



# CHRISTIAN ACADEMY OF INDIANA

## 2023-2024 High School Course Description Catalog

### How to Register

Current CAI students will register for their classes online through FACTS. Online registration access will be available to high school students and 8th grade students from **January 18—February 8, 2023**

You will access class registration through the parent portal of FACTS. 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 by meeting with a counselor or principal.

### 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, AP Chemistry, Physics, Integrated Chemistry/Physics, Personal Financial Responsibility, AP Computer Science A, Computer Science I, and Economics .

\*\*The following may also be used to satisfy the third science requirement: 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  
AP Pre-Calculus  
AP Calculus

### Business & Computer

AP Computer Science A  
AP Computer Science Principles  
Computer Science I

### Fine Arts

Honors Choral Chamber Singers  
Honors Advanced Concert Band  
AP Drawing  
AP 2D Art and Design  
AP 3D Art and Design

**\*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.)*

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

## **BIBLE DEPARTMENT**

### **Foundations of Faith I**

One semester course; 1 credit/semester

*Grade Level: 9*

This class will explore what constitutes a worldview and a healthy faith that shows itself in the mind, emotions and actions. 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 minds, hearts and hands. 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. By the end of the course, students will be able to articulate what constitutes a worldview as well as evaluate the logical and biblical consistency of a given worldview.

### **Foundations of Faith II**

One semester course; 1 credit

*Grade Level: 9*

This class will cover a broad overview of the biblical narrative from Genesis to Revelation. The course will seek to gain an understanding of how every story arc in the whole of the biblical narrative points to Jesus as Prophet, Priest, King and the fulfillment of the Old Testament using basic hermeneutics. By the end of the course, students will be able to identify biblical themes in a given biblical passage and describe how each theme points to Jesus Christ as "the Way, the Truth and the Life."

### **The Life of Christ**

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**

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**

One semester course; 1 credit/semester

*Grade Level: 11-12*

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**

One semester course; 1 credit

*Grade Level: 11-12*

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**

One semester course; 1 credit/semester

*Grade Level: 11-12*

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.

\*This course must be completed for graduation.

### **Contemporary Issues**

One semester course; 1 credit

*Grade Level: 11-12*

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.

### **Bible Doctrines**

One Semester course; 1 credit

*Grade Level 11-12*

This course seeks to teach a survey of major Bible doctrines that are foundational to the Christian faith. Topics include the Doctrine of God, Christ, the Holy Spirit, the Scripture, salvation, Angels and Demons, and many others. The outcome of this course is to equip students with knowledge for practically living out the faith with the right understanding of God's Word.

## ENGLISH DEPARTMENT

### ◆English I

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 for the similarities and differences of various genres and create original works to demonstrate their understanding.

### ◆Honors English I

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.

### ◆English II

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

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

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 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 III

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

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

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**

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.

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

#### **Advanced Placement**

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.

### **Student Media**

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 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.

## **FOREIGN LANGUAGE DEPARTMENT**

### **◆Spanish I**

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**

Full year course; 1 credit/semester

*Prerequisite: Grade of C or higher in Spanish I*

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**

Full year course; 1 credit/semester

*Prerequisite: Grade of C or higher in Spanish II*

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 Knowledge Assessment). Credits may transfer to other colleges.**

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

### ◆Honors Spanish IV

Full Year Course, 1 credit/semester

*Prerequisite: Grade of C or higher in Spanish Iii*

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. This focus on Hispanic literature will give students an advanced insight to history, politics and economic influences in these countries. Each quarter will focus on a different application. Quarter 1 embraces a historical fiction novel. Quarter 2 covers conversation and writing in response to reading the novel. Quarter 3 students will use practical application of skills learned to teach Spanish in an elementary classroom. Quarter 4 is a complete review of all vocabulary and grammar in preparation for college placement exams. At the end of each quarter, students will be required to write a persuasive essay in Spanish, reflecting on daily discussions, readings and topics.

**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 Knowledge Assessment). Credits may transfer to other colleges.**

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

## **SOCIAL STUDIES DEPARTMENT**

### ◆World History & Civilization

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

Full year course; 1 credit/semester

Dual credit - 3 credit hours

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

*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.

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

### **◆United States History**

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**

Full year course; 1 credit/semester

*Prerequisite: Grade of B or higher in Honors World History 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**

Full year course; 1 credit/semester

Dual Credit - 6 credit hours

*Prerequisite: Grade of B or higher in Honors World History, 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 secondary 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).**

### **◆European History**

#### **Advanced Placement**

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.



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

### **◆Topics in History**

Full year course; 1 credit/semester

*Prerequisite: United States History or World History*

*Recommended Grade Level: 10-12*

Topics in History provides students the opportunity to study the development of American History through the lens of major conflicts. 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. The course will focus on the French and Indian War, the Revolution, the War of 1812, the Mexican American War, the Civil War, the Spanish American War, World War I, World War II, The Korean War, the Vietnam War, the Gulf War, and the Continuing War on Terror.

Students will analyze factors including the cause of the conflict, the weaponry and tactics used, important individuals, major battles, and long-term outcomes. This course will allow students to see how American culture has changed over the course of its existence and allow them to understand how military conflict has been a vessel which has brought about significant cultural change.

### **◆United States Government**

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**

1 semester course; 1 credit

*Prerequisite: Grade of B or higher in Honors 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**

1 semester course; 1 credit

Dual Credit - 3 credit hours

*Prerequisite: Grade of B or higher in Honors US History or 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**

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**

1 semester course; 1 credit

*Prerequisite: Grade of B or higher in Honors U.S. History 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.

### **◆Psychology**

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.*

*Grade Level: 10-12*

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**

1 semester course; 1 credit

*This course is only offered 2nd semester.*

*Grade Level: 10-12*

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 incorporating 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

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: population genetics, and ecology. 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

*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

Dual Credit - 3 credit hours

*Prerequisite: Grade of B or higher in Biology I or Honors Biology I or teacher recommendation*

*Recommended Grade Level: 10-12*

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

Full year course; 1 credit/semester

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

*Recommended Grade Level: 10-12*

In this laboratory-based course, 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*

*Recommended Grade Level: 10-12*

This laboratory-based course is designed to prepare students for a second year of 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. Lab activities will include both procedural and guided inquiry work.

### ◆Chemistry Advanced Placement

Full year course; 1 credit/semester

*Prerequisite: Grade of B or higher in Honors Chemistry I/ Chemistry I, Pre or Co-requisite of Pre-Calculus strongly recommended or Teacher Recommendation*

*Recommended Grade Level: 11-12*

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 AP exam type material.

## SCIENCE DEPARTMENT, cont.

### ◆Integrated Chemistry & Physics

Full year course; 1 credit/semester

*Co-requisite: Algebra I*

In this lab-based course, 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.

### ◆Astronomy

Full year course; 1 credit/semester

In this course, students explore the cycles seen in the sky and how it reveals the layout of the solar system. Students will classify planets and stars and investigate the cause and consequences of star explosions and black holes. Students will map out the physical structure of the universe and analyze the evidence for physical origins. By the end of the course, students should have an increased sense of how the physical universe operates and how small and unique our world is in comparison.

### ◆Anatomy and Physiology

Full year course; 1 credit/semester

Dual Credit - 6 credit hours

*Prerequisite: Grade of B or higher in Biology I recommended or Teacher recommendation*

*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, nervous, endocrine, cardiovascular, digestive, respiratory, urinary and reproductive 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

Full year course; 1 credit/semester

*Prerequisite: Grade of B in Algebra I*

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**

### **Personal Financial Responsibility**

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.

### **Intro to Business**

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.

### **Computer Science I**

Full year course; 1 credit/semester

*Co-requisite: Algebra I*

*Recommended Grade Level: 10, 11, 12*

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

Computer Science I introduces the structured techniques necessary for the efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce accurate outputs. Topics include program flowcharting, pseudo coding, and hierarchy charts as a means of solving problems. The course covers creating file layouts, print charts, program narratives, user documentation, and system flowcharts for business problems; algorithm development and review, flowcharting, input/output techniques, looping, 319 Indiana Department of Education 2021-2022 High School Course Titles and Descriptions modules, selection structures, file handling, control breaks, and offers students an opportunity to apply skills in a laboratory environment.

### **Computer Science A Advanced Placement**

Full year course; 1 credit/semester

*Prerequisites: Algebra I and II, Grade of B or higher in Computer Science I or AP Computer Science Principles*

*Grade Level: 11-12*

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

AP Computer Science A introduces students to computer science through programming. Fundamental topics include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. AP Computer Science A is equivalent to a first-semester, college-level course in computer science.

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

### **Computer Science Principles**

#### **Advanced Placement**

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 is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems and will discuss and write about the impacts these solutions could have on their community, society, and the world.

### **Digital Design**

Full year course; 1 credit/semester

*Grade Level: 10-12*

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

Students in digital design engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They incorporate desktop publishing, multi-media, digitized imagery, computer animation and web design. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentation skills. Students utilize the resources of art museums, galleries and studios, and identify art-related careers.

## **MATH DEPARTMENT**

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

### **◆Algebra I**

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**

Full year course; 1 credit/semester

*Prerequisite: 90% in Accelerated 7th Grade Math, 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**

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**

Full year course; 1 credit/semester

*Prerequisite: A grade of 90% 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.

## **MATH DEPARTMENT, cont.**

### **◆Geometry**

Full year course; 1 credit/semester

*Prerequisite: Algebra I*

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

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**

Full year course; 1 credit/semester

*Prerequisite: Grade of 90% 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: 75% or higher in Algebra II with teacher recommendation*

*Recommended 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.

### **◆Pre-Calculus/Trigonometry**

Full year course; 1 credit/semester

*Prerequisites: Honors Algebra II and Honors Geometry or 90% or higher in 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.

### **◆Pre-Calculus**

#### **Advanced Placement**

Full year course; 1 credit/semester

*Prerequisites: Grade of 90% or higher in Honors Algebra II and Honors Geometry*

*Recommended Grade Level: 11*

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

This course will prepare the student for AP Calculus. This research-based exploration of functions is designed to better prepare students for AP Calculus and provide grounding for other mathematics and science courses. Topics include (1) polynomial and rational functions, (2) exponential and logarithmic functions, (3) trigonometric and polar functions and (4) functions involving parameters, vectors and matrices.

### **◆Calculus**

**Advanced Placement** Full year course; 1 credit/semester

*Prerequisite: 90% or higher in Honors Pre-Calculus/Trigonometry or Teacher Recommendation*

*Recommended Grade Level: 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. Note: AP Calculus Lab provides extra time for students to master the content in AP Calculus. It is highly recommended for all students in AP Calculus and will meet 2 days a week. This Lab is 1/2 credit per semester and is a full year course. Please indicate interest to Mr. Wilson, head counselor.

## **FINE ARTS DEPARTMENT**

**Intro. To II Dim./III Dim. Art** 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**

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**

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.



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

**The AP Studio Art Program** consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses. The portfolio will have two sections: Sustained Investigation and Selected works.

### **2-D Art and Design**

#### **Advanced Placement**

Full year course; 1 credit/semester

*Prerequisites: Intro to II Dim./III Dim. Art , One full year of medium specific class (Drawing and Painting, Ceramics, Photography) or teacher recommendation and portfolio submission*

*Grade Level: 11-12*

The AP 2D Design portfolio consists of demonstrating a thorough understanding of the elements and principles of art and how they relate to each other through line, shape, transparency, balance, emphasis, figure/ground relationship, juxtaposition and repetition. The portfolios correspond to most college foundation courses. Students submit portfolios for evaluation at the end of the school year. AP Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. The course is not intended to be used as a dual credit course.

### **3-D Art and Design**

#### **Advanced Placement**

*Prerequisites: Intro to II Dim./III Dim. Art , One full year of medium specific class (Drawing and Painting, Ceramics, Photography) or teacher recommendation and portfolio submission*

*Grade Level: 11-12*

The 3-D Design portfolio involves decision making about how to use the elements and principles of art as they relate to the integration of depth, space, volume, and surface, either actual or virtual. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. The course is not intended to be used as a dual credit course.

### **Drawing**

#### **Advanced Placement**

Full year course; 1 credit/semester

*Prerequisites: Intro to II Dim./III Dim. Art , One full year of medium specific class (Drawing and Painting, Ceramics, Photography) or teacher recommendation and portfolio submission*

*Grade Level: 11-12*

The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. The course is not intended to be used as a dual credit course.

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

### **Intermediate Chorus**

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**

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**

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**

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.

### **Honors Advanced Concert Band**

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.

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

### **Jazz Ensemble**

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.

### **Music Theory/Composition**

Full year course; 1 credit/semester

*Grade Level: 9-12*

Students develop skills in the analysis of music and theoretical concepts. They develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music. Students understand the intricacies of music as created by God.

### **Music History/Appreciation**

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.

## **MULTIDISCIPLINARY**

### **Cadet Teaching**

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**

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.

### **Adult Roles and Responsibilities**

1 semester course; 1 credit

*Recommended Grade Level 10-12*

Adult Roles and Responsibilities is recommended for students as life foundations and academic enrichment in personal and family finance, adult life responsibilities, and similar areas. This course builds knowledge, skills, attitudes and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today’s society. This course will use a project based approach that develops higher order thinking, communication, leadership, management processes, and fundamentals to college and career success.

# PHYSICAL EDUCATION & HEALTH DEPARTMENT

## Health

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

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

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.

## Elective PE - Strength and Conditioning

1 semester course; 1 credit

*Prerequisite: PE I and PE II*

Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in resistance training, cardiovascular activity, stretching and lifestyle management. The course is designed to increase ability and interest in overall physical fitness. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. The course will promote increased muscular strength and endurance involving activities for increased cardiovascular fitness, stretching exercises for increased flexibility, form running and sprinting techniques for increased speed and agility drills for increased agility and coordination. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation.

## Elective PE - Coaching and Officiating

1 semester course; 1 credit

*Prerequisite: PE I and PE II*

Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in team sports, dual sports activities, team management, etc. Students in this course will learn the rules, mechanics, and procedures of officiating certain IHSA sanctioned sports. This course is to enable students to acquire basic knowledge of team sports play, develop skills in specified team sports, and maintain or improve health-related fitness. The content should include, but not be limited to the following safety practices, rules, terminology, etiquette, history of sports, sportsmanship, correct techniques in performing skills, consumer issues, benefits of participation, fitness activities, and assessment of skills and fitness assessments. Students will learn the rules of each sport in the classroom and the mechanics and procedures of officiating on the court/field. Students will learn proper mechanics and management of game situations through on court/field experiences during scrimmages, practices, and contests.



# 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.