



**WESTBURY  
CHRISTIAN**  
EST. 1975

# ACADEMIC CATALOG

Grades 7 - 12

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*“PREPARING YOUTH  
FOR HERE AND  
ETERNITY”*

Grades 7 - 12

# WESTBURY CHRISTIAN SCHOOL

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## *“PREPARING YOUTH FOR HERE AND ETERNITY”*

*We invite you to come take a closer look at one of the reasons why Westbury Christian is so unique. Academics are one of three dimensions that are at the core of our mission as we strive to “prepare youth for here and eternity.” In the pages that follow you will see a myriad of class offerings. What you need to know is that inside the classroom of each of those courses is a qualified Christian teacher that recognizes that truth comes from God’s Word and it is that foundation and origin upon where true education takes place. Rigorous curriculum and passionate, professional teachers on a safe campus is an excellent recipe for college preparation and maturing to reach each student’s potential and purpose in life. The information in this booklet will give you a good idea of the thorough structure that supports our academic dimension. Please let us know if we can assist you in learning more about what makes Westbury Christian a great educational environment.*

Greg J. Glenn  
Executive Administrator

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# Middle School Plan of Study

## 7<sup>th</sup> Grade Courses

1. Bible 7
2. Language Arts 7
3. Math 7
4. Science 7
5. Texas History
6. Computer/Writing
7. Elective
8. Elective

## 7<sup>th</sup> Grade Electives

- Art
- Athletics – Basketball\*
- Chorus
- Band
- Drama
- Speech
- P.E.

7-8<sup>th</sup> grade sports that practice after school:

- Baseball\*
- Soccer – Coed \*
- Softball\*
- Volleyball\*
- Golf\*

## 8<sup>th</sup> Grade Courses

1. Bible 8
2. Language Arts 8
3. Math 8 or Algebra I†
4. Science 8 or Pre-AP Biology†
5. American History
6. Elective
7. Elective
8. Elective

## 8<sup>th</sup> Grade Electives

- Art
- Athletics – Basketball\*
- Chorus
- Band
- Drama
- Speech
- P.E.
- Spanish I†
- Computer I†

\*All students wanting to participate on athletic teams must try out.

†Course taken for high school credit.

# High School Plan of Study

*The following is a guide of classes that are normally taken by the shown grade level;  
however, this may not apply to every student.*

## 9<sup>th</sup> Grade

1. Old Testament Survey
2. Algebra I or Geometry
3. US History
4. IPC, Pre-AP Biology, or Chemistry
5. Pre-AP English I Expressive
6. English I Mechanics
7. Elective
8. Elective

## 10<sup>th</sup> Grade

1. Gospels
2. Geometry or Algebra II
3. World Geography or AP Human Geography
4. Pre-AP Biology, Chemistry, or Physics
5. English II or Pre-AP English
6. Elective
7. Elective
8. Elective

## 11<sup>th</sup> Grade

1. Acts
2. Algebra II, Models of Math, or Pre-AP PreCalculus
3. World History or AP World History
4. English III, Pre-AP English, or AP English Language
5. Chemistry, Physics, Anatomy/Physiology, AP Chemistry, or AP Biology
6. Elective
7. Elective
8. Elective

## 12<sup>th</sup> Grade

1. Senior Bible
2. Algebra II, Pre-AP PreCalculus, AP Calculus, or AP Statistics
3. Government/Economics, AP Government, AP Macroeconomics, or AP Microeconomics
4. English IV, AP English Language, or AP English Literature
5. Anatomy/Physiology, AP Biology, or AP Chemistry
6. Elective
7. Elective
8. Elective

## High School Electives

Accounting  
AP Spanish Language  
AP Psychology  
AP Studio Art (Fine Art credit)  
AP U.S. History  
Art (Fine Art credit)  
Athletics – Basketball or Football

Band (Fine Art credit)  
Chorus (Fine Art credit)  
Communication Applications \*  
Computer\*  
Concert Strings (Fine Art credit)  
Drama (Fine Art credit)  
Entrepreneurship  
Health\*

Introduction to Business  
Marketing You  
Principles of Marketing  
Physical Education (1 credit\*)  
Photography (Fine Art credit)  
Spanish I\*, II\*, III, IV  
Yearbook (Fine Art or Computer credit)

\*required elective course

# High School Graduation Requirements

<b>SUBJECT</b>	<b>CREDITS</b>
Bible*	4
English	4
Mathematics	4
Science	4
Social Studies	4
Foreign Language**	2
Speech (Communication Applications)	.5
Health	.5
Fine Arts	1
Physical Education	1
Electives‡	2
<b>Total (including electives)</b>	<b>28</b>

- Bible must be taken every year of attendance at WCS.
- High school students are required to complete 20 hours of community service per year in order to graduate. Hours may not be rolled over from one year to the next and will be displayed on students’ transcripts.
- Students are required to participate in at least one student activity per year. The chosen activity must be something competitive.
- Students must take the SAT and/or ACT before graduation and have their scores reported directly to WCS.

\* Students transferring to WCS must only take Bible for the semesters they are enrolled at WCS.

\*\*Some colleges require three (3) years of foreign language. Students should check with the colleges/universities they are interested in attending for academic admission requirements.

‡All WCS freshmen must take English I Mechanics as a required elective course.

## High School Student Activities Program

All high school students are required to participate in the Student Activities Program every year of attendance at WCS. Students may fulfill this requirement by being involved in the following:

Varsity or Junior Varsity Sports  
 Drama Productions  
 Yearbook Staff  
 Academic Competitions

Performing Chorus  
 Performing Band  
 Performing Strings  
 Other activities, as approved

# What High School Classes Should I Take?

The following is meant to be a guide to help students and their families choose the appropriate classes in reference to their student's wants and needs. Please consult the Director of Guidance with any questions.

**English:** All students are required to have 4 credits of English in order to graduate.

<i>Grade Level</i>	<i>College Preparatory Track</i>	<i>AP Literature or AP Language Track</i>
9th Grade	Pre-AP English I Expressive & English I Mechanics	Pre-AP English I Expressive & English I Mechanics
10th Grade	English II	Pre-AP English
11th Grade	English III	AP English Language
12th Grade	English IV	AP English Literature

**Math:** Starting with the class of 2011, all students are required to have 4 credits of Math in order to graduate.

<i>Grade Level</i>	<i>College Preparatory Track</i>	<i>AP Calculus or AP Statistics Track</i>
8th Grade	Math 8*	Algebra I
9th Grade	Algebra I	Geometry
10th Grade	Geometry	Algebra II
11th Grade	Models of Math	Pre-AP PreCalculus
12th Grade	Algebra II	AP Calculus or AP Statistics

**Science:** Starting with the class of 2011, all students are required to have 4 credits of Science in order to graduate.

<i>Grade Level</i>	<i>College Preparatory Track</i>	<i>AP Biology or AP Chemistry Track</i>
8th Grade	Science 8*	Pre-AP Biology
9th Grade	IPC or Pre-AP Biology	Chemistry
10th Grade	IPC or Pre-AP Biology	Physics
11th Grade	Chemistry	AP Biology
12th Grade	Anatomy/Physiology	AP Chemistry

**Social Studies:** Each student is required to have 4 credits in Social Studies in order to graduate. The following is the order that a student would follow if he/she began WCS in the 9th grade.

<i>Grade Level</i>	<i>College Preparatory Track</i>	<i>AP Courses Offered</i>
9th Grade	US History (all 9th grade students)	
10th Grade	World Geography	AP Human Geography
11th Grade	World History	AP World History or AP US History
12th Grade	Government/Economics	AP Government, AP Macro-economics, AP Microeconomics, or AP US History

\*No high school credit is received for these courses.

# Timetable for College-Bound Students

## FRESHMAN YEAR

Begin filling out four-year plan.

Class rank and GPA are calculated using all high school classes, starting with a student's freshman year.

## SOPHOMORE YEAR

### October

All WCS sophomores take the PLAN and PSAT tests.

## JUNIOR YEAR

### August, September

Examine the educational opportunities available.

Study college admission requirements.

Discuss plan with parent.

### October

Juniors take the PSAT and National Merit Scholarship Qualifying Test.

### February

Meet with the guidance counselor.

Select appropriate courses to meet college entrance requirements.

Set up a calendar for taking tests and completing college applications.

Examine financial resources and review plans for college financial aid.

Consider people to ask for recommendations—teachers, employers, clergy.

Register for the SAT and/or ACT.

Registration forms for the SAT are available online at: [www.collegeboard.com](http://www.collegeboard.com).

Registration forms for the ACT are available online at: [www.actstudent.org](http://www.actstudent.org).

**SCHOOL CODE: 443-459**

### March, April

Visit college campuses; talk to graduates and students at the schools being considered.

## SENIOR YEAR

ALL SENIOR YEAR - Attend scholarship/college/career/technical school meeting with the guidance counselor.

### July, August, September

Fill out senior information sheet for the guidance counselor.

Write 5-10 colleges requesting application forms, catalogs, and financial aid information.

Visit college campuses; talk to graduates and students at the schools being considered.

Most colleges require that students requesting financial aid provide a Parent's Confidential Statement.

Record progress in fulfilling application requirements.

Maintain or improve academic grades during senior year. Colleges look unfavorably on failing grades.

Make a list of your accomplishments. This should be given to those whom you ask to write recommendations.

Always allow 4 weeks for someone to write a recommendation.

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### October, November

See the guidance counselor when you have questions or need assistance.

Have the guidance counselor check your application forms.

Have someone proofread your college application essays.

Mail completed forms to colleges.

Learn which tests are required for college admittance and take them.

Registration forms for the SAT are available online at: [www.collegeboard.com](http://www.collegeboard.com).

Registration forms for the ACT are available online at: [www.actstudent.org](http://www.actstudent.org).

**SCHOOL CODE: 443-459**

Meet with college representatives when they visit the school.

Give the college's recommendation form to the guidance counselor.

### December

All applications and a copy of high school grades should be sent to prospective colleges by the middle of December, unless a college states otherwise.

Fill out a records request form from the registrar to send high school grades to prospective colleges. Give the registrar the proper forms at least 2 weeks (or more) before the college's deadline to process and mail the requested documents.

### January

Register with the Free Application for Federal Student Aid (FAFSA) online at: [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

Check with the college's admissions department to make sure they have received all the necessary documentation.

Some colleges offer tentative acceptance to outstanding candidates in January.

### February

Fill out a records request form from the registrar to send the first semester's grades to prospective colleges, along with any other information not already submitted.

### March

Recheck college catalogs and handbooks. Visit with the guidance counselor again to make sure you have taken the necessary tests.

Take necessary college board achievement tests, if required.

### April, May, June

Keep track of acceptances, rejections, and awards of financial aid.

Reply promptly to colleges asking you to notify them of your decision.

IT IS IMPORTANT TO MEET DEADLINES IN ORDER TO KEEP THE ACCEPTANCE PREVIOUSLY GAINED.

## **RECORDS TO KEEP FOR ADMISSIONS AND FINANCIAL AID**

- Cancelled checks or money orders.
- Admission tickets to tests and correction forms (in case you need to make a correction up to the day of the test).
- Test registration numbers (printed on the admission ticket).
- Student Descriptive Questionnaire Responses.
- All score reports.
- Transcripts of grades.
- Working copy of Parent's Confidential Statement for use in filling out the FAFSA.

## TERMS TO KNOW

**ACT Test:** The ACT is a 4-hour-and-30-minute test that assesses high school students' general educational development and their ability to complete college-level work. The highest possible ACT score is 36. The multiple-choice tests cover four skill areas: English, Mathematics, Reading, and Science. The Writing Test, which is optional, measures skill in planning and writing a short essay. The ACT is curriculum-based. The ACT is not an aptitude or an IQ test. Instead, the questions on the ACT are directly related to what students have learned in high school courses.

**FAFSA:** The Free Application for Federal Student Aid website offers this description, "Federal Student Aid, an office of the US Department of Education, ensures that all eligible individuals can benefit from federally funded or federally guaranteed financial assistance for education beyond high school. We consistently champion the promise of postsecondary education to all Americans—and its value to our society." FAFSA applications are filled out in the spring of a student's senior year, preferably as soon as the parents receive their W-2 forms. Upon filling out the application the family will be notified of the amount the Federal Government believes the family can pay for college education. FAFSA also notifies the family of grants and loans for which the student qualifies. FAFSA applications can be filled out online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

**NCAA Clearinghouse:** All athletes who intend to compete in the the National Collegiate Athletic Association (NCAA) must qualify with the NCAA Clearinghouse. Students may register by going to <https://web1.ncaa.org/eligibilitycenter/common/> and follow the instructions under "Prospective Student-Athletes." A core GPA for each student is figured base on 16 core courses. A sliding scale using the core GPA and SAT/ACT test scores determines whether or not the student will qualify academically to play in the NCAA.

**PLAN Test:** Essentially, the PLAN test is a pre-ACT test that assists 10th graders in building a solid foundation for future academic and career success. The test results provide information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining high school and post-graduation years.

**PSAT Test:** The Preliminary SAT/National Merit Scholarship Qualifying Test is a standardized test that provides firsthand practice for the SAT Reasoning Test and gives students a chance to enter National Merit Scholarship Corporation scholarship programs. The PSAT/NMSQT measures critical reading skills, math problem-solving skills, and writing skills. The most common reasons for taking the PSAT/NMSQT are to receive feedback on a student's strengths and weaknesses on skills necessary for college study, to see how his/her performance on an admissions test might compare with that of others applying to college, to enter the competition for scholarships from the National Merit Scholarship Corporation, to help prepare for the SAT, and to receive information from colleges.

**Rolling Admissions:** An admissions term used to describe a window of time that a student may submit an application and be notified about admission within a few weeks. Some colleges that use rolling admissions do not have a due date for applications and simply close admissions when they have reached the number of students they desire.

**SAT Subject Test:** The College Board offers tests in specific subject areas that test beyond the SAT Reasoning Test (regular SAT). Some upper tier colleges require a SAT Subject Test. For example Rice University requires an SAT score, one SAT Subject Test of the student's choosing, and one SAT Subject Test from their major field of study. Unless the college to which you are applying requests this, you do not have to take a SAT Subject Test.

**SAT Test:** The SAT is a 3-hour-and-45-minute test that measures the critical thinking, mathematical reasoning, and writing skills that students need to do college-level work. The highest possible SAT score is 2400. SAT scores are intended to supplement a student's record and other information, such as extracurricular activities and recommendations. At least half of all students take the SAT twice—in the spring of their junior year and in the fall of their senior year. Most students improve their scores at the second administration. All scores are reported to colleges; however, colleges generally look only at the highest scores.

# Distinguished Achievement Program

The Distinguished Achievement Program (DAP) recognizes students at Westbury Christian School who demonstrate levels of performance equivalent to college students or demonstrate work done by professionals in the arts, sciences, business, industry, or community service.

The DAP requires students to:

Complete the graduation requirements for the Recommended Graduation Plan,

Complete a level III foreign language, and

Complete a total of four advanced measures from the following categories:

-Test Data (see information below)

-College (or equivalent) Courses (see information below)

## Test Data

Qualifying test data includes:

-A score of three or above on any College Board Advanced Placement exam

-Preliminary Scholastic Assessment Test (PSAT) designation of Commended Scholar (or higher) by the National Merit Scholarship Corporation

-National Hispanic Scholar awarded by The College Board or Outstanding Negro Student awarded by the National Merit Scholarship Corporation

## College Courses

Any WCS-approved college course taken before the WCS graduation date must be passed with a 3.0 or higher to be accepted for high school credit.

# Descriptions of Pre-AP and AP Courses

## **Pre-Advanced Placement (Pre-AP) Courses**

Pre-AP courses are offered to serious and disciplined students. Each course includes specific content and activities designed to prepare students for success in college-level Advanced Placement courses. The amount of material covered requires students to read and write extensively outside of class.

## **Advanced Placement (AP) Courses**

The content coverage for AP courses is developed by the College Board and is designed to provide college-level studies for high school students using college-level materials and strategies. The amount of material covered requires students to read and write extensively outside of class.

## **Pre-AP Grading and AP Grading**

Student performance is evaluated on rigorous standards appropriate for the grade and content of the course. Courses are weighted when figuring class rank; however, actual grades earned will appear on all report cards and transcripts.

## **AP Examinations**

Students successfully completing an AP course are strongly encouraged to take the corresponding AP examination. Depending on the requirements of the university to which the student applies, he/she may earn college credit for their AP exam score(s).

# WESTBURY CHRISTIAN SCHOOL

## MIDDLE & HIGH SCHOOL COURSE GUIDE

### Bible

#### **Bible 7**

**Grade: 7**

The seventh grade Bible curriculum teaches students that the basis for true character is God's Word. During the year, students participate in a study entitled "Character Quest." The students use a workbook of that title to study different topics in the Bible related to building character.

#### **Bible 8**

**Grade: 8**

Eighth graders spend the year studying the life of Jesus as portrayed in the book of Luke. The course covers the entire Gospel, beginning with an in-depth look at John the Baptist. Students will have daily reading quizzes in which the questions are taken directly from the scriptures. Extensive memory work is required, focusing on selected passages as well as ancient hymns. The goal of the course is for the student to be able to accurately answer anyone who makes the request to, "Tell me the story of Jesus." To reinforce the teachings of the Lord, students participate in a number of projects aimed at fulfilling the teachings of James 1:27.

In the Spring semester, the class weekly views and is quizzed over the *McGee And Me* series, produced by Focus On The Family.

#### **Old Testament Survey**

**Grade: 9**

**Credit: 1**

This course takes students on a journey from Earth's creation to the prophecies of Jesus' coming. Students will read about and discuss how from the very beginning of man, God had a plan. They will study the Israelite nation: their laws, promises and warnings to the people of the Old Testament, and will discuss the applications in today's world.

#### **Gospels: The Life of Christ**

**Grade: 10**

**Credit: 1**

This study invites students to know and understand Jesus' life on earth and what His 30 years means to us today. This involves an in-depth study of the Gospels: Mathew, Mark, Luke, and John. As students study Jesus' birth, life, death, and resurrection, God's love for His people is revealed.

#### **Acts and the Epistles**

**Grade: 11**

**Credit: 1**

A study of the book of Acts describes life after Jesus' return to Heaven and the beginnings of the church during this course. Students will study the apostle Paul and his conversion from

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a Christian persecutor to one who loved and served God. His faithfulness led him on several missionary journeys and prompted him to write the Christian letters we call the Epistles. Though written to people who lived long ago, these letters are full of life applications.

### **Senior Bible**

***Grade: 12***

***Credit: 1***

The purpose of Senior Bible is to bring students to a deeper knowledge of scripture, to encourage personal exploration of faith, to apply God's teaching to their lives, and to prepare them for the next steps in life. Senior Bible begins with an in-depth study of Hebrews and James. These books provide several oppor-

tunities to look back to the Old Testament and serve as a bridge between the Old and the New Covenants. The next study is of the Parables of Christ. Students learn to interpret these earthly stories, learn their spiritual meanings, and apply these teachings to modern life. The final study is a series about seeking God's direction in our lives called "Finding God's Will" by Andy Stanley. In addition to these topical studies, students weekly meditate on application exercises such as: Music/Movie Appreciation - seeking spiritual truths in our media, Facebook Scripture Pictures - posting pictures and comments about certain religious themes, and Lectio Divina - meditative readings and journaling over specific passages of scripture.

# Business Education

## **Entrepreneurship**

**Grade: 9, 10, 11, or 12**

**Credit: 1**

Students integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. Providing the foundation for the study of entrepreneurship are principles of business and marketing, the concepts of economics and free enterprise, and the understanding of human resource skills that an effective marketer must possess. Students are able to explore business opportunities that meet their personal goals and interests. Students will develop resumes, job interviewing skills, and team building skills. Students will gain exposure and knowledge to assess opportunities and make appropriate social and economic business decisions.

## **Marketing You**

**Grade: 9, 10, 11, or 12**

**Credit: 1**

In this course, students learn to relate the concept of marketing to the job-seeking process and career planning. They learn proper business conduct and the impact businesses have on the community. Students are able to research employment opportunities after conducting self assessments to determine interests, aptitudes, and personal traits. Students will develop resumes, job interviewing skills, and team building skills.

## **Principles of Marketing**

**Grade: 9, 10, 11, or 12**

**Credit: 1**

Marketing is all the various functions or activities that focus on the consumer to generate a profitable exchange. In this course, students learn to relate the concept of marketing to their daily lives and gain an understanding of consumer buying habits. Students gain knowledge and skills that help them to be proficient in one or more of the functional marketing areas associated with distribution, financing, marketing-information management, pricing, product planning, promotion, purchasing, risk management, selling skills needed to help customers make satisfying buying decisions, and solving marketing problems.

## **Accounting**

**Grade: 11 or 12**

**Credit: 1**

This course is a general introduction to accounting where students will learn terminology, practices, and procedures used in an accounting system for businesses. Students will have hands-on computer experience using an automated accounting computer program. Any student interested in earning a business degree in college should take this course since six hours of accounting are required for a business degree. Students successfully completing a full year of accounting would be prepared for entry-level accounting jobs.

**Introduction to Business*****Grade: 11 or 12******Credit: 1***

Students implement personal and interpersonal skills to strengthen individual performance in the workplace, in society, and in making a successful transition to the work force and/or postsecondary education. Students develop a foundation in the economical, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students incorporate a broad base of knowledge and exposure that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. They learn proper business conduct and the impact businesses have on the community.

# Computer

## **Computer 7**

### **Grade: 7 (one semester only)**

Computer 7 focuses on two programs in the Microsoft Office Suite. The first section of the class deals with Microsoft Word, an industry standard word-processing program. This section focuses on familiarizing students with the program and teaches them how to use its features throughout their academic careers. The second section teaches students Microsoft PowerPoint, a presentation program that allows students to build presentations that can benefit them throughout their lifetime.

## **Computer I**

### **Grade: 8, 9, 10, 11, or 12**

#### **Credit: 1**

This course focuses on the elements and principles of Digital Graphics and Animation. Students will learn when and how to use vector and raster graphics, typeface styles, resolution

and file formats, color, lighting, sound, and 3D effects. Students will understand desktop drawing, painting and image editing tools, and how they will affect graphic work, as well as laws and issues governing the designer. The goal is to communicate ideas effectively through digital media.

## **Yearbook**

### **Grade: 9, 10, 11, or 12**

#### **Credit: 1**

Yearbook students are introduced to yearbook production through workshop and classroom activities which stress creative marketing, design, writing, and photography. Staff members receive specific page assignments and deadlines which must be met in order to receive course credit. Due to the wide range of activities involved with producing the yearbook, this course may be taken for elective, computer, or fine art credit. Yearbook may be taken all four years if desired.

# English/Language Arts

## **Language Arts 7**

### **Grade: 7**

Students in this course will define and utilize vocabulary words in context; study and analyze a vast array of genres including: Adventure, Realism, Folk Tales, Fantasy, and Poetry; and analyze a minimum of three full-length novels. They will explore the complex English grammar system by looking at the parts of speech, learning the parts of a complete sentence, utilizing correct capitalization and punctuation, and diagramming sentences. Students will learn how to organize sentences in paragraphs to begin creating well-developed essays.

## **Writing 7**

### **Grade: 7 (one semester only)**

This one semester class is designed to develop students' writing skills. To bring about the development of these composition skills students will write in many different modes and on widely varied topics, practice techniques for developing effective body paragraphs, utilize organization and transition skills, practice creative manipulation of independent and dependent clauses, and learn how to use quotations as evidence.

The students will also learn to add new literary devices and techniques to their writing toolboxes and continue to use the ones they already know with increasing skill and complexity. They will revise, rework, and restructure their writing by developing several drafts of long-term essays and use techniques of persuasion and argument in their writing.

## **Language Arts 8**

### **Grade: 8**

Students will study and analyze a vast array of genres including mythology, realism, science fiction, humor, and poetry as well as read and analyze a minimum of two full-length novels. Students will define and utilize vocabulary words in context. Additionally, they will explore and utilize the complex English grammar system through investigating the parts of speech, learning the elements of a complete sentence, utilizing correct capitalization and punctuation, and diagramming sentences. Students will study and put the writing process to use when writing for a variety of audiences and purposes including to inform, entertain, describe, and persuade. Students will continue to develop writing skills by covering the necessary elements needed to write a proper paragraph and a three to five paragraph essay.

## **Pre-AP English I Expressive**

### **Grade: 9**

### **Credit: 1**

Students utilize Pre-AP strategies in this course and engage in activities that foster higher-level thinking processes. Advanced reading and writing skills are nurtured as the students shift from concrete to abstract thinking and reading. The course requires students to evaluate their writing and incorporate higher diction, more complex syntax, and efficient organization of ideas. Pre-AP students practice identifying the interrelationships among theme, tone, and style, and learn that an author establishes a

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certain tone by manipulating the rhetorical devices of imagery, diction, point of view, and syntax. Students will also annotate texts and look for patterns of symbolism and theme. Using annotations and skills acquired during class will improve composition during timed essays and out-of-class essays. Evaluations of essays are rigorous in nature to achieve optimal writing. Students evaluate a variety of genres and styles throughout the year.

### **English I Mechanics**

**Grade: 9**

**Credit: 1**

Students increase and refine grammar skills throughout the duration of this course. Writing skills as well as vocabulary knowledge and application are emphasized. Students complete exercises to practice application of these skills while learning and building upon parts of speech, types of sentences, and sentence elements. Students also practice proofreading written material in order to hone their skills and apply their knowledge to their own writings by utilizing the conventions of academic language in spoken and written form. Knowledge and application of literary terms is emphasized. Pieces of literature and student drafts from the Expressive course may be analyzed and revised.

### **English II**

**Grade: 10**

**Credit: 1**

**Prerequisite: Successful completion of English I**

Students continue to refine their writing and literature skills in English II. Students present textual evidence to support answers and infer information from texts through their various reading assignments and through learning how to conduct research according to MLA guidelines. Additional literature terms are introduced and applied. Novels of different

genres and cultures are read to broaden the students' knowledge of literature. Students revise and edit drafts, both personally and with peers.

### **Pre-AP English**

**Grade: 10 or 11**

**Credit: 1**

**Prerequisite: Successful completion of Pre-AP English Expressive or high academic interest and work ethic in English/Language Arts.**

This course solidifies the students' advanced English foundation by building on the skills students have acquired in Pre-AP English Expressive and requires them to perform increasingly more sophisticated tasks in their reading, writing, and thinking. This course requires a textbook purchase along with several selected novels. Pre-AP curriculum serves as the framework for the Advanced Placement Program. Critical and creative thinking skills are developed through a thematic analysis of literature, writing styles, and through a conceptual focus applied throughout the course. A yearlong poetry study and individual compositions are used to evaluate abilities in critical thinking and creativity.

### **English III**

**Grade: 11**

**Credit: 1**

**Prerequisite: Successful completion of English II or Pre-AP English**

English III surveys American literature from the pre-colonial times to the early 21st century. Students will become familiar with various texts so that they are able to understand their place in life and discover how to be active members of society. Reading diverse texts will enhance comprehension skills and show how "others"

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have viewed the human situation and the characteristics of America. Those different views will help students grow in their understanding of other cultures and beliefs. By examining and evaluating the views of others, students learn to understand their beliefs, principles, and values more clearly.

### **AP Language and Composition**

**Grade: 11 or 12**

**Credit: 1**

***Prerequisite: Successful completion of English II or Pre-AP English***

Students in this college-level course engage in becoming skilled readers and writers who compose for a variety of purposes with a thorough knowledge of rhetoric in mind. The body of their reading provides them with ideas and models for their own writing. Class work involves both lengthy reading passages that often require revisiting and writing assignments that reflect the process of planning, prewriting, composition, and revision. The repetition of assignments that require careful reading coupled with time for discussion and careful writing instill an understanding of synthesis and of the analytical, persuasive, and creative skills necessary for success on the AP exam. Though the novels students read serve as an introduction to the rhetorical choices of fiction writers and a brief overview of American Literature, the AP English Language and Composition course focuses primarily on nonfiction. Upon completion of the course, students will be prepared to take the AP Language Exam.

### **English IV**

**Grade: 12**

**Credit: 1**

***Prerequisite: Successful completion of English III or AP Language and Composition***

English IV surveys British and world literature from the Middle Ages to the early 21st century. The goal of this course is for the students to become familiar with various texts so that they may better experience the world and understand others as well as to polish their communication skills and comprehension abilities. Students will read a variety of novels that will enable them to broaden horizons and foster discussion about contemporary themes and issues. Students will also be writing in a variety of styles and modes to prepare them for college composition classes.

### **AP Literature and Composition**

**Grade: 12**

**Credit: 1**

***Prerequisite: Successful completion of AP Language and Composition***

This course is designed to develop skills at a level comparable to a second semester freshman in college as well as develop the aptitude necessary to take the AP exam. Students begin the year with a study of the different forms of literary analysis with exercises designed to sharpen their own analytic ability including the capacity to write their own critical responses to literature. Throughout the year, students will read several novels and plays, various prose passages, and numerous poems allowing exposure to various genres and different opportunities for literary interpretation. These works are chosen for their literary merit and for their frequent appearance on the AP exam as such this body of

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reading is intended to provide them with ideas and models for their own writing. To further assist with the transition to collegiate course work, a lengthy research paper is assigned and due at mid-term. Aspects of research including finding sources of merit, methods of quotation,

weaving writer's thought with scholar's thought, paper formats, and citations are all introduced and practiced. Upon completion of the course, students will be prepared to take the AP Literature and Composition Exam.

# Fine Arts

## **MS Art**

### ***Grade: 7 or 8***

This course encompasses a wide variety of experiences, from elements of art and principles of design to art history. Students are exposed to a variety of media both two and three dimensional, pencil, ink, charcoal, pastel, tempera, watercolor, clay, and printmaking. Some media may vary. The goal is for students to gain an understanding and appreciation of art.

## **MS Band**

### ***Grade: 7 or 8***

This course is designed to build the musicianship of the student. Emphasis will be placed on playing an instrument with correct technique; developing an understanding of quality tone and pitch; counting and playing rhythms in varying tempos and time signatures; and the demonstration of proper posture, breathing, and behavioral techniques in both rehearsal and performance settings.

## **MS Chorus**

### ***Grade: 7 or 8***

This choir emphasizes the basics of music. Students will learn and apply techniques for posture, breath support, vowel and consonant formation, and vocal placement to improve tone quality. Students will be able to understand and read basic music notation, including rhythmic, melodic, form, and dynamic notation. Students will perform 2, 3, & 4 part harmony in such styles as classical, spiritual, and pop/jazz.

## **MS Drama**

### ***Grade: 7 or 8***

Students in this course will learn about expression, projection, and inflection including poetry and prose interpretation and pantomime. In addition, stage movement, stage areas, and theater history from ancient Greek times to the present will be studied. Students will prepare for two performances each semester during predetermined chapel dates; various academic competitions; and in-class performances of duet acts, solo acts, group acts, and Bible improvisation.

## **Art**

### ***Grade: 9, 10, 11, or 12***

#### ***Credit: 1***

Beginner and more advanced art students learn the elements of art and principles of design and refine skills which involve a variety of two and three dimensional media including: pencil, ink, color pencil, charcoal, pastel, tempera, watercolor, clay, and printmaking. Students also have the opportunity and are encouraged to prepare projects for various competitions during the year. The aim of this course is for the students to gain an appreciation of art and explore their individual artistic talents.

## **AP Art**

### ***Grade: 11 through 12***

#### ***Credit: 1***

This college level course offers a rigorous and accelerated curriculum that prepares students to submit portfolios for the AP Art exam for possible college credit. Critical and creative

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thinking skills are developed through the production and critical analysis of 2-D and 3-D art. Students self determine appropriate directions in which to develop artistic themes and media in which they are created. This is a TWO year course of study.

### **Band (Marching and Concert)**

**Grade: 9, 10, 11, or 12**

**Credit: 1**

Students will perform musical compositions which are designed for concert performances. The Band performs at TAPPS concert and sight reading contests. There are opportunities for individual achievement through auditions for all State Band and through TAPPS Solo and Ensemble competitions.

### **Chorus**

**Grade: 9, 10, 11, or 12**

**Credit: 1**

This choir emphasizes sight-reading, basic music skills, vocal development, vocal blending, and music theory. Many performance and contest opportunities are available. Previous choral experience is not necessary.

### **Photography**

**Grade: 9, 10, 11, or 12**

**Credit: 1**

Students will plan, interpret, and critique visual representation. Technology, visual, and electronic media are used as tools for learning as students explore the elements of art and principles of design through the eyes of the camera. Both digital and manually adjustable 35mm cameras will be used and discussed. Students will create, clarify, critique, and produce artistic photography. Students must have a manually adjustable 35mm camera or digital camera for course work. Digital cameras are preferred.

### **Strings**

**Grade: 9, 10, 11, or 12**

**Credit: 1**

This course is designed for students who currently play a string instrument and can demonstrate a level of proficiency. A pianist with the ability to play accompaniment may also enroll. The group will practice and perform various combinations of chamber music dependent on the makeup of the class. Performance opportunities will be available throughout the year as well as performing at the band and chorus concerts. Time may also be allowed for independent study for those students who take private lessons and/or participate in solo & ensemble contests and region auditions.

### **Theatre Arts**

**Grade: 9, 10, 11, or 12**

**Credit: 1**

The first semester of this course will include a review and exercises in expression and projection as well as a study of stage areas and stage movement. There will be a study of theater history from ancient Greek times to the present including the preparation and performance of scenes from major works of each era. The second semester will include creation of subtext and character development and students will prepare and perform Reader's Theater. Teams will prepare for academic competitions in duet acts, solo acts, and one act play. Direction and production will also be studied. The class will perform twice during chapel each semester.

**Yearbook*****Grade: 9, 10, 11, or 12******Credit: 1***

Yearbook students are introduced to yearbook production through workshop and classroom activities which stress creative marketing, design, writing, and photography. Staff members receive specific page assignments and deadlines which must be met in order to receive course credit. Due to the wide range of activities involved with producing the yearbook, this course may be taken for elective, computer, or fine art credit. Yearbook may be taken all four years if desired.

# Foreign Language

## **Spanish I**

**Grade: 8, 9, 10, or 11**

**Credit: 1**

The purpose of Spanish I is to help each student attain proficiency in the four skills of listening, speaking, reading, and writing. Students will also develop an insight into the contemporary Spanish-speaking world and the various cultures that it includes.

## **Spanish II**

**Grade: 9, 10, 11, or 12**

**Credit: 1**

**Prerequisite: Successful completion of Spanish I**

The purpose of Spanish II is to build upon the skills learned in Spanish I. The language is presented and practiced using listening, speaking, reading, and writing skills. Cultural material is integrated into the learning process so that students gain an awareness of the contemporary Spanish-speaking world.

## **Spanish III**

**Grade: 10, 11, or 12**

**Credit: 1**

**Prerequisite: Successful completion of Spanish II**

The purpose of Spanish III is to continue to promote the development of listening, speaking, reading, and writing skills. This advanced-level course will help the student

improve their Spanish grammar and composition.

## **Spanish IV**

**Grade: 11 or 12**

**Credit: 1**

**Prerequisite: Successful completion of Spanish III**

Spanish IV continues the development of listening, speaking, reading, and writing skills. This course includes a special focus on Spanish literature and culture.

## **AP Spanish Language**

**Grade: 11 or 12**

**Credit: 1**

**Prerequisite: Successful completion of Spanish III and/or Spanish IV**

Students will continue the emphasis on speaking, listening, reading, and writing in a variety of formats while acquiring additional vocabulary and sophistication in their use of the Spanish language. Course content will include the arts, history, current events, literature, culture, sports, and other communication media. Students will be able to integrate language skills and synthesize written and oral materials. Instruction will be guided by the recommendations of the College Board. Upon completion of the course, students will be prepared to take the Advanced Placement Spanish Language Exam.

# Health and Physical Education

## **MS Basketball (Boys)**

**Grade: 7 or 8**

Basketball is taught in two parts. First, the basic fundamentals of basketball are taught: shooting, dribbling, rebounding, and defense. Special individual skill attainment is emphasized at this time. A secondary program of conditioning consisting of weightlifting, running, and other exercises that will benefit and strengthen the individual is implemented. The second phase places emphasis on competitive team play. Team offense and defense, as well as strategy and specific situation work, are emphasized.

## **MS Basketball (Girls)**

**Grade: 7 or 8**

This course prepares girls for competitive basketball. Participants work to develop fundamentals of dribbling, passing, shooting, and defense. The first semester covers fundamentals, strategy, and competitive play. The competitive season begins in November and lasts through February. During the off-season students participate in weightlifting, running, agility, and skill development.

## **MS Physical Education**

**Grade: 7 or 8**

This course represents a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within

the class. The concept of wellness, or striving to reach optimal levels of health, is the cornerstone of this course and is exemplified by one of the course objectives—students designing their own personal fitness program. Students will also participate in team sports. Team sports activities may include basketball, flag football, soccer, ultimate Frisbee, and team handball.

## **Health**

**Grade: 8, 9, 10, 11, or 12**

**Credit: 1/2**

In Health education students acquire the information and skills necessary to become healthy adults. To achieve that goal, students will understand the following: students are responsible for their own health decisions and personal behavior; personal behaviors can increase or reduce health risks throughout the life span; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote physical, social, mental, and spiritual health.

## **Nutrition**

**Grade: 10, 11, or 12**

**Credit: 1/2**

This course focuses on the effects of nutritional intake on health, appearance, effective job performance, and personal life. Students explore relationships between physical activity and calorie intake as well as between nutrition and stress. Students evaluate and analyze diets

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and dietary guidelines as well as study influences on food choices in a multicultural society.

### **Physical Education**

**Grade: 9, 10, 11, or 12**

**Credit: 1**

This course represents a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the cornerstone of this course and is exemplified by one of the course objectives—students designing their own personal fitness program. Students will also participate in team sports. Team sports activities may include basketball, flag football, soccer, ultimate Frisbee, and team handball.

### **Weightlifting/Football**

**Grade: 9, 10, 11, or 12**

**Credit: 1**

**Prerequisite: Freshmen—none; Sophomores, Juniors, and Seniors—coach approval**

Participants prepare to compete in scheduled TAPPS competition which lasts from August through November. During the off-season students participate in weightlifting, running, agility, and techniques.

### **Basketball (Girls)**

**Grade: 9, 10, 11, or 12**

**Credit: 1**

**Prerequisite: Freshmen—none; Sophomores, Juniors, and Seniors—coach approval**

This course prepares girls for competitive basketball. Participants work to develop fundamentals of dribbling, passing, shooting, and defense. The first semester covers fundamentals, strategy, and competitive play. The competitive season begins in November and lasts through February. During the off-season students participate in weightlifting, running, agility, and techniques. Team sizes are limited; thus, coaches will make player selections.

### **Basketball (Boys)**

**Grade: 9, 10, 11, or 12**

**Credit: 1**

**Prerequisite: Freshmen—none; Sophomores, Juniors, and Seniors—coach approval**

Basketball is taught in two parts. First, the basic fundamentals of basketball are taught—shooting, dribbling, rebounding, and defense. Special individual skill attainment is also emphasized. Additionally, a conditioning program is implemented which involves weightlifting, running, and other exercises that will benefit and strengthen the individual. The second phase places emphasis on competitive team play. Team offense and defense, as well as strategy and specific situation work, are emphasized.

Team sizes are limited; thus, coaches will make player selections.

**Cheerleading*****Grade: 9, 10, 11, or 12******Credit: 1***

This is a physical education activity course designed for high school students who have tried out and made the Varsity squad. Students will develop skills and techniques while engaging in conditioning activities which are necessary to be a successful varsity cheerleader. Various team building strategies will be implemented. Cheerleaders are expected to be present for activities outside of class including but not limited to football and basketball games as well as pep rallies and other performances.

# Mathematics

## **Math 7**

### **Grade: 7**

Math 7 is designed to prepare students for their high school mathematics courses across the five math strands of number operation and qualitative reasoning: patterns, relationships and algebraic thinking; geometry; measurement; and probability and statistics. It emphasizes a development of a solid background in the following areas: whole numbers, decimals, number theory, simple equations, fractions, measurements, geometry, ratios, proportions, percents, statistics, and integers.

## **Math 8**

### **Grade: 8**

Math 8 is designed as a preparatory course for Algebra I using the five math strands of number operation and qualitative reasoning: patterns, relationships and algebraic thinking; geometry; measurement; and probability and statistics. Students review many of the topics from the 7th grade year and are introduced to problems which are more detailed and complex. New topics include: equations, inequalities, graphing, rational numbers, and polynomials.

## **Algebra I**

### **Grade: 8 or 9**

#### **Credit: 1**

The goals for this course are to develop proficiency with mathematical skills, to expand understanding of mathematical concepts, to improve logical thinking, and to promote success across the five math strands of number operation and qualitative reasoning: patterns,

relationships and algebraic thinking; geometry; measurement; and probability and statistics. Basic topics include linear, quadratic, and other non-linear functions; equations and systems of equations; integer exponents; polynomial products; factoring; and the analysis and solution of word problems.

## **Geometry**

### **Grade: 9 or 10**

#### **Credit: 1**

This course emphasizes the strong relationship that exists between geometric content and geometric applications in the physical world. Students will develop skills in critical thinking, logical reasoning, and problem solving across the five math strands of number operation and qualitative reasoning: patterns, relationships and algebraic thinking; geometry; measurement; and probability and statistics. Topics covered include: basic properties of geometric figures in two and three dimensions, applications of geometric formulas, dimensionality, transformations, right triangles, trigonometry, structure of axiomatic systems, basic postulates of Euclidean geometry, comparing and contrasting Euclidean and non-Euclidean geometrics, and construction of proofs of geometric theorems.

## **Algebra II**

### **Grade: 10 or 11**

#### **Credit: 1**

#### **Prerequisite: Successful completion of Algebra I**

This course is an extension of Algebra I, across the five math strands of number operation and

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quantitative reasoning; patterns, relationships and algebraic thinking; geometry; measurement; and probability and statistics. Topics also include quadratic equations (and the methods of completing the square), complex numbers, polynomials, rational expressions, graphs of functions (including quadratic, square root, rational, exponential, and logarithmic), fractional exponents, radicals, linear and quadratic inequalities, absolute value inequalities, arithmetic and geometric sequences, the binomial theorem, and the analysis of word problems.

### **Models of Math**

**Grade: 10 or 11**

**Credit 1**

**Prerequisite: Successful Completion of Algebra I**

Students will continue to build on the K-8 and Algebra I foundations as they expand their understanding through other mathematical experiences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students use mathematical models from algebra, geometry, probability, and statistics, with connections among these to solve problems from a wide variety of advanced applications in both mathematical and nonmathematical situations.

### **Pre-AP PreCalculus**

**Grade: 11 or 12**

**Credit: 1**

**Prerequisite: Successful completion of Algebra II**

This course combines PreCalculus and Trigonometry. Students examine the following topics: the real number line, field theory,

relations and functions, graphing techniques, sequences and series, parametric equations, circular and trigonometric functions, vectors (in the plane in space), polynomial functions, conic sections, polar coordinates, and exponential functions.

### **AP Calculus**

**Grade: 12**

**Credit: 1**

**Prerequisite: Successful completion of Pre-AP PreCalculus**

This college-level course follows a curriculum recommended by the College Board. AP Calculus introduces students to practical applications. With this foundation, more formal definitions and procedures are derived. Students will receive preparation for the AP Calculus AB tests for possible college credit. Graphing calculators will be utilized extensively.

### **AP Statistics**

**Grade: 12**

**Credit: 1**

**Prerequisite: Successful completion of Algebra II**

This college-level course follows a curriculum recommended by the College Board. Students who enroll in this course should expect a much more rigorous and accelerated program than in a regular class. The emphasis of this course will be on conceptual understanding and interpretation of various statistical models. Four major themes covered will be exploratory analysis, planning a study, anticipating patterns in advance, and statistical inference. Upon completion of the course, students will be prepared to take the Advanced Placement Statistics Exam.

# Science

## **Science 7**

### **Grade: 7**

Students continue to learn about the natural world in which they live. As the concepts increase in depth and complexity, the student develops problem solving skills to think critically and make informed choices. The student uses models of objects and events as tools for understanding the natural world and systems. Emphasis is placed on life science, specifically on topics such as the structure and function of human body systems, sexual and asexual reproduction, and genetics. Students will also explore the relationships between force and motion and apply what they learn to biological systems such as the heart and circulation. Students will study about gravity and the phases of the moon within our solar system and the effects of forces of nature on the earth, such as hurricanes and earthquakes. They will explore chemical and physical properties of substances and the periodic table. This is a laboratory-based class that provides students with the opportunity to conduct field and laboratory investigations.

## **Science 8**

### **Grade: 8**

Earth systems are a primary topic of study in the 8th grade. Students examine the altering effects of human activity on the Earth. They study the cycles of the earth systems including the lunar cycles and the geochemical cycles. Astronomy is studied with special emphasis on stars and galaxies. Basic chemistry and life science are integrated in the course of study. Laboratory and field investigations are used to learn about the natural world. Students are

required to develop their critical thinking and analytical skills.

## **Pre-AP Biology**

### **Grade: 8, 9, or 10**

#### **Credit: 1**

Pre-AP Biology strives to “provide students with the skills and basics that will translate into future AP course success.” Students will become familiar with the logistics of an AP course. Their laboratory activities will reflect concepts covered in AP labs and they will learn to write formal laboratory reports in a format acceptable in an AP course, including such things as writing a hypothesis, identifying sources of error, building visuals from data such as tables and graphs and writing appropriate conclusions that reflect the results of data collected. Students will be introduced to essay writing which integrates prior knowledge with that being studied presently. Biology concepts covered include: cell structure and function, energetics (metabolism, photosynthesis, and cellular respiration), genetics, evolution and creation, classification, animal behavior, plant structure and function, human biology, and ecology.

## **Integrated Physics and Chemistry (IPC)**

### **Grade: 9 or 10**

#### **Credit: 1**

An Integrated Physics and Chemistry (IPC) student studies the natural world. The student conducts field and laboratory investigations and uses critical thinking, in addition to problem-solving skills, to make informed decisions. This

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course integrates the disciplines of physics and chemistry. Topics include motion, waves, energy transformations, properties of matter, changes in matter, and solution chemistry.

### **Chemistry**

**Grade: 10 or 11**

**Credit: 1**

**Prerequisite: Successful completion of Biology**

Students continue to develop critical-thinking and problem-solving skills in this course. The student conducts field and laboratory investigations using scientific methods. Topics include characteristics of matter, energy transformations, atomic structure, the periodic table, gases, bonding, nuclear chemistry, oxidation-reduction, chemical equations, solutions, acids and bases, and chemical reactions. The student investigates how chemistry is an integral part of everyday life.

### **Physics**

**Grade: 11 or 12**

**Credit: 1**

**Prerequisite: Successful completion of Biology and Chemistry & 80 average in Algebra II**

Students will conduct laboratory and field investigations that have practical applications in today's world. Students learn to make informed decisions using critical thinking and scientific problem solving. Topics of study will include laws of motion, changes within physical systems, conservation of energy and momentum, force, thermodynamics, characteristics and behavior of waves, and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills.

### **Anatomy and Physiology**

**Grade: 11 or 12**

**Credit: 1**

**Prerequisite: Successful completion of IPC, Biology, and Chemistry**

Students study the structure of living organisms, how they function, and the close relationship between structure functions. Major topics include organization of the body; covering, support, and movement of the body; regulation and integration of the body; maintenance of the body; and the reproductive system, pregnancy, and human development.

### **AP Biology**

**Grade: 11 or 12**

**Credit: 1**

**Prerequisite: Successful completion of Biology**

This is a college-level course and follows a curriculum recommended by the College Board. Students will receive preparation for the AP Biology exam. Biology concepts covered include: cell structure and function, energetics (metabolism, photosynthesis, and cellular respiration), genetics, evolution and creation, classification, animal behavior, plant structure and function, human biology, and ecology. Students will conduct field and laboratory investigations with opportunities to apply critical thinking and problem solving skills using appropriate scientific methodology (writing hypothesis, constructing visuals with collected data, identifying sources of error, and drawing conclusions based on data collected). Upon completion of the course, students will be prepared to take the Advanced Placement Biology Exam.

**AP Chemistry****Grade: 11 or 12****Credit: 1****Prerequisite: Successful completion of Chemistry**

This is a college-level course and follows a curriculum recommended by the College Board. Students will receive preparation for the AP

Chemistry exam. Topics of study and advanced laboratory investigations cover atomic theory, properties of matter, chemical reactions, kinetics, equilibria, and thermodynamics. Upon completion of the course, students will be prepared to take the Advanced Placement Chemistry Exam.

# Social Studies

## **Texas History**

### **Grade: 7**

Students study the geography and history of Texas beginning with the prehistoric period to the present. During this course, students will learn about Native Americans in Texas; early explorers in Texas; the geography of Texas, including regions, natural landforms, and latitude/longitude; the Spanish influence on Texas, both past and present; the Texas Revolution, including an insight on what led to it and its aftermath; Texas becoming a part of the United States; Texas' involvement in the Civil War and the aftermath; and an insight into Texas politics, government, and its constitution.

## **American History**

### **Grade: 8**

Students study the geography and history of the United States beginning with the prehistoric period to the early 1900s. During this course students will learn about Native Americans and how they got here, early exploration and significant explorers, Colonial America and its growth, causes of the American Revolution, the American Revolution and its aftermath, the type of government adopted by the early citizens of the United States, political parties and their affect on the United States, and the basic principles of important documents such as the Declaration of Independence and the Constitution. Students will also study the Christian principles of the Declaration of Independence and the Constitution, how our government operates within the framework of the three branches of government, the Jackson era and the growth of our nation, the Civil War and Reconstruction, and the reshaping of the

nation, including the growth of industry and the growth of urban America.

## **US History**

### **Grade: 9**

### **Credit: 1**

Students study the geography and history of the United States from the beginning of the twentieth century to the present, focusing on historical content of political, economic, and social events related to industrialization and urbanization, major wars, domestic and foreign policies of the cold war and post cold war eras, as well as the reform and civil rights movements. Students examine and analyze the causes and effects of major events such as the great depression and consider the impact of geographic factors on such events. Constitutional issues in American society are examined and evaluated. Students examine the arts and industry of the times and analyze the impact of technological advancements on such things as the American labor movement. Throughout the course, critical thinking skills are used to explain and interpret the past.

## **World Geography**

### **Grade: 10 or 11**

### **Credit: 1**

Students study world climates, landforms, political boundaries, and peoples, including their cultures and societies. Emphasis is placed on developing an awareness of the difficult situations many people in the world face and the Christian response of compassion and willingness to help others. Students are encouraged to develop an appreciation for their blessings.

**AP Human Geography****Grade: 10 or 11****Credit: 1 (replaces World Geography)****Prerequisite: High academic interest and work ethic in Social Studies**

This college-level course follows a curriculum recommended by the College Board. Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, including the use and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Upon completion of the course, students will be prepared to take the Advanced Placement Human Geography Exam.

**World History****Grade: 10 or 11****Credit: 1**

Students study the development of civilization from the beginning of time to the present, tracing the major eras and important turning points in World History. Special emphasis is placed on the study of significant people, places, and events as well as issues from the earliest times to the present. Students analyze important events and issues in western civilization as well as in civilization around the world. Political and economic imperialism and major political revolutions since the 17th century are evaluated. The evolution of the democratic-republican governments and the ideas and documents that influenced this emergence of new government are examined. The connections between major developments in science and technology are explored with a relationship on the growth of industrial

economies. Major religious and political traditions are also studied.

**AP World History****Grade: 10 or 11****Credit: 1 (replaces World History)****Prerequisite: High academic interest and work ethic in Social Studies**

This college-level course follows a curriculum recommended by the College Board. The study of AP World History explores common threads of humanity over time: trade, religion, politics, society, and technology. Students investigate how these things have changed and continued over time in different locations. The course is designed to help students construct and evaluate arguments, as well as use historical evidence. Upon completion of the course, students will be prepared to take the Advanced Placement World History Exam.

**AP US History****Grade: 11 or 12****Credit: 1****Prerequisite: High academic interest and work ethic in Social Studies**

This college-level course follows a curriculum recommended by the College Board. It will provide students with the necessary analytical skills and factual knowledge required to conduct a critical evaluation of the problems and events in United States history, specifically, from the pre-Columbian societies through the post-Cold War world. AP US History will prepare students to enter intermediate or advanced college courses by placing demands on students equivalent to those made by full year introductory college courses. Upon completion of the course, students will be prepared to take the Advanced Placement US History Exam.

## **Government**

**Grade: 12**

**Credit: 1/2**

Students study the foundation, principles, structure, functions, and sources of government at all levels. The primary underlying focus is centered on the beliefs expressed through the United States Constitution. The major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights are studied. Students compare the US system of government with other political systems; analyze the impact of individuals, political parties, interest groups, and the media on the American political system; evaluate the importance of voluntary individual participation in a democratic society; and analyze the rights guaranteed by the US Constitution.

## **Economics**

**Grade: 12**

**Credit: 1/2**

Students study the mixed-free-enterprise economic system. Topics students will study include: scarcity, opportunity costs and production possibilities, supply and demand, the business cycle, money and banking, personal fiscal responsibility, and the interaction of government and the economy (taxes, etc.).

## **AP Government & Politics: United States**

**Grade: 12**

**Credit: 1 (replaces Government)**

**Prerequisite: High academic interest and work ethic in Social Studies**

This college-level course follows a curriculum recommended by the College Board. The course includes both the study of general concepts used to interpret US politics and the analysis of

specific examples. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Topics include constitutional underpinnings of the US government; political beliefs and behaviors; political parties, interest groups, and mass media; institutions of national government; public policy; and civil rights and civil liberties. Upon completion of the course, students will be prepared to take the Advanced Placement Government & Politics: United States Exam.

## **AP Macroeconomics**

**Grade: 11 or 12**

**Credit: 1/2 (replaces Economics)**

**Prerequisite: High academic interest and work ethic in Social Studies**

This college-level course follows a curriculum recommended by the College Board. Macroeconomics provides students with a thorough understanding of the principles that apply to an economic system as a whole, covering basic economic concepts, measurement of economic performance, national income and price determination, economic growth and international finance, and exchange rates and balance of payments. Students will use knowledge and critical-thinking strategies to create models for economic problem-solving. Upon completion of the course, students will be prepared to take the Advanced Placement Macroeconomics Exam.

**AP Microeconomics****Grade: 11 or 12****Credit: 1/2 (replaces Economics)****Prerequisite: High academic interest and work ethic in Social Studies.**

This college-level course follows a curriculum recommended by the College Board. Microeconomics gives students a thorough understanding of the principles that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. Students will study basic economic concepts, the nature and functions of product markets, factor markets, efficiency, equity, and the role of the government. Upon completion of the course, students will be prepared to take the Advanced Placement Microeconomics Exam.

# Speech

## **MS Speech**

**Grade: 7 or 8 (one semester)**

This course is a survey of the speech communications field. Students will be introduced to the basic principles, concepts, and modes of human communication in the contemporary world through class activities, projects and lectures.

## **Communication Applications**

**Grade: 8, 9, 10, 11, or 12**

**Credit: 1/2 credit**

This course focuses on skills that are essential for social and professional life. The course will utilize technological resources as well as group and individual speaking assignments to study problem solving, critical thinking, listening, and speaking behavior in a changing global corporate system.

## **Debate**

**Grade: 11 or 12**

**Credit: 1/2 credit**

Students taking this course recognize that debate and argumentation are widely used to make decisions and reduce conflict. This course will allow students to examine the historical and contemporary contributions of debate in decision making and in the democratic processes. Students will analyze controversial issues and interpret propositions of fact, value, problem and policy as well as develop the skills necessary to debate in these areas. Students will apply critical thinking, logic and reasoning, and utilize research while also applying basic concepts of debate case construction. Students will have the opportunity to practice effective communication skills and evaluate and critique debates.

\* Elective courses may be added as the opportunity or need presents itself and, therefore, may vary from year to year.



Please return completed forms to the Registrar's Office

## Community Service Verification Form

Student Name: \_\_\_\_\_ Current Grade: \_\_\_\_\_

*Reported hours should be hours of actual work, not counting sleeping, eating, traveling, etc.*

Briefly describe the service(s) performed: \_\_\_\_\_

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Date(s) of service(s) performed: \_\_\_\_\_

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Hours completed: \_\_\_\_\_

Organization name: \_\_\_\_\_

Representative printed name: \_\_\_\_\_

Representative signature: \_\_\_\_\_ Phone: \_\_\_\_\_

For Office Use Only:

Date Submitted: \_\_\_\_\_ Hours credited: \_\_\_\_\_ Approved: \_\_\_\_\_