

Social Studies

9th Grade World History

Units: First Civilizations
Warlords of Japan
Pre-Colonial Africa
Early India/Rise of Islam
Ancient China

Ninth grade World History focuses intently on building skills; academic skills, historical skills, and critical thinking. More emphasis is placed on the process of learning than on memorizing facts. Most 9th graders can expect at least 30-45 minutes of homework per school night. Homework is not typically given over the weekend. There is no textbook for this course so it is important that students hang on to the handouts they are given. Honors level course work is available for this class.

10th Grade World History

Units: All Things World
French Revolution
Imperialism & Independence Movements (Latin America, Africa, India)
Communism & the Cold War (China, Russia, Latin America)
LOL (Love out Loud)
Contemporary Conflicts

Most World History units will be geared toward experiencing the historical situation in order to understand our world and ourselves better. Throughout the year there will be many opportunities for each student to shine, using their God-given gifts and abilities. The 10th graders will, God willing, be going to Mexico this year. There will be more information regarding this trip to come. Most 10th graders can expect at least 30–45 minutes of homework per night. Honors level course work is available for this class.

U.S. HISTORY

US History is designed to give students a chronological and thematic overview of 20th-Century American history. By examining how and why certain events have occurred, we discover themes important to certain time periods, as well as those that are timeless. We use the American Dream and Globalization as central areas of exploration: the nature of and a Biblical perspective on each, how major time periods & events changed the Dream and lead to Globalization, and our connections to those time periods & events through the Dream of today. We evaluate all of this using core democratic values, and examine the resulting costs & benefits from multiple American and international perspectives.

CIVICS

One of the ways that we serve our God and our society is to be responsible citizens. In this course, students will gain a better understanding of our government and how they can participate within it. We start with the role of government within a Christian worldview, particularly as it relates to doing justice. From there, we study documents and movements that lead to the establishment of America's system of government, focusing on our core principles and values. Next, we study the functioning of government, focusing on the Constitution and its influence over time. Finally, we explore America's ever-changing role in our world and how we, as Christian citizens, can and should engage the system as salt and light, working to see that God's justice is done.

HONORS HISTORY: COMMUNISM & CONTAINMENT

This class provides an in-depth study of Communism in the 20th and early 21st centuries, and America's often-inconsistent response. We chart major world events from the Russian Revolution to the current day, focusing primarily on the U.S.S.R. and China, but including smaller Communist countries as they affect (or are affected by) these nations.

Advanced Economics/Internship:

The internship program provides opportunities for students to gain exposure to a variety of careers and develop workplace skills. The Advanced Economics is a pilot program in which students become entrepreneurs and go operational with a business. Students will be working with professionals in the community who have agreed to be a sponsor. This is an interdisciplinary, Biblically-based class in which students will be placed in internships according to their God-given talents. The class will include work at the internship site or in their business as well as completing course work at school.

Law & Justice

An essential part of being a productive member of a community is to understand the law and to be a supporter of justice. The law is an attempt by our society to give a type of guide for living. This "guide for living" is based on what our society values. Obviously, our legal system is not the only guide for living that people operate under. Individuals have both freedoms and responsibilities under the law. In this course we delve into our legal system in light of the Christian faith. Our code of law is not necessarily our main concern but rather our response to the law. The Christian response to law needs to have at the heart of it a Biblical sense of justice.

Economics

As Christians we are called to be both good stewards of the resources given to us by God and are also cautioned against the love of money. We will study and apply the principles of economics and stewardship in an effort to better manage our resources and our world.

Goals:

- To develop an economic way of thinking about the world to use in your roles as citizen, consumer, producer, investor in the modern economy.
- To have a sound grounding in basic micro and macroeconomic principles to prepare you for further study of Economics.
- Developing communication skills that are grammatically and economically correct.

Science

Course Description:

Physical Science is a year-long course providing a basis for further study in the natural sciences. The goal of the course is to help students understand basic concepts and tools of science, use them to discover more about the world God has created, and evaluate man's interactions with God's world. The first semester will be introductory Chemistry, and the second semester introductory Physics.

Textbook: Physical Science: Concepts in Action Prentice Hall 2009.

Course Units/Content:

- Scientific Method
- Metric Measurement
- Properties of Matter
- Atomic Structure and the Periodic Table
- Chemical Reactions
- Solutions, Acids, and Bases
- Forces and Motion
- Work, Power, and Machines
- Energy
- Waves, Sound, and Light
- Electricity

Course Description:

Physics is the study of the fundamental laws which are basic to all the sciences. The goal of the course is to see the connectedness of the world God has created and learn some basic strategies for observation and problem-solving within it. Physics is designated as an Honors/Advanced Placement course.

Textbook: Physics Prentice Hall 2000.

Course Units/Content:

- Units and Problem-solving
- Kinematics
- Force and Motion
- Work and Energy
- Momentum and Collisions
- Rotational Motion
- Thermodynamics
- Vibrations and Waves
- Electricity and Magnetism
- Light and Sound
- Relativity
- Quantum Mechanics and Atomic Physics

Course Description:

Chemistry 2 is a one-semester course emphasizing the quantitative nature of chemical reactions. Students will use the concepts of balanced equations, the mole, and molar mass to predict the amount of product made in a chemical reaction. Another examination of the kinetic-molecular theory will allow for a more thorough understanding of gases, liquids, and solids and their various properties. Finally, students will use their chemistry and biology background to delve further into solutions, acids, bases, and equilibrium. Laboratory activities will reinforce classroom learning and are an integral part of the course. The focus will be on real-world applications for everything that is learned and studied.

Textbook: Chemistry Prentice Hall 2005.

Course Units/Content:

- Stoichiometry
- Gases and the Gas Laws
- Solids and Liquids (intermolecular forces)
- Solutions
- Equilibrium
- Acids and Bases

Course Description:

Chemistry in the Community is a one-semester course which is a more descriptive and less quantitative alternative to Chem 2. Students will study Chemistry concepts in context to build their knowledge of how systems work on a micro and macro level. Laboratory activities will reinforce classroom learning and are an integral part of the course. The focus will be on real-world applications for everything that is learned and studied.

Textbook: Chemistry in the Community American Chemical Society 2002.

Course Units/Content:

- Water and Water Systems
- Gases and the Gas Laws
- Atmosphere
- Solutions
- Acids and Bases
- Energy

Course Description:

Science 12 is a one semester, student-directed study of various environmental science topics which have become critical issues in different areas of the world today. The goal of the course is to see the perfection of the created order, determine some of the reasons behind what has gone wrong, and struggle with possible solutions, both local and global. Three themes will unify the work done in this course: sustainability, stewardship, and sound science. In each of our units, students will pick topics of interest to research more thoroughly and write papers of increasing length as we progress through the course.

Textbook: Environmental Science Prentice Hall 2002.

Course Units/Content:

- Sustainability, Stewardship, and Sound Science
- Population and Demographics
- Water
- Food Production and Distribution
- Biodiversity and Ecosystems
- Energy Sources and Usage
- Pollution
- Global Climate Change

Biology I

This course introduces the students to the cellular intricacies of living organisms. After becoming familiar with the language and concepts of biochemistry, we explore the structure of the cell, observing the way it functions as a composite of many parts functioning in tandem. As part of observing the process by which organisms obtain and use energy, we examine many of the human body systems. With the greater big-picture understanding we return to the biochemical processes occurring in the cells. We finish the year by looking at the means by which cells replicate themselves, and the way they divide that allows for sexual reproduction, ensuring that genetic information is successfully passed to the next generation.

Biology II

This course continues the study of living organisms begun in Biology I. We first explore ethical issues related to genetics and biodiversity. Then building on the understanding of the cellular organization of living things covered in the previous semester, we expand to the organism, population, region and global levels. An overview of the Kingdoms into which organisms are classified will involve analyzing key characteristics and niches within ecosystems. The relationship between man and his environment will be explored throughout the semester. Growing in our understanding of what it means for us to live as people created in the image of God, called to care for creation, of which we are a part, is a primary goal of this semester. This course will involve the dissection of several different representatives of the animal kingdom.

Anatomy and Physiology

In this class we will study the various systems of the body in further depth than was done in Biology I. By its nature, this class will focus on the relationship between structure and function. Anatomy focuses on the structure. Physiology focuses on the functions accomplished by those structures. After completing a brief review of the biochemistry and cellular topics from Biology I, we will proceed through the various body systems. These will include the integumentary (skin), skeletal and muscular systems. Also the relationship between the nervous and endocrine systems will be explored. Near the end of the semester students will have the opportunity to study one additional system and prepare a presentation for the class.

Language Arts

ENGLISH 9

This course attempts to unpack and study the question, “What does it mean to be human?” through literature and writing, as well as expanding our personal literacy skills by reading, listening to, viewing, and discussing a variety of material. Students practice a variety of reading strategies, and learn new vocabulary, literary terms and conventions. The course reviews the fundamentals of grammar and usage, as well as helping students improve their writing skills. Students respond to literature in a variety of creative ways. Listening/speaking and viewing/representing are also a part of the course through student-created and professional performances.

English 9

The goal of English 9 is to improve our skills in reading, writing, thinking, speaking, and listening, which will equip students to be successful in today’s world. In this class, students learn and use effective research methods to write a detailed research paper, and weekly assignments improve upon the skills listed above. Students also receive individualized instruction to address various learning styles and needs.

English 10

The goal of English 10 is to improve our skills in reading, writing, thinking, speaking, and listening, which will equip students to be successful in today’s world. Specifically, English 10 students give multiple speeches on a variety of topics, as well as improving on the other skills listed above. In addition, students produce an exemplary research paper using the skills learned in class. Students in this class receive individualized instruction to address various learning styles and needs.

Composition

This course is structured around (1) the writing process (prewriting, drafting, revising, editing & proofreading), and (2) the six traits of writing (ideas, organization, voice, word choice, sentence fluency & conventions). This course aims at equipping students to do the following: use the English language for successful communication in various real-life contexts, write grammatically correct sentences and compositions, enrich their vocabulary, and achieve cohesion and creativity in their writing.

AP English Literature & Composition

This course engages students in the careful reading and critical analysis of literature. It includes, among other things: (1) an intensive study of representative works of literary merit from various genres and periods from the sixteenth to the twenty-first century, (2) reflection on the social and historical values of each work, (3) the experience, interpretation, and evaluation of literature, (4) and awareness of literary tradition (5) stylistic maturity exemplified in advanced vocabulary, sentence variety and effective rhetoric. Major writing skills include writing to understand, writing to explain, and writing to evaluate.

British Literature

This course equips students to read representative works of British Literature from the Medieval Ages to the twenty-first century. They will evaluate the texts for literary significance and author's craft based on personal, collaborative, and traditional standards. They will reflect on the social and historical values of each work. They will also respond to the texts in the form of reflective writing, analytical writing and a variety of individual and collaborative creative projects.

ELS English

This course is designed for students who need additional support in English Language proficiency. The course includes reading, writing, speaking and listening skills. Students will (1) learn the theory and application of grammar, (2) develop their vocabulary, and (3) read a variety of fiction and nonfiction texts.

Journalism

This course is a Language Arts elective. By the end of this course, students should be able to answer the following questions:

- 1) Why is it important for me to be a better writer?
- 2) What makes journalistic style different from other writing styles?
- 3) How does this style of writing help me in the professional world?
- 4) What is our role as Christians in understanding, interpreting, and presenting mass media?

Modern Problems

Modern Problems will examine how world events are rooted in a specific global culture and cannot be fully understood in isolation from this culture's economic, political, social, and historic contexts. We will be looking at these events through the lens of a Christian worldview.

Psychology

This course is designed to understand human nature as a psychophysical entity created by God. Major topics include: the historical and contemporary approaches to psychology, psychological research methods and statistics, theories of personality, sensation and perception, thinking and language, and social psychology. The goal of this course is that students will develop content knowledge and critical thinking / application skills.

Peer Assisted Learning – Course Description

Course Information

Elective: offered semester one and two when enough students are available

Credit: up to 1 credit per semester (.5) for PAL class and (.5) for tutoring

Eligibility: students in their junior or senior year, screened by the teacher(s) and guidance counselor for spiritual, social, emotional and academic strengths.

Course Description

Class Time: Students will receive training in how to be an effective peer tutor. The training will be through a text, The Master Tutor 2nd Edition by Ross B. MacDonald, selected readings (about study skills, organization, stress, learning differences, etc.), class discussions, book reports, observations and films about how students learn. The class will also provide intentional one to one contact with students that are academically at risk in the high school environment.

Tutoring Time: Students will be paired with tutees that have academic and/or behavioral weaknesses. They will be expected to present a positive school role model. Tutor and tutee will meet four times a week, scheduled during the tutor and tutee's study hall.

Grading

Attendance in class and tutoring sessions

Lesson planning for tutoring sessions

Written book reports (2)

Oral presentations (2)

Observation of another school

Quizzes on articles and handouts

Participation in testing support

Math

Math 1

I. Course Description

In Math 1, students will continue to grow in their understanding and use of algebra, develop concepts and skills in geometry, and in related areas of graph theory. It also covers methods similar to those used in science, business, and industry for answering questions involving probability. Ideas from statistics are interwoven in many of these units.

II. Topics to be Covered

- a. Patterns in data
- b. Patterns of change
- c. Linear models
- d. Graph models
- e. Patterns in space
- f. Exponential models
- g. Simulation models

Math 2

I. Course Description

In Math 2, students will continue to grow in their understanding and use of algebra, develop concepts and skills in geometry, and in related areas of graph theory. Ideas from statistics are interwoven in many of these units.

II. Topics to be covered

- a. Matrix Models
- b. Patterns of Locations, Shape and Size
- c. Patterns of association
- d. Power models
- e. Network optimization
- f. Geometric form and function
- g. Patterns in chance

Business Math

I. Course Description

Business math is a course in applied mathematics. We will review basic mathematical concepts and look at situations in which math is used in everyday life. This course will cover budgeting, accounting, and other financial applications of math in both business and personal situations.

II. Topics to be covered

- a. Basic Math skills
- b. Personal finance
 - i. Gross income
 - ii. Net income
 - iii. Recordkeeping
 - iv. Checking and savings accounts
 - v. Charge accounts and Credit cards
 - vi. Loans
 - vii. Vehicle transportation and cost
 - viii. Housing cost
 - ix. Insurance and Investments

CORE III

Mathematics in Context Course 3 is the third course in our four-year high school mathematics sequence. In Course 3, students examine mathematical concepts in algebra, trigonometry, geometry, statistics, and discrete mathematics, in an effort to better understand God, the world, and the work of mankind. Course 3 prepares students for success the following year in Course 4 or Business Math. It also prepares them for success in the future in college, careers, and daily life as Christians in contemporary society.

CORE IV

Mathematics in Context Course 4 is the final course in our four-year high school mathematics sequence. As a combination of traditional Pre-Calculus and FST courses, Course 4 formulizes and extends students' understanding of functions, trigonometry, and statistics, in an effort to better understand God, the world, and the work of mankind. Course 4 focuses on the mathematics needed to prepare students to be successful Christians in college calculus and statistics courses.

CALCULUS

Calculus is the culmination of years of mathematical study and a gateway into the study of higher levels of mathematics, physics, and engineering. Studying calculus gives students a better understanding of the workings of the world that God created. AP Calculus is a course designed to prepare students to receive calculus college credit by taking the AP Calculus Test offered in May.

Algebra Skills

This course is a study of the algebraic concepts needed to solve algebraic equations. Students use algebra as a tool for representing and solving a variety of practical problems. Tables and graphs are used to interpret algebraic expressions, equations, and inequalities and to analyze functions. Students also receive individualized instruction to address various learning styles and needs.

Foreign Language

Spanish

Spanish 3: This year long class is an elective for most students who have excelled in Spanish 2 and want to continue their language study. It emphasizes the 9 indicative verb tenses and 4 main subjunctive verb tenses, among other grammatical structures. Reading and writing skills are emphasized. It is demanding and serves as a preparation for Spanish 4. The texts used are recent and are accompanied by practical activities and web based review.

Spanish 4: This year long course is designed for advanced students of the Spanish language. It is an AP level course and in the 2009-2010 scholastic year will be an actual AP Spanish course. Emphasis is on reviewing all complex grammatical structures, including accents, through literature: poetry, short story and novels. Recent texts are included and are accompanied by activities and practical application, as well as web based review and research. Short research papers are required throughout the course including a lengthy final exam paper at the end of each semester. Field trips to Spanish works of theater and music increase cultural awareness. The class practices Tertulia, which is the hispanic tradition of an individual presenting a topic of discussion and a group discussion following, usually carried out at a local coffee shop.

Religion

Old Testament

This course is intended to be an overview of the entire Old Testament. We will be studying overarching themes, as well as individual stories. This will help put the Old Testament in perspective by joining the stories we have heard into a coherent view of the story of God and His people. We will also be spending some time delving into the history, geography and setting of Israel. In some ways it will be an "academic" study of the Old Testament, but my hope is that this course will help you to start and grow in your relationship with God.

Integrative Theology

It integrates the historical, biblical, systematic, apologetic, and practical fields. This course will touch each of the following areas: 1. Defining a distinct problem or subject for inquiry 2. Learning alternative approaches to the topic 3. Articulating a coherent summary of Old and New Testament teaching 4. Formulating a cohesive doctrine and relating it to other biblical doctrines and other knowledge 5. Defending the doctrine 6. Applying the doctrine as a driving force for Christian life and ministry.

New Testament Survey: This semester length class is required for all sophomores and invites the student to investigate the big picture issues of creation, fall and redemption as seen in the themes of Tabernacle, Temple and Temple of the Spirit. Students learn about the Tabernacle as they build a small scale model of the structure and examine the Old Covenant as a background to the New Covenant, as well as the Noahic, Abrahamic, and Davidic covenants. These are seen as a temporary shadow of things to come in Christ.

The Temple is examined by building a small scale model of the Temple of Solomon and learning how the temple is a picture of the New Covenant as seen in Christ as the anointed one of God. He is seen as the Messiah, the temple of God who was raised in three days.

The Biblical Jewish feasts are examined in light of the Old Testament scriptures and how Christ fulfilled them in his death, burial, resurrection and Pentecost. Geography, culture and political climate of first century are examined to shed more light on the New Testament scriptures. The books of Luke-Acts are read in class and are treated as two volumes of one book.

The Feast of Pentecost is seen in its Old Covenant context and how it was fulfilled in the coming of the Holy Spirit on the day of Pentecost. Special emphasis is placed on how it was a harvest of people as the church was birthed and filled with the presence of God and how they, the church of Jesus Christ are now the Temple of the Spirit.

Grade 11 Bible: This semester length course is entitled Faith Issues and is required for all juniors. The two main units are: How the Bible Came To Be and The Monastic Movement. Students examine how the Bible came into being and how gifted men and women of God sacrificed their talents and lives so that the common people through the centuries could read the scriptures in their own tongue. They also learn about the Hebrew Old Testament, Greek New Testament, Latin Bible (Vulgate) and early English versions through hands on projects such as copying sections of Hebrew scripture on clay, Greek scriptures on real papyrus and making codices, Latin scripture on scrolls and decorated Psalms from early English versions. The conclusion is that the scriptures we have in our hands are reliable, incredibly faithful to the original copies and therefore trustworthy.

The monastic movement is seen in its vital importance in the development of Western Civilization, especially the faithful and accurate copying of the scriptures over the centuries before the origin of the printing press by Johann Gutenberg.