

Heritage Christian School
Secondary Course Summary: Grades 9-12

Course Name: Accounting and Business Applications

Department: Vocational

Grade(s): 11

Text: *Microsoft Excel 2000*, Que Corporation, 1999.

Classification: Required (Vocational)

Credit: 1

Course Summary:

The primary purpose of Accounting and Business Applications is to provide an introduction to accounting and business principles from the perspective that God has created man to work and that it is important to obediently follow this command. The class directs the student to understand and create spreadsheets using Microsoft Excel. Excel spreadsheets are used throughout the course to complete various accounting assignments. This course provides the steps and required processes to complete the basic accounting cycle and the processes required to complete payroll accounting. This information is used to explore and understand the accounting cycle for a merchandising business. After mastery of these concepts, instruction is provided for special accounting procedures such as cash funds, inventory, plant assets and depreciation and accounting for publicly held corporations. This course provides detailed instruction in personal finance by describing and applying the process to open, maintain, and balance a personal checking account.

Course Name: Advanced Biology

Department: Science

Grade(s): 11, 12

Text: *The Human Body: Fearfully and Wonderfully Made!* Veritas Press, 2000.

Classification: Optional

Credit: 1

Notes: Advanced course; Advanced Placement level rigor; offered every other year.

Course Summary:

The Advanced Biology course is designed to extend the student's knowledge and study of biology with specific regard to the anatomy and physiology of the human body. The scope of this course will also include introductory instruction to advanced fields of biology including Immunology, Endocrinology, and Microbiology.

Course Name: Algebra I

Department: Mathematics

Grade(s): 8, 9, 10

Text: *Algebra I: An Incremental Development, Third Edition*, Saxon Publishers, Inc., 1997.

Classification: Required (Mathematics)

Credit: 1

Notes: Students in eighth grade may earn one (1) high school credit for completion of this course.

Course Summary:

Algebra I is designed as the first math course taught for credit at the high school level. Algebra I lays the foundation for upper level math courses to come. It covers a number of math topics ranging from fundamental algebra and basics of solid geometry to real world problem solving. The overall philosophy of this course is students learn by doing. Concepts will be taught and students will practice the concepts on a daily basis until they achieve the skills to solve problems comfortably. Application of the concepts can come only after the basic concepts have been mastered through repetition. Some of the skills learned include dealing with signed numbers, order of operations, like terms, solving equations, distributive property, perimeter, area, volume, functional notation, exponents, roots, algebraic phrases, inequalities, ratios, proportions, percents, basic statistics, conjunctions, polynomials, factoring trinomials, rectangular coordinate systems, linear equations, simultaneous equations, sets and subsets, radical expressions, probability, scientific notation, slope-intercept method of graphing, stem-and leaf plots, box-and-whisker plots, histograms, quadratic equations, uniform motion problems, graphs of non-linear functions, Pythagorean theorem, slope formula, direct and inverse variation, quadratic formula.

Course Name: Algebra II (Advanced Algebra)

Department: Mathematics

Grade(s): 10, 11

Text: *Advanced Algebra, 2nd Edition*, Prentice Hall, 2002.

Classification: Required (Mathematics)

Credit: 1

Course Summary:

This course is designed to extend the student's knowledge and study of mathematics with regard to advanced algebra. The scope of this course will also include introductory instruction in the advanced fields of algebra including matrices and word problems.

Course Name: American Literature

Department: English

Grade(s): 10

Text: *American Literature for Christian Schools*, BJU Press, 2003; selected novels.

Classification: Required (English)

Credit: 1

Notes: Honors level rigor

Course Summary:

This course is a survey of the literature that has shaped American culture and beliefs beginning with the early settlers and continuing through the turn of the twentieth century. Students will read and respond to various selections and excerpts from their textbook anthology. They will be taught to identify and critique the philosophy of each author from a biblical worldview. Students will also be taught to view the literature in the context of the historical framework in which it was written and will understand and appreciate the literature as art. In addition, they will be asked to read one supplementary novel per quarter from the following titles: *The Scarlet Letter* by Nathaniel Hawthorne; *The Last of the Mohicans* by James Fennimore Cooper; *The Red Badge of Courage* by Stephen Crane; and *My Antonia* by Willa Cather. Students will complete reading questions on their weekly novel reading assignments, and a class discussion of the assigned reading will ensue. Students will also be assigned various projects over the course of each quarter in the form of compositions, oral presentations, research reports, speeches, and more. Students will be formally quizzed and tested throughout and at the end of each unit as well as at the end of each semester. These exams will be comprehensive.

Course Name: Art I

Department: Art

Grade(s): 9-12

Text: *Pencil Drawing Techniques*, Davis Lewis; *The Art of Pencil Drawing*, Gene Franks; *Lifelike Drawing*, Lee Hammond; *Drawing Animals*, Norman Adams and Joe Singer.

Classification: Elective (Fine Arts)

Credit: 0.5

Course Summary:

Drawing, pen and ink, calligraphy, color theory, color pencils, watercolors, drawing portraits and hands, research project.

Course Name: Art II, III

Department: Art

Grade(s): 9-12

Text: *Pencil Drawing Techniques*, Davis Lewis; *The Art of Pencil Drawing*, Gene Franks; *Lifelike Drawing*, Lee Hammond; *Drawing Animals*, Norman Adams and Joe Singer; *The Drawing Bible*, Craig Nelson.

Classification: Elective (Fine Arts)

Credit: 0.5

Course Summary:

Advanced application of drawing, pen and ink, calligraphy, logo design, color theory, colored pencils, watercolors, acrylics, portraits and hands.

Course Name: Band

Department: Music

Grade(s): 9-12

Text: *Accent on Achievement Book 3; Ready to Read Music*, Alfred, 2003.

Classification: Elective (Fine Arts)

Credit: 0.5

Course Summary:

High school band is designed to further students' knowledge of music and to increase their playing skills as an individual and ensemble. Students will learn music theory, music history, and musicality through the context of concert band music. The group will prepare various pieces of music from different genres to be performed throughout the school year. The class is supplemented with several method books aimed at more specifically training students in music theory and music history. Students will be assigned playing assignments throughout the year. Written quizzes will be given to assess understanding of musical concepts, and playing quizzes will be given to assess students' playing ability and application of musical concepts.

Course Name: Bible Study Methods

Department: Biblical Studies

Grade(s): 10

Text: *Holy Bible; Studying, Interpreting, and Applying the Bible*, Walter A. Henrichsen and Gayle Jackson, Zondervan Press, 1990.

Classification: Required (Bible)

Credit: 1

Course Summary:

The primary purpose of the tenth-grade Bible course is to provide the students with knowledge and methods to understand and apply the principles of the Bible. In addition, scripture verses are memorized and retained that will allow the student to use these verses to share the Gospel with other people and know what the Bible says about relying on God's resources. Because the Bible is the inerrant word of God, it is imperative that students, and all Christians, know, study, and properly interpret God's Word. This course provides a framework of rules and principles for interpreting God's Word and applying the principles of God's Word to a person's life. In addition, the basic rules of hermeneutics are developed in understanding the intended meaning of a word or portion of God's Word. These rules and principles are then used in studying the Book of Romans. The principles of observation, interpretation, correlation, and application are developed and used in the study of this book. Specific Bible study methods that are introduced and used include verse analysis; the Jenson method of Bible study; topical, drama, and chapter overviews; and other methods. At the completion of this course, the student will have the knowledge and practice of reading and studying God's word by using proper interpretation and application principles.

Course Name: Biology

Department: Science

Grade(s): 10

Text: *Biology for Christian Schools, Second Edition*, BJU Press, 1997.

Classification: Required (Science)

Credit: 1

Course Summary:

General Biology is designed as a survey touching on most of the major concepts of the biological sciences. The course emphasizes Christian philosophy and a biblical worldview of the complexity of life and the perfect design of the Creator. General Biology is designed specifically for 10th grade students and is broken into two major units. The first unit is presented during the first semester

and is called Biology: The Science of Life. This unit develops the framework of life covering topics such as the chemistry of life, introduction to cytology and cellular processes, as well as the continuity of life through the study of genetics. The second unit is presented during the second semester and is called Biology: The Science of Organisms. This unit begins with developing the classification of organisms and follows with a study on each of the five kingdoms starting with microbiology and ending with zoology. Approximately 20% of the class time is devoted to laboratory activities which may include hands-on work as well as teacher demonstrations and individual field work.

Course Name: British Literature

Department: English

Grade(s): 12

Text: *British Literature for Christian Schools*, BJU Press, 2004; *Windows to the World: Literature in Christian Perspective*, Leland Ryken, 2000.

Classification: Required (English)

Credit: 1

Notes: Honors level rigor

Course Summary:

This class is an introduction and survey of the British literature and corresponding worldviews that have shaped Western culture and beliefs beginning with the medieval period and continuing through the middle of the twentieth century. Students will read and respond to various selections and excerpts from their textbook anthology and discuss their reading in class. In addition, they will be asked to read and/or view additional supplementary material throughout the quarter including, but not limited to *Windows to the World: Literature in Christian Perspective* by Leland Ryken; *Ivanhoe* by Sir Walter Scott (film); *Comedy of Errors & Macbeth* by William Shakespeare; *Robinson Crusoe* by Daniel Defoe (film and/or novel); *Frankenstein* by Mary Shelley; *Bleak House* by Charles Dickens (film); and *Till We Have Faces* by C. S. Lewis. Students will answer questions related to these reading/viewing assignments, and a class discussion of the assigned reading/viewing will ensue. Students will also be assigned various projects over the course of each quarter in the form of compositions, research reports, speeches, and more. Students will be formally quizzed and tested throughout and at the end of each unit as well as at the end of each quarter and semester. These exams will be comprehensive.

Course Name: Calculus

Department: Mathematics

Grade(s): 12

Text: *Calculus, Eighth Edition*, Houghton Mifflin Company, 2006.

Classification: Optional (Mathematics)

Credit: 1

Notes: Advanced course; Advanced Placement level rigor

Course Summary:

The primary purpose of any mathematics course is to understand that math has been developed to understand the world that God has created. Mathematical and scientific concepts are developed to understand how God has made an orderly creation. These concepts are then used to explain and predict the created world and universe that we live in. Calculus is the mathematics of change and motion and helps the student understand and model parameters that cannot be done with the math concepts taught in previous courses. This class provides an understanding of limits, derivatives and integrals. The course follows the geometric, algebraic, and trigonometric principles from previous math courses. The first semester of this course builds upon the understanding of limits and introduces derivatives and integrals. This class specifically instructs students to understand and solve problems using differentiation and integration. The course is also designed to provide the student with the understanding to use the principles of differentiation and integration with tangent line problems, logarithmic, exponential, and first order linear differential equations. The second semester of the course focuses on the applications of integration, integrations techniques and application of calculus principles to infinite series, conics and vectors in space.

Course Name: Chemistry

Department: Science

Grade(s): 11, 12

Text: *Chemistry for Christian Schools*, BJU Press, 2001.

Classification: Required (Science)

Credit: 1

Course Summary:

The primary purpose of Chemistry is to develop the students' understand of the world that God has created. Scientific concepts and laws are developed to understand how God made an orderly creation. These concepts and laws are used to explain and predict the

created world and universe that we live in. This class utilizes both theoretical and hands-on science experiments to understand the nature of chemicals and materials. Through this course the student will reinforce the chemistry concepts learned in physical science and use these concepts to understand the detailed nature of atoms, elements, molecules, gases, solids, and liquids. These “building block” concepts are then integrated with mathematical concepts to understand and predict the properties of water, molecules, and solutions. These properties and concepts are then used to understand and predict chemical equilibriums, acid and base reactions, and reduction reactions. This course provides an introduction to higher level chemistry studies such as organic chemistry, biochemistry, and nuclear chemistry.

Course Name: Choir

Department: Music

Grade(s): 9-12

Text:

Classification: Elective (Fine Arts)

Course Summary:

Choir builds on the skills and understandings gained in the elementary music curriculum. Students will continue to develop healthy and proper vocal technique, music reading skills, and overall musicianship. Classes will consist primarily of rehearsing appropriate and quality vocal literature and exercises in preparation for performances. There will also be opportunities for students to watch live and recorded performances of themselves and other choirs and vocal performers to critique and evaluate musical performances. Students will gain knowledge and appreciation for quality vocal literature through studying pieces of various time periods, genres, and styles. Students will also deepen their understanding of glorifying God through pursuing excellence in performance and demonstrating servant hearted attitudes and actions in the choral experience.

Course Name: Christian Worldview

Department: Biblical Studies

Grade(s): 9

Text: *Lightbearers Curriculum, 2nd Edition*, Summit Ministries, 2004.

Classification: Required (Bible)

Credit: 1

Course Summary:

This course is designed to assist students in developing and implementing a biblical Christian worldview in relation to the following areas: philosophy, biology, psychology, ethics, sociology, law, politics, economics, and history. In addition, it is an objective of this course to instill the ability to examine ideas presented in daily life and compare them to the ideals of the Bible.

Course Name: Comparative Religions

Department: Biblical Studies

Grade(s): 11

Text: *Handbook of Today's Religions*, Campus Crusade for Christ, 1983; *Compact Guide to World Religions*, Halverson.

Classification: Required (Bible)

Credit: 1

Course Summary:

Students in this class examine the major religions of the world. The course surveys several major belief systems, including such non-Christian religions as Hinduism, Buddhism, and Taoism; the monotheistic religions of Islam and Judaism; secular religions from atheism to existentialism; and the world's major cults that influence hundreds of thousands. The last quarter of the class will be dedicated to studying the practical, real-life implications of biblical Christian theology in the life of the believer. Students will also have opportunity to practice our Savior's command in the Great Commission. Doing so first requires an awareness of where and to whom we are going, and secondly, that nearly eight billion people exist on this planet who are, in one way or another, associated with one of the major religions in the world. Students should have an idea of what those unreached or unconverted people believe. Third, Christians should be ready to discuss and give a reason of the hope they have. Fourth, students should realize that all of mankind is striving to satisfy a spiritual longing, and this course will help put a sense of structure on the millions of confusing belief systems—give them a better “handle” on what they teach. Finally (but not exhaustively), when students can see the larger patterns these beliefs follow, they will be less likely to be “tossed about by every wind of doctrine” that they will encounter.

Course Name: Composition & Writing

Department: English

Grade(s): 9

Text: *English Composition and Grammar*, Fourth Course, Harcourt Brach Jovanovich, 1988.

Classification: Required (English)

Credit: 1

Course Summary:

This class focuses primarily on composition in order to equip freshmen with strong, upper-level writing skills as they begin their high school careers. Students will cover various writing styles including narrative, descriptive, persuasive, expository, research, definition, and interview. In order to improve individual writing, students will be encouraged to continually revise their formal paragraphs and papers. Students will write a portion of every class period, writing daily journal entries in addition to any class time spent on formal papers. Grammar and style lessons will be incorporated into the writing units in order to review correct grammar while also introducing students to stylistic devices to transition into more mature writers. Grammar lessons will also be integrated into writing units and students will read one of the following novels per quarter: *The Adventures of Huckleberry Finn* by Mark Twain; *A Tale of Two Cities*, by Charles Dickens; *Lord of the Flies* by William Golding; and *The Old Man and the Sea*, by Ernest Hemingway. Students will complete book exercises for the grammar and style lessons, as well as answer questions on their novel reading. There will be periodic quizzes and comprehensive tests over the material. However, because of the course's emphasis on composition and writing, formal paragraphs and papers will constitute the majority of students' grades.

Course Name: Flight

Department: N/A

Grade(s): 9-12

Text: *Aerospace: The Journey of Flight, 2nd Edition*, Civil Air Patrol, 2008.

Classification: Elective

Credit: 0.5

Course Summary:

Flight is a one-half credit, high school elective course that meets twice weekly, three times on alternating weeks. Students in Flight will study the key people, events, and principles that comprise the basics of manned flight from its earliest concepts through to the present. Within the course time available, the class will attempt to examine several main topics including a review of the legends and history of manned flight, aircraft uses and structure, aeronautics vs. aerodynamics, navigation, and weather. This course will focus on a solid grammatical knowledge of these topics, but will also strive to engage students at the dialectic and rhetoric levels. As such, the students will analyze appropriate primary source documents, conduct research, participate in discussion and debate, make presentations, and complete a student-selected aviation project. Should economic conditions allow, students should also have the opportunity to fly in a real, full-size aircraft at the end of the course. Students are expected to complete reading assignments, both from textbooks and from related primary and secondary sources. Students will present their aviation projects as a final exam for the course.

Course Name: Geometry

Department: Mathematics

Grade(s): 9, 10

Text: *The University of Chicago School Mathematics Project (UCSMP) Geometry*, Prentice Hall, 2002.

Classification: Required (Mathematics)

Credit: 1

Course Summary:

This course provides an introduction to geometry and determining solutions to problems using graphs and other non-algebraic methods. The course is integrated with the Algebra I and Algebra II courses by having many geometric problems solved by using both graphical and algebraic solution methods. The class instructs students to recognize basic geometric terms, symmetries, and logic, and to put these definitions to use in preparing logical proofs for specific areas such as triangle congruence, and for other general areas to analyze problems and develop logical reasoning for the problem solutions. The class instructs students to use this knowledge to understand and apply the basic concepts of trigonometry, to identify the surface area and volumes of shapes, and develop a basic understanding of the functions of the circle that will be used in future math courses.

Course Name: Government

Department: History

Grade(s): 12

Text:

Classification: Required (History)

Credit: 1

Course Summary:

This year-long course begins by studying the biblical basis for human government and examining the origins and structures of ancient world governments, analyzing their influences on our own country. The course will then trace the English and European individuals, ideas, and documents that specifically shaped the concepts embodied in the Declaration of Independence and the U.S. Constitution. Students will closely study the Constitution as well as evaluate landmark Supreme Court decisions in America's history. To help achieve student understanding, the course will offer ample opportunities for students to engage appropriate primary documents. Students will prepare written reports and presentations, engage in debate, and work on class projects to experience the difficulties involved in designing and operating a system of government. Students will also be formally quizzed and tested throughout and at the

end of each semester; these exams will be comprehensive. In addition to studying the history and structure of our government, the class will spend one day a week reviewing current events to see the concepts of government in action and to encourage students to be well-informed and involved citizens.

Course Name: Health/Physical Education

Department: Health Enhancement

Grade(s): 9

Text: *Total Health: Choices for a Winning Lifestyle*, RiversEdge Publishing Company, 1995;

Classification: Required (Health Enhancement)

Credit: 1

Course Summary:

The main objectives for the ninth-grade Health Enhancement class are for the students to learn game tactics and concepts for both new and familiar games as well as learning about various health-related topics. At the conclusion of the course students should be able to know the rules and history of each game played, the equipment for each game, and to understand and implement game strategy. Students will also advance their understanding of current health issues.

Course Name: Journalism

Department: English

Grade(s): 9-12

Text: None

Classification: Elective

Credit: 0.5

Course Summary:

Journalism is a year-long study that focuses primarily on learning to write in the main journalism genres. It encompasses a study on the history of American journalism, as well as Christian “newspaper” origins and its development into the newspaper of today. In addition, the scope of this course will include the following: journalistic rights and responsibilities as it pertains to legality and ethics, major writing types (news, opinion, feature, and sports), and monthly newspaper productions.

Course Name: Montana History

Department: History

Grade(s): 9

Text: *Montana in the Making, 13th Edition*, Gazette Printing Co., 1964.

Classification: Required (History)

Credit: 1

Course Summary:

Students in Montana History study the physical and political geography of the state as well as its broad and detailed history from pre-history to recent developments involving the Treasure State's natural resources. This course will present a solid grammatical knowledge of the important topics uncovered in class, including Montana's physical land and water features, indigenous peoples, trade, missionary work, mining, and agriculture. Furthermore, it will also strive to help students uncover key *understandings* of Montana history as the state entered into the challenges of the modern era following its creation as a territory and subsequent adoption as a state. Students are expected to complete various reading assignments, both from textbooks and from related primary and secondary sources. As appropriate, students will also complete related projects, presentations, reports, and research. One such project is the Montana High School Business Challenge. Students will be quizzed and tested on each unit of study. In addition, students will complete a comprehensive final exam for the course.

Course Name: Physical Science

Department: Science

Grade(s): 9

Text: *The Physical World: An Introduction to Physical Science for Christian Schools*, BJU Press, 2000.

Classification: Required (Science)

Credit: 1

Course Summary:

This course is designed to extend the student's knowledge and study of science, with specific regard to the physical world. The scope of this course will include introduction to physical science topics including the Scientific Method, Matter, Atoms and Molecules, Chemical Reactions, Energy, Mechanics, Electricity, Magnetism, and Sound.

Course Name: Physics

Department: Science

Grade(s): 11, 12

Text: *Physics for Christian Schools*, BJU Press, 2004.

Classification: Optional (Science)

Credit: 1

Notes: Advanced course; Honors level rigor; offered every other year.

Course Summary:

This course is designed to extend the students understanding of the physical world, specifically in the areas of the interactions of energy and matter.

Course Name: Rhetoric I

Department: English

Grade(s): 11

Text: *The Rhetoric and Poetics of Aristotle*, McGraw-Hill, Inc., 1984; Adler, Mortimer, and Charles Van Doren. *How To Read a Book*, Revised, Simon & Schuster, 1972.

Classification: Required (Rhetoric)

Credit: 1

Notes: Honors level rigor

Course Summary:

Students in Rhetoric I examine the classical means of acquiring rhetorical (communication) skills. As such, they look at the theory, imitation, and practice of good speaking. Students learn about the divisions of oratory and apply the methods of persuasion that good communicators have always used. Students will culminate the course by completing a junior Thesis Defense in the fourth quarter, applying the principles of rhetoric. Students will complete regular reading assignments and respond both in writing and speaking during ensuing class discussions. Students will also be assigned various projects over the course of each quarter in the form of compositions, oral presentations, research reports, speeches, and more. Students will be formally quizzed and tested throughout and at the end of each unit. The final exam follows the student's thesis defense.

Course Name: Rhetoric II

Department: English

Grade(s): 12

Text: *Ancient Rhetoric for Contemporary Students*, Crowley & Hawhee, Pearson Education, 2004.

Classification: Required (Rhetoric)

Credit: 1

Notes: Honors level rigor

Course Summary:

In Rhetoric II, students will review the classical means of good speaking learned in Rhetoric I, but will focus primarily on the practice of those means. The goal of Senior Rhetoric is not to teach students *new* rhetoric, but to *apply* the principles learned in Rhetoric I to speak winsomely. Much of the first semester will be spent learning and applying the means of invention in order to learn how to develop the best possible arguments. Along with the means of invention, students will review the basic principles of rhetoric and practice the classical rhetorical exercises. In the second semester, students will apply this knowledge by developing, writing, and presenting mini-theses (third quarter) and a final senior thesis defense (fourth quarter). Throughout the year, students will also read, listen to, and view famous speeches and analyze the rhetorical devices used. They will also have the opportunity to practice the skills which they are learning—beyond the three formal theses—through periodical impromptu speeches. Students will complete homework assignments throughout the year to reinforce knowledge as well as to help them develop ideas for arguments. Students will also periodically take quizzes and tests, but because the class is primarily designed to emphasize the application of knowledge, formal speeches will weigh most heavily on students' final grades.

Course Name: Robotics I, II

Department:

Grade(s): 10-12

Text: None

Classification: Elective

Credit: 1

Notes: Honors level rigor

Course Summary:

This course is designed to introduce students to the field of robotics. Students will learn theories and concepts in a classroom setting, peruse two textbooks, and build multiple robots throughout the course of the class. Students will come to understand the process involved in planning designing, building, and troubleshooting a robot. Students will be exposed to the cutting edge field of robotics and the opportunities which are available to them, both in college and future careers. While this course is intended to immerse students into advanced, college-level concepts, it should primarily leave them with an admiration and respect for the complexity of God's creation. Even the most elaborate and complex robots cannot equal the simplest microorganism, a fact which is often emphasized. Students also have opportunity to use their newly developed knowledge to glorify God. The second quarter focuses on the FIRST Tech Challenge Competition, which is held each year at Montana State University in Bozeman Montana. Students begin with a box of parts and a handbook of rules, and with these tools design a robot to enter into the competition. Students learn to work together, being patient with one another, and ideally eventually practicing esteeming others higher than themselves. This competition comes early in the year, which does not allow for much time to prepare, but piques the interest of students in robotics in general. By the second quarter, they have a grasp of the particular challenges involved in robotics. During the second semester the students will learn additional concepts in programming fully autonomous robots. This semester will focus on the behavior based approach to robot control. The students will expand the autonomous capabilities of their competition robot and build and program additional robots as individuals and in small groups.

Course Name: Spanish I

Department: Foreign Language

Grade(s): 9

Text: *Spanish I for Christian Schools, Second Edition*, BJU Press, 2004.

Classification: Required (Foreign Language)

Credit: 1

Course Summary:

This course is a study of the Spanish language and its culture. Students will learn basic vocabulary and grammatical skills. Upon completion of this class, it is expected that the student will be able to present the Gospel in Spanish. Students will also be able to understand basic vocabulary and grammar as well as speak common everyday phrases. The student will also have a basic understanding of the Spanish culture. Students will be assigned various projects and coursework which include oral and drama presentations, research projects, and written presentations.

Course Name: Spanish II

Department: Foreign Language

Grade(s): 10

Text: *Spanish 2 for Christian Schools, Second Edition*, BJU Press, 2004.

Classification: Required (Foreign Language)

Credit: 1

Course Summary:

This course is an advanced study of the Spanish language and culture. Students will learn advanced vocabulary and grammatical skills. Upon completion of this class, it is expected that the student will be able to share the Gospel fluently in Spanish. The student will also be able to understand vocabulary and grammar as well as speak common everyday phrases. The student will also have a greater knowledge and understanding of Spanish speaking countries and their culture and its history. Students will be assigned various projects and coursework which include oral and drama presentations, research projects, and written presentations.

Course Name: Trigonometry and Pre-Calculus

Department: Mathematics

Grade(s): 11, 12

Text:

Classification: Optional (Mathematics)

Credit: 1

Notes: Advanced course; Honors level rigor

Course Summary:

This class provides a graphing approach to trigonometry and pre-calculus with limits. The course follows the geometric and algebraic principles from previous math courses. The first semester of this course builds upon the understanding of functions and their graphs and develops a working understanding of trigonometric principles. The class specifically instructs students to understand and solve polynomial, rational, exponential, and logarithmic functions. The course is also designed to provide students with the tools to understand and solve trigonometric functions and apply this knowledge to practically solve trigonometric and vector applications. The second semester of the course focuses on matrices, series, analytical geometry, and limits. The course instructs students to understand and apply matrices to solve linear equations and to predict mathematical and geometric sequences and series. The class also will explore two- and three-dimensional shapes and functions and will direct students to use analytical geometry to solve two- and three-

dimensional functions. Finally, the course will direct students to understand limits and their use in identifying areas of a graph of a function.

Course Name: United States History

Department: History

Grade(s): 11

Text: *United States History for Christian Schools, 3rd Edition*, BJU Press, 2001.

Classification: Required (History)

Credit: 1

Course Summary:

Students in U.S. History will study the key people, events, and processes that comprise the period from Reconstruction through to the present (~A.D. 1865 to present). The class will examine several main topics, including a review of Reconstruction and its lasting impact, the Progressive Era of Theodore Roosevelt, the beginnings of flight, World War I, the Great Depression, World War II, the Korean War, the Space Race, Vietnam, JFK and subsequent presidential administrations, and developments since 9/11. This course will present a solid grammatical knowledge of the important topics uncovered for this period in U.S. history; it will also strive to help students uncover key *understandings* of U.S. history as the country entered into the challenges of the modern era following the Civil War. To assist this effort, the course will offer ample opportunities for students to engage and analyze appropriate primary source documents. Students are expected to complete various reading assignments, both from textbooks and from related primary and secondary sources. As appropriate, students will also complete related projects, presentations, reports, and research. Students will be quizzed and tested on each unit of study. In addition, students will complete a comprehensive final exam.

Course Name: Weightlifting

Department: Health/Physical Education

Grade(s): 10, 12

Text: None

Classification: Elective

Credit: 0.5

Course Summary:

Weightlifting is an elective course offered to high school students who have already successfully taken Health/P.E. Weightlifting is designed for the self-motivated student who desires to learn the basics and purpose of lifting weights as a form of physical fitness. Students will learn the proper techniques for developing and building strength, endurance, and muscle mass. After understanding the proper techniques for building strength, endurance and muscle mass and learning to use the weight room equipment safely, the students will develop their own personal goals and will develop their own regimen to accomplish their goals. Because the class is scheduled two days per week, the students will have to work outside of class to accomplish significant improvement. Due to the limited time in class, students will be evaluated on how well they use their time. Consistent participation is critical; therefore participation is the key element in the evaluation of each student.

Course Name: World History

Department: History

Grade(s): 10

Text: *The Church in History*, B. K. Kuiper, 1964; *World History and Cultures*, Pensacola Christian College, 1997.

Classification: Required (History)

Credit: 1

Course Summary:

The goal of this course is to give students an overview of world history between the time of Christ and today, with a strong emphasis on the history of the Church. The saints are followed as the central characters and the attacks against the Church are the crucial battles. God's work in the life of the Church, as He builds it, is the primary action. While major overall events of world history are discussed, the main focus is on what is occurring in the Church at each point in history. Western history is emphasized simply because that is where the Church existed through most of the last two millennia. However, as the Church as aggressively expanded outward in the last two hundred years, the focus of the class also expands outward to include the challenges that the Church is facing around the world. The goal for the students is that they would grow spiritually, seeing more of the goodness and greatness of God through His workings in the Church, and that they would understand that Christ has been and is fulfilling His promise that He would build His church. Students have numerous opportunities to read, research, and write about important individuals in Church history. These projects give them examples of saints to emulate in their own lives. Students will have an opportunity to view first-hand through primary sources how the saints of the past managed the challenges that they faced, and to learn for themselves the roots of current challenges and to evaluate possible responses. Students will take part in trials, discussions, and simulations which will

motivate them to do well in class as well as give them opportunity to clarify and verbally present their ideas. The course has an extensive amount of reading from two textbooks and many primary sources.

Course Name: World Literature

Department: English

Grade(s): 11

Text: *Timeless Voices, Timeless Themes*, Pearson Prentice Hall, 2004.

Classification: Required (English)

Notes: Honors level rigor

Course Summary:

This course is an overview of literature from around the world since man began to write down stories—beginning with some of the earliest manuscripts in history and continuing until the 20th century. Students will read both full texts and excerpts of a variety of genres from a variety of authors; but while the canon is diverse, common themes and models will be noted across centuries of writing. Besides reading and analyzing the texts, students will learn the characteristics of different literary periods and how historical events shaped literature. Although this is a world literature course, it focuses primarily on Western literature and its development. Because of this focus, a large segment of time will emphasize Greek and Roman literature, including reading the full texts of *The Iliad* and *The Odyssey*. The rest of the course will focus mainly on European works, and American and British works will be covered only marginally because of the extensive coverage in other literature courses. The goal of this course is not to make students experts on literary periods or famous authors and their works, but to expose students to the literature that changed the world, refine their analytical skills, improve their writing by observation and practice, and to reveal God’s presence in history and man’s perception of Him through literary works.

Course Name: Worldview/Apologetics

Department: Biblical Studies

Grade(s): 12

Text: *How Now Shall We Live?* Colson, Charles & Pearcey, Nancy, 1999: Tyndale House Publishers, Inc.; *How Now Shall We Live? Study Guide*. Colson, Charles & Pearcey, Nancy, 1999: Tyndale House Publishers, Inc.

Classification: Required (Bible)

Credit: 1

Course Summary:

This class is an introduction to the Christian worldview and apologetic system. It is designed to 1) familiarize students with the basic assumptions of the Christian worldview; 2) introduce them to the Christian apologetic system; and 3) aid them in applying the Christian worldview and apologetic to all facets of their lives. In the course of their study, students will be asked to read all or portions of the following books: *How Now Shall We Live?* by Chuck Colson and Nancy Pearcey; *Assumptions That Affect Our Lives* by Christian Overman; “*Fundamentalism*” and *the Word of God* by J.I. Packer; and *Know Why You Believe: Connecting Faith and Reason* by Paul E. Little. In addition to their reading assignments, students will answer questions related to these reading assignments, and a class discussion of the assigned reading will ensue. Students will also be assigned various projects over the course of each quarter in the form of reflective essays, debates, research papers, and more. Students will be formally quizzed and tested throughout the course of the year. Many of these exams will be comprehensive.

Course Name: Yearbook

Department: English

Grade(s): 9-12

Text: None

Classification: Elective

Credit: 0.5

Course Summary:

Students in Yearbook will focus primarily on the production of a student school yearbook entitled The Talon. They will begin the year learning the basics of page design and layout, rudimentary photography, and elements of photojournalism. The remainder of the year will be dedicated to hands-on yearbook production. Yearbook is a graded class, with each student being responsible to complete a set number of pages. Students sign a responsibility and expectations agreement at the beginning of the course. Their grades are based on a 145-point rubric covering areas from a Christ-honoring attitude to meeting assignment deadlines. Students will have opportunity to understand that chronicling a people’s history has important social and spiritual significance, as well as strong biblical precedent. Students will also be taught that the school activities and events portrayed do indicate what is important to the school and also helps measure how much God has blessed its efforts. They will be able to produce a record of God’s faithfulness in the past, even in difficult years. The skills learned in Yearbook will give students the opportunity to analyze, to create, and to sharpen their future skills as men and women who will impact this nation and world for Christ. Specifically, they will be taught to critically evaluate the complexity—strengths, weaknesses, and limitations—of a “slick” media produced by a postmodern society that produces it.