral communication. Students read short stories, poetry, novels, dramatic plays, speeches, scholarly journals, and other written materials and write responses to the selections. Students gain an appreciation of the similarities and differences of various genres and create original works to demonstrate their understanding.

### ◆Honors English I (1552)

Full year course; 1 credit/semester

*Prerequisite: Grade of B or higher in previous English class or Teacher Recommendation*

Students will study the same content areas as regular English I with additional requirements in literature and composition. *See Pg. 3 regarding enrollment*

### ◆English II (1362)

Full year course; 1 credit/semester

Students in grade 10 continue to build on the foundational elements of the language arts by deepening their skills in reading, writing, and oral communication. Students read short stories, poetry, novels, dramatic plays, speeches, scholarly journals, and other written materials and write responses to the selections. Students analyze selections within each genre, specifically looking at authorial intent and the communication of theme. Students also create original works to demonstrate a deeper understanding of the genres' intricacies.

### ◆Honors English II (1363)

Full year course; 1 credit/semester

*Prerequisite: Grade of B or higher in English I or Teacher Recommendation*

Students will study the same content areas as regular English II but with an accelerated approach and with greater depth and intensity. Students will also have additional requirements in literature and composition, including literary analysis writings and other student-based projects and activities not required in English II.

### ◆English III (1364)

Full year course; 1 credit/semester

English/Language Arts in grade 11 is a study of language, American literature, composition, and oral communication with a focus on exploring characterization across universal themes and a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for grade 11 in classic and contemporary literature, reflective compositions, historical investigation reports, resumes, and technical doc-

uments incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

### ◆Honors English III (1365)

Full year course; 1 credit/semester

*Prerequisite: Grade of B or higher in English II or Teacher Recommendation*

Students will study the same content as regular English III but with an accelerated approach and with greater depth and intensity. Students will also have additional requirements in literature and composition, including literary analysis writings and other student-based projects and activities not required in English III.

### ◆English IV (1367)

Full year course; 1 credit/semester

English/Language Arts for grade 12 is a study of language, British literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance for grade 12 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

### ◆Honors English IV (1368)

Full year course; 1 credit/semester

*Prerequisite: Grade of B or higher in English III class or Teacher Recommendation*

Students will study the same areas of content as regular English IV but with an accelerated approach and with greater depth and intensity. Students will read additional works of literature outside of class and will write several literature-based papers not required in English IV.

## **ENGLISH DEPARTMENT, cont.**

### **◆English Language and Composition**

#### **Advanced Placement (1366)**

Full year course; 1 credit/semester

*Prerequisite: Grade of B or higher in Honors English II or Teacher Recommendation*

*Recommended Grade Level: 11*

This course is based on content established by the College Board. AP English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students have the opportunity to earn college credit through the required end of course exam. *See Pg. 3 regarding enrollment and college credit potential.*

### **◆English Literature and Composition**

#### **Advanced Placement (1369)**

Full year course; 1 credit/semester

*Prerequisite: Grade of B or higher in Honors English II or Teacher Recommendation*

*Recommended Grade Level: 12*

This course is based on content established by the College Board. AP English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. *See Pg. 3 regarding enrollment and college credit potential.*

### **Student Media (1690)**

Full year course; 1 credit/semester

*Grade Level: 10-12 (This course is offered in 3 levels)*

In this course, students will demonstrate their ability to do journalistic writing and design for high school media, including the school newspaper and the school yearbook. This course allows students the opportunity to incorporate journalistic elements into the planning, design, and production of these media. Examples of amateur and professional photographs, layouts, and stories are studied and critiqued. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on a high school media staff so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

### **Theater Arts (1691)**

Full year course; 1 credit/semester

*Grade Level: 9-12*

In this course, students will read and analyze plays, create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students recognize the responsibilities and the importance of individual theatre patrons in their community.

## **FOREIGN LANGUAGE DEPARTMENT**

### **◆Spanish I (1382)**

Full year course; 1 credit/semester

Spanish I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking cultures. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will be introduced to practices, products and perspectives of Spanish-speaking cultures; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes the application of understanding Spanish language and culture outside of the classroom and the ability to share the Gospel in Spanish.

### **◆Spanish II (1383)**

Full year course; 1 credit/semester

This course is designed to include a comprehensive review of all first year grammar. Students continue learning new verb structures and key vocabulary in addition to performing with "question and response" interactions. By the end of the second year of Spanish study, students are able to read, write and speak with greater ease, demonstrating increased mastery. Most importantly, students are equipped with enough proficiency to meet someone's needs in Spanish.

### **◆Honors Spanish III (1384)**

Full year course; 1 credit/semester

Dual Credit - 8 credit hours

Students write synopses, compositions and speeches. Students read, comprehend and discuss written passages with increasing difficulty, including the Bible and various authentic text. Culturally, students gain an understanding of the distinctions between cultures in Spanish-speaking countries, and in contrast to the culture of the United States. **This course has the potential of earning dual credit through Ivy Tech Community College. Dual credit enrollment is contingent upon appropriate test scores (PSAT, SAT, ACT, or Accuplacer). Credits may transfer to other colleges.**

**These courses are graded on the AP scale (5.3).**

### **◆Honors Spanish IV (1739)**

Full Year Course, 1 credit/semester

Dual Credit - 6 credit hours

*Prerequisite: Honors Spanish III*

Students will practice their previous years of Spanish Language Study through an accelerated application of reading and writing in the target language. Each semester we will read 2 novels, one per quarter, focusing on different Hispanic Cultures. Semester 1 will cover Spanish Literature (Spain) and Caribbean Literature (Cuba). Semester 2 will cover Mexican Literature and Central American Literature. At the end of each quarter, the students will be required to write a persuasive essay in Spanish, which will reflect our daily discussions, readings, and topics. Covering these wide areas of Hispanic literature will give Spanish IV students an advanced insight to history, politics and the economic influences of these countries. **This course has the potential of earning dual credit through Ivy Tech Community College. Dual credit enrollment is contingent upon appropriate test scores (PSAT, SAT, ACT, or Accuplacer). Credits may transfer to other colleges.**

**These courses are graded on the AP scale (5.3).**

## **SOCIAL STUDIES DEPARTMENT**

### **◆United States History (1410)**

Full year course; 1 credit/semester

*Recommended Grade Level: 11-12*

This course builds upon concepts developed in previous studies of U.S. History. Students are expected to identify and understand significant religious, political and social movements throughout the history of our nation. The course gives major emphasis to the interaction of key events and people, as well as political, economic, social, military, and cultural influences in national developments from the late nineteenth century through the present from a Biblical perspective.

Students develop historical thinking and research skills as they trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. This course provides integrated Biblical principles and perspectives to help understand and identify cultural themes and shifts in our nation over time.

### **◆Honors United States History (1411)**

Full year course; 1 credit/semester

*Prerequisite: Grade of B or higher in Honors English II or Teacher Recommendation.*

*Recommended Grade Level: 11-12*

This course builds upon concepts developed in previous studies of U.S. History. Students are expected to identify and understand significant religious, political and social movements through the extensive use of primary and secondary documents. The course places significant emphasis on cause and effect relationships as a result of the interaction between key events and people from the late nineteenth century through the present. Major themes include politics, economics, race, gender, military conflicts, and culture from a national and biblical perspective. Students will develop historical thinking and research skills as they use advanced analysis to study significant themes and concepts in U.S. History.

### **◆United States History**

#### **Advanced Placement (1416)**

Full year course; 1 credit/semester

Dual Credit - 6 credit hours

*Prerequisite: Honors World History or C in AP World History or AP European History or a Teacher Recommendation*

*Recommended Grade Level: 11-12*

This course is based on the content established by the College Board. The course has a chronological frame from 1492 to the present and focuses on multiple causation and change in United States history over time. A variety of historical themes are examined in order to place the history of the United States into larger analytical contexts, including the role and influence of Christianity. Students are expected to analyze and interpret primary sources and develop awareness of multiple interpretations of historical issues in sec-

ondary perspectives. Students have the opportunity to earn college credit through the required end of course exam. **This course has the potential of earning dual credit through Ivy Tech Community College. Dual credit enrollment is contingent upon appropriate test scores (PSAT, SAT, ACT, or Accuplacer). Credits may transfer to other colleges.**

**These courses are graded on the AP scale (5.3).**

### **◆World History & Civilization (1408)**

Full year course; 1 credit/semester

*Recommended Grade Level: 9-12*

This course emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Students examine the role God and Christians have played in shaping the world in which we live from cultural, spiritual and economic perspectives. Students compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They examine examples of continuity and change, universality and particularity, unity and diversity, and the shaping of our world through Christian principles and values as well as the effects of other religions and beliefs among various people and culture groups from the past to the present. Students also practice skills and the process of historical thinking. There are continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

### **◆Honors World History & Civilization (1409)**

Full year course; 1 credit/semester

Dual credit - 3 credit hours

*Prerequisite: Teacher Recommendation from 8th grade Social Studies or High School English*

*Recommended Grade Level: 9-12*

This course examines events and developments in the past that have greatly affected large numbers of people through the use of primary and secondary sources. Students analyze the role God and Christians have played in shaping the world in which we live from cultural, spiritual, economic, and social perspectives. Students will study cause and effect events, including the rise and fall of empires, growth and changes of civilizations, and the impact of Christianity and other worldviews on historical events. Students also practice skills and the process of historical thinking. There are continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history. **This course has the potential of earning dual credit through Ivy Tech Community College. Dual credit enrollment is contingent upon appropriate test scores (PSAT, SAT, ACT, or Accuplacer). Credits may transfer to other colleges.**

**These courses are graded on the AP scale (5.3). 8**



## **SOCIAL STUDIES DEPT., cont.**

### **◆European History**

#### **Advanced Placement (1692)**

Full year course; 1 credit/semester

*Prerequisite: Honors World History or Teacher Recommendation*

*Grade Level: 10-12*

This course develops students' abilities to think conceptually about European history from approximately 1450 to the present, including the history and legacy of Christianity. Students will study five themes of equal importance, Interaction of Europe and the World, Poverty and Prosperity, Objective Knowledge and Subjective Visions, States and Other Institutions of Power, Individual and Society. In doing so, they will examine areas of historical inquiry for investigation throughout the course, applying historical thinking skills as they learn about the past. Students will examine the role that God and Christians have played in shaping both Europe and the world we live in from a cultural, spiritual and economic perspective. Students will learn to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

### **◆Topics in History (1419)**

Full year course; 1 credit/semester

*Prerequisite: United States History or World History Recommended Grade Level: 11-12*

Topics in History provides students the opportunity to study specific historical eras, events, or concepts. Development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to United States or world history through a biblical worldview. Examples of topics might include: (1) twentieth-century conflict, (2) the American West, (3) the history of the United States Constitution, and (4) democracy in history

### **◆United States Government (1414)**

1 semester course; 1 credit

*Grade Level: 12*

U.S. Government provides a framework for understanding the nature and importance of responsible civic participation and for learning the rights and responsibilities of Christian citizens in a constitutional democracy. The course enables students to explore the historic origins and continued development of political philosophies into contemporary political and legal systems. Constitutional structure and the processes of the legislative, executive, and judicial branches of the national, state, and local levels of the government are examined. Students draw conclusions about the impact and interrelationships of history, geography, and economics upon our system of government. They also demonstrate an understanding of the governmental structures of the United States and other

political systems, as well as the relationship of American government to world affairs. Students analyze the roles of individuals and groups in the political process by identifying and analyzing political issues. They also access data from primary and secondary resources and use current technology to access relevant source materials and as a tool for producing documents in support of learning projects. Students take, defend, and evaluate positions on current issues that impact political decision making.

### **◆Honors United States Government (1418)**

1 semester course; 1 credit

*Prerequisite: Grade of B or higher in English III or U.S. History or Teacher Recommendation*

*Grade Level: 12*

This course will include material covered in the United States Government course plus additional use of primary sources as tools for analyzing contemporary and potential political issues will be included. In addition, more focus will be paid to contemporary campaigns and their place in a historical American political perspective.

### **◆United States Government & Politics**

#### **Advanced Placement (1415)**

1 semester course; 1 credit

Dual Credit - 3 credit hours

*Prerequisite: Grade of B or higher in US History or C in AP US History or Teacher Recommendation*

*Grade Level: 12*

This course is based on content established by the College Board. Topics include: (1) constitutional underpinnings of United States government, (2) political beliefs and behaviors, (3) political parties, interest groups, and mass media, (4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties.

The course gives students an analytical perspective on government and politics in the United States and includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Students are challenged to apply biblical principles as they evaluate current political situations.

**This course has the potential of earning dual credit through Ivy Tech Community College. Dual credit enrollment is contingent upon appropriate test scores (PSAT, SAT, ACT, or Accuplacer). Credits may transfer to other colleges.**

**These courses are graded on the AP scale (5.3).**

## **SOCIAL STUDIES DEPT., cont.**

### **◆Economics (1412)**

1 semester course; 1 credit

*Grade Level: 12*

Economics includes a study of the allocation of scarce resources and their alternative uses for satisfying human wants. This course examines basic models of decision making at various levels and in different areas including: (1) decisions made as a consumer, producer, saver, investor, and voter; (2) business decisions to maximize profits; and (3) public policy decisions in specific markets dealing with output and prices in the national economy. This course will focus on the biblical truths that due to sin there are unlimited wants and limited resources.

### **◆Honors Economics (1413)**

1 semester course; 1 credit

*Prerequisite: Grade of B or higher in English III or Teacher Recommendation*

*Grade Level: 12*

This course will include material covered in the Economics course with specific focus given to application of concepts to real world economic scenarios. Additionally, students will be asked to produce a perspective business plan using all concepts learned during this course.

### **◆Psychology (1560)**

1 semester course; 1 credit

*This course is only offered 1st semester. By requesting this course you will automatically be enrolled in Sociology 2nd semester. You may change this if you decide not to take Sociology.*

Psychology is the scientific study of mental processes and behavior. The course is divided into a variety of different content areas: developmental and cognitive psychology, personality, assessment, mental health and biological basis, all of which are explored using the scientific methods and Biblical principles. Other areas of study include aspects of emotional, social, and moral development, as well as dimensions of behavior dealing with topics such as conformity, obedience, perceptions, attitudes, and influence of the group on the individual. Through contrast and examination of these topic areas with the Bible, students gain a greater understanding of themselves and principles of God's Word.

### **◆Sociology (1561)**

1 semester course; 1 credit

*This course is only offered 2nd semester.*

Sociology allows students to study human social behavior from a Christian perspective. Such behaviors include recurring patterns in peoples' attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research while incorpo-

rating Biblical viewpoints and a Christian worldview. Through research methods such as scientific inquiry, students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society are examined.

### **Ethnic Studies**

1 semester course; 1 credit

Ethnic Studies provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States. This course counts as an elective for all diplomas.

### **Indiana Studies**

1 semester course; 1 credit

Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and student will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions. This course counts as an elective for all diplomas

## SCIENCE DEPARTMENT

### ◆Biology I (1399)

Full year course; 1 credit/semester

*Grade Level: 9*

This course is designed to provide the student with insight into the basic concepts, facts and theories of modern biology while fostering an appreciation for God's creation that is evident in the biological world. This course is based on the following core topics: cellular structure and function, matter cycles and energy transfer; interdependence; inheritance and variation in traits; evolution. Instruction focusses on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures.

### ◆Honors Biology I (1400)

*Prerequisite: Grade of B or higher in 8th Grade Science or Teacher Recommendation*

*Grade Level: 9*

This course will cover the required material for Biology I. Additionally, students will be encouraged to focus on higher learning skills through the integration and application of concepts and will be encouraged to strengthen their inquiry and critical thinking skills.

### ◆Honors Biology II

Full year course; 1 credit/semester

*Prerequisite: Biology I recommended but not required*  
*Recommended Grade Level: 10-11*

This course is an advanced laboratory, field and literature investigations-based course. Students will examine in greater depth the structures, functions, and processes of living organisms. Students will analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. Students will refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences. Students will explore microbes, protists, fungi, plants, invertebrates, vertebrates and human biology.

**This course has the potential of earning dual credit through Ivy Tech Community College. Dual credit enrollment is contingent upon appropriate test scores (PSAT, SAT, ACT, or Accuplacer). Credits may transfer to other colleges.**

**These courses are graded on the AP scale (5.3).**

### ◆Chemistry I (1402)

Full year course; 1 credit/semester

*Prerequisite: Grade of B or higher in Algebra I*

This is a laboratory-based course in which students will be taught the basic principles of chemistry including scientific measurement, matter and energy, atomic structure and bonding, the Periodic Table, chemical names and formulas, stoichiometry, chemical reactions and equilibrium, and gas laws. Sufficient lab techniques will be taught for students to apply chemical concepts both qualitatively and quantitatively, and to incorporate new information into accumulated knowledge. Lab activities will include both procedural and guided inquiry work.

### ◆Honors Chemistry I

Full year course; 1 credit/semester

*Prerequisite: Grade of B or higher in Algebra I or Teacher Recommendation*

This is a laboratory-based course that is designed to prepare students for AP Chemistry. All of the material required for chemistry I will be taught with additional material on solutions-based chemistry, acid-base chemistry, and thermochemistry. Excellent problem-solving and math skills are needed to be successful in this course. A quantitative and qualitative approach to concepts demonstrated in the lab will be taken, and an emphasis on laboratory writing and reports will be made.

### ◆Chemistry Advanced Placement

Full year course; 1 credit/semester

*Prerequisite: Grade of B or higher in Honors Chemistry I/ Chemistry I or Teacher Recommendation*

A rigorous course that will expand upon the chemical concepts covered in Chemistry I. Topics will include atomic, molecular and ionic structure and properties, intermolecular forces and properties, chemical reactions, kinetics, thermodynamics, equilibrium, and acids and bases. Special attention will be given to the relationships between concepts and their applications. Laboratory experiments, including inquiry-based labs, will reinforce the concepts covered. Skills of data interpretation, error analysis and other test-taking strategies will also be taught. Assessments will include actual previous AP exam material. \*Note: A summer review packet covering the first three chapters must be completed by the first day of class, and students will be tested over the packet material within the first week of school

## SCIENCE DEPARTMENT, cont.

### ◆Integrated Chemistry & Physics (1403)

Full year course; 1 credit/semester

*Co-requisite: Algebra I*

This is a lab-based course in which students explore fundamental chemistry and physics principles. Students enrolled in this course examine, through the process of scientific inquiry, the structure and properties of matter, chemical reactions, forces, motion, and the interactions between energy and matter. Working in a laboratory environment, students investigate the basics of chemistry and physics in solving real-world problems that may have personal or social consequences beyond the classroom.

### ◆Earth/Space Science (1398)

Full year course; 1 credit/semester

Earth/Space instructs students on the phenomena of the non-living aspects of the world that surround them. The four main areas of study are: geology, oceanography, meteorology, and astronomy. By the end of the course, students will have learned about the composition and history of the Earth and the forces that shape the Earth, including the formation of rocks and the rock cycle, a variety of weather patterns and their causes, the cycle of water, and the current scientific understanding of our solar system.

### ◆Anatomy and Physiology

Full year course; 1 credit/semester

*Prerequisite: Biology I recommended but not required*

*Recommended Grade Level: 11-12*

This course will allow students to investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. It introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeletal, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy and Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

**This course has the potential of earning dual credit through Ivy Tech Community College. Dual credit enrollment is contingent upon appropriate test scores (PSAT, SAT, ACT, or Accuplacer). Credits may transfer to other colleges.**

**These courses are graded on the AP scale (5.3).**

### ◆Physics I (1405)

Full year course; 1 credit/semester

*Prerequisite: Grade of B in Algebra I and Geometry*

In this course, students will apply and extend what they already know about the world to discover the simple principles and mathematical patterns that appear to govern the universe. Students will learn to explain how and why things move, using ideas first proposed by Isaac Newton (inertia, momentum, and mechanical energy). Students will uncover the secrets of sound and light, using the language of waves. Students will develop a framework for explaining the presence of electricity and how it can be used for technology. By the end of the course, students should have an elementary grasp on understanding the inner workings of much of nature, as well as the usefulness and limitations of science.

## **BUSINESS & COMPUTER DEPARTMENT**

### **Intro to Business (1645)**

1 semester course; 1 credit

*Grade Level: 9-12*

This course establishes basic foundations for the exploration and further study in business courses. The course introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. The course further develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments. Students will learn about key functions, positive and negative aspects, and real life scenarios.

### **Personal Financial Responsibility (1646)**

1 semester course; 1 credit

*Grade Level: 9-12*

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. Students will design personal and household budgets utilizing checking and savings accounts, gain knowledge in finance, debt and credit management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence.

### **Web Design (1577)**

Full year course; 1 credit/semester

*Grade Level: 9-12*

This course is an introduction to the design, creation and maintenance of web pages and websites. Students will learn how graphics can help promote products/ideas using Adobe Creative Suite 6 (CS6) for web site logos, mock-ups of web designs, and menu bars. Students will learn about web design standards and how to create web pages using HTML/XHTML, CSS, Dreamweaver, Fireworks, and other technologies used in digital communications.

### **Computer Science I (1643)**

Full year course; 1 credit/semester

Dual Credit - 3 credit hours

*Co-requisite: Algebra I*

*Recommended Grade Level: 9, 10, 11, 12*

*This course can be used to satisfy the third Science requirement.*

This course is a disciplined approach to computer programming using the Visual Basic 2010 programming language. Students learn how to solve problems through the design, creation, and implementation of programs. Students learn the benefits of studying computer programming and possible career opportunities. Students learn how to create simple games like Connect Four, Yahtzee, and Memory. The objectives of the course are: (1) to learn to be "others centered" when designing software, (2) to improve personal stewardship of technology, (3) to increase problem solving skills, (4) to gain proficiency in writing short programs using the Visual Basic programming language, (5) to understand appropriate uses and limitations of computers. **This course has the potential of earning dual credit through Ivy Tech Community College. Dual credit enrollment is contingent upon appropriate test scores (PSAT, SAT, ACT, or Accuplacer). Credits may transfer to other colleges.**

**These courses are graded on the AP scale (5.3).**

### **Computer Science Principles**

#### **Advanced Placement (1644)**

Full year course; 1 credit/semester

*Co-requisite: Algebra I*

*Grade Level: 9-12*

*This course can be used to satisfy the third Science requirement*

The AP Computer Science Principles course will introduce students to the essential ideas of computer science and show how computing and technology can influence the world around us. Students will creatively address real-world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life. This course seeks to provide students with a "future proof" foundation in computing principles so that they are adequately prepared with both the knowledge and skills to live and meaningfully participate in our increasingly digital society, economy, and culture. The course starts with learning about what is involved in sending a single bit of information from one place to another and ends with students considering the implications of a computing innovation of their own design. Students have the opportunity to earn college credit through the required end of course exam. *See Pg. 3 regarding enrollment and college credit potential.*

## **BUSINESS & COMP. DEPT., cont.**

### **Computer Science A**

#### **Advanced Placement (1647)**

Full year course; 1 credit/semester

Dual Credit –3 credit hours

*Prerequisites: Algebra I and II, Grade of B or higher in Computer Programming or Pre-Calculus or Teacher Recommendation*

*Grade Level: 11-12*

*This course can be used to satisfy the third Science requirement.*

This course is equivalent to the first semester of a college-level computer science course. It involves developing the skills to write programs to solve specific problems. The course emphasizes the design issues that make programs understandable, adaptable, and reusable. The development of useful computer programs is used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, fundamental data structures, and the study of standard algorithms and typical applications. An understanding of the basic hardware and software components of computer systems and the use of these systems are integral parts of this course. **This course has the potential of earning dual credit through Ivy Tech Community College. Dual credit enrollment is contingent upon appropriate test scores (PSAT, SAT, ACT, or Accuplacer). Credits may transfer to other colleges.**

**These courses are graded on the AP scale (5.3).**

## **CAREER & TECHNICAL**

### **Introduction to Engineering Design**

#### **Project Lead the Way**

Full year course; 1 credit/semester

*Grade Level: 9-12*

*This course can be used to satisfy the third Science requirement.*

Introduction to Engineering Design (IED) is a foundation course in the PLTW Engineering Pathway that introduces students to the role, impact, and practice of engineering and how they fulfill a special place within God's Creation Mandate; to subdue the earth while extracting and making use of its resources to benefit people everywhere for the glory of God. In this activity-project-problem-based classroom, students will explore ways to love their neighbor and make the world a better place, implementing the four fundamental disciplines of the engineering profession. Students will be introduced to the design process, will improve product design, assess design solutions, and justify design decisions. This course implements sketching, computer modeling software used to create CAD models to represent simple objects in a virtual 3D environment, measurement and statistics, visual design elements, and functional analysis as students assemble, disassemble, and test manufacturing of various products. Hands-on, structured activities are implemented to solve open-ended projects and problems for students to learn proper planning, effective documentation, communication, and other professional skills required in the field of engineering.

### **Principles of Engineering**

#### **Project Lead the Way (PLTW)**

Full year course; 1 credit/semester

*Grades 10,11,12*

*Prerequisite: Introduction to Engineering Design*

Principles of Engineering (POE) is the second foundation course of the high school engineering pathway. Students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology through activity-, project-, and problem-based learning. By solving rigorous and relevant design problems using engineering and science concepts within a collaborative learning environment, students discover how they fulfill a special place within God's Creation Mandate; to subdue the earth while extracting and making use of its resources to benefit people everywhere.

## **MATH DEPARTMENT**

**CAI uses TI-84+ graphing calculators.**

### **◆Algebra I (1545)**

Full year course; 1 credit/semester

*A TI-84+ graphing calculator is recommended for this course.*

Algebra I is about putting real-life problems into mathematical equations and then solving them. This course develops the students' thinking in areas such as logic, patterns, problem solving, and deductive and inductive reasoning. It also provides for the development of skills and concepts that are necessary for students to succeed in future college preparatory mathematics classes.

### **◆Honors Algebra I (1389)**

Full year course; 1 credit/semester

*Prerequisite: Teacher Recommendation and test scores*

*A TI-84+ graphing calculator is recommended for this course.*

This course covers the material in Algebra I in greater depth that is necessary for students to succeed in higher level math classes such as Honors Algebra II, Pre-Calculus and AP Calculus.

### **◆Algebra II (1392)**

Full year course; 1 credit/semester

*Prerequisite: Algebra I*

*A TI-84+ graphing calculator is required for this course.*

This course develops the students' thinking even further in areas studied in Algebra I such as problem solving and development of the concept of a function. Algebra II also provides for the development of skills and concepts that are necessary for students who desire to take advanced mathematics classes such as Pre-Calculus and AP Calculus. Areas of study include theorems and algorithms of algebra, relations, functions, equations and inequalities, irrational and complex numbers, algebraic fractions, polynomials and poly-functions.

### **◆Honors Algebra II (1393)**

Full year course; 1 credit/semester

*Prerequisite: A grade of C+ or higher in Honors Algebra I or Teacher Recommendation*

*A TI-84+ graphing calculator is required for this course.*

This course develops the students' thinking even further in areas studied in Algebra I such as problem solving and development of the concept of a function. Honors Algebra II also provides for the development of skills and concepts that are necessary for students who desire to take advanced math classes. Areas of study include theorems and algorithms of algebra, relations, functions, equations and inequalities, irrational and complex numbers, algebraic fractions, polynomials and poly-functions, exponential and logarithmic functions, and graphs of conic sections.

### **◆Geometry (1390)**

Full year course; 1 credit/semester

*Prerequisite: Algebra I*

Geometry focuses on analyzing properties of two and three dimensional shapes, reasoning about geometric relationships and using the coordinate system. Studying geometry provides many foundational skills and helps to build thinking skills through the use of proofs, logic, deductive reasoning, analytical reasoning, and problem solving. Topics covered include angles; planes; trigonometric ratios; polygons with special focus on quadrilaterals, triangles, and circles, area, and volume.

### **◆Honors Geometry (1391)**

Full year course; 1 credit/semester

*Prerequisite: Grade of B or higher in Algebra I or Teacher Recommendation*

Honors Geometry focuses on analyzing properties of two and three dimensional shapes, reasoning about geometric relationships and using the coordinate system. This course provides many foundational skills and helps to build thinking skills through the use of proofs, logic, deductive reasoning, analytical reasoning, indirect proofs, and challenging problem solving. Topics covered include angles, planes, trigonometric ratios, polygons with special focus on quadrilaterals, triangles, circles, area, and volume.

### **Quantitative Reasoning**

Full year course; 1 credit/semester

*Prerequisite: Algebra II*

*Grade Level: 11-12*

*A TI-84+ graphing calculator is required for this course.*

As a result of this course, students will learn how to combine algebraic and graphical approaches with practical business and personal finance applications such as understanding the stock market, modeling a business, banking, purchasing a home or car, and much more. This course will help you achieve success by offering an applications-based learning approach incorporating Algebra I, Algebra II, and Geometry topics.

## **MATH DEPARTMENT, cont.**

### **◆Honors Pre-Calculus/Trigonometry (1394)**

Full year course; 1 credit/semester

*Prerequisites: Honors Algebra II and Geometry or*

*General Algebra II w/Teacher Recommendation*

*Recommended Grade Level: 11-12*

*TI-84+ graphing calculator is required for this course.*

This course blends the concepts and skills that must be mastered before enrollment in a college-level calculus course. The course includes the study of (1) relations and functions, (2) exponential and logarithmic functions, (3) trigonometry in triangles, (4) trigonometric functions, (5) trigonometric identities and equations, (6) polar coordinates and complex numbers, (7) sequences and series and (8) data analysis.

### **◆Calculus**

#### **Advanced Placement (1397)**

Full year course; 1 credit/semester

*Prerequisite: Teacher Recommendation*

*Recommended Grade Level: 11-12*

*TI-84+ graphing calculator is required for this course.*

This course provides students with the content established by the College Board. Topics include (1) functions, graphs, and limits: analysis of graphs, limits of functions, asymptotic and unbounded behavior, continuity as a property of functions, (2) derivatives: concepts of the derivative, derivative at a point, derivative as a function, second derivatives, application and computation of derivatives, and (3) integrals: interpretations and properties of the definite integrals, applications of integrals, fundamental theorem of calculus, techniques of anti-differentiation, and numerical approximations to definite integrals. Students have the opportunity to earn college credit through the required end of course exam. *See Pg. 3 regarding enrollment and dual credit potential.*



## **FINE ARTS DEPARTMENT**

### **Intro. To II Dim./III Dim. Art (1373)**

Full year course; 1 credit/semester

This is an introduction to drawing, painting, mixed media, and 3D art for high school students. Throughout the year students are introduced to art history (both historic and contemporary) as it relates to the current techniques being studied. Students also learn how to effectively critique and discuss artwork using appropriate terminology. This course is designed to give an introduction to a wide variety of techniques and mediums to allow students to experience unfamiliar art forms and technically improve existing skills..

### **Photography (1376)**

Full year course; 1 credit/semester

*Prerequisite: Intro to II Dim./III Dim. Art*

*Required Equipment: Must own a DSLR camera or a smartphone equipped with the Pro-Camera Application*

Throughout the year students will create works of art using a DSLR camera or a smartphone equipped with a ProCamera application, and Photoshop. The first semester of photography is devoted camera function, composition, and Photoshop basics. In addition, students also learn about the history of photography and specific professional photographers. The second semester is a continued exploration of professional photographers, both historic and contemporary, while additionally learning about advanced artistic thinking and technical execution. Students shoot their photos outside of class with class time being used for editing, notes, practical application and critique.

### **Ceramics (1558)**

Full year course; 1 credit/semester

*Prerequisite: Intro to II Dim./III Dim. Art*

*There is a small additional fee for this course.*

Throughout the year, students will create works of art in clay through the development of technical proficiency in hand building, mold making, wheel throwing and glaze techniques. This course emphasizes the art elements and principles of design to produce both functional and non functional three-dimensional pieces of art. In addition, students will be exposed to both contemporary and historic clay artists, the critique process and artistic vocabulary. Class time will be used for brainstorming, sketching, constructing and critique.

### **Sculpture**

Full year course; 1 credit/semester

*Prerequisite: Intro to II Dim./III Dim. Art or Adv. II Dim./III Dim. Art*

Throughout the year, students will create works of art using the four core processes of sculpture that of carving, casting, modeling and assembling. The first semester will focus on carving and casting using various materials such as plaster, wax glue and clay.

The second semester is focused on the processes of modeling and assembling using materials such as found objects, instillation, cardboard and wire. This course will emphasize a contemporary approach to sculpture using art history to support, to inform and to guide. Students will learn a variety of techniques and approaches, focusing on mastery of technique and creative critical thinking. In addition, students will be exposed to the critique process and artistic vocabulary. Class time will be used for brainstorming, sketching, constructing and critique.

### **Drawing and Painting**

Full year course; 1 credit/semester

*Prerequisite: Intro to II Dim./III Dim. Art*

Throughout the year, students will create works of art using a variety of drawing and painting techniques. This course is designed to build on both objective and abstract technical skills developed in Intro to II Dim./III Dim. Art. In the first semester students will focus on drawing using various techniques such as pencil, colored pencil, chalk, oil pastels and non-traditional materials. In the second semester, students will focus on painting, using various techniques such as watercolor, acrylic, oils and non-traditional materials. In addition to their projects, students will be exposed to both historic and contemporary artists, the critique process and artistic vocabulary. Class time will be used for brainstorming, sketching, making and critique.

### **Adv. II Dim./III Dim. Art (1375)**

Full year course; 1 credit/semester

*Prerequisite: Intro II Dim./III Dim. Art, one full year of a medium specific class (Ex. Sculpture, Photography, Ceramics or Drawing and Painting)*

This advanced arts course is for those students who have completed Intro. II Dim./III Dim. Art and a year of medium specific class. (Sculpture, Ceramics, Photography, Drawing and Painting). If a student does not have the appropriate prerequisites, they can enter the class based on art teacher recommendation with a portfolio. The course is an open studio setting with independent projects that are student driven. Students select one medium to work in for the duration of the year. The first semester is focused on developing advanced technical proficiency in the chosen medium, with the second semester being focused on the development of an art show. In addition to their projects, students will be expected to participate in the critique process and class discussions about various contemporary artistic issues.

## **FINE ARTS DEPT., cont.**

### **Music History/Appreciation (1695)**

Full year course; 1 credit/semester

*Grade Level 9-12*

This course seeks to explore the history of humanity through music. This class will examine music from antiquity to the modern day, discovering connections and contrasts between human cultures—lifestyle, values, struggles and goals—from various locations and historical eras. Upon successful completion of this course, students will be able to (1) convincingly read, write, and speak within the discipline of music, (2) articulate a basic understanding of the timeline of Western musical development, (3) perform basic analysis of the elements of music from a variety of locations and time periods, (4) discuss the influence of historical Western music eras on modern Western music, and (5) compare and contrast historical and modern Western music with world music.

### **Intermediate Chorus (1377)**

Full year course; 1 credit/semester

Intermediate Chorus is a vocal ensemble consisting of students in grades 9-12. An audition for Intermediate Chorus is not required. Students perform both sacred and secular music in a variety of styles arranged in SATB format. Students learn proper vocal care, vocalizing and breathing techniques, sight-singing and performance practices. Students also practice listening skills as well as analysis of performances by the group and others. Students participate in school concerts as well as community events, field trips, and local and state festivals. Vocal practice outside the classroom is expected. Grading is based on in-class participation and concert attendance. Concert attire and attendance are required.

### **Advanced Chorus (1546)**

Full year course; 1/2 credit/semester

*This is an auditioned chorus. This course does not meet during the regular school day, but before school two mornings a week and cannot be selected during online class requests. Students will be scheduled manually after auditions.* Advanced Chorus is a performance-based group specializing in Broadway, pop, and musical theater repertoire. Students develop musicianship and specific performance skills through ensemble, solo singing and dance. Participation in concerts, competitions, and festivals outside of the regular school day may be required and will be graded..

### **Honors Choral Chamber Singers (1696)**

Full year course: 1 credit/semester

*Prerequisite: Audition required*

*Grade Level: 9-12*

Student musicianship and specific performance skills in this course are enhanced through specialized small

group instruction. The activities expand the repertoire of a specific genre. Chamber ensemble class provides instruction in creating, performing, listening to, and analyzing music, in addition to focusing on specific subject matter and understanding God's influence in individuals composing music. Students develop the ability to understand and convey the composer's intent in performance of music and in-depth study of the texts and their meaning with a Biblical worldview. Time outside the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

### **Intermediate Concert Band (1594)**

Full year course; 1 credit/semester

This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Students study a varied repertoire of developmentally appropriate concert band literature and develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

## **FINE ARTS DEPT., cont.**

### **Honors Advanced Concert Band (1378)**

Full year course; 1 credit/semester

*Grade Level: 10-12*

*Placement in this course is decided and auditioned by the band director and other instructors in the program.*

This course provides students with a balanced, comprehensive study of music and performance. Ensemble and solo activities are designed to develop elements of musicianship, including but not limited to: tone production, technical skills, intonation, music reading skills, listening skills, analysis of music, and the study of historically-significant styles of literature.

Advanced classroom experiences include but are not limited to: sight-reading, improvising, conducting, and playing by ear. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the normal school day that support and extend learning in the classroom. Concert attire and attendance are required.

### **Jazz Ensemble (1559)**

Full year course; 1/2 credit/semester

*Recommended Grade Level: 9-12*

*This is an auditioned ensemble. The course does not meet during the regular school day, but before school two mornings a week and cannot be selected during online class requests. Students will be scheduled manually after auditions.*

This course develops musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of instrumental jazz. Instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. Participation in concerts, competitions, and festivals outside of the regular school day may be required and will be graded.

## **PHYSICAL EDUCATION & HEALTH DEPARTMENT**

### **Health (1387)**

1 semester course; 1 credit

This course is meant to present a Biblically-based foundation for a healthy lifestyle. The course focuses on the five major areas that define wellness: physical health, emotional health, social health, mental health, and spiritual health. Health is taught on the premise that we are not our own and that we should strive to glorify God in every area of our lives. Students will have the opportunity to become adult and pediatric CPR/First Aid/AED certified.

### **Physical Education I (1385)**

1 semester course; 1 credit

This course emphasizes health-related physical fitness and lifelong participation in a variety of athletic activities. Students are expected to come prepared in appropriate physical education attire and demonstrate proper teamwork and sportsmanship during their participation in class. Physical fitness testing emphasizes cardio-respiratory endurance, muscular strength and endurance, and flexibility. Students are introduced to functional training exercises and sports such as basketball, soccer, ultimate Frisbee, handball, flag football, volleyball and tennis. Assessment includes written and performance-based skill observations and fitness tests.

### **Physical Education II (1388)**

1 semester course; 1 credit

This course promotes lifelong fitness and a personal commitment to healthy fitness habits. Students are involved in a variety of team and individual sports, and physical fitness testing. This course also provides students with the opportunity to create and lead new class activities throughout the semester. Additionally, students will learn proper sportsmanship, social interaction, and intrinsic motivation. Assessment includes written and performance-based skill observations and fitness tests.

### **Alternate Supervised Physical Education**

*This course cannot be selected during online registration. Students will obtain the necessary enrollment and portfolio information from the P.E. teacher and be scheduled manually. This course, once enrolled will be accessed through Canvas.*

**Alternate PE credit should be earned in 9th or 10th grade.**

P. E. credit may be awarded to students who play a high school sport, cheerleading or participate in drum line. Credit and grades will be determined through participation in the sport or activity. A portfolio must be maintained and turned in to provide demonstration of mastery of P.E. standards.

## **MULTIDISCIPLINARY**

### **Cadet Teaching (1348)**

Full year course; 1 credit/semester, Elective credit

*Grade Level: 11-12 (in good academic standing)*

*A current teacher recommendation, placement availability, placement teacher acceptance, administrator approval required*

Cadet teaching is designed to give students a “hands-on” introduction to teaching. Students are assigned to a teacher and assist in various activities. Activities may include tutoring students, preparing bulletin boards, reading to students, teaching art lessons, preparing recess games and other activities as assigned by the teacher.

### **Peer Tutoring (1350)**

Full year course; 1 credit/semester up to 2 (elective) credits

*Grade Level: 10-12 (in good academic standing)*

*Placement availability, placement teacher acceptance, administrator approval required.*

Peer tutoring provides high school students with an organized exploratory experience to assist students in kindergarten through grade twelve with their studies and personal growth and development. The course provides opportunities for the students to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. The course provides a balance of class work relating to the development and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies.

### **College-Entrance Preparation (1557)**

1 semester course; 1 credit

*Recommended Grade Level: sem. 1 -11th gr., sem. 2 -10th gr.*

*Prerequisite: Algebra II (or concurrent enrollment)*

*Enrollment in the course requires counselor approval*

This course utilizes Method Test Prep and Khan Academy, along with individual student score reports from the PSAT to prepare students for the SAT and ACT readiness assessments. Students will receive instruction and practice to strengthen their foundations in critical reading, writing, mathematics, and science sections of college admission and placement exams. The course will also encompass test taking strategies to prepare students for success on a high-stakes assessment. The course may also include college selection and application units, to better prepare students for overall college-readiness.

# FOUR YEAR PLANNER

Diploma Type: \_\_\_\_ Core 40

\_\_\_\_ Core 40 w/Academic Honors

## 9th Grade

1. English I *or* Hon. English I \_\_\_\_\_
2. Math \_\_\_\_\_
3. Science \_\_\_\_\_
4. Bible I
5. PE/ASPE\* (1 or 2 sem.)/Health or Elective \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_ (Elective)
7. \_\_\_\_\_ (Elective)

## 10th Grade

1. English II *or* Hon. English II \_\_\_\_\_
2. Math \_\_\_\_\_
3. Science \_\_\_\_\_
4. Bible \_\_\_\_ \_\_\_\_\_
5. PE/ASPE\* (1 or 2 sem.)/Health or Elective \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_ (Elective)
7. \_\_\_\_\_ (Elective)

\* Alternate Supervised PE

## 11th Grade

1. English III, Honors English III *or* AP Lang./Comp.  
\_\_\_\_\_
2. U.S. History, Honors U.S. History *or* AP U.S. History  
\_\_\_\_\_
3. Bible III
4. Math or Quantitative Reasoning \_\_\_\_\_
5. Science or Elective \_\_\_\_\_
6. \_\_\_\_\_ (Elective)
7. \_\_\_\_\_ (Elective)

## 12th Grade

1. English IV *or* AP Lit./Comp.  
\_\_\_\_\_
2. U. S. Government, Honors U.S. Government *or*  
AP Government \_\_\_\_\_  
& Economics *or* Honors Economics \_\_\_\_\_
3. Bible IV
4. Math/Quantitative Reasoning *or* Elective \_\_\_\_\_
5. Science or Elective \_\_\_\_\_
6. \_\_\_\_\_ (Elective)
7. \_\_\_\_\_ (Elective)

► *Actual course offerings are dependent on sufficient class enrollment.*

