



WAKE
CHRISTIAN ACADEMY

Course Descriptions Grades 9-12

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Course Descriptions Grades 9 - 12

Bible Department

- 📖 Each Bible class is one semester in length giving ½ unit of credit.
- 📖 Separate classes are held for young men and young ladies.
- 📖 Students must complete a minimum of three hours of Christian ministry during each quarter.

BIBLE 9

Theme: The Life of Christ

Goal: By examining the life of Christ, students can begin to understand who Jesus is and learn to pattern their Christian life after His.

Overview: This curriculum includes two volumes, one to be used each semester. Volume 1 begins with the pre-existence of Christ and continues through the early years of His ministry. Volume 2 focuses on the final year of His ministry, His death and resurrection, the spread of the Gospel, and the Second Coming.

Course Description: The first semester of the 9th Grade Bible class presents the life of Christ beginning with His existence prior to creation, His coming as prophesied in the Old Testament, and His early years of ministry. The goal is to establish foundational Christ-like character as students incorporate the teachings of Christ into their own lives.

The second semester includes an in-depth look at the principles Jesus taught His disciples, as well as His teachings to the multitudes. The triumphal entry, crucifixion, and resurrection are the highlights of second semester. As principles are taught, present-day applications are introduced. The student workbook includes several worksheets to encourage parent discussion. Volume two concludes with the clear purpose of Jesus' coming to bring salvation. Maps of Jerusalem and biblical lands are also included in the student workbook. Corresponding memory verses are incorporated into each week's lessons.

Text: *Life Quest* (LifeWay)

BIBLE 10

Theme: God's Plan of Redemption

Goal: Through a survey of the Bible, students can observe the faithfulness of God in the lives of Old and New Testament saints. This knowledge will help the Christian to grow in faith through the various examples given.

Overview: This curriculum includes two volumes.

1. The Need for Redemption: Gen. 1-11

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|----|--|-----------------|
| 2. | The Nation through which Redemption Comes: Gen. 12–Malachi | |
| | Patriarchs | Divided Kingdom |
| | Exodus | Exile |
| | Conquest | Return |
| | Judges | Silence |
| | United Kingdom | |
| 3. | The Person of Redemption | Gospels |
| 4. | The Explanation of Redemption | Acts – Jude |
| 5. | The End of Redemption | Revelation |

Course Description: The 10th Grade Bible course is entitled *Faith Quest*. The Bible presents one unified theme: God's plan of redemption. The study focuses on man's depravity and the amazing display of God's grace that is demonstrated in redemption. The course begins with the fall of man in Genesis and follows God's redemptive plan through to its ultimate conclusion in the book of Revelation.

Text: *Faith Quest* (LifeWay)

BIBLE 11

Theme: Biblical Worldview and the Deity of Christ

Goal 1: Students will consider a biblical worldview as it applies to life in a non-Christian world. They will examine how one's worldview affects their life choices and relationships. The means to "be ready always to give an answer (defense)" will be presented.

Goal 2: The purpose of this semester of Bible 11 is to examine the overwhelming evidence for the deity of Christ through a verse-by-verse study of the Gospel of John. The students will be presented with God incarnate in Christ as presented by "the disciple whom Jesus loved."

Texts:

Future Quest (LifeWay)

So What's the Difference (Ridenour)

Life of Christ (Positive Action)

BIBLE 12

Theme: Bible Doctrines

Goal: By studying the basic doctrines of the Bible, students will be presented with the foundation for their beliefs in order to stand firm in a secular world.

Overview: This curriculum includes two volumes, one to be used each semester. Students explore the biblical basis for Christian beliefs in order to prepare them to defend their faith and to stand against false teachings.

Course Description:

Doctrines in Volume 1:

God
The Bible
Man

Sin
Salvation
Christ

Doctrines in Volume 2:

Holy Spirit
Christian Living
The Church
Angels

Satan
Future Events
Hell
Heaven

Texts:

TruthQuest (LifeWay)

Bible Doctrines (A Beka)

English Department

(CP = College Preparatory; H = Honors; AP = Advanced Placement)

ENGLISH 9 CP

This college preparatory course emphasizes the development of reading comprehension and analytical skills through the study of a variety of fictional works of recognized literary merit, as well as non-fiction texts. Writing instruction emphasizes both reflective and expository modes with both extended assignments and timed writing practice. While emphasis is placed on communicating for purposes of personal expression, students also engage in meaningful communication for expressive, expository, argumentative, and literary purposes. Students complete a research paper emphasizing informational writing and appropriate documentation with the conventions of MLA format. Vocabulary units prepare students for the reading comprehension and writing sections of the SAT. Grammar instruction includes both direct instruction and the teaching of grammar in context.

TEXTS:

Fundamentals of Literature (BJU Press)

A Student's Guide to Writing a Research Paper (Sadlier-Oxford)

Grammar and Language Workbook 9 (Glencoe)

Vocabulary Workshop D (Sadlier-Oxford)

Vocabulary from Latin and Greek Roots (Prestwick)

Fahrenheit 451 – Ray Bradbury

Romeo and Juliet - Shakespeare

Animal Farm – George Orwell

ENGLISH 9 HONORS

This course is designed for academically gifted and highly motivated students. Literature instruction emphasizes critical analysis of a variety of works of recognized literary merit. Writing instruction emphasizes both reflective and expository modes with both extended assignments and timed writing practice. While emphasis is placed on communicating for purposes of personal expression, students also engage in meaningful communication for expressive, expository, argumentative, and literary purposes. Students continue to develop a wide-ranging vocabulary and to apply conventions of grammar and language usage in their writing.

TEXTS:

Fundamentals of Literature (BJU Press)

A Student's Guide to Writing a Research Paper (Sadlier-Oxford)

Grammar and Language Workbook 9 (Glencoe)

Vocabulary Workshop E (Sadlier-Oxford)

Anne Frank: Diary of a Young Girl

Animal Farm – George Orwell

Julius Caesar - Shakespeare

Much Ado about Nothing – Shakespeare

Cyrano de Bergerac – Edmond Rostand

The Gift of the Magi and Other Stories – O. Henry

ENGLISH 10 CP

This college preparatory course emphasizes a wide variety of literature including poetry, biography, short stories, and nonfiction. Novel selections represent world history.

Writing instruction focuses on the following rhetorical modes: narration, description, comparison/contrast, and persuasion. Poetry analysis provides the opportunity to understand poetic devices through using abstract thinking skills. Students complete a research paper. Students develop public speaking skills through the study and performance of famous speeches. This course continues the development of vocabulary through studies in context, definitions, pronunciation, and usage. Course word lists are selected to improve student performance on the critical reading and writing sections of the SAT. The curriculum also includes written preparation for the SAT. Grammar instruction is prescriptive and includes both direct instruction and the teaching of language conventions in context. A primary focus is on the development of more sophisticated sentence structure, as well as on mechanics.

TEXTS:

<i>Implications of Literature, Navigator Level</i> (TextWord Press)	<i>MLA Handbook</i> <i>The Odyssey</i> - Homer
<i>The 100 Best Poems of All Time</i>	<i>Frankenstein</i> – Mary W. Shelley
<i>Grammar and Language Workbook 10</i> (Glencoe)	<i>A Tale of Two Cities</i> – Charles Dickens
<i>Writer's Choice Grammar Workbook 10</i>	<i>The Taming of the Shrew</i> - Shakespeare
<i>Vocabulary Workshop E</i>	

ENGLISH 10 HONORS

This course is designed for academically gifted and highly motivated students. These advanced students develop critical thinking skills through literary analysis of poetry, fiction, nonfiction, and drama. Students are introduced to close reading strategies for analyzing complex literary texts. Writing instruction includes character analysis, comparison/contrast, and persuasive essays. Informational writing and literary analysis are emphasized in the research paper, as students research the life of an author and analyze a classic work in light of its historical/biographical context. Oral presentations of famous historic speeches, as well as speeches generated by students, strengthen

students' public speaking skills. The course also introduces the components of formal debate, encouraging students to extend argumentation and public speaking skills by conducting a classroom debate. Vocabulary development continues through assignments emphasizing word usage, pronunciation, and root origins. A review of core mechanics of grammar supports writing instruction. Preparation is given for essay component of College Board's SAT exam.

TEXTS:

Implications of Literature, Navigator Level (TextWord Press)

The 100 Best Poems of All Time

Grammar and Language Workbook 10 (Glencoe)

Writer's Choice Grammar Workbook 10

Vocabulary Workshop F

MLA Handbook

The Odyssey - Homer

Frankenstein – Mary W. Shelley

The Taming of the Shrew – Shakespeare

A Tale of Two Cities – Charles Dickens

The Screwtape Letters – C. S. Lewis

ENGLISH 11 CP

This college preparatory course uses a survey of American literature to develop more advanced skills for reading comprehension and to encourage the understanding of the historical, social, and cultural contexts of literature. The course includes the study of selected works of nonfiction, fiction, and poetry by major American authors, as well as one Shakespeare tragedy. Writing instruction emphasizes reflective, informative, and persuasive modes and also includes a poetry unit. Students demonstrate competency in research and expository writing in a research paper emphasizing informational writing.

Students refine skills in MLA documentation introduced in earlier grades. Vocabulary units prepare students for reading comprehension and writing sections of the SAT. Grammar instruction emphasizes mastery of grammar and usage conventions needed for writing.

TEXTS:

Implications of Literature, Pioneer Level (TextWord Press)

Grammar for Writing (Sadlier-Oxford)

Grammar and Language Workbook 11 (Glencoe)

MLA Handbook

Vocabulary Workshop F (Sadlier-Oxford)

101 Great American Poems (Dover)

The Crucible – Arthur Miller

The Scarlet Letter – Nathaniel Hawthorne

The Pearl – John Steinbeck

ENGLISH 11 HONORS

This advanced course is designed for academically gifted and highly motivated students. These students develop critical thinking skills through literary analysis of works of major American authors, as well as the study of Shakespeare's *Julius Caesar*. Independent and group projects emphasize the development of critical thinking skills. Students demonstrate proficiency in the use of figurative language, sound devices, and poetic form in a portfolio of their original compositions. A research paper emphasizing informational writing requires students to demonstrate competency in using MLA format for documenting sources and avoiding plagiarism. Vocabulary units prepare students for the reading comprehension and writing sections of the SAT. Grammar instruction emphasizes mastery of grammar and usage conventions needed for writing.

TEXTS:

Implications of Literature (TextWord Press)
Grammar for Writing (Sadlier-Oxford)
Grammar and Language Workbook 11 (Glencoe)
MLA Handbook Vocabulary Workshop G (Sadlier-Oxford)
101 Great American Poems (Dover)
Great American Short Stories (Dover)
The Crucible – Arthur Miller
To Kill a Mockingbird – Harper Lee
The Scarlet Letter – Nathaniel Hawthorne
Julius Caesar - Shakespeare

ENGLISH 11 AP

This college-level course includes a survey of American literature and an emphasis on analysis of style and rhetorical strategies. While this course includes poetry, short stories, novels, and drama, a primary focus is on the analysis of nonfiction. Students also focus on rhetorical strategies in Shakespeare's *Julius Caesar*. Writing instruction emphasizes expository, analytical, and argumentative modes, as well as the development of syntactical maturity and style. Students are introduced to conventions of discourse communities and learn to adapt documentation for MLA and APA formats. A research paper requires students to evaluate and synthesize information from multiple sources and apply rhetorical strategies to generate a convincing argument on a controversial issue. Vocabulary units emphasize the language of rhetorical analysis. Students continue to review grammar conventions for application in their writing. The course is paced at a college level. Students are required to take the College Board Advanced Placement exam in order to receive AP credit.

TEXTS:

American Literature (BJU Press)
Grammar and Language Workbook 11 (Glencoe)
5 Steps to a 5: English Language (McGraw-Hill)
The Longman Writer's Companion (Pearson Longman)

Civil Disobedience and Other Essays – Henry David Thoreau
Self-Reliance and Other Essays – Ralph Waldo Emerson
The Adventures of Huckleberry Finn – Mark Twain
Incidents in the Life of a Slave Girl - Harriet Jacobs
Narrative of the Life of Frederick Douglass – Frederick Douglass
The Scarlet Letter – Nathaniel Hawthorne
The Crucible – Arthur Miller
Julius Caesar – Shakespeare

ENGLISH 12 CP

This college preparatory course uses a survey of British literature to develop more advanced skills for reading comprehension and to encourage the understanding of the historical, social, and cultural contexts of literature. Writing instruction emphasizes argumentation and literary analysis, as well as skills for synthesizing information from multiple sources for research-based writing. Students are expected to use conventions of MLA format for documenting sources. The curriculum continues to emphasize the development of oral and written communication skills through the study of vocabulary and grammar. Grammar instruction emphasizes mastery of grammar and usage conventions needed for writing.

TEXTS:

Timeless Voices, Times Themes: The British Tradition (Prentice Hall)
Grammar and Language Workbook 12 (Glencoe)
Vocabulary Workshop G (Sadlier-Oxford)
MLA Handbook
Dr. Jekyll and Mr. Hyde – Robert Louis Stevenson
Macbeth - Shakespeare
1984 – George Orwell

ENGLISH 12 HONORS

This advanced course is designed for academically gifted and highly motivated students. Students strengthen reading comprehension and analytical skills through the study of British literature from the Anglo-Saxon period to the present. Reflective writing is used to develop style and voice needed for college application essays. Writing instruction emphasizes literary analysis and argumentation. The study of vocabulary and grammar aids students in improving the maturity of their writing and their mastery of elements of usage and mechanics.

TEXTS:

Timeless Voices, Times Themes: The British Tradition (Prentice Hall)

Grammar and Language Workbook 12 (Glencoe)

Vocabulary Workshop G (Sadlier-Oxford)

MLA Handbook

Dr. Jekyll and Mr. Hyde – Robert Louis Stevenson

The Turn of the Screw – Henry James

Macbeth - Shakespeare

1984 – George Orwell

ENGLISH 12 AP

This college-level course is designed for students interested in an accelerated curriculum with rigorous reading and writing requirements. Students learn to use close reading strategies to analyze British poetry, fiction, and drama. This survey of British literature includes the study of two Shakespearean plays. Independent reading assignments include the study and analysis of novels of recognized literary merit. Writing instruction includes both reflective and expository modes, with a heavy emphasis on literary analysis and the development of syntactical maturity and a clear writer's voice. The research paper is an analytical paper examining critical approaches

to a novel; students are required to use local university libraries to locate scholarly resources and must show mastery of MLA format for documentation of their research. Vocabulary units emphasize terms needed for literary analysis of tone, style, and form. Grammar conventions are reviewed as needed. This course is paced at a college level; students are required to take the College Board Advanced Placement exam in order to receive AP credit.

TEXTS:

British Literature (BJU Press)

MLA Handbook

Grammar and Language Workbook 12 (Glencoe)

50 Successful Harvard Application Essays

Great Expectations – Charles Dickens

Jane Eyre - Charlotte Brontë

The Turn of the Screw - Henry James

The Heart of Darkness – Joseph Conrad

Dr. Jekyll and Mr. Hyde – Robert Louis Stevenson

Macbeth – Shakespeare

Hamlet – Shakespeare

1984 – George Orwell

Mathematics Department

ALGEBRA I

Algebra I will cover the following topics: Integers and real numbers and their properties; solving single variable equations and inequalities; relations and functions along with graphing; systems of two equations and inequalities; polynomials, their operations and factoring; simplifying radicals and their operations; quadratic equations and functions; and rational expressions and equations.

Text: ***Algebra 1*** (Glencoe)

GEOMETRY

Geometry teaches logical thinking skills through the use of Euclidean plane and solid geometry. Topics include right angle properties, trigonometry, area, volume, logic, polygons, circles, construction, and transformations. The student will perform operations with real numbers to solve problems and will use geometric and algebraic properties of figures to solve problems and write proofs. Students in the honors course will work at a faster pace and solve additional problems.

Text: ***Geometry*** (Glencoe)

ALGEBRA II

Algebra II will cover the following topics: Real numbers and their operations; factoring polynomials; solving linear equations and graphing; relations and functions; quadratic equations, inequalities, and functions; systems of two, three, and more equations and inequalities; radical expressions, their operations, and equations; complex numbers and their operations; trigonometry, special triangles, radian measure, and trig identities; inverse functions; logarithms; basic combinations; data analysis; and probability. Students in the honors class will work at a faster pace and solve additional problems.

Text: ***Algebra 2*** (Glencoe)

ADVANCED FUNCTIONS & MODELING

PREREQUISITE: Detailed knowledge of algebraic and geometric concepts as covered in the Geometry and Algebra II course descriptions.

Students learn foundational principles of functions (linear, polynomial, and exponential) and their properties viewed graphically, algebraically, and numerically and then connect

those mathematical concepts to real-world situations through a wide variety of models including art, business and personal finance, architecture, music, science, and technology. Other topics include combinatorics, probability, statistics, geometry, matrix operations, systems of equations and inequalities, and linear programming. An emphasis is placed on problem-solving skills in both an individual and a group setting.

The TI-83+/TI-84 graphing calculator is required for the course and is used for graphing functions, finding values, zeros, slopes, max/mins, etc.

*This course qualifies as an advanced course required for admission to UNC institutions and prepares students to take Pre-Calculus in their senior year or college algebra.

Text: *Mathematical Models with Applications* (Timmons, Johnson, and McCook)

ADVANCED FUNCTIONS & MODELING HONORS

PREREQUISITE: Detailed knowledge of algebraic and geometric concepts as covered in the Geometry and Algebra II course descriptions.

Students learn foundational principles of functions (linear, polynomial, rational, exponential, radical, trigonometric, logarithmic, and piecewise-defined) and their properties viewed graphically, algebraically, and numerically and then connect the mathematical concepts to real-world situations through a wide variety of models. Other topics include logic and reasoning, combinatorics, probability, statistics, finance, geometry, trigonometry, matrix operations, systems of equations and inequalities, linear programming, sequences, and series. An emphasis is placed on problem-solving skills in both an individual and a group setting. **The TI-83+/TI-84 graphing calculator is required for the course** and is used for graphing functions, finding values, zeros, slopes, max/mins, etc.

*This course qualifies as an advanced course required for admission to UNC institutions and prepares students to take Pre-Calculus in their senior year or college algebra.

Text: *Mathematics: A Practical Odyssey* (Johnson and Mowry)

PRE-CALCULUS

PREREQUISITE: Mastery of algebraic and geometric concepts as covered in the Geometry and Algebra II course description.

Designed primarily to answer the question “What is a function?,” the course deals with the following topics: relations and functions from a graphical, algebraic, numerical, and verbal perspective; properties of functions (domain, range, intercepts, symmetry, discontinuities, asymptotes, etc.), transformations of functions, specific functions (composite, piecewise-defined, inverse, linear, power, polynomial, rational, trigonometric, exponential, logarithmic, etc.), analytic trigonometry (law of sines, law of cosines, Pythagorean identities, addition formulas, etc.), systems of equations (substitution, elimination, matrices, etc.), polar equations, parametric equations, vector-valued equations, infinite sequences and series, and limits. **The TI-83+/TI-84 graphing calculator** is required for the course and is used for graphing functions, finding values, zeros, slopes, max/mins, etc.

*This course qualifies as an advanced course required for admission to UNC institutions and prepares students to take AP Calculus AB or BC in their senior year.

Text: *Precalculus* (Glencoe)

ADVANCED PLACEMENT CALCULUS

CALCULUS AB ADVANCED PLACEMENT

This course is a rigorous university-level course covering approximately 1½ semesters of a 2-semester engineering calculus track. Most universities grant 1 semester of engineering calculus credit if a sufficient score (typically 3-5) is made on the AP Calculus AB exam. This course covers differentiation and integration. Topics include limits, derivatives at points, derivative functions, derivatives as slopes and rates of change, optimization, related rates, definite integrals, anti-derivative functions, definite

integrals as total changes, volumes of solids, and differential equations. This course requires a commitment to excellence, a demonstrated ability for mathematical abstraction, and a commitment to complete all required work.

Text: *Rogawski's Calculus for AP* (WH Freeman)

CALCULUS BC ADVANCED PLACEMENT

This course is a rigorous university-level course covering approximately 2 semesters of a 2-semester engineering calculus track. Most universities grant 2 semesters of engineering calculus credit if a sufficient score (typically 3-5) is made on the AP Calculus BC exam. This course covers differentiation, integration and infinite series. Topics include limits, derivatives at points, derivative functions, derivatives as slopes and rates of change, optimization, related rates, definite integrals, antiderivative functions, definite integrals as total changes, volumes of solids, and differential equations, plus advanced integration techniques, parametric, polar and vector-valued derivatives, infinite sequences and series, and Taylor series. This course requires a commitment to excellence, a demonstrated ability for advanced mathematical abstraction, and a commitment to complete all required work.

Text: *Rogawski's Calculus for AP* (WH Freeman)

Social Studies Department

WORLD HISTORY (9th Grade)

World History is a required course that analyzes the world's great civilizations from creation to the present and studies the peoples, cultures, and religions of the world. Map skills are also emphasized. Students participate in class activities and discussions in order to sharpen their critical thinking skills. Students are assigned semester projects.

Text: *World History* (Bob Jones Press)

GOVERNMENT (First Semester) & **ECONOMICS** (Second Semester) (10th Grade)

Government and Economics is a required course. Students will consider political, governmental, and legal topics that engage them in examining the legal and political systems of our society, and the basic economic concepts, economic institutions, as well as reasoned approaches for analyzing economic problems, actions, and policies. This course begins with the historical foundations of civil, political, and economic growth that created our nation, state, and localities. It develops the foundation for U.S. History by examining the early historical period of the nation, its founding documents, and the formation of the United States as a nation.

Texts: *American Government* (ABeka)
Economics (ABeka)

GOVERNMENT(H) (First Semester) & **ECONOMICS (H)** (Second Semester) (10th Grade)

The Honors Government and Economics class includes all the material listed above with additional reading, research, and writing requirements.

Texts: *American Government* (ABeka)
Economics (ABeka)

UNITED STATES HISTORY (11th Grade)

United States History is a required course which traces the religious, political, economic, and geographical development of our nation. It focuses on the growth of our nation and its emergence as a world leader. By analyzing the social and cultural development, students learn the basis of American ideals. Students participate in class discussions, activities, and quarterly projects. Essay writing is stressed.

Text: *United States History* (Bob Jones Press)

UNITED STATES HISTORY (HONORS) (11th Grade)

The Honors US History class includes all the material listed above with the following additions:

- Faster-pace with more reading
- A project per 9 weeks
- More document analysis
- An emphasis on essay writing and critical thinking
- Maintaining an on-going vocabulary notebook
- Skits
- In depth study of the presidents
- A major project
- Participation in Veterans' Day activities
- Use of Barron's AP United States History flash cards and various AP curricula

Text: *United States History* (Bob Jones Press)

ADVANCED PLACEMENT US HISTORY

The AP US History course is a study of philosophy, literature, and the fine arts using history and English as both backdrop and framework. We believe that the study of the humanities will provide student with opportunities to perceive connections between themselves and what we are learning. Additionally, we believe that the study of humanities leads naturally to the consideration of the ethics of personal and social responsibility.

The major goals of the American History program are to enable students to: understand the values and assumptions that have shaped the American culture, understand that the United States is a culturally diverse society and that its diversity has influenced the American way of life, recognize that the ideas and beliefs of an era are reflected in the social, economic, cultural, and political developments of the era, formulate their own questions and find the answers to those questions, participate actively in the learning process, think creatively and critically, and take responsibility for their own learning.

Texts and Secondary Sources:

The American Pageant, 15th ed. by David M. Kennedy and Lizabeth Cohen;
Wadsworth/Cengage Learning Boston © 2012.

Supplemental and/or outside reading

United States History Preparing for the Advanced Placement Examination by John J. Newman and John M. Schmalbach; AMSCO School Publications

American Colonies: The Settling of North America by Alan Taylor; Penguin Books
From Slavery to Freedom, 8th ed. by John Hope Franklin and Alfred A. Moss, Jr.;
Alfred A. Knopf.

The History of Women in America by Carol Hymowitz and Michaela Weissman;
Bantam Doubleday

Mammoth Book of Native Americans by Jon E. Lewis, ed.; Carroll & Graf

Mexican Americans/American Mexicans by Matt S. Meier and Feliciano Ribera;
Hill and Wang

Mexicanos: A History of Mexicans in the United States by Manuel G. Gonzales; Indiana University Press

Through Women's Eyes by Ellen Carol DuBois and Lynn Dumenil; Bedford/

St. Martin's

The Urbanization of Modern America by Zane L. Miller and Patricia M. Melvin;

Harcourt, Brace, Jovanovich

HONORS PSYCHOLOGY (12th Grade)

Psychology is a one-semester survey of basic principles in understanding human behavior and experience in the light of spiritual truth. This course introduces the student to the explanation of how we perceive, learn, remember, solve problems, communicate, feel, and relate to other people, from birth to death, in various relationships. This course, as an honors course, is carried on at a faster pace with additional outside reading, requires one project per quarter, includes a deeper investigation of case studies, and emphasizes essay writing and critical thinking. This course requires access to a PC with internet.

Text: *Psychology and You* (West Publishing Company)

HONORS SOCIOLOGY (12th Grade)

Sociology is a one-semester survey of the structure and processes of human social behavior taught from a Christian worldview. The course helps the student see that social life displays certain basic regularities which can be explained in part by social factors such as the influence of the groups to which we belong, our social categories, and how we are taught to behave by those with whom we interact. The student will gain insight into the four general aspects of social life: socialization, structure of society, social institutions, and social change. Honors students will be exposed to additional case studies, more outside reading, and more projects and essays. This course requires access to a PC with internet.

Text: *Sociology: The Study of Human Relationships* (Holt, Rinehart, & Winston)

CURRENT EVENTS (HONORS) (12th Grade)

The Current Events class focuses on life in our world day by day. Although many issues studied will be played out while we watch, some topics will be ongoing. Peace in the Middle East, cloning, AIDS, and space travel is examples of topics which have been around but are still current in the news. World leaders will be part of the focus as we study different countries and cultures and how they intertwine. Testing will consist of world, national, state, and local news. Christian students need to be observant of the world around them in the light of Scripture. Students choosing to take Current Events should enjoy writing and have access to a home computer/internet.

CRIMINAL JUSTICE (HONORS) (12th Grade)

The Criminal Justice class will begin with an in-depth study of the United States Constitution followed by a comprehensive overview of how the American justice system attempts to deal with crime, its goals, strengths, and weaknesses. Units explore topics such as the legal definitions of

criminal acts, legal limits on police conduct, the nature of punishment in our society, causes of juvenile delinquency, and strategies to reduce crime. Students will use readings, statistics, expanded case studies, and supporting internet resources to enhance the subject.

Text: *CJ* (Wadsworth, Cengage Learning)

CRIMINAL JUSTICE/PRACTICAL LAW

This course provides practical information and problem-solving opportunities that develop in students the knowledge and skills necessary for survival in our law-saturated society. The curriculum includes case studies and small group exercises that will enhance learning opportunities. Community resource people such as lawyers, judges, law students, police officers, and consumer advocates will be utilized which will allow the student to be active participants. The course will deal with the most current law-related public issues including the U.S. legal system, criminal law and juvenile justice processes, torts, consumer and housing law, family law, rights and responsibilities in the workplace, terrorism, technology, and immigration law. The student will not only consider legal issues as a U.S. citizen but from a global perspective as well.

Text: *Street Law: A Course In Practical Law* (Glencoe McGraw Hill)

Science Department

PHYSICAL SCIENCE

Physical Science, a required course for 9th grade students, is an introduction to chemistry and physics. It is the study of measurements, properties, types and organization of matter, chemical reactions, solutions, acids and bases, forces, work and power, laws of motion, and energy.

Text: *Physical Science* (Glencoe McGraw-Hill)

BIOLOGY

Biology is a required laboratory course for 10th grade students. It deals with living organisms, their classification systems, basic structure and function, life cycles, and interaction. Botany, zoology, human anatomy, and cell biology are included. This subject is taught from a biblical perspective with an emphasis on God's handiwork and the scientific validity of Scripture.

Text: *Biology, Third Edition* (Bob Jones Press)

BIOLOGY HONORS

The 10th grade honors biology class is an overview of the subject with heavy emphasis on laboratory work, especially the lab activities prescribed for the advanced placement level. The major topics include cell biology, genetics, DNA, and biologic organisms. The area of human anatomy and physiology is also discussed. An important unit deals with methods of statistical analysis. Students are encouraged to continue on into Advanced Placement Biology.

Texts: *Biology, Third Edition* (Bob Jones Press)
Biology Lab Manual, AP Program (The College Board)

BIOLOGY ADVANCED PLACEMENT

The Advanced Placement Biology class is designed to be a second level biology course for 11th and 12th graders. Students receive the AP credit only if they take the AP exam. AP Biology is a college-level course based upon the College Board standards. It includes all 12 required laboratory experiences.

Texts:
Biology (Addison Wesley)
Biology Lab Manual, AP Program (The College Board)

CHEMISTRY

PREREQUISITE: Knowledge of mathematics and science as indicated by a C in Physical Science and at least a C in Algebra I.

Chemistry is a laboratory science elective offered to students in grades 10-12. The course provides an overview of the periodic table, molecular structures, acids and bases, the gas laws, balancing chemical equations, oxidation and reduction, stoichiometry, organic chemistry, and nuclear chemistry. It is taught using a hands-on approach and laboratory work.

Text: *Chemistry: Concepts and Applications* (Glencoe McGraw-Hill)

CHEMISTRY ADVANCED PLACEMENT

Advanced Placement Chemistry is a college level chemistry course that WCA offers to juniors or seniors who have already completed the high school level chemistry course. The AP test is offered by the College Board in the spring to determine appropriate credit. This is a lab course, and students must be prepared to stay after school on Wednesdays as required to finish labs that were started that day. All lab materials must be typed and should be saved for colleges that wish to inspect the lab work done by the student. Prerequisites: A or B in regular chemistry, completion of algebra II or equivalent.

Text: *Chemistry Principles and Reactions* (Brooks/Cole)

PHYSICS ADVANCED PLACEMENT

This laboratory course, recommended for 11th and 12th grade students, provides an introduction to the laws of physics. It provides a basic understanding of Newton's three laws of motion, the impulse momentum change theorem, kinetic and potential energy, electricity, magnetism, light, reflection/refraction, sound and heat. Physics emphasizes mathematical solutions to problems dealing with the physical world. Advanced Placement Physics is a college level physics course. The AP test is offered by the College Board in the spring to determine appropriate credit. This is a lab course, and students must be prepared to stay after school as needed to finish labs that were started that day. All lab materials must be typed and should be saved for colleges that wish to inspect the lab work done by the student.

Text: *College Physics* (Brooks/Cole Cengage Learning)

ANATOMY (H)

The study of anatomy is an honors class designed to make students aware of each person's unique value and to promote each individual's responsibility for health and safety. Course content incorporates gel electrophoresis of DNA, column chromatography, blood typing, histology, class discussion of current events, and dissection of a fetal pig. Class members debate bioethical issues. Students are evaluated on the basis of research papers, tests, and extra credit extracurricular trips.

Text: *Structure and Function of the Body* (Mosby)

BIOTECHNOLOGY RESEARCH

Biotech Research is an honors class that covers several aspects of biotechnology: genetic engineering, Polymerase Chain Reaction, DNA analyses. Furthermore, Biotech Research applies biotechnical principles to forensic science. Overall, heavy emphasis is placed on laboratory work in areas such as the principles and practice of gel electrophoresis of DNA, bacterial transformation, micropipetting techniques and PowerPoint presentations. The students also gain proficiency in Calculator/Computer Based Labs using Texas Instruments graphing calculators. Typically, the end-of-year exam for Biotech students is a forensics-based project that incorporates classic biotechnical skills as well as forensics skills such as blood typing, fingerprint analysis and composite sketches of suspects.

Text: *Recombinant DNA and Biotechnology* (ASM Press)

Computer Department

INTRODUCTION TO COMPUTERS II

The Introduction to Computer II class is a project- based course intended to build upon skills learned in Introduction to Computer I. There will be a more advanced study of applications in order to strengthen computer competency skills necessary for college and the workplace. Students will apply word processing, databases, spreadsheets, publishing and PowerPoint presentations to core curriculum objectives and real-world business cases. The Internet is utilized for research and web quests. The social and ethical implications of computing will be discussed. Web pages created in HTML and a brief introduction to computer programming are included.

Texts:

A Guide to Microsoft Office 2010 (Lawrenceville)

A Guide to Web Development Using Macromedia Dreamweaver MX (Lawrenceville)

Software:

Microsoft Office 2010 (Word, Excel, Access, Publisher, PowerPoint)

Adobe Flash CS4

Notepad

WEB DESIGN

This course introduces students to the basics of web design using Macromedia's *Dreamweaver*- a widely used web design tool. Students will learn basic page layouts as well as methods for creating navigation control and menu structures. They will work with images and prepare multimedia files for the Web.

Texts:

A Guide to Web Development Using Macromedia Dreamweaver MX (Lawrenceville Press)

Macromedia DreamWeaver MX Illustrated (Thomson Learning)

Flash MX Basic and Advanced Course ILT (Thomson Learning)

Software:

Macromedia Dreamweaver MX

Macromedia Flash MX

Macromedia Fireworks MX

Foreign Language Department

Prerequisite: C in English and/or previous level of foreign language.

SPANISH I

Spanish I is an introductory course for students with little or no previous exposure to the Spanish language. During the year students gain experience in understanding written and spoken Spanish and begin to express themselves in Spanish. Only present tense is used during the first year. Culture and Scripture are integrated into the subject matter.

Text: *Spanish I* (Bob Jones Press)

SPANISH II

In second year Spanish, students expand their ability to understand written and spoken Spanish and do much more expressing themselves in Spanish. They begin to write compositions in Spanish and have oral tests in which they are graded on pronunciation. They work with preterite and imperfect past tenses and some compound tenses.

Text: *Spanish II* (Bob Jones Press)

SPANISH III

In third year Spanish, students learn the remaining verb tenses. They do more oral work and writing than in earlier years. When they complete all the verb tenses and other grammar, they begin to do readers in Spanish.

Text: *Spanish III* (Bob Jones Press)

SPANISH IV

In the fourth year of Spanish, students read Spanish literature. They review all the grammar concepts learned in the first three years of Spanish with particular emphasis on all the verb tenses. With a goal of increasing the student's ability to think and communicate in Spanish, the students keep a daily journal in Spanish, and they write compositions in Spanish about each story that they read.

Text: *Momentos Hispanos* (Amsco)

AP SPANISH

This course builds on what has been learned through Spanish III and prepares the student to take the College Board AP exam at the end of the school year. College credit may be awarded depending on the AP test score and the college to which the student applies.

Text: *Triangulo: A Proposito, Manual Para Estudiante, Cuarta edition*, Wayside Publishing, 7th edition (McGraw Hill)

Fine Arts Department

MARCHING/SYMPHONIC BAND

Band is open to all high school students (grades 9-12) who have played a band instrument for at least two years; students with less than two years playing experience may audition for the band. In addition to two concerts, the band will also march at all home football games. There will be regular opportunities for performance through the year. Students will develop their technical and musical abilities through study and performance of music from a variety of styles and periods. Practice time is required, and there will be a limited amount of written assignments and tests. Grades are based on class participation, attendance at all performances, and individual practice and written work. Students are encouraged to audition for All-State Band and to participate in the Fine Arts solo and ensemble competition.

CHORUS

High School Chorus is open to any student in grades 9-12 without audition. Students will develop and demonstrate appropriate vocal practices and refine the use of the voice as an instrument by singing vocal literature of diverse genres, styles, and cultures. Literature will include easy to moderate technical demands, expanded ranges, and varied interpretive requirements. Emphasis will be on technical accuracy and expression. Students will begin basic sight-reading and ear-training skills. They will listen to, analyze, and evaluate musical experiences. Extra-curricular activities include supplementary rehearsals, school and civic concerts, and competitions.

CHORALE (H)

Chorale is an auditioned course for students in grades 11-12. Students in grades 9 & 10 are encouraged to audition; and if spaces are available, they will be considered for admission. Students will develop and demonstrate advanced vocal practices by singing challenging vocal literature of diverse genres, styles, and cultures. Literature will include more complex meters, rhythms, and dynamic subtleties. Students will sing with increased technical accuracy and expression, as well as refine sight-reading and ear-training skills. Students will continue to develop listening skills for analyzing and evaluating musical experiences. Extra-curricular activities include the annual retreat, supplementary rehearsals, competitions, and school, civic, and church concerts. Membership in the chorale may also require travel throughout the state, service projects, and extra time commitment for recording.

CHAPEL BELLS

Chapel bells is a beginning level course open to students in grades 9-12 who have little or no bell ringing experience. Emphasis will be on developing and demonstrating appropriate bell ringing techniques and sight-reading skills by playing literature selected from diverse genres and styles which includes changes in tempi, keys, and meters. Regular participation in middle or high school chapel will provide performance experience. Out of school activities may include extra rehearsals, civic concerts, and service projects.

CONCERT BELLS (H)

Concert bells is an audition course open to students in grades 9-12 who have music reading skills and bell ringing experience. Emphasis will be on playing with increased technical accuracy and expression. Students will be given opportunities to improve their skills by performing difficult music requiring advanced techniques and interpretation. Literature will include various traditional meters and keys, unusual meters, complex rhythms, and significant dynamic changes. Both chimes and handbells will be used in instruction. Extra-curricular activities include an annual retreat, supplementary rehearsals, competitions, and school, civic, and church concerts. Concert bells may also require travel throughout the state, service projects and extra time commitment for recording.

AP MUSIC THEORY

The Music Theory class is open to students in grades 11-12. This course is equivalent to a first-year college level music theory course. Students will learn topics such as 4-part voice writing, harmonic analysis, binary and ternary form, chromatic modulation, and an overview of music history, in addition to regular ear-training and sight-singing exercises. Preparation is made to take the AP Music Theory exam in the spring.

STRINGS I (1/2 credit)

Strings I consists of beginner violin, viola, cello, and double bass. No prerequisite is necessary. Classes are held every other day. A wide variety of music is played, including classical, folk, multi-cultural, fiddle, and sacred. Music theory is woven throughout the curriculum. Students take part in the Elementary Christmas and Spring Concerts.

STRINGS II (1/2 credit)

This class is for those who have successfully completed Strings I. Skills continue to increase, and more challenging music is presented. Students take part in the Elementary Christmas and Spring Concerts and perform in chapel.

HIGH SCHOOL ORCHESTRA (H)

This class is for high school students who have completed Strings I and Strings II. It is not necessary for them to have been in MS Orchestra. Students continue to advance in their technique and theory studies and work on String Orchestra arrangements. Students perform in a String Chapel at Christmas and in the spring. This group plays occasionally outside the school for civic groups or churches. High school students may also be a part of the Middle School Orchestra.

Note: All strings placements must be initialed by the strings teacher.

ART

In the high school art class, students are challenged to see the way an artist sees and to identify the elements of art and the principles of design. Students become familiar with the use of a wide variety of media. Art appreciation exposes students to famous artists and explains how art is often affected by historical events and trends. Students are encouraged to produce completed works for competition in the State Fine Arts Festival.

Electives

PHYSICAL EDUCATION (1 semester)

The purposes of physical education are to develop cardiovascular exercise through methods other than running; to develop strength, endurance, and balance; and to cultivate the habit of proper stretching before any activity. The students are taught skills in such sports as volleyball, floor hockey, basketball, bowling, and soccer.

SPORTS PARTICIPATION

Participation in two high school sports, cheerleading, or marching band for two years may be substituted for the Physical Education requirement. Requests for PE exemption may be made with the Guidance Office upon completion of the second sport or year of participation. No more than ½ credit in total may be earned.

HEALTH (1 semester)

The purposes of health instruction are to teach students about health risks and their prevention, basic first aid skills, and the body systems and their functions. Students are presented with biblical principles to govern their relationships and activities. They are taught God's plan: abstinence.

Texts:

Total Health: Choices for a Winning Lifestyle (Rivers Edge)
Choosing the Best Life (Choosing the Best, Inc.)
Teen Health Decisions for Healthy Living (Glencoe)

WEIGHT TRAINING

The weight training class helps students learn the proper methods for using equipment to develop and strengthen their bodies to their fullest potential.
There will be separate classes for young men and young ladies.

TEACHER'S AIDE

An aide assists a teacher in non-professional duties, such as putting up bulletin boards, checking papers, and preparing arts/crafts materials. No more than one aide class may be taken each year.

YEARBOOK

Students in this year long course are responsible for the design and publication of the High School Yearbook. Students should have a background or interest in one of the following areas: photography, desktop publishing, art/design or written language. Those enrolled must research the need and the market for this product. They must design a new or improved product that meets the need and review the success of this product. Students must produce quality work, work together in groups, must be able to handle deadline pressure and should expect to spend additional time outside of the class working on the publication.

