

# **PINEWOOD**

## **CHRISTIAN ACADEMY**



### **Graduation Requirements and High School Course Catalogue**

## VISION

Pinewood Christian Academy (PCA) prepares every student to know and understand the world in which they live and evaluate all ideas in the light of Scripture so that they can participate in fulfilling the cultural mandate through multiplication by communicating the gospel to others through Godly character and the expression and defense of Biblical ideas, and dominion through problem solving, creation, and invention.

## MISSION

PCA partners with the Christian family to educate covenant children to be world-changers through a rigorous, Christ-centered, biblically based school program with excellence in academics, athletics, fine arts, and technology.

## PHILOSOPHY OF EDUCATION

***“Education of every kind is an endeavor shaped by worldviews.” – Bryan Smith, PhD.***

A worldview represents our most fundamental beliefs and assumptions about the universe we inhabit. It determines how we answer the “big questions” of life: who am I, where did I come from, why am I here, what is my purpose in life, and what happens after I die? As Christians we need to not only understand what it means to have a Biblical worldview, but also why we should hold fast to that worldview and apply it to all of life.

If we value God, we will believe all that He has said. If we believe all that He has said, we will favor explanations and models that conform to Scripture, and we will reject those that do not. We do not worry that we are being too dogmatic, or that we are “sheltering” children from the “world.” The “world” that we study was created by and belongs to God, and therefore aligning our teaching to His revelation is not a hindrance to understanding the world, but is instead a prerequisite.

Christian parents are called to raise their children to have a Biblical worldview (see Deut. 6:4-9). In partnership with the family, a Christian school should be explicitly teaching a Biblical worldview throughout all content areas. Academic studies are not additional to or separate from Biblical study. The apostle Paul tells us in Romans 12 to “be transformed by the renewal of your mind that by testing you may discern what is the will of God” and in 2 Corinthians 10 to “take every thought captive to obey Christ.” Pinewood Christian Academy trains its students to question the ideas in history, science, math, and the language arts that are contrary to the truths of God. We then lead them in replacing those problematic concepts with those that are obedient to Christ and His gospel.

## FOUNDATIONAL SCRIPTURE

*He has shown you, O man, what is good; and what does the Lord require of you but to do justly, to love mercy, and to walk humbly with your God (Micah 6:8 – NKJV).*

## **FOUNDATIONAL PRINCIPLES**

Pinewood Christian Academy affirms that all children are created in the image of God and, as His image-bearers, are worthy of dignity and respect.

Pinewood Christian Academy strives to provide an excellent education in an environment that emphasizes both compassion and responsibility.

Pinewood Christian Academy endeavors to prepare every student to know and understand the world in which they live and evaluate all ideas in the light of Scripture so that they can fulfill the cultural mandate.

Pinewood Christian Academy recognizes that the primary responsibility for the upbringing of children belongs to parents, and all “guidance” and/or “counseling” should be done with the knowledge of and cooperation with parents.

## **PROFILE OF A GRADUATE**

### **SPIRITUAL GOALS**

A PCA graduate will

- understand salvation by grace alone, through faith alone, in Christ alone.
- demonstrate evidence of their salvation by good works.
- recognize and embrace all opportunities to learn, to love, and to live as a follower of Christ.
- accept themselves and others as created in God’s image and uniquely gifted by God to benefit the whole body of Christ.
- employ humility, empathy, and forgiveness in all relationships.

### **ACADEMIC GOALS**

A PCA graduate will

- maintain high standards of effort and performance.
- aspire to uphold high standards of behavior.
- be self-motivated and self-reliant to achieve success.
- manage time and resources to maximize learning potential.
- set and work toward both short-term and long-term goals.
- persevere through challenging content, tasks, and/or circumstances.

### **SOCIAL GOALS**

A PCA graduate will

- demonstrate positive relationships with peers and adults.
- appreciate the perspectives of others and recognize personal bias.
- accept responsibility for attitudes, words, and actions; and acknowledge the effects of one’s attitudes, words, and actions on others.
- resolve conflict in a Biblical manner.
- effectively lead and/or collaborate in diverse groups.

## SUCCESS IN LEARNING

*PCA's mission is to partner with parents. As such, we acknowledge that parents are a child's primary teacher. Therefore, the following expectations of each party in the education process are as follows:*

### **PCA will help each student succeed by:**

- providing an academic program that is challenging yet appropriate for all students
- clearly explaining what's expected of students in all grades and subjects, and how their work will be assessed
- providing many opportunities and different ways for students to demonstrate what they know
- providing reasonable time for students to complete important assignments and assessments (especially those who have missed school)
- keeping detailed, accurate records describing each student's successes and challenges
- communicating with parents regularly about their student's progress

### **Students will succeed in their own learning by:**

- attending school on time every day (unless providentially hindered)
- completing all assignments, projects, and tasks to the best of their ability
- upholding and contributing to the school's culture of embracing every God-given opportunity to learn and grow
- taking advantage of all opportunities to advance their learning through class participation, seeking extra help when needed, and properly studying and reviewing when appropriate
- demonstrating maturity through executive functions such as planning, organization, and responsibility (texts and materials, project completion, etc.).

### **Parents will promote learning success by:**

- working in partnership with school faculty, staff, and administration
- staying informed and keeping in touch with teachers
- upholding and contributing to the school's culture of embracing every God-given opportunity to learn and grow
- encouraging completion of all assignments and appropriate study habits (e.g. providing a quiet place and time for students to work and study at home)
- ensuring academic integrity in the completion of all assignments, projects, and tests
- being judicious in scheduling extra-curricular activities that may compete or even interfere with schoolwork

## GRADUATION REQUIREMENTS

1. Students must earn 24 credits as described below (one credit is equivalent to one year of instruction):
  - 4 credits in English
  - 4 credits in Mathematics (including Algebra 1 and Geometry)
  - 4 credits in Biblical Studies
  - 3 credits in Science – 2 with lab component
  - 3 credits in Social Studies
  - 1 credit in Physical Education and Personal Health / Fitness
  - 1 credit in Fine Arts or Practical Arts
  - 2 credits in Foreign Language (must be 2 years in the same language)
  - 1 credit in Senior Capstone Project (see #4 below)
  - 1 credit in elective of choice
2. Students must earn a cumulative grade point average of 2.0 on a 4.0 unweighted scale.
  - At PCA all English, History, and Science classes are considered “Honors” courses which grant weighted grade points (e.g. in English 1 Honors, a grade of A earns 5.0 grade points instead of 4.0). *Weighted GPA’s are used for class rank, college readiness, and post-secondary scholarship eligibility only*
  - Math classes will be assigned based on readiness; students who take advanced math classes will benefit from a weighted grade point for that class
3. Students must pass with minimum scores in Reading and Math on one of the following standardized tests:
  - SAT Reading score of 450
  - SAT Math score of 450
  - ACT Reading score of 20
  - ACT Math score of 18
4. Senior Capstone Project  
All seniors will complete an interdisciplinary capstone project intended to provide real-world experience with leadership, decision-making, organization, financial applications, and Biblical worldview

## POST-SECONDARY OPTIONS

### State University System (SUS)

Admissions into Florida’s public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida’s public universities, a first-time-in-college student must meet the following minimum requirements

- High school graduation with a standard diploma
- Admission test scores (SAT and/or ACT)
- 16 credits of approved college preparatory academic courses
  - 4 English, (3 with substantial writing)

- 4 Math (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language)
- 2 approved electives

### **The Florida College Systems**

The 28 member Florida College System offers career related certificates and Associate in Science degrees that prepare students to go directly into the workforce, as well as Associates of Arts degrees that prepare students to transfer to a bachelor’s degree program. Many also offer bachelor degrees in high demand fields. The Florida College System has an open-door policy enabling students who have earned a standard high school diploma, high school equivalency diploma, or have demonstrated success in post-secondary coursework to be admitted to a degree program.

### **Career and Technical Centers**

Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific educational training for a whole variety of occupations.

## **FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM**

### **Requirements for Initial Eligibility**

The Florida Bright Futures Scholarship Program consists of the three awards: Florida Academic Scholars Award (FAS), Florida Medallion Scholars Award (FMS), Florida Gold Seal Vocational Award (GSV). Each award has its own academic eligibility requirements, award amounts and funding length. A student may receive funding for only one award. The highest award earned by the student will be selected. In addition to meeting specific program eligibility requirements, students must also meet general eligibility requirements for receipt of state aid. The following websites provide information about Bright Futures: [www.floridashines.org/website](http://www.floridashines.org/website) and [www.floridastudentfinancialaidsg.org](http://www.floridastudentfinancialaidsg.org). Be sure to read all the information provided on this website regarding each award you would like to earn. Criteria for scholarships are subject to annual legislative review. These websites are updated as program changes are implemented. Meet with your high school guidance counselor to discuss your progress toward meeting the initial eligibility requirements.

## EVLAUATING STUDENT PROGRESS

*Throughout the year, students will work on many activities that help them increase their knowledge and practice their skills. These activities demonstrate how they are doing, what their strengths are, and where they can improve.*

### **Formative Assessments**

PCA teachers will use formative assessments to fine-tune their teaching to meet the needs of each learner, and provide feedback to students to help them improve. Formative assessments may include, but are not limited to: classwork (and homework), group work, discussions, observations, teacher-student conferences, quizzes, reviews, reflections, writing samples, and graphic organizers. These assessments may be drawn from the curricula and/or created by the teacher.

### **Summative Assessments**

Teachers will use summative assessments, along with their professional judgment, to assign grades throughout the year. These grades may be based on what teachers observe students doing, discussions they have with students, and the work students complete. These assessments may include but are not limited to: traditional assessments such as tests, reports, and essays; and performance assessments such as presentations, projects, and portfolios. These assessments may be drawn from the curricula and/or created by the teacher, and may include alternative forms of evaluation, such as scoring guides and rubrics.

### **Homework**

Practice is essential if students are to acquire certain skills and achieve independence in the learning process. In many cases (especially in the higher grades) there isn't enough time during the school day for sufficient practice. This is why homework is essential.

Moreover, homework provides students with opportunities to develop executive functioning as they learn to manage their time; organize their assignments; and transport their textbooks and materials to and from school. Therefore, PCA teachers will familiarize students with the demands of homework, and teach them the skills necessary for its successful completion.

### **Make-up Work**

Make-up work will be provided when a student is absent. The responsibility rests upon the student / parents to get make-up assignment(s). One day of make-up time will be permitted for each day of absence (this grace period will not include long term projects and/or previously scheduled tests, which will remain due on the originally scheduled dates, per teacher discretion).

In the event of an extended absence (e.g. illness, family trip, etc.) parents may request assignments in advance. **All assignments obtained before an extended absence will be due the day the student returns to school. The grace period noted above (i.e. one day of make-up time per day of absence) does not apply when assignments have been given in**

**advance of an extended absence.** Any assessments missed during the absence will be made up upon return to school. Projects due after the student's return will remain due on those scheduled dates unless there are extenuating circumstances which warrant additional time.

### **Grading Codes and Scales**

*Grades will be assigned to students as follows:*

A – Excellent	90-100%
B – Very Good	80-89%
C – Average	70-79%
D – Below Average	60-69%
F – Failing	0-59%

### **Promotion Requirements**

Promotion to the next grade level is contingent upon successful completion of the required course work, and the student achieving the following:

- a final average of **C** or above in English Language Arts
- a final average of **C** or above in Mathematics
- and an overall average of **C** in Bible, Science, and Social Studies

### **Academic Integrity**

Cheating subverts learning and is therefore unacceptable; it is also dishonest and therefore displeasing to God. Cheating may include but is not limited to: copying another student's responses on classwork, homework, quizzes, or tests; stealing tests or assignments, or buying teacher materials online to get answers in advance; and plagiarism (copying someone else's work and passing it off as one's own). Cheating also includes *giving* answers or work to others to claim as their own.

If a student is caught cheating, a school administrator will meet with them and take action in accordance with the procedures outlined in the PCA Discipline Policy and the Parent/ Student Handbook. Because the ultimate goal is for PCA students to learn, teachers and administrators will determine together whether and how an assignment or test should be redone, and whether the student will receive a grade for it or not.



## **DIVERSE LEARNERS**

All Pinewood Christian Academy students receive flexible, high-quality, scientifically-based instruction. Students are considered passing (i.e. meeting grade level expectations) if they receive an average grade of C or higher in each subject.

At times, there will be students whose learning needs cannot be met through regular classroom instruction; these students may face challenges such as a speech and/or hearing impairment, a specific learning disability, or a persistent health issue. These students are typically characterized as lacking success despite significant effort in a particular area or subject. If a teacher suspects a student may be experiencing extraordinary difficulty in meeting the school's academic or behavioral standards, formal psychoeducational testing may be recommended to the parent.

If a student has hitherto been formally evaluated by a licensed professional, a copy of those test results, along with any recommendations for accommodations, should be provided to the administration. While PCA is not obligated to implement Individualized Education Plans (IEP) or 504 Plans from the public school system, parents will be encouraged to meet with the teacher and administration to determine what appropriate accommodations can be provided.

*PCA cannot and will not modify content for students with disabilities. Lowering curricular and performance expectations can cause confusion for both students and parents, and may lead to miscommunication regarding a student's ability to succeed at grade level.*

## **COMMUNICATING STUDENT PROGRESS**

*There are multiple ways PCA will inform parents about their student's learning throughout the year:*

### **Weekly Progress Updates**

PCA teachers are required to update their online gradebooks weekly. Additional communication regarding academic progress and conduct will be done via phone and/or email.

### **Parent-Teacher Conferences**

Parents may request a parent-teacher conference at any time during the school year. In general, teachers will be encouraged to request a parent-teacher conference if they see a drastic change in a student's behavior and/or performance, or if a student is in jeopardy of failing one or more subjects. Parents and teachers may also communicate regularly via phone and/or email.

### **Report Cards**

Report cards will be given at the end of each grading period. Parents will be encouraged to review the report card with their student and contact the teacher with any questions.

## STANDARDIZED TESTING

*All students at PCA will participate in annual standardized testing. Results will be reported to the parents with the caution to use discretion when sharing them with their children. Every child is made in the image of God and is endowed by Him with various gifts and abilities. Test results are a valuable tool for assessing students' academic progress, and not a measure of their value, worth, or intelligence.*

Following is a list of the standardized tests to be used at PCA, to whom they will be given, and when they will be administered:

<b>Test</b>	<b>Type</b>	<b>Grades</b>	<b>Areas Tested</b>	<b>Time of Year</b>
Measures of Academic Progress (MAP) - Growth	Norm-referenced	9, 10	Reading Math	September and April
ACT / SAT	Norm-referenced	11, 12	Reading Math	Various times throughout the year

## PCA COURSE CATALOGUE

***Not all courses described here may be available. Additionally, this course catalogue is subject to change as PCA develops its high school program through the coming years.***

### **English Language Arts**

#### English 1 Honors

Grade: 9

Course Number: 1001320

Course Length: Year (1 credit)

Course Description: *This course teaches the student to be a discerning reader by focusing on the fundamentals of literature—conflict, character, theme, structure, point of view, and moral tone. The student studies contemporary and classic American, British, and world authors in four genres: fiction, nonfiction, poetry, and drama. Concepts and literary works are analyzed using scriptural applications. Students will also compose several types of writing, while demonstrating conventional grammar and vocabulary use, as well as participate in public speaking, develop listening skills and practice analytical, inferential, and critical thinking skills. \*A summer reading assignment is a required component of this course.*

#### English 2 Honors

Grade: 10

Course Number: 1001350

Course Length: Year (1 credit)

Course Description: *This course is designed to provide students with an advanced integrated Language Arts study: reading high complexity texts, collaborating about ideas presented in those texts, writing analytical compositions, and incorporating academic vocabulary and conventional grammar usage. \*A summer reading assignment is a required component of this course.*

#### English 3 Honors

Grade: 11

Course Number: 1001380

Course Length: Year (1 credit)

Course Description: *Students will read, discuss, and write about a variety of texts, connecting authors' lives and beliefs as revealed in their writings. Content will focus on American literature through each literary period including the Colonial-Revolutionary, Romantic, Realistic/ Naturalistic, and Modern period and issues relevant to each period such as Darwinism and religious liberalism. \*A summer reading assignment is a required component of this course.*

### English 4 Honors

Grade: 12

Course Number: 1001410

Course Length: Year (1 credit)

Course Description: *This course prepares students for the rigors of reading and critical thinking at the college level. They will broaden their cultural literacy and sharpen their sensitivity to aesthetics within the God-given gifts of language and storytelling. Most importantly, this course challenges students to understand on a more personal level the problem of the human condition and recognize where humanistic and biblical solutions to that condition differ. Students will write several types of compositions and engage in various speaking and listening activities while incorporating academic vocabulary and conventional grammar usage. \*A summer reading assignment is a required component of this course.*

### **Mathematics**

#### Algebra 1

Grade: 9

Course Number: 1200310

Course Length: Year (1 credit)

Description: *This course will provide students with tools and strategies for using and developing algebraic models to solve real-world problems within the context of a biblical worldview. Instruction will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.*

#### Geometry Honors

Grade: 9

Course Number: 1206320

#### Geometry

Grade: 10

Course Number: 1206310

Course Length: Year (1 credit)

Description: *This course will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry.*

### Algebra 2 Honors

Grade Level: 10

Course Number: 1200340

### Algebra 2

Grade Level: 11

Course Number 1200330

Course Length: Year (1 credit)

Description: *Instruction will emphasize six areas: (1) developing understanding of the complex number system, including complex numbers as roots of polynomial equations; (2) extending arithmetic operations with algebraic expressions to include polynomial division, radical and rational expressions; (3) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (4) extending systems of equations and inequalities to include non-linear expressions; (5) building functions using compositions, inverses and transformations and (6) developing understanding of probability concepts*

### Pre-Calculus Honors

Grade Level: 11

Course Number: 1202340

Course Length: Year (1 credit)

Description: *This course presents a balanced study of the foundations of calculus and practical real-world applications. Students will review key families of functions including matrices, analytic geometry, and sequences and series. Content includes biblical perspectives of mathematics and its history. Instruction will emphasize six areas: (1) extending right triangle trigonometry to unit circle trigonometry and trigonometric functions; (2) extending understanding of functions to trigonometric; (3) developing understanding of conic sections; (4) representing and performing operations with complex numbers and vectors in the coordinate plane; (5) extending understanding of relations in the plane using parametric representations, including polar coordinates and (6) analyzing arithmetic and geometric sequences and series.*

### Calculus Honors

Grade Level: 12

Course Number: 1202300

Course Length: Year (1 credit)

Description: *Instruction will emphasize four areas: (1) developing understanding of limits and continuity of functions; (2) finding derivatives and applying them to motions, slopes, related rates and optimizations; (3) applying limits and derivatives to graph and analyze functions and (4) evaluating integrals and applying them to areas, volumes, average values and differential equations.*

### Mathematics for Data and Financial Literacy

Grade Level: 12

Course Number: 1200384

Course Length: Year (1 credit)

Description: *This course teaches students about stewardship and the handling of money in light of scripture. Instruction will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.*

### **Biblical Studies**

#### The Triumph of Christ

Course Number: #####

Grade Level: 9

Course Length: Year (1 credit)

Course Description: *This course reveals the Bible as the true story of what God is doing to glorify Himself by redeeming His fallen creation. Students will explore Acts, the Epistles, and Revelation. The book of Acts covers Christ's role in the redemptive storyline of the development of His church. The Epistles show students the truths that ground believers and allow them to live out the Great Commission until Christ returns. And students will see the climactic fulfillment of His triumph over all things in Revelation.*

#### Bible Doctrines

Course Number: #####

Grade Level: 10

Course Length: Year (1 credit)

Course Description: *This course help students apply principles in the Bible so they can formulate positions in line with scripture and apply those positions to their own lives. Students will also use doctrinal conclusions to confront the false or extrabiblical claims of other worldviews that they will encounter throughout their lives.*

#### Biblical Worldview

Course Number: #####

Grade Level: 11

Course Length: Year (1 credit)

Course Description: *This course is an examination of science, the arts, government, culture, and history using the lenses provided by the biblical storyline of Creation, Fall, Redemption to encourage students to make positive and distinctively Christian contributions in God's world. A faith-centered approach focuses on developing a Christian worldview rather than simply critiquing false worldviews.*

## Ethics

Course Number: #####

Grade Level: 12

Course Length: Year (1 credit)

Course Description: *This course emphasizes a biblical view of common cultural issues and Christlike character development. Students will compare and contrast various ethical systems, relate biblical wisdom to a variety of ethical situations, Using case studies and real-world dilemmas, students will assess moral choices in a culture of competing truth claims and diverse lifestyles.*

## **Science**

### Biology 1 Honors

Course Number: 2000320

Grade Level: 9

Course Length: Year (1 credit)

Course Description: *This course will provide exploratory experiences and activities in the fundamental concepts of life. Students will learn to engage in biological inquiry and to recognize life's design, homeostasis, and conservation from a biblical worldview by analyzing living organisms, evaluating current and historical biological models, and applying a biblical framework to ethical issues in the realm of biology.*

### Chemistry 1 Honors

Course Number: 2003350

Grade Level: 10

Course Length: Year (1 credit)

Course Description: *This course provides a rigorous study of the composition, properties, and changes associated with matter, atomic structure, periodic table, bonding, formulas and equations, mole concept, stoichiometry calculations, gas laws, energy reaction rates and equilibrium, solutions, including acids, bases, and salts, and nuclear chemistry. Students will learn how many everyday events relate to chemistry and see the wonder in how matter and energy interact in the food we eat, what we drink, how cars move, and how medicine works. They will learn about how chemistry impacts the world around us and our obligation to help redeem others and the physical world with what we know about chemistry.*

### Physics 1 Honors

Grade Level: 11

Course Number: 2003390

Course Length: Year (1 credit)

Description: *This course is an overview of the theories and laws governing the interaction of matter, energy and the forces of nature. Students will be equipped to ethically engage in the work of physics through instruction, practice, inquiry, and engineering design based on real-world problems. Students will collect and analyze data as well as create their own models using discovery labs, inquiry labs, and collaborative STEM experiences.*

## **Social Studies**

### World History Honors

Grade: 9

Course Number: 2109320

Course Length: Year (1 credit)

Description: *This course guides students through the story of history, starting with creation and continuing to the present. Students will analyze five key themes throughout history from a biblical perspective: justice, power, citizenship, environment, and world religions. They will also do specific studies on Africa, the East, Asia, pre-colonization Americas, and empires in Africa, India, and Asia. As they trace the major patterns in world history, they will see how those themes point more and more clearly to the triumph of the kingdom of God.*

### U.S. History Honors

Grade: 10

Course Number: 2100320

Course Length: Year (1 credit)

Description: *This course is a chronological study of the major events in the history of the United States, from the culture of the Native Americans to modern day. Students will evaluate people, events, and movements from a biblical perspective, with special attention on the rise and growth of secularism. Students will also propose solutions to social problems based on a biblical worldview.*

### American Government Honors

Grade: 11

Course Number: 2106320

Course Length: Semester (0.5 credit)

Description: *This course is designed to prepare students to become discerning citizens who can think critically about the events of history and learn from the successes and failures of the past to make wise decisions for today. Students will survey the major events in American history, paying particular attention to cultural shifts and influences that shaped American values and government.*

### Economics Honors

Grade: 11

Course Number: 2102320

Course Length: Semester (0.5 credit)

Description: *This course introduces and explores key principles of economics from household purchases to the stock market. Students will learn about issues related to national economic systems and policies, as well as practical personal finance topics such as budgeting, banking, debt, credit, and interest.*



## **Physical Education**

### Personal Fitness

Grade Level: 9, 10, 11, 12

Course Number: 1501300

Course Length: Year (1 credit)

Course Description: *The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.*

## **Fine Arts**

### Art 2D (Drawing and Painting)

Grade Level: 9, 10, 11, 12

Course Number: 0101310

Course Length: Year (1 credit)

Prerequisites: None

Course Description: *The purpose of this course is to enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting media processes and techniques. The content will include the use of tools and materials, art vocabulary, varied two-dimensional media, techniques and historical and cultural perspectives.*

### Vocal Ensemble

Grade Level: 9-12

Course Number: 1303440

Course Length: Year (1 credit)

Course Description: *Students will develop musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. \*Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.*

### Theater 1

Grade Level: 9, 10, 11, 12

Course Number: 0400310

Course Length: Year (1 credit)

Prerequisites: None

Course Description: *This course is designed for students with little or no theatre experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development.*

## **Foreign Language**

### Spanish 1

Grade Level: 9, 10, 11, 12

Course Number: 0708340

Course Length: Year (1 credit)

Course Description: *Students will develop basic Spanish communication skills, learn to share the gospel, and study Spanish speaking countries around the world. Students will develop skills in listening, speaking, reading and writing with special attention to pronunciation.*

### Spanish 2

Grade Level: 9, 10, 11, 12

Course Number: 0708350

Course Length: Year (1 credit)

Course Description: *This course will reinforce fundamental skills acquired in Spanish 1. Instruction will develop increased listening, speaking, reading and writing skills plus cultural awareness. This course offers regular opportunities for practice and application as well as opportunities to use the language in conversation and in written responses to biblical worldview shaping themes.*

## **Other Electives**

### Early Childhood Education 1

Grade Level: 9, 10, 11, 12

Course Number: 8405110

Course Description: *This course covers basic skills of working with young children. Students will learn about child development, nutrition, health and safety, child abuse, observation, and rules and regulations for working with children. This course covers the DCF 30-hour Introductory Childcare Training coursework, which includes the following content: childcare facility rules and regulations; health, safety, and nutrition; identifying and reporting child abuse and neglect; and child growth and development; behavioral observation and screening.*

### Computer Science Principles

Grade Level: 9, 10, 11, 12

Course Number: 0200315

Course Description: *This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Computing is so fundamental to understanding and participating in society that it is valuable for every student to learn as part of a modern education. Computer science can be viewed as a liberal art, a subject that provides students with a critical lens for interpreting the world around them. Computer science prepares all students to be active and informed contributors to our increasingly technological society whether they pursue careers in technology or not.*

Foundations of Robotics

Grade Level: 9, 10, 11, 12

Course Number: 9410110

Course Description: *This course provides students with a foundation in content and skills associated with robotics and automation, including artificial intelligence, electronics, physics, and principles of engineering.*

**Senior Capstone Project**

Leadership Skills Development

Grade Level: 12

Course Number: 2400300

Course Length: Year (1 credit)

Description: *In this course seniors will respond to God's call in Micah 6:8 to pursue lives of mercy, justice, and humility by identifying a need in the community, and planning, organizing, and executing an outreach event. Students will complete this interdisciplinary capstone project as an opportunity to gain real-world experience in leadership skills, problem solving, decision making, communication, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.*