

**Evangelical Christian School  
Course Description Catalog**

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**Updated by Jessica Todd  
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## Mathematics Department

**Math 8/7** **Year** **7-8**

The study of fundamental math concepts with an emphasis on repetition and problem solving. This course will cover the following mathematical concepts in preparation for algebra: numeration, operations, fractional concepts, estimation, number theory, and sets and systems.

**Algebra  $\frac{1}{2}$**  **Year** **8**

Algebra  $\frac{1}{2}$  is a transitional mathematics course thoroughly preparing the student for Algebra I. The course concentrates on automating the use of fractions, mixed numbers, and decimal numbers, and on teaching simple word problems designed to apply mathematical concepts in new situations. This course begins the formal study of geometry, which is integrated in the Saxon series.

**Algebra  $\frac{1}{2}$  Honors** **Year** **7**

Algebra  $\frac{1}{2}$  is a transitional mathematics course thoroughly preparing the student for Algebra I. The course concentrates on automating the use of fractions, mixed numbers, and decimal numbers, and on teaching simple word problems designed to apply mathematical concepts in new situations. This course begins the formal study of geometry, which is integrated in the Saxon series.

**Algebra I** **Year** **9**

Algebra I will begin with a review of adding and subtracting fractions. In addition, the geometric concepts of lines and segments, perimeter, area, polygons, volume and degree measurement are presented. New topics such as multiplication and division of fractions, surface area, integers, order of operations, algebraic expressions, distributive property, positive and negative exponents, solving equations, percents, graphing, square roots, scientific notation, slope-intercept form, factoring, and the quadratic formula, and solving polynomials of equations will be studied.

**Algebra I Honors** **Year** **8-9**

The study of the fundamentals of algebra concepts with an emphasis on repetition and problem solving of mathematical concepts. Along with the study of numbers and their operations, solving equations, inequalities, graphing, polynomials, rational expressions, and radicals, an integrated study of geometry and elementary trigonometry is included.

**Geometry** **Year** **10**

The focus of this course is primarily Euclidean geometry. Some topics to be covered are sets and subsets of lines, planes, and space. Distance and measurement, constructions, areas of polygons, volumes, logic, proofs, congruency, and circles are also covered. Also included is a study of right triangle trigonometry.

**Geometry Honors** **Year** **9-10**

The focus of this course is primarily Euclidean geometry. Some topics to be covered are sets and subsets of lines, planes, and space. Distance and measurement, constructions, areas of polygons, volumes, logic, proofs, congruency, and circles are also covered. Also included is a study of right triangle trigonometry and coordinate geometry. This Honors course covers the topics in more depth and adds to the regular course other topics such as Coordinate Geometry.

**Algebra II** **Year** **11**

The study of the fundamentals of algebra concepts with an emphasis on application and problem solving of mathematical concepts. Along with the study of numbers and their operations, solving equations, quadratics, relations, polynomial functions, systems, complex numbers, graphing, rational expressions, and radicals; an integrated study of geometry and elementary trigonometry is included.

**Algebra II Honors** **Year** **10-11**

Begins with a review of geometric topics and problems including perimeter, area, volume, surface area, and sectors of circles, followed by a brief review of polygons, negative exponents, products and powers of exponents, equality and inequality properties, solving equations, and percent problems. New topics presented will include: systems of equations; working with radicals; word problems of various types; graphing; trig. functions; polar coordinates; gas law problems; direct, inverse, and joint variation; vectors; factoring; complex numbers; slope and distance formulas; logs; and probability.

**Math Analysis** **Year** **11-12**

Math Analysis, designed as a preparation for Calculus, reviews and builds on the concepts learned in Algebra II. Topics studied include linear functions, quadratic functions, polynomial functions and their equations and graphs. Other topics include laws of exponents and logarithms; equations and graphs of circles, ellipses, hyperbolas, and parabolas. Topics in Trigonometry include ratios of right triangles, sine and cosine graphs, the sine rule and cosine rule, and trigonometric identities. If time, vectors and determinants will be studied.

**Advanced Math Honors** **Year** **11-12**

A review of topics from algebra will be given. Many problems will be solved using variables instead of just constants and one variable. We will cover various word problems such as age, abstract rate, work, Boat-in-River, number, chemistry related, distance, solution, proportions, business (markup), combinations, permutations, and digit problems. Conic sections which are ellipses, parabolas, hyperbolas, and circles will be thoroughly studied. Solving all kinds of trig equations and log problems will be done throughout the year. There will be a quick review of geometry concepts that will be needed for the course. We will graph conic shapes, polynomial functions using translation of axes, and horizontal and vertical asymptotes. Geometric and arithmetic progressions will be studied in detail. Work on determinants and some use of matrices.

will be applied to solving problems. The concept of complex numbers will be expanded beyond that done in Algebra II.

**Statistics**

**Year**

**12**

This course is for seniors who have completed Algebra II but are not taking pre-calculus or calculus. It is a course that serves as a preparation for college courses. There is coverage of basic and advanced topics with appropriate emphasis on theory, skills, and applications. Probability measures are used to make decisions in marketing, research, business, entertainment and defense. Basic topics of mean, mode, median, variance, standard deviation, probability distributions, random variables and statistical graphs and charts are covered.

**Calculus Honors**

**Year**

**12**

Students will review topics including logic, number systems, radian measure, unit circles, functions (domain and range), functions of negative theta, Pythagorean identities, co-functions (sum and difference of sin, cos, and tan), polar coordinates, log and exponential functions. New material will be evaluating and graphing polynomials, graphing linear functions, parabolas, ellipses, hyperbolas, and circles, log functions, and their translations, continuity, left and right limits. Interval notation and composition of functions, and many types of derivatives and integrals will also be studied in detail. Students will also learn change of base, binomial expansion, graphing of rational functions, implicit differentiation, applications of derivatives and integrals, and area under a curve. Other topics discussed are concavity and inflections points, max and min problems, critical number theorem, even and odd functions, integration by parts, solids of revolution, partial fractions and polar equations and graphing polar equations.

## English Department

### **English 7**

**Year**

**7**

A compilation of grammar, literature, writing, spelling, and vocabulary. Students will further extend their knowledge of the eight parts of speech and will be exposed to various forms of literature, including poems, short stories, and books. Seventh graders will put these grammar skills into practice through writing pieces, such as paragraphs and a research paper. Vocabulary is expanded through SAT preparatory spelling and vocabulary.

### **English 8**

**Year**

**8**

Eighth grade English grammar is designed to prepare students for development of writing skills. By learning parts of speech and sentence structures, students are better able to write in a more mature fashion. Essay writing is assigned on a regular basis. Students will also read three classic novels and will be quizzed over reading assignments, then will be tested at the end of the reading project. Vocabulary and spelling is also a weekly quiz grade. Various short stories and poems are also taught from an assigned literature textbook. Major tests in grammar and literature occur every three weeks with one midterm exam at the end of first semester and a final exam at the end of the year.

### **English 9**

**Year**

**9**

This course is a foundational course intended to equip students with the tools necessary to make a successful transition to high school. A majority of this course will concentrate on the practical application of grammar concepts and principles through a variety of composition assignments, while developing verbal skills through spelling and vocabulary exercises. Throughout the school year we will also study the fundamentals of literature, which will include an overview of conflict, character, theme, structure, point of view, and moral tone. In addition to English fundamentals, students will work on organization and accountability through portfolios and peer feedback. A research paper will be written in the second semester, using the grammatical concepts learned throughout the year.

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**Year**

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**English 10** **Year** **10**

This course focuses on the mechanics of grammar and necessary application in technical writing, reading and understanding the basic elements of a short story or poem, college preparatory vocabulary, a research paper, and two novels.

**English 10 Honors** **Year** **10**

A course that encompasses the mechanics and application of grammar and technical writing, the reading and analysis of the literary elements in literature, college preparatory vocabulary, reading and writing poetry, an in-depth research paper, and various outside reading projects.

**English 11** **Year** **11**

This course includes an in-depth look at the literature that has made America great. The excerpts include the works of the Pilgrims, the Puritans, the Revolutionaries, the Civil War writers, the Transcendentalists, the Revivalists, the Modernists, and the Post-Modernists. Christianity is woven throughout the course. Students are also exposed to basic, intermediary, and advanced grammar. SAT level vocabulary is explored, in preparation for college level testing. Technical writing skills are presented and modified to fit the pre-college level student. A two-month project Research Paper is completed, instructing the basics for a work that includes preparation, assimilation, and conclusion of appropriate subject matter. Current events are encouraged.

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**English 11 (AP)** **Year** **11**

**Advanced Placement English Language and Composition**

This course emphasizes the expository, analytical, and argumentative writing that forms the basis of academic and professional communications, as well as the personal and reflective writing that fosters the development of writing facility in any context. Its purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Students are encouraged to move beyond formulaic approaches, e.g. five-paragraph essay, and allow emphasis on content, purpose, and audience to guide their organization.

**English 12** **Year** **12**

Senior students will review all concepts of grammar including parts of speech, clauses, phrases, and complements. Various quizzes, tests, and exams will be given to test student knowledge. Writing will be an emphasis, and students will write an average of one paper per week. Students will also complete a research paper on their chosen or possible choice of vocation. Weekly vocabulary quizzes will help students build a strong vocabulary base when they are writing compositions. Seniors will also read a total of four classics and study major pieces of British literature from the Old English era to Modern Literature. Various quizzes and three, six, and nine-week tests and one midterm exam will be given over this literature.

**English 12 Honors**

**Year**

**12**

This course incorporates British literature, grammar, vocabulary, and composition skills in a program designed for the student who is able to maintain a higher volume of work with no undue stress. The literature book provides a panoramic view into English literature beginning with the great works of the Anglo-Saxon period through the Modern Age. In addition to the 300 words in the vocabulary book, honors students will be exposed to 160 additional words of foreign origin. They will be reviewing grammar that they have had during previous years and refining their composition skills in preparation for college.

**English 12 (AP)**

**Year**

**12**

**Advanced Placement English Literature and Composition**

This advanced placement (AP) course is a year-long seminar course in reading, discussing, and writing technique. Reading and writing assignments, both short-term and long-term, are essential elements of this course. With intensive concentration on composition skills and on authors' narrative techniques, the course prepares students for the AP exam and for future college and career challenges. The course requires consistent effort and emphasizes the development of independent thinking and mature study habits. This course requires students to be prepared and motivated to work successfully at the college level. Through various class activities and assignments, the teacher acts as facilitator, allowing students to assume responsibility for learning.

## English Electives

### **Reading for Fun**

**Semester**

**7-8**

A semester long elective course offered to junior high students. The books read are chosen by the class and are predominately from the Newberry Award and Caldecott Award Winner lists. The books are read aloud to the class by the teacher. Opportunity is given to discuss various literature and story telling devices. Depending upon the size of the book, during the semester two to eight books can be covered.

### **Advanced Literature**

**Semester**

**9-12**

A semester long high school elective course that selects novels, plays, and short stories from the Advanced Placement Suggested Reading List, presenting them as an in-class project, reading the works aloud on a daily basis. Discussion covers interpretation of literature, literary devices, the surrounding history of the work and the setting. The author's biography is explored in order to relate the piece to its time frame as well as the present. This elective prepares the student for the SAT I writing portion, creating substance for argumentation to prove a point. English Honors and AP students should be encouraged to take this course.

### **Classical Literature**

**Semester**

**9-12**

A semester long high school elective course that selects novels, plays, and short stories from the Advanced Placement Suggested Reading List, presenting them as an in-class project, reading the works aloud on a daily basis. Discussion covers interpretation of literature, literary devices, the surrounding history of the work and the setting. The author's biography is explored in order to relate the piece to its time frame as well as the present. This elective prepares the student for the SAT I writing portion, creating substance for argumentation to prove a point. English Honors and AP students should be encouraged to take this course.

### **Contemporary Literature**

**Semester**

**9-12**

The literature used in this class, while still classic in nature, is drawn from the 20<sup>th</sup> century. Authors, such as Wm. Faulkner, Arthur Miller, Tennessee Williams, J.R.R. Tolkien, C.S. Lewis, F. Scott Fitzgerald and Ray Bradbury, to name a few, are studied for their contributions to the world of great writing. Interpretation of the works and discussion as to their depth is strongly encouraged. All works have been chosen from the AP English Suggested Reading List.

### **Literature of Shakespeare**

**Semester**

**11-12**

Because William Shakespeare is acknowledged as the most important writer in the English tradition, a course on his writings is a key part of a high school education. No one has done more to invigorate the English language than he, and few have done as much in literature to portray the human condition. Students will be able to read the parts aloud in class and to discuss the world views and literary elements presented in the plays. A special emphasis will be placed on the tragedies and comedies.

**Newspaper****Semester****7-8**

Students will utilize Microsoft Word to write, lay out, and produce a monthly newsletter. Journalism and word processing will be emphasized. This publication will be given to middle school students upon request.

**Speech****Semester****10**

A semester long course that provides the forum for the student to be exposed to various forms of public speaking. Not only will the student give an introductory, informative, and persuasive speech, the student will also learn the mechanics behind addressing a crowd of any size. Listening skills are also emphasized throughout each project. Poetry memorization and delivery, and a group project utilizing Power Point, handouts, and posters, are other tools used to educate the student on public speaking.

## Bible Department

**Bible 7** **Year** **7**  
*Route 66* explores the entire Bible, beginning in Genesis, tracing the history through the Old and New Testaments, and taking a look at what is to come through Revelations. It takes the students through a journey, laying a firm foundation and establishing God's authority, following the Bible's own order and layout. The students become familiar with snapshots of each major event, character, or book by using key phrases that summarize the book's themes. Throughout the lessons, the students memorize verses, and videos, quizzes, and tests are used to help reinforce and challenge the main themes of the Bible.

**Bible 8** **Year** **8**  
This is a 36 week course entitled *Wise Up*. *Wise Up* focuses on the particular needs of a typical twelve-to-fourteen year old student. From this study of Proverbs, the student will gain great insight into the Word of God and into the worth and purpose of his own life. Students will receive: strong biblical instruction in truths that particularly need to be reinforced during this period of their lives, a reminder of who God is and the importance of His claim on their lives, and experience with Scripture memorization.

**Biblical History** **Year** **9**  
The course will acquaint the student with the visible and personal Jesus. It is divided into three parts: the message, the messenger, and the defense of the message. Students will begin the year gaining knowledge and understanding of the Gospel message Jesus left with believers. The students will learn about His life and ministry through the Apostle John's book. Finally, students will develop the ability to give a defense fro Jesus and the message He gave.

**Leadership Development** **Year** **10**  
This class is designed to encourage students to go beyond an academic approach to God's Word by encouraging them to apply its truths to their daily living. The goal is for the students to know God more intimately so that they live a life worthy of God. Students will be challenged to become the spiritual leaders through *Joshua: The Battle Begins*, *Smart Faith*, and *The Case for Faith*. Students will also have the opportunity to complete projects that challenge them to see the current culture through a biblical world view. Inductive Bible study will include word studies and memorization of the Scripture.

**Biblical Literature** **Year** **11**  
This course is designed to help the Christian student recognize the significance of some of the most influential yet damaging ideas and values prevalent in our culture. Understanding the real differences between the biblical Christian world view and the secular, Marxist, Cosmic (New Age), Postmodern, and Islamic world views, the student will be better prepared to love, live, and defend God's truth as revealed in the Bible and His creation. A clear understanding of these six world views will not only help protect the student from deception by grounding him firmly in the Christian faith, but it will also

provide the tools necessary to more effectively witness for Christ in these conflicting times.

**Christian Family Living**

**Year**

**12**

This course is divided into three parts. First semester is spent covering *A Search For Significance*, a book about developing a proper self-esteem that is not overly high nor overly low. The second part of this course covers convictions. The goal is to help students develop their own convictions that they will hold on to after leaving home to attend college. The third part of this course is a book entitled *Don't Waste Your Life*. This book encourages students to make God their greatest treasure and make doing His will their highest priority as they pursue their goals.

## Foreign Language Department

<b>American Sign Language I</b>	<b>Year</b>	<b>11</b>
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The purpose of American Sign Language I is to introduce students to deaf culture, as well as basic ASL. ASL I students will learn the manual alphabet, numbers, Bible verses, song signing, and many manual signs. Student will learn Christmas carols in the fall, and sign them for the elderly at a nursing home before Christmas break. In the spring, we will take a field trip to the Deaf Service Center. Guest speakers include an interpreter from the Deaf Service Center and a hearing impaired person. We will use the books *A Basic Course in American Sign Language* by Tom Humphries and Carol Padden and *Learning American Sign Language* by Rob Hills, Peggy Lott, and Daniel Renner.

<b>American Sign Language II</b>	<b>Year</b>	<b>12</b>
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ASL II is a conversational class. Students will learn to have conversations in ASL. We will continue to study deaf culture. Students will participate in finger spelling exercises using the manual alphabet and will create and participate in skits and dialog activities in ASL. Student will present newscasts, weather reports, and baking recipes all in ASL. We will read through the book, *Deaf Like Me*, by Thomas and James Spradley. Students will learn a weekly Bible verse and participate in various activities related to the learning of and the interpretation of ASL.

<b>Spanish I</b>	<b>Year</b>	<b>10-11</b>
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This course is based on the *Rosetta Stone Curriculum*. It is designed to teach the students by the induction method of Spanish. As far as it is practical, Spanish is used to instruct students every day and in as many situations as possible. The goal is for the students to obtain a foundation for the Spanish language. They also learn basic vocabulary, including sports, instruments, greetings, etc. Lecture and exercises are the primary method of teaching. Skits, group activities, and partner activities are used at least once per week.

<b>Spanish I Honors</b>	<b>Year</b>	<b>10-11</b>
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This course is based on the Bob Jones text *Spanish I for Christian Schools*. It is designed to teach the students by the induction method of Spanish. As far as it is practical, Spanish is used to instruct students every day and in as many situations as possible. The goal is for the students to obtain a foundation for the Spanish language. They also learn basic vocabulary, including sports, instruments, greetings, etc. Also included are twenty to forty extra vocabulary words and concepts per week. Lecture and exercises are the primary method of teaching. Skits, group activities, and partner activities are used at least once per week.

<b>Spanish II</b>	<b>Year</b>	<b>11-12</b>
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This course includes an in-depth look at the grammar and vocabulary of Spanish. Thirty weeks of vocabulary is presented, with quizzing over the material. Intense demonstration of sentence skills is required. Oral presentation, judging pronunciation,

sentence structure and usage is accomplished. Manual translations of advertisements, articles, narrations, and songs are used to the further understanding of the language.

**Spanish II Honors**

**Year**

**11-12**

This course includes an in-depth look at the grammar and vocabulary of Spanish. Thirty weeks of vocabulary is presented, with quizzing over the material. Intense demonstration of sentence skills is required. Oral presentation, judging pronunciation, sentence structure and usage is accomplished. Manual translations of advertisements, articles, narrations, and songs are used to the further understanding of the language. Twenty to forty extra vocabulary words and concepts are included weekly.

**Spanish III Honors**

**Year**

**12**

This course looks at the in-depth translation/speaking skills that comprise a language. The course is based on the Bob Jones Text, *Spanish III*. The students perform personally written skits and conversations in class and are videoed doing so for further criticism of their own level. Extra vocabulary is required.



## History / Social Science Department

<b>History 7</b>	<b>Year</b>	<b>7</b>
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This course entitled, "History of the World in Christian Perspective," is required for seventh graders. The students will learn about Ancient History and the Middle Ages as well as the Modern Age and the Twentieth Century. The students will simultaneously be involved with current world affairs as they complete current event projects throughout the year.

<b>History 8</b>	<b>Year</b>	<b>8</b>
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This course is a detailed study of American history that focuses on the people and events that helped shape our great country. This course presents a full and accurate account of American history from a Christian perspective in a way that nurtures in young people a love for their country and a desire to lead it back to the paths of greatness.

<b>World History</b>	<b>Year</b>	<b>10</b>
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The course covers the entire history of the world, with an emphasis on western civilizations, from a Christian perspective. The text is fast-paced, often covering an entire century in one chapter. The class will complete two chapters in every three-week grading period.

<b>World History Honors</b>	<b>Year</b>	<b>10</b>
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The course covers the entire history of the world, with an emphasis on western civilizations, from a Christian perspective. The text is fast-paced, often covering an entire century in one chapter. The class will complete two chapters in every three-week grading period. Students with a commitment to academic achievement are encouraged to take part in the Honors program in World History. These students will have one or more enrichment projects each quarter; some will be research papers, others may be informative speeches, demonstrations, or even hands-on projects. All will be related to the historical subjects being studied at that time. In addition, Honors students must be prepared to answer extra in-depth essay questions on most of the exams. Finally, the Honors students will be required to read two selections from a list of historical or biographical works, also related to the subject matter, and report on those, also. Honors projects are intended to enrich the understanding of the individual student, and in so doing to benefit the entire class, as well.

<b>United States History</b>	<b>Year</b>	<b>11</b>
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US History is a survey of United States history from Colonial America through the present. This third edition of the Bob Jones University Press, *United States History for Christian Schools* examines the social, economic, and political issues, emphasizing God's sovereign control over the course of events throughout American history.

<b>United States History Honors</b>	<b>Year</b>	<b>11</b>
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God's sovereign control over the course of events throughout American history. Honors students are required to complete a three page, typed, written report each quarter on key people or events pertaining to the subject being studied. In addition to the reports, honors students will have additional essay questions on their tests and exams.

**Advanced Placement U.S. History      Year      11**

AP US History is a survey of American history from c. 33,000 BC through the present. Using a secular textbook this class examines U.S. History from a world view, with emphasis on social, economic, and political issues. College credits are earned when a student receives a passing score on the Advanced Placement Exam administered in May.

**Psychology      Year      11**

The course will introduce the vast and diverse field of Psychology. The student will gain general knowledge in the principles, concepts, and theories that are core to psychology. Secular vs. Biblical world views will be discussed in depth.

**American Government      Year      12**

*American Government for Christian Schools* by Tim Keese covers the development of our political system from the Founding Fathers to American Federalism using a Christian perspective. Functions, processes, and contemporary problems of American political systems, along with political parties, elections, Congress, the Presidency, and the Supreme Court are also discussed. Emphasis is placed on current events to help students better understand the workings of the American political system.

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**Economics      Year      12**

This course is designed to give the upper-level high school student a working knowledge of basic economic principles, both to assist him in understanding economic issues around him and to prepare him for what may lie ahead in his academic career. Students will explore the economics of the nation, the business firm, the financial market, the government, and the household.

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Students will explore the economics of the nation, the business firm, the financial market, the government, and the household. The Honors course will require additional work, such as article reviews, worksheets, essays, and a paper. These requirements will enhance the understanding of how economic principles apply to practical situations.

## History / Social Science Electives

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|--|-----------------|-------------|
| <b>Contemporary History</b>  | <b>Semester</b> | <b>9-12</b> |
| Contemporary History is an elective in which current events in the areas of politics, economics, education, religion, entertainment, and social issues will be explored. In addition to knowledge of what is going on in our world, emphasis will be on how to view these events from a Biblical world view, and how to properly respond to them as a Christian.   |                 |             |
| <b>Global Studies</b>  | <b>Semester</b> | <b>9-12</b> |
| Global Studies is the counterpart to Contemporary History. Similarly, students will look at current economics, education, religion, entertainment, and social issues. Events will be considered from a Biblical world view, and students will ponder the Christian response to global issues.  |                 |             |
| <b>World Cultural Geography</b>  | <b>Semester</b> | <b>9-12</b> |
| Principles and concepts of the discipline are examined the first semester through maps, earth-sun relationships, weather, climate, soil, water, and landforms, emphasizing that God created our world. During the second semester, students focus on North America, studying its major landforms and subregions. The second semester, students will discover Latin America, Western Europe, Central Eurasia, Asia, the Middle East, Africa and Oceania. The second edition of the Bob Jones University Press, <i>Geography for Christian Schools</i> and the <i>Student Activities in Geography</i> provide a strong Biblical philosophy and scriptural emphasis for the study of World Geography. |                 |             |

## Science Department

<b>Earth/Space Science</b>	<b>Year</b>	<b>7</b>
Life Science is a junior high survey course touching all major areas of life science. Topics will include, but not be limited to: the scientific method, cell structure, the animal kingdom, and plant biology. Students will participate in hands-on activities that reinforce material learned in class and assignments.		
<b>Physical Science</b>	<b>Year</b>	<b>8</b>
Physical Science will include, but not be limited to: the scientific method, measurement of matter, the properties and classification of matter, models of atoms, the periodic table of elements, chemical reactions, and solutions. Students will participate in hands-on activities that reinforce material learned in class and assignments.		
<b>Biology</b>	<b>Year</b>	<b>9</b>
The <i>Biology for Christian School</i> text from Bob Jones University Press covers many topics. During the course of the year all four units will be covered. The first unit deals with the Science of Life covering topics such as the cell, genetics, and Creation and Evolution. The second unit deals with The Science of Organisms covering topics such as classification, microbiology and botany. The third unit continues the study of The Science of Organisms covering zoology and ecology. The fourth unit teaches about The Study of Human Life. The course also includes fantastic labs that give students hands-on experience. Tests will be given at the end of each chapter. Several projects are completed throughout the year.		
<b>Biology Honors</b>	<b>Year</b>	<b>9</b>
The <i>Biology for Christian School</i> text from Bob Jones University Press covers many topics. During the course of the year all four units will be covered. The first unit deals with the Science of Life covering topics such as the cell, genetics, and Creation and Evolution. The second unit deals with The Science of Organisms covering topics such as classification, microbiology and botany. The third unit continues the study of The Science of Organisms covering zoology and ecology. The fourth unit teaches about The Study of Human Life. The course also includes fantastic labs that give students hands-on experience. Tests will be given at the end of each chapter. Several projects are completed throughout the year. The honors course requires each student to complete a science fair project that is completed in the first semester.		
<b>AP Biology</b>	<b>Year</b>	<b>11-12</b>
Advanced Placement Biology is a college-level course. The course is taught in a lecture/discussion format. Students are encouraged and expected to discuss the material being presented. This discussion most frequently takes the form of questions of clarification and contributions the students have to the subject being discussed. It is expected that all students will have read the material that is being discussed before coming to class. There are ten laboratory exercises that will be completed throughout the year. Each student is expected to sit for the AP Exam given in May.		

**Chemistry** **Year** **10**  
Chemistry operates at the atomic level, and we will become intimately familiar with the periodic table and apply many scientific theories on paper and in the laboratory. After learning atomic structure, we will combine atoms into molecules and then study molecular behavior. This study includes solid/liquid/gas phases, solution chemistry, acid and base chemistry, electrochemistry, thermodynamics and kinetics, and extends into biochemistry and nuclear chemistry. Chemistry requires algebra skills and excellent study habits.

**Chemistry Honors** **Year** **10**  
The subject of Chemistry covers such topics as balancing equations, chemical formulas, moles, gases, solutions, colloids, calorimetry, pH, acids and bases, redox, among others. This course can be demanding for those who are weak in math or have weak study skills or habits. Chemistry lends itself to many “hands on” activities in the lab. This honors course has more stringent grading of tests, quizzes, and labs than the non-honors course. Essay questions are included on tests and all sections of the text are covered.

**AP Chemistry** **Year** **11-12**  
AP Chemistry is designed to meet the requirements of a good general chemistry college course, so secondary requirements include successful completion of one year of high school chemistry, four years of college prep math, and, preferably, one year of high school physics. Compared to first year chemistry, AP Chemistry uses a more rigorous Brown and LeMay textbook, covers more extensive topics, requires more rigorous math and more challenging quantitative labs. The topic list includes the structure and state of matter (40%), reactions (40%), descriptive chemistry (10%), and laboratory work (10%).

**Anatomy and Physiology** **Year** **11-12**  
This is a comprehensive course of the study of the human body. The book used is *Hole's Essentials of Human Anatomy and Physiology*. The book is divided into six units: Levels of Organization, Support and Movement, Integration and Coordination, Transport, Absorption and Excretion, and Human Life Cycle. This class has a lab component.

**Physics Honors** **Year** **11-12**  
This is a lab-based course using *Glencoe Physics: Principles and Problems*. Physics is a core science which describes our everyday world. Topics include motion, gravity, sound, light, and modern concepts such as relativity. Many hands-on activities and projects enhance the learning process. A strong math background is essential; this is an algebra-based course.

**Forensic Science** **Year** **11-12**  
In this course, students are introduced to crime scene investigation as they explore specific types of evidence and the techniques to collect and analyze the evidence. Topics include crime scene investigation: the collection, handling, and examination of trace evidence, DNA, ballistics, blood and blood spatter examination, fingerprints, forensic anthropology, and determination of the cause and time of death. Real life case



## Fine Arts Department

**Art** **Semester** **7-8**

The goal of this course is to see the student grow spiritually and artistically. The majority of class time will be devoted to projects. In addition, students will learn and be responsible for information which include Art Awareness & Appreciation along with some Art History. Students will be given weekly quiz grades (on both projects and study sheets, class participation, and care of materials). Additionally, students will have three, six, and nine week exams, most of which will be projects.

**Art I, II, III, IV** **Semester** **9-12**

The goal of this course is to see the student grow spiritually and artistically. The majority of class time will be devoted to projects. In addition, students will learn and be responsible for information which include Art Awareness & Appreciation along with some Art History. Students will be given weekly quiz grades (on both projects and study sheets, class participation, and care of materials). Additionally, students will have three, six, and nine week exams, most of which will be projects. "Portfolio Students" are proven artists and have been invited to join the group by the teacher. These students will work more independently and will be entrusted with more advanced projects and privileges.

**Music Theory** **Semester** **9-12**

The goal of this course is for the student to learn the fundamental concepts of musical composition. Topics of study include pitch, rhythm, scales, intervals, chords, and harmony.

**Concert Choir** **Semester** **7-8**

The goal of this course is for the student to develop his singing ability and musicianship in the choral setting. Emphasis is given to proper vocal technique, choral technique, and music reading. The student will learn rehearsal and concert etiquette and responsibilities associated with membership in a performing organization. Choral literature of various forms and genres will be performed.

**Masterpiece Chorale** **Semester** **9-12**

This course has several objectives, including creating an environment for worship that is real not only in music, but in every other aspect of life. The student will develop and demonstrate an ability to communicate effectively and sing correctly, and develop an understanding and appreciation of quality music.

**Concert Band and Orchestra** **Semester** **7-8**

The goal of this course is for the intermediate-level students of orchestral instruments to study and perform a wide variety of music. Music reading and music theory skills are also developed. Emphasis is placed on the study and performance of selected skill-level, appropriate band and orchestral literature representative of a wide range of styles, composers, forms, periods, and nationalities. Performances are considered a part of the course.

**Symphonic Band and Orchestra**                      **Semester**                      **9-12**

The goal of this course is for the advanced-level students of orchestral instruments to study and perform a wide variety of music. Emphasis is placed on the study and performance of selected skill-level, appropriate band and orchestral literature representative of a wide range of styles, composers, forms, periods, and nationalities. Performances are considered a part of the course.

**Debate**    **Semester**    **9-12**

The purpose of the debate class is to teach students in grades 9-12 the proper protocol in formal debate. Students will learn how to present facts and statistics to support debatable issues. They will maintain a file box for the purpose of organizing facts, statistics, and quotations that may be used to support an issue. Students will also learn how the judges who judge debates score the individual participants. Questioning techniques and scoring points are also taught in this class. Students are placed in teams of two per team, given an issue to research, and they are assigned an affirmative or negative position to debate in a formal setting using the format and timing assigned by FACCS.

**Introduction to the Arts**                              **Semester**                              **10-12**

The goal of this course is for the student to observe and identify the common elements in the visual and performing arts and how they reflect values of different cultural and historic periods. The course includes a survey of themes, genres, and representative works from the eras of the Renaissance to the early twenty-first century.

**Act I**    **Semester**    **7-8**

The purpose of this course is to present the drama student with ample opportunity to practice what he or she learns. Regardless of the student's talent level, he or she will develop creative writing skills through various play writing exercises. The student will develop comprehension skills through peer evaluations and various exercises designed to improve the ability to communicate effectively as a performer. Finally, the drama student will develop performance skills, through various improvisational exercises, individual and partner performances and a formal performance at the end of the semester.

**Act II**    **Semester**    **9-12**

The intent of this course is to acquaint students with the history and variety of the theater with practical application of techniques in the performance of skits, monologues, and full-length plays. Topics studied include: dramatic and comedic acting; stage, scene, and costume design; great plays and playwrights, and more.

**Yearbook/Journalism I,II,III,IV**                      **Year**    **9-12**

This class is responsible for capturing the events of the current year in the creation of the *Fortress* Yearbook. The teacher serves solely as advisor to the students who make up the Yearbook Staff. The staff is comprised of editors, design artists, photographers and writers. Each member of the staff will learn to assemble yearbook pages, photography, layout design, story and caption writing skills. The entire yearbook is

produced on the computer using various software programs such as Adobe Pagemaker, Adobe Photoshop, Microsoft Word, in addition to other design, writing and photo editing software. All staff positions are filled by application and acceptance by the current Advisor and editors.

Prerequisite: Yearbook Advisor's recommendation.

## Physical Education Department

### **Physical Education 7**

**Year**

**7**

The following activities and sports will be covered in physical education classes with the general unit procedure being: introduction to the sport/activity, skill demonstration, practice through drills, explanation of rules, game competitions, and evaluation. Also included throughout each unit are fitness activities and fitness testing. 1<sup>st</sup> quarter: volleyball, soccer, mini-unit. 2<sup>nd</sup> quarter: basketball, flag football, speed ball/floor hockey. 3<sup>rd</sup> quarter: physical fitness test, softball, mini-unit. 4<sup>th</sup> quarter: track and field, two mini-units. Mini-units may include: fitness activities and fitness testing, bowling, rhythmic, aerobics, tennis, weightlifting, and recreational sports.

### **Physical Education 8**

**Year**

**8**

The following activities and sports will be covered in physical education classes with the general unit procedure being: introduction to the sport/activity, skill demonstration, practice through drills, explanation of rules, game competitions, and evaluation. Also included throughout each unit are fitness activities and fitness testing. 1<sup>st</sup> quarter: volleyball, soccer, mini-unit, 2<sup>nd</sup> quarter: basketball, flag football, speed ball/floor hockey, 3<sup>rd</sup> quarter: physical fitness test, softball, mini-unit, and 4<sup>th</sup> quarter: track and field, two mini-units. Mini-units may include: fitness activities and fitness testing, bowling, rhythmic, aerobics, tennis, weightlifting, and recreational sports.

### **Life Management Skills**

**Semester**

**9**

The purpose of this class is to present the Bible as the foundation for a healthy lifestyle. This class will deal with the integration of the physical, mental, social, and spiritual dimensions of life including: nutrition, physical fitness, friendships, dating, self-esteem, devotional time, prayer, etc. Through various group and individual exercises the students will “dig deeper” into issues which will help them grow and mature as individuals.

### **Personal Fitness**

**Semester**

**9**

Personal Fitness is a 0.5 credit course which is designed to give the student a thorough understanding and working knowledge of total fitness for the purpose of gaining and living in an acceptable level of fitness.

### **Team Sports**

**Semester**

**9**

Team Sports is a 0.5 credit course. The purpose of this course is to introduce and teach the student various teams and recreational sports so that the student may play these games with enjoyment in his or her leisure time.

## Physical Education Electives

### **Weight Training**

**Semester**

**10-12**

This course is designed as an introduction to the fundamentals of weight training as part of an overall fitness program. Emphasis will be placed on safety. The student will be taught proper form, technique and breathing. Each student will have a "workout partner." Sports, nutrition and the treatment of injuries will also be discussed.

### **Fitness and Nutrition**

Fitness and Nutrition is designed to give the student an understanding and working knowledge of fitness and nutrition for the purpose of gaining and living in an acceptable level of health. Students will experience different forms of fitness, such as: speed and agility, basketball, football, soccer, Pilates, kickboxing, weightlifting, running, ultimate Frisbee, and other recreational sports.

## Technology Department

### **Business Systems & Technology      Semester      9**

Business Systems and Technology is a comprehensive course designed to provide students with the skills to create a conceptual enterprise and bring it to market. The development of a business plan will serve as the foundation of the students' efforts to organize, capitalize and develop their new businesses. Course projects include: Logo designs, marketing materials, customer databases, mail-merges, sales & expense budgets, loan schedules, organizational charts, multimedia presentations, web page designs and business plans using the Microsoft Office Products.

### **Technology for Life      Semester      10-12**

Technology for life is an integrated course that uses technology to teach students the important life strategies they will need for the future. Students will focus on two distinct groupings of skills: financial planning and college and career planning. Students will also focus on online research throughout each section of this course. Through Life Technology Skills, students will learn important skills such as: balancing a checkbook, retirement planning, creating a resume, finding net worth, creating budgets, creating thank you letters, college research skills, and interviewing skills. Students who participate in this course will use technology applications such as spreadsheets, databases, word processing, multimedia, and desktop publishing.



to develop an understanding of programming logic, data acquisition and robotic behavior simulation using LEGO Mindstorms NXT robots. Second Semester focuses on programming in the popular language of C. The student will study the syntax of the language, logical sequence of commands, use of functions, the use of different data types, manipulation of numeric and string data in standard and array variables, all in the frequent writing of daily programs that feature efficient and user-friendly output.

**Video Productions I, II, III**

**Semester**

**9-12**

This class is designed to teach students how to shoot video, how to edit, and how to produce a video for professional use with the world's leading editing software, AVID. The course also includes fundamentals of television, producing a video, videography, editing videos, creating video effects, special effects, and color correction. Several types of videos the students will have exposure to are music, educational, instructional, commercial, and sports video.

**Creative Media Technology**

**Semester**

**10-12**

Creative Media allows students who are gifted in various technology fields to assist with three major communication efforts for ECS: the school newsletter, the athletic website, and chapel setup. Students will be manipulating photos using Photoshop, working with InDesign (industry standard desktop publishing program) to create the ECS Newsletter, creating/updating documents using Microsoft Office software, updating the athletic website using Dreamweaver, and setting up and running the sound for chapel.