

# ANNAPOLIS AREA CHRISTIAN SCHOOL



## **COURSE CATALOG and Scheduling Procedures**

**2018-2019**

*...but those who hope in the Lord will renew their strength.  
They will soar on wings like eagles; they will run and not grow weary, they will  
walk, and not faint.  
Isaiah 40:31*

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## **INTRODUCTION:**

This course description booklet is designed to aid both students and parents in understanding the course offerings for grades nine through twelve at Annapolis Area Christian School. Our upper school students should use this booklet to plan a program of study within the guidelines and requirements for graduation from AACCS.

## **GRADUATION REQUIREMENTS:**

Credits for graduation are earned in grades 9 to 12 only, with the exception of Algebra 1 and Spanish 1 from AACCS 8<sup>th</sup> grade. Each student must earn a minimum of 27.5 credits for graduation from AACCS. Each student is expected to enroll in at least seven courses each semester; at least four of those must be core academic courses. One study hall per semester is allowed; study hall does not earn credit.

**Note: Students must earn at least 13 credits by the end of sophomore year in order to have junior status and stay on track toward graduation.**

The following is a list of the minimum requirements in each course area:

<b>Courses of Study</b>	<b>Credits</b>
Bible	4
English	4
Mathematics	4
Science	3 (must include Biology)
Social Studies	3 (including World, US, and Government)
Foreign Language	2 of the same language *
Physical Education	1 (incl. 0.5 Health & Fitness for Class of '22)
Fine Arts	1
Technology	1
Electives **	4
Senior Practicum	0.5

### **Status by earned credit count:**

**Sophomore: 6.5 credits**

**Junior: 13 credits**

**Senior: 20 credits**

**Seniors: Graduation requirements include the successful completion of the minimum credits of academic courses and the year-long senior practicum. Please see the Senior Practicum Tab on our website for more details.**

\*Please note that many colleges prefer students to have more than 2 credits of a foreign language.

\*\* Electives clarification: Note that elective credits can also be earned by completing a fourth science credit, third foreign language credit, etc. Each student must attain a total of 27.5 credits including the required credits in each area.

## GENERAL FOUR-YEAR SCHEDULING PLAN

<b>GRADE 9</b> (7 credits)	<b>GRADE 10</b> (7 credits)	<b>GRADE 11</b> (7credits)	<b>GRADE 12</b> (6.5 cred.)
Bible 9	Bible 10	Bible 11	Bible 12
English 9	English 10	English 11	English 12
Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2, Alg 3 or Precalculus	4 <sup>th</sup> math: CP Algebra, PreCalc, Calc, AP Stats
Env. Science or Biology	Biology or Chemistry	3 <sup>rd</sup> Science	4 <sup>th</sup> science? or elective
Western Civilization. + Foundations of Tech.	World History	US History	American Government (AP or standard)
For. Lang. or English workshops	For. Lang. level 2 or 1	Level 3 Foreign Language? or elective	more Foreign Language? or elective
Elective (PE, Fine Art)	PE, Art or Tech elective	Elective	Elective
2 <sup>nd</sup> elective or study hall	2 <sup>nd</sup> elective or study hall	Elective or study hall	Elective or study hall

Note that in the course options listed above, Study Hall does not earn credit.

### HONORS AND AP® COURSES

**Honors courses address similar content to that of a standard level course, but go deeper with concepts, applications, details, and complexity. Because they also move at a faster pace, honors courses may include more content. Teachers hold high expectations of Honors students in terms of in-class initiative, ability to assimilate and synthesize new concepts, homework completion, self-initiative and self-advocacy.**

**In general, an Honors student has these qualities:**

**Aptitude – particular strengths in the subject area, typically demonstrated by past course grades, standardized test scores, independently pursued projects, and teachers’ recommendations**

**Appetite – the desire to study the subject at a higher level, a readiness for more challenge, and the self-confidence to rise to the challenge**

**Grit – the tenacity to pursue a concept or a problem even when it may be confusing initially and even if extra help is required.**

**Bandwidth – since even multi-talented students only get 24 hours a day, we need to guard against overscheduling our students. Does the student have time for the additional challenge of the Honors course, given other time demands such as daily commute, evening or weekend activities, and the need for 7-8 hours of sleep nightly?**

**Experience has shown time and again that when one of these is missing, success in an Honors course is elusive and the struggles are compounded.**

**AP® courses are college-level courses that culminate in taking the standardized AP® exam in May. Many colleges accept high scores in place of freshmen-level courses; this varies greatly by college. These AP® courses present significant content, skills, and depth at a fast pace. Here again, students are urged to consider all that is stated above for Honors courses – aptitude, appetite, grit and bandwidth are pre-requisites for considering any AP® course. Many of these courses require an application process and/or teacher recommendation.**

**Note:** All Advanced Placement® (AP®) Courses listed in this catalog have been authorized by the College Board.

GPA’s earned in honor courses will be calculated with a .5 increase in weighting. AP® courses will be weighted with a 1.0 increase. **No extra weighting will occur for an earned grade lower than a B- (80%).** All honors courses are marked with “H” after the course number and Advanced Placement® courses are marked with “P” after the course number. See the chart below for grade points awarded.

<b>Grade</b>	<b>Standard</b>	<b>Honors</b>	<b>AP®</b>
<b>A</b>	<b>4.0</b>	<b>4.5</b>	<b>5</b>
<b>A-</b>	<b>3.7</b>	<b>4.2</b>	<b>4.7</b>
<b>B+</b>	<b>3.3</b>	<b>3.8</b>	<b>4.3</b>
<b>B</b>	<b>3.0</b>	<b>3.5</b>	<b>4.0</b>
<b>B-</b>	<b>2.7</b>	<b>3.2</b>	<b>3.7</b>

## Parents - Procedures for Selection of Upper School Courses for 2018/2019 School Year

- 1) Be aware of the graduation requirements and recommended 4-year track listed on page 3.
- 2) Read this Course Catalog for an overview of the courses offerings.
- 3) Review your student's previous courses and credits earned.
- 4) By February 20, enter your preliminary course requests online on the Veracross tab "Course Requests." Be sure to enter 16 total courses (8 for each semester), and to include at least two alternate electives in case your first choices are blocked. Also, submit a hard copy form to the main office by February 22.
- 5) By February 15 be sure to complete auditions or applications for any selective/honors/AP® courses that you had listed. If you do not receive approval for the select course, you will be scheduled for an alternate core course or elective.
- 6) **Please understand that an Honors or AP® course, once scheduled with teacher approval, should be viewed as a commitment your student will make for the entire year;** this is only fair since placement is selective, and other students are refused admittance into these classes based on your student's selection.
- 7) Once course requests are confirmed in late February, they will be reviewed by the Academic Dean and appropriate upper school departments.
- 8) Student Schedules for 2018/2019 will be mailed in the spring to allow for the purchase of books. Change requests based on a preference in teacher or course order cannot be entertained. Errors on a schedule can be addressed to the Academic Dean following the Policy for Schedule Changes and Course Transfers on the next page.

## Policies for Schedule Changes and Course Transfers

Our desire is for scheduling to be done once, in the spring of the previous year, and to be done well, with every family thinking through choices carefully. To help minimize mistakes in scheduling and requests for changes, please critically review the course selection for accuracy and to ensure that the classes listed are ones your student wishes to take.

Occasionally there are errors in the process which necessitate a schedule change. These we try to catch and resolve during the summer, before the school year starts. Some course selections are dependent on the final grade in current courses (particularly true for Math); thus changes to course selections may not be recommended/required until mid-June.

***During the summer***, if you suspect there has been a scheduling error in the copy you receive in May, parents should contact Mrs. Beall ([abeall@aacsonline.org](mailto:abeall@aacsonline.org)) or Mr. Wiley ([dwiley@aacsonline.org](mailto:dwiley@aacsonline.org)). Include your daytime and evening phone number in your email and details concerning the error. We will reply to your inquiry as soon as possible.

***At the start of a semester***, if a legitimate schedule problem arises, a student may complete an AACS Upper School Course Transfer Form to **appeal** for a change and to determine if an error has been made. **Such changes can only be processed before a course begins or within the first two weeks of the course.**

In general, however, a student's course choices are not changed once they have been scheduled. This is particularly true for core courses and for special electives, which have selective enrollment. Please be aware that both Honors and AP® courses are courses your student applied for in the spring of the previous year and they were selected from a pool of applicants. Because they were chosen, other students were denied, and withdrawal from an Honors and AP® course, therefore, requires careful consideration.

Please know that a course that is dropped after Q1 may receive a grade of "Withdrawn Passing" (WP) or "Withdrawn Failing" (WF), and the student's transcript would indicate that grade.

# Courses by Curriculum Area

## BIBLE DEPARTMENT

### BIBLE COURSES:

Grade	Sem.1	Sem.2	Name of course	Core	Level / Credit	PreReq
9	137	138	Bible 9 – Worldview Introduction	Core	1 credit	None
10	161	162	Bible 10 - The Bible Narrative	Core	1 credit	None
11	157	158	Bible 11 - Basic Christian Doctrine	Core	1 credit	None
12	169	170	Bible 12 - Apologetics	Core	1 credit	None

**Course: 137, 138**

**Bible 9: Worldview Introduction**

**Grade 9**

This course seeks to help students embrace a Christian worldview through a survey of the first five Old Testament books (the Pentateuch). Students will learn to explain a Christian worldview and to understand and critique other worldviews that are prominent today. Students will also reflect on the impact that worldviews have on our personal relationships.

**Course: 161, 162**

**Bible 10: The Bible Narrative**

**Grade 10**

This course focuses on the over-arching story of redemption that runs throughout the Old and New Testaments. Starting with a quick review of the Pentateuch, the course equips students to retell the whole Bible narrative, from the birth of the nation of Israel, the periods of the Judges, Kings, Exile and Return, and then the coming of Messiah and spread of His church worldwide.

**Course: 157, 158**

**Bible 11: Basic Christian Doctrine**

**Grade 11**

This course will instruct students in the theological basics of the Christian tradition. Students will examine the historical development and the Biblical foundations for what the Church has believed over the last 2000 years. Students will learn to explain their beliefs using Scripture and the Great Tradition in which they stand.

**Course: 169, 170**

**Bible 12: Apologetics**

**Grade 12**

This course will prepare students to understand the basis for their faith as well as understand and defend against competing worldviews. The course will focus on properly distinguishing the substance and essentials of Christianity, grasping the history of western thought on Faith and Reason, understanding the foundations of competing worldviews, and applying the hope of the Gospel to these situations.

## ENGLISH DEPARTMENT

### ENGLISH COURSES:

Grade	Sem.1	Sem.2	Name of course	Core	Level and Credit	PreReq
9	331		Grammar Workshop (elective)	Core	.5 credit	
9	333	334	English 9: Foundations in Rhetoric & Writing	Core	1 credit	
9	335H	336H	Honors English 9: Foundations in Analysis & Argument	Core	Honors/ 1 credit	Yes
9		985S	Reading Workshop 9 (elective)	Core	.5 credit	
10	343	344	English 10: Themes in Ancient & World Literature	Core	1 credit	
10	345H	346H	Honors English 10: Survey in World Literature	Core	Honors/ 1 credit	Yes
10	347H	348H	Modern Western Thought & Development	Core	Honors /2 credits	Yes
10-12		367S	Creative Writing (elective)		.5 credit	
11	351	352	English 11: Themes in American Literature	Core	1 credit	
11	355P	356P	AP® English 11: Language and Composition	Core	AP®/ 1 credit	Yes
11	985S		Reading Workshop 11 (elective)	Core	.5 credit	
11		341S	Research Writing 11 (elective)	Core	.5 credit	
12	361	362	English 12: Themes in European Literature	Core	1 credit	
12	363H	364H	Honors English 12: Survey in British Literature	Core	Honors/ 1 credit	Yes
12	365P	366P	AP® English 12: Literature & Composition	Core	AP®/ 1 credit	Yes
12	341S		Research Writing 12 (elective)	Core	.5 credit	
12	SenPrac	SenPrac	Senior Practicum Research Writing	Core	.5 credit	

**Course: 331**

**Grammar Workshop**

**Grade 9**

This one-semester course takes a practical approach to grammar basics to help students improve their written and oral communication. Students are usually placed in this class on the basis of the English Department's placement test or teacher recommendation given before the school year begins. This course not only serves to supplement students' knowledge of English grammar, but also helps them acquire and develop the necessary study skills to succeed in high school. A student taking Grammar Workshop also takes English 9 and is usually encouraged to begin foreign language study as a sophomore.

This introductory course focuses specifically on students' abilities to 1) read deeply, 2) write clearly, and 3) think well. The first semester of English 9 introduces students to a foundational understanding of rhetoric which will shape their ability to see reading as an act of engagement with the ideas and arguments of the author. This program culminates in both verbal and written responses to several works of classic literature, including William Golding's *Lord of the Flies* and Harper Lee's *To Kill a Mockingbird*. The second semester of English 9 introduces the language and skills required for reading difficult literature and writing scholarly research papers. Students also receive strategies for enhancing their vocabulary and improving their writing. Skills include reading different types of texts, reading for research, reading for resonance, and reading to understand a specific culture as well as to gain insight into the human condition. Writing skills will include analysis, mythological narrative, and research. Students will engage in analyzing literature and exploring their own worldviews in the contexts of the works studied.

This introductory course prepares students to understand and participate in mature conversations about literature and writing. This course introduces students to traditional literary criticism and enables them to analyze literature by identifying a wide variety of literary patterns. Students will learn how to structure arguments about the literal and figurative meanings of the works they read in class. Students also receive strategies for enhancing their vocabulary and improving their writing. Skills include reading different types of texts, reading for research, reading for resonance, and reading to understand a specific culture as well as to gain insight into the human condition. Writing skills will include analysis, mythological narrative, and research. Major works studied include *Beowulf*, *To Kill a Mockingbird*, *Dr. Jekyll and Mr. Hyde*, *Romeo and Juliet*, *Lord of the Flies*, and *The Hobbit*. In addition vocabulary study will help students develop sound, scholarly writing skills. **Prerequisite:** Placement testing or teacher recommendation.

This one-semester class focuses on helping students comprehend all types of reading material, from textbooks to Shakespeare. Underlying skills such as vocabulary, drawing conclusions, making an inference, and active reading are intentionally taught and practiced. The course incorporates texts from a variety of grade-level classes while also allowing students to explore their own reading interests. The course is open to all students. Teacher recommendation and scores on standardized tests are used to guide placement in the class.

This course builds on students' understanding of rhetoric and argument, but delves into literary tradition to provide a trajectory for the major concerns of literature from the Classical era, through the medieval period, the Enlightenment, and the modern world. The course begins with a variety of classical texts and examines how subsequent periods address the ethical claims of the classical mode. Writing instruction emphasizes comparison of arguments of multiple texts as a path to evaluation. The class reads *The Apology*, *The Republic*, *Oedipus the King*, *Sir Gawain and the Green Knight*, a Shakespeare play, *Things Fall Apart*, and *Life of Pi*, as well as other minor works.

**Course: 345H, 346H                      Honors English 10: Survey in World Literature                      Grade 10**

This sophomore honors course is for advanced students with a strong foundation in literary analysis, writing, and grammar. This course examines recurrent themes in works ranging from ancient and classical literature to contemporary world literature. Students study novels, short stories, and poetry from around the world, including *Oedipus the King*, *Life of Pi*, and *Things Fall Apart*. In addition, this course helps students improve the clarity, directness, and precision of their writing.

**Prerequisite:** Recommendation of the 9<sup>th</sup> grade English teacher, satisfactory and timely completion of the application process.

**Course: 347H, 348H                      Modern Western Thought and Development                      Grade 10**

This course integrates the study of literature and history, and is team-taught by an English teacher and a history teacher. The class meets for two consecutive periods each day, yielding one credit each in History and in English, and carries an honors weighting. It examines the trajectory of Western thought on major themes such as identity, responsibility, and community. Class discussion and frequent writing are a centerpiece for the class. The students will learn to evaluate arguments of multiple texts in comparison as they read *Oedipus the King*, *The Merchant of Venice*, *An Ideal Husband*, *The Scarlet Pimpernel*, *All Quiet on the Western Front*, and *Life of Pi*, as well as other minor works.

**Prerequisite:** Application, approval of the instructors, and overall GPA of 3.0 by end of freshman yr.

**Course: 367S    Creative Writing    Grades 10-12**

This one-semester course gives students the opportunity to practice several forms of creative writing. The first part of the course consists of a series of short assignments in which students hone their descriptive and narrative skills. The remainder of the course focuses on the study and imitation of literary models in the genres of creative nonfiction, short story, and poetry. While this class includes daily in-class writing, it also requires students to draft, revise, and complete assignments outside of class, including two substantial prose compositions and a poetry portfolio.

**Course: 351, 352                      English 11: Themes in American Literature                      Grade 11**

This course explores the themes and movements of American literature, beginning with the colonial period and moving through to the present. Attention is given to the literature of the Revolutionary Period, American Transcendentalism, American Realism, American Modernism, and American Postmodernism. Students' reading is supplemented by written work, vocabulary studies, graded discussions, and a critical research paper. Students will interact with the ideas and movements of American literature, ideally seeing themselves as both students and participants in the ongoing development of the American literary tradition as it has been manifested in specific ideas of *community* and *identity*. In addition, students will work to improve the clarity, directness and precision of their writing. Readings will consist primarily of works of short fiction, poetry, and essays from the *Norton Anthology of American Literature* but major novels will include Nathaniel Hawthorne's *The Scarlet Letter* and F. Scott Fitzgerald's *The Great Gatsby*.

**Course: 355P, 356P**

**AP® English 11: Language and Composition**

**Grade 11**

This course is designed to help students become effective readers and writers of non-fiction at the college level. Course time and materials are organized around 3 distinct objectives: 1) to offer students a classroom experience in high school that is similar in form, expectations, and discipline to what they will experience at the college level, 2) to satisfy the American literature component of the AACCS English curriculum by exploring the distinct themes and issues of American literary history, and 3) to prepare students for the AP® Language and Composition Exam. To maintain a sense of cohesion for students, these three objectives will be pursued alternately throughout the year. Assessments will consist of papers, class discussions, practice AP® exams, and periodic exams.

**Prerequisite:** Recommendation of 10<sup>th</sup> grade English teacher, satisfactory and timely completion of the application process.

**Course: 361, 362**

**English 12: Themes in European Literature**

**Grade 12**

This course explores themes in European literature, focusing on major works like *Hamlet*, *Frankenstein*, and *1984*. After an opening unit on worldview, students spend the rest of the year engaging with these complex works of literature. This course invites students to discern and analyze the arguments and themes of these texts, and also to practice crafting their own arguments through regular writing assignments. Vocabulary practice and graded discussions help students further improve the clarity, directness, and precision of their communication.

**Course: 363H, 364H**

**Honors English 12: Survey in British Literature**

**Grade 12**

This honors-level course investigates several eras of British literature for an essential, shared characteristic that makes British literature distinct. The course includes the study of major works like *The Canterbury Tales*, *Hamlet*, *Frankenstein*, *Jane Eyre*, and *The Picture of Dorian Gray*, and augments these with shorter works on aesthetics by Plato and Elaine Scarry. Students practice analytical writing and critical thinking as they explore and evaluate the arguments and the aesthetics of these texts. Students can expect frequent writing assignments and regular vocabulary work, which will continue to refine the clarity, directness, and precision of their writing, and which aim to develop their own sense of voice and clarity in their writing.

**Prerequisite:** Recommendation of 11<sup>th</sup> grade English teacher, satisfactory and timely completion of application process.

**Course: 365P, 366P**

**AP® English 12: Literature and Composition**

**Grade 12**

Students in this course will interpret and evaluate novels, poems, and plays from a range of European authors including Dante, Shakespeare, and Bronte in preparation for the AP® Exam. The course is aligned with the description offered by the College Board: “An AP® English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.” Students will write frequently, research independently, and discuss actively throughout the year.

**Prerequisite:** Recommendation of 11<sup>th</sup> grade English teacher, satisfactory and timely completion of application process.

**Course: 341S**

**Research Writing**

**Grades: Spring of 11/Fall of 12**

This one-semester course is designed to help students improve the fluency and organization of their writing. Students are placed in this class on the basis of teacher recommendation. Through in-class and out-of-class writing assignments, students will practice formulating, developing, and supporting ideas through clearly structured arguments. This process will reinforce both grammar and research skills, while giving students strategies for planning, drafting, and revising academic writing. Students will demonstrate their acquired skills by producing either the junior research paper in the spring or the senior practicum paper in the fall. Available: Junior (Spring) and/or Senior (Fall). Parent or student requests for the class are welcome.

**Course: 380**

**Senior Practicum Research Writing**

**Grade 12**

This full-year, half-credit course is required for all seniors and is taught by their senior mentor. Students are asked to select a problem affecting our society, to research and write a paper on the causes of that problem, and then to propose solutions. Following the completion of their paper, students must engage in a relevant project that in some way addresses their chosen problem, and at the end of the year must give an oral presentation of what they have learned before a review board.

### MATHEMATICS DEPARTMENT

#### MATH COURSES (See below for course descriptions):

Grade	Sem.1	Sem.2	Name of course	Core	Level and Credit	PreReq
9	629	630	Algebra 1 Concepts *	Core	1 credit	Yes
9	633	634	Algebra 1	Core	1 credit	Yes
10	661	662	Geometry Concepts *	Core	1 credit	Yes
9-11	653	654	Geometry	Core	1 credit	Yes
9-10	655H	656H	Honors Geometry	Core	Honors/ 1 credit	Yes
11	693	694	Algebra 2 Concepts *	Core	1 credit	Yes
10-11	643	644	Algebra 2	Core	1 credit	Yes
9-10	647H	648H	Honors Algebra 2	Core	Honors/ 1credit	Yes
11-12	663	664	Algebra 3	Core	1 credit	Yes
11-12	667	668	Precalculus (Standard)	Core	1 credit	Yes
11-12	667H	668H	Honors Precalculus	Core	Honors/ 1 credit	Yes
12	669	670	Introduction to Calculus	Core	1 credit	Yes
11-12	675P	676P	AP® Calculus AB	Core	AP®/ 1credit	Yes
12	691P	692P	AP® Calculus BC	Core	AP®/1 credit	Yes
12	683P	684P	AP® Statistics	Core	AP®/1 credit	Yes
12	689	690	College Prep Algebra	Core	1 credit	Yes

**ALL COURSES REQUIRE A TI-83 or -84 SERIES GRAPHING CALCULATOR.**

\* Concepts courses are robust courses that allow students to reach the majority of the goals and learning outcomes of the standard course *via a different path*. The Concepts courses employ differences primarily in format and instruction to provide an opportunity for success. These differences include removal of memorization requirements and shorter and more focused homework assignments to “chunk” the information. Due to differences in pace, there is a slight difference in course content between standard and concepts courses.

Below are suggested pathways for math. These are not “tracks”; movement between them is possible based on prerequisites.

8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Intro to Algebra (AACS) or Pre-Algebra (elsewhere)	Algebra 1 Concepts	Geometry Concepts	Algebra 2 Concepts	College Prep Algebra
Intro to Algebra (AACS) or Pre-Algebra (elsewhere)	Algebra 1	Geometry	Algebra 2	College Prep Algebra or Algebra 3
Algebra 1	Geometry	Algebra 2	Algebra 3	Precalculus
Algebra 1	Geometry	Algebra 2	Precalculus	Introduction to Calculus or AP <sup>®</sup> Statistics
Algebra 1	Honors Geometry	Honors Algebra 2	Honors Precalculus	AP <sup>®</sup> Calculus AB or AP <sup>®</sup> Statistics
Geometry	Honors Algebra 2	Honors Precalculus	AP Calculus AB	AP <sup>®</sup> Calculus BC or AP <sup>®</sup> Statistics

**Course: 629, 630**

**Algebra 1 Concepts**

**Grade 9**

This course builds from and reinforces pre-algebra mathematical skills, and develops proficiency in the foundational algebraic concepts that are the gateway to success in future math courses. Algebra 1 content and skills are presented and developed, along with greater comfort with the abstract aspects of algebra. Tenacity and problem-solving skills grow along the way. Topics include operations with real numbers and algebraic expressions (review), solving single variable equations (one-, two-, and multi-step), proportions, percents, linear inequalities (graphs, solving), functions, linear functions (slope, slope-intercept form, point-slope form, standard form, parallel & perpendicular lines), systems of equations, exponents, polynomials and factoring, and quadratic functions (graphing with transformations, and solving equations). This course leads to Geometry Concepts or the standard Geometry course. This course is designed to provide an avenue for success for those students finding significant challenge in current Pre-Algebra or Intro to Algebra courses.

**Prerequisite:** 65% or above in Intro to Algebra or other pre-Algebra 1 level course.

**Course: 633, 634**

**Algebra 1**

**Grade 9**

Concepts, reasoning, tenacity and problem-solving skills are developed. Topics include algebraic expressions, solving single variable equations and inequalities, rational expressions and polynomials, factoring, graphing linear equations, solving linear equations and inequalities (algebraically and graphically), solving systems of equations and inequalities (two-variables), proportions and percents, exponents and radicals, functions, linear functions (slope, various forms of equations, parallel and perpendicular lines), polynomials and factoring, quadratic functions (including graphing, transformations, and solving equations), modeling, and statistical concepts. Algebra 1 is a critical foundation to future math courses. **Prerequisite:** 75% or above in Intro to Algebra or PreAlgebra

**Course: 661, 662**

**Geometry Concepts**

**Grade 10**

This course presents the essential components of Geometry, including properties and relationships among points, lines, planes, reasoning and proofs, parallel and perpendicular lines, triangles, quadrilaterals, similarity, right triangles, transformations, coordinate geometry, circles, and two- and three-dimensional objects. Algebra applications complement the geometry concepts throughout the course. This course is designed to provide an avenue for success for those students finding success in Algebra 1 Concepts, or for those finding significant challenges in Algebra 1.

**Prerequisite:** 70% or above in Algebra 1 Concepts or Algebra 1.

**Course: 653, 654**

**Geometry**

**Grades 9 – 11**

This course presents the standard components of Geometry, including properties and relationships among points, lines, planes, reasoning and proofs, parallel and perpendicular lines, triangles, quadrilaterals, similarity, transformations, coordinate geometry, constructions, right triangles and trigonometry, circles, and two- and three-dimensional objects. Algebra applications complement the geometry concepts throughout the course. Emphasis in this course is placed on more detailed and complex problems than the concepts level course.

**Prerequisite:** 75% or above in Algebra 1 or 90% or above in Algebra 1 Concepts.

**Course: 655H, 656H**

**Honors Geometry**

**Grade 9 – 10**

This course covers the same content as the standard Geometry course, and emphasizes developing an argument through writing proofs and using reasoning and logic skills. Also highlighted are evaluating geometric relationships, trigonometry, constructions, transformations, circles, and applications. Algebra applications complement the geometry concepts throughout the course. Emphasis in this course is placed on more detailed and complex and problems requiring critical thinking and synthesis of concepts taught.

**Prerequisite:** 90% or above in Algebra 1 and teacher recommendation.

**Course: 693, 694**

**Algebra 2 Concepts**

**Grades 11**

This course presents expressions, linear equations, inequalities, compound inequalities, functions, graphing, modeling, transformations of graphs, 2-variable linear systems, quadratic functions and equations, polynomial functions, radical functions and rational exponents, and probability & statistics. This course consolidates and extends algebraic skills and applies these to a variety of challenging problems.

**Prerequisite:** 70% or above in Geometry Concepts or Geometry.

**Course: 643, 644**

**Algebra 2**

**Grades 10 – 11**

Algebra 2 consolidates and extends algebraic skills and develops an understanding of how to handle a variety of complex problems with algebra. Topics include expressions, linear equations, linear and quadratic inequalities, functions (including absolute value functions), graphing, modeling, transformations of graphs, 2- and 3-variable linear systems as well as quadratic systems of equations and inequalities, quadratic functions and equations, polynomial functions, radical functions and rational exponents, exponential and logarithmic functions, rational functions, and probability and statistics. Algebra 2 is an important course for college-oriented students.

**Prerequisite:** 75% or above in Geometry or 90% or above in Geometry Concepts

**Course: 647H, 648H**

**Honors Algebra 2**

**Grades 9 – 10**

Honors Algebra 2 consolidates and extends algebraic skills and develops an understanding of how to handle a variety of complex problems with algebra. Included are all the topics covered in Algebra 2, as well as conic sections, matrices, and sequences and series.

**Prerequisite:** 80% or above in Honors Geometry and teacher recommendation, or 90% or above in Geometry and teacher recommendation.

**Course: 663, 664**

**Algebra 3**

**Grade 11**

This course follows Algebra 2, and serves as a Junior-level “bridge” to either College Prep Algebra or Precalculus for seniors, depending on a student’s interests and aptitude. Included in this curriculum are rational functions, sequences and series, probability and statistics with other data analysis, conic sections, matrices, vectors, and an introduction to radian measure and the fundamentals of trigonometry and periodic functions.

**Prerequisite:** 70% or above in Algebra 2.

**Course: 689, 690**

**College Prep Algebra**

**Grades 12**

This course is for rising seniors ONLY, focused on first year college math, including the topic content of numerous college math placement tests, and the SAT and ACT standardized tests. The course serves to strengthen and extend algebra and geometry skills, as well as probability, statistics and data analysis; sequences and series; polynomial and rational functions; exponential and logarithmic functions; systems of equations; and matrices and determinants. Strategies and practice related to the college placement, SAT, and ACT tests are included.

**Prerequisite:** 70% or above in Algebra 2 Concepts, Algebra 2, or Algebra 3.

**Course: 667, 668**

**Precalculus**

**Grades 11 – 12**

This fast-paced course is designed to prepare students for college calculus or an introductory calculus course. With an emphasis on graphing and the connection between numeric/verbal/mathematical/graphical representations, the course explores properties of functions and their graphs, polynomial and rational functions, common and natural logarithms and functions, exponential functions, sequences & series, probability, and extensive coverage of trigonometry, including periodic functions/graphs/transformations, radian measure, trig identities, trig ratios, trig equations and the Laws of Sines and Cosines.

**Prerequisite:** 90% or above in Algebra 2 and teacher recommendation, or 80% or above in Algebra 3. The fast pace of the course and the need for prior summer preparation are key considerations.

**Course: 667H, 668H**

**Honors Precalculus**

**Grades 11 – 12**

This course is designed to prepare students for college calculus or AP Calculus AB. With an emphasis on graphing and the connection between numeric/verbal/mathematical/graphical representations, the course explores properties of functions and their graphs, polynomial and rational functions, trigonometry, common and natural logarithms and functions, exponential functions, sequences & series, probability, polar graphs, vectors, more in-depth exploration of portions of analytical geometry as they relate to future calculus content, and extensive coverage of trigonometry, including periodic functions/graphs/transformations, radian measure, trig identities, trig ratios, trig equations and the Laws of Sines and Cosines.

**Prerequisite:** 80% or above in Honors Algebra 2 and teacher recommendation, or 93% or above in Algebra 2 and teacher recommendation. The fast pace of the course and the need to prepare/review during the prior summer are key considerations (*additional* summer work is mandatory for students desiring to transition from Algebra 2 to Honors Precalculus).

**Course: 669, 670**

**Introduction to Calculus**

**Grade 12**

This course is designed for rising seniors that have completed Precalculus or Honors Precalculus, to serve as an alternative to AP® Calculus AB or AP® Statistics. The course includes an introduction to the calculus concepts of limits, integration, and differentiation, with applications.

**Prerequisite:** 75% or above in Precalculus.

**Course: 675P, 676P**

**AP® Calculus AB**

**Grade 11 – 12**

This course presents the concepts of limits, differentiation and integration; these are presented graphically, numerically, analytically and verbally. The course focuses on the basic concrete and abstract aspects of the mathematical processes used in a first level college calculus class. Derivatives and integrals are applied to real life settings such as science and economics. All students are required to take a practice AP® exam in March or April and take the College Board AP® Calculus AB exam in May. **Prerequisite:** 80% or above in Honors Precalculus and teacher recommendation, or 93% or above in standard Precalculus and teacher recommendation.

**Course 691P, 692P**

**AP® Calculus BC**

**Grade 12**

The AP® Calculus BC course is an extension of and a follow-on to AP® Calculus AB that covers all of the topics taught in two semesters of typical college calculus courses, and prepares students to take the AP® Calculus BC exam. In addition to reviewing all of the topics from AP® Calculus AB, students learn additional applications of integration, advanced methods of integration, power series representations of functions, and the calculus of parametric, polar, and vector-valued functions.

**Prerequisite:** 80% or above in AP® Calc AB and teacher recommendation.

**Course: 683P, 684P**

**AP® Statistics**

**Grade 12**

AP® Statistics is a non-calculus based course that introduces students to the fundamental concepts in probability and statistics. Topics covered in the course include sampling techniques, data display, sampling theory, probability distributions, and regression and correlation analysis. Reliability analysis through hypothesis testing and confidence intervals is introduced in the course through applications to real life problems in economics, business and industrial contexts. All students are required to take a practice AP® exam in April and the College Board AP® Statistics exam in May.

**Prerequisites:** 80% or above in Algebra 2 or 72% or above in Honors Algebra 2 and current math teacher's recommendation; should also have earned 80% or higher in English 11.

## SCIENCE DEPARTMENT

### SCIENCE COURSES:

Grade	Sem.1	Sem.2	Name of course	Core	Level and Credit	PreReq
9	833	834	Environmental & Earth Science	Core	1 credit	
9-10	841	842	Biology	Core	1 credit	9 <sup>th</sup> -Yes
9-10	839H	840H	Honors Biology	Core	1 credit	Yes
11-12	851	852	Applied Science	Core	1 credit	
11-12	853	854	Anatomy and Physiology	Core	1 credit	Yes
11-12	863H	864H	Honors Anatomy and Physiology	Core	Honors/ 1 credit	Yes
10-12	855	856	Chemistry	Core	1 credit	Yes
10-12	857H	858H	Honors Chemistry	Core	Honors/ 1 credit	Yes
11-12	869P	870P	AP <sup>®</sup> Chemistry	Core	AP <sup>®</sup> / 1 credit	Yes
11-12	865	866	Fundamentals of Physics	Core	1 credit	Yes
11- 12	867P	868P	AP <sup>®</sup> Physics 1	Core	AP <sup>®</sup> /1 credit	Yes
11-12	843P	844P	AP <sup>®</sup> Biology	Core	AP <sup>®</sup> / 1 credit	Yes

Below are suggested pathways for science (to earn 3 or more credits)

9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Environmental Science	Biology Honors Biology	Applied Science	Anatomy & Physiology
		Chemistry	Honors Anatomy & Physiology
		Honors Chemistry	AP <sup>®</sup> Biology
		Anatomy & Physiology	Fundamentals of Physics
			AP <sup>®</sup> Physics 1
			AP <sup>®</sup> Chemistry
Biology Honors Biology	Chemistry Honors Chemistry	Honors Anatomy & Physiology	Fundamentals of Physics
			AP <sup>®</sup> Physics 1
			AP <sup>®</sup> Biology
			AP <sup>®</sup> Chemistry
		Fundamentals of Physics Or AP <sup>®</sup> Physics 1	AP <sup>®</sup> Biology
			Anatomy & Physiology
			Honors Anatomy & Physiology
			AP <sup>®</sup> Physics 1
			AP <sup>®</sup> Chemistry
		AP <sup>®</sup> Biology	Anatomy & Physiology
	Honors Anatomy & Physiology		
	Fundamentals of Physics		
	AP <sup>®</sup> Physics 1		
	AP <sup>®</sup> Chemistry		

**Course: 833, 834**

**Environmental and Earth Science**

**Grade 9**

Being good stewards over the earth fulfills the first command in scripture. This course is designed to help students become good stewards over the creatures, plants, and the resources of this earth. Using field data, in-class laboratory assignments, and projects along with information presented in the class, the students will learn to appreciate God's creation and to manage it wisely. Topics include the ecosystems, biomes, biodiversity, populations, plate tectonics, atmosphere, minerals and renewable and nonrenewable resources.

**Course: 841, 842**

**Biology**

**Grades 9-10**

This class is a survey of introductory biological concepts such as scientific inquiry, cells, cell metabolism and functions, Mendelian and molecular genetics, creation and evolution, biological kingdoms, comparative plant and animal anatomy and physiology, and ecology. Throughout the year, Christian worldviews will be applied to the concepts. Laboratory investigations with laboratory reports are an integral part of this course, including dissections.

**Prerequisite:** Concurrent enrollment in Geometry; teacher recommendation for freshman.

**Course: 839H, 840H**

**Honors Biology**

**Grades 9-10**

A fast-paced class with in-depth reading assignments and laboratory exercises, Honors Biology covers the same order and general information as General Biology with more thought-provoking applications and more difficult material. Inquiry based discussions and material will be the foundations of this class. This class provides good foundations for Honors and Advanced Placement® classes.

**Prerequisite:** Concurrent Honors Geometry, or recommendation from previous science teacher

**Course: 851,852**

**Applied Science**

**Grades 11-12**

Applied science is a lab course designed to show students the science they see every day. Topics include (but are not limited to) chemistry concepts, physics concepts, meteorology, forensic science, geology, the science of cooking, and the combustion engine. Additional topics where student interest is high can be included, such as animal husbandry or gardening. This is an excellent choice for the student who may not be ready for a full chemistry or physics class but would like to expand their knowledge of God's creation! An excellent third science course that does not include a high math requirement.

**Prerequisite:** Biology

**Course: 853, 854**

**Anatomy and Physiology**

**Grades 11-12**

This class involves studying the structure and function of the parts of the human body. Topics include an introduction to the human body, organization of the human body, a review of basic chemistry and cell structure and function, human tissues, skin, the skeletal system, human musculature, the nervous system, special senses the endocrine system, cardiovascular system, lymphatic, digestive, urinary, and reproductive systems.

Dissections are essential to this class and are required for completion of the course. Dissections include the sheep brain, cow eye, sheep heart, and a rat. Students are required to participate in dissections.

**Prerequisite:** Biology

**Course: 863H, 864H**

**Honors Anatomy and Physiology**

**Grades 11-12**

This course is designed to be a more rigorous introductory course in human anatomy and physiology. Topics include organization of the human body, organic chemistry, a review of cell structure and function, human tissues, skin, the skeletal system, human musculature, the nervous system, somatic and special senses the endocrine system, cardiovascular system, lymphatic, digestive, urinary, and reproductive systems. Intensive reading and writing with additional classwork and homework is expected. Students will perform multiple organ dissections of the brain, heart, eye and a cat.

**Prerequisite:** Honors Chemistry or General Chemistry with teacher recommendation.

**Course: 855, 856**

**Chemistry**

**Grades 10-12**

Chemistry is lab-based course designed to give students a solid foundation in chemistry and help them to see and experience the intricacy, detail and order of God's creation. This course will focus on an atomic and molecular level study of the world as we explore the vital role that chemistry plays in students' daily lives. We will discuss topics such as atomic structure, states of matter, the periodic table, solutions, chemical reactions, chemical bonding, thermodynamics, gas laws, and acid-base chemistry. This course will place a strong emphasis on the continual development of critical thinking and problem solving skills. The laboratory portion of the class will provide hands on experience to help students become confident with the tools and techniques commonly used in the lab environment as well as give students the opportunity to analyze and interpret data, communicate scientific conclusions, and connect those conclusions to the larger context of the world of chemistry all around them.

**Prerequisite:** Biology and completion of or enrollment in Algebra 2

**Course: 857H, 858H**

**Honors Chemistry**

**Grades 10-12**

Honors Chemistry is an advanced course designed to meet the needs of students who have shown both a proficiency, and enthusiasm for understanding the details of God's creation. This course will focus on an atomic and molecular level study of the world as we explore the vital role that chemistry plays in students' daily lives. We will discuss topics such as atomic structure, states of matter, the periodic table, solutions, chemical reactions, chemical bonding, thermodynamics, chemical gas laws, acid-base chemistry and chemical kinetics. The course will also include an introduction to organic, biochemical and nuclear chemistry. Quantitative calculations using balanced chemical equations are a major emphasis in both the lecture and laboratory portion of the course, so students ought to have a proficient knowledge of algebra, as well as strong writing and problem solving skills. The laboratory portion of the class will provide hands on experience to help students become confident with the tools and techniques commonly used in the lab environment. Through both laboratory work and additional outside independent reading, students will be challenged to learn how to more effectively analyze and interpret data, communicate scientific conclusions, and connect those conclusions to the larger context of the world of chemistry all around them.

**Prerequisite:** Honors Biology recommended, Biology and completion of or enrollment in Honors Algebra II or Algebra II with recommendation.

**Course: 869P, 870P**

**AP® Chemistry**

**Grades 11-12**

AP® Chemistry is equivalent to a college level general chemistry course that provides rigorous study in four major areas: structure of matter, states of matter, reaction and descriptive chemistry. Students must be highly motivated to tackle this rigorous course. At the end of the year, students will take the Advanced Placement® Examination for potential college credit. Students taking this course may be required to complete laboratory work outside of the regular class time. The student will demonstrate a basic understanding of, and the ability to apply, mathematical solutions to problems involving atomic theory and structures, chemical bonding, nuclear chemistry, kinetic theory, solutions, reaction types, stoichiometry, equilibrium, kinetic, thermodynamics, and descriptive chemistry. Evaluation is based on homework, lab reports and tests. Much of the class is “out of class homework” and in class lab based work.

**Prerequisite:** Honors Chemistry strongly recommended; chemistry with teacher recommendation , application required.

**Course: 865, 866**

**Fundamentals of Physics**

**Grades 11-12**

Fundamentals of Physics is a survey course that serves as an introduction to traditional physics content over a wide range of topics. Topics include mechanics, fluids, thermodynamics, waves, optics, and selected material in modern physics. This course is mathematics based and seeks to develop conceptual and problem solving skills enriched through a variety of laboratory experiences. Students are expected to be proficient in Algebraic and basic trigonometric functions. The course is designed for any student interested in the physical sciences or simply curious about the explanations behind the natural phenomena of everyday life.

**Prerequisites:** Students must be at least concurrently enrolled in Algebra II. Completion of chemistry is required. Proficiency in Algebra needed.

**Course: 867P, 868P**

**AP® Physics 1**

**Grades 11-12**

This course is designed for the strong math/science student interested in physics at a deeper level. AP® Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as kinematics, Newtonian mechanics (including rotational motion, work, energy, power and momentum); rotational equilibrium and dynamics; mechanical waves and sound; and introductory electric forces, current, and simple circuits. Through inquiry-based learning, including approximately 25% of time dedicated to labs, students will develop scientific critical thinking and problem solving skills. The course is structured around six “big ideas” of physics, which encompass core scientific principles, theories, and processes that emphasize enduring understandings, essential knowledge and science practices to cut across traditional boundaries and provide a broad and connected way of thinking about the physical world.

**Prerequisites:** At least concurrently enrolled in Precalculus; completion of a chemistry course, and teacher recommendation.

An intensive course equivalent to an introductory college biology course, AP® Biology offers students an in-depth examination into main biological concepts that build upon those learned in Introductory Biology. A minimum of 12 laboratory investigations must be completed in preparation for the AP® exam in May. Students taking AP® Biology must be prepared for outside reading and laboratory work that requires time outside of class (mornings, afternoon, or possibly weekends). Students must have a good work ethic.

**Prerequisite:** A minimum B average in Chemistry, and teacher recommendation

## SOCIAL STUDIES DEPARTMENT

### SOCIAL STUDIES COURSES:

Grade	Sem.1	Sem.2	Name of course	Core	Level and Credit	PreReq
9	931S		Origins of Western Civilization	Core	.5 credit	
10	941	942	World History	Core	1 credit	
10	943H	944H	Honors European History	Core	Honors/ 1 credit	Yes
10*	949H	950H	Modern Western Thought & Development	Core	Honors/ 2 credits	Yes
11	951	952	United States History	Core	1 credit	
11	953H	954H	Honors United States History	Core	Honors/1 credit	Yes
11	955P	956P	AP® United States History	Core	AP®/ 1 credit	Yes
11-12	957S	957S	African American History	Core	.5 credit	
11-12	959S		Economics	Core	.5 credit	Yes
11-12	962S		Criminal Justice	Core	.5 credit	
12		960S	American Government	Core	.5 credit	
12	961S	961S	World Geography and Cultures	Core	.5 credit	
10-12	968		Understanding Different Cultures	Core	.5 credit	
12	969P	970P	AP® American Government & Politics	Core	AP®/ 1 credit	Yes
11-12		973	Current Global Events	Core	.5 credit	

**NOTE:** A total of 3.0 social studies credits are required for graduation, including at least 1 credit in world history, 1 credit in US history, and 0.5 credit in American government.

#### Course: 931S

#### Origins of Western Civilization

#### Grade 9

This fall semester course will provide a historical introduction to and trace the development of Western Civilization from Creation to the Early Middle Ages; will focus on the implementation of God’s sovereign plan for humankind and emphasize the major events, people, and societies that impacted the evolution of Western ideas and societal structure; course incorporates tests, quizzes, research projects, classroom activities, and homework assignments as its basis of assessment. Whenever possible, other enrichment opportunities will be included to further student’s understanding of the subject matter.

#### Course: 941, 942

#### World History

#### Grade 10

The course focuses on the emergence of modern nations, exploration, expansion, and revolution. The course deals with reform, nationalism and imperialism in Europe, Asia, Africa and Latin America, pursuing a chronological and regional emphasis. Moving into the 20<sup>th</sup> century, the course discusses the causes and effects of major events – World War I, the Great Depression, the rise of totalitarianism, World War II, the Cold War and the issues of the post-modernist world. The historical impact of religion, especially Christianity, is emphasized throughout the course.

**This course, or Honors European History, or Modern Western Thought and Development, is required for graduation.**

**Course: 943H, 944H**

**Honors European History**

**Grade 10**

The course initially addresses the impact of the classical Western Civilization on the development of Europe. The course then traces the evolution of Europe from the Classical Era to the Middle Ages. The course then deals with the Renaissance and Reformation and the changes they brought to European thinking. European exploration, Revolution, and the Age of Imperialism propels the course into the 20<sup>th</sup> century. Discussion of the causes and effects of the major events of the 20<sup>th</sup> century –World War I, the Great Depression, the Rise of Totalitarianism, World War II, the Cold War, and the issues of the post-modernist society round out the course. Throughout the course, thematic issues will be introduced and analyzed. Multi-disciplined areas of study will be integrated into the class. Various research assignments are required.

**Prerequisite:** Teacher recommendation

**Course: 949H, 950H**

**Modern Western Thought and Development**

**Grade 10**

This course integrates the study of literature and history. The class meets for two consecutive periods each day, yielding one credit each in history and in English, and carries an honors weighting. It is team-taught by an English teacher and a history teacher, both of whom expect a high level of discussion and thoughtful writing on topics and major themes dating from ancient Greece and Rome through the 20<sup>th</sup> century. This course emphasizes the connections among disciplines, encouraging an understanding of western tradition and prompting inquiry into the ideas and movements that developed in western society from the classical and medieval periods, through the Enlightenment, and into the modern era.

**Prerequisite:** Teacher recommendation and overall GPA of 3.0 by end of freshman year

**Course: 951, 952**

**United States History**

**Grade 11**

A short overview of U.S. history from exploration/colonization through the Civil War introduces this course. The greater concentration, however, is on U.S. history after 1877. The units of study include the Gilded Age, the Age of Imperialism, the Roaring Twenties, the Great Depression and New Deal, World War II, the Cold War, new issues in American society, Vietnam, conservation and conservatism, and the U.S. movement into the 21<sup>st</sup> century. The study includes literature studies as well as fine arts (music, film, and art) reflections throughout the year. Written assignments involve critical thinking skills and interpretation and analysis of primary source documents.

**Course: 953H, 954H**

**Honors United States History**

**Grade 11**

This course is designed for the student who seeks a more challenging academic curriculum in United States history. The year-long study covers American history from the earliest Americans into the 21<sup>st</sup> century, and focuses on the social, cultural, ethnic, intellectual, economic, political, military, technological, and diplomatic themes, with major emphasis on the development of American ideals and institutions. This one-year course designed for highly motivated students and helps them develop critical thinking skills and concepts. Emphasis will be placed on research and writing to prepare the students for a successful college experience in U.S. history.

**Prerequisite:** Teacher recommendation

**Course: 955P, 956P**

**AP® United States History**

**Grade 11**

Advanced Placement® United States History is a two-semester examination of American history from the paleo-American era to the present. Solid reading and writing skills, along with a willingness to devote considerable time to reading and study, are essential to succeed. Emphasis is placed on critical, analytical, and evaluative thinking skills, essay writing, interpretation of primary sources, and historiography. The course also includes literature studies as well as fine arts (music, film, and visual art) reflections throughout the year. Students take the Advanced Placement® United States History exam in May. A summer reading project, supplemental readings throughout the year, and research projects are required.

**Prerequisite:** Teacher recommendation

**Course: 960S**

**American Government**

**Grade 12**

This course is designed to give students a critical perspective on government and politics in the United States. This course involves both the study of general concepts and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the political life in the United States. **This course, or AP® Government, is required for graduation.**

**Course: 969P, 970P**

**AP® American Government/Politics**

**Grade 12**

The course will give the students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Topics covered: Constitutional underpinnings of U.S. government, political beliefs and behaviors, political parties, interest groups and mass media, institutions of national government, public policy, and civil liberties and civil rights. The acquisition of a thorough and systematic comprehension of U.S. government and politics requires that students learn facts and concepts and understand typical political processes. Students are also required to interpret basic data relevant to government and politics in sustained written arguments.

**Prerequisite:** Teacher recommendation.

## **SOCIAL STUDIES ELECTIVE COURSES:**

**Course 957S**

**African American History**

**Grades 11-12**

This one semester course reviews the essential facts of African American history in America. After a brief consideration of ancient African beginnings, the course will devote itself to the development of African Americans in America. The course will interpret critically the forces and personalities that have shaped the history. The course will look at the interaction of African Americans and the American environment. Lastly, students will be exposed to African American literature and music.

**Note:** This course may not be offered every year.

**Course: 959S**

**Economics**

**Grade 12**

Everyone is an economist. Each day we make allocation decisions on scarce resources such as time, attention, and money. In this course students look at the concepts that frame these decisions, the foundations of economic thought. Students will examine how these concepts work on an individual level, how they interact in an organization, and how they guide exchanges between individuals and organizations. An introduction will also be given to the concepts and vocabulary of economics at the macro level, the realm of national economies, governments, and international trade.

**Prerequisite:** completion of Algebra 2 with 90%, or teacher permission.

**Course: 961S**

**World Geography and Cultures**

**Grade 12**

This one-semester survey of world geography focuses primarily on basic geographic principles and on the 5 themes of geography. Areas of study include landforms, climate, vegetation, culture, population, political location and the regional geography of countries. The relationship between major landforms, bodies of water, climate and the countries of the world is also emphasized. It is a goal of the course that the student will have a working knowledge of the geography of our earth as she/he prepares to enter post-high activities.

Note: This course may not be offered every year.

**Course: 962S**

**Criminal Justice**

**Grades 11-12**

The course presents an overview of the American justice system and how it attempts to deal with crime, and the justice system's goals, strengths, and weaknesses. The units of study will explore topics such as the legal definitions of criminal acts, police on the job, legal limitations on police conduct, the nature of punishment in American society, the causes of juvenile delinquency, and attempts to reduce crime. The course will include debates on the sentencing process, capital punishment, and other relevant topics; a unit simulating the full range of criminal pretrial and courtroom procedures; and other activities designed to focus attention on social and legal aspects of criminal justice.

Note: This course may not be offered every year. Enrollment is limited.

**Course 968**

**Understanding Different Cultures**

**Grades 10-12**

This one-semester elective is open to all students but is required for all international students in their first year at AACS. The course presents a biblical framework for cultural differences, and helps students adjust their definition of "normal." Students will learn to recognize unique features of their own native culture and develop an appreciation for aspects of other world cultures. Building healthy relationships with others of different cultures will be a central goal.

**Course 973S**

**Current Global Events**

**Grades 11-12**

The goals of this one-semester course on current events are to increase students' awareness of the major issues of the day, to deepen their understanding of current events, and to help them become better informed global citizens with Christlike concern for the whole world. Students will consider

recent events both global and domestic, select resources to gain understanding, share thoughts and conclusions, and decide on appropriate actions to take in response to the issue or event. Students will learn to discern and analyze sources, thinking critically about the information itself to gauge objectivity, bias and veracity. The class format will include regular discussions informed by global news media, readings, films, online resources, and guest speakers.



**Course: 525H, 526H**

**Honors Spanish II**

**Grades 9-11**

Honors Spanish II continues the learning of Spanish through an intense level of intermediate to advanced study, with a focus on writing and speaking as well as a higher level of reading and listening. Cultural emphasis continues through studies and comparisons of the lifestyles and surroundings of people in the Spanish-speaking world. At this level the student will develop the ability to communicate at a basic level of Spanish.

**Prerequisite:** A minimum final grade of **B** in Spanish I from AACS or recommendation of teacher

**Course: 533, 534**

**Spanish III**

**Grades 10-12**

Spanish III continues the study of Spanish through the advanced stages of grammar, emphasizing the subjunctive mood. The skills of listening, speaking, advanced reading comprehension, and writing are practiced through situational activities on a more advanced level. Cultural emphasis continues through glimpses into the life and surroundings of young people in the Spanish-speaking world. At this level the student will learn to express his faith in the target language in a way that is culturally meaningful.

**Prerequisite:** A minimum final grade of **C** in Span. II from AACS or recommendation of the teacher

**Course: 549H, 550H**

**Honors Spanish III**

**Grades 10-12**

Honor Spanish III continues the study of Spanish through the advanced stages of grammar, emphasizing the subjunctive mood. Intense focus on communication skills allows students to incorporate grammar concepts in context. Cultural comparisons, simulated conversations and oral and written presentations allow students to communicate more effectively in Spanish.

**Prerequisite:** A minimum final grade of **B** in Span. II from AACS or recommendation of the teacher

**Course: 537H, 538H**

**Honors Pre-AP® Spanish**

**Grades 10-12**

Further language study includes new grammar concepts as well as advanced grammar review. Classic and contemporary reading selections are used to strengthen vocabulary and syntax. This is a course designed to prepare students for AP Spanish Language and Culture and includes preparatory AP activities. Students considering AP Spanish must take this course.

**Prerequisite:** A minimum final grade of **B** in Honors Spanish II for freshmen / Honors Spanish III for sophomores, or recommendation of the teacher.

**Course: 545P, 546P**

**AP® Spanish Language and Culture**

**Grade 12**

AP Spanish Language and Culture continues with an emphasis on communication, being conducted almost entirely in Spanish. This college-level class incorporates an in-depth look at Spanish-speaking cultures with elements of listening, writing and speaking. Classic and contemporary reading selections are used to strengthen vocabulary and syntax. The students will learn how to use language to impact and influence culture through a biblical worldview. Students are required to take the AP® Spanish exam in May.

**Prerequisite:** A minimum final grade of **B** in Pre-AP Spanish from AACS.

## TECHNOLOGY DEPARTMENT

### TECHNOLOGY COURSES: (Note: 3 courses are described under Fine Arts)

Grade	Sem.1	Sem.2	Name of course	Core	Level and Credit	PreReq
9	231	231	Foundations of Technology	Core	.5 Technology	
10-12	233S	233S	Introduction to Engineering	Core	.5 Technology	
10-12	236S	236S	Engineering 2	Core	.5 Technology	Yes
11-12	250S	250S	Engineering 3	Core	.5 Technology	Yes
9-12	270		Introduction to Programming	Core	.5 Technology	Yes
10-12	273S	273S	Web-Based Applications	Core	.5 Technology	
10-12		274H	Honors Java Programming	Core	.5 Technology	Yes
11-12	255S		Personal Finance	Core	.5 Technology	
10-12	418T		Graphic Design/Photoshop (listed in Fine Arts)		.5 Technology	Yes
10-12		420T	Digital Studio (listed in Fine Arts)		.5 Technology	Yes
9-12	485T	485T	Media Technologies (listed in Fine Arts)		.5 Technology	

#### Course: 231

#### Foundations of Technology

#### Grade 9

This course presents a multi-faceted collection of skills and information for both understanding and applying technology. The course begins with an overview of technology – its history, benefits, and shortcomings, along with assessing technology and its implications to global society. This is followed by hands-on practice with measurements, unit conversions, and applications to math and science. Subsequent project-based units include: use of Excel for formulas, calculations, etc.; use of PowerPoint; video making (various software used); bridge design (using West Point Bridge Designer); lab experiments in mechanical engineering (e.g., stress/ strain) and applying the data to an engineering design concept; computer-aided design (CAD) drafting using Google Sketch Up in which the students design a house. These problem-solving units provide students with an introduction to the world of STEM careers.

#### Course 233S

#### Introduction to Engineering

#### Grades 10-12

This is a one-semester elective course designed for students exploring the world of engineering and technical careers. Students learn about the major areas of engineering (aeronautical, mechanical, automotive, electrical, robotics, along with chemical, civil/environmental, nuclear) through hands-on design projects and guest speakers from industry. The projects include airplane design, mechanical drawing, vehicle design, “simple machines” construction, electrical engineering applications, and robotics controls introduction. These students support the Engineering 2 students with their capstone project in hosting, designing and executing a “STEM Day” for the AACCS Severn and Annapolis Lower Schools’ students.

**Course 236S****Engineering 2****Grades 10-12**

This advanced elective course dives deeper into aspects and components of engineering, including AutoCAD; biomechanical, aeronautical and electrical engineering; and video game production. The content is more math-intensive; the general approach is one of open-ended problem-solving via hands-on projects. Projects include designing a human prosthetic device, a more advanced airplane design, and design of a “green” house. 3-D printing capabilities enhance the students’ design experience. This course culminates in the design and execution of a “STEM Day” for the AACS Severn and Annapolis Lower Schools’ students.

**Prerequisite:** Introduction to Engineering

**Course 250S****Engineering 3****Grades 11-12**

This course builds upon the skills and content of Engineering 2. The course consists of three units presented alongside a semester-long design & build project that solves a real world problem. The project requires students to research, plan for costs, materials acquisition, logistics, regulatory compliance, etc. while establishing and working through a timeline, developing the charts necessary to track this information, and proceeds through design, construction, and installation. A final presentation to the organizations involved in the project is included. The three units augment information from Engineering 2, and expand into areas including drones and flight simulation, and may include areas such as statics, dynamics, materials science, and/or home wiring, particularly as they apply to the project.

**Prerequisite:** Engineering 2

**Course: 270****Introduction to Programming****Grades 9-12**

The Introduction to Programming is a lab-oriented course designed to teach students the fundamentals of object-oriented programming and larger concepts of programming. The main program used is a three-dimensional graphical system called Alice that can be used to create animations and computer games. Students build virtual worlds inhabited by objects that can be programmed to perform actions. Topics/concepts covered include introduction to computer systems, fundamentals of Alice, variables, methods, decision-making, looping, and event-driven programming. Additional programming languages such as Scratch will also be explored.

**Prerequisite:** Completion of Algebra I.

**Course: 274H****Honors Java Programming****Grades 10-12**

Programming in Java is an introduction to the Java programming language. It introduces students to object-oriented programming concepts and the Java syntax necessary to implement them. Students will be able to write Java applications that use GUI components as well as Java applets for use on the Internet. Topics covered include the fundamentals of Java, data abstraction, encapsulation, polymorphism, and inheritance. Students will use predefined classes to design, implement, and analyze solutions to a wide range of mathematical and non-mathematical problems using the computer.

**Prerequisite:** Prior programming experience, with department approval

**Course 273S****Web-Based Applications****Grades 10 – 12**

This course will apply programming languages (e.g., Python), scripting principles, concepts, and skills to guide students through the world of developing web apps. Python is a high-level general-purpose programming language used in Internet protocols as well as string processing, software engineering, and operating system interfaces. As appropriate, other tools such as HTML, CSS, and/or JavaScript will be used as students work on a variety of projects, including planning, designing, implementing, and enhancing effective web pages.

**Prerequisite:** Prior programming experience, with department approval

**Course: 255S****Personal Finance****Grades 11-12**

This one-semester course combines the principles of Christian money management with the practical skills of using computer software to manipulate the calculations. The students will have hands-on experiences in planning a family budget, writing checks, and balancing accounts. Other topics will include depreciation and appreciation of assets, investment strategies, and support of local and international Christian activities.

**FINE ARTS DEPARTMENT****FINE ARTS COURSES (drama, visual arts, and music):**

<b>Grade</b>	<b>Sem.1</b>	<b>Sem.2</b>	<b>Name of course</b>	<b>Core</b>	<b>Level and Credit</b>	<b>PreReq</b>
9-12	377	377	Drama		.5 Fine Art credit	
9-12	375	376	Dramatic Ensemble ( Dramatis Personae)		Fine Art credit	Yes
9-12	426S	426S	2-D Design		.5 Fine Art credit	
9-12	428S	428S	3-D Design (taken only 1 semester)		.5 Fine Art credit	Yes
10-12		423S	Photography		.5 Fine Art credit	Yes
10-12	418F		Graphic Design (only Fall semester)		.5 Fine Art credit	Yes
10-12		420F	Digital Studio (taken only Spring semester)		.5 Fine Art credit	Yes
10-12	433	434	Drawing		1 Fine Art credit	Yes
10-12	435	436	Painting		1 Fine Art credit	Yes
11-12		430H	Honors Studio Art		H/5 Fine Art credit	Yes
11-12	429	430	Portfolio Prep (taken for 1or 2 semesters)		.5/1 Fine Art credit	Yes
10-12	460	461	Chapel Band		.5 credit/semester	Yes
10-12	447	448	Madrigal Singers		1 Fine Art credit	Yes
10-12	463	464	Bell'Arte Singers		1 Fine Art credit	Yes
9-12	449	450	Women's Choir		1 Fine Art credit	
9-12	458	459	Men's Ensemble		1 Fine Art credit	
9-12	457S	457S	Music Theory and Appreciation		.5 Fine Art credit	Yes
10-12		486H	Honors Music Theory		.5 Fine Art credit	Yes
9-12	481	482	Symphonic Band		1 Fine Art credit	Yes
10-12	485S	485S	Media Technologies		.5 Fine Art credit	

**Course: 377**

**Drama**

**Grades 9-12**

This semester course introduces students to the art of acting. Through a variety of acting exercises, improvisations, and scenes, students develop the skills of sense of memory, pantomime, improvisation, vocal projection, stage movement, and characterization. Students will work individually and in groups to create a variety of performances throughout the semester, culminating in a public performance near the end of the semester.

**Course: 375, 376**

**Dramatic Ensemble (Dramatis Personae)**

**Grades 10-12**

This is an auditioned, 10-member dramatic ensemble, known as Dramatis Personae, that will explore advanced theatrical material. Each performer will further develop techniques for acting, vocal projection, and character development. An emphasis is placed on building the ensemble into a cohesive unit, and the group will perform regularly throughout the school year in a variety of contexts.

**Prerequisite:** Drama, Placement audition, Teacher recommendation

**Course: 426S**

**2-D Design**

**Grades 9-12**

This is a one-semester art foundation course that is a prerequisite for all other visual art courses. Projects will focus on the elements and principles of design and their application in the design process. Projects will include working with wet and dry media on a multitude of surfaces including, but not limited to, paper, canvas, masonite, and glass.

**Course: 428S**

**3-D Design**

**Grades 9-12**

This is a one semester art course for the student with a high level of interest in three dimensional design and sculpture. Projects will include relief sculpture, masks, additive and subtractive sculptural processes.

**Prerequisite:** 2-D Design

**Course: 423S**

**Photography**

**Grade 11-12**

This is an introductory class for the study of photographic processes. Use of the digital camera and the manipulation of student-generated images on the computer will serve as a basis for exploring various media. Students will be challenged to solve art problems by studying the work of master photographers and digital artists. A sketchbook will serve as a resource for technical information, processes, idea generation and written commentary. The goal is to have students develop and demonstrate knowledge of vocabulary and themes of photographic media.

**Prerequisite:** 2-D Design

**Course: 418F**

**Graphic Design**

**Grades 10-12**

This one-semester course will explore design and layout with emphasis on Photoshop®. Knowledge of the principles of design is necessary. Students will need access to a digital camera for the class.

**Prerequisite:** 2-D Design and 3-D Design

*\*Note: This course may be taken for Technology credit instead of Fine Art credit. **(418T)***

**Course: 420F**

**Digital Studio**

**Grades 10-12**

This one-semester course will focus on more advanced concepts by building on what was learned in Graphic Design/Photoshop. Students will need access to a digital camera for the class.

**Prerequisite:** 2-D Design and Graphic Design

*\*Note: This course may be taken for Technology credit instead of Fine Art credit. **(420T)***

**Course: 433, 434**

**Drawing**

**Grades 9-12**

This is a full-year course for the serious art student. First semester focuses on the five skills of drawing, perspective and creating the illusion of form.. Second semester involves creative combinations and applications of drawing with colored pencils, oils, pastels, pen and watercolors.

**Prerequisite:** 2-D Design

**Course: 435, 436**

**Painting**

**Grades 10-12**

This is a full-year course for the serious art student. First semester focuses on the exploration of acrylics. Emphasis is given to the color theory and composition. Second semester involves creative combinations and applications of acrylics and mixed media. Emphasis is given to color schemes and

**Prerequisite:** 2-D Design

**Course: 430H**

**Honors Studio Art**

**Grade 11-12**

This is a full-year course for dedicated art student in grades 11-12 who want to advance their skills and techniques in various drawing and painting subjects and media. Emphasis is placed on problem solving, critical thinking and conceptual development. Students will build artistic breadth by working with a variety of media, including ink, graphite, charcoal, pastels, colored pencils, watercolor pencils, and acrylics.

**Prerequisite:** 2-D Design & Permission of the instructor

**Course: 429, 430**

**Portfolio Prep**

**Grades 11-12.**

This is a full-year course for the serious art student. Students will develop a concentration in an artistic medium, and will prepare a portfolio of to submit to colleges or to an independent advisor.

**Prerequisite:** 2-D Design & permission of the instructor

**Course: 447, 448**

**Madrigal Singers**

**Grades 10-12**

This 16-member performing ensemble explores a variety of advanced repertoire for mixed voices, including madrigals and *a cappella* choral music. They perform in annual school concerts and represent the school in many local, regional, and national events throughout the year. Each singer also studies music theory, melodic and rhythmic sight reading, and vocal technique.

**Prerequisite:** Music Theory, Placement audition, Teacher recommendation

**Additional Expenses:** Students are required to obtain the appropriate attire for concerts (cost TBD).

This ensemble may take a trip during the school year (cost TBD). For more information, contact the Fine Arts Director.

**\*Note:** *Enrollment in Madrigal Singers does not exclude you from enrolling in Men's Ensemble, or Bell'Arte, or Women's Choir.*

**Course: 463, 464**

**Bell'Arte Singers**

**Grades 10-12**

This all-girl ensemble explores a variety of advanced repertoire for treble voices. They perform in annual school concerts and represent the school in many local, regional, and national events throughout the year. Each singer also studies music theory, melodic and rhythmic sight reading, and vocal technique.

**Prerequisite:** Music Theory, Placement audition, Teacher recommendation

**Additional Expenses:** Students are required to obtain the appropriate attire for concerts (cost TBD).

This ensemble may take a trip during the school year (cost TBD). For more information, contact the Fine Arts Director.

**\* Note:** *Enrollment in Bell'Arte Singers does not exclude you from enrolling in Madrigal Singers or Women's Choir.*

**Course: 449, 450**

**Women's Choir**

**Grades 9-12**

This is a performing ensemble that will explore standard vocal literature for treble voices. Each singer will learn the skills of good choral tone, sight-reading, and vocal technique. This group will perform for two annual school concerts and additional community and school events. This class is non-auditioned and open to all students who would like to register.

**Additional Expenses:** Students are required to obtain the appropriate attire for concerts (cost TBD).

This ensemble may take a trip during the school year (cost TBD). For more information, contact the Fine Arts Director.

**Course: 458, 459**

**Men's Ensemble**

**Grades 9-12**

This is a performing ensemble that will explore standard vocal literature for the male voice. Each singer will learn the skills of good choral tone production, sight-reading, and vocal technique. This group will perform for two annual school concerts and additional community events. This class is non-auditioned and open to all students who would like to register.

**Additional Expenses:** Students are required to obtain the appropriate attire for concerts (cost TBD).

This ensemble may take a trip during the school year (cost TBD). For more information, contact the Fine Arts Director.

**Course: 457S**

**Music Theory and Appreciation**

**Grades 9-12**

The goal of this one semester course is to develop necessary skills to listen to and analyze music well. The course explores the fundamentals of music. Students learn the primary concepts of music theory, including notation, rhythm, meter, pitch, dictation, sight, singing, tonality, and basic chord structure.

**Prerequisite:** Ability to read music in at least one clef (e.g. treble or bass) and math level of Algebra I or above.

**Course: 460, 461**

**Chapel Band**

**Grades 10-12**

This half-credit, year-long course equips students to serve the student body by leading worship music for weekly Chapel services. Students form in this course form the core group of musicians and Tech Team members who rehearse and prepare music, exploring what it means to effectively lead worship, learning various techniques and improving as musicians and technicians. *This is a pass/fail course.*

**Required:** Attendance at 7:00 am rehearsals on Wednesday mornings (as needed)

**Prerequisite:** Placement audition/interview, Permission of the instructor

**Course: 486H**

**Honors Music Theory**

**Grades 10-12**

In this advanced one-semester music course, students develop a deeper understanding of the various fundamentals of music: melody, harmony, texture, and form. Students will develop music composition skills through analysis, notation, context study, and original compositions. The student's ability to read and write musical notation is fundamental to this course, and the student must be able to sight sing in major and minor keys, dictate simple melodies in major and minor keys and possess adequate performance skills in either voice or on an instrument.

***\*Note:*** *Students enrolled in Honors Music Theory may choose to take the AP® Music Theory test. In these cases, supplemental materials will be provided for the student to prepare independently. This course will only be offered if staffing and student enrollment are sufficient.*

**Required:** Textbooks

**Prerequisite:** Music Theory & Appreciation, Teacher recommendation

**Course: 477, 478**

**Percussion Ensemble**

**Grades 9-12**

This is a performing ensemble that will explore the literature written for percussion ensemble. Students will participate in concerts and festivals throughout the year and may collaborate with the other instrumental groups during the year. Students learn proper percussion technique and study music of a wide variety of styles and genres. This ensemble class is non-auditioned and open to all students.

**Prerequisite:** Ability to read music in at least one clef (e.g. treble or bass)

**Additional Expenses:** Students are required to obtain sticks/mallets and the appropriate attire for concerts (cost TBD). This ensemble may take a trip during the school year (cost TBD). For more information, contact the Performing Arts Department Head.

***\*Notes:*** *1) Enrollment in Percussion Ensemble does not exclude percussionists from enrolling in Symphonic Band.*

*2) This course will only be offered if staffing and student enrollment are sufficient. If Percussion Ensemble is not offered, registration requests for this course will automatically be transferred to Symphonic Band.*

**Course: 481, 482**

**Symphonic Band**

**Grades 9-12**

Students in this instrumental music ensemble will learn selections from the standard concert band repertoire, foster technique on their instrument, develop sight-reading skills, analyze music from all genres, identify musical arguments, and perform in concert, in Assembly, in Chapel, and at festivals. Symphonic Band is open to student musicians who play one of the following instruments: flute/piccolo, oboe, bassoon, clarinet, bass clarinet, saxophone (alto, tenor, baritone), French horn, trumpet, trombone, baritone/euphonium, tuba, or percussion.

**Prerequisite:** Ability to read music in at least one clef (e.g. treble or bass), Basic performance abilities on a concert band instrument

**Additional Expenses:** Students are required to obtain the appropriate attire for concerts (cost TBD). This ensemble may take a trip during the school year (cost TBD). For more information, contact the Performing Arts Department Head.

**\*Note:** *Enrollment in Symphonic Band does not exclude you from enrolling in Percussion Ensemble.*

**Course: 485S**

**Media Technologies**

**Grades 10-12**

This one-semester course introduces students to the lighting, sound, and video equipment used in the production of live stage performances and recorded films. Students will learn to operate video cameras and editing software, sound amplifying and control equipment, lighting instruments and control systems, and computer-based projection systems.

**\*Note:** *This course may be taken for Technology credit instead of Fine Art credit. (485T)*

## PHYSICAL EDUCATION and GENERAL ELECTIVE COURSES:

Grade	Sem.1	Sem.2	Name of course:	Core	Level and Credit	PreReq
9-12	706S	706S	Female Strength and Conditioning		.5 PE credit	
9-12	710S	710S	Male Strength and Conditioning		.5 PE credit	
9-12	715S	715S	Team Sports Fitness		.5 PE credit	
9-12	716S	716S	Female Aerobic Fitness		.5 PE credit	
9-12	717S	717S	Health and Fitness		.5 PE credit	
9		985S	Reading Workshop 9	Core	.5 credit	
11	985S		Reading Workshop 11	Core	.5 credit	
11		341S	Research Writing 11	Core	.5 credit	
12	341S		Research Writing 12	Core	.5 credit	
10-12		367S	Creative Writing		.5 credit	
10-12	369	370	Yearbook		1 credit for year	
9		374S	Freshman Speech (taken one semester)	Core	.5 credit	
10-12	373S	373S	Speech (taken one semester)	Core	.5 credit	
11-12	487S		Worldviews in Film	Core	.5 credit	Yes
9-12	991	992	Study Hall (offered either semester)		No Credit	
9-12	979	980	Directed Studies		.5 credit/semester	
11-12	829	830	Student Aide		.25 credit/semester	

**NOTE: 717S Health and Fitness is a diploma requirement for the class of 2022 and beyond.**

### **Note regarding P.E. Credits earned outside the school day:**

All students must earn at least one half credit of P.E. through an actual PE course that includes health components. The other required half credit of P.E. may be earned outside of the classroom via one season of Marching Band or of varsity/JV sports. This outside half-credit will not be awarded in the case of students who take two semester PE courses. An outside P.E. half-credit will receive a grade of “Pass,” and will not factor into grade point average (GPA) calculations.

### **PHYSICAL EDUCATION COURSES:**

**Course: 706S                                      Female Strength and Conditioning                                      Grades 9-12**

This one-semester course will provide instruction and guidance in weight training for any student interested in maintaining or improving her general fitness, wellness and strength. The instructor will emphasize safety, variety, and balance in workout regimens, as well as nutrition and other concepts.

**Course: 710S                                      Male Strength and Conditioning                                      Grades 9-12**

This one-semester course will provide instruction and guidance in weight training for any student interested in maintaining or improving his general fitness, wellness and strength. The instructor will emphasize safety, variety, and balance in workout regimens, as well as nutrition and other concepts.

**Course: 715S**

**Team Sport Fitness**

**Grades 9-12**

Competitive team games offered to all US students who like to be physically active, stay fit and compete in fun team-oriented activities. Games will include soccer, football, basketball, tennis, bowling, volleyball, lacrosse, and floor hockey. This class has coeducational enrollment.

**Course: 716S**

**Female Aerobic Fitness**

**Grades 9-12**

Students will participate in a variety of aerobic workout activities that include components of dance, flexibility, balance, coordination and fitness. Workout sites include the weight room, the gyms and/or field house, and on some days the outdoors.

**Course: 717S**

**Health and Fitness**

**Grades 9-12**

Students will have a combination of classroom learning and fitness workouts. Classroom time would cover topics such as nutrition, components and principles of fitness, and developing a fitness program. Workouts serve as the lab for the classroom learning. This coed class may split into gender-specific discussion groups occasionally. **NOTE: this course is a diploma requirement for the Class of 2022 and beyond.**

**GENERAL ELECTIVE COURSES:** (Note: other elective course options, including core courses that may be taken as electives, are listed by subject area on prior pages.)

**Course: 985S**

**Reading Workshop**

**Spring of Grade 9  
Fall of grade 11**

This one-semester class focuses on helping students comprehend all types of reading material, from textbooks to Shakespeare. Underlying skills such as vocabulary, drawing conclusions, making an inference, and active reading are intentionally taught and practiced. The literature selections from English class are incorporated whenever possible. The course is open to all students. Teacher recommendation and scores on standardized tests are used to guide placement in the class.

**Course: 341S**

**Research Writing**

**Spring of Grade 11  
Fall of Grade 12**

This one-semester course is designed to help students improve the fluency and organization of their writing. Students are placed in this class on the basis of teacher recommendation. Through in-class and out-of-class writing assignments, students will practice formulating, developing, and supporting ideas through clearly structured arguments. This process will reinforce both grammar and research skills, while giving students strategies for planning, drafting, and revising academic writing. Students will demonstrate their acquired skills by producing either the junior research paper in the spring or the senior practicum paper in the fall. Available: Junior (Spring) and/or Senior (Fall). Parent or student requests for the class are welcome.

**Course: 367S**

**Creative Writing**

**Grades 10-12**

This one-semester course gives students the opportunity to practice several forms of creative writing. The first part of the course consists of a series of short assignments in which students hone their descriptive and narrative skills. The remainder of the course focuses on the study and imitation of literary models in the genres of creative nonfiction, short story, and poetry. While this class includes daily in-class writing, it also requires students to draft, revise, and complete assignments outside of class, including two substantial prose compositions and a poetry portfolio.

**Course: 369, 370**

**Yearbook**

**Grades 10-12**

This course functions as an introduction to publishing. Students will design, organize, and produce content for the AACCS Yearbook. Students will create and implement the theme for the yearbook, take pictures, write interviews and articles, and design individual pages. Skills taught include writing, interviewing, layout design, and copy editing. Staff members must be willing to talk to different members of the AACCS community, propose and evaluate designs and articles, and collaborate freely on a large, public project. The successful use of these skills forms the basis for the student's grades.

**Course: 374S**

**Freshman Speech**

**Grade 9**

This one-semester course is designed to help students become clear, thoughtful, and confident communicators. Students will practice planning, preparing, and delivering a variety of speeches, including autobiographical, anecdotal, personal, informative, demonstrative, persuasive, and impromptu. These speeches range from one to ten minutes in length. Students will also examine the communication process as a whole, learning not only to be better public speakers, but also better communicators and listeners. Students will serve as audience members for each other throughout the semester, and will regularly discuss and evaluate their own and others' speeches.

**Course: 373S**

**Speech**

**Grades 10-12**

This one-semester elective is similar in content and requirements to Freshman Speech, but it is geared toward students in grades 10-12. This course helps students further develop the speaking and listening skills necessary to become clear, thoughtful, and confident communicators. Students will learn through vocal exercises, lectures and note-taking, discussions, and research and preparation. Students will plan, prepare, and deliver to the class a variety of speeches, ranging from two to ten minutes in length. These include autobiographical, informative, persuasive, impromptu, and inspirational speeches, demonstrations, and oral interpretations of literature.

**Course: 487S**

**Worldviews in Film**

**Grades 11-12**

In this one-semester course students develop the ability to discern and evaluate worldviews as presented in film. So that students can interact with the worldviews espoused by the current culture, there will be a primary emphasis on 21<sup>st</sup> century films. Students will develop film analysis skills through an investigation of the Five Elements of Film, through watching a variety of films, and through analyzing those films using James Sire's 8 Questions of Worldview.

**Prerequisite:** Teacher and parent approval

**Course: 991S**

**Study Hall**

**Grades 9-12**

Either semester – maximum of one SH per semester. Note: Juniors or Seniors may be assigned a Study Hall Free status based on their cumulative GPA. Study Hall Free status may be granted to juniors whose **cumulative** GPA is above 3.2 and to seniors whose **cumulative** GPA is above 3.0. Study hall does NOT earn any credit.

**Course: 979, 980**

**Directed Studies**

**Grades 9-12**

This class, offered in place of a study hall, meets in a small group environment. It assists students in organizing time and materials, developing study skills and reviewing for quizzes and tests. The curriculum also gives directions for setting and achieving goals. In addition, students receive help completing a variety of assignments including the 11th grade research paper and the Senior Practicum paper. The class receives a half credit per semester.

Prerequisite: Discuss placement with Educational Support Department by contacting Lisa Blattenberger at [lblattenberger@aacsonline.org](mailto:lblattenberger@aacsonline.org). **Signature on Course Selection Form is required.**

**Course: 829, 830**

**Student Aide**

**Grades 11- 12**

**Objective:** Provide assistance in various departments for students wishing to continue studies in said field. Student Aides earn 0.25 credit per semester. Aides are needed in the following departments:

**Science** – Students pursuing science and engineering careers would benefit from laboratory experience. Students would help set up labs, prepare solutions, work with teachers to design labs, and help clean up labs. When not working on labs, students would have study hall. Students must have completed Honors Chemistry and be enrolled in a 4<sup>th</sup> year science course.

**Art** – Students who are proficient in Illustrator and Photoshop could provide help to students in the computer lab during these classes. In addition, a student who desires to know how to work in a gallery could assist the art teachers with setting up and taking down shows.

**Tech Support** – Students learning the technology that supports Upper School Activities, and provide aid in set-up and tests for events.

**Prerequisite:** Teacher interview required.

## **Educational Support**

Students are enrolled in Educational Support classes only after discussion with the Educational Support team. Please contact Lisa Blattenberger at [lblattenberger@aacsonline.org](mailto:lblattenberger@aacsonline.org) to begin the process.

**Course: 979, 980**

**Directed Studies**

**Grades 9-12**

This class, offered in place of a study hall, meets in a small group environment. It assists students in organizing time and materials, developing study skills and reviewing for quizzes and tests. The curriculum also gives directions for setting and achieving goals. In addition, students receive help completing a variety of assignments including the 11th grade research paper and the Senior Practicum paper. The class receives a half credit per semester.

Prerequisite: Discuss placement with Educational Support Department by contacting Lisa Blattenberger at [lblattenberger@aacsonline.org](mailto:lblattenberger@aacsonline.org). **Signature on Course Selection Form is required.**

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## ESL Courses

**Course 173, 174**

**ESL/ELL Intro to the Bible**

**Grades 9-11**

This course is designed to help English Language Learners, and/or international students with limited or no Bible background, to gain a foundational understanding of the Bible and a biblical worldview. Fundamental concepts this course presents include the structure of the Bible, the story of the Bible and our place in it, the Speaker of the Bible and His thoughts toward us, and a biblical worldview.

**Course 381, 382**

**ELL/ESL Level 1**

**Grades 9-10**

ESL 1 provides practice in the four language skills of listening, speaking, reading and writing. Emphasis is placed on acquiring the grammar and vocabulary necessary to write an effective essay, give an oral presentation, and read for comprehension and analysis.

**Course 385, 386**

**ELL/ESL Level 2**

**Grades 9-11**

ESL 2 will continue practice in the four language skills of listening, speaking, reading and writing. Emphasis will be placed on acquiring the more sophisticated grammar and vocabulary necessary for transition to the mainstream AACCS English classes. Assignments will include weekly essays, oral presentations, reading comprehension and listening exercises.

**Course: 968**

**Understanding Different Cultures**

**Grades 10-12**

This one-semester core elective is open to all students but is required for all international students in their first year at AACCS. The course presents a biblical framework for cultural differences, and helps students adjust their definition of “normal.” Students will learn to recognize unique features of their own native culture and develop an appreciation for aspects of other world cultures. Building healthy relationships with others of different cultures will be a central goal.

## Online High School Courses

Beyond the extensive course options offered on campus at Annapolis Area Christian School’s Upper School, additional courses are available online through our partnership with the Christian online school Sevenstar Academy (<http://sevenstar.org>). Sevenstar courses are approved for AACS transcript credit.

There is an additional charge for these courses—approximately \$550 for a one-semester course and \$750 for a two-semester course. The Sevenstar high school course options are:

<b>SEVENSTAR ONLINE COURSES</b>		
World Languages	Chinese 1 & 2	
	French 1, 2, & 3	
	German 1, 2, & 3	
	Latin 1, 2, & 3	
Social Studies	Art History	
	AP Macroeconomics	
	AP Microeconomics	
	AP World History	
	Psychology	
	Social Media	
	Social Problems 1 & 2	
	Understanding the Times	
	Technology	AP Computer Science A
		Digital Information Technology
Foundations of Programming		
Game Design		
Mobile App Programming		
Theater, Cinema & Film Production		
Science & Math	Consumer Math	
	Earth/Space Science	
	Forensic Science 1 & 2	
	Liberal Arts Math	
	Marine Science	
Life Skills	Critical Thinking & Study Skills	
	Leadership Skills Development	
	Life Management Skills	
	Life Shaping Decisions	

Students should register for a Sevenstar course during the regular AACS course registration season here (February/March), designating one of the eight periods for the online course. The start and end dates for these courses are flexible, so these can vary based on an individual student’s plans and schedule. However, once a course is begun, a set schedule of assignments, due dates and exams is put into motion. Note that one semester online courses are 18 weeks long; two semester courses take 36 weeks to complete.

## College Credit (Dual Credit) Courses

AACS now offers *access to college courses* (beyond the 11 courses offered in our AP program) for qualified seniors *at Anne Arundel Community College* (AACC). Standard college courses (3 credit hour courses) are offered at several AACC campuses through their Early College Access Program (ECAP).

Please NOTE that college courses place high demands and expectations on the student. Do not underestimate the impact of adding a college course to your high school schedule! Also, please note that a college course may not be taken in lieu of an equivalent AP course here at AACS. Finally, these are special programs coordinated between AACC and AACS, representing cost savings and/or special convenience to better serve our students.

*In order to qualify for one of the AACC options, a student must be a rising senior with a GPA of 3.0, with an SAT score of 500 or above on the English portion and 500 or above on the Math portion (or ACT score of 18 or above for English, and 21 or above for Math). Students without SAT or ACT scores must take AACC's Accuplacer test and meet its criteria for acceptance.*

Students would indicate their desire to take an AACC course during the regular registration season here at AACS (February/March), designating one of the eight periods for the college course. The start and end dates for these AACC courses are “fixed”, and correspond closely (but not exactly) with the AACS school calendar.

AACS and AACC will facilitate the enrollment and registration process for AACC courses selected by our students, as well as the Accuplacer testing, as needed. It is important to note that AACC courses use their own learning management system (Canvas) rather than Veracross, and any request to drop a course **must follow AACC's rules**, which are very time sensitive and far less flexible than those of AACS or Sevenstar. Failure to follow their course drop rules may result in significant cost and negative transcript implications.

For the AACC ECAP Program, specific AACC course schedules (days and times offered) are not available until March. At that time we can determine whether a selected course is offered at a time that will work with our AACS schedule and activities (i.e., beginning or end of the day, or late afternoon/evening), to allow for travel to/from AACC and AACS. Please note that AACC courses offered later in the afternoon would likely negate participation in an AACS after school sport or similar activity for that semester. AACS will work with these students, our weekly schedule, and AACC's schedule to best accommodate a selected course whenever possible.

To adhere to our priorities, mission and accreditation, AACS will add a 3-part biblical worldview module (before, during, and after) each AACC course. This will be coordinated with AACS students enrolled in AACC courses, likely involving three mandatory afterschool or lunchtime meetings.

*An online option for dual credit online college courses* is available through Sevenstar's program with several Christian colleges and universities. Criteria for Sevenstar's college options vary by course and college; refer to [www.sevenstar.org/dualcredit/](http://www.sevenstar.org/dualcredit/) for more details. As with Sevenstar's high school courses, AACS will facilitate the registration and oversight of these courses. For **available courses via Sevenstar's affiliation with eight Christian colleges and universities**, please see this link: <https://sevenstar.org/dualcredit/>. These post-secondary institutions offer courses in English, History,

Math, and Science, as well as Biblical Studies, Business, Communications, Computer Science, Education, Ministry, Philosophy, Psychology, Religion, Sociology, and other Electives.

The two college course options vary in format, additional fees, etc. Please see the summary table below, and the following table for AACC course options. Any qualified rising senior interested in taking a dual credit college course should note that on the AACS course selection form, and advise Mrs. Hartcorn via email.

### **Comparison of College Credit / Dual Credit Options with AACS**

<b>Feature</b>	<b>AACC - ECAP</b>	<b>Sevenstar Dual Credit</b>
<b>Approximate Cost (tuition plus fees; no books/course materials)</b>	\$275	\$750
<b>Location</b>	1 of 6 AACC locations	AACS
<b>Mode of delivery</b>	In-person	Online
<b>Billing</b>	AACC to student	AACS to student
<b>Biblical worldview</b>	None; module would be added	Built in
<b>Schedule</b>	Must work around AACC schedule (leave AACS campus beginning or end of day)	Part of AACS schedule (1 of 8 periods)
<b>Credit earned</b>	One 3 credit hour course also earns 0.5 high school credits	One 3 credit hour course also earns 0.5 high school credits

<b>AACC ECAP COURSES (all are 3 credit courses)</b>				
<b>SUBJECT AREA</b>	<b>COURSE #</b>	<b>COURSE TITLE</b>	<b>ADD'L FEE</b>	<b># weeks</b>
<b>World Languages</b>	FRE 111	Elementary French 1		15
	GER 111	Elementary German 1		15
	ITA 111	Elementary Italian 1		15
	RUS 111	Elementary Russian 1		15
<b>Humanities and Social Sciences</b>	ACH 104	Materials & Methods for Interior Design	\$40	15
	AMS 223	History of American Architecture		15
	SOC 111	Introduction to Sociology		13, 15
	SOC 122	Social Problems		15
<b>Science</b>	BIO 113	Introduction to Horticulture	\$25	15
	BIO 135	Principles of Nutrition		15
	PHS 109	General Oceanography		15
	PBH 101	Introduction to Public Health		15
	CTS 170	Digital Forensics		15
<b>Business</b>	BPA100	Accounting Basics		13
	BPA103	Introduction to		15
	ESI 103	Entrepreneurship		online 13

	BPA111	Business and its Environment		15
	BPA125	Marketing Principles		15
	BPA142	Principles of Management		15 13, 15 online
	ECO 116	Inside the Global Economy		15
<b>Computer Technologies</b>	CTP 120	Introduction to WWW Publishing	\$40	15
	CTS 105	Microcomputer Operating Systems	\$35	15 online 15
<b>Homeland Security</b>	HLS 111	Introduction to Homeland Security		13, 15 15 online
<b>Hotel / Restaurant Management</b>	HRM 111	Introduction to the Hospitality Industry		15 13 online
<b>Art</b>	ART 138	Metal Art Fabrication	\$65	15
	ART 154	3-D Computer Graphics	\$50	15
	ART 156	3-D Game Graphics	\$50	15
<b>Education</b>	EDU 111	Foundations of Education		15 13
<b>Paralegal Studies</b>	LGS 111	Introduction to Paralegal Studies	\$10	13, 15
	LGS 138 CJS 138	International Law and Human Rights		15
	PHL 141	Introduction to Logic		15

## SUMMER DUAL-CREDIT COLLEGE COURSES

The ECAP Program described in the section above *includes the option for summer courses at AACC campuses*. The majority of the courses listed on the table above will be available as summer courses.

Registration for AACC summer courses takes place in March. See the AACS Academic Dean in March to discuss; a separate summer dual credit college registration form is required.