



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.

Students complete specific class projects related to the academic study. Bible classes also complete a class mission project within the community. Each student is tested on verse memorization.

BIBLE 9

Theme: Biblical Leadership
Paul's Letters to the Church
The Life of Christ

Goal: By examining biblical principles of leadership, Paul's letters to the New Testament Church and the life of Christ; each student can begin to live out the concept of being a Christ-follower.

Course Description: The curriculum encompasses the prophecy of Christ in the Old Testament and carries forward to the fulfillment of prophecy in the New Testament while developing leadership skills and promoting Christlikeness in everyday life. Students will also develop an understanding of God's grace and realize their identity in Christ.

Texts:
Biblical Leadership (Ambassador International)
Ephesians (Holman Reference)
Life Lessons (Word Publishing)
Life Quest (LifeWay)
Twelve Ordinary Men (Thomas Nelson)

BIBLE 10

Theme: God's Unfolding Plan: The Story of God and His People

Goal: Through a survey of the Old Testament, students can observe the faithfulness of God in the lives of men and women from the Old Testament. This knowledge will help the

Christian to grow in faith through the various examples given.

Course Description: This curriculum is divided in two sections. Section 1 includes Genesis-II Chronicles. Section 2 covers Ezra-Malachi with an emphasis on Psalms and Proverbs. Teachers supplement the curriculum with a study in a nonfiction or devotional book.

Text:

God's Unfolding Plan (Christian Schools International)

BIBLE 11

Theme: Biblical Worldview and the Deity of Christ

Semester 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.

Semester 2: The course will be a survey of the life and ministry of Jesus Christ as He is presented in the Gospel of John. The purpose of this course is to provide Christian high school students with the tools and resources to defend their Christian faith. Additionally, the students will be taken through "Foundations in Personal Finance" a biblical and practical study of personal finance authored by Dave Ramsey.

Texts:

So What's the Difference (Ridenour)

Life of Christ (Positive Action)

Foundations in Personal Finance (Dave Ramsey)

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	Sin
The Bible	Salvation
Man	Christ

Doctrines in Volume 2:

Holy Spirit	Satan
Christian Living	Future Events
The Church	Hell
Angels	Heaven

Texts:

Bible Doctrines (A Beka)

Major Bible Doctrines (Biblical Reader Communication)

TruthQuest (LifeWay)

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 literature of recognized literary merit. Writing instruction emphasizes both reflective and expository modes with both extended assignments and timed writing practice. Students complete a research paper on a career and a project on colleges. Vocabulary units prepare students for the reading comprehension and writing sections of the new SAT. Grammar instruction is prescriptive and includes both direct instruction and the teaching of grammar in context. A summer reading assignment is required.

Texts:

Grammar and Language Workbook (McGraw Hill)

Vocabulary Workshop D (Sadlier Oxford)

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

Fundamentals of Literature (Bob Jones Press)

Fahrenheit 451

Romeo and Juliet

Animal Farm

ENGLISH 9 HONORS

This course is designed for academically gifted and highly motivated students. Literature instruction emphasizes higher-level critical thinking skills through the analysis of a variety of literature of recognized literary merit. Writing instruction includes the study of structural elements of reflective and expository modes, as well as the refinement of skills in usage and mechanics. Students explore the informative mode of writing through a career research paper. The development of strong skills in note taking and outlining is also encouraged. The course includes emphasis on vocabulary development and grammar, with a prescriptive approach to grammar instruction. A summer reading assignment is required.

Texts:

Grammar and Language Workbook (McGraw Hill)
Vocabulary Workshop E (Sadlier Oxford)
A Student's Guide to Writing a Research Paper (Sadlier Oxford)
Fundamentals of Literature (Bob Jones Press)
Fahrenheit 451 (Bradbury)
Anne Frank: Diary of a Young Girl (Frank)
Romeo and Juliet (Shakespeare)
Sense and Sensibility (Austen)
Short Stories by O. Henry
Animal Farm (Orwell)
A Separate Peace (Knowles)
The Pearl

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 and ACT. The curriculum also includes written preparation for the SAT and ACT. 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. A summer reading assignment is required.

Texts:

Implications of Literature, Navigator Level (TextWord Press)

The 100 Best Poems of All Time (Warner Books)
Grammar and Language Workbook 10 (Glencoe)
Daily Grammar Practice 10 (Glencoe)
Vocabulary Workshop E (Sadlier Oxford)
MLA Handbook – 6th edition
The Odyssey (Homer)
Frankenstein (M.W. Shelley)
The Taming of the Shrew (Shakespeare)
A Tale of Two Cities (Dickens)

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, narrative, 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 historical 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 the essay component of College Board's SAT exam and ACT exam. A required summer reading assignment is assessed at the beginning of the semester.

Texts:

Implications of Literature, Navigator Level (TextWord Press)
The 100 Best Poems of All Time (Warner Books)
Grammar and Language Workbook 10 (Glencoe)
Daily Grammar Practice 10 (Glencoe)
Vocabulary Workshop E (Sadlier Oxford)
MLA Handbook – 6th edition
The Odyssey (Homer)
Frankenstein (M.W. Shelley)
The Taming of the Shrew (Shakespeare)
A Tale of Two Cities (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 (Miller)

The Scarlet Letter (Hawthorne)

The Pearl (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 with an emphasis on rhetorical analysis, argument, and discourse synthesis. While the 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. A summer assignment involves reading, informal research, and argumentative writing. 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:

The Scarlet Letter (Hawthorne)
The Crucible (Miller)
Civil Disobedience and Other Essays (Thoreau)
Self-Reliance and Other Essays (Emerson)
The Adventures of Huckleberry Finn (Twain)
Incidents in the Life of a Slave Girl (Jacobs)
Julius Caesar (Shakespeare)
American Literature (Bob Jones Press)
Narrative of the Life of Frederick Douglass (Douglass)
Grammar & Language Workbook (Glencoe)
5 Steps to a 5: English Language

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. Selected works from world literature are also included. 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. Reflective writing is used to develop style and voice needed for college application essays. 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:

Phantom of the Opera (Leroux)
Macbeth (Shakespeare)
Dr. Jekyll and Mr. Hyde (Stevenson)
1984 (Orwell)
Timeless Voices, Timeless Themes (Prentice Hall)
Grammar & Language Workbook (Glencoe)
Daily Grammar Practice (DGP)
Vocabulary Workshop G (Sadlier Oxford)

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. Selected works from world literature are also included. Students extend their understanding of literature with informal, independent research activities, in addition to assigned texts. Writing instruction emphasizes literary analysis and argumentation. The research paper requires students to synthesize multiple critical perspectives about a work of literature. Students are expected to demonstrate competence in using MLA format to document their sources. Reflective writing is used to develop style and voice needed for college application essays. 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:

British Literature (Bob Jones Press)
Phantom of the Opera
Macbeth (Shakespeare)
The Turn of the Screw (James)
Orwell's 1984 (Orwell)
The Lord of the Flies (Golding)
Grammar & Language Workbook (Glencoe)
Daily Grammar Practice (DGP)
Vocabulary Workshop H (Sadlier Oxford)

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. A summer assignment involves critical reading and analysis, as well as drafting two college application essays. 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 (Bob Jones Press)
50 Successful Harvard Application Essays
Great Expectations (Dickens)
Jane Eyre (Brontë)
Macbeth (Shakespeare)
Hamlet (Shakespeare)
The Turn of the Screw (James)
The Heart of Darkness (Conrad)
1984 (Orwell)
5 Steps to a 5: AP English Literature
Grammar & Language Workbook (Glencoe)

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; rational expressions and equations; an introduction to exponential expressions and functions; and basic probability principles.

Text: *Algebra 1* (Glencoe/McGraw Hill)

GEOMETRY HONORS (9th grade)

Geometry teaches logical thinking skills through the use of Euclidean plane and solid geometry. Topics include angle properties, parallel and perpendicular lines, congruence, similarity, trigonometry, area, volume, logic, polygons, circles, constructions, 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. If time permits, students in the honors course will explore additional geometric topics and projects.

Text: *Geometry* (Glencoe/McGraw-Hill)

GEOMETRY (10th Grade)

Geometry teaches logical thinking skills through the use of Euclidean plane and solid geometry. Topics include angle properties, parallel and perpendicular lines, congruence, similarity, trigonometry, area, volume, logic, polygons, circles, constructions, 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.

Text: *Geometry* (Glencoe/McGraw-Hill)

ALGEBRA II Honors (9th and 10th grades)

PREREQUISITE: A grade of C or better in Algebra I and Geometry.

Algebra II will cover the following topics: real numbers and their operations; solving linear equations and inequalities and graphing linear relationships; relations and functions; quadratic equations, inequalities, and functions; strategic factoring methods and graphing for polynomial functions; systems of two, three, or more equations and inequalities; radical expressions, operations, equations, and functions; complex numbers and their operations; trigonometry, special triangles, radian measure, and trig identities; inverse functions; rational functions; exponential functions; and logarithmic functions. If time permits, students in the honors course will explore additional trigonometric identities and their proofs. The TI-83+ or TI-84 graphing calculator is required for the course and is used for graphing functions, determining linear regression equations, and finding values, zeros, slopes, max/min's, etc.

Text: *Algebra 2* (Glencoe/McGraw-Hill)

ALGEBRA II (11th Grade)

PREREQUISITE: A grade of C or better in Algebra I and Geometry.

Algebra II will cover the following topics: Real numbers and their operations; solving linear equations and inequalities and graphing linear relationships; relations and functions; quadratic equations, inequalities, and functions; strategic factoring methods and graphing for polynomial functions; systems of two, three, or more equations and inequalities; radical

expressions, operations, equations, and functions; complex numbers and their operations; trigonometry, special triangles, radian measure, and trig identities; inverse functions; rational functions; exponential functions; and logarithmic functions. The TI-83+ or TI-84 graphing calculator is required for the course and is used for graphing functions, determining linear regression equations, and finding values, zeros, slopes, max/min's, etc.

Text: Algebra 2 (Glencoe/McGraw-Hill)

ADVANCED FUNCTIONS & MODELING

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

Students learn foundational principles of functions (linear, polynomial, exponential, trigonometric, power, and logarithmic) and their properties viewed graphically, algebraically, and numerically and then connect the mathematical concepts to real-world situations through a wide variety of models. Topics also include an introduction to financial principles where students study and model elements of personal and corporate finance including compound interest, loans, and investing. An emphasis is placed on problem-solving skills in a group setting. The TI-83+ or TI-84 graphing calculator is required for the course and is used for graphing functions and finding values, zeros, slopes, max/min's, 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 (Brooks/Cole Publishing)

ADVANCED FUNCTIONS & MODELING HONORS

PREREQUISITE: 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, power, 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. Additional topics include logic and reasoning, combinatorics, probability, statistics, geometry, trigonometry, matrix operations, systems of equations and inequalities, linear programming, sequences and series, and an introduction to financial principles where students study and model elements of personal and corporate finance including compound interest, loans, and investing. An emphasis is placed on problem-solving skills in both individual and group settings. The TI-83+ or TI-84 graphing calculator is required for the

course and is used for graphing functions, determining regression equations, and finding values, zeros, slopes, max/min's, 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, 6th Ed.* (Thomson Brooks/Cole)

PRE-CALCULUS (HONORS)

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, end behavior, 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, conic sections, infinite sequences and series, inferential statistics, and limits. The TI-83+ or TI-84 graphing calculator is required for the course and is used for graphing functions, determining regression equations, and finding values, zeros, slopes, max/min's, 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: *Pre-Calculus* (Glencoe/McGraw-Hill)

CALCULUS AB ADVANCED PLACEMENT

This course is a rigorous university-level course covering approximately 1 semester of a 2-semester engineering calculus track. Most universities grant 1 semester of engineering calculus credit if a sufficient scores (typically 3-5) is made on the AP Calculus AB exam. This course covers differentiation and integration. Specific topics include limits, derivatives at points, derivative functions, derivatives as slopes and rates of change, concavity, optimization, related rates, definite integrals, anti-derivative functions, definite integrals as total changes, both parts of the Fundamental Theorem of Calculus, 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. The TI-83+ or TI-84 graphing calculator is required for the course and is used for graphing

functions, evaluating derivatives and definite integrals, and finding values, zeros, slopes, max/min's, etc.

Text: Rogawski's Calculus for AP (W.H. 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. Specific topics include limits, derivatives at points, derivative functions, derivatives as slopes and rates of change, concavity, optimization, related rates, definite integrals, anti-derivative functions, definite integrals as total changes, both parts of the Fundamental Theorem of Calculus, volumes of solids, and differential equations, plus advanced integration techniques, parametric, polar and vector-valued derivatives, infinite sequences and series, power 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. The TI-83+ or TI-84 graphing calculator is required for the course and is used for graphing functions, evaluating derivatives and definite integrals, and finding values, zeros, slopes, max/min's, etc.

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 and studies the peoples of the world. Students participate in class activities, discussions, semester projects and must complete assigned reading to sharpen their critical thinking and analytical skills. Students are to maintain an archive notebook for all returned work such as tests, quizzes, activity worksheets, and some homework assignments.

Text: World History (Bob Jones Press)

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

Civics 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 (A Beka)
Economics (A Beka)

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

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

Texts:

American Government (A Beka)
Economics (A Beka)

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)

United States History Honors 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. The honors course maintains a faster pace while taking part in document analysis in preparation for written essays and critical thinking. A capstone project is also required for successful completion of the course.

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

ADVANCED PLACEMENT US HISTORY (12th Grade)

AP US History focuses on the development of analytical skills, along with a deep factual knowledge of the problems and themes, to enable students to critically interpret our nation's history. Students assess historical primary and secondary sources, weighing the evidence presented, to arrive at informed conclusions. Students gain an appreciation for how historic events have shaped our modern political, social, cultural, and economic life. The course provides opportunities for guided inquiry and student-centered learning to foster critical thinking skills. The Advanced Placement Exam will be given at the conclusion of the course.

Texts:

The American Pageant 15th ed. (Wadsworth)

America: A Narrative History (Tindell)

America: A Concise History (Bedford/St. Martin)

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, develop, learn, remember, solve problems, communicate, feel, and relate to other people, from birth to death, in various relationships. The student will gain an understanding of Psychology through a Christian Worldview.

Text: *Psychology: A Christian Perspective* High School Edition (Rocking R Ventures, Inc.)

SOCIOLOGY (12th Grade)

Sociology is a one-semester survey of the structure and processes of human social behavior. 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 (families, peer groups, church groups, school surroundings, etc.), our social categories (age, race gender, social class), and how we are taught to behave by those with whom we interact. This course is taught from a Christian worldview, allowing the student spiritual insight into the four general aspects of social life: socialization, structure of society, social institutions, and social change.

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

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, develop, learn, remember, solve problems, communicate, feel, and relate to other people, from birth to death, in various relationships. The student will gain an understanding of Psychology through a Christian Worldview. 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: A Christian Perspective High School Edition (Rocking R Ventures, Inc.)

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 are 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.

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* (Bob Jones Press)

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* (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 (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 required laboratory experiences.

Texts:

Biology (Pearson Benjamin Cummings)

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* (Bob Jones Press)

HONORS CHEMISTRY

The Honors Chemistry class includes all content listed above plus additional reading, research, projects, 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)

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, micro pipetting 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: *Biotechnology, Science for the New Millennium* (Paradigm Press)

ANATOMY HONORS

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: *The Anatomy and Physiology Learning System* (Saunders Elsevier)

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)

Computer Department

INTRODUCTION TO COMPUTERS II

Students will apply word processing, databases, spreadsheets, publishing and presentations to core curriculum objectives and real-world business cases. The Internet is utilized for research, collaboration and to produce and disseminate information. The social and ethical implications of computing are examined and web pages are created in HTML and Weebly.

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 *Adobe's Dreamweaver*- a widely used professional web design tool. The students learn the process of developing a website from sketches to publishing. Images are created and modified to prepare multimedia files for the Web.

Texts:

A Guide to Web Development Using Adobe Dreamweaver CS3 (Lawrenceville Press)

Adobe Dreamweaver CS4 (Cengage)

Adobe Flash CS4 (Cengage)

Photoshop CS4 (Cengage)

Software:

Adobe Dreamweaver CS4

Adobe Flash CS4

Adobe Fireworks CS4

Adobe Photoshop CS4

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)

SPANISH II

Spanish II has a much more rigorous curriculum than level I as students begin to make true connections and substantial gains with the language. In-class instruction and activities will be tailored to develop the four language skills of listening, speaking, reading, and writing. Students cover a variety of vocabulary topics and learn the two types of past tense (imperfect and preterit). Culture and Scripture are integrated into the subject matter.

Text: *Realidades 2* (Prentice Hall)

SPANISH III HONORS

In third year honors Spanish, students learn the remaining verb tenses. Various projects and written assignments will be given throughout the year to reinforce the material learned. Students should also expect more speaking assignments and activities as conversation and using the target language in both formal and informal settings is one of our main goals. Students learn verses, including the wordless book and culture.

Text: *Realidades 3* (Prentice Hall)

AP SPANISH

This course will prepare the student to take the AP Spanish test 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. The AP test measures students' ability to use the language as a means of communication. It will assess these skills through reading and listening comprehension, formal and informal writing activities, and formal and informal speaking activities.

Text: *AP Spanish Language and Culture 5 Steps to a 5* (Lavoie)

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 HONORS

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 HONORS

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.

HIGH SCHOOL ORCHESTRA HONORS

This class is for high school students who have completed at least two years of playing violin, viola, cello or upright bass. Students continue to advance in their technique and theory studies and work on String Orchestra arrangements. Students perform in WCA concerts at Christmas, Veteran's Day and in the spring. There are occasional opportunities to play outside the school for civic groups or churches. High school students also participate in Middle School Orchestra functions as leaders and mentors.

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.