



**High School  
Course Descriptions  
2019-2020**

*"Empowering Students to Impact the World"*

**Eagle's Landing Christian Academy  
College Prep Diploma  
Graduation Requirements**

4 credits	-Bible
4 credits	-English
4 credits	-Mathematics (Algebra I and above)
4 credits	-Science (Must include a <sup>1</sup> Biology; <sup>2</sup> Chemistry; <sup>3</sup> Physics)- any level
4 credits	-Social Science (Must include <sup>1</sup> Ancient World History or AP Human Geography; <sup>2</sup> Modern World History or AP World History; <sup>3</sup> US History- any level; <sup>4</sup> American Gov./ Economics- any level
2 credits	-Foreign Language (2 years same language)
½ credit	-Health
½ credit	-Physical Fitness
3 credits	- additional credits one which must be a Fine Art

---

**\*26 credits total**

**Eagle's Landing Christian Academy  
General Diploma  
Graduation Requirements**

4 credits	-Bible
4 credits	-English
4 credits	-Mathematics (Algebra I and above)
4 credits	-Science (Must include <sup>1</sup> Biology; <sup>2</sup> Chemistry; <sup>3</sup> Physics)- any level
4 credits	-Social Science (Must include <sup>1</sup> Ancient World History or AP Human Geography; <sup>2</sup> Modern World History or AP World History; <sup>3</sup> US History- any level; <sup>4</sup> American Gov./Economics- any level
½ credit	-Health
½ credit	-Physical Fitness
3 additional credits	one which must be a Fine Art

---

**\*24 credits total**

## HOPE and ZELL MILLER SCHOLARSHIPS

### ELIGIBILITY:

#### HOPE Scholarship-

- 3.0 GPA as calculated by the Georgia Student Finance Commission (GSFC) in core curriculum courses (English, Math, Science, Foreign Language, Social Science)
- Rigor requirements

### WHAT ARE RIGOR REQUIREMENTS?

Rigor courses: *Advanced Math, Advanced Science, Advanced Foreign Language, Advanced Placement (AP) in core subjects, International Baccalaureate (IB) in core subjects, Dual Credit Enrollment courses in core subjects taken at an eligible postsecondary institution.*

- Students graduating on or after May 1, 2017 must pass four courses from the rigor list.

#### Zell Miller Scholarship-

- Designated valedictorian or salutatorian OR
- 3.7 GPA as calculated by GSFC in core curriculum courses
- Rigor requirements
- Test component:
  - 1200 SAT combined score (Critical Reading and Math)
  - or
  - 26 ACT composite score

### ELCA Rigor Courses Offered 2019 -2020

<p><b>ENGLISH</b> AP English Language/Composition AP English Literature/Composition</p> <p><b>MATH</b> Algebra II Honors Algebra II Algebra III Adv. Algebra/Trigonometry Honors Pre-calculus Calculus AP Calculus Statistics AP Statistics</p>	<p><b>SOCIAL STUDIES</b> AP Human Geography AP Modern World History AP US History AP Government AP European History AP Psychology DE American History I DE American History II DE American Government DE Microeconomics DE General Psychology DE Intro. Sociology</p> <p><b>SCIENCE</b> Human Anatomy Chemistry Honors Chemistry</p>	<p>AP Chemistry Intro. to Physics Honors Physics AP Physics I Adv. Physics/Robotics AP Biology AP Comp. Science Principles DE Concepts in Biology DE Intro. to Biology II</p> <p><b>FOREIGN LANGUAGE</b> Spanish II Spanish II Honors Spanish III Spanish III Honors Spanish IV Honors AP Spanish Language</p>
---	--	--

## *HOW GPA IS CALCULATED*

Letter Grade	Numerical	Standard GPA	Honors GPA	*AP/DE GPA
<b>A+</b>	<b>99-100</b>	<b>4.50</b>	<b>4.75</b>	<b>5.00</b>
<b>A</b>	<b>92-98</b>	<b>4.00</b>	<b>4.25</b>	<b>4.50</b>
<b>A-</b>	<b>90-91</b>	<b>4.00</b>	<b>4.25</b>	<b>4.50</b>
<b>B+</b>	<b>88-89</b>	<b>3.50</b>	<b>3.75</b>	<b>4.00</b>
<b>B</b>	<b>82-87</b>	<b>3.00</b>	<b>3.25</b>	<b>3.50</b>
<b>B-</b>	<b>80-81</b>	<b>3.00</b>	<b>3.25</b>	<b>3.50</b>
<b>C+</b>	<b>78-79</b>	<b>2.50</b>	<b>2.75</b>	<b>3.00</b>
<b>C</b>	<b>76-77</b>	<b>2.00</b>	<b>2.25</b>	<b>2.50</b>
<b>C-</b>	<b>74-75</b>	<b>2.00</b>	<b>2.25</b>	<b>2.50</b>
<b>D+</b>	<b>73</b>	<b>1.50</b>	<b>1.75</b>	<b>2.00</b>
<b>D</b>	<b>71-72</b>	<b>1.00</b>	<b>1.25</b>	<b>1.50</b>
<b>D-</b>	<b>70</b>	<b>1.00</b>	<b>1.25</b>	<b>1.50</b>
<b>F</b>	<b>0-69</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

\*AP- Advanced Placement; DE- Dual Enrollment

<i>Bible</i>	
Grade	Standard
9th grade	Health/Foundations (Connecting to and Walking with God)
10th grade	Framework (Bible Survey Through Media)
11th grade	Furnishings (Responsibility, Relationships and Resources)
12th grade	Senior Seminar-Finishes (Preparation for the Transition after High School)

Bible classes at ELCA have as their goal to glorify God by magnifying the students' concept and understanding of the Sovereign God of the universe, His purpose and will for us.

<i>Computer Science, Business Electives, General Electives</i>	
Grade	Standard/DE
9th grade	Computer Programming I
10th grade	Advanced Computer Programming Advanced Placement Computer Principles (10-12)
11th grade	Video Technology Introduction to Business
12th grade	Introduction to Communications Journalism- Yearbook DE Computer Networking Foundations DE Program Design and Development

### **Computer Programming I:**

This course is an introduction to the field of Computer Science with emphasis on the content, practices, thinking and skills central to the discipline of computer science. A wide range of topics is covered over the course of this yearlong course including Python and JavaScript programming languages along with computer hardware. The course is designed to explore areas of computer science through a variety of hands on activities that prepare students to be college and career ready. Students meet in the Mac Lab daily.

### **Advanced Computer Programming:**

*Prerequisite: Computer Programming I.*

This course continues where the Computer Programming I course leaves off and deepens student understanding of the field of computer science. Students will learn key concepts of software engineering, graphical user interface, and user interface design. This course also looks more deeply at object-oriented programming, including the use of class hierarchies. This course will be taught using the Java programming language.

### **Advanced Placement Computer Science Principles:**

*Prerequisite: It is recommended students have successfully completed a first year high school algebra course with a strong foundation on basic linear functions and composition of functions, and problem solving strategies that require multiple approaches and collaborative efforts. In addition, students should be able to use a Cartesian (x, y) coordinate system to represent points in a plane.*

This advanced course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. This and any computer science course builds upon a foundation of mathematical and computational reasoning that will be applied throughout the study of the course.

### **Introduction to Business:**

The content of this class provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students learn essentials for working in a business environment, managing a business, and owning a business.

### **Introduction to Communications:**

This course is designed to introduce the student to the fundamentals of both verbal and non-verbal communications. Students will explore elements of Speech and Creative Non-Fiction Writing to become better public speakers and develop a stronger writing voice. Readings, speeches, lectures, research and discussions will be utilized to explore and apply theories of effective communication. Students will engage in a range of activities including blogging, establishing a student writing center, tutoring, speaking and editing the school literary magazine. Mastery will be achieved through a variety of class projects and presentations.

### **Journalism -Yearbook:**

*Prerequisite: Application required; Teacher approval.*

This class teaches layout and design principles for the yearbook publication. Students are selected through an application process and the number of students is limited to 10-12. Selected students must have good writing skills and be able to work cooperatively in a small group situation. *Prerequisite: Teacher approval*

### **Video Technology:**

*Prerequisite: Teacher approval.*

This course introduces video as an art form covering technical, expressive and compositional principals. Students participate in using video equipment to produce and edit video productions, and learn sound and lighting techniques. A limited number of spaces, usually 10 -12, are available for this class. *Prerequisite: Application and teacher approval*

<i>English</i>		
	<b>Standard</b>	<b>Honors/AP</b>
9th grade – English I	Literary Genres and Composition	Literary Genres and Composition Honors
10th grade – English II	World Literature and Composition	World Literature and Composition Honors
11th grade – English III	American Literature and Composition	American Literature and Composition Honors AP Language and Composition
12th grade – English IV	British Literature and Composition	British Literature and Composition Honors OR AP Literature and Composition

**English I- Literary Genres and Composition:**

Students are introduced to literary analysis and analytical writing through the study of short stories, plays, poetry and novels. Students study the fundamentals of various literary elements and devices. The elements of composition are taught by experiencing a variety of writing styles and purposes. Students write logical, well-organized papers centered in well-written thesis statements. Students review and apply basic grammatical elements through continued practice. Proper documentation techniques are taught for writing formal and analytical essays (MLA citation). Students incorporate analysis of literary elements into a minimum of two formal essays each semester. Vocabulary words and PSAT strategies are practiced weekly.

**English I- Literary Genres and Composition Honors:**

*Prerequisites: 90% average or above in 8th grade English; Teacher recommendation.*

*Summer reading required*

This is an accelerated course designed to prepare each student for upper level English course work. Students improve upon literary analysis, persuasive, creative and analytical writing through the study of classic literature including short stories, plays, poetry, and novels. Grammatical elements are reviewed through applied practice using a variety of writing formats. Students write logical, well-organized paragraphs and short essays that incorporate the five paragraph structure. Proper documentation techniques are taught for writing formal and analytical essays (MLA citation) into a minimum of three formal essays each semester. Vocabulary and PSAT strategies are practiced weekly.

**English II- World Literature and Composition:**

This course is a survey of World Literature. Students read and analyze works of literature from various cultures by studying archetypal figures and themes through a variety of genres. Writing assignments focus on the analysis of literature and persuasive writing. In addition, students write informal essays often and develop a formal, analytical composition of 3-5 typed pages for each major literary work studied. Students write the basic five-paragraph essay with an introduction, body, and conclusion and are introduced to research skills in developing two short presentations and one 3-5 page research paper. Vocabulary and applied SAT strategies are practiced weekly.

**English II- World Literature and Composition Honors:**

*Prerequisites: 90% average or above in 9th grade English; 85th percentile Plan Reading Test; Teacher recommendation.*

*Summer reading required.*

This course is an accelerated study of World Literature. Students should come to this class having mastered the structure of the five paragraph essay; and capable of writing precise, informative thesis statements to introduce their arguments while utilizing MLA documentation format. Students read and analyze literary works from

around the world through the study and application of archetypal figures and themes throughout a variety of genres. Students will improve upon literary analysis, persuasive and analytical writing (focused on literature) with occasional creative topics. In addition, students write informal essays often and craft formal, analytical compositions of 5-7 typed pages each semester. Vocabulary words and applied SAT strategies are practiced weekly. Additional texts encompassing some independent study will be considered each semester.

### **English III- American Literature and Composition:**

First semester of English III covers early American Literature and American Romanticism while the second semester covers American Realism and Naturalism and Modern American Literature. Grammar and composition are integrated into composition. The writing of analytical essays continues throughout the year. Other writings, including the informal, persuasive, and narrative essay are considered. Students learn a variety of strategies for excelling in the SAT verbal logic section and these strategies are practically applied. Finally, vocabulary and spelling will be a weekly component. Outside reading consist of two novels per semester.

### **English III- American Literature and Composition Honors:**

*Prerequisite: 90% average or above in English Honors 10; Teacher recommendation.*

*Summer reading required.*

This course is a survey of American Literature. The focus is on literary texts in their historical contexts, as seen from a chronological perspective. Students identify literary movements, and examine authors and their works as they are shaped by a constantly evolving national identity. The curriculum includes the birth of American Literature through Post-Modernism. The course is meant to impart insight into the American experience, as well as give students a secure foundation and literary base for transitioning into Advanced Placement coursework. Creative work is included, but emphasis is placed on the precise, well-documented analytical essay. This course demands constant attention to revision for clarity, conciseness and textual evidence. In both class discussions and compositions, students apply critical literary terminology and articulate the distinguishing features of each literary genre.

### **Advanced Placement English Language and Composition- \*HOPE rigor course:**

*Prerequisites- 90% average or above in 10th grade Honors English; PSAT or SAT score in the 75<sup>th</sup> percentile (critical reading and writing); Teacher recommendation.*

*Summer reading required.*

This course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading makes students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

### **English IV- British Literature and Composition:**

In this course students engage in a chronological study of British Literature from the Anglo-Saxon period to Modernism. Students are introduced to the development of Western society through the study of classic literature where they will recognize symbolism, theme and other literary devices through the analysis of various works. The course offers opportunities for students to improve reading, writing, speaking/listening, and critical thinking skills. Writing instruction continues focusing on the integration of grammar, mechanics, and usage in the writing process.

### **English IV- British Literature and Composition Honors:**

*Prerequisites: 90% average or above in Honors English III; Teacher recommendation.*

*Summer reading required.*

In this course students engage in a chronological study of British Literature from the Anglo-Saxon period to Modernism. The content is similar to the regular British Literature class but moves at a faster pace and includes the study of more literary works. Students study the development of Western society through the study of classic literature. Marked emphasis is placed on writing skills, critical thinking, grammar, vocabulary, usage, and style.

The composition portion emphasizes developing control in expository writing, moving toward precision in personal narrative, descriptive, and persuasive writing. Students continue to strengthen their independent reading and study skills. Students continue to analyze works through the identification of various literary devices.

**Advanced Placement English Literature and Composition- \*HOPE rigor course:**

*Prerequisites- 90% average or above in 11th grade Honors English; PSAT or SAT score in the 75<sup>th</sup> percentile (critical reading and writing); Teacher recommendation.*

*Summer reading required.*

Students develop keen analytical reading skills in preparation for collegiate work and the national AP exam. Students grapple with the application of literary theory and criticism. Each semester both short and long papers focusing on organization and clarity of thought are expected. Students study the great literature of Western Civilization and consider its revelations about society and humanity as a whole. Students gain fluency regarding literary methods and devices, and become comfortable with analyzing poems from various periods such as the Renaissance, Metaphysical, Romantic, Victorian, Modern and Post-Modern period. Reading assignments include 5-6 additional texts per semester.

<i>Fine Arts</i>	
9th grade	Comprehensive Art I, II, Selected Studio Art, AP Studio Art Drawing, AP Studio Art 2-D Design, Chorus, Beginning Guitar, Intermediate Guitar, Advanced Guitar, Advanced Wind Ensemble, Symphonic Band, Praise Band, Theatre/Drama, Piano/Music Theory
10th grade	
11th grade	
12th grade	

**Comprehensive Art I:**

This course is an introduction to art for high school students. Students learn about the elements and principals of art and create various works using a variety of media. They will explore gesture drawing, contour drawing, 1 and 2 point perspective, shading with pencil and ink, drawing from life as well as from memory or photos, and combinations of all of these. Students will also explore color theory and create artworks using different color theories in a range of media. Throughout the year students will learn the importance of thumbnail sketches preceding each project and explore the third dimension through sculptural media. Students are graded on a combination of classwork, sketchbook assignments, projects and research and daily participation. Sketchbooks are due each Friday, unless there is a holiday in the week or a Friday that ends the 9 weeks. A research report is due during the 12<sup>th</sup> week of each semester chosen from the list of topics given to students.

**Comprehensive Art II:**

*Prerequisite: Comprehensive Art I or the instructor’s approval.*

Comprehensive Art II students study drawing, painting, and 2D design in more depth than in Comprehensive Art I and with a wider range of media, including some sculpture. Students are expected to work to improve their skills and to explore a variety of media in the area(s) of art they wish to explore in greater depth. The year begins with a review of gesture, contour, elements and principles, shading and perspective. Sketches are previewed prior to each project in order to guide students in the production of the actual art work. Art II students are graded on a combination of classwork, sketchbook/notebook assignments, projects and research, and participation. Sketchbooks are turned in each Friday unless there is a holiday in the week and a research report is due during the 9<sup>th</sup> week and the last full week of each semester. The topic should be chosen from the list given to students.

### **Selected Studio Art:**

*Prerequisite: Art II and the instructor's approval.*

This class is for the highly motivated art student who is possibly considering a career in art or who has a genuine interest in furthering his skills and creative abilities. Students will prepare a portfolio of high quality works consisting of 10 to 20 pieces suitable for review by college art departments. This is a course that demands a great deal of independent study. Creativity, finely honed skills, knowledge of artistic techniques, artist and influences throughout art history are all a part of the program and will often be incorporated on an independent study level.

### **Advanced Placement Studio Art:**

*Prerequisite: Previous art courses and teacher approval.*

The AP Art Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art program is designed for students who are seriously interested in the practical experience of art. The program consists of creating portfolios corresponding to the most common college foundation art courses. Students may choose to submit any or all of the Drawing, Two Dimensional Design, or Three-Dimensional design portfolios at the end of the year. Portfolios demonstrate the artistic skills and ideas students have developed and refined over the course of the year.

### **Advanced Wind Ensemble:**

*Prerequisite: Students must audition.*

This class is comprised of high school and middle school students who thrive on the challenge of difficult wind literature. This is the highest level performing group and members are chosen by audition only. The ensemble is defined as "one player on a part." The Advanced Wind Ensemble only accepts the top students in the band program, being the premier band of the school.

### **Symphonic Band:**

*Prerequisite: Students must audition.*

This band is comprised of experienced players who are still developing their skills. Members are chosen by audition only. The Symphonic Band will learn ensemble and individual skills and will be taught with the hope of advancing to the Advanced Wind Ensemble. This group is made up of all 9<sup>th</sup> - 12<sup>th</sup> graders who are not in Wind Ensemble along with non-beginning 7<sup>th</sup> and 8<sup>th</sup> graders. Sixth graders may be considered on an individual basis.

### **Chorus:**

Chorus provides opportunities to develop performance skills and knowledge in ensemble singing. The class is offered to aspiring singers, regardless of their previous choral experience. The course stresses individual progress and group experiences while exploring basic vocal technique, music theory, and performance etiquette. Students are required to perform in several concerts throughout the year as they explore various genres of music.

### **Drama/Theatre:**

All theater courses are designed for students that are genuinely interested in studying theater and are serious about learning and performing. Students with limited theatrical experience are encouraged and welcome to take this course, but must be ready and willing to work, rehearse and perform. Every theatre student will be required to perform. Live stage performances are the backbone of the teaching and learning strategy for this course. Improvisation, performing monologues and dialogues, singing, dancing, creative movement and memorization are required. Many times shows are not only performed on the road, but also during competition at various theatre conferences throughout the region. After school rehearsals are required. Students registering to take Drama must be available to rehearse after school Monday thru Friday when school is in session, until at least 4:00 pm. Later rehearsal times will be required closer to performance week. Sometimes there will be additional financial expenses involved.

### **Beginning Guitar:**

This class introduces basic guitar techniques. Classes are limited to 13-15 students with priority given to upperclassmen.

### **Intermediate Guitar:**

*Prerequisite: Teacher approval*

This course is designed for students who have had beginning guitar or are proficient to move to a more advanced level.

### **Advanced Guitar:**

*Prerequisite: Teacher approval*

This course is the third year in the guitar sequence and is for the most advanced student.

### **Piano/Music Theory:**

*Application is required. This course is fee based and the student will be charged \$1260.00 through four payments of \$315.00.*

Through a differentiated instructional approach, students will be able to master a beginning-intermediate level of piano technique (depending on prior piano education, if any); achieve an intermediate level of music theory comprehension, chord structure, ear training and sight reading; advance at their own pace, based on age and experience, using Lab iPads and piano software to measure progress; master and perform four or more pieces of two hand piano; learn how to take the Standard Assessment of Sight Reading exam (SASR) which will equip students to succeed in All-State, Band, and Chorus, and prepare for college entrance assessment exams and auditions. The course will include two performances, an informal Winter Recital and a formal Spring Recital.

### **Praise Band:**

Both instrumental and vocal students are selected for this class. Praise Band members are responsible for providing music for chapel services. Vocal students must also be a part of chorus.

<i>Foreign Language</i>		
	<b>Standard</b>	<b>Honors/AP</b>
9th grade	Spanish I; Spanish II	Spanish I Honors, Spanish II Honors
10th grade	Spanish I, Spanish II, Spanish III	Spanish II Honors, Spanish III Honors
11th grade	Spanish I, Spanish II, Spanish III Spanish III, Spanish IV	Spanish II Honors, Spanish III Honors, Spanish IV Honors, AP Spanish Language
12th grade	Spanish II, Spanish III, Spanish III, Spanish IV	Spanish III Honors, Spanish IV Honors, AP Spanish Language

### **Spanish I:**

The Spanish I course develops the four language skills of reading, writing, speaking and listening. Students learn the present tense while increasing their vocabulary. Students are exposed to the culture, history and geography of the Spanish-speaking world.

### **Spanish II- \*HOPE rigor course:**

The Spanish II course continues the development of the four language skills of listening and understanding, reading, writing, and speaking at a more advanced level. Students learn past and imperfect tenses. In addition, students continue to enrich their knowledge of the culture, history and geography of the Spanish-speaking world.

### **Spanish II Honors- \*HOPE rigor course:**

*Prerequisites: 90% or above in Spanish I; Teacher recommendation.*

This Spanish II course proceeds at a faster pace than Spanish II. The course continues the development of the four language skills of reading, writing, speaking, listening and understanding. This is achieved by using different methods which include repetition, drilling, aural and reading comprehension exercises, writing assignments (including letter-writing, compositions, poems), oral activities (including dialogues, skits, one-act plays, presentations). Students learn past and imperfect tenses and some indicative and subjunctive modes along with increasing their vocabulary. Students also continue to enrich their knowledge of the culture, history and geography of the Spanish-speaking world.

### **Spanish III- \*HOPE rigor course:**

*Prerequisite: Spanish II; Teacher recommendation*

The third year of Spanish moves at a slower pace than the Honors Spanish, but still covers the important principles of grammar. Conversation, vocabulary, reading and writing are all emphasized. In addition, students continue to enrich their knowledge of the culture, history and geography of the Spanish-speaking world.

### **Spanish III Honors- \*HOPE rigor course:**

*Prerequisites: Spanish II; Teacher recommendation.*

Spanish III course offers a more thorough knowledge of the Spanish language. Important principles of grammar are reviewed and new grammatical elements are introduced. The emphasis shifts towards communication in the language where conversation is emphasized through presentations, paired activities and role play. Students are also assigned several written and oral reports on specific topics. Vocabulary and grammar continue to be emphasized. Reading skills are reinforced by selected readings of short stories, poems, authentic newspaper articles and text materials. The class is conducted almost exclusively in Spanish.

### **Spanish IV Honors- \*HOPE rigor course:**

*Prerequisites: Spanish III Honors; Teacher recommendation.*

Spanish IV provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Level four provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities for a broader and more extensive understanding of Spanish culture. The class is conducted almost exclusively in Spanish.

### **Advanced Placement Spanish Language and Culture- \*HOPE rigor course:**

*Prerequisites: Spanish III Honors; Teacher recommendation.*

The AP Spanish course takes a holistic approach to language proficiency. Students learn language in context and use them to convey meaning. The instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. The course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. The course is taught in the target language

<i>Mathematics</i>		
	<b>Standard</b>	<b>Honors/AP</b>
9th grade	Algebra I Advanced Algebra I Geometry	Geometry Honors
10th grade	Geometry Algebra II	Algebra II Honors
11th grade	Algebra II Adv. Algebra/Trigonometry Statistics	Pre- Calculus Honors
12th grade	Adv. Algebra/Trigonometry Algebra III Statistics, Calculus	AP Calculus AB AP Statistics

### **Algebra I:**

Algebra I is designed to provide students with a comprehensive view of linear relationships from both an equation- and a function-based standpoint. Students’ understanding of algebra grows from noting and generalizing patterns in numerical settings to using variables to describe, investigate, and represent linear and nonlinear relationships. Students develop strategies for conceptualizing, representing, and solving problems involving linear relationships. In this way, Algebra I provides a bridge from the study of patterns and relations in previous grades to the study of linear functions. In Algebra I, functions are represented by tables, graphs, symbolic and verbal expressions, and formulas. Learning experiences support the development of the ability to distinguish between linear and nonlinear phenomena found in biology, chemistry, business, and other disciplines.

### **Advanced Algebra I:**

Advanced Algebra I is designed to provide students with a comprehensive view of linear relationships from both an equation- and a function-based standpoint. Students’ understanding of algebra grows from noting and generalizing patterns in numerical settings to using variables to describe, investigate, and represent linear and nonlinear relationships. Students develop strategies for conceptualizing, representing, and solving problems involving linear relationships. In this way, Advanced Algebra I provides a bridge from the study of patterns and relations in previous grades to the study of linear functions. In Advanced Algebra I, functions are represented by tables, graphs, symbolic and verbal expressions, and formulas. Learning experiences support the development of the ability to distinguish between linear and nonlinear phenomena found in biology, chemistry, business, and other disciplines. In Advanced Algebra I, students will master these skills at a depth of knowledge that will allow the opportunity to take both the geometry course and Algebra II course simultaneously. This will allow students the ability to be ready for Calculus their senior year.

### **Algebra II- \*HOPE rigor course:**

*Prerequisite: Algebra I*

This course of study prepares students to be able to relate and apply algebraic concepts to geometry, statistics, data analysis, probability, and discrete mathematics. Algebra II is designed to develop students’ knowledge of algebra and functions in three major ways. The first is to develop knowledge of polynomial functions and equations, including their behavior and applications. The second is to examine other nonlinear functions and equations—absolute value, rational, radical, logarithmic, and exponential functions—and their behavior and applications. The third is to examine, using matrix methods, the nature of solutions, methods of solution, and applications of systems of equations and inequalities.

### **Algebra II Honors- \*HOPE rigor course:**

*Prerequisites: 90% average or higher in Algebra I; Teacher recommendation.*

This course of study is for students who are well-prepared for a thorough and challengingly-paced study of algebraic concepts as they relate and are applied to geometry, statistics, data analysis, probability, and discrete mathematics. Students integrate an understanding of polynomial, exponential, and logarithmic functions and their applications with knowledge of matrices and counting techniques to investigate and model a variety of mathematical and real-world problems. Students design and conduct experiments, surveys, and observational studies and communicate their findings.

### **Algebra III- \*HOPE rigor course:**

*Prerequisites: Algebra I, II, and Geometry.*

This course is designed for students who struggled in Algebra II or Advanced Algebra and plan to enroll in non-STEM post-secondary study. Realistic problem solving in concrete situations is emphasized. Algebraic and geometric topics are approached using numerical methods and appropriate technology. Concepts include but not inclusive: use of complex numbers in polynomial identities and equations, use of polynomial identities to solve problems, the rewrite of rational expressions, constructing and comparing linear, quadratic, and exponential models and solve problems, extend the domain of trigonometric functions, apply geometric concepts in modeling situations, make inferences and justify conclusions from sample surveys, experiments, and observational studies.

### **Geometry:**

*Prerequisite: Algebra I.*

This course of study prepares students to be able to learn and apply geometry in making connections from concrete examples to abstract concepts. Topics include, but are not limited to, angles, parallel lines, polygons and polyhedrons, area, volume, circles and spheres, similarity and transformation. Students taking this course review and use first-year algebraic concepts.

### **Geometry Honors:**

*Prerequisites: 90 percent or higher in Algebra I; Teacher recommendation.*

This course of study is for students who are well-prepared for a thorough and challengingly-paced study of geometry. A sound foundation in first-year algebra is required and review of those topics will be minimal. Honors geometry uses informal and formal logical reasoning processes including deductive and inductive reasoning, synthetic, coordinate, and transformation approaches to study congruence, similarity, parallelism, symmetry, and perpendicularity. This course demonstrates math's usefulness and encourages independent thinking.

### **Pre-Calculus Honors- \*HOPE rigor course:**

*Prerequisites: Geometry and Algebra II; 90% average or higher in Algebra II; Teacher recommendation.*

This course of study is for students who are well-prepared for advanced mathematics and who will probably go on to take AP Calculus or AP Statistics. Students develop skills in proficiency in algebraic, numerical, graphical, and verbal methods of representing problems. The class utilizes graphing calculators extensively. Topics include, but are not limited to, functions, graphs, solving equations and inequalities, polynomial functions, exponential and logarithmic functions. Previous experience with trigonometry is helpful, but not a prerequisite. A sound foundation in second-year algebra is required and review of those topics is minimal.

### **Calculus- \*HOPE rigor course:**

*Prerequisites: Trigonometry or Pre-calculus; Teacher recommendation.*

This course is a study of functions with applications, and an introduction to differential calculus. Topics include a review of algebra and functions, mathematical modeling with elementary functions, rates of change, inverse functions, logarithms and exponential functions, the derivative, and differential equations.

Pre-calculus topics are reviewed when they are needed in the development of calculus. Topics include graphical interpretations of the derivative, zeroes of functions, optimization, related rates, a review of trigonometry, modeling with trigonometric functions, anti-differentiation and the Fundamental Theorem of Calculus. Upon

completion of this course a student will have studied much of the material on the Fundamental Theorem of Calculus.

### **Advanced Placement Calculus AB- \*HOPE rigor course:**

*Prerequisites: 90% average or higher in Trigonometry or Pre-Calculus; PSAT or SAT math score in the 75th percentile; Teacher recommendation.*

This course is designed to prepare students for the AP Calculus AB exam administered annually through the College Board. The course of study is for students who have mastery of advanced mathematics concepts and who will probably go on to take college calculus. A sound foundation and application of algebraic and trigonometric topics is required. Students are taught the rule of four: Ideas can be investigated analytically, graphically, numerically, and verbally. Students are expected to relate the various representations to each other. Students are expected to explain problems orally using proper vocabulary and terms and to be able to justify their solutions to problems in well written sentences. .

### **Adv. Algebra/Trigonometry:**

*Prerequisites: Geometry and Algebra II.*

In this course of study, students concentrate on developing proficient advanced algebra and trigonometry skills. The emphasis is on real and complex numbers, vectors, matrices, sequences, series, probability, statistics, conic sections, functions, and problem solving. The course reinforces concepts from previous algebra and geometry courses and approaches problem-solving using a variety of techniques. The strategies used throughout the course prepare students well for college entry-level courses and is foundational for higher level math studies.

### **Statistics- \*HOPE rigor course:**

*Prerequisites: Geometry, Algebra II, Adv. Algebra/Trigonometry or Honors Pre-calculus.*

In the statistics course, students concentrate on developing proficient advanced algebra and trigonometry skills. The focus of this course is to develop the skills required to collect, collate, and analyze data. Emphasis is placed on a variety of applications, data analysis, problem -solving. Course topics include, but are not limited to: the nature of data, probability, estimates, hypothesis testing, inferences, correlation, regression, and variance. The course is for the advanced math student who would like to take statistics but is not ready for or does not desire the Advanced Placement level.

### **Advanced Placement Statistics- \*HOPE rigor course:**

*Prerequisite: 90% average or higher in Pre-calculus; PSAT or SAT math score in the 75th percentile; Teacher recommendation.*

The AP Statistics course prepares students for the College Board Advanced Placement Exam which is given in May. AP Statistics is a rigorous, non-calculus based course intended to be the equivalent of a first year college level course. The course is guided by the AP syllabus and covers the following areas: organizing data, normal, binomial, geometric, and sample distributions, correlation, experimental designs, probability, and statistical inference and testing. Decision-making and justification of statistical hypotheses are emphasized. Students must be active participants since the “best” learning occurs when students are actively involved in the learning process. Calculators are used extensively to allow students to investigate and explore statistical concepts. Effective communication skills are developed through regular written analysis of real data.

<i>Physical Education and Health</i>	
9th grade	Health Lifetime Sports Varsity Sports
10th grade	Lifetime Sports Varsity Sports
11th grade	Lifetime Sports Varsity Sports
12th grade	Lifetime Sports Varsity Sports

**Health:**

This course is an integrated approach to health through a Biblical emphasis on the mental, physical, and social aspects of life and how each contributes to the total spiritual and physical well-being of an individual. The course emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health. In addition, the course includes fitness principles and promotes self-awareness and responsibility for fitness. The course is taught through a Biblical perspective with integration of scripture throughout. The course will encourage students to experience God through His word and seeks to enable students to rightly interpret the Word of Truth for living a healthy life.

**Lifetime Sports:**

This is a year-long course in which students participate in a number of different fitness related sports and activities. The emphasis is on sports and activities that students can participate in throughout their lifetime. The course introduces fundamentals and strategies associated with sports such as basketball, volleyball, soccer, softball, baseball, field hockey, ultimate Frisbee, flag football, golf, horseshoes, etc.

**Varsity Sports:**

This year-long class provides opportunities for students to participate in a variety of athletic activities including fitness concepts for the development of healthy lifetime habits. A good deal of time is spent conditioning in the weight room helping students to increase strength, cardiovascular endurance, flexibility, muscular strength and endurance and body composition.

<i>Science</i>		
	<b>Standard</b>	<b>Honors/AP/DE</b>
9th grade	Biology I	Biology I Honors
10th grade	Chemistry Anatomy & Physiology Environmental Science	AP Biology Chemistry Honors
11th grade	Chemistry Anatomy & Physiology Environmental Science Introduction to Physics	AP Biology Chemistry Honors AP Chemistry Physics Honors AP Physics DE Concepts in Biology DE Introduction to Biology II
12th grade	Chemistry Anatomy & Physiology Environmental Science Introduction to Physics Adv. Physics Principles/Robotics	AP Biology Chemistry Honors AP Chemistry Physics Honors AP Physics DE Concepts in Biology DE Introduction to Biology II

#### **Anatomy & Physiology- \*HOPE rigor course:**

Anatomy is a branch of biology that studies the structure and function of living organisms. This particular course is specific to the human body and covers microscopic and macroscopic anatomy. The course begins with studying molecules and cells that make up the human body, and then moves to major organ systems such as skeletal, digestive, muscular, and respiratory. Students receive instruction on how structure relates to the functioning of the body, and how this phenomenon applies to many career fields.

#### **Biology:**

Biology is the “Science of Life.” It examines the form and function of all living things, from the cellular level to populations of organisms. Biology seeks to understand how these organisms relate to each other as well as to the environment in which they thrive. Biologists continue to be leading players in discoveries relating to health and medicine, environmental stewardship, and technological advancement. In addition, biological knowledge allows one to delve deeper into the heart and mind of the Creator and thus serves to strengthen one’s faith in God. During semester 1, this course focuses on structures and processes of the cell. Second semester focuses on the major kingdoms, including plants and animals. This course is a lab science, which means students spend a large amount of time working on biology labs. These labs include microscope work, dissections, and working with living organisms.

#### **Biology Honors:**

*Prerequisites: 90% average or above in 8th grade science; Teacher recommendation.*

Honors Biology is a course designed to challenge students above and beyond the requirements of general biology (see Biology course description). The pace and rigor of the class reflect that it is an honors course. Students will engage in inquiry-based labs in which they will learn to design and conduct their own experiments as they explore the living world. Upon completing the course, students may then choose to progress to AP Biology.

### **Advanced Placement Biology- \*HOPE rigor course:**

*Prerequisites: 90% average or higher in Biology; Explore, PSAT or SAT score in the 75th percentile; Teacher recommendation.*

Advanced Placement Biology is an upper-level college-preparatory biology course designed to prepare students to successfully pass the College Board's AP Biology Exam for AP Biology credit at an accredited college. As required by the College Board, this course provides a detailed grounding in the core concepts of biochemistry, molecular biology, classic and molecular genetics, population biology, reproduction and development, evolutionary biology, the comparative biology of plants, animals, and microbes, and the function of ecological systems. AP Biology also provides laboratory exercises designed to illustrate key ideas and teach students how biologists use experimental data to test scientific hypotheses.

### **Chemistry- \*HOPE Rigor Course:**

*Prerequisites: Biology and Algebra I.*

Chemistry is the science of matter at the atomic to molecular scale, dealing primarily with collections of atoms. Students will gain experience in formulating ideas, discovering evidence to support those ideas, and practical applications. Some concepts covered, but are not limited to: classification of matter, atomic structure, periodic properties, molecular structure, chemical bonding, and acids and bases. Chemistry deals with the composition and statistical properties of matter, as well as their transformations and interactions to become materials encountered in everyday life. Students are expected to record lab data and transform their data into thorough lab reports.

### **Chemistry Honors- \*HOPE rigor course:**

*Prerequisites: 90% average or above in Biology; Algebra I; Teacher recommendation.*

Students in Chemistry Honors study materials, their composition and structure and the changes they undergo. Through research and experimentation, students gain experience in formulating ideas, discovering evidence to support those ideas, and practical applications regarding real world concepts. Topics include, but are not limited to: classification of matter and energy; atomic and molecular structure; chemical reactions and bonding; kinetic theory; acids, bases, and salts; and oxidation and reduction. Students will be expected to record lab data and transform their data into thorough lab reports.

### **Advanced Placement Chemistry- \*HOPE rigor course:**

*Prerequisites: 90% average or above in Chemistry; PSAT or SAT math score in the 75th percentile; Teacher recommendation.*

AP Chemistry is designed to be the equivalent of a first year college general chemistry course and follows the College Board's AP Chemistry syllabus. As such, the course is suitable only for high school students who exhibit high levels of commitment, motivation and academic maturity. This course presents a rigorous treatment of the concepts to include, but not limited to: the nature of matter, gas laws, thermodynamics, stoichiometry, bonding, chemical kinetics, and chemical equilibrium. Students are expected to be motivated and spend extra time studying outside of class. The problem-solving strategies obtained during this course will prepare college-bound students for careers in the sciences, medicine, engineering, and other technical areas.

### **Environmental Science:**

Environmental Science is a laboratory-based, interdisciplinary study that seeks to describe how humans interact with the environment. The course is designed to introduce students to major ecological concepts and environmental problems that affect the world today. Students will utilize computer technology, probe-ware, and possible on-site observations as they study topics such as energy, recycling, pollution, population dynamics, and cultural perspectives. The class is built on a Biblical approach to environmentalism and conservation.

### **Introduction to Physics- \*HOPE rigor course:**

*Prerequisite: Algebra II*

Introduction to Physics is a year-long course designed to introduce students to the world of physics that surrounds them. During the course, students study mechanics, heat, waves (sound and light), as well as

electricity and magnetism. Although this course doesn't emphasize the mathematical side of physics, students learn basic equations and how to manipulate them to derive desired information. Introduction to Physics is a lab science class where students learn by doing.

**Physics Honors- \*HOPE rigor course:**

*Prerequisite: Trigonometry or Pre-calculus; Teacher recommendation.*

Of the three major sciences taught in the high schools of the United States, physics is the most neglected. It has more misconceptions associated with its principles than any of the other sciences, not to mention a reputation for difficulty. Yet, physics is the foundation of modern technology and a key requirement for many high paying careers in engineering, computer science, and medicine. Physics is a physical science laboratory course describing the physical laws governing the universe. The course involves a description of various types of motion, forces, energy, as well as a host of various wave mechanics concepts, such as light, sound, and electromagnetic phenomena. Additionally, extensive laboratory research is conducted to reinforce the concepts studied. First semester, deals primarily with Newtonian mechanics, including motion in one and two dimensions, forces, energy, and momentum. Second semester deals with rotational motion and dynamics, wave mechanics, electricity and magnetism. This course tends to emphasize the mathematical side of physics; therefore, students must have completed the prerequisites.

**Advanced Placement Physics- \*HOPE rigor course:**

*Prerequisite: Trigonometry or Pre-calculus; Teacher recommendation.*

Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. The following are Big Ideas: Objects and systems have properties such as mass and charge. Systems may have internal structure. Fields existing in space can be used to explain interactions. The interactions of an object with other objects can be described by forces. Interactions between systems can result in changes in those systems. Changes that occur as a result of interactions are constrained by conservation laws. Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

**Advanced Physics Principles/Robotics- \*HOPE rigor course:**

*Prerequisite: Physics; Teacher recommendation.*

Utilizing advance Physics Principles, integrating concepts found in advanced placement courses, this course consist of students working independently and collaboratively it the research, design, and development of robotics and automation technologies. Students apply physics principles in an integrated study in the design and development of an array of robotic mechanisms.

<i>Social Studies</i>		
	<b>Standard</b>	<b>Honors/AP/DE</b>
9th grade	Ancient World History	Ancient World History Honors AP Human Geography
10th grade	World History	World History Honors AP World History-Modern
11th grade	US History Psychology	AP European History AP US History AP Psychology DE Am. History I/ DE Am. History II DE Gen. Psychology/DE Intro. Sociology
12th grade	American Gov./Economics	AP European History AP Government/Economics AP Psychology DE American Gov./DE Microeconomics DE Gen. Psychology/DE Intro. Sociology

**Advanced Placement Human Geography- \*HOPE rigor course:**

*Prerequisites: 90 % or higher in previous history classes: strong analytical skills; Teacher recommendation.*

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. On successful completion student should have develop skills that enable them to: interpret maps and analyze geospatial data, understand and explain the implications of associations and networks among phenomena in places, recognize and interpret the relationships among patterns and processes at different scales of analysis, define regions and evaluate the regionalization process, and characterize and analyze changing interconnections among places.

**American Government:**

*1 semester course taken in conjunction with Economics*

This course serves as an introduction to American national government. It surveys the United States national political system from the standpoint of Scripture. The course gives students an analytical perspective on government and politics in the United States. Students explore the basic principles of government and democracy and the origin of the Constitution along with the duties and functions of the United States Government.

**American Government Honors:**

*1 semester course taken in conjunction with Economics Honors.*

*Prerequisites: 90% average or above in previous social studies courses; Teacher recommendation.*

This course is a comprehensive survey of the American political system. This course seeks to help students understand current world affairs through the application of concepts studied in class. Students will explore the basic principles of government and democracy, and the origin of the United States Constitution. American Government examines the duties and functions of the United States government, using the Constitution as a framework. Students will learn how government policies are made, implemented, and interpreted.

**Advanced Placement American Government- \*HOPE rigor course:**

*1 semester course taken in conjunction with Honors Economics or AP Macroeconomics*

*Prerequisites: 90% average or higher in US History Honors; PSAT or SAT in the 75th percentile in reading/writing; Teacher recommendation.*

This course is designed to give students a deeper understanding of the workings of the American political process from a Biblical perspective with emphasis on passing the AP Government exam given annually through the College Board. Skills are developed that allow students to answer the question of not only who governs, but also to analyze the question of what difference it makes who governs. The course covers the various institutions of government, groups, and ideas that make up American politics. Students follow national and world political news through various news resources, such as: articles from the *New York Times* or *Washington Post*, *Time*, television news footage from CNN or Fox News and various online sites. Numerous maps, graphs, and charts from the text are utilized in order to complete “Data Check” assignments throughout the year. These assignments assess the students’ interpretation of visually presented government and political information.

### **Economics:**

*1 semester course taken in conjunction with AP Government.*

*Prerequisites: 90% average or above in previous social studies courses; Teacher recommendation.*

This course is a survey of basic economic principles. Through the use of discussion, lecture, text, primary sources, and additional outside reading, students come to understand fundamental economic concepts and comparative economic systems. Upon completion, students have become familiar with supply, demand, and price, and their application in economic systems.

### **Economics Honors:**

*1 semester course taken in conjunction with American Government.*

*Prerequisites: 90% average or above in previous social studies courses; Teacher recommendation.*

Like the standard Economics course, the honors Economics course is a survey of basic economic principles and their application in our everyday life. Upon course completion, students will be familiar with supply, demand, and price, and their application in economic systems. Basic skills required for success in this course include critical thinking and high-level reasoning.

### **Advanced Placement European History- \*HOPE rigor course:**

*Prerequisites: 90% average or higher in previous history class; PSAT or SAT in the 75<sup>th</sup> percentile in reading/writing; Teacher recommendation.*

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they lived. In addition to providing a basic narrative of events and movements, the goals, of AP European History are to develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding in writing.

### **Advanced Placement Psychology- \*HOPE rigor course:**

*Prerequisites: 90% or higher in previous history classes: PSAT or SAT in the 75<sup>th</sup> percentile in reading/writing; Teacher recommendation.*

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use and practice.

### **US History:**

This course is a survey of United States History from a Christian perspective. Students are encouraged to develop their ability to think critically and analytically about the many facets of United States History. Special emphasis is placed upon the role of Providence in the shaping of our national character and direction during the early years. Students study the events, issues, ideas, and people that have shaped America. Cultural, political, and social issues along with the role of the United States as a world leader and the issues confronting the United States today are studied.

### **US History Honors:**

*Prerequisites: 90% average or above in previous social studies courses; Teacher recommendation.*

Much like the standard United States History course this course is a survey of United States History from a Christian perspective. Students are encouraged to develop their ability to think critically and analytically about the many facets of United States History. The course examines the history of the United States beginning with the British settlement of North America. Much focus is given to the development of the United States in the 20th and 21st centuries. The course includes topics related to Colonization through the Constitution; New Republic to Reconstruction; Industrialization, Reform, and Imperialism; Establishment as a World Power; and the Modern Era. Additional readings offer students the opportunity to deepen their understanding of events that shaped America.

### **Advanced Placement US History- \*HOPE rigor course:**

*Prerequisites: 90 % average or higher in World History Honors; PSAT or SAT in the 75th percentile in reading/writing; Teacher recommendation.*

This course is designed to require students to develop analytical skills and factual knowledge necessary to deal critically with common themes throughout American history with emphasis on passing the AP US History Exam given annually through the College Board. Students study these common themes from a Biblical world view. Emphasis is placed on assessing historical materials, such as primary documents and scholarly essays, and presenting opinions in a clear, logical method. Students analyze and interpret primary sources, including documentary materials, maps, and graphic evidence of historical events.

### **Ancient World History:**

This course traces the flow of ancient world history from the earliest recorded civilizations to the end of the medieval period within the framework of a Biblical worldview. The major events of each civilization, its geography, and its relationship to the overall plan of God are studied from a Christian perspective.

### **Ancient World History Honors:**

*Prerequisites: 90% average or above in previous social studies course; Teacher recommendation.*

This course is designed to examine the history of the world from early civilizations to the end of the medieval period. The approach will be inductive, being based largely on reading. Integration of maps, primary source documents, and additional readings offer students the opportunity to deepen their understanding of world events and identify common themes throughout world history. Projects will allow students to present this information while expressing their artistic ability and creativity.

### **Modern World History:**

This course traces the flow of modern world history from the Renaissance to the present within the framework of a Biblical worldview. The major events of each civilization, its geography, and its relationship to the overall plan of God will be studied from a Christian perspective.

### **Modern World History Honors:**

*Prerequisites: 90% average or higher in English; ACT Explore 75th percentile in reading; Teacher recommendation.*

This course is designed to examine the modern history of the world from early the Renaissance to the present day. The approach will be inductive, being based largely on reading. Integration of maps, primary source documents, and additional readings offer students the opportunity to deepen their understanding of world events and identify common themes throughout world history. Projects will allow students to present this information while expressing their artistic ability and creativity.

**Advanced Placement World History: Modern- \*HOPE rigor course:**

*Prerequisites: 90 % average or higher in previous history class; PSAT or SAT in the 75th percentile in reading/writing; Teacher recommendation.*

AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

## *Dual Enrollment Courses*

Offered thru Truett- McConnell University/Southern Crescent Technical College

### **Dual Enrollment American History I (HI 201): \*HOPE rigor course:**

*1 semester course taken in conjunction with Dual Enrollment American History II.*

A survey of the development of the American nation from the Age of Discovery to 1877. *3 credit hours*

### **Dual Enrollment American History II (HI 202): \*HOPE rigor course:**

*1 semester course taken in conjunction with Dual Enrollment American History I.*

A survey of the expansion and maturation of the American nation from the end of Reconstruction to the present. *3 credit hours*

### **Dual Enrollment Concepts in Biology (BI 101)-\*HOPE rigor course:**

*1 semester course taken in conjunction with Dual Enrollment Introduction to Biology II.*

Conceptual introduction to biomes, biological communities, provisional cycles, biological systems, genetics, hierarchal classification, biological diversity, cell structure, and cellular metabolism. Also addressed is the nature of science, the nature of life, bioethics, and both creation and evolutionary theory. The entire course is presented from an explicitly Christian worldview perspective. *4 credit hours*

### **Dual Enrollment Introduction to Biology II (BI 102)- \*HOPE rigor course:**

*1 semester course taken in conjunction with Dual Enrollment Concepts in Biology*

An organismal biology course for non-biology majors. An introduction to ecology and stewardship, as well as to the classification, diversity, and comparative biology of organisms: viruses, prokaryotes, protists, fungi, plants, and animals. *4 credit hours*

### **Dual Enrollment American National Government (PO 101)- \*HOPE rigor course:**

*1 semester course taken in conjunction with Dual Enrollment Principles of Microeconomics.*

A survey of the United States Constitution and the federal government which it created and the relation of the branches and institutions of that government with states such as Georgia, with local government, and with the people. The ideas about human behavior and government that have shaped political practice in America are emphasized. Topics include current political issues and debate. *3 credit hours*

### **Dual Enrollment Principles of Microeconomics (BU 214)- \*HOPE rigor course:**

*1 semester course taken in conjunction with Dual Enrollment American National Government.*

An introduction to the basic concepts of microeconomic theory. Topics include supply and demand, defining and evaluating various market structures, income distribution and poverty, corporate mergers and antitrust, and international trade. *3 credit hours*

### **Dual Enrollment General Psychology (PY 210)- \*HOPE rigor course:**

*1 semester course taken in conjunction with Introduction to Sociology.*

An introduction to the principles, methods, and areas of research within the scientific discipline of psychology. Topics covered are research methods, learning, memory, perception, physiology and mental disorders. Emphasis is on the fundamental principles and theoretical bases underlying psychology. *3 credit hours*

### **Dual Enrollment Introduction to Sociology (SO 210)- \*HOPE rigor course:**

*1 semester course taken in conjunction with Dual Enrollment General Psychology.*

An introduction to the sociological analysis of society, its origins, structure, change, and problems. Emphasis is on the nature of culture, social interaction, social groups, and social institutions. *3 credit hours*

### **Dual Enrollment Computer Networking Foundations (CIST 1401)**

*1 semester course taken in conjunction with Program Design and Development*

*Prerequisite: AP Computer Science Principles*

Introduces networking technologies and prepares students to take the CompTIA's broad-based, vendor independent networking certification exam, Network +. This course covers a wide range of material about networking, including local area networks, wide area networks, protocols, topologies, transmission media, and security. Focuses on operating network management systems, and implementing the installation of networks. It reviews cabling, connection schemes, the fundamentals of the LAN and WAN technologies, TCP/IP configuration and troubleshooting, remote connectivity, and network maintenance and troubleshooting. Topics include: basic knowledge of networking technology, network media and topologies, network devices, network management, network tools and network security. *4 credit hours*

### **Dual Enrollment Program Design and Development (CIST 1305)**

*1 semester course taken in conjunction with Computer Networking Foundations*

*Prerequisite: AP Computer Science Principles*

An introductory course that provides problem solving and programming concepts for those that develop user applications. An emphasis is placed on developing logic, troubleshooting, and using tools to develop solutions. Topics include: problem solving and programming concepts, structured programming, the four logic structures, file processing concepts, and arrays. *3 credit hours*



***“Choose my instruction instead of silver, knowledge rather than choice gold, for wisdom is more precious than rubies, and nothing you desire can compare with her.”***

***-Proverbs 8:10-11***