



# Concord Christian Academy

## Course Catalog

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# Foundational Educational Principles

## CCA Philosophy of Christian Education

1. Education is focused on truth, of which God is the ultimate source. He reveals himself to us in nature; in His Son; and in the Bible, the only inerrant, authoritative, and sufficient rule for faith and practice (Hebrews 1:1-3; II Timothy 3:16,17).
2. The Lordship of Christ and the sovereignty of God are all-inclusive; therefore, all areas of life and learning are regarded as sacred (Romans 11:36).
3. Christian education is the result of all knowledge being tested against, and integrated with, a biblically based view of God and the world (Colossians 1:16,17; John 1:3).
4. The primary responsibility for the education of children rests with parents (Deuteronomy 6:7,8; Genesis 17:7; Proverbs 22:6). However, the Christian school and the church provide complementary roles in educating students for lives of fellowship with God and service to others (Deuteronomy 11:18; Psalm 78:4,5).
5. The Christian teacher, empowered by the Holy Spirit, guides and nurtures students through instruction, admonition and personal example. The Christian teacher seeks to encourage the spiritual development of students since this is the foundation for their academic, social and personal growth (Col.1:28; Proverbs 1:7).
6. Christian education occurs as the Holy Spirit works effectively in the hearts and minds of the students. Through general revelation students learn of God and His world (Acts 14:17; Rom. 1:18-20). Special revelation and regeneration are regarded as essential components of Christian education because a personal relationship with Jesus Christ provides students with the ability to view life from a Biblical perspective (I Corinthians 2:14).
7. God has created all students with unique talents as well as particular developmental growth patterns. Therefore, the learning process is enhanced as teachers utilize varied teaching strategies and instructional environments (Psalm 139:13-15; Romans 12:4-8).
8. Service to others inside and outside the classroom contributes to the development of each student's talents and abilities (I Corinthians 12).
9. Excellence in the quality of education offered to children brings glory to God and provides a compelling witness to our neighbors (Philippians 1:9-11).
10. The goal of Christian education is to develop students who will serve God and impact their community and the world by thinking and acting biblically in all areas of life (Romans 12:2).

# CCA School-wide Learning Outcomes

The vision of Concord Christian Academy educators is that a maturing CCA student will:

1. Understand and commit to a personal relationship with Christ and pursue ongoing spiritual development
  - a. Understand the gospel, salvation, and how to present the message of salvation to others
  - b. Commit to a personal relationship with Christ
  - c. Actively participate in a local church
  - d. Comprehend and practice spiritual disciplines such as devotions, personal Bible study, and prayer
  - e. Embrace and pursue spiritual maturity and a deepening dependence upon the Holy Spirit
2. Understand, articulate, and operate from a biblical worldview
  - a. Examine tough questions and topics in light of a Christian worldview
  - b. Develop, articulate, and defend a biblical worldview
  - c. Demonstrate application and relevance of a biblical worldview to daily decision making
  - d. Articulate differences between Christianity and other worldviews
  - e. Dialogue effectively with those who hold other worldviews
3. Demonstrate academic preparedness in all core subjects (Bible, civics, economics, English, foreign language, government, fine arts, history, geography, mathematics, science, and technology)
  - a. Incorporate Biblical integration into all academic disciplines
  - b. Utilize learning and innovation skills effectively
    - i. Critical thinking and problem solving
    - ii. Creativity and innovation
    - iii. Communication and collaboration
  - c. Showcase fluency in key areas of global literacy
    - i. ICT (information, communications, and technology) literacy
    - ii. Media literacy; operate from a global perspective
    - iii. Financial, economic, business, and entrepreneurship literacy
    - iv. Civic literacy
    - v. Health literacy
  - d. Develop and apply life and career skills

- i. Flexibility and adaptability
  - ii. Initiative and self-direction
  - iii. Social and cross-cultural skills
  - iv. Productivity and accountability
  - v. Leadership and responsibility
4. Develop moral integrity, demonstrated by righteous living and stewardship
  - a. Make wise choices based on biblical principles
  - b. Live according to biblical standards in family and personal relationships
  - c. Act as a wise steward in the use of personal, financial, and natural resources
  - d. Engage in responsible citizenship in the local and global community
  - e. Know and apply spiritual giftedness
  - f. Embrace an authentic understanding of building personal integrity and modeling service to others
5. Relate well and work well with others, including those from other cultures, and respect the worth of every individual as made in God's image
  - a. Understand the concept of being an image-bearer of Christ
  - b. Respect individual and cultural differences
  - c. See each person as a special creation with God-given gifts and needs for unique pathways of development
6. Demonstrate competence and preparedness for the next stage of life including intellectual, spiritual, physical, social, and emotional health
  - a. Pursue ongoing learning as it relates to college and career development
  - b. Apply learning to healthy choices affecting lifestyle
  - c. Continue as an active learner with a hearty zest and contagious zeal for life-long learning

# Elementary School

## K4/5

### **Language Arts**—K/4 Abeka Phonics and Reading Curriculum

The carefully sequenced phonics activities that will teach him his vowels, consonants, blends, one-vowel words, and two-vowel words. Building on this foundation of phonics, by second semester your child will be introduced to blending and sounding out words with our Little Books! By the end of the year they will be able to read and write their name, sound out other words, and understand that letters form words.

### **Manuscript Writing**—Handwriting Without Tears for Readiness and Writing Skills

From tracing the letters to writing them on his own, your child will be taught to neatly print his letters as he carefully forms each “curve” and “line.” We guide your child in the size and placement of each letter. As he carefully forms his letters, he will learn the character qualities of neatness and caring about his work. We keep track of students' writing abilities by writing in a Journal each month.

### **Language**—K/4 Abeka Language

The Animal Alphabet story cards provide a delightful way for children to expand their language skills as they learn new vocabulary words, increase listening skills as they hear new information and then answer questions, and strengthen motor skills as they participate in fun games and activities. By learning about the world around them, children will develop an appreciation for God's creation. Fun poems and fingerplays include simple rhymes coupled with finger actions that provide a twofold purpose: to entertain and to teach through play. They instruct, aid motor control and observation skills, and help the memory span.

### **Numbers**—K4 Abeka K4 ABC123

In K4, children learn to recognize and understand the concepts of numbers. By the end of the year, they will be able to count and recognize numbers 1–20, distinguish before and after numbers, and answer simple combinations. ABC-123 has practice pages that reinforce the concepts and the formation of numbers 1 to 20 by having children count and color familiar objects.

### **Math**—K Purposeful Design Math

God has revealed Himself as a God of system and order, a concept which is included in the mathematics instruction. Kindergarten Mathematics focuses on number and operation, and laying a solid foundation for geometry, algebra, measurement, and data analysis. More learning time in kindergarten is devoted to numbers than other topics.

**Science**—CCA's K4 class introduces Science concepts through a variety of fun and interactive ways. Students will experience the awe of God's creation through experimentation and many hands-on STEAM activities. Topics explored

include life Science, the five senses, physical science, health science, and earth science.

### **Bible**—K4 Purposeful Design

Through our Bible curriculum, students will learn of God's love, His son, Jesus, the gift of Salvation, Old & New Testament truths, stories and Scripture. Some of the areas covered in this year include Creation, Noah, Abraham, Joseph, Noah, Samuel, David, and Jesus' life and ministry. Each month we also focus on a different Fruit of the Spirit and how to relate it to our everyday lives. The goal of the Purposeful Design *Elementary Bible* series is for every student to have a personal relationship with God through Jesus Christ, developed and nurtured by engagement with the Bible in this series. We strive for students to not only acquire skills and Bible knowledge but also grow in faith and demonstrate that faith through their behavior.

## K5

### **Language Arts**—Purposeful Design

This curriculum is research-based and provides instruction in phonological awareness, phonics, comprehension, vocabulary, and fluency to meet the most comprehensive and challenging college-and-career-readiness standards available. Integral components include systematic phonics instruction as well as spelling and vocabulary instruction. Students will be exposed to a variety of literary genres through decodable and leveled readers as well as literature read aloud to them. In-depth but grade-appropriate grammar lessons and robust writing activities will engage students in practicing correct language usage and structure.

### **Writing**—Handwriting Without Tears

Researched-backed curriculum designed to be easy to teach and easy to learn. Explicit instruction combined with guided practice promote handwriting automaticity. Multisensory learning engages visual, audio, and kinesthetic learners. Hands-on tools to build vocabulary, fine motor, and alphabet knowledge prior to writing letters. Handwriting student editions foster student success with a clean, simple and intuitive design.

### **Math**—K5 Abeka Number Skills Arithmetic

Your child will learn numbers concepts from 1-100 and practical skills including telling time, bill and coins value, using the calendar, simple addition/subtraction, counting by 1s/5s/10s. We include sensory and tactile centers throughout the week to practice skills. Written and oral evaluations are also provided in the curriculum to measure how well your child grasps these important concepts.

### **Science**—Grade1 Purposeful Design Science - Half year

Grounded in a biblical worldview, students learn how science works through experiential, hands-on learning based on scientific inquiry investigations and engineering design process activities. Covering an introduction to Science, Life Science,

Physical Science, Earth Science, and the Human Body in distinct units, each of the units covers a specific topic. The curriculum features connect-the-dots, drawing activities, summaries of the topics taught from the teacher, colorful graphs and other helpful exercises that reinforce the primary lesson.

### **Bible-K5 Purposeful Design**

The K/5 Purposeful Design Bible course has been developed to accomplish the following:

- Provide multiple opportunities for students to come to saving faith in Jesus Christ
- Nurture ways for students to grow in their relationship with Jesus
- Engage students on a regular basis with the Scriptures including memorization
- Present daily opportunities for students to apply Bible truths to their lives, connecting biblical principles with real-life needs
- Emphasize the development of Christlike character in your students

Curriculum Units feature Characters and Topics from the Bible, with topics that relate to daily life. Topics include: Creating the World, Adam and Eve's Fall, Noah and the Ark, Listening to the Shepherd's Voice, God's Promise of Baby Isaac, Joseph and his Dream Journey, Moses and the Plagues, Moses and the Exit from Egypt, Samson's Strength, Hannah Prays for a Baby, The Calling of David, David and Goliath, David and Jonathan's Friendship, Esther's Bravery, The Friends in the Fiery Furnace, Studies for Thanksgiving, Easter and Christmas, Daniel in the Lions Den, The Birth of John, John Baptizes Jesus, Jesus Calling the 12, The Parable of the Lost Sheep, The Parable of the Sower, The Good Samaritan, Zacchaeus, and The Disciples After Jesus.

## **1st Grade**

### **Language Arts—Grade 1 Purposeful Design**

Purposeful Design phonics lessons include strong systematic phonics, reading groups, and high frequency word instruction.

### **Language—Grade 1 Abeka**

After completing this curriculum your child will be able to capitalize significant words; end a sentence with correct punctuation; recognize rhyming words, compound words, synonyms, antonyms, homonyms, and contractions; use prefixes and suffixes; alphabetize words; and even to write original stories on specific topics.

### **Spelling—Grade 1 Abeka**

This course contains 30 carefully selected phonics-based word lists. Creative spelling exercises such as matching, fill in the blank, and circle the rhyming word strengthen your child's ability to memorize and spell the words correctly.

### **Handwriting—Grade 1 Handwriting Without Tears**

The curriculum helps students develop foundational handwriting skills to write fluently and accurately. Students will be able to match letters with their uppercase and



lowercase counterparts, write neatly and legibly, use proper posture while writing, and write in PreCursive with consistent rhythm and speed.

### **Social Studies**—Grade 1 Abeka My America and My World

Students take a tour of America that inspires a love for their country! *My America and My World* teaches students about America's symbols, history, and places of interest, along with how our country was founded and what our basic freedoms are. They will meet several famous American patriots and learn patriotic songs. Good citizenship is emphasized, and reading skills are developed.

### **Science**—Grade 1 Purposeful Design

Grounded in the biblical worldview, the series enables students to learn how to do science, not just about it. They will grow through experiential, hands-on learning based on scientific-inquiry investigations and engineering-design-process activities. Covering an introduction to Science, Life Science, Physical Science, Earth Science, and the Human Body in distinct units, each of the units covers a specific topic. The curriculum features connect-the-dots, drawing activities, summaries of the topics taught from the teacher, colorful graphs and other helpful exercises that reinforce the primary lesson.

### **Bible**—Grade 1 Purposeful Design

Learning from the lives of Adam, Moses, Abraham, Jacob, Joseph, Ruth and Daniel, can teach us much about the rewards of living for God. Each of them faced rejection, but by God's grace, they all remained faithful. In this study, students will see examples of discipline and character, all while learning about the God that is our strength. We start at Genesis and end with the boy Jesus. Great stories that hold truths for today.

## 2nd Grade

### **Language Arts**—2nd Grade Purposeful Design

The language arts program continues to build phonics, reading, spelling and grammar. Colorful, illustrated lessons focus on building essential skills in reading, writing, listening, speaking, spelling, vocabulary, and penmanship. Print-based lessons include word activities, writing practice, syllables and consonant blends, and stories for reading comprehension. Topics studied include nouns, verbs (action, linking, helping, past, present, future and irregular), adjectives, adverbs, pronouns, prepositions, vowel sounds, plurals, prefixes and suffixes, cursive writing, rhyming words, syllables, contractions, simple sentences, punctuation, commas, digraphs, and diphthongs. Writing in cursive is introduced, and guidelines to help students learn correct writing formations. Weekly spelling tests and unit chapter tests are given to evaluate progress and student mastery.

### **Math**—2nd Grade Abeka Arithmetic 2

The math program continues to build math skills through a skill-building spiral approach. This takes students from the known to the unknown as they continue to review, apply and build upon learned concepts throughout the year. Colorful, print-based lessons focus on continuing concepts taught in 1st grade and include fun activities to enrich

learning and build comprehension. Topics in this course include counting to 1,000, addition and subtraction to up to four digits (including carrying and borrowing), place value to hundred thousands, Roman Numerals, area and volume, geometry, rulers for measuring, fractions, telling time, graphs, money conversion, temperature and thermometers, calendars, operation signs, multiplication and division, word problems and logical thinking. Skip counting, recognizing ordinal numbers, and understanding odd and even numbers are all discussed. Course units contain weekly speed drills and tests to evaluate progress and student mastery.

### **Social Studies**—2nd grade Abeka History and Geography

Students will gain a greater interest in and love for their country as they learn about the people who helped to make it the great land it is today. Students' patriotic perspective will grow as they learn the stories behind our country's holidays, most beloved songs, and national monuments. Students will be challenged by a heritage of faith and character, as well as, the story of God's grace and guidance found in America's history. Full-color, history reader includes reading activities and hands-on learning exercises that encourage an understanding of concepts. Topics introduced include America's flag and freedoms, Early America with Native Americans and Pilgrims, Colonial America, American holidays and songs. Students will also engage in a state research project learning about key facts, symbols, places to visit and what makes that state special. A report will be written using the writing process, and a float created displaying items from the state. Course units contain projects and tests to evaluate progress and student mastery.

### **Science**—2nd Grade Purposeful Design Science

In second science, each unit weaves together the wonders of the created world and a biblical worldview. Students have a natural inquisitiveness and curiosity about the universe, and this program engages students in investigating, observing and thinking about the world around them. This Bible-based course integrates hands-on experiment activities with lessons to emphasize science concepts through a Christian perspective. Topics included: introduction to science, plants, vertebrates, invertebrates, habitats and Earth science. Students will also engage in an animal research project integrating what they have learned about animals and habitats by writing an informational paragraph and creating a diorama of the animal's habitat. This course unit contains colorful illustrations and photographs to capture curiosity and expand vocabulary along with reading comprehension skills. Unit tests are given to evaluate progress and student mastery.

### **Bible**—2nd Grade Purposeful Design Bible

The Bible course offers effective and engaging lessons that will make an eternal impact on the life of every student with a goal for each of them to develop a Christian worldview. This course covers a variety of biblical material to assist in the development of practical Christian living. Fun, brightly illustrated print lessons include Bible memorization and lessons to help build comprehension skills. This course studies the character traits of various people in the Bible with application to students' life including Abraham, Moses, Joshua, Ruth, David, Elijah, Nehemiah, Esther, Job, Daniel, Jesus, Martha, Peter, and Paul. Additional themes woven throughout are God's Word is truth,

God loves everyone, salvation, Christ-like behavior, evangelism, apologetics, Bible study, prayer and character traits. Course unit contains weekly Bible memory verse and Bible lesson tests to evaluate progress and student mastery.

## 3rd Grade

### **Language Arts**—3rd Grade Purposeful Design Language Arts

Purposeful Design builds on the skills in second grade and spends each week focusing on phonics and grammar. Students in third grade will practice phonics, parts of speech, grammar, punctuation, special and high frequency words, and writing skills to begin more complex narrative and interrogative sentences and paragraphs. Language arts lessons are interwoven with reading, literature, and spelling for a well-rounded approach to third grade language arts.

### **Reading and Literature**—3rd Grade Purposeful Design Reading and Literature

Phonics practice; phonemic awareness; reading skills and word meaning practice; reading and listening comprehension sections; reader guides that accompany student readers, and literature guides that accompany suggested read-aloud books, all using fiction and nonfiction texts in a variety of genres; grammar and writing practice; spelling practice; vocabulary-building skills; speaking and listening skills

### 3rd Grade Mosdos Press Literature Series

Opal is the third grade literature/language arts reading program from Mosdos Press. Important reading, writing, and comprehension skills are taught through the reading of contemporary and classic selections of all genres. Students explore universal themes and ideals as they read and learn.

### **Spelling**—3rd Grade Elementary Purposeful Design Spelling Plus

The Elementary Spelling Plus Grade 3 program teaches students grade-appropriate spelling words and more through a yearly theme. Lessons are five days per week using a systematic approach: Warm-Up (Pretest), Phonics, Word Study, Writing, and Wrap up through post-tests. Grade 3 focuses on phonetic skills, writing activities, word structure skills, vocabulary, and other spelling skills.

### **Handwriting**—3rd Grade A Reason for Handwriting

A Reason For Handwriting Workbook for Third Grade provides a fun, effective, and meaningful approach to developing effective handwriting skills for Third Graders. A Reason For Cursive Handwriting Workbook Level C, Grade 3 is proven cursive Handwriting workbooks that sharpens your child's writing skills with 59 lesson plans full of fun handwriting tips & tricks. Each lesson includes learning scripture through practicing writing. The study is broken down into 5 days. Days 1-3 in our workbooks for 3rd graders include writing practice with specific theme scripture on the week. The aim these days is to improve muscle memory. Day 4 in our cursive workbook tests the skills consolidated from the prior 3 days. On the final day, students select a Border Sheet from the back of the handwriting practice books for kids and write the week's Scripture

verse in their best handwriting. Your student then uses their creativity to color the design on their Border Sheet.

### **Math**—3rd Grade Abeka Arithmetic

This year is all about the mastery of multiplication and division that students will get through story problems, measurement conversions, fractions, and more. Brain boosters are also included four times a week to challenge students to apply the concepts learned. With additional topics including rounding and estimation, perimeter and area, graphs, and geometric figures, prepare students for the higher math that they will learn in the future.

### **Social Studies**—3rd Grade Abeka Our American Heritage

From Christopher Columbus to Martin Luther King, Jr., students will have a chronological understanding of great leaders in American history. With over 50 biographical excerpts of Presidents, generals, preachers, pioneers that cover 500 years of US history, students can observe the character-building qualities of these leaders. Featured in the concluding chapter are 15 current Americans with substantial contributions. Students study the timelines and maps to see the growth and expansion of our great nation and check their comprehension through various questions listed in each chapter. In geography, students will learn the areas of the globe and continents. Students will also focus on the 50 states of the United States, major topographical features of the US, and locations of significant historical events.

### **Science**—3rd Grade Purposeful Design Science

This elementary science program is thorough, meets national standards, and integrates a biblical worldview throughout the lessons. The materials for the experiments and activities are easy to gather and provide a fun, inquiry based, hands-on approach. Topics include: scientific practices, ecosystems, plant varieties, fossils, plant and animal life cycles, basic physics concepts, earth science, and basic health.

### **Bible**—3rd Grade Purposeful Design Elementary Bible

A strong Bible program requires that students not only acquire skills and knowledge but also grow in faith and demonstrate that faith by their behavior. For this reason, each lesson has a unique set of expected student outcomes—statements of desired student outcomes in the areas of knowledge, skills, and life application through studying the lesson. Because growth in faith is an individual matter, students will come to apply Scripture over the course of time as they grow in their relationship with God. In third grade, students will focus on the life of Jesus - his birth, ministry, miracles, death, and resurrection as well as the conversion, call, and ministry of Paul.

## 4th Grade

### **Language Arts**—4th Grade Purposeful Design Reading/Language Arts

This course provides reading skills practice with phonics instruction, guided and independent reading practice, word meaning and story sequencing exercises, and reading and listening comprehension sections. A variety of genres and writing forms are

presented, along with literary devices and terms, and are reinforced in the literature and reader guides. It also builds on previously learned concepts and provides guided and independent grammar and writing practice, spelling drills, vocabulary building skills, and speaking and listening activities.

#### **Math—4th Grade Abeka Arithmetic**

In 4th grade math, the students will build upon materials learned in the past as well as develop new skills. The students will grow in multiplying by adding two and three digits number multiplication. Along with multiplying, the students will divide with two to three digit divisors with numbers, money and decimals. We will simplify, add, subtract and more with fractions. Your child will solidify his understanding of square measures, simple geometry. We will work on converting measurements such as time, distance, liquid and dry. The units we will work with are as follows: Place value concepts, add and subtract one, two and three digit numbers, divide one, two and three digit numbers, fractions, comparison, word problems, patterns and graphing.

#### **Social Studies—4th Grade Abeka History of our United States**

In 4th grade social studies the students will be going through American history. This information will be presented to students in a fun and interesting way. From the days of Christopher Columbus, to the United States' involvement in *Operation Iraqi Freedom*, I will teach the students about the discoveries, innovations, documents, wars, and people that have played a part in establishing America's greatness. The students will review charts of states and Presidents plus foundational documents such as the Preamble to the Constitution, the First Amendment and the Gettysburg Address. In the back of the text for your child to memorize and appreciate for their historical importance. They will be introduced to over 300 photos of scenery and people and bold terms.

#### **Science—4th Grade Purposeful Design Science**

This course builds on the previous years content within ecosystems and the principles of life science, and introduces the basic principles of body types, the water cycle, blood vessels, body defenders, matter, heat and thermal energy, atoms, and more.

#### **Bible—4th Grade Purposeful Design Bible**

This course provides multiple opportunities for students to come to saving faith in Jesus Christ, nurtures ways for students to grow in their relationship with Jesus, engage students on a regular basis with the Scriptures including memorization, presents opportunities for students to apply Bible truths to their lives, connecting biblical principles with real-life needs, and emphasizes the development of Christlike character in students.

## 5th Grade

#### **Language Arts—5th Grade Purposeful Design Reading/ Language Arts**

This course contains a reading skills section of instruction in phonics, reading and listening comprehension, word meaning, and story sequencing, while exposing students to a variety of different genres and writing forms. It also contains literature guides and

reader guides, which accompany suggested read-aloud books and student readers in a wide variety of genres, and that provide diverse activities to promote comprehension and critical thinking. Genres, literary terms, and literary devices that are taught in the reading skills section are reinforced in the literature guides and reader guides. This curriculum contains chapter objectives and instruction in grammar, writing, spelling, vocabulary, and speaking and listening skills. Provides students good crossover opportunities to apply knowledge across content areas, such as applying proper grammar and spelling to writing.

### **Math**–5th Grade Abeka Math

In 5th grade math, the students will build upon materials learned in the past as well as develop new skills. We will work further on division such as two and three digit divisors and dividends. They will simplify, add, multiply, subtract and divide fractions. In 5th grade, your child will learn how to multiply, add, subtract and divide decimals. We will challenge your child with more advanced word problems, pre-algebra concepts, and basic geometry. Supplemental problems, homework assignments, and a handbook for terms and definitions in the back of the book provide ample review and added implementation. Students will also begin to learn proper mathematical terms. The units we will work with are as follows: whole numbers, operations of numbers, decimals, fractions, algebra, measurements, geometry, probability and data analysis.

### **Social Studies**–5th Grade Abeka Old World History

In 5th grade social studies, the students will learn about our old world history. I will be your child's "travel guide" as we dive into our book and learn about the Eastern Hemisphere. The students will discover the alphabet with the Phoenicians, sail to Indo with Vasco da Gama and check out Africa's largest waterfall. Together we will travel from the beginning of recorded history all the way to the present day and meet many famous explorers, leaders and missionaries along the way. They will see how what these great men and women have done are still having lasting effects today. They will be introduced to over 300 photos of scenery and people and bold terms. Comprehension and chapter checks will give your child more review of the materials learned.

### **Science**–5th Grade Abeka Science

This curriculum contains information and instruction on the worlds of plants, animals, and insects. This includes an introduction of different types of mammals, the properties of light, the structure of the earth, force and motion, astronomy and oceanography, and much more. It also includes a health study with information from the circulatory and digestive systems to a study of nutrients and physical fitness.

### **Bible**–5th Grade Purposeful Design Bible

In 5th grade bible, the students will be introduced to doctrinal truths. The students will study and review the bible, memorize bible verses that they can easily apply to their lives and work through interpreting bible stories. Bible will be taught in a way that is applicable to each and every student's life. In bible this year my mission is to help the

students with their understanding of scripture and to be more comfortable sharing their faith with others.

## Elementary World Languages

### **Spanish**—Sing and Speak Spanish

Elementary Spanish introduces students to the vocabulary, greetings, basic grammar, and conversational skills as students progress. Many tools are used to accomplish the learning of Spanish including songs, worksheets, colorful graphics, and games. Students also learn the geography and culture of Spanish speaking countries.

## Elementary Art

**K4 (preschool) Art**—In the preschool art program at CCA, students will have the opportunity to explore many basic concepts through both process and product based art. Open-ended lessons will include themed play dough sessions, collaborative work, gluing, sorting, cutting, mallet pounding and working with a variety of mediums with no intended outcome. These processes will build eye-hand coordination, fine motor skills, creativity, curiosity, confidence, critical thinking and encourage kindness and teamwork in these young students. Students will also begin learning observational skills. They will study some of God's creations such as pumpkins, snowflakes, and flowers and use a variety of art materials to create their own masterpieces.

**K-5th Art**—In the elementary art program at CCA, students will observe and respond to God's world through engaging art lessons. Our curriculum combines a variety of elements of art and principles of design including line, pattern, shape, color, texture and more with an exploration of a different medium each month from crayons and paint to printmaking and chalk pastels. Student work will be collected throughout the year in a portfolio and returned at the end of the school year. Work will also be added to student digital portfolios on Artsonia where it can be viewed by family and friends.

## Elementary Music

We were created to praise! God gave us music to praise Him with. Music, unlike anything else, connects with our emotions and our senses in a way that impacts our soul and spirit. In the Elementary music classroom we explore technical elements of music such as beat, rhythm, tempo and pitch, instrument classifications and more. We also discover the purpose of music in our lives. We explore how music was meant for praise and worship. What is praise and why do we do it? Students have the opportunity to exercise all they learn by participating in the Christmas and Spring Concerts as well as experiencing praise and worship in our Thursday Chapel. Elementary music provides a space for students to discover a potential passion for music and more importantly, for The Lord.

## Elementary Physical Education

**Building a Foundation**—This introductory unit establishes class environment, behavioral expectations of students, and management and organization protocols. It teaches principles that will provide the foundation of physical development for the elementary age child.

Some of the motor development concepts addressed include: body and spatial awareness, locomotor and non-locomotor skills, directionality, pathways, levels and tempos. To enhance their social and personal development, children learn to share, cooperate, take turns, and experience personal success through movement.

**Manipulatives**—Manipulating objects of different shapes, sizes, weights, and textures offers students opportunities to acquire a variety of movement skills such as balancing, rolling small and large objects, moving wands through space, and tossing and catching while stationary and moving. When students participate in guided practice via the use of scarves, beanbags, hoops, ribbons, and balls, their kinesthetic experience is enhanced. Additionally, manipulating objects allows students to acquire and improve basic skills that may later be applied to individual and group sport activities.

**Balance/Stunts/Tumbling**—Gymnastic activities are an important component of children's experiences in physical education. Balance, stunts and introductory tumbling activities are closely related. Stunts are primarily designed to increase abilities such as balance, coordination, flexibility, agility and strength. Tumbling, at beginning levels, involves various types of body rolls and inverted balances that encourage the development of these same attributes.

In addition to these elements of physical fitness, children learn important personal lessons (e.g., self-confidence, initiative), and, as many stunts are not mastered immediately, perseverance and dedication. Social skills (e.g., sharing, taking turns, courtesy, and respect for others) are also addressed through partner and group activities that require a cooperative effort.

The activities presented in this section include numerous animal movements, balance stunts, simple partner activities, and tumbling skills.

**Catching and Throwing**—This unit focuses on the fundamental skills of catching and throwing. Teachers are encouraged to foster movement exploration by introducing and integrating practice with balls and other objects of various sizes, shapes, and weights. Activities include developmentally appropriate cues for rolling balls, and throwing them underhand and overhand. Students practice throwing for accuracy and distance, at both stationary and moving targets. Throws are combined with catching skills - from a bounce and in the air, with hands and scoops. By receiving instruction and guided practice in these fundamentals, children learn the basics for many individual and team sports.



**Jumping**—Jumping provides vigorous, total body conditioning for children. Physical parameters addressed in this section include general coordination, rhythm and timing, muscular strength and endurance, and cardiovascular endurance. Activities in this unit range from jumping and land exploration to stationary rope jumping, turning a long rope, jumping a long rope while it is being turned, and finally, jumping a rope that is self-turned. In addition to the physical parameters and skills learned and practiced, jump rope activities challenge students to strive for personal improvement and may be used to promote cooperative behavior.

**Kicking and Trapping**—This unit focuses on the development of foot-striking skills such as dribbling, passing, and kicking a ball. Students learn to receive passes while stationary and moving, and trap and control balls in different ways. While these physical outcomes are important and well-defined, the activities foster student learning through exploration, experimentation, and enjoyment. Additionally, these fundamental movement skills provide a developmentally appropriate first step toward participating in sports that incorporate kicking and receiving (soccer, kickball, football, rugby, etc.).

**Dance**—The movement potential of children can be enhanced through music, dance, and other rhythmic forms. Rhythm can produce greater intensity of movement, as well as increased participation, interest and enjoyment. Utilization of partner and group formations during dances encourages the development of social and personal skills. Dance and rhythm activities foster creative movement and promote and improve basic body concepts, spatial awareness, and motor control. Additionally, dance may be used to develop cultural awareness.

**Dribbling/Volleying/Striking**—This unit builds upon manipulative skills previously introduced, and presents more advanced activities for children to learn and practice. Many movement skill fundamentals are addressed in this unit, such as bouncing, catching, and dribbling balls of different sizes; striking objects with a hand, then progressing to short- and long-handled implements (i.e., lollipop paddles and bats respectively); and volleying skills where children practice with balloons and beach balls.

## **PE K-5th**

**Ultimate Frisbee**—This unit provides activities for students to practice and develop the fundamental skills of throwing (for accuracy and distance), catching, offense and defense. Activities in this SPARK unit follow a high-activity, skill progression which can be adapted for a variety of skill levels. Aligned with the NASPE and state content and performance standards, these activities are designed to include and challenge all students' physical skills, while maintaining enjoyable, health-promoting, moderate-to-vigorous, physical activity during class.

**Football**—Football (American-style) is a fun activity that is typically much more physically active and engaging for some positions than others. This SPARK football unit provides activities for all students to practice and develop the fundamental skills required for successful game play, i/e/, throwing/receiving, ball-carrying, flag-pulling,

punting and pitching. Activities in this unit follow a high-activity skill progression that can be adapted for a variety of skill levels. Aligned with the NASPE and state content and performance standards, activities are designed to include and challenge all students' physical skills, while maintaining enjoyable, health-promoting, moderate-to-vigorous physical activity during class.

**Basketball**—The SPARK basketball unit provides activities for students to practice and develop fundamental skills required for successful game play. Activities in this unit follow a high-activity, skill progression which can be adapted for a variety of skill levels. Aligned with the NASPE and state content and performance standards, SPARK activities are designed to include and challenge all students' physical skills, while maintaining enjoyable, health-promoting, moderate-to-vigorous physical activity during class.

**Hockey**—Hockey involves a variety of skills that may be practiced individually, in pairs, or in groups. Students dribble and shoot alone, practice passing or play 1-on-1 with a partner, or gather a few friends and play a mini-game, utilizing the skills built in this unit.

The SPARK hockey unit provides activities for students to practice and develop the fundamental skills required for successful game play. Activities in this unit follow a high-activity skill progression that can be adapted for a variety of skill levels. Aligned with the NASPE and state content and performance standards, SPARK activities are designed to include and challenge all students' physical skills, while maintaining enjoyable, health-promoting, moderate-to-vigorous physical activity during class.

**Soccer**—The SPARK soccer unit provides activities for students to practice and develop fundamental skills such as ball-handling, dribbling, passing and receiving, shooting, and defending required for successful game play. Activities in this unit follow a high-activity, skill progression, which can be adapted for a variety of skill levels. Aligned with the NASPE and state content and performance standards, SPARK activities are designed to include and challenge all students' physical skills, while maintaining enjoyable, health-promoting, moderate-to-vigorous physical activity during class.

**Softball**—The SPARK softball unit provides activities that involve smaller groups, utilize fewer rules, equalize play and touches, and increase MVPA minutes for fundamental skills such as throwing and catching, fielding, baserunning, underhanding pitching and batting; all of which are required for successful game play. Activities in this unit follow a high-activity, skill progression, which can be adapted for a variety of skill levels. Aligned with the NASPE and state content and performance standards, SPARK activities are designed to include and challenge all students' physical skills, while maintaining enjoyable, health-promoting, moderate-to-vigorous physical activity during class.

**Volleyball**—Volleyball is enjoyed at all levels from family-style play to recreational leagues to highly competitive clubs and teams. It can be played inside and outside, which makes it ideal for year-round participation. Volleyball involves a variety of skills that can be practiced alone, with a partner or in groups. Although the game of volleyball

may be quite challenging for upper-elementary students, the various skills of the forearm pass, overhead pass and underhand service are age appropriate and fun to learn.

**Stunts and Tumbling**—The SPARK stunts and tumbling unit provides activities for students to practice and develop the fundamental skills required to successfully perform a variety of individual and partner stunts and tumbling skills. Engaging instructional formats create an environment that keep students continually active and on task. Aligned with the NASPE standards, SPARK stunts and tumbling activities are designed to include and challenge all students' physical skills, while maintaining enjoyable. Health-promoting, moderate-to-vigorous physical activity during class.

# Middle School

## Language Arts

**Course Name:** Literature & Writing 6

**Prerequisites:** Completion of 5th grade

**Course Description:** This course focuses on three elements of English: writing, literature, and vocabulary. Students will read through four novels (one of which is a student-choice novel) focusing on literary themes, character analysis, vocabulary, reading comprehension, and writing skills. Students will be introduced to the writing process, techniques, types of writing, and elements of written works. Students will learn through an evidence-based writing curriculum, EBAcademics, to explore two primary genres of writing. Students will read, think, and respond to various topics using persuasive, narrative, expository, creative, and journal writing.

**Course Name:** Spelling & Grammar 6

**Prerequisites:** Completion of 5th grade

**Course Description:** This course focuses on grammar and spelling as well as some vocabulary. Students will be working through a weekly spelling list centered on Greek and Latin Roots and Affixes. The goal is to help students learn to identify these common roots and affixes so that they can deduce the meanings of new words as they encounter them. Using an interactive grammar notebook, the curriculum methodically works through Grammar concepts like Parts of Speech, Subject/Verb Agreement, Sentence Structures, and punctuation rules. All spelling and grammar activities are done with the goal of improving students' writing and communication skills.

**Course Name:** English 7

**Semester course offered or full-year course:** Full-year

**Prerequisite for the course:** English 6

**Course Description—**English 7 focuses on three elements of English: literature, grammar, and writing. Over the year, we will read through novels and short stories focusing on literary analysis, theme, characters, vocabulary, reading comprehension, and figurative language. For the grammar portion of English 7, we will use the GrammarFlip program and IXL to work through grammar rules and mechanics systematically. For writing, we will use the EB Writing Program, working through literary analysis, the writing process, techniques, types of writing, and elements of written works. Students will read, think, and respond to various topics using narrative, persuasive, and expository writing. In addition, Independent Reading will be required, and students will be expected to read individually over the course of each quarter.

**Course Name:** English 7 Honors

**Semester course offered or full-year course:** Full-year

**Prerequisite for the course:** English 6

**Course Description—**English 7 Honors focuses on three elements of English: literature, grammar, and writing. Over the course of the year, we will read through advanced novels and short stories focusing on literary analysis, theme, characters, vocabulary,

reading comprehension, and figurative language, complete with assignment extensions to provide the proper challenge for excelling students. For the grammar portion of English 7 Honors, we will use the GrammarFlip program and IXL to work through grammar rules and mechanics systematically. For writing, we will be using the EB Writing Program, working through literary analysis, the writing process, techniques, types of writing, and elements of written works. Students will read, think, and respond to various topics using narrative, persuasive, and expository writing. This course will move forward at a quick pace through content and include advanced writing expectations and a deeper level of understanding in assessments than the college prep classes. In addition, Independent Reading (IR) will be required, and students will be expected to read individually over the course of each quarter.

**Course Name:** English 8

**Semester course offered or full-year course:** Full-year

**Prerequisite for the course:** English 7

**Course Description**—English 8 focuses on three elements of English: literature, grammar, and writing. Over the course of the year, we will read through novels and short stories focusing on literary analysis, theme, characters, vocabulary, reading comprehension, and figurative language. For the grammar portion of English 8, we will use the GrammarFlip program and IXL to work through grammar rules and mechanics systematically. For writing, we will be using the EB Writing Program, working through literary analysis, the writing process, techniques, types of writing, and elements of written works. Students will read, think, and respond to various topics using narrative, argumentative, and expository writing. In addition, Independent Reading (IR) will be required, and students will be expected to read individually over the course of each quarter.

**Course Name:** English 8 Honors

**Semester course offered or full-year course:** Full-year

**Prerequisite for the course:** English 7

**Course Description**—English 8 Honors focuses on three elements of English: literature, grammar, and writing. Over the course of the year, we will read through novels and short stories focusing on literary analysis, theme, characters, vocabulary, reading comprehension, and figurative language, complete with assignment extensions to provide the proper challenge for excelling students. For the grammar portion of English 8 Honors, we will use the GrammarFlip program and IXL to work through grammar rules and mechanics systematically. For writing, we will be using the EB Writing Program, working through literary analysis, the writing process, techniques, types of writing, and elements of written works. Students will read, think, and respond to various topics using narrative, argumentative, and expository writing. This course will move forward at a quick pace through content and include advanced writing expectations and a deeper level of understanding in assessments than the college prep classes. In addition, Independent Reading (IR) will be required, and students will be expected to read individually over the course of each quarter.

## Math

**Course Name:** General Math (6th grade)

**Semester course offered or full-year course:** Full-year

**Prerequisite for the course:** none

**Course Description**—This course covers topics including: Whole Numbers, Fractions, Decimals, Basic Algebra-Solving Simple Equations, Ratio & Proportion, Percents, Signed Numbers, Basic Statistics, Measurements & Units, and Basic Geometry. Skills and concepts will be taught using slideshows, note-taking, and other resources. Problem solving and real-world application of skills will be incorporated throughout the course.

**Course Name:** Pre-Algebra Honors

**Semester course offered or full-year course:** Full-year

**Prerequisite for the course:** General Math

**Course Description**—This course covers all the basic topics in Pre-Algebra including whole numbers, integers, solving equations, fractions, decimals, ratios, percents, graphing, geometry, exponents, and polynomials using Pearson's online Math xl for school program. Skills and concepts will be taught using slideshows & other resources. Students will be given fill-in-the-blank notes, that correspond to the slideshows for all the chapters covered, on the first day of class to put in their math binders. They will participate during lessons by filling in the notes and doing examples as new skills and concepts are taught. Activities and games will be used to practice and review concepts in class. Also, other online programs such as Math ixl, Quizizz, Quizlet, GimKit, and more will be used to practice skills and concepts throughout the year.

**Name of course:** Introduction to Algebra I - Middle School

**Semester course offered or full-year course:** Full-year

**Prerequisite for the course:** Pre-Algebra

**Course Description:**

This is an introductory course designed to acquaint students with a review of the fundamentals of Pre-Algebra and familiarize students with upcoming Algebra I topics. The topics covered in this course are the following: Fractions and mixed numbers, decimals, percents, ratios and proportions, geometry and measurement, real numbers, solving and graphing equations, exponents and polynomials, and factoring binomials.

## Social Studies

**Course Name:** Geography 6

**Semester course offered or full-year course:** Full year

**Prerequisite for the course:** None

**Course Description:** This course focuses on map skills and world geography. The course begins by fine-tuning student map skills and continues with a study of world continents. Along the way, students will explore world cultures and hone their writing and presentation skills through a series of projects.

**Course Name:** History 7 (College Prep)

**Credit Hours for MS:** 1.0

**Semester course offered or full-year course:** Full year

**Prerequisite for the course:** None

**Course Description**—This course presents the history of America from the 1490s to the events preceding the Civil War with special emphasis on the personalities and events that shaped American character. Through the story of America's rise to greatness, students will also learn to recognize God's interactive work in history and appreciate how Christianity influences the government, economics, and society. Skills that this class includes are: analyzing, researching, presenting, and critical thinking.

**Course Name:** History 7 (Honors)

**Credit Hours for MS:** 1.0

**Semester course offered or full-year course:** Full year

**Prerequisite for the course:** None

**Course Description**—This course presents the history of America from the 1490s to the events preceding the Civil War with special emphasis on the personalities and events that shaped American character. Through the story of America's rise to greatness, students will also learn to recognize God's interactive work in history and appreciate how Christianity influences the government, economics, and society. Skills that this class intends to develop include; analyzing large chunks of historical content, basics developing research papers, and group presentations. Individual skills in note-taking and and a deeper level of understanding in written responses are stressed more than in the college prep class.

**Course Name:** History 8 (College Prep)

**Credit Hours for MS:** 1.0

**Semester course offered or full-year course:** full-year

**Prerequisite for the course:** None

**Course Description**—This course presents the history of America from the Civil War through the Cold War with special emphasis on the personalities and events that shaped American character. Through the story of America's rise to greatness, students will also learn to recognize God's interactive work in history and appreciate how Christianity influences the government, economics, and society. Skills that this class intends to develop include; analyzing, researching, presenting, and critical thinking.

**Course Name:** History 8 (Honors)

**Credit Hours for MS:** 1.0

**Semester course offered or full-year course:** full-year

**Prerequisite for the course:** None

**Course Description**—This course presents the history of America from the Civil War through the Cold War with special emphasis on the personalities and events that shaped American character. Through the story of America's rise to greatness, students will also learn to recognize God's interactive work in history and appreciate how Christianity influences the government, economics, and society. Skills that this class intends to develop include; analyzing large chunks of historical content, basics developing research papers, and group presentations. Individual skills in note-taking

and a deeper level of understanding in written responses are stressed more than in the college prep class.

## Science

**Course Name:** Life Science I (6th grade)

**Semester course offered or full-year course:** Full-year

**Prerequisites:** Life Science I

**Course Description**—This course covers topics including: The Scientific Method, Astronomy, The Environment, Meteorology, Water and Water Systems, The Earth, and Geology. Skills and concepts will be taught using scientific inquiry.

**Course Name:** Life Science II (7th grade)

**Semester course offered or full-year course:** Full-year

**Prerequisites:** Life Science I

**Course Description**—Life Science II explores the building blocks of creation, using methods based on observation and experimentation. Students will explore the building blocks and characteristics of living things, study the structure and organization of God's creation, plant and animal cells, the cell cycle, invertebrates, vertebrates, and discover living organisms and life processes from bacteria to begonias to beluga whales.

**Course Name:** Life Science III

**Semester course offered or full-year course:** Full-year

**Prerequisites:** Life Science II

**Course Description**—Life Science III reviews and expands on the building blocks of creation, using methods based on observation and experimentation. Students will explore the structures and characteristics of plants, review components of the animal kingdom (and draw understanding of the interactions among the two), and study the organization and functions of the human body systems.

## Bible

**Course Name:** Bible 6

**Semester course offered or full-year course:** Full-year

**Prerequisites:** Completion of 5th grade

**Course Description:** 6th grade Bible uses Summit Ministries' *Walking in Truth* curriculum. Our themes are Christian Worldview and The Acts of the Apostles. The Worldview portion of our class highlights Christian answers to questions about God, the universe, people, truth, and right and wrong. The second portion focuses on Acts, highlighting the birth and growth of the early church and the spread of the gospel that followed. In addition to these studies, class time includes scripture memorization, prayer, journaling, and class discussion as students deepen their knowledge of God and the Bible, and their relationship with Jesus.

**Course Name:** Bible 7

**Semester course offered or full-year course:** Full-year



**Prerequisite for the course:** None

**Course Description**—This course works through Summit Ministries *Competing Worldviews* curriculum. This year, our two themes are Worldview and Bible Survey. The Worldview portion of our class will highlight Christian answers to worldview questions about God, the universe, people, truth, and right and wrong and how they compare to other worldviews. We will also dive into our Bible Survey section where we will explore the Word of God and what it has to say about salvation, freedom in Christ, resurrection, and what it looks like to follow Jesus.

**Course Name:** Bible 8

**Semester course offered or full-year course:** Full-year

**Prerequisite for the course:** None

**Course Description**—This course works through the Summit Ministries *Walking in Truth: Christianity in Action* curriculum. This year, our two themes are Worldview and Bible Survey. The Worldview portion of our class will highlight Christian answers to worldview questions about God, the universe, people, truth, and right and wrong and how they compare to other worldviews. We will also dive into our Bible Survey section where we will explore the Word of God and what it has to say about salvation, freedom in Christ, resurrection, and what it looks like to follow Jesus.

## Middle School Technology

**Course Name:** Technology 6

**Semester course offered or full-year course:** Full-year

**Prerequisite for the course:** None

**Course Description**—Entering Middle School comes with excitement and nervous energy all rolled into one. Middle school students gain more independence which results in taking on more responsibilities. Technology and organizational skills are a key part of becoming responsible students. This course is designed to help alleviate the stress of learning these organizational skills and different applications. The goal of this Technology class is to introduce students to the basic Google programs they will use throughout middle and high school; to learn about digital citizenship, and basic coding, and to improve their typing skills. Students will be taught how to track their assignments on FACTS / RenWeb and to set up and use the Google Drive System for organization.

**Course Name:** Technology 7

**Semester course offered or full-year course:** full-year course

**Prerequisite for the course:** None

**Course Description**—The goal of this Technology class is to continue introducing students to the basic Google programs they will use throughout middle and high school; to learn about digital citizenship, and basic-intermediate coding, and to continue improving their typing skills. Students will be taught how to track their assignments on FACTS / RenWeb and to set up and use the Google Drive System for organization.

## Middle School Art

**Course Name:** Middle School Art

**Semester course offered or full-year course:** full-year course

**Prerequisite for the course:** None

**Course Description**—In the middle school art program at CCA, students will discover the importance of the 7 elements of art as the foundational tools for building their creative work. They will continue working to develop their drawing skills through observing God’s creations as well as developing their imagination through a variety of open-ended projects.

Units will include drawing, painting, printmaking, collage, and 3-dimensional work using many materials such as pens, colored pencils, tempera paint, watercolors, charcoal, pastels and more. Student work will be collected throughout the year in a portfolio and returned at the end of the school year. Work will also be added to student digital portfolios on Artsonia where it can be viewed by family and friends.

## Middle School Physical Education

**Course Name:** 6th-8th Grade Physical Education.

**Semester course offered or full-year course:** full-year course

**Prerequisite for the course:** None

**Course Description**—

**Ultimate Frisbee**—This unit provides activities for students to practice and develop the fundamental skills of throwing (for accuracy and distance), catching, offense and defense. Activities in this SPARK unit follow a high-activity, skill progression which can be adapted for a variety of skill levels. Aligned with the NASPE and state content and performance standards, these activities are designed to include and challenge all students’ physical skills, while maintaining enjoyable, health-promoting, moderate-to-vigorous, physical activity during class.

**Football**—Football (American-style) is a fun activity that is typically much more physically active and engaging for some positions than others. This SPARK football unit provides activities for all students to practice and develop the fundamental skills required for successful game play, i/e/, throwing/receiving, ball-carrying, flag-pulling, punting and pitching. Activities in this unit follow a high-activity skill progression that can be adapted for a variety of skill levels. Aligned with the NASPE and state content and performance standards, activities are designed to include and challenge all students’ physical skills, while maintaining enjoyable, health-promoting, moderate-to-vigorous physical activity during class.

**Basketball**—The SPARK basketball unit provides activities for students to practice and develop fundamental skills required for successful game play. Activities in this unit follow a high-activity, skill progression which can be adapted for a variety of skill levels. Aligned with the NASPE and state content and performance standards, SPARK activities are designed to include and challenge all students’ physical skills, while

maintaining enjoyable, health-promoting, moderate-to-vigorous physical activity during class.

**Hockey**—Hockey involves a variety of skills that may be practiced individually, in pairs, or in groups. Students dribble and shoot alone, practice passing or play 1-on-1 with a partner, or gather a few friends and play a mini-game, utilizing the skills built in this unit. The SPARK hockey unit provides activities for students to practice and develop the fundamental skills required for successful game play. Activities in this unit follow a high-activity skill progression that can be adapted for a variety of skill levels. Aligned with the NASPE and state content and performance standards, SPARK activities are designed to include and challenge all students' physical skills, while maintaining enjoyable, health-promoting, moderate-to-vigorous physical activity during class.

**Soccer**—The SPARK soccer unit provides activities for students to practice and develop fundamental skills such as ball-handling, dribbling, passing and receiving, shooting, and defending required for successful game play. Activities in this unit follow a high-activity, skill progression, which can be adapted for a variety of skill levels. Aligned with the NASPE and state content and performance standards, SPARK activities are designed to include and challenge all students' physical skills, while maintaining enjoyable, health-promoting, moderate-to-vigorous physical activity during class.

**Softball**—The SPARK softball unit provides activities that involve smaller groups, utilize fewer rules, equalize play and touches, and increase MVPA minutes for fundamental skills such as throwing and catching, fielding, baserunning, underhanding pitching and batting; all of which are required for successful game play. Activities in this unit follow a high-activity, skill progression, which can be adapted for a variety of skill levels.

**Volleyball**—Volleyball is enjoyed at all levels from family-style play to recreational leagues to highly competitive clubs and teams. It can be played inside and outside, which makes it ideal for year-round participation. Volleyball involves a variety of skills that can be practiced alone, with a partner or in groups. Although the game of volleyball may be quite challenging for upper-elementary students, the various skills of the forearm pass, overhead pass and underhand service are age appropriate and fun to learn.

**Stunts and Tumbling**—The SPARK stunts and tumbling unit provides activities for students to practice and develop the fundamental skills required to successfully perform a variety of individual and partner stunts and tumbling skills. Engaging instructional formats create an environment that keep students continually active and on task. Aligned with the NASPE standards, SPARK stunts and tumbling activities are designed to include and challenge all students' physical skills, while maintaining enjoyable. Health-promoting, moderate-to-vigorous physical activity during class.

# High School

## Graduation Requirements

Concord Christian Academy is unique in that it offers both college preparation and dual credit courses (11th and 12th grades) for students. The following are the graduation requirements for all students graduating from Concord Christian Academy. Exceptions for Worldview and Bible credits are possible for those transferring into CCA from other high schools.

English Language Arts: 4 credits

Bible: 4 Credits

Worldview: 1.5 credits

Foreign Language: 2 credits

Math: (Algebra I, Algebra II, and Geometry) 3 credits

Science: 3 credits

Social Studies: (World History, U.S. History, and American Government) 2.5 credits

Economics: .5 credit

Fine Arts: .5 credit

Physical Education: 1 credit

Health: .5 credit

## English Language Arts

**Course Name:** World Literature I

**Credit Hours for High School:** 1.0

**Semester course offered or full year course:** Full year

**Prerequisite for the course:** none

**Course description**—In this college preparatory literature course, students will read and analyze literature that is foundational to all of Western literature, starting with mythology. Students will read *Black Ships Before Troy* by Rosemary Sutcliff and the play, *The Oresteia*, by Aeschylus. Students will read a Shakespeare play together in class, and will read *To Kill a Mockingbird* by Harper Lee. Students will complete a variety of writing assignments, including personal narrative, descriptive, research paper, reflection essay, character analysis, comparison/contrast essay, and some fun creative writing essays. Students will learn a variety of new vocabulary words, and will be taught a wide array of poetry—both reading poetry and writing it. Students will learn about the language of poetry, how to scan a poem for meter and rhyme, the timeless poetry continuum, and numerous different poetry forms. Students will be encouraged to enter their original poetry into contests that are offered. Additionally, students will, as a class, memorize one poem per quarter. Students will be encouraged to read independently, as well.

**Course Name:** World Literature I (Honors)

**Credit Hours for High School:** 1.0

**Semester course offered or full year course:** Full year

**Prerequisite for the course:** none

**Course Description**—In this college preparatory literature course, students will read and analyze literature that is foundational to all of Western literature, starting with mythology. Students will read *The Iliad* by Homer, which is considered to be ground zero in Western literature, and the play, *The Oresteia*, by Aeschylus. Students will read a Shakespeare play together in class, *Till We Have Faces* by C.S. Lewis, and *To Kill a Mockingbird* by Harper Lee. Students will complete a variety of writing assignments, including personal narrative, descriptive, research paper, reflection essay, character analysis, comparison/contrast essay, and some fun creative writing essays. Students will learn a variety of new vocabulary words, and will be taught a wide array of poetry—both reading poetry and writing it. Students will learn about the language of poetry, how to scan a poem for meter and rhyme, the timeless poetry continuum, and numerous different poetry forms and will be encouraged to enter their original poetry into contests that are offered. Additionally, students will, as a class, memorize one poem per quarter. Students will be encouraged to read independently, as well as reading *The Magician's Nephew* by C.S. Lewis and *My Antonia* by Willa Cather independently.

**Course Name:** World Literature II

**Credit Hours for High School:** 1.0

**Semester course offered or full year course:** Full year

**Prerequisite for the course:** World Literature I

**Course Description**—In this year-long course, students will read works that are essential foundations of Western literature. After studying mythology, students will read Homer's *Odyssey* and examine the world through the lens of ancient thought. Students will move through literature of the ages reading portions of *Meditations* by Marcus Aurelius before entering the Renaissance and reading Machiavelli and *Romeo and Juliet* by Shakespeare. *Frankenstein* will provide a chilling example of what happens with unbridled ambition and will raise the question, "Should we be playing God?" Finally, students will read *Animal Farm* by Orwell and *Night* by Elie Wiesel and see the dangers that power and ambition can have on a society. Students will compare these books with the rise of Communism in the 20th century and the ease by which a society can be overtaken by evil.

In addition to reading these works, students will write a variety of papers including personal narrative, descriptive, expository, persuasive, creative, a research paper, and poetry. Students will present orally to their class, and will practice writing for a specific audience, and will learn grammar and vocabulary that will enhance their writing.

Students will read a variety of poetry throughout the year, one new poem each week. The poems will be by various poets worldwide and will be in varying poetry forms. Students will learn to scan a poem for meter and rhyme and will learn the basics of poetry analysis and will be encouraged to enter their original poetry into various poetry contests. In addition, students will memorize four poems this year and will be encouraged to read independently.

**Course Name:** World Literature II (Honors)

**Credit Hours for High School:** 1.0

**Semester course offered or full year course:** Full year

**Prerequisite for the course:** World Literature I

**Course Description**—In this year-long course, students will read works that are essential foundations of Western literature. After studying mythology, students will read Homer's *Odyssey* and examine the world through the lens of ancient thought. Students will move through literature of the ages reading portions of *Meditations* by Marcus Aurelius before entering the Renaissance and reading Machiavelli and *Romeo and Juliet* by Shakespeare. *Frankenstein* will provide a chilling example of what happens with unbridled ambition and will raise the question, "Should we be playing God?" Finally, students will read *Animal Farm* by Orwell and *Night* by Elie Wiesel and see the dangers that power and ambition can have on a society. Students will compare these books with the rise of Communism in the 20th century and the ease by which a society can be overtaken by evil.

In addition to reading these works, students will write a variety of papers including personal narrative, descriptive, expository, persuasive, creative, a research paper, and poetry. Students will present orally to their class, and will practice writing for a specific audience, and will learn grammar and vocabulary that will enhance their writing. Essays in the Honors classes will have greater length requirements and will require more in depth analysis, where applicable.

Students will read a variety of poetry throughout the year, one new poem each week. The poems will be by various poets worldwide and will be varying poetry forms. Students will learn to scan a poem for meter and rhyme and will learn the basics of poetry analysis and will be encouraged to enter their original poetry into various poetry contests. In addition, students will memorize four poems this year and will be encouraged to read independently, and students in the Honors class will be required to read *Perelandra* by C.S. Lewis and write a comparison paper centered around it.

**Course Name:** Competitive Public Speaking (Grades 10-12)

**Credit Hours for High School:** 1.0

**Semester course offered or full year course:** Full year

**Prerequisite for the course:** World Literature I

**Course Description**—Students in Competitive Public Speaking will spend first semester writing, memorizing, and practicing a variety of speeches in preparation for National Christian Forensics and Communication Association (NCFCA) competition(s) starting in January. The categories are Extemporaneous, Apologetics, Biblical Thematic, Open interpretation, Original Interpretation, Duo, Digital Presentation, Informative, Persuasive, and Impromptu. Students will be required to participate in a minimum of two of these categories. As per NCFCA regulations, a parent or guardian of each competitor needs to serve as a volunteer judge at the tournaments that we attend. The tournaments are three days in length (Thursday, Friday, Saturday) generally, and students are required to dress professionally (suits, ties, and dress shoes for boys;

skirts/pants, blazers, and dress shoes for girls). Depending on the tournament, a hotel stay may become prudent or necessary, and the cost for that will need to be absorbed by the families. This is a commitment for the families involved, but it is a FANTASTIC opportunity for students to hone their public speaking skills in a competitive environment that promotes excellence.

**Course Name:** Communication

**Credit Hours for High School:** .5

**Dual Credit - hours for college credit:** 4.0

**Semester course offered or full year course:** semester

**Prerequisite for the course:** World Literature II

**Course Description**—Principles and techniques of personal and group communication skills are developed. Topics include perception, language, non-verbal communication, interpersonal skills, group and leadership concepts, and public speaking. Students will prepare, organize, present, and evaluate five informal/formal oral presentations including narrative, persuasive, informative, oral interpretation, and impromptu, become more comfortable in front of an audience and take increasing risks in oral presentations, demonstrate college-level writing in a variety of assignments including responses to assigned readings, critiquing speeches, analysis of media and essay exams, demonstrate understanding of the process of communication, practice information gathering, processing and presentation skills through field research, internet and other sources, learn the impact of perception, self-concept, gender, culture, affect, body language and how to use these non-verbal factors in effective communication, build into classmates' learning process through active, critical listening, encouragement and practical advice, strategic choice of audience and strategic choice of material and presentation style to communicate most effectively to a given audience, and synthesize theory with real-world communication situations.

**Course Name:** Composition

**Credit Hours for High School:** .5

**Dual Credit - hours for college credit:** 4.0

**Semester course offered or full year course:** semester

**Prerequisite for the course:** World Literature II

**Course Description**—Critical thinking and writing of expository prose focuses on principles of analysis and reasoned argumentation. Close reading of texts facilitates the identification of underlying issues, assumptions, values, and rhetorical strategies. Effective writing requires evaluation and revision of one's own writing. Brainstorming, planning, drafting, revising, and individual conferences will help to move students to better use of their writing opportunities. Four major papers, readings, discussion, analysis of other's work, and practice using MLA formatting conventions will be your major focus in the course.

**Course Name:** Introduction to College Literature

**Credit Hours for High School:** .5

**Semester course offered or full year course:** semester

**Prerequisite for the course:** World Literature II

**Course Description**—This survey course introduces students to representative works from the major genres, including fiction, poetry, drama, and nonfiction. Through reading, writing, class discussion, and analysis we build understanding of the role of literature in culture. The course is divided into five sections, each with a major assignment that demonstrates the student's mastery of the genre. The first section, short story, is finished with a short essay test. The second section, the novel, is finished with an objective and essay test. The third section, drama, finishes with a paper comparing and contrasting two of the plays studied. The fourth section, poetry, finishes with a poetry project. The last section, nonfiction, finishes with a nonfiction essay.

**Course Name:** American Literature II

**Credit Hours for High School:** .5

**Semester course offered or full year course:** semester

**Prerequisite for the course:** World Literature II

**Course Description**—An historically-based survey course covering American literature from 1865 to the present. It is designed for English majors and others interested in the character and history of United States literature. Students read representative major, as well as minor, writers from various literary periods and movements. Readings will be set in a historical and cultural context. (Prerequisite: Successful completion of EN 101 or equivalent and an introductory level literature course are highly recommended.)

**Course Name:** British Literature I

**Credit Hours for High School:** .5

**Dual Credit - hours for college credit:** 3.0

**Semester course offered or full year course:** semester

**Prerequisite for the course:** American Literature II

**Course Description**—EN 210 traces the development of British literature from the Middle Ages through the early eighteenth century and includes readings in poetry, fiction, essays, and drama. Authors' works will be examined within the cultural context in which they were created. Class sessions will be devoted to questions, discussions, and review of readings. Reading selections before class is necessary for profitable discussion. Most of the texts are easy to read, but some are not--reading and study groups can be a distinct asset to your benefit from the class.

**Course Name:** British Literature II

**Credit Hours for High School:** .5

**Dual Credit - hours for college credit:** 3.0

**Semester course offered or full year course:** semester

**Prerequisite for the course:** British Literature I

**Course Description**—This course traces the development of British literature from the late eighteenth century to the present. The poetry, fiction and essays of several major authors of the Romantic, Victorian, Modern and Postmodern periods will be studied. Authors' works will be examined within the cultural, philosophical and political climate in which they were created. British Literature includes literature, language arts, and British culture through music and the visual arts. For the past thousand years, myths, essays, short stories, novels, sermons, biographies, plays, poems, and more have been



composed by writers in the English language both in the British Isles and all over the world. As we learn about great literature our main goals will include thinking and reading critically, communicating clearly, and understanding the truth of the past and formulating ideas for the future.

**Course Name:** Introduction to the Classics (12th Grade Honors)

**Credit Hours for High School:** 1.0

**Semester course offered or full year course:** Full year

**Prerequisite for the course:** World Literature I **Course Description**—The first semester of this senior-level Honors course will introduce students to the foundations of Western literature through careful reading, discussion, and literary analysis. The excerpts chosen are from the *Iliad* by Homer, *The Odyssey* by Homer, *Paradise Lost* by John Milton, and *Beowulf*, the earliest recorded poem/epic in the English language. *Trojan Women* by Euripides and *Oedipus* and *Antigone* by Sophocles will also be read. In addition, students will review *The Oresteia* by Aeschylus, which they studied in World Lit, and will read portions of *Meditations* by Marcus Aurelius. In the second semester of this course, students will read works by The Inklings and works that influenced them. Works chosen are *The Saga of the Volsungs*, *Phantastes* by George MacDonald, *The Faerie Queene* (section of Book I) by Edmund Spenser, “On Faeries” by Tolkien, *Farmer Giles of Ham* by Tolkien, C.S. Lewis’s Space Trilogy (*Out of the Silent Planet*, *Perelandra*, and *That Hideous Strength*), *Till We Have Faces* by C.S. Lewis, and *The Four Loves* by C.S. Lewis. This course will be primarily discussion-based, but students will have the opportunity write literary analysis essays on *The Faerie Queene* and *Till We Have Faces*, as well as an in-depth analysis of the use of Rage in the *Iliad* vs. the use of Rage in *Perelandra*.

## Math

**Name of course:** Introduction to Algebra I

**Credit Hours for HS:** 1.0 (If taken as a high school student)

**Semester course offered or full-year course:** Full-year

**Prerequisite for the course:** Pre-Algebra

**Course Description:**

This is an introductory course designed to acquaint students with a review of the fundamentals of Pre-Algebra and familiarize students with upcoming Algebra I topics. The topics covered in this course are the following: Fractions and mixed numbers, decimals, percents, ratios and proportions, geometry and measurement, real numbers, solving and graphing equations, exponents and polynomials, and factoring binomials.

**Course Name:** Algebra I (College Prep)

**Credit for HS:** 1.0

**Semester course offered or full year course:** Full year

**Prerequisite for the course:** Pre-algebra

**Course Description**—This course covers all the basic topics in Algebra including but not limited to real numbers, equations, inequalities, graphing, systems of equations, exponents, polynomials, factoring, rational expressions, radicals, and quadratic

equations. using Pearson's online Math xl for school program. Skills and concepts will be taught using slideshows & other resources. Students will participate during lessons by filling in the notes and doing examples as new skills and concepts are taught. Activities and games will be used to practice and review concepts in class. Also, other online programs such as Math ixl, Quizizz, Quizlet, GimKit, and more will be used to practice skills and concepts throughout the year.

**Course Name:** Algebra I (Honors)

**Credit for HS:** 1.0

**Semester course offered or full year course:** Full year

**Prerequisite for the course:** Pre-algebra

**Course Description**—This course covers all the basic topics in Algebra including but not limited to real numbers, equations, inequalities, graphing, systems of equations, exponents, polynomials, factoring, rational expressions, radicals, and quadratic equations. using Pearson's online Math xl for school program. Skills and concepts will be taught using slideshows & other resources. Students will be given fill-in-the-blank notes, that correspond to the slideshows for all the chapters covered, on the first day of class to put in their math binders. They will participate during lessons by filling in the notes and doing examples as new skills and concepts are taught. Activities and games will be used to practice and review concepts in class. Also, other online programs such as Math ixl, Quizizz, Quizlet, GimKit, and more will be used to practice skills and concepts throughout the year.

**Course Name:** Algebra II (College Prep)

**Credit for HS:** 1.0

**Semester course offered or full year course:** Full year

**Prerequisite for the course:** Algebra I

**Course Description**—Fundamental skills of mathematics will be applied to such topics as functions, equations and inequalities, probability and statistics, logarithmic and exponential relationships, quadratic and polynomial equations, and matrices. Technology will be used to introduce and expand upon the areas of study listed above. Use of computers and graphing calculators will be incorporated into each chapter. Students will also be challenged to think critically and solve everyday problems.

**Course Name:** Algebra II (Honors)

**Credit for HS:** 1.0

**Semester course offered or full year course:** Full year

**Prerequisite for the course:** Algebra I Honors

**Course Description**—Algebra II Honors focuses on expanding students' understanding of mathematical functions and their applications. Specifically, students should develop an understanding that mathematics is not simply a system of formulas and rules, but a way to represent, organize, and appreciate God's creation. To accomplish this, examples and problems must be multi-dimensional; not only must students be able to solve problems numerically and analytically, they also need to be able to visualize the graphs and models associated with problems and express solutions verbally. Students will model scenarios in the world around them using various functions. Topics include

arithmetic and geometric sequences, function definitions and features of linear, quadratic, polynomial, absolute value, piecewise, rational, exponential, and logarithmic functions and equations.

**Course Name:** Geometry (College Prep)

**Credit for HS:** 1.0

**Semester course offered or full year course:** Full year

**Prerequisite for the course:** Algebra I

**Course Description**—The Geometry course at CCA focuses on fostering students' understanding of and appreciation for geometric concepts and applications. Students will solve problems numerically and analytically, visualize the figures and models associated with problems and express solutions verbally and in writing. Topics include lines, angles, transformations, logical reasoning, triangles, quadrilaterals, circles, congruence and similarity, trigonometry, surface area and volume.

**Name of course:** Geometry/Trigonometry Honors

**Credit Hours for HS:** 1.0

**Semester course offered or full-year course:** Full-year

**Prerequisite for the course:** High school Algebra II Honors

**Course Description:**

This is an Honors Geometry and Trigonometry course that covers core geometric topics in semester one and then introduces trigonometric topics in semester two. Geometric concepts covered in semester one are the following: Parallel and Perpendicular Lines, Triangles and Congruence, Quadrilaterals, Similarity, Transformations, Area, Surface Area, and Volume. Trigonometric concepts covered in second semester are the following: The Pythagorean Theorem, Special Right Triangles, Trigonometric Ratios, Solving Right Triangles, Law of Sines, Law of Cosines, Unit Circle, Graphing Trigonometric Functions, Parabolas, Circles, Ellipses, Hyperbolas, Sequences, Series, Combinations, and Probability.

**Course Name:** Statistics (Honors)

**Credit for HS:** 1.0

**Semester course offered or full year course:** semester

**Prerequisite for the course:** Algebra II and Geometry.

**Course Description**—This world is filled with information. Whether we're reading the paper, watching a commercial on TV, or listening to the radio, there's information all around us. The Honors Statistics course at CCA will introduce ways in which we can collect and organize information, describe patterns and trends, and make predictions. Students will create graphs, calculate values, and interpret statistical information verbally and in writing. Topics include exploring and comparing univariate and bivariate data graphically and numerically, the Normal model, methods for effectively gathering data, randomness and probability.

**Course Name:** Statistics (Dual Credit)

**Credit for HS:** 1.0

**Dual Credit - hours for college credit:** 4.0

**Semester course offered or full year course:** semester

**Prerequisite for the course:** Honors Statistics

**Course Description**—The Dual Credit Statistics course at CCA continues the work of collecting and organizing information, describing patterns and trends, and making predictions from Honors Statistics. Students will create graphs, calculate values, make predictions and interpret statistical information verbally and in writing. Topics include probability models, sampling distributions and the Central Limit Theorem, confidence intervals, and hypothesis tests. Prerequisites: Honors Statistics.

**Course Name:** College Algebra (Dual Credit)

**Credit Hours for HS:** 1.0

**Dual Credit - hours for college credit:** 4.0

**Semester course offered or full year course:** Semester

**Prerequisite for the course:** College Algebra

**Course description**—In College Algebra students will continue the work from Algebra I and II on expanding their understanding of functions and their applications. Topics include linear, quadratic, and higher degree equations; rational, radical, exponential, and logarithmic equations; graphs of functions; models and applications of functions; systems of linear equations; matrices; conic sections; and sequences and series. As a dual credit course, topics and course format are intentionally matched to the NHTI curriculum and format. Students should be prepared for a fast pace and high expectations.

**Course Name:** Pre-calculus I (Dual Credit)

**Credit Hours for HS:** 1.0

**Dual Credit - hours for college credit:** 4.0

**Semester course offered or full year course:** Semester

**Prerequisite for the course:** College Algebra or Algebra II Honors

**Course description**—Precalculus continues the work of College Algebra in studying functions and their applications. A large portion of Precalculus expands students previous understanding of right triangle trigonometry and trigonometric functions to include trigonometric identities and solving trigonometric equations. Topics include logarithms; rational functions; polynomials and rational inequalities; right triangle trigonometry; graphs of trigonometric functions; trigonometric identities and equations; oblique triangle; polar coordinates and equations; vectors; systems of equations and inequalities; conic sections; counting methods; binomial theorem; and limits. As with College Algebra, topics and course format are intentionally matched to the NHTI curriculum and format, and students should be prepared for a fast pace and high expectations.

**Course Name:** Calculus I (Dual Credit)

**Credit Hours for HS:** 1.0

**Dual Credit - hours for college credit:** 4.0

**Semester course offered or full year course:** Semester

**Prerequisite for the course:** Precalculus (Dual Credit)

**Course description**—This course in the calculus of one variable will include: limits; derivatives of algebraic, trigonometric, exponential and logarithmic functions; anti-derivatives; and an introduction to integration. Applications will be stressed throughout the course including: velocity, acceleration, curve sketching, optimization and related rates.

**Course Name:** Calculus II (Dual Credit)

**Credit Hours for HS:** 1.0

**Dual Credit - hours for college credit:** 4.0

**Semester course offered or full year course:** Semester

**Prerequisite for the course:** Calculus I (Dual Credit)

**Course description**—Antiderivatives, indefinite integration, the definite integral and the Fundamental Theorem of Calculus, integrals of elementary transcendental functions, techniques of integration, polar coordinates, power series including Taylor series. Applications will be stressed throughout the course, including: area, volumes of revolution, centroids, and moments of inertia.

**Course Name:** Quantitative Reasoning (Dual Credit)

**Credit Hours for HS:** 1.0

**Dual Credit - hours for college credit:** 4.0

**Semester course offered or full year course:** Full Year

**Prerequisite for the course:** Algebra I

**Course description**—This course is designed to expose the student to a wide range of general mathematics. Problem solving and critical thinking skills, along with the use of technology, will be emphasized and reinforced throughout the course as the student becomes actively involved in solving applied problems. Topics to be covered include: Number Theory and Systems, Functions and Modeling, Finance, Geometry and Measurement, Probability and Statistics, and selected subtopics related to the student's major field of study. The primary text for this course is Mathematics for the Liberal Arts by Lumen Learning, adapted from Math in Society by David Lippman. Deborah Devlin of Frostburg State University in Maryland was the lead author and editor of this course redesign. Lumen Learning courseware is based on open educational resources (OER).

## Social Studies

**Course Name:** Global Issues in Context

**Grade:** 9

**Credit Hours for HS:** 0.5

**Semester course offered or full year course:** semester

**Course Description**—In this course, students will examine current and recent major world issues and their historical origins, causes, and effects. Students will hone their reading, writing, research, and rhetorical skills through various essay writing assignments, historical research, class discussions, and presentations. The purpose of this course is to help students understand and articulate current events using historical context. In addition, students will be introduced to historical research methods and the various ways to study and understand historical events and viewpoints.

**Course Name:** Global Issues in Context (Honors)

**Grade:** 9

**Credit Hours for HS:** 0.5

**Semester course offered or full year course:** semester

**Course Description**—In this course, students will examine current and recent major world issues and their historical origins, causes, and effects. Students will hone their reading, writing, research, and rhetorical skills through various essay writing assignments, historical research, class discussions, and presentations. The purpose of this course is to help students understand and articulate current events using historical context. In addition, students will be introduced to historical research methods and the various ways to study and understand historical events and viewpoints.

Honors Requirements: Topical Term Paper, Student-led current event discussion

**Course Name:** US History 1 (College Prep)

**Grade:** 11

**Credit Hours for HS:** 0.5

**Semester course offered or full year course:** semester

**Course Description**—In this course, we examine the growth of the American nation through careful consideration of the expressed ideas and principles of the nation, including the constitutional order, and the development of political liberty and economic freedom. This course examines, specifically, the new world before settlement by Europeans, settlement of the English colonies, inherited rights of English colonists, the war for independence, the constitutional founding of the nation, the emergence of partisan politics, the effects of the market revolution on American society and politics, the importance of religious revivalism and moral reform, the problems of liberty and slavery in a democratic order, westward expansion, the sectional crisis, the Civil War, and consequences of the Civil War and post-war Reconstruction. The course and textbook neither apologize for the failure of unfulfilled promises nor glorify a nation without fault. This history imparts the importance of individuals in shaping our history without offering a “great man/woman” heroic history of our nation. This history understands the significance of God’s hand in history and the conscious choice by a people and leaders to shape the destiny of their nation.

**Course Name:** US History 1 (Dual Credit)

**Grade:** 11

**Credit Hours for HS:** 0.5

**Dual Credit - hours for college credit:** 3.0

**Semester course offered or full year course:** semester

**Course Description**—In this course, we examine the growth of the American nation through careful consideration of the expressed ideas and principles of the nation, including the constitutional order, and the development of political liberty and economic freedom. This course examines, specifically, the new world before settlement by Europeans, settlement of the English colonies, inherited rights of English colonists, the war for independence, the constitutional founding of the nation, the emergence of partisan politics, the effects of the market revolution on American society and politics,

the importance of religious revivalism and moral reform, the problems of liberty and slavery in a democratic order, westward expansion, the sectional crisis, the Civil War, and consequences of the Civil War and post-war Reconstruction. The course and textbook neither apologize for the failure of unfulfilled promises nor glorify a nation without fault. This history imparts the importance of individuals in shaping our history without offering a “great man/woman” heroic history of our nation. This history understands the significance of God’s hand in history and the conscious choice by a people and leaders to shape the destiny of their nation.

Dual Credit Requirements: Topical Term Paper. Multiple Case Study Readings. Daily, Independent Note-taking.

**Course Name:** US History 2 (College Prep)

**Grade:** 11

**Credit Hours for HS:** 0.5

**Semester course offered or full year course:** semester

**Prerequisite for the course:** US History 1

**Course Description**—This course covers a timeline from 1865 to the present day. Students will gain an understanding of America’s rise as an industrial power and eventually a superpower following World War I and World War II. Students will also gain insight into the political, social, and economic changes that have occurred since the Civil War. We will also discuss the events of the past 30 years such as the Cold War, the War on Terror, and the recent economic and political trends of globalization, and how they have shaped the present world in which we live. Throughout this survey, we will be discussing how God shapes the events of history for His purposes, and how our understanding of those events helps guide us to find our purpose within God’s plan.

**Course Name:** US History 2 (Dual Credit)

**Grade:** 11

**Credit Hours for HS:** 0.5

**Dual Credit - hours for college credit:** 3.0

**Semester course offered or full year course:** semester

**Prerequisite for the course:** US History 1

**Course Description**—This course covers a timeline from 1865 to the present day. Students will gain an understanding of America’s rise as an industrial power and eventually a superpower following World War I and World War II. Students will also gain insight into the political, social, and economic changes that have occurred since the Civil War. We will also discuss the events of the past 30 years such as the Cold War, the War on Terror, and the recent economic and political trends of globalization, and how they have shaped the present world in which we live. Throughout this survey, we will be discussing how God shapes the events of history for His purposes, and how our understanding of those events helps guide us to find our purpose within God’s plan.

Dual Credit Requirements: Topical Term Paper. Multiple Case Study Readings. Daily, Independent Note-taking.

**Course Name:** American Government (College Prep)

**Grade:** 12

**Credit Hours for HS:** 0.5

**Semester course offered or full year course:** semester

**Course Description**—In this course, we will examine the principles of American politics through careful consideration of the American Founding. We will consider both the abstract principles that animated the creation of the American regime and the regime itself in an attempt to fully understand both the what and the why of American political life. We will thus consider in great detail both the Revolutionary and Constitutional periods of American history. This understanding will then be extended to the institutions that form the foundation of the American System. Finally, we will look at the complex structure of American politics today in relation to what the Founders envisioned for the United States.

**Course Name:** American Government (Dual Credit)

**Grade:** 12

**Credit Hours for HS:** 0.5

**Dual Credit - hours for college credit:** 3.0

**Semester course offered or full year course:** semester

**Course Description**—In this course, we will examine the principles of American politics through careful consideration of the American Founding. We will consider both the abstract principles that animated the creation of the American regime and the regime itself in an attempt to fully understand both the what and the why of American political life. We will thus consider in great detail both the Revolutionary and Constitutional periods of American history. This understanding will then be extended to the institutions that form the foundation of the American System. Finally, we will look at the complex structure of American politics today in relation to what the Founders envisioned for the United States.

Dual Credit Requirements: Topical Term Paper. Multiple Case Study Readings. Daily, Independent Note-taking.

**Course Name:** Economics (College Prep)

**Credit for HS:** .5

**Semester course offered or full year course:** semester

**Prerequisite for the course:** U.S. History, Algebra I

**Course Description**—Various apologetic topics related to the big picture of economics will include thinking like an economist, supply and demand, taxes, trade, inflation, unemployment, money and banking, government interventions, and the influence of monetary and fiscal policy on aggregate demand.

**Course Name:** Macroeconomics (Dual Credit)

**Credit for HS:** .5

**Semester course offered or full year course:** semester

**Dual Credit - hours for college credit:** 3.0

**Prerequisite for the course:** U.S. History, Algebra I



**Course Description**–Various apologetic topics related to the big picture of economics will include thinking like an economist, supply and demand, taxes, trade, inflation, unemployment, money and banking, government interventions, and the influence of monetary and fiscal policy on aggregate demand. Students will complete major projects including studying a specific country’s GDP and major economic systems, stocks and investments, and supply and demand projects.

**Course Name:** Personal Finance (College Prep)

**Credit for HS:** .5

**Semester course offered or full year course:** semester

**Prerequisite for the course:** U.S. History, Algebra I

**Course Description**–This class will examine numerous topics related to personal finance including but not limited to: payroll, taxes, personal taxes, insurance, banking, check writing, credit card usage and debt, college finances, budgeting, meal planning and shopping, renting versus buying, good versus bad credit, mortgages, borrowing, investing, retirement planning, assets and liabilities. This class will employ engaging videos, class discussions, worksheets, and projects.

**Course Name:** Life Management/Health

**Credit Hours for HS:** .5

**Semester course offered or full year course:** Semester

**Prerequisite for the course:** Completion of grades 9-11

**Course description**–Within this course students will acquire information and skills which foster wellness and the development of positive health attitudes and behaviors. This course will cover topics concerning the overall health of individuals. The course material will cover the major components of wellness (physical, emotional, social, spiritual, and mental health) with a focus on regular physical activity (cardiovascular fitness, flexibility, strength and endurance) and Nutrition. We will also focus on topics such as stress management, and dealing with change; mental health; relationships; substance abuse; misuse and abuse; and body systems. Through activities and projects students will develop and utilize skills that will encourage informed decision making and practical consumer strategies. Students will also identify community resources available that encourage self-advocacy in maintaining personal health and wellness.

## Science

**Course Name:** Physical Science (College Prep)

**Credit Hours for HS:** 1.0

**Semester course offered or full year course:** Full year

**Prerequisite for the course:** Algebra 1

**Course description**–Physical Science is designed to serve as a foundation for other high school courses, especially chemistry and physics. It studies non-living systems: matter and its motion through space and time; the composition, structure, and change of matter; atoms and chemical bonds; and the interactions among related concepts.

**Course Name:** Physical Science (Honors)

**Credit Hours for HS:** 1.0

**Semester course offered or full year course:** Full year

**Prerequisite for the course:** Algebra 1

**Course description**—Physical Science is designed to serve as a foundation for other high school courses, especially chemistry and physics. It studies non-living systems: matter and its motion through space and time; the composition, structure, and change of matter; atoms and chemical bonds; and the interactions among related concepts. The honors class has built-in extensions to encourage students to further develop their understanding and application of these concepts, as well as expand their use of mathematical formulas and skills to examine and analyze a variety of related topics.

**Course Name:** Biology (College Prep)

**Credit Hours for HS:** 1.0

**Semester course offered or full year course:** Full year

**Prerequisite:** Physical Science

**Course Description**—This is a laboratory-oriented course designed to acquaint students with the primary aspects of living things. Areas of study include characteristics of life, use of the microscope, cell structure and function, cell transport and division, molecular biology, genetics, ecology, origin of life models and God's design for change over time. It is designed to be a survey course with a minimum of 25 laboratory experiences that encompass microscopy, assays and tests, and modeling. Each student will research one aspect of biology and present it to the class using a three-dimensional model he/she has designed and created.

**Course Name:** Biology (Honors)

**Credit Hours for HS:** 1.0

**Semester course offered or full year course:** Full year

**Prerequisite:** Physical Science

**Course Description**—This is a laboratory-oriented course designed to acquaint students with the primary aspects of living things. Areas of study include characteristics of life, use of the microscope, cell structure and function, cell transport and division, molecular biology, genetics, ecology, origin of life models and God's design for change over time. The course is designed to foster high order thinking through collaboration, experimentation and bioethical discussions. It is a survey course with a minimum of 25 labs that encompass microscopy, assays and tests, and modeling. Each student will research one aspect of biology and present it to the class using a three-dimensional model he/she has designed and created.

**Course Name:** Chemistry (College Prep)

**Credit Hours for HS:** 0.5

**Dual Credit - hours for college credit:** N/A

**Semester course offered or full year course:** Full Year

**Prerequisite for the course:** Algebra I

**Course description**—Introduce the fundamental science of chemistry, including: Chemical reactions, Composition of atoms and elements, Structure and bonding of

molecules, Characteristics of different chemical substances, Dynamic ways in which chemists are able to control the properties of matter

**Course Name:** Chemistry (Honors)

**Credit Hours for HS:** 0.5

**Dual Credit - hours for college credit:** N/A

**Semester course offered or full year course:** Full Year

**Prerequisite for the course:** Algebra I

**Course description**—Introduce the fundamental science of chemistry, including: Chemical reactions, Composition of atoms and elements, Structure and bonding of molecules, Characteristics of different chemical substances, Dynamic ways in which chemists are able to control the properties of matter

**Course Name:** Human Anatomy and Physiology

**Credit Hours for HS:** .5

**Semester course offered or full year course:** Full year

**Prerequisite for the course:** High School Biology

**Course description**—Human Anatomy and Physiology is a laboratory-based course that investigates the structure and function of the human body. Topics covered will include the basic organization of the body and major body systems along with the impact of diseases on certain systems. Students will engage in many topics and competencies related to understanding the structure and function of the human body. Working with topics of basic anatomical terminology to the biochemical composition of the human body, all the way into great detail of each of the major systems of the body, students will learn through reading, video lessons, case studies, collaborative group work, and labs. Dissection of a fetal pig, heart, eye, and other appropriate organs will complement our coursework. One of the goals of this course is to prepare students with the skills necessary to be successful in future classes in college and medical fields.

**Course Name:** Physics I (Dual Credit)

**Credit Hours for HS:** 1.0

**Dual Credit - hours for college credit:** 4.0

**Semester course offered or full year course:** Semester

**Prerequisite for the course:** Algebra II

**Course description**—A study of classical physics. Topics include: linear and projectile motion; vectors; Newton's Laws of Motion; work; energy; momentum and collisions; rotational kinematics and dynamics; translational and rotational equilibrium; gravity.

**Course Name:** Physics II (Dual Credit)

**Credit Hours for HS:** 1.0

**Dual Credit - hours for college credit:** 4.0

**Semester course offered or full year course:** Semester

**Prerequisite for the course:** Physics I (Dual Credit)

**Course description**—A study of classical physics. Topics include: oscillations; mechanical waves and sound; fluids; heat; electrostatics; Ohm's law; D.C. circuits; electromagnetism; geometrical optics.

**Course Name:** Astronomy (Dual Credit)

**Credit Hours for HS:** 1.0

**Dual Credit - hours for college credit:** 4.0

**Semester course offered or full year course:** Semester

**Prerequisite for the course:** High school Algebra I or equivalent

**Course description**—This is an introductory course designed to acquaint students with the complexities of the universe. The theoretical portion of the course is divided into four topics: The history of astronomy and telescopes; the planets and moons of our solar system; the birth, life, and death of stars; and galaxies and the large-scale structure of the universe. The lab portion of the course consists of in-class activities, outdoor observations during class, and independent labs in which the student makes observations of objects in the night sky.

**Course Name:** Intro To Psychology – PSY105

**Credit Hours for HS:** .5

**Dual Credit - hours for college credit:** 3.0

**Semester course offered or full year course:** Semester

**Prerequisites for the course:** Composition and Communication

**Course Description**—Introduction to Psychology is an introductory college course that focuses on the fundamental facts and principles of psychology within the broader context of contemporary personal and social concerns. Topics may include the historical development of the discipline, scientific methodology, human development, motivational theory, consciousness, sensation and perception, learning, thinking, memory, emotions, biological basis of behavior, personality theory, psychopathology, therapy, and research methodology.

Psychology is an exciting and changing field that has an impact on your life. Although barely a century old as a formal discipline, the study of psychology has revolutionized how we look at others and ourselves. While psychologists are involved in a broad range of specialties, they share the common goal of attempting to understand behavior. Hopefully, throughout this course, you will find that many of the topics covered have relevance to your own life. You may find that you look at some situations differently and that you have some new insights into human behaviors, including your own.

## World Languages

**Course Name:** Spanish I College Prep

**Credit Hours for HS:** 1.0

**Full-Year Course**

**Prerequisite for the Course:** none

**Course Description**—Spanish I is an introduction to the Spanish Language. Students will learn how to communicate in a variety of settings. They will focus on reading, writing, listening, and speaking in Spanish. They will also learn about the culture of many Spanish-speaking countries. Topics include greetings and goodbyes, activities, personality, school, locations, food and beverages, family and the home, clothing, and shopping. The grammar portion of the course includes conjugations in the present tense, masculine and feminine forms of nouns, and adjective agreement.

**Course Name:** Spanish I Honors

**Credit Hours for HS:** 1.0

**Full-Year Course**

**Prerequisite for the Course:** none

**Course Description**—Spanish I is an introduction to the Spanish Language. Students will learn how to communicate in a variety of settings. They will focus on reading, writing, listening, and speaking in Spanish. They will also learn about the culture of many Spanish-speaking countries. Topics include greetings and goodbyes, activities, personality, school, locations, food and beverages, family and the home, clothing, and shopping. The grammar portion of the course includes conjugations in the present tense, masculine and feminine forms of nouns, and adjective agreement. Honors students will be expected to have a thorough recall of vocabulary and grammar and be able to use the language in context with more depth of information.

**Course Name:** Spanish II College Prep

**Credit Hours for HS:** 1.0

**Full-Year Course**

**Prerequisite for the Course:** Spanish I

**Course Description**—Spanish II builds upon the language learned in Spanish I. Students will advance their knowledge of Spanish through a variety of activities. They will focus on reading, writing, listening, and speaking in Spanish. They will also learn about the culture of many Spanish-speaking countries. Topics include classroom activities and rules, extracurricular activities, special events, clothing and fashion, driving directions, childhood memories, emergencies and medical terms, movies and television, cooking, and travel. The grammar portion of the course includes speaking in the past- tense, reflexive verbs, and direct and indirect object pronouns.

**Course Name:** Spanish II Honors

**Credit Hours for HS:** 1.0

**Full-Year Course**

**Prerequisite for the Course:** Spanish I

**Course Description**—Spanish II builds upon the language learned in Spanish I. Students will advance their knowledge of Spanish through a variety of activities. They will focus on reading, writing, listening, and speaking in Spanish. They will also learn about the culture of many Spanish-speaking countries. Topics include classroom activities and rules, extracurricular activities, special events, clothing and fashion, driving directions, childhood memories, emergencies and medical terms, movies and television, cooking, and travel. The grammar portion of the course includes speaking in the past- tense, reflexive verbs, and direct and indirect object pronouns. Honors students will be expected to have a thorough recall of vocabulary and grammar and be able to use the language in context with more depth of information and include descriptive vocabulary to enhance their speech.

**Course Name:** Spanish III College Prep

**Credit Hours for HS:** 1.0

**Full-Year Course**

**Prerequisite for the Course:** Spanish I & II

**Course Description**—Spanish III builds upon the language learned in Spanish II. Students will advance their knowledge of Spanish through a variety of activities. They will focus on reading, writing, listening, and speaking in Spanish. They will also learn about the culture of many Spanish-speaking countries. Topics will include nature and the outdoors, school competitions, the arts, health and nutrition, friends and family, advice and counsel, job interviews and careers, community and volunteer work, plans for the future, science, technology, archeology, and myths and legends. The grammar portion of the course includes verbs in the subjunctive and future tense, past participles, and details of sentence structure.

**Course Name:** Spanish III Honors

**Credit Hours for HS:** 1.0

**Full-Year Course**

**Prerequisite for the Course:** Spanish I & II

**Course Description**—Spanish III builds upon the language learned in Spanish II. Students will advance their knowledge of Spanish through a variety of activities. They will focus on reading, writing, listening, and speaking in Spanish. They will also learn about the culture of many Spanish-speaking countries. Topics will include nature and the outdoors, school competitions, the arts, health and nutrition, friends and family, advice and counsel, job interviews and careers, community and volunteer work, plans for the future, science, technology, archeology, and myths and legends. The grammar portion of the course includes verbs in the subjunctive and future tense, past participles, and details of sentence structure. Honors students will be expected to have a thorough recall of vocabulary and grammar and be able to use the language in context with more depth of information and include descriptive vocabulary to enhance their speech.

## Technology

**Course Name:** Spreadsheets (Dual Credit)

**Credit Hours for HS:** 0.5

**Dual Credit - hours for college credit:** 3.0

**Semester course offered or full year course:** Semester

**Prerequisite for the course:** PC Applications (Dual Credit)

**Course description**—This course provides training in introductory and advanced topics related to spreadsheet creation, formatting and printing. Topics include row and column operations, formula creation (including functions), graph creation and printing, database management techniques, and macro design and execution.

## Bible

Bible classes for the high school provide Old Testament and New Testament surveys rotating for the 9th and 10th grade classes. Various Bible classes are offered for the 11th and 12th grade classes. Some examples of past and current Bible offerings for the 11th and 12th grades are below.

## **9th and 10th Grade Bible**

**Course Name:** Foundations of Faith

**Credit Hours for HS:** 1.0

**Semester course offered or full year course:** Full year

**Prerequisite for the course:** none

**Course description**—This class surveys the Old Testament by focusing on how the Bible is arranged, who it is written by, and whom it is written for. We will also focus on the simple foundations of Faith to have a deeper understanding of God our Father, Jesus, and our helper the Holy Spirit. Our units will include the following parts:  
Part 1: There is one God, He is our Creator, and has authority over all things. Man was created for a relationship with God and rulership over the creatures of the earth.  
Part 2: Sin Separates us from God, and it began in the Garden of Eden with Adam. Relationship with God was cut off by Sin and an ultimate sacrifice was needed.  
Part 3: Christ Jesus, is the Son of God. He is the promise that was written through all of scripture and was sent to earth to be the Ultimate Sacrifice. He died a death we deserved, He was buried and raised on the 3rd day. He defeated death and an eternity was given to those who are saved.  
Part 4: Sin has no hold on us and there is a way to have intimate fellowship once again with our Creator. Salvation is a free gift for those who simply believe and Sanctification comes as believers step out faith desiring to be more like Christ. Coursework includes notes, group/class activities, journaling, reflection essays, memory verses, quizzes and tests. Students will complete a semester project in lieu of a semester exam.

**Course Name:** Reflections of Christ

**Credit Hours for HS:** 1.0

**Semester course offered or full year course:** Full year

**Prerequisite for the course:** none

**Course description**—This course focuses on the New Testament looking specifically through the New Testament with a goal to develop a deeper understanding of God our Father, Jesus, and our helper the Holy Spirit. The major divisions of study include: a background of the Old to the New Testament and the Birth of Jesus Christ; Jesus' call, teachings, and miracles; the passion week, crucifixion, and resurrection of Jesus; the early church; Paul's conversion; Paul's missionary journeys; Romans-Jude; and Revelation. Coursework includes notes, group/class activities, journaling, reflection essays, memory verses, quizzes and tests. Students will complete a semester project in lieu of a semester exam.

## **11th and 12th Grade Bible**

**Course Name:** Romans

**Credit Hours for HS:** .5

**Semester course offered or full year course:** semester

**Prerequisite for the course:** none

**Course description**—This course explores the biblical, theological, and historical importance of the book of Romans By understanding the authorship, historical context,

and the biblical text, students will see the amazing way in which all broken people can be reconciled to God. Coursework includes notes, group/class activities, journaling, reflection essays, memory verses, quizzes and tests. Students will complete a semester project in lieu of a semester exam.

**Course Name:** Life on Mission

**Credit Hours for HS:** .5

**Semester course offered or full year course:** semester

**Prerequisite for the course:** none

**Course description**—This class is a thorough study of those in Scripture, both Old and New Testament, who proclaimed the good news from God. Additionally, other missionaries in the last several hundred years will be explored. Students will write a biography research paper on a major Christian missionary. Coursework includes notes, group/class activities, journaling, reflection essays, memory verses, quizzes and tests. Students will complete a semester project in lieu of a semester exam.

**Course Name:** James

**Credit Hours for HS:** .5

**Semester course offered or full year course:** semester

**Prerequisite for the course:** none

**Course description**—A thorough study of the book of James, including its author, audience, timeframe, and context. We will seek to understand the core message of this book, faith and works, and endeavor to grow spiritually as we apply the truths to our own lives today. Coursework includes notes, group/class activities, journaling, reflection essays, memory verses, quizzes and tests. Students will complete a semester project in lieu of a semester exam.

**Course Name:** The Jesus Way

**Credit Hours for HS:** .5

**Semester course offered or full year course:** semester

**Prerequisite for the course:** none

**Course description**—This course will survey Jesus's life in the Gospel of Matthew and the other Gospels. The topics include author, setting, and date of the Gospel of Matthew; who Jesus is (Messiah), how Jesus is revealed, why does it matter to me? Coursework includes notes, group/class activities, journaling, reflection essays, memory verses, quizzes and tests. Students will complete a semester project in lieu of a semester exam.

## Worldview

**Course Name:** Worldview I

**Credit Hours for HS:** .5

**Semester course offered or full year course:** semester

**Prerequisite for the course:** none



**Course description**– This course will be a worldview and apologetics class learning and communicating topics related to the biblical worldview. Various apologetic topics will be covered including but not limited to: arguments for the existence of God, logic and logical fallacies, winsome ways to discuss curious questions to Christianity, reliability of Scripture, comparative religions, Old Testament controversies, the problem of evil, and personhood. Students complete a semester project in lieu of a semester exam.

**Course Name:** Worldview I (Honors)

**Credit Hours for HS:** .5

**Semester course offered or full year course:** semester

**Prerequisite for the course:** none

**Course description**– This course will be a worldview and apologetics class learning and communicating topics related to the biblical worldview. Various apologetic topics will be covered including but not limited to: arguments for the existence of God, logic and logical fallacies, winsome ways to discuss curious questions to Christianity, reliability of Scripture, comparative religions, Old Testament controversies, the problem of evil, and personhood. Students complete a semester project in lieu of a semester exam. Honors students will also write a research paper on a modern Christian apologist and are not permitted aid or notes on assessments.

**Course Name:** Worldview II

**Credit Hours for HS:** .5

**Semester course offered or full year course:** semester

**Prerequisite for the course:** Worldview I

**Course description**– This course will be an advanced apologetics class expanding on the topics of Worldview 1 as well additional topics related to the Christian worldview. Various apologetic topics will be covered including but not limited to: winsome ways to discuss curious questions to Christianity, tactics for asking good questions, reliability of Scripture, Old Testament controversies, formal debates, cultural apologetics, and the nature and communication of the Gospel. Students complete a semester project in lieu of a semester exam.

**Course Name:** Worldview II (Honors)

**Credit Hours for HS:** .5

**Semester course offered or full year course:** semester

**Prerequisite for the course:** Worldview I

**Course description**– This course will be an advanced apologetics class expanding on the topics of Worldview 1 as well additional topics related to the Christian worldview. Various apologetic topics will be covered including but not limited to: winsome ways to discuss curious questions to Christianity, tactics for asking good questions, reliability of Scripture, Old Testament controversies, formal debates, cultural apologetics, and the nature and communication of the Gospel. Students complete a semester project in lieu of a semester exam. Honors students are not permitted aid or notes on assessments and have a higher standard rubric for semester projects.

**Course Name:** Worldview III

**Credit Hours for HS:** .5

**Semester course offered or full year course:** semester

**Prerequisite for the course:** Worldview I and II

**Course description**—Worldview III is an examination of cultural apologetics. The first half of the class we will examine and discuss several C. S. Lewis' books including *Mere Christianity*, *The Great Divorce*, *The Problem of Pain*, and *The Screwtape Letters*. We will look at the apologetic topics and how they relate to our current culture. The second half of the course will explore the various worldviews in comparison to the biblical worldview in film, television, memes, and videos. Additional apologetic topics that people ask about will be discussed including Christians and politics, the Gnostic writings, ethics, slavery in the Bible, stress, and social media. Students complete a semester project in lieu of a semester exam.

**Course Name:** Worldview III (Honors)

**Credit Hours for HS:** .5

**Semester course offered or full year course:** semester

**Prerequisite for the course:** Worldview I and II

**Course description**—Worldview III is an examination of cultural apologetics. The first half of the class we will examine and discuss several C. S. Lewis' books including *Mere Christianity*, *The Great Divorce*, *The Problem of Pain*, and *The Screwtape Letters*. We will look at the apologetic topics and how they relate to our current culture. The second half of the course will explore the various worldviews in comparison to the biblical worldview in film, television, memes, and videos. Additional apologetic topics that people ask about will be discussed including Christians and politics, the Gnostic writings, ethics, slavery in the Bible, stress, and social media. Students complete a semester project in lieu of a semester exam. Honors students will complete a group project regarding a topic covered in class. Honors students are not permitted aid or notes on assessments and have a higher standard rubric for semester projects.

**Course Name:** Worldview IV

**Credit Hours for HS:** .5

**Semester course offered or full year course:** semester

**Prerequisite for the course:** Worldview I

**Course description**—Various apologetic topics will be covered including but not limited to: treatment of one another, biblical personhood, beginning-of-life and end-of-life ethics, God's design for the family, LGBTQ+ issues from the biblical worldview perspective, reproductive technology, artificial intelligence, racism, and medical research ethics. Students complete a semester project in lieu of a semester exam.

**Course Name:** Worldview IV (Honors)

**Credit Hours for HS:** .5

**Semester course offered or full year course:** semester

**Prerequisite for the course:** Worldview I

**Course description**—Various apologetic topics will be covered including but not limited to: treatment of one another, biblical personhood, beginning-of-life and end-of-life ethics,

God's design for the family, LGBTQ+ issues from the biblical worldview perspective, reproductive technology, artificial intelligence, racism, and medical research ethics. Students complete a semester project in lieu of a semester exam. Honors students are not permitted aid or notes on assessments and have a higher standard rubric for semester projects.

## Fine Arts

**High School Studio Art**—In this foundational art class, emphasis is placed on the creative process, student engagement, and improving drawing skills through observing God's creations. Each month, students will learn and put into practice techniques based on a different art medium including watercolors, charcoal, colored pencils, ink, pastels, and more. 2-D and 3-D lessons will be based on a variety of art processes and will incorporate the elements of art and principles of design. Student work will be collected throughout the year in a portfolio and returned at the end of the school year. Work will also be added to student digital portfolios on Artsonia where it can be viewed by family and friends.

**Drama**—Concord Christian Academy presents a full-stage play every Spring. The play involves formal auditions, call backs, stage crew, make-up, costumes, lighting, and sound as well as extensive rehearsals. Plays performed in the past include *Elixir of Love* and *Treasure Island*.

**Worship Team**—Concord Christian Academy has a student-led worship team that is coached and mentored by a faculty advisor. This team leads in chapel and special nights of worship. This team is audition only and requires an application regarding the heart and skill of worship. All high school students are encouraged to share their gifts on the worship team.