

# 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 9<sup>th</sup> 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 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

### ***Text:***

*TruthQuest* (LifeWay)

*Bible Doctrines* (A Beka)

## **Bible Elective: Child Evangelism**

**Theme:** Child Evangelism

**Goal:** After receiving training in Bible teaching methods, students will be able to teach the Bible effectively using a variety of teaching methods. Students will teach actual lessons in a classroom setting and in an afterschool Bible club program.

**Overview:** This course will involve six weeks of intensive training in various teaching methods, and continue with teaching various age groups in the elementary school, and participation in a weekly Bible club in a local public school.

**Course Description:** Each week the students will see the lesson being taught to them by the class instructor and then they will teach the lesson to each other. One day a week they will teach the lesson in the elementary. There will be an outside requirement to participate in teaching a Bible club in a local public school. A contract will be signed by the student with the understanding that failure to complete the obligations of the contract will affect the grade.

**Text:** *Teaching Children Effectively Level 1(TCE)* (Children's Ministry Institute—CEF)

## 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 biographical topic. 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*

*Lord of the Flies*

### 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 biographical 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*

*Romeo and Juliet*

*Lord of the Flies*

## **ENGLISH 10 CP**

This college preparatory course emphasizes a wide variety of literature including poetry, biography, short stories, and nonfiction. Novel selections correlate with the tenth grade study of world history. Writing instruction focuses on the following rhetorical modes: narration, description, comparison/contrast, and persuasion. Poetry analysis provides the opportunity to understand through using abstract thinking skills. Students complete a research paper relating to a unique invention or series of inventions from 1900 to the present. Students develop oral 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 new SAT. The curriculum also includes written preparation for the SAT. Grammar instruction is prescriptive and includes both direction instruction and the teaching of writing in context. A primary focus is on the development of more complex sentence structure, as well as a review of mechanics. A summer reading assignment is required.

### ***Texts:***

*The 100 Best Poems of All Time*

*Writer's Choice Grammar Workbook 10*

*Sadlier Oxford Vocabulary Workshop E*

*Implications of Literature*

*MLA Handbook – 6<sup>th</sup> edition*

*The Odyssey*

*Frankenstein*

*The Taming of the Shrew*

*A Tale of Two Cities*

## **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, nonfiction, fiction, and drama. Writing instruction emphasizes character analysis, comparison/contrast, and persuasive essays. Students complete a research paper pertaining to a classic author and one of his works. Oral presentations of both original and famous historical speeches strengthen students' public speaking skills. Vocabulary builds through assignments in recognizing word usage, pronunciation, and root origins. A review of core mechanics of grammar supports writing instruction. Preparation is given for the SAT essay-writing component. A required summer reading assignment is assessed at the beginning of the semester.

***Texts:***

*The 100 Best Poems of All Time*

*Writer's Choice Grammar Workbook 10*

*Vocabulary Workshop F* (Sadlier Oxford)

*Implications of Literature*

*MLA Handbook – 6<sup>th</sup> edition*

*The Odyssey*

*Frankenstein*

*The Taming of the Shrew*

*A Tale of Two Cities*

**ENGLISH 11 CP**

This college preparatory course is designed to develop reading comprehension and analytical skills through a survey of American 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 about a career. Students refine skills in correct MLA documentation introduced in ninth and tenth grade English. Vocabulary units prepare students for the reading comprehension and writing sections of the new SAT. Grammar instruction is prescriptive and is taught primarily in context with writing assignments. A summer reading assignment is required.

***Texts:***

*Grammar for Writing* (Sadlier Oxford)

*MLA Handbook, 6<sup>th</sup> edition*

*American Literature* (Bob Jones Press)

*Vocabulary Workshop F* (Sadlier Oxford)

*The Crucible*

*The Scarlet Letter*

*Hinds' Feet on High Places*

*Julius Caesar*

## 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 through 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 form in a portfolio of their original compositions. A research paper exploring a career requires students to demonstrate competency in using MLA format for documentation of research. Vocabulary units prepare students for the reading comprehension and writing sections of the new SAT. Grammar instruction is prescriptive and is taught primarily in context with writing assignments. A summer reading assignment is required.

### *Texts:*

*Grammar for Writing* (Sadlier Oxford)

*The Crucible*

*MLA Handbook, 6<sup>th</sup> edition*

*Twice Told Tales*

*American Literature* (Bob Jones Press)

*The Scarlet Letter*

*Vocabulary Workshop G* (Sadlier Oxford)

*Julius Caesar*

*Hinds' Feet on High Places*

## 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 use narration and description in reflective pieces appropriate for college application essays. An argumentative research paper requires students to demonstrate mastery of MLA format in documentation of their research. Vocabulary units emphasize the language of literary analysis and rhetoric. Grammar instruction is prescriptive and is taught primarily in context with writing assignments. A summer assignment involves reading, writing, and style analysis. 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:*

*Daily Grammar Practice*  
*5 Steps to a 5: English Language*  
*The MLA Handbook, 6<sup>th</sup> edition*  
*American Literature* (Bob Jones Press)  
*Narrative of the Life of Frederick Douglas*  
*Emerson's Self-Reliance and Other Essays*  
*Thoreau's Civil Disobedience and Other Essays*

*The Scarlet Letter*  
*The Crucible*  
*Julius Caesar*

*The Adventures of Huckleberry Finn*

## **ENGLISH 12 CP**

This college preparatory course emphasizes reading comprehension and literary analysis through a survey of British literature from the Anglo-Saxon period to the present. Reflective writing is emphasized to develop style and voice needed for college application essays. Critical and expository writing are also emphasized; the argumentative mode is a focus of both short essays and the research paper. Students are expected to show competence in using MLA format for documentation of research. Students continue to develop written and oral communication skills through the study of vocabulary and grammar. Grammar instruction is prescriptive and primarily approached as a review of the skills developed in previous grades and in context with writing assignments. A summer reading assignment is required.

### ***Texts:***

*Daily Grammar Practice*  
*Vocabulary Workshop G* (Sadlier Oxford)  
*The MLA Handbook, 6<sup>th</sup> edition*  
*British Literature* (Bob Jones Press)

*Great Expectations*  
*Dr. Jekyll and Mr. Hyde*  
*Macbeth*  
*Orwell's 1984*  
*The Turn of the Screw*

## ***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. Students complete their high school introduction to Shakespeare with the study of two of his tragedies. Reflective writing is emphasized to develop style and voice needed for college application essays. Students study the structural elements common to classification, comparison/contrast, definition, cause/effect, and argumentative modes of writing. Students are expected to show competence in using MLA format for documentation of an argumentative research paper. The study of vocabulary and grammar aids students in improving the maturity of their writing and their mastery of elements of usage and mechanics. A summer assignment includes both reading and writing components.

***Texts:***

<i>Daily Grammar Practice</i>	<i>Great Expectations</i>
<i>Vocabulary Workshop H</i> (Sadlier Oxford)	<i>The Screwtape Letters</i>
<i>The MLA Handbook, 6<sup>th</sup> edition</i>	<i>Macbeth</i>
<i>British Literature</i> (Bob Jones Press)	<i>Hamlet</i>
<i>The Turn of the Screw</i>	Orwell's <i>1984</i>
<i>50 Successful Harvard Application Essays</i> (Harvard Crimson)	

**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 several 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 related to an independent novel study; 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 instruction is prescriptive and taught primarily in context with writing assignments. A summer assignment involves reading, writing, and literary analysis. 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:***

<i>Daily Grammar Practice</i>	<i>Edith Hamilton Mythology</i>
<i>5 Steps to a 5: AP English Literature</i>	<i>The Turn of the Screw</i>
<i>The MLA Handbook, 6<sup>th</sup> edition</i>	<i>The Heart of Darkness</i>
<i>British Literature</i> (Bob Jones Press)	<i>Macbeth</i>
<i>50 Successful Harvard Application Essays</i>	<i>Hamlet</i>
<i>Great Expectations</i>	<i>Jane Eyre</i>
	Orwell's <i>1984</i>

**SAT AND COLLEGE PREPARATORY WRITING** (Not currently offered)

This writing elective, open to students in grades 10 – 12, will use a writing workshop format. The course is open both to advanced writers and to those who are less confident of their skills. Students will explore strategies for writing under timed pressure and for making effective use of multiple drafting in more extensive writing projects. The focus of the course will be on discovering the strategies that good writers use to generate and develop ideas. Students will be encouraged to experiment with a variety of approaches to the writing process as they consider elements that contribute to the development of style.

**CREATIVE WRITING** (Not currently offered)

Creative writing encourages students to discover their individual writer's voice through the composition of original short fiction, poetry, reflective essays, and plays. Self-evaluation and peer editing are emphasized as elements of the writing process. Journaling and writing to learn activities are used to aid students in developing fluency in their writing and encourage their experimentation with new techniques.

**JOURNALISM** (Not currently offered)

This elective course is designed to introduce students to the elements of journalistic writing. Students develop skills for newsgathering, writing, and editing. Students learn to conduct research for producing news articles, features, and editorials. This course is a workshop setting in which students are introduced to the publication process as they develop skills for planning, writing, copyediting, layout, and desktop publishing of the school newspaper. Students learn to use the publishing program InDesign. This class produces four issues of the school paper per year.

*Text: Journalism Today* (National Textbook Company)

## **Mathematics Department**

**ALGEBRA I A & I B** (Not currently offered)

These courses (1 unit each), taken over a two-year period, fulfill the North Carolina high school graduation requirement for Algebra I. Topics covered are the same as those listed below for Algebra I.

### **ALGEBRA I**

**This course fulfills the North Carolina high school graduation requirement.** 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 I for Christian Schools, 2<sup>nd</sup> ed. (Bob Jones Press)*

### **GEOMETRY(H)** (9<sup>th</sup> grade)

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 for Christian Schools (Bob Jones Press)*

### **GEOMETRY** (10<sup>th</sup> Grade)

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.

*Text: Geometry for Christian Schools (Bob Jones Press)*

### **ALGEBRA II (H)** (10<sup>th</sup> 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; 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; and logarithms. Students in the honors class will work at a faster pace and solve additional problems.

*Text: Algebra 2 for Christian Schools, 2<sup>nd</sup> ed. (Bob Jones Press)*

## **ALGEBRA II** (11<sup>th</sup> 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; 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; and logarithms.

*Text: Algebra 2 for Christian Schools, 2<sup>nd</sup> ed. (Bob Jones Press)*

## **ADVANCED FUNCTIONS & MODELING**

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

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. An emphasis is placed on problem-solving skills in a group setting. **The TI-83+ 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, 6<sup>th</sup> Ed. (Johnson and Mowry)*

## **ADVANCED FUNCTIONS & MODELING (H)**

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

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. An emphasis is placed on problem-solving skills in a group setting. **The TI-83+ graphing calculator is required for the course** and is used for graphing functions, finding values, zeros, slopes, max/mins, etc. Students taking the honors course will work at a faster pace and work additional problems.

\*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, 6<sup>th</sup> Ed.* (Johnson and Mowry)

### **PRE-CALCULUS (H)**

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+ 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: *Advanced Mathematical Concepts* (Glencoe)

### **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: Calculus: Early Transcendentals (Wiley)*

### **CONSUMER MATH** (Not currently being offered)

Consumer Math is a math elective designed to give students knowledge of the following topics: math skills as used in measurement, income, budgeting, personal banking, borrowing money, transportation, food, clothing, housing, insurance, income taxes, and vacations. The course focuses on the practical application of mathematical skills and the biblical principles governing Christian stewardship.

*Text: Consumer Mathematics (Bob Jones Press)*

## **Social Studies Department**

### **GOVERNMENT** (First Semester) (Not currently offered)

Ninth grade Government is a **one-semester** course leading the student through a study of the way the United States government has operated from its inception to today. This course presents the formation of our government as a government under God. The course explores other forms of government for comparison and contrasting purposes. Topical studies include the Constitution of the United States, the three branches of government, the Bill of rights and other Amendments, Federalism, State and Local Governments, and the American citizen's place as an active participant in society. Citizenship exercises are infiltrated throughout the course.

*Text: American Government in Christian Perspective (A Beka Books)*

### **WORLD GEOGRAPHY** (Second Semester) (Not currently offered)

Geography is a **one-semester** course that includes a physical-cultural study of the earth and mankind from a Christian perspective under the truth that God is Creator of earth and man. The study of Geography is applied to the biblical principles of the Creation, the Flood, the beginning of nations at Babel and God's dealings with human beings throughout history. The students get a better understanding of the physical features of the earth (topography and political divisions of the continents) and of human cultures (from the perspective that all humankind has a common ancestry and that God created all the nations of the world with their own distinctions). This course surveys customs, religions, languages, history, and other factors of each continent, region, and country studied.

*Text: World Geography in Christian Perspective (A Beka Books)*

## **WORLD HISTORY** (9<sup>th</sup> 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 and discussions in order to sharpen their critical thinking skills. Students are assigned quarterly projects, and essay writing is stressed.

*Text: World History* (Bob Jones Press)

## **CIVICS** (First Semester) & **ECONOMICS** (Second Semester) (10<sup>th</sup> 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* (Bob Jones Press)  
*Economics* (Bob Jones Press)

## **CIVICS(H)** (First Semester) & **ECONOMICS (H)** (Second Semester) (10<sup>th</sup> Grade)

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

*Texts: American Government* (Bob Jones Press)  
*Economics* (Bob Jones Press)

## **UNITED STATES HISTORY** (11<sup>th</sup> 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)** (11<sup>th</sup> 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)

### **AP US HISTORY** (12<sup>th</sup> 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.

*Text: TBD*

### **POLITICAL SCIENCE (H)** (Not currently being offered)

Political Science is an honors course for 12 graders in which students are acquainted with the origins, development, and major principles of the United States Constitution. As students examine the political and legal systems, they learn about their rights and responsibilities as citizens, the structure of the legal and governmental systems in which they live and how these systems influence their lives. Students explore local and state governments in the United States and complete a comparative study of other systems of government worldwide.

*Text: Government in America* (Houghton-Mifflin)

### **PSYCHOLOGY** (12<sup>th</sup> 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.

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

## **SOCIOLOGY** (12<sup>th</sup> 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** (12<sup>th</sup> 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** (12<sup>th</sup> 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 (H)** (12<sup>th</sup> 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 (H)** (12<sup>th</sup> 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)

## **Science Department**

### **PHYSICAL SCIENCE**

Physical Science, a required course for 9<sup>th</sup> 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 10<sup>th</sup> 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 10<sup>th</sup> 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 11<sup>th</sup> and 12<sup>th</sup> 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* (BrooksCole)

## **PHYSICS ADVANCED PLACEMENT**

This laboratory course, recommended for 11<sup>th</sup> and 12<sup>th</sup> 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 I**

Introduction to Computers is offered on the high school level to transfer students who may not have had a basic computer course. Its purpose is to make students competitive in the computer age. They acquire the ability to touch type with speed and accuracy. The course includes instruction in word processing, spreadsheets, databases, Publisher, newsletters, multi-media presentations and the social and ethical implications of computing.

#### ***Texts:***

*Century 21 Keyboarding and Information Processing (Southwestern)*

*A Guide to Microsoft Office 2000 Professional for Windows (Lawrenceville)*

*Real Journeys (FutureKids) curriculum*

**Software:**

*Microsoft Office 2000 (Word, Excel, Access, Publisher, PowerPoint)*

*Mavis Beacon Multimedia (The Learning Company)*

*Keyboarding Skills Test Version 1.2.1b (TestedOk Software)*

*Future Kids Real Journey*

## INTRODUCTION TO COMPUTERS II

The Introduction to Computer II class is intended to build upon skills learned in the 7<sup>th</sup> grade Introduction to Computer I class. 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, and spreadsheets to core curriculum objectives and real-world business cases. They will design flyers, brochures, and newsletters in Publisher; create PowerPoint presentations; and use Web Quests. Front Page will be used to introduce Web design.

**Texts:**

*A Guide to Microsoft Office 2010 (Paradigm Publishing)*

*Microsoft Office 2000 Projects (Thomson Learning)*

*A Guide to Web Development Using Macromedia Dreamweaver MX*

*A Guide to Web Authoring Using Microsoft FrontPage 2000*

**Software:**

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

*Microsoft FrontPage 2000*

## 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*

## **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 (H)**

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 (H)**

The fourth year Spanish course is offered when there is sufficient interest. Otherwise, it is independent study, directed and evaluated by the teacher. Students continue to do Spanish readers and keep a journal written in Spanish. There is a greater emphasis on writing in Spanish.

*Text: Momentos Hispanos (Amsco)*

## **AP Spanish**

This course may be offered in place of Spanish IV depending on interest and teacher availability. 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.

*Text: Triangulo: A Proposito, Manual para estudiante, Cuarta edition, (Wayside Publishing Pasajes, 7<sup>th</sup> 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.

## **THEATER & DRAMATIC ARTS** (Not currently being offered)

Through a study of theater history, dramatic literature, and the process of play production, students will experience live performances both through participation in productions at WCA and observation of outside theater events.

This course will provide the student with hands-on knowledge of stage lighting and sound, set construction, costume design, etc., using the professional equipment and facilities at WCA.

## *Electives*

### **ACCOUNTING**

Accounting is an elective course for 11<sup>th</sup> through 12<sup>th</sup> graders. It is not accepted as a math credit. It is designed as a study of the basic principles of accounting. The course begins with the study of the accounting cycle and includes methods of the sole proprietorship and the partnership systems of accounting. Special emphasis is placed on the accounting concept of matching expenses to revenue. This class includes an introduction to accounting using the computer.

*Text: Century 21 Accounting: First Year* (Thompson Learning)

### **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)

**ATHLETIC TRAINING** (Not currently being offered)

The athletic training class is designed for 11<sup>th</sup> and 12<sup>th</sup> grade students interested in the athletic training profession or fields related to sports medicine. Students will be taught basics in the 6 domains of athletic training: (1) care and prevention of injuries, (2) evaluation and diagnosis of injuries, (3) immediate care of injuries, (4) treatment, rehabilitation, and reconditioning, (5) organization and administration, (6) professional responsibility. This class includes many hands-on activities and participation in practical application outside the classroom.

***Text:*** *Arnheim's Principles of Athletic Training: A Competency-Based Approach*. 12th ed. (McGraw-Hill)

**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.

---

