

Program of Studies
5th Edition, 2016



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Elementary School Department

Course Descriptions

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Cornerstone Christian Academy
3850 Frankfort Road, Shelbyville Kentucky 40065
Phone: 502-633-4070 Fax: 502-633-4605
Headmaster: Mr. David Ladner

SCHOOL PROFILE

Cornerstone Christian Academy is a discipleship school providing Christian education for students from Pre-K through twelfth grade.

Cornerstone Christian Academy's mission is to create an environment where students receive an excellent education based on God's word, realize their unique purpose in God's plan, and respond productively to God's call.

ADMITTANCE OF STUDENTS

1. Attitude and Christian commitment of student and parents.
2. Record of student's academic performance.
3. Date of application for admission to CCA.
4. Church attendance.

NOTABLES

Several Governor Scholars
 National Merit finalists and semi-finalists
 A perfect score on the Explore test
 Elementary testing average of two years advanced
 Average class size of 16 students

EXTRACURRICULAR ACTIVITIES

CCA offers Praise Team, Yearbook, Beta Club, Fellowship of Christian Athletes, KEY Club, Student Council, and weekly chapel programs.

ACCREDITATION

CCA is currently dually accredited by the Association of Christian Schools International (ACSI) and AdvanceED.

TESTS OFFERED

Terra Nova 9
 EXPLORE
 PLAN
 PSAT

SCHOOL FACTS

Pre-K – 12 private, Christian school founded in 1984 by Living Waters Church. Opened a new campus on 31-acres in 2003. Non-denominational in doctrine. Traditional calendar based on two semesters with 7 fifty-minute classes.

ATHLETIC PROGRAMS

Students may participate in baseball, softball, basketball, cheerleading, golf, soccer, and volleyball.

NATIONAL CODE (ACT / SAT)

182-402

Cornerstone Bulldogs



DIPLOMA TRACTS

Students who successfully complete our College Preparatory and Advanced College Preparatory Diploma Tracts traditionally score higher on PSAT, ACT, and SAT tests and are better prepared for college than students graduating with a General Diploma. For best college entrance exam test scores and maximum scholarship consideration, we recommend that all students opt for at least the College Preparatory Diploma Tract as shown below.

NOTE: Student must be enrolled in a math course every year of high school.

Students must be enrolled in a Bible course every year of high school and earn a total of 3 credits.

Diploma Tract #1

- Please see additional note on the next page.

General Diploma		
Subject	Course(s)	Credits
English	English I, II, III, IV	4
Mathematics	Algebra I, Geometry, Algebra II	3
Sciences	Basic/Physical Science, Biology, 1 science elective	3
Social Studies	U.S. History and 2 from the following: Geography, World History, Civics	3
Bible	Biblical Finance, Bible Elective, Christian Living	3
Computer Science	Microsoft Office, Computer Elective (½ Credit)	1 ½
Speech	Speech, Formal Debate, or Math Life Skills	½
P.E	½ credit	½
Humanities	Art History, or appreciation of the Fine Arts (i.e. theory of music, dance, art)	1
Electives—Must take a number of electives to achieve a total of 23 or more credits		

Diploma Tract #2

- Recommended for all students

College Preparatory Diploma (25 credits – all required courses must be completed with a grade of C or above)		
Subject	Course(s)	Credits
English	English I, II, III, IV	4
Mathematics	Algebra I, Algebra II, Geometry	3
Sciences	Physical Science, Biology, Physics or Chemistry	3
Social Studies	Civics, World History, U.S. History, Geography	4
Bible	Bible, Bible Elective, Christian Living	3
Computer Science	Microsoft Office, Computer Elective (½ Credit)	1 ½
Speech	Speech, Formal Debate, or Math Life Skills	½
P.E	½ credit	½
Foreign Language (2 courses)	Two consecutive course in one language	2
Humanities	Art History, or appreciation of the Fine Arts (i.e. theory of music, dance, art)	1
Electives Must take a number of electives to achieve a total of 25 or more credits		

Diploma Tract #3

Advanced College Preparatory Diploma (25 credits – all required courses must be completed with a grade of C or above)		
English	English I, II, III, IV	4
Mathematics	Algebra I, Geometry, Algebra II, Pre-Calculus	4
Sciences	Physical Science, Biology, Chemistry, Physics	4
Social Studies	World History, U.S. History, Geography, Civics	4
Bible	Bible, Bible Elective, Christian Living	3
Computer Science	Microsoft office, Computer Elective (½ Credit)	1 ½
Speech	Speech or Formal Debate	½
P.E.		½
Foreign Language (2 Courses)	Two consecutive course in one language	2
Humanities	Art History, or appreciation of the Fine Arts (i.e. theory of music, dance, art)	1
Honors Course	Two Courses (4 Semesters Total)	
Electives	Must take a number of electives to achieve a total of 25 or more credits	

Additional Note:

Completion of two Foreign Language credits is required for entrance to most colleges.

GRADING SCALE

Each student may earn an unweighted and a weighted GPA.

Weighted grades are based on a 5.0 scale and are used for Honor courses, Advanced Placement courses, and the Advanced College Prep diploma tracts.

<i>4 Point</i>	
4.00	A
3.67	A-
3.33	B+
3.00	B
2.67	B-
2.33	C+
2.00	C
1.67	C-
1.33	D+
1.00	D
0.67	D-
0.00	F

<i>5 Point</i>	
5.00	A
4.67	A-
4.33	B+
4.00	B
3.67	B-
3.33	C+
3.00	C

GRADE	PERCENT
A	94-100
A-	93
B+	92
B	84-92
B-	83
C+	82
C	74-81
C-	73
D+	72
D	69-71
D-	68
F	Below 68

Testing

CCA offers the following tests:

Terra Nova 9 – Kindergarten through fifth grade.

An Achievement Test administered here at CCA every April.

There is no fee for this test.

ACT Aspire – Fifth through tenth Grade.

An Assessment Test administered here at CCA every April.

“Consists of a comprehensive set of activities including academic tests, an interest inventory, a study skills assessment, and a student information section.” (Excerpt from ACT Information For Life’s Transition pamphlet.)

There is no fee for this test.

PSAT – Eleventh Grade.

The Preliminary Scholastic Aptitude Test is administered here at CCA every October.

Students must register in September with the counselor.

This test is the qualifying test for The National Merit Scholarship and Governor’s Scholar and may also be used as a preparatory test for the SAT.

There is a \$15 fee.

ACT and SAT – Eleventh and Twelfth Grade.

Entrance exams used for admission into college.

It is recommended that one or both be taken the second semester of a student’s junior year.

These tests are vital to obtaining academic scholarships to colleges and universities.

The ACT and SAT are offered several times a year at various other academic institutions.

Students should see the counselor for times and locations.

Fees vary.

AP – Grade level varies: see course descriptions.

The *Advanced Placement*, AP, is a program designed by the *College Board* that allows high school students an opportunity to take college-level courses and tests, and to potentially earn college credit.

Course Descriptions

ENGLISH

9th through 11th grade English courses use A Beka texts and can be taken as an Honor's course. Each course consists of a full year of the following:

Grammar

Literature

Spelling, Vocabulary, and Poetry

Writing—Creative and structured writing, journals, and research papers.

English I

1 credit

Grade 9

50 minutes a day, 5 days a week.

Course objective:

To teach students to maximize their ability to communicate through the study of literature, grammar, spelling/vocabulary, writing, and the study of poetry.

Course Content:

- Fundamental building blocks to literature
- Weekly units of spelling and vocabulary words, usage, and definitions
- Various memorization, analysis, and writing of poetry pieces
- Elements of grammar
- Research paper, poetry journals, 3 book reports
- Novels: *Frankenstein*, *Pride and Prejudice*, *Great Expectations*

Additional novels required

English II

1 credit

Prerequisites: English I

Grade 10

50 minutes a day, 5 days a week.

Course objective:

To teach students to maximize their ability to communicate through the study of literature, grammar, spelling/vocabulary, writing, and speaking as well as to help them develop thinking skills and analyze the various aspects of poetry.

Course Content:

- Basic and advanced elements of literature. Analysis and appreciation through reading, discussing, and writing about literature.
- Weekly units of spelling and vocabulary words, usage, and definitions
- Various memorization, analysis, and writing of poetry pieces
- Grammar review and practice
- 3 book reports, research paper, and writing with an emphasis on creative writing
- Novels: *Pilgrim's Progress*, *This Present Darkness*, *Much Ado About Nothing*, *Sense and Sensibility*, *Romeo and Juliet*

Additional novels required

English III / AP English Language and Composition Option

1 credit

Prerequisites: English I and II

Grade 11

50 minutes a day, 5 days a week.

Course objective:

To reinforce concepts that will assist the students in their writing and everyday personal and professional communications and to increase the student's vocabulary and to expose the student to several novels and to a variety of poems and paintings.

Course Content:

- Grammar: Extensive study of the 8 parts of speech, diagramming, sentence unity, parallelism, agreements, summaries, and correct diction
- 4 to 5 book reports, term paper, and weekly writing journals
- Novels: *To Kill a Mockingbird*, *A Tale of Two Cities*, *The Jungle*, *Animal Farm*

Additional novels required

Advanced Placement Option

English IV / AP Literature

1 credit

Prerequisites: English I, II, and III

Grade 12

50 minutes a day, 5 days a week.

Course objective:

To involve students in reading and critical analysis of literature. Students will be required to give in-depth consideration to a work's structure, style, and themes, as well as use of figurative language, imagery, symbolism, and tone.

Course Content:

- English and American Literature classics
- READING- Study of representative works from various genres and periods from the sixteenth to the twenty-first century.
- WRITING- Critical analysis of literature that includes expository, analytical, and argumentative essays. Students will also produce creative writing pieces.
- Please visit

http://apcentral.collegeboard.com/apc/public/repository/ap08_english_coursedescrip.pdf
for a list of recommended authors.

Additional novels required

Advanced Placement Option

Science

Physical Science

1 credit

Grade 9

50 minutes a day, 5 days a week.

Course objective:

To introduce students to the complexity of the material world around them on a daily basis. Students will learn to appreciate the intricate purpose and design in God's creation and be able to use that knowledge to make wise, moral decisions about the use of advanced scientific applications and technologies. This course is a stepping-stone to Chemistry and Physics.

Course Content:

- The Philosophy of Science (Science and the Christian, Scientific Method)
- Description of Matter (Measurement, properties, classification)
- Atomic Theory and Structure (Models, periodic table, bonding)
- Chemical Applications Chemical reactions, solutions, acids, bases, salts)
- Physics in Action (Energy, momentum, mechanics, machines)
- Wave and Particle Motion (Heat, electricity, magnetism, sound, light)
- Chemical Lab work

Biology / AP Biology

1 credit

Grade 10

50 minutes a day, 5 days a week.

Course objective:

Students will explore the miraculous complexity and variety of living creatures in our world while noticing the common characteristics and differences between them. They will recognize the deliberate purpose and design by which God created and sustains living organisms.

Course Content:

- The Science of Life
- The Science of Organisms
- The Study of Human Life
- Dissection lab work—Flowers, worms, frogs
- Microscopy lab work

Advanced Placement Option

Chemistry / AP Chemistry

1 credit

Prerequisites: Physical Science

Grade 11 or 12

50 minutes a day, 5 days a week.

Course objective:

To teach reasoning skills as it pertains to chemistry and understanding of new chemistry functions in the world God created. Students will also learn the basic components of chemistry.

Course Content:

- Matter and atomic structure

- Math as the language of science
- Chemical bonds, compositions, reactions, and equilibrium
- Gases, solids, and liquids
- Water and solutions
- Thermodynamics and kinetics
- Acids, bases, and salts
- Oxidation and Reduction
- Organic Chemistry, Nuclear Chemistry, and Biochemistry
- Lab work

Advanced Placement Option

Physics / AP Physics

1 credit

Prerequisites: Physical Science

Grade 11 or 12

50 minutes a day, 5 days a week.

Course objective:

To encourage the students to seek to satisfy the God given curiosity about matter, energy, and the forces in the world, and even the universe.

To understand the role of physics that has enabled us to utilize the vast energy stored in creation through the study of electro-magnetism, thermodynamics, mechanics, light, sound, and nuclear physics.

To sharpen the reasoning skills of the student and to understand the scientific method as a tool and realize its limitations.

Course Content:

- Mechanics
 - Motion, velocity, acceleration
 - Forces, vectors, momentum
 - Motion in 2 dimensions
 - Universal gravitation
 - Work, energy, and simple machines
- States of Matter
 - Thermal energy
 - States of matter
 - Waves, light, sound, and energy transfer
 - Reflection and refraction
 - Mirrors, lenses, diffraction
 - Electricity and its components
 - Electric and magnetic fields,
- Modern Physics
 - Quantum Theory
 - The atom
 - Solid-state electrons
 - The Nucleus
 - Nuclear applications
- Lab work

Advanced Placement Option

Forensic Science

½ credit

Grade 11 or 12

50 minutes a day, 5 days a week.

Course objective:

To teach the students the techniques, skills, and limitations of the modern crime laboratory.

Course Content:

- Introduction to forensic science
- Understanding and processing a crime scene
- Types and significance of physical evidence
- Fingerprinting and DNA
- Hairs, fibers, and paint
- Microscope and forensic toxicology
- Drugs
- Firearms, tool marks, and other impressions
- Case readings, writings, and evaluations
- Lab work

Class Fee: \$50.00

Honors Option

Creation Science

½ credit

Grade 11 or 12

50 minutes a day, 5 days a week.

Course objective:

To enable the students to make an informed decision on both God's act of divine creation and the theory of evolution.

Course Content:

- Special Creation
- Darwin, Evolution, and other theories of origins
- Proof for creation
- God's Design
- Missing links
- The Genesis Flood and Noah's ark
- The Geologic Column and problems with dating
- Spontaneous generation and natural selection
- The disappearance of the dinosaur

Math

Algebra I

1 credit

Grade 9

50 minutes a day, 5 days a week.

Course objective:

Algebra I is the first of three of an integrated series of courses involving algebra and geometry. Manipulation of algebraic symbols is a major component of the course, as in solving basic algebraic and geometric word problems.

Course Content:

- Area and perimeter of plane and solid geometry figures
- Exponents
- Evaluating expressions, rational expressions, radical expressions, and equations
- Factoring expressions, solving equations and inequalities
- Elementary statistics and graphing
- Solving systems of equations
- Uniform motions problems and quadratic equations
- Using the scientific calculator

Honors Option

Algebra II

1 credit

Prerequisites: Algebra I

Grade 9, 10, or 11

50 minutes a day, 5 days a week.

Course objective:

To continue to develop problem solving skills, to advance abstract mathematical skills, and to reinforce fundamental math principles.

Course Content:

- Data and linear representations
- Linear equations and inequalities
- Quadratic, exponential, and logarithmic functions
- Polynomial, rational, and radical functions
- Conic sections and matrices
- Counting principles and probability
- Series, patterns, and statistics
- Trigonometry topics and functions
- Using the scientific calculator

Recommended equipment: TI-83 Graphing Calculator

Honors Options

Geometry

1 credit

Prerequisites: Algebra I

Grade 9, 10, or 11

50 minutes a day, 5 days a week.

Course objective:

To teach both the basic and advanced principles of geometry.

To continue to develop problem solving skills, to advance abstract mathematical skills and to reinforce fundamental math principles.

Course Content:

- Area and circles
- Basic geometric figures
 - Point, line, plane, segment, ray
- Congruency in triangles
 - SSS, SAS, ASA, AAS, HL
- Congruency in other figures
- Coordinate plane
- Right triangles and triangle ratios
- Polynomials and Parallelism
- Quadrilaterals
 - Rectangles, rhombus, square, triangle
- Similarity and T-Proofs
- Patterns and 2-point perspective drawings
- Using the scientific calculator

Recommended equipment: TI-83 Graphing Calculator

Honors Option

Pre-Calculus / Advanced Math

1 credit

Prerequisites: Algebra I, Algebra II, and Geometry

Grade 11 or 12

50 minutes a day, 5 days a week.

Course objective:

Pre-Calculus is the third in a series of three books that integrates the study of algebra, geometry, and trigonometry and in this course the introduction to analytic geometry. The problems in this course are much more complicated than in the first two books, but continue the general pattern of concepts begun in them. Greater emphasis is placed on functions, graphing, and the use of the graphing calculator.

Course Content:

- Surface area, volume of solids, circles, tangents, and secants
- Logic and complex rate and motion problems
- Right angle trigonometry and proofs of similarity and congruence
- Solving non-linear systems and absolute value
- Logarithmic, reciprocal, exponential, and trigonometric functions
- Complex numbers and the complex plane
- Probability, conic sections, matrices and determinants, and matrix algebra

- Arithmetic and geometric sequences and series
- Vectors and vector operations on the Cartesian and complex plane
- Using the graphing calculator

Recommended equipment: TI-83 Graphing Calculator

Honors Option

Advance Placement Calculus

1 credit (Honors)

Prerequisites: Algebra I, Algebra II, Geometry, and Pre-Calculus

Grade 11 or 12

50 minutes a day, 5 days a week.

Automatic AP

Course objective:

There is no subject that better reflects the glory of God than mathematics. God is the great architect and engineer of the universe. Calculus is an extension of His mathematical principles and laws. Calculus will prepare college bound students who are focusing on a career in engineering, computer science, physics, business, or the life sciences.

Course Content:

- Trigonometry
- Functions, the integral, and the derivatives
- Acceleration
- Area, slope, volume, and limits
- L'Hopital's Rule and Cramer's Rule
- Mean value theorem
- Euler's method
- Convergence and divergence
- Using the graphing calculator

Recommended equipment: TI-83 Graphing Calculator

Advanced Placement

Consumer Math / Business Math

1 credit

Grade 9 – 12

50 minutes a day, 5 days a week.

Course objective:

To prepare students to make informed decisions regarding an array of consumer issues. They will use calculators to make mathematical calculations necessary to evaluate how those decisions impact their personal lives.

Course Content:

- Buying a car
- Travel and income
- Budgeting and banking
- Housing, food, clothing, and leisure
- Taxes
- Using a calculator

History

World History / AP World History

1 credit

Grade 9 or 10

50 minutes a day, 5 days a week.

Course objective:

To teach a wide arrange of facts and ideas relating to world history beginning with creation and concluding with today's worldwide current events.

To teach the significance of past actions on present and future generations. The emphasis will be on patterns of conduct and the repercussions of said conduct in historical context and its relationship to God's plan for mankind.

Course Content:

- Creation and the Ancient World—Greek and Roman
- The Eastern World—Byzantine, Asia, and Africa
- The Medieval World
- The Renaissance
- The Reformation
- Exploration and discovery
- The Enlightened World
 - Pursuit of power
 - The Age of Reason
 - Attempts at liberty
- The European World
 - The Revolution
 - Industrial Revolution and European society
 - Expansion and Evangelism
- The Modern World
 - The Great War
 - Discontent and experimentation
 - World War II and II
 - The Cold War Era
 - Present conflicts and resolutions
- Map memorization and evaluation

Advanced Placement Option

U.S. History/ AP U.S. History

1 credit

Grade 9 or 10

50 minutes a day, 5 days a week.

Course objective:

To teach students the history of our nation from a Christian perspective, the error and consequences of our past, and our responsibilities for the present and future.

Course Content:

- Settling the New World
- Establishing the New World

- Growth, change, transportation, and communication in America
- Manifest Destiny
- The Civil War and Reconstruction
- Industrialism and Progressivism
- World War I and II
- The Crash and Depression
- Cold War, The Sixties
- Current events
- Map memorization and evaluation

Advanced Placement Option

Geography

1 credit

Grade 11

50 minutes a day, 5 days a week.

Course objective:

To learn about the earth and its countries, culture, and geographic features.

Course Content:

- The Earth's surface and climate
- Northern America
- Latin America
- Western Europe
- Central Eurasia
- Asia
- The Middle East
- Africa
- Oceania
- Map memorization and evaluation

Civics

Government / AP Government

Economics / AP Microeconomics

1 credit

Grade 12

50 minutes a day, 5 days a week.

Course objective:

To teach and encourage the students to use their voice in politics.

To encourage each student to vote in every election.

To gain an understanding of our government system and the structure thereof.

To teach the students the basic structure of our economy and their responsibility to it.

Course Content:

- Combination of Government and Economic Principles
- Structure of our government system
- The Constitution and its benefits
- The presidents of the United States and their individual impact on the country

- World and local economy
- National debt
- Principles and court cases that have helped mold our country

This course is a combination of two separate courses, United States Government and Microeconomics. Government is required for graduation. Advanced Placement options are for each of the individual semesters and students may take one or both AP courses.

Miscellaneous

Applied Finances / Dave Ramsey's Financial Peace

½ credit

Grade 10

50 minutes a day, 5 days a week

Course objective:

This course is combined with Bible 10 for a full year's credit.

To teach students how to manage their resources and invest in their future.

Course Content:

- Saving
- Investing and Retirement
- Debt
- Planning and Relating with Money
- Insurance
- Consumer Buying Habits and Bargains
- Real Estate
- Careers
- Credit Information

Art History / AP Art History

1 credit

Grade 11

50 minutes a day, 5 days a week.

Course objective:

To gain an appreciation of art through personal experience and history, and gain a deeper understanding of the criterion that makes something a work of art.

Course Content:

- How to evaluate works of art
- Subject matter, media, and design
- Principles, characteristics, art works, artists, and influence of each of the following art periods:
 - Non-Western Art
 - Ancient and Egyptian Art
 - Greek and Roman Art
 - Byzantine and Medieval Art
 - Romanesque and Gothic Art
 - Early, High, and Northern Renaissance Art

- Mannerism, Baroque, and Rococo Art
- Neoclassicism, Romanticism, and Realism
- Impressionism and Post Impressionism
- Modern and Post-Modern Art
- Slide memorization

Art Supplies needed

Advanced Placement Option

Bible 10

½ credit

Grade 10

50 minutes a day, 5 days a week

Course objective:

This course is combined with Applied Finances for a full year's credit.

To present the Bible as the story of God's acts and words.

To teach the Bible as the divinely inspired and infallible word of God.

To help students make an informed commitment to Christ as Savior.

To immerse students in the stories and other writings in the Bible so that they may grow in knowledge, wisdom, sensitivity, and creativity.

To cover the New Testament—Acts through Revelation

Course Content:

- Birth of the church—Peter, Philip, Pentecost, James
- Expanding church—Paul's 1st-3rd missionary journey, Galatians, I Thessalonians, I Corinthians, Romans
- Strengthening the church—Prison Epistles, Paul's journey to Rome
- Encouraging the Church—Hebrews, I John, Revelation

Christian Living

1 credit

Grade 12

50 minutes a day, 5 days a week

Course objective:

To provide a life and career development course designed to prepare students for various life experiences.

To assist them as they continue to develop a Christian worldview, enabling them to respond to the secular world as a light in everyday events.

Course Content:

- Student led daily prayer and devotion
- Topics vary as follows:

-Stewardship	-Budget planning	-Grief counseling
-Sex Education	-Premarital Counseling	-Community Service
-Health Care	-Anger Management	-Alcohol and drug awareness

Math and Life Skills

1 credit

Grade 12

50 minutes a day, 5 days a week

Course objective:

To gain an understanding of basic math skills, writing skills, and speaking skills that are needed for adulthood and be able to apply this knowledge in real-world situations.

(Meets the requirement for a senior math class if all mandatory math credits have been earned)

Course Content:

- Math for living: checkbook, taxes, insurance, deflation, income, budgeting
- Speech
- College and Career Planning
- College Writing 101

Microsoft Office

1 credit

Grade 9

50 minutes a day, 5 days a week

Course objective:

To gain an understanding of basic computer operating programs and be able to apply this knowledge in real-world situations, both personal and business.

Course Content:

- Word
- Excel
- Power Point
- Publisher

Honors Option

Music Theory

1 credit

Grade 11 or 12

50 minutes a day, 5 days a week

Course objective:

To equip students with the necessary tools to understand music, expand their ways of making music, and to deepen their appreciation of music.

Course Content:

- Notes and basic terms
- Scale and chord building
- Introduction to standard song forms
- Improvisation and ear training
- Melody and harmony

Honors Option

Psychology / AP Psychology

1 credit

Grade 11 or 12

50 minutes a day, 5 days a week

Course objective:

To explain the broad content of psychology with an emphasis on the doing of psychology, grounding all discussions in Bible, current and classic research.

May be taken as an honor's course.

Course Content:

- Overview of Psychology
- Christian Counseling
- Biology and Behavior
- Sensation and Perception
- Psychological disorders and treatments
- Art and Play Therapy
- Memory, Thought, and IQ
- Motivation and Emotion
- Personality, Consciousness, and Learning

Advanced Placement Option

Spanish I

1 credit

Grade 9

50 minutes a day, 5 days a week

Course objective:

To provide students with a basic knowledge of written and spoken Spanish.

To gain an understanding of the Spanish culture.

To be able to communicate using simple conversation in the present tense.

May be taken as an honor's course.

Course Content:

- Greetings, family and classroom vocabulary
- Time, numbers, colors, and commands
- Days, months, seasons
- Conjugation of regular, irregular, and stem changing verbs
- Adjectives, comparisons, this/that
- Articles, idiomatic expressions, and negatives
- Pronouns and possession

Honors Options

Spanish II

1 credit

Grade 10

50 minutes a day, 5 days a week

Course objective:

To continue building on the foundation laid in Spanish I and increase the student's knowledge of written and spoken Spanish language and culture.

Course Content:

- Spanish I comprehensive review
- Preterit Tense
- Imperfect tense
- Present subjunctive mood
- Informal commands
- Reflexive verbs
- Future tense
- Future conditional tense
- Present perfect tense
- Past perfect tense
- Vocabulary study
- Hispanic culture study
- Bible reading and memorization

Honors Option

Speech

½ credit

Grade 12

50 minutes a day, 5 days a week

Course objective:

To implement speech elements that will aid each student in their public communication and to hold the students accountable in daily activities for the lessons learned.

Course Content:

- The process of communication
- Fundamentals of communication
- Introduce and apply the seven forms of speaking
- Apply public communication

Independent Study courses

At times there will be clashes in a student's schedule, when this happens it may be necessary to study a course independently. This means that a student is responsible to work through a self-study book and will not be under a specific teacher for lectures. Students will be responsible to the guidance counselor or other designated staff members for all quizzes and tests.

Class Fee: \$80

Electives

Accounting

½ credit or 1 credit

Grade 9-12

40 minutes a day, 4 days a week

Course objective:

To engage the student in accounting concepts that can be used in the professional world.

To aid the student in mastering Peachtree accounting software.

Course Content:

- First five and final five steps in the accounting cycle
- Cash, short-term investments, and accounts receivable
- Notes payable, accounts payable, liabilities, and all forms of assets
- Long-Term liabilities and Equity: Contributed Capital, earnings and distributions
- The work sheet, adjustments, and financial statements
- Cash flow, analyzing and interpreting financial statements
- Partnerships: Formation, dissolution, liquidation, and division of profits and losses
- Not-for-Profit Organizations: Budgeting, control and financial reporting
- Departmental, branch, and manufacturing accounting systems
- Internal control and the voucher system
- Product costing: Job order and process cost accounting systems
- Using cost data for pricing decisions and managerial cost control
- Cost-Volume-Profit Relationships
- Peachtree software

Class Fee: \$5

Anatomy

½ credit

Grade 9-12

40 minutes a day, 4 days a week

Course objective:

To familiarize the student with the intricate workings of the anatomy and physiology of the human body.

To prepare those students who are interested in pursuing a career in nursing, therapy, health education, or medicine.

Course Content:

- Organization of the body
- Support and movement
- Integration and control
- Regulation and maintenance
- Reproduction and development

Class Fee: \$40

Art I

½ credit

Grade 9-12

40 minutes a day, 4 days a week

Course objective:

To introduce the student to the principles and elements of art while creating their own works of art.

Course Content:

- Color and color theory
- Value, line, shape, form, texture, and space
- Balance, contrast, proportion, pattern, rhythm, emphasis, unity, and variety
- Basic drawing techniques, 2 dimensional drawings
- Studio work with various elementary mediums

Class Fee: \$15

Additional supplies needed

Art II

½ credit

Grade 9-12

40 minutes a day, 4 days a week

To introduce the student to a wide variety of art mediums and to further develop the use of 2 and 3 dimensional drawing.

Course Content:

- Basics of drawing and painting
- Pastel—chalk and watercolor
- Painting mediums—tempura, oil, and acrylic
- Sculpture with Crea-Stone
- Clay modeling
- Drawing techniques—2 and 3 dimensional drawings
- Studio work

Class Fee: \$15

Additional supplies needed

Bible

½ credit

Grade 9-12

40 minutes a day, 4 days a week

Course objective:

The bible electives vary from semester to semester. Please contact the guidance counselor for more information.

Creative Ministries (Interpretive Movement and Dance)

½ credit

Grade 9-12

40 minutes a day, 4 days a week

Course objective:

To teach the student the mechanics and delivery of interpretive movement.

To memorize the sign language alphabet and conversational words and sentences.

Course Content:

- Brief study of sign language
- Sign alphabet and basic conversational words
- Expression and movement
- Dowel rods and prop making
- Body language, facial expressions, and hand positions
- Basic dance skills
- Choosing appropriate music

Additional costumes may be needed

Drama

½ credit

Grade 9-12

40 minutes a day, 4 days a week

Course objective:

To understand the workings of a play through writing, designing, and constructing.

Course Content:

- Brief history of the theatre
- Performance and movement
- Scene and set development
- Writing scripts
- Making props and backdrops
- Vocal control and quality
- Acting basics
- Character acting and analysis

Class Fee: \$5

Additional supplies may be needed

Fashion Design

½ credit

Grade 9-12

40 minutes a day, 4 days a week

Course objective:

To gain a working knowledge of the elements of design and sewing mechanics.

Course Content:

- Cover current and historic designers and ground-breaking designs
- Foundations of sewing
- Construction of clothing, accessories, and household items
- Produce and coordinate a fashion show

Class Fee: \$5

Sewing machine required and additional supplies needed.

Microsoft Publisher

½ credit

Grade 9-12

40 minutes a day, 4 days a week

Course objective:

To introduce students to the basic concepts and skills of Microsoft Publisher 2002 that will enable them to produce effective written communications.

Course Content:

- Publisher basics—Key terms, creating, saving, printing, etc.
- Working with texts and graphics
- Working with longer publications—Newsletters, publications, and graphics
- Blank publications—Planning, designing, and WordArt
- Creating a Website
- Creating business forms, cards, and letterheads

Class Fee: \$10

Outdoor Living

½ credit

Grade 9-12

40 minutes a day, 4 days a week

Course objective:

To explore the benefits of the outside world around us through sports and nature.

Course Content:

- Hunter's Safety license
- Use and care of a gun, bow, and fishing rod
- Identification of area flora and fauna
- Nature hiking
- Outdoor writer
- Golf and badminton
- Camping skills—fire building and fire safety
- Outdoor survival techniques
- Cooking outdoors
- Weather safety
- Boating
- Knife and ax use and safety

Additional supplies or costs may be required

P.E. – Techniques of Physical Exercise

½ credit

Grade 9-12

40 minutes a day, 4 days a week

Course objective:

To teach the student how to tone and strengthen various muscles in the body.

Course Content:

- Location of major muscle groups and how they work

- Planes of motion
- Proper form during weight training
- Exposure to different forms of exercise, including, but not limited to, core strength, weight lifting, cardio, and stretching
- Learning to build a well-rounded fitness program
- The ability to modify exercise for sport, specific training, or disabilities

Piano Keyboarding

½ credit

Grade 9-12

40 minutes a day, 4 days a week

Course objective:

To learn to play chords and gain an understanding of basic harmony while developing note-reading skills.

Course Content:

- Introduction to playing—distance, height, position, etc.
- Orientation to the staff
- Reading reinforcement and 3rds on the staff
- Bass C Pentascale, 8th notes, treble space notes, treble space pentascale
- G pentascales in 3 locations
- Sharps, flats, and intervals: 4th, 5th, 6th
- C Major scale, G7 chord, G Major scale
- Primary chords in G Major and C Major

Class Fee: \$25

Praise Team / Instrumental Band

½ credit

Grade 9-12

40 minutes a day, 4 days a week

Course objective:

This course is unique to the student's talents and abilities. A student may choose to play an instrument, sing, direct, or work the sound equipment.

Course Content:

- Basic music skills
- Music development and reading skills
- Stage performance
- Vocal control and quality
- Weekly performance in CCA's praise team during chapel service

AP® -- Advanced Placement

The *Advanced Placement*, AP, is a program designed by the *College Board* that allows high school students an opportunity to take college-level courses and tests and potentially to earn college credit.

Most colleges and universities have an AP policy granting incoming students credit for qualifying AP exam grades. Students seeking credit through their AP exam scores should obtain a college's AP policy in writing, as each college determines their own policy for awarding credit. Please see the following websites for more information:

www.collegeboard.com/ap/creditpolicy

www.collegeboard.com/apstudents

An AP exam grade is a weighted combination of the student's score on the multiple-choice section and on the free-response (essay) section. AP scores are graded on a one to five scale:

5 = Extremely well qualified

4 = Well Qualified

3 = Qualified

2 = Possibly qualified

1 = No recommendation

A student who is interested in enrolling in an AP class should sign up at the beginning of the year with the appropriate teacher. A student may sign-up during the first two weeks of school. AP exams are standardized and are issued at CCA during the month of May. The cost as of 2014 is \$89 per AP exam and is non-refundable.

CCA weighs AP courses on a 5.0 scale. For a student to earn a weighted AP grade they must complete the course with a minimum grade of a C. Please refer to the previous pages as to which classes are offered with the AP option.

Honors

CCA weighs Honor's courses on a 5.0 scale. For a student to earn a weighted Honor's grade they must complete the course with a minimum grade of a C. Please refer to the previous pages as to which classes are offered with the Honor's option

A student may begin working on their Honor's projects the summer prior to the year they are scheduled to take the course. Students must sign up and gain permission for a summer honors project prior to beginning the project. Students may sign-up within the first two weeks of school or at the end of the previous year during scheduling time.

It is recommended to all students, whether they are on an advanced diploma tract or not, that they take one or more Honor's courses throughout their high school career. Even though only two Honor's courses are required for the Advanced College Preparatory Diploma tract, we recommend successful completion of at least two Honor's courses per year to be competitive for scholarships.

Once the school year begins, the teacher may adjust the requirements as needed.

Honors Course Requirements

Algebra I

Each chapter has a portfolio assignment consisting of several problems to write about and solve. Follow these guidelines when doing each portfolio piece.

1. Restate the problem in your own words. Be sure to carefully and completely identify what is to be found.
2. Write out a plan for solving the problem. Tell exactly what you will do to solve the problem.
3. Write out and solve any necessary equations.
4. Include any charts, diagrams or graphs needed for your solution or to clarify your work.

Each chapter will also have a chapter project at the end consisting of a real world situation and a related activity. Do the chapter project following the portfolio guidelines above.

Algebra II

Each chapter has a portfolio assignment consisting of several problems to write about and solve. Follow these guidelines when doing each portfolio piece.

1. Restate the problem in your own words. Be sure to carefully and completely identify what is to be found.
2. Write out a plan for solving the problem. Tell exactly what you will do to solve the problem.
3. Write out and solve any necessary equations.
4. Include any charts, diagrams or graphs needed for your solution or to clarify your work.

Each chapter will also have a chapter project at the end consisting of a real world situation and a related activity. Do the chapter project following the portfolio guidelines above.

Biology- Offered by permission only.

Structure and Grammar Requirements for All Written Portions

- Structure
 - All parts must be written in complete sentences, with the only exception being information in the form of charts, tables, or other figures.
 - A clear organization must be present, and ideas should flow smoothly. Do not leap from one topic to the next, especially within a single paragraph, with no transition.
 - All papers are to be typed in 10 or 11 point Arial or Times New Roman font in black ink.
 - All papers are to be double-spaced, with writing on one side only.
 - Do not justify: Print should be aligned at the left only.
 - Papers should be written in an intelligent manner and be easy to understand by the average person who might have no background knowledge of your content.
 - Be sure to site all sources for research. Give credit where credit is due, especially when you use a direct quote.
- Grammar
 - Perfect grammar and no typographical errors will be expected. Your work is a reflection of you and your abilities. Do not expect spell check to catch everything.

For all work, you will not be allowed to continue to the next step until all previous portions have been approved, all questions answered, comments taken into account, and mistakes corrected.

Option 1

Option 1 involves designing and conducting an experiment based on the scientific method.

Step 1: The Idea

- Come up with a question or questions to be answered. The subject must be in the field of biological sciences.
- Must be an Honor's quality idea.
- Formulate a hypothesis.
- Write down a preliminary outline of what you think you might do to test your hypothesis.
- Determine what areas/topics that you should research concerning this topic.
- There is no set length to this step as long as all portions are answered completely.

Step 2: The Research and Plan

- Please take into account all comments and concerns posed by the teacher concerning Step 1 before you begin Step 2.
- Research, using at least eight different and reliable sources, your area of interest. Anyone can put anything in the Web, so make sure your information comes from a reputable source, such as a nationally known organization or a university and not from an average Joe. Each site will count as a separate source; however, only half of your sources can come from the Internet. You are trying to build a base of knowledge upon which you

will base your final hypothesis and your entire experimental set-up. You want to know what you are doing and why. You should be able to support your hypothesis with facts and lend credence to all steps of your experiment. Have other people tried similar things? If so, what was their result? What type of outcomes might you expect? Why? What things do you need to be sure to take into consideration when you conduct your experiment?

- Write a 5-8 page paper in which you will summarize your research and tell how it applies to the experiment that you will conduct. You must include a bibliography of all sources that you used. If you have used a direct quote, include it in quotation marks and cite the source within that sentence (as opposed to listing it solely in the bibliography, as you would when you paraphrase things). Plagiarism will mean you cannot get honors credit for this course.
- You must also include your hypothesis, which can be the same as in Step 1 or different, based on the results of your research. You are also to include a step-by-step procedure of how you will conduct your experiment/research, including who or what will serve as your control and variables and what materials you will need. This should be so detailed that anyone reading the paper could conduct the experiment exactly as you would.

Step 3: Conduct Your Experiment

- As you conduct your experiment/research, you will need to keep good records of what you have done and what data you have recorded.
- Remember, in order to verify your results, an experiment needs to be repeated numerous times. Please see me for a minimum number of times I will expect you to repeat yours. (This will vary from one person to the next, based on the experiment itself).

Step 4: Final Paper

- You are to write a 5-8 page paper, which should include the following portions:
 - An introduction to your topic, and why you chose to answer the question(s) that you did.
 - A brief summary of your research and how it pertains to your research project.
 - A detailed explanation of everything you did. By reading this, I should be able to repeat your experiment in its entirety. Do not assume that I know something. Be sure to state if you changed anything from your original idea.
 - Your results. Use graphs and tables as appropriate. Be sure that they are not confusing and that they could stand alone.
 - What your results mean. What conclusions did you draw? What predictions can you make based on your results?
 - Your thoughts on the entire project. What did you learn? If something went wrong, what was it and why did it happen? If you were to conduct the experiment again, what would you change? Did this project prompt you to ask any other questions? If so, what were they?
 - A conclusion
 - A bibliography

Step 5: The Presentation

Summarize your entire project on a tri-fold display board. Be sure to include the following pieces:

- Project title
- Hypothesis

- Necessary background information
- Steps of your experiment
- Your results
- A conclusion
- Predictions and/or applications for your findings
- Pictures

Your display needs to be eye catching and not overly wordy. Don't just tape your final paper to the board. Be prepared to present your project to knowledgeable individuals, who may include other teachers, biologists for the state, or other professionals, as appropriate. These individuals will question your knowledge, so be ready to impress them.

Option 2

Step 1

Choose an area of biological/environmental concern that affects your community (for instance a lack of knowledge, damage to the environment, a health risk, etc.). Research the project thoroughly, including the following:

- Background information
- How it affects your community
- Has anything been done here?
- If so, what and where were the results?
- Does anything further need to be done? Why or why not?
- If not, why not?
- Why should we care about this?
- What are future implications if something is not done?

Based on the above, come up with a plan to combat this in your community. This must be realistic and in-depth and involve more than just yourself. Tell me exactly what you will do and give me reasons for each thing you do. Defend your position.

All of the above information needs to be contained in a 5-7 page paper. Turn in this portion before proceeding to Step 2.

Step 2

Put this plan into action. Document all steps of the way. You must keep a written journal and take photographs. The following documentation is encouraged if they apply to your project: interviews with participants, video footage, articles written in the newspaper, etc. You will need to turn in all documentation on a regular basis.

Step 3

Reflect on what you have done. This step will vary based on the set-up of the plan. You will be provided with exact requirements following Steps 1 and 2.

Step 4

Highlight the entire project on a tri-fold display board. Specifics will vary depending on your project and will be given to you after you have submitted Steps 1 and 2. Be prepared to answer questions concerning your project.

Chemistry- Offered by permission only.

For this Honor's project, you will put together an extensive presentation on the fundamentals of nuclear chemistry that must include, but not be limited to, the topics below. This presentation can include models and other types of visuals. Power Point presentations are very acceptable, but not necessarily required. Graphics are, however, required and you will be graded by the overall thoroughness of the information that you are presenting. This project will be presented to the high school science classes and family members. It should have both educational and entertainment value. Before putting together your presentation, you should research and have a good understanding of the following list of items. This understanding will be critical to your success and a part of your overall grade regardless of what specific topic you choose.

- What effects nuclear stability?
- What is radiation and what are the different types?
- What is half-life? Why is it such a critical measurement?
- What is fission?
- In detail, how does fusion differ from fission?
- Daughter nucleids
- Sub critical mass, critical mass, and super critical mass.
- Reactor core
- Control rods
- Breeder Reactor

Beyond thoroughly understanding the above issue, you should explore in depth any particular area of nuclear chemistry in which you are interested. An understanding of the above is just the first step towards an in-depth presentation on a particular nuclear topic. You, for example, might want to do a study of the Manhattan Project and focus in on the accomplishments of J. Robert Oppenheimer.

He was a man absorbed in the study of theoretical physics and did not seem really interested in any "real world" issues. During the Manhattan Project, however, he managed over three thousand people and tackled the theoretical and mechanical problems that resulted in the atomic bomb and the end of World War II. Your project could investigate in detail what these theoretical and mechanical problems were and how they were overcome.

The above is just an example. You could choose many more issues such as an in depth presentation on all of the working of a nuclear power plant, or an explanation of all the events of the Chernobyl nuclear disaster. As was stated earlier, regardless of what you choose, it should go beyond just looking up material and presenting it. Your research paper should be a minimum of 15 pages, typed, and double-spaced with 12-point font. Your project should demonstrate that you have a thorough understanding of the chemistry of the nucleus and that you are able to convey this to others in an informative and entertaining manner. You should think of yourself as an expert who is going to present a paper on the subject at Cornerstone Christian Academy. You should have the ability to answer questions from your audience and leave them knowledgeable of the subject. The presentation portion should last approximately 25-30 minutes.

Civics- Offered by permission only.**Government**

1. Research three United States Presidents.
2. Write a three-page report on each president summarizing their life, accomplishments, and how their presidency changed the United States.
3. Determine your local and state government setup. List who hold the various offices of government that represent you.
4. You must define all terms at the end of the chapters covered.

Economics

6. Create your own product and design a business plan around that product.
7. Honors must be presented in a three-ring binder labeled Honors.
8. Honors projects are due before Spring Break.

English I

1. Read two extra books- 300 pages, must be from the approved reading list. Other books may be approved via teacher discretion.
2. Write a two-page report summarizing the book.
3. Write a one-page character sketch of a main character.
4. Write a one-page author sketch.
5. Keep a poem journal- 20 original poems, 4 stanzas minimum.
6. Ten extra grammar worksheets on which you must average an 80%.
7. Honor's projects must be presented in a three-ring binder labeled HONORS and have divider sheets for each assignment.
8. Completed binders are due before Spring Break.

English II

1. Read two extra books- 300 pages, must be from the approved reading list. Other books may be approved via teacher discretion.
2. Write a two-page report summarizing the book.
3. Write a one-page character sketch of a main character.
4. Write a one-page author sketch
5. Keep a poem journal- 20 original poems, 4 stanzas minimum.
6. Twelve extra grammar worksheets on which you must average an 80%.
7. Honor's projects must be presented in a three-ring binder labeled HONORS and have divider sheets for each assignment.
8. Completed binders are due before Spring Break.

Approved Reading List

<i>20,000 Leagues Under the Sea</i> Jules Verne	<i>A Connecticut Yankee in King Arthur's Court</i> Mark Twain	
<i>A Girl of Limberlost</i> Gene Stratton-Porter	<i>A Raisin in the Sun</i> Lorraine Hansberry	<i>A Tale of Two Cities</i> Charles Dickens
<i>Adventures of Sherlock Holmes</i>	<i>All Quiet on the Western Front</i>	<i>Animal Farm</i>

Sir Arthur Conan Doyle	Erich Maria Remarque	George Orwell
<i>Antigone</i> Sophocles	<i>Born Again</i> Charles Colson	<i>Christy</i> Catherine Marshall
<i>Cry the Beloved Country</i> Alan Paton	<i>Cyrano De Bergerac</i> Edmund Rostand	<i>Don Quixote De La Mancha</i> Miguel de Cervantes
<i>Fellowship of the Rings</i> J.R.R. Tolkien	<i>Frankenstein</i> Mary Shelley	<i>Gone with the Wind</i> Margaret Mitchell
<i>Great Expectations</i> Charles Dickens	<i>Ivanhoe</i> Sir Walter Scott	<i>Julius Ceasar</i> William Shakespeare
<i>Lord Jim</i> Joseph Conrad	<i>Lord of the Flies</i> William Golding	<i>Mutiny on the Bounty</i> J. Hall and C. Nordoff
<i>Of Mice and Men</i> John Steinbeck	<i>Oliver Twist</i> Charles Dickens	<i>Out of the Silent Planet</i> C.S. Lewis
<i>Pilgrim's Progress</i> John Bunyan	<i>Peace Child</i> Don Richardson	<i>Pride and Prejudice</i> Jane Austin
<i>Rebecca</i> Daphne du Maurier	<i>Romeo and Juliet</i> William Shakespeare	<i>Silas Marner</i> George Eliot
<i>That Hideous Strength</i> C.S. Lewis	<i>The Adventures of Huckleberry Finn</i> Mark Twain	<i>The Bridge of San Luis Rey</i> Thorton Wilder
<i>The Chosen</i> Chaim Potok	<i>The Cross and the Switchblade</i> David Wilkerson	<i>The Deerslayer</i> James F. Cooper
<i>The Diary of a Young Girl</i> Anne Frank	<i>The Good Earth</i> Pearl S. Buck	<i>The Great Gatsby</i> F. Scott Fitzgerald
<i>The Hiding Place</i> Corrie ten Boom	<i>The Hound of the Baskervilles</i> Sir Arthur Conan Doyle	<i>The House of Seven Gables</i> Nathaniel Hawthorne
<i>The Illuminati</i> Larry Burkett	<i>The Invisible Man</i> H.G. Wells	<i>The Light in the Forest</i> Conrad Richter
<i>The Lost Horizon</i> James Hilton	<i>The Martian Chronicles</i> Ray Bradbury	<i>The Old Man and the Sea</i> Ernest Hemingway
<i>The Once and Future King</i> T.H. White	<i>The Red Badge of Courage</i> Stephen Crane	<i>The Robe</i> Lloyd C. Douglas
<i>The Scarlet Pimpernell</i> Baroness Emmuska Orczy	<i>The Silver Chalice</i> Thomas B. Costain	<i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> Robert Louis Stevenson
<i>The Three Musketeers</i> Alexandre Dumas	<i>This Present Darkness</i> Frank E. Peretti	<i>Through Gates of Splendor</i> Elisabeth Elliot
<i>To Kill a Mockingbird</i> Harper Lee	<i>Uncle Tom's Cabin</i> Harriet Beecher Stowe	<i>War and Peace</i> Leo Tolstoy
<i>Wuthering Heights</i> Emily Bronte	<i>Zion Chronicles Series</i> Bodie Theone	

Forensic Science

Recreate a crime scene from start to finish. This project must include a miniature crime scene, pictures, sketches, appropriate paperwork and forms.

Please see the teacher for copies of the necessary forms.

Geography- Offered by permission only.

1. Research three countries, must be approved. Focus on geographical features.
2. Write a two-page paper on how geography determines the culture and lifestyle of a country.
3. Label key features on specified sections of maps provided by the teacher upon request.
4. Create a presentation that encompasses general and specific land features.
5. Create a map of your own home and neighborhood using proper map techniques.
6. Divide the United States into geographical regions. Write a one-page paper about the important geographical features of each area.
7. Define all terms at the end of chapters covered.
8. Honors must be presented in a three-ring binder labeled Honors.
9. Honors projects are due before Spring Break.

Geometry

Option 1

Step 1

- Choose any individual or team sport.
- Research the applications of geometry to this sport. Try to include all possible applications—minimum of five examples (If there are obvious applications you have not included, you will be required to research and add these).
- Write a 3-5 page paper explaining:
 - Why you chose the individual or sport.
 - What you hoped to learn through your research.
 - Your research findings.
 - What one aspect you have chosen to complete the rest of this assignment and why did you choose this aspect.
- Be sure to be very specific on all of the above.

Submit Step 1 for approval before continuing.

Step 2

Using your chosen geometric aspect, follow the scientific method and:

- Research the area more intently
- Come up with a problem to answer (Try to make this problem applicable to you. For instance, think how doing this project could help you improve your skills or game).
- Develop a hypothesis
- Design an experiment to test this hypothesis

When you get to this point, make sure the teacher approves all the above steps before continuing.

Step 3

Continue following the scientific method:

- Conduct the experiment, recording all data
- Analyze data
- Come to a conclusion
- Repeat at least twice more
- Compare findings
- Come to a conclusion

You will also be required to submit progress reports at certain times. These will depend upon the nature of your project; you will get specifics following the completion of Step 2.

Step 4

Write a 5-7 page paper detailing all applicable research (what you found out since the first paper) and all steps of the project. Focus primarily on your conclusions, the geometric aspects of it, and what you will do with the knowledge you have gained.

Step 5

Summarize your entire project on a tri-fold display board. Be sure to include the following pieces:

- Project title
- Hypothesis
- Necessary background information
- Steps of your experiment
- Your results
- A conclusion
- Predictions and/or applications for your findings
- Pictures

Your display needs to be eye catching and not overly wordy. Do not just tape your final paper to the board. Be prepared to present your project to knowledgeable individuals who will be ready to ask questions and test you on your work. Be ready to impress them.

Option 2

Step 1

Geometry is a major part of architecture and of art. Choose any style of architecture and conduct research concerning the geometric applications within it. Write a 4-5 page paper on your findings, including illustrations as appropriate.

Submit Step 1

Step 2

Using your chosen format, you are to design floor plans for a house to be built in this design. The house must be a minimum of 1500 square feet. Also, sketch what the front, back, sides, and top of the house will look like.

Step 3

Using substantial materials of your choice, make a scale model of your house (inside and out). The top needs to lift off to reveal the inside. The finished model should be no bigger than three feet by three feet.

Step 4

Choose one aspect of geometry to change in this house. For instance, you could decide to have no right angles, to adjust all angle measures by 5 degrees, or have no skew lines. Redo the floor plans making the chosen changes. If you find it to be impossible to enact all these changes, show your attempt until that point and then explain why it is impossible.

Step 5

Construct a second house in the same format and to the same scale as before but with the changes in place. If impossible, show the attempt until the point of impossibility and then include a written statement of why it cannot be constructed.

Step 6

Write a 3-4 page paper comparing the two houses and reflecting upon the role of geometry in each and the difference the changes made.

Submit steps 2-6

All work must be high quality.

Microsoft Office

This project is divided into three parts:

1. WORD

Project I and Project II located in the Microsoft Office project book must be fully completed.

2. EXCEL

Create a faux corporation and spreadsheet weekly, monthly, and yearly for the corporation.

3. POWER POINT

A minimum of ten Power Point slides on any subject.

Music Theory

1. (THEORY) Create a game using terms and symbols covered in theory class. It may be patterned after a classic game or based on an original concept. Must include a list of rules and all necessary pieces.
2. (THEORY) Choose a piece of classical music. Identify and label all the symbols and terms used throughout. Make a listening map.
3. (HISTORY) Write three biographies on composers studied in class. Each report must be two typed pages in length, double-spaced, and must list three references. References must include internet, book, and encyclopedia. Give a personal background, list and describe musical works for each composer. Give a 3-5 minute class presentation on one of the biographies.
4. Projects must be presented in a three-ring binder labeled HONORS and have dividers specifying "Theory" and "History".

Physics- Offered by permission only.

Roller coasters are one of the biggest attractions in the amusement industry today. An amusement park's success or failure depends on how many good roller coasters it has. There is a certain thrill to riding one of these machines and having your body subjected to all of the types of forces that are studied in physics. Each year, the limits are pushed further in an effort to create the "ultimate coaster." What are the forces that act on the human body during a typical ride on a roller coaster and for safety reasons, what is the extreme to which the human body can be subjected. The purpose of this project is to thoroughly investigate the forces that we endure when riding the most frightening "thrill machines" today.

Each year, theme parks around the world introduce new roller coasters in an effort to gain the distinction of having the best. Having a thrilling roller coaster in your lineup brings in

significant revenue and has become almost a “make or break” proposition for a theme park. Most parks cannot survive in the long term if they do not introduce a new coaster every several years.

One of the theme parks that is always at, or near the top in popularity is Cedar Point in Sandusky, Ohio. Cedar Point gained this distinction by naming itself the “roller coaster capital of the world.” They now have sixteen roller coasters that subject the rider to all types and combinations of forces that are studied in physics. Some of these are considered relatively tame while others push the limits of maximum thrill.

What is it that makes one roller coaster different from the other. The key is in the laws of motion. For this project, you will evaluate the roller coasters at Cedar Point using the principles of physics and the scientific method. After data gathering, you will formulate a mathematical equation that will relate mathematically to the subjective opinion of roller coaster enthusiasts. In other words, your mathematical formula for “excitement” should statistically correlate with the subjective opinion of riders as obtained from published surveys.

Finally, you will use this information along with published medical safety information to design the ultimate thrill machine. Your machine will push the very limits that the human body can endure without a risk to safety. At this point, you will modify your mathematical equation to include physiological risks and generate a maximum mathematical value for a future roller coaster.

This project will conclude with a research paper which will be presented to fellow students, faculty, and interested parents. The research paper should be a minimum of 15 pages, double-spaced, and 12 point font. It should contain a bibliography and any required footnotes. The presentation should be informative and entertaining. It should include background material as to what you think makes one coaster better than another with a lead up to your project results. The results of your work should be presented in clear/concise form and supported by statistics. You will predict, based upon your calculations, which coasters should be the best and calculate a correlation coefficient to prove whether or not this is true. Your ultimate thrill machine can either be a three-dimensional model or a graphical representation. You will be given access to many computer databases and other information on the internet that deal with roller coaster design. Your final grade will depend on the thoroughness of your research, the inclusions of all possible parameters into your equation, and the manner in which your data is presented. This should be viewed as the presentation of a research paper. You should be able to answer questions from the audience that deal with the physics of roller coaster design.

Physical Science

“The Quantum Model of the Atom”

1. Research project on modern quantum theory.

Minimum of 10 pages, typed, double-spaced with a 12-point font.

Footnotes containing bibliography.

The project should begin by studying the early developments in atomic structure and putting together a synopsis of the earlier models of the atom. Your research should include, but not limited to, the following:

*The dual wave-particle definition of light.

*The Heisenberg Uncertainty Principle and its role in quantum theory.

*Ground and excited states of the atom.

*Louis DeBroglie’s contributions and why they were significant.

*Erwin Schrodinger’s work and his equation that treats electrons as waves moving around the nucleus.

*A discussion of quantum numbers and what they mean.

*Electron configuration as it relates to the quantum numbers and how this affects chemical properties.

2. Presentation that requires visual aids to support your findings.
Should be informative, entertaining, and visually appealing to the audience.
Approximately 30- 45 minutes in length.

Pre-Calculus

At the end of each chapter in the text is a section called “*Can Do Calculus*”. These problems are an extension of the material covered in the chapter and are more like calculus problems. You will be required to complete all of the problems in that section to 80% accuracy. If you make errors, your paper will be returned for correction to the 80% level. All problems will need to be placed in a binder labeled Honors.

Spanish I

1. Students will be required to research two different Spanish-speaking cultures.
2. Students will be required to write a four-page paper on each culture.
3. Students must type their work and place it neatly in a binder.
4. Students will be responsible to create a three-fold board explaining their project in an oral exposition the week after Spring Break.
5. Students will have to complete 10 grammar worksheets provided by the teacher. The students will need to average 80% on the grammar worksheets.

Spanish II

1. Students will be required to research two dignitaries from Spanish-speaking countries explaining about their life and how they helped or hindered their citizens.
2. Each paper must be 4 pages in length.
3. Students must type their work and place it neatly in a binder.
4. Students will be responsible to create a three-fold board explaining their project in an oral exposition the week after Spring Break.
4. Students will be required to complete 10 grammar worksheets provided by the teacher. The students will need to average 75% on the worksheets.

U.S. History- Offered by permission only.

1. Research two United States Presidents.
Write a three-page report on each president summarizing their life, accomplishments, and interesting facts about them.
2. Choose an important war from American history to research.
Write a three-page summary of the war. One page must summarize the war, and two pages should cover how the war changed life in America.
3. Define all chapter terms.
4. Honor’s projects must be presented in a three-ring binder labeled HONORS.
5. Projects are due before Spring break.

World History- Offered by permission only.

1. Research three cultures or time periods from class, must be approved.
2. Write a three-page paper on each.
3. Choose a person from world history, must be approved (non-American) and write a two-page paper on each.

4. Choose an important event from world history, must be approved. Write a two-page paper on the event and how this event made an impact on the world we know today.
5. Define all terms at the end of the chapters covered.
6. Honor's must be presented in a three-ring binder labeled Honors.
7. Honor's projects are due before Spring Break.

Diploma Planning Guides

Please refer to the Parent/Student Handbook for Diploma requirements

GENERAL TRACT

9 th Grade	10 th Grade	11 th Grade	12 th Grade
English I	English II	English III	English IV
Algebra I	Geometry	Consumer Math	Life Skills Christian Living
Physical Science	Biology	Science Credit: Forensics, Creation Science, Anatomy, etc.	
U.S. History	World History	History Credit: Geography recommended	Civics Recommended
Microsoft Office	Biblical Finance	Humanities: Art History or Music Theory	Speech
Bible Elective: 1 Semester		Bible Elective: 1 Semester	Computer Credit

COLLEGE PREPARATORY TRACT

9 th Grade	10 th Grade	11 th Grade	12 th Grade
English I	English II	English III	English IV
Geometry	Algebra II	Consumer Math Recommended	Life Skills Christian Living
Physical Science	Biology	Chemistry	
U.S. History	World History	Geography	Civics
Microsoft Office	Biblical Finance	Humanities: Art History or Music Theory	Speech
Spanish I	Spanish II		Computer Credit
Bible Elective: 1 Semester		Bible Elective: 1 Semester	

FRESHMAN

1. Choose diploma tract and complete class schedule.
2. Sign-up for the KEES Scholarship Program.
3. Get involved with a club and community service programs.
4. Develop strong study skills.
5. Take the Explore test during Achievement testing week.
6. Start thinking about your future...
Pastor, teacher, doctor?
7. Keep accurate records of all achievements and activities.

**SOPHOMORE**

1. Sign-up for Honors and AP courses
2. Start preparing for the PSAT. The PSAT is a qualifying test for the National Merit Scholarship for which Juniors are eligible.
3. Apply for Shelby Young Leaders.
4. Start thinking about which college you want to attend... University, Technical, Trade, Bible?
5. Visit www.GoHigherKY.org.
6. Take the Plan test during Achievement testing week.

JUNIOR

1. Take challenging coursework and sign-up for AP courses.
2. Enroll in CCA's ACT prep class.
3. Attend CCA's Financial Workshop.
4. Take the PSAT.
5. Search for scholarship opportunities.
6. Take the ACT or SAT.
7. Visit at least three colleges.
8. Attend a college fair.
9. Apply for the Governor's Scholar Program.
10. Obtain a summer job and start saving money for college.
11. Check out the Counselor's Corner for updates and more information.
12. Review your personal records with your counselor to ensure accuracy and necessary credits to graduate.

**SENIOR**

1. Meet with college admissions representatives.
2. Make a list of deadlines for colleges and scholarships.
3. Request recommendations from teachers, counselors, and employers.
4. Attend CCA's Financial Workshop.
5. Complete college applications for at least your top two choices.
6. Take the ACT or SAT.
7. Fill out the Free Application for Federal Student Aid (FAFSA), which is available January 1st.
8. Finalize your college decision and financial package.
9. Fill out your senior exit questionnaire and request your final transcript.
10. Check out the Counselor's Corner for updates and more information.
11. **Enjoy your final year and don't catch Senioritis!**



Junior High Course Descriptions

ENGLISH

7th and 8th grade English courses use A Beka texts.

Each course consists of a full year of the following:

Grammar

Literature

Spelling, Vocabulary, and Poetry

Writing—Creative and structured writing, journals, book reports, and research papers.

English 7

Grade 7

50 minutes a day, 5 days a week.

Course objective:

To teach students to build on their foundation and communicate through the study of literature, grammar, spelling/vocabulary, writing, and the study of poetry.

Course Content:

- Grammar:
 - Capitalization and punctuation rules
 - Kinds of sentences and diagramming
 - Eight parts of speech, their usage, and diagramming them
 - Sentence structure
- Composition:
 - The writing process
 - Outlining
 - Summaries and book reports
 - Research papers
 - Writing style
 - Letter writing
- Literature:
 - Reading for enjoyment and comprehension
 - Frost, Dickinson, Kipling, Bunyan, Alcott, Luther, Dickens, Defoe
- Weekly units of spelling and vocabulary words, usage, and definitions
- Various memorization, analysis, and writing of poetry pieces
- Research paper, poetry journals, 3 book reports
- Novels: *The Bronze Bow*, *Tilly*, *A Father's Promise*

Additional novels required

English 8

Grade 8

50 minutes a day, 5 days a week.

Course objective:

To teach students to build on their foundation and communicate through the study of literature, grammar, spelling/vocabulary, writing, and the study of poetry.

Course Content:

- Grammar:
 - Capitalization and punctuation rules
 - Kinds of sentences and diagramming
 - Eight parts of speech, their usage, and diagramming them
 - Sentence structure
- Composition:
 - Manuscript form
 - The writing process
 - Outlining
 - Summaries and book reports
 - Paragraphs and descriptions
 - Research papers
 - Writing style
- Literature:
 - Reading for enjoyment and comprehension
 - Stuart, Whittier, Longfellow, Frost, Browning, Hawthorne, Sandburg
- Weekly units of spelling and vocabulary words, usage, and definitions
- Various memorization, analysis, and writing of poetry pieces
- Research paper, poetry journals, 3 book reports
- Novels: *The Outsiders*, *Flight of Eagles*, *Dr. Jekyll and Mr. Hyde*, *Helen Keller: Story of My Life*

Additional novels required

Science

Life Science

Grade 7

50 minutes a day, 5 days a week.

Course Objective:

To introduce the student to the living world and all its wonders.

Course Content:

- Cells, cellular biology,
- Creation and Evolution
- Life processes and genetics
- Organism classifications
- Microbiology
- Zoology
- Ecosystems
- Dissection lab work—Flowers, worms

Earth Science

Grade 8

50 minutes a day, 5 days a week.

Course Objective:

To aid the student in building a framework for Earth Science by contrasting Biblical and naturalistic aspects that govern the physical nature of the earth's surface and structure.

Course Content:

- Solar systems
- Weather
- Rocks and minerals
- Earthquakes
- Volcanoes
- Oceans
- Lab work and outside exploration

Math

Math 7

Grade 7

50 minutes a day, 5 days a week.

Course Objective:

To give students the beginning fundamental concepts that will prepare them for pre-algebra algebra.

Course Content:

- Data
- Number theory and algebraic reasoning
- Integers and rational numbers
- Operations with rational numbers
- Proportional reasoning
- Percents
- Plane figures
- Perimeter, circumference, and area
- Volume and surface area
- Probability
- Multistep equations and inequalities
- Graphs and functions

Pre-Algebra

Grade 8

50 minutes a day, 5 days a week.

Course Objective:

To give students the beginning fundamental concepts that will prepare them for Algebra.

Course Content:

- Algebra toolbox: Equation, inequalities and graphing
- Integers and exponents
- Rational and real numbers
- Collecting, displaying, and analyzing data
- Plane geometry
- Perimeter, area, and volume
- Ratios and similarity
- Percents
- Probability
- Graphing lines
- Sequence and functions

Algebra I

Earns 1 credit

Grade 8 or 9

50 minutes a day, 5 days a week.

Course objective:

Algebra I is the first of three of an integrated series of courses involving algebra and geometry.

Manipulation of algebraic symbols is a major component of the course, as in solving basic algebraic and geometric word problems.

Course Content:

- Area and perimeter of plane and solid geometry figures
- Exponents
- Evaluating expressions, rational expressions, radical expressions, and equations
- Factoring expressions, solving equations and inequalities
- Elementary statistics and graphing
- Solving systems of equations
- Uniform motions problems and quadratic equations
- Using the scientific calculator

Taken for High School Credit

History

World Studies

Grade 7

50 minutes a day, 5 days a week.

Course Objective:

To give students a historical, geographical, and thematic survey of both ancient civilizations and modern civilizations, beginning with the medieval towns of the Dark Ages (AD 1100) and continuing through the growth and development of the twentieth century (present).

Course Content:

- Renaissance and Reformation
- Major religions of the world
- The Mongol Empires
- Colonial Africa, its culture and traditions
- The Age of Exploration
- Latin America
- North America
- The Age of Absolutism and The Great Commission
- Australia and Oceania
- India
- Political order of Europe
- Russia
- China and modern Asia

U.S. Studies

Grade 8

50 minutes a day, 5 days a week.

Course Objective:

To give students a comprehensive survey of the history, heritage, and culture of the United States with a Christian perspective on events and people.

Course Content:

- Introduction to the history of our country
- Geographic development and acquisitions
- Establishment of our government and The Constitution
- Inventions and industries and their effect on the U.S.
- The influence of Christianity on the development of our country
- The cultural design and diversity of our country

Electives

Old Testament History

Grade 7

50 minutes a day, 5 days a week.

Course Objective:

A survey of the Old Testament from Creation to the Divided Kingdom. Students will explore Genesis, Joshua, Judges, I Samuel, and II Samuel.

Course Content:

- Creation and The Fall
- Noah and the implications of The Flood
- The Tower of Babel
- The Patriarchs
- Life of Moses
- The Exodus
- Life of Joshua
- Time of the Judges
- Time of the Kings
- The Kingdom divided

Required scripture memorization

Life of Christ

Grade 8

50 minutes a day, 5 days a week.

Course Objective:

To give students a comprehensive survey of the life and ministry of Christ as seen in the four Gospels. The Gospels are covered chronologically.

Course Content:

- The Birth of Christ
- Christ's sermons
- Christ's miracles
- Christ's parables
- Christ's ministry

Required scripture memorization

Computer

Grade 7

1 semester

50 minutes a day, 5 days a week.

Course Objective:

To build on a student's keyboarding foundation by completing projects in Microsoft Office.

Course Content:

- Word Processing
 - Creating a personal journal
 - Single page reports
 - Font and paragraphs
 - Cut, copy, and paste
 - Indenting, Inserting pages and breaks
 - Endnotes and footnotes
 - Bulleted lists and formatting tables
 - Tools
 - Personal business letter
 - Navigating and operating between multiple documents
 - Newspaper columns
 - Clip art and drawing tools
- Worksheets
 - Creating New Workbooks and Worksheets
 - Formatting cells
 - Rows and columns
 - Dates and functions
 - Editing and sorting data
 - Formulas
 - Borders and shading
 - Pie, column, and line charts

Computer

Grade 8

1 semester

50 minutes a day, 5 days a week.

Course Objective:

To expand the knowledge and skills by completing further and more in-depth projects in Microsoft Office.

Course Content:

- Presentations and Multimedia
 - Creating presentations
 - Slides
 - Design templates
 - Color schemes

- Motion clips and sound effects
- Speaker notes
- Excel worksheets
- Hyperlinks
- Database
 - Creating new databases
 - Opening and manipulating databases
 - Editing, adding, and deleting records
 - AutoReport and AutoForm
 - Table Wizard
 - Adding and deleting fields
 - Adding and filtering records

Spanish 7

Grade 7

1 semester

50 minutes a day, 5 days a week.

Course Objective:

To give students a better understanding of their own language and to broaden their opportunities to communicate with others. Spanish 7 is an introduction in basic sentence structure, simple conjugation and word recognition.

Course Content:

- Identify terms that can be applied to their daily lives
- Conjugate common verbs
- Write simple sentences
- Have basic dialogue
- Share scripture and memorize bible verses
- Familiarity of the Spanish culture

Spanish 8

Grade 8

1 semester

50 minutes a day, 5 days a week.

Course Objective:

To give students a better understanding of their own language and to broaden their opportunities to communicate with others. Spanish 8 is an introduction in basic sentence structure, simple conjugation and word recognition. Students will begin to practice and write the language in a more independent fashion.

Course Content:

- Identify terms for daily living
- Conjugate common verbs
- Write simple sentences

- Have basic dialogue
- Communicating with others in Spanish, including sharing the Gospel
- Memorize Scripture in Spanish
- Awareness of the Spanish culture

Elementary School Class Descriptions

5th Grade

Daily Schedule

Pledges and Prayer
 Penmanship / Handwriting
 Bible
 Grammar and Writing
 Math
 Reading
 Integrated Science
 Old World History and Geography

Special Electives

A different elective is taken each day
Weekly Chapel Services
 Art
 Computer
 Music
 Physical Education
 Spanish

BIBLE

Textbooks *Living in God's Love*, BJU Press and *New King James Bible*

Course Objective: To develop an understanding and working knowledge of how great God's love is toward mankind.

Study will include The Levites, Samson, Deborah, Jonah, the Kings and themes such as sin, grace, obedience, holiness, God's temple, evangelism, missions, and false teachers.

INTEGRATED SCIENCE

Textbooks: *Science 5*, BJU Press

Course Objective: To better understand basic science principles concerning the Earth the Lord created

Study will include the Earth, Space, respiratory and circulatory systems, energy, matter, dinosaurs, biomes, and ecosystems.

WORLD HISTORY

Textbooks: *Old World History & Geography*, A Beka

Course Objective: To introduce students to worldwide missions and missionaries while studying the history, geography, and culture of the Eastern Hemisphere.

Study will include Asia, Africa, Europe, Australia, Oceania, and Antarctica.

MATH

Textbooks: *Math 5*, BJU Press

Course Objective: To acquire the skills to become expert problem solvers through practice and review of math concepts, facts, and word problems.

Study will include number sense, multiplication, division, fractions, decimals, geometry, estimation, measurement, problem solving, data, ratios, proportion, and percents.

ENGLISH

Textbook: *Language*, A Beka; *Spelling, Vocabulary & Poetry 5*, A Beka; *Pages in My Head*, BJU Press

Course Objective: To strengthen the student's skills in grammar, writing, reading comprehension, spelling, and vocabulary.

Study will include parts of speech, sentence structure, mechanics, usage, writing skills, word recognition, word comprehension, oral reading, proof reading, and poetry.

4th Grade**Daily Schedule**

Pledges and Prayer
 Penmanship / Handwriting
 Bible
 Grammar and Writing
 Math
 Reading
 Integrated Science
 United States History

Special Electives

A different elective is taken each day
 Weekly Chapel Services
 Art
 Computer
 Music
 Physical Education
 Spanish

BIBLE

Textbooks: *God and His People*, BJU Press and *New King James Bible*

Course Objective: To develop an understanding of the people who founded the basic principles of Christianity and the church.

Study will include Moses, Rehab, David, Solomon, Hezekiah, Elisha, Timothy, Stephen, Paul, Jesus and themes such as the attributes of God, Bible study and prayer, faithfulness, contentment, and the church.

INTEGRATED SCIENCE

Textbooks: *Science 4*, BJU Press

Course Objective: To better understand basic science principles concerning the Earth the Lord created.

Study will include the Earth, Space, insects and spiders, digestive system, skeletal-muscular system, energy, matter, nutrition, motion, energy, matter, and ecosystems.

UNITED STATES HISTORY

Textbooks: *The History of Our United States*, A Beka

Course Objective: To engage the students in a formal study of the history of the United States of America and to develop a love, respect, and a desire to protect their Christian heritage.

Study will include Kentucky State history, how the United States became a nation, famous people who impacted the nation, and important events for which the US is known.

MATH

Textbooks: *Math 4*, BJU Press

Course Objective: To practice and strengthen the basic procedures of math.

Study will include multiplication, division, fractions, decimals, algebra readiness, geometry, estimation, measurement, problem solving, and data.

ENGLISH

Textbooks: *Language A*, A Beka; *Spelling, Vocabulary, & Poetry 4*, A Beka; *I Met You in a Story*, BJU Press

Course Objective: To strengthen the student's skills in mechanics, usage, and writing skills; emphasis is on writing.

Study will include writing letters, creative writing exercises, and continuation of tradition grammar.

3rd Grade

Daily Schedule

Pledges and Prayer
 Cursive Handwriting
 Bible
 Language Arts
 Arithmetic
 Reading
 Science Survey
 United States Survey

Special Electives

A different elective is taken each day
 Weekly Chapel Services
 Art
 Computer
 Music
 Physical Education
 Spanish

BIBLE

Textbooks: *Following Christ*, BJU Press and *New King James Bible*

Course Objective: To develop an understanding of the basic doctrines in the Bible.

Study will include Cain, Abel, Seth, Job, Lot's wife, Korah, Elijah, Jesus, the Apostles, Peter, Phillip, Paul and themes such as sin, salvation, purity, life of Christ, willingness, friendship, and obeying authority.

SCIENCE SURVEY

Textbooks: *Exploring God's World*, A Beka

Course Objective: To explore the vast world of science, a basic overview of major scientific concepts.

Study will include the organs of the human body, animal classification, the plant world, the desert, the ocean, the pond, the forest, farming, and weather.

UNITED STATES HISTORY

Textbooks: *Our American Heritage*, A Beka

Course Objective: To engage students in a biographical and chronological study of the famous people who impacted American History.

Study will include C. Columbus, J. Smith, Pocahontas and Squanto, M. Standish, W. Penn, B. Franklin, G. Washington, T. Jefferson, D. Boone, N. Webster, R. Lee, A. Lincoln, C. Barton, U. Grant, B. Washington, G. Carver, B. Sunday, M. King Jr. and a geographical study that includes states, mountains, lakes, oceans, and rivers.

ARITHMETIC

Textbooks: *Math 3*, BJU Press

Course Objective: To review thoroughly the math facts and concepts previously learned and to work extensively with multiplication, division, Roman Numerals, averaging and reducing fraction.

Study will include number sense, counting, addition, subtraction, multiplication, division, algebra readiness, fractions, decimals, geometry, estimation, measurement, data, and graphs.

LANGUAGE ARTS

Textbooks: *Language 3*, A Beka; *Spelling, Vocabulary, & Poetry 3*, A Beka; *Once Upon an Open Book*, BJU Press

Course Objective: To begin a formal study of traditional grammar and writing skills.

Study will include capitalization, punctuation, sentence structure, subjects, verbs, nouns, contractions, and diagramming.

2nd Grade**Daily Schedule**

Pledges and Prayer
 Penmanship
 Bible
 Phonics and Reading
 Language Arts
 Arithmetic
 Life and Earth Science
 United States Geography

Special Electives

A different elective is taken each day
 Weekly Chapel Services
 Art
 Computer
 Music
 Physical Education
 Spanish

BIBLE

Textbooks: *A Servant's Heart*, BJU Press and *New King James Bible*

Course Objective: To develop an understanding of what it is to have a heart like Christ.

Study will include Noah, Abraham, Gideon, Samson, Nehemiah, Ruth, Esther, Daniel, Dorcas, Paul, Jesus, and themes such as obedience, humility, serving, forgiveness, giving, thankfulness, stewardship, and faithfulness.

SCIENCE

Textbooks: *Enjoying God's World*, A Beka

Course Objective: To discover God's plan for creation while learning about the human body, plants, and animals.

Study will include the Using food, tooth care, rest, sleep, exercise, types of animals, animal homes, insects, parts of plants, energy and force, the atmosphere, stars, moon, and sky.

UNITED STATES GEOGRAPHY

Textbooks: *Our America*, A Beka

Course Objective: To go back in time and discover what life would be like in the early days of America.

Study will include Pilgrims, American Indians, early colonists, pioneers, cowboys, immigrants, and a survey of early geographical facts.

ARITHMETIC

Textbooks: *Arithmetic 2*, A Beka

Course Objective: To build a foundation for learning abstract concepts and how to apply mathematical concepts to life.

Study will include counting, place value, addition, subtraction, money, time, graphs, simple geometry, multiplication, division, and roman numerals.

LANGUAGE ARTS & PHONICS

Textbooks: (All A Beka) *Letters and Sounds 2, Handbook for Reading, Language 2, Spelling and Poetry 2, Hidden Treasure, Story Tree, Treasure Chest*

Course Objective: To participate in a comprehensive and traditional language arts program that includes phonics, reading, grammar, writing, spelling, and poetry.

Study will include vowel and consonant sounds, diphthongs, digraphs, syllables, root words, suffixes, prefixes, capitalization, punctuation, sentences, word study and diction, compound words, antonyms, and synonyms.

1st Grade

Daily Schedule

Pledges and Prayer
Bible
Phonics and Reading
Arithmetic
Language Arts
Social Studies
Health and Science

Special Electives

A different elective is taken each day
Weekly Chapel Services
Art
Computer
Music
Physical Education
Spanish

BIBLE

Textbooks: *A Father's Care*, BJU Press and *New King James Bible*

Course Objective: To teach how God great God's love and care is and to see how God strengthens and guides the Christian.

Study will include Noah, Abraham, Moses, Jesus, Peter, Paul and themes such as kept promises guidance, care, strength, Bible, and prayer.

SCIENCE & HEALTH

Textbooks: *Discovering God's World*, A Beka; *Health Safety, & Manners*, A Beka

Course Objective: To understand God as the Master Designer of the created world while studying plants, animals, and insects.

Study will include the five senses, sense organs, energy, animal overview, importance of insects, uses of plants, and the seasons.

SOCIAL STUDIES

Textbooks: *My America and My World*, A Beka

Course Objective: To learn how the United States was founded and the basic freedoms that we have as Americans.

Study will include American patriots, good citizenship, patriotic songs, U.S. Territories, the flag, Pledge of Allegiance, Bill of Rights, people of America, and an introduction to other major countries.

ARITHMETIC

Textbooks: *Arithmetic 1*, A Beka

Course Objective: To learn basic math facts and procedures and apply them to daily living.

Study will include counting, writing and reading numbers, place value, addition, subtraction, money, graphs, measurement, time, temperature, and fractions.

PHONICS & LANGUAGE ARTS

Textbooks: (All A Beka) *Language 1B*, A Beka; *Spelling & Poetry 1*; *Tiptoes*; *Stepping Stones*, *Fun with Pets*

Course Objective: To create a foundation for learning basic phonics knowledge, develop reading skills and word analysis.

Study will include vowel sounds, consonants, blends, syllables, word division, read and decode words, reading accuracy and fluency, capitalization, punctuation, root words, suffixes, prefixes compound words, rhyming words, alphabetize words, write short narratives, journaling.

Kindergarten**Daily Schedule**

Pledges and Prayer

Bible

Phonics and Reading

Numbers Skills

Language Arts

Community Helpers

Social Studies

God's World (Science)

Special Electives

A different elective is taken each day

Weekly Chapel Services

Art

Computer

Music

Physical Education

Spanish

BIBLE

Textbooks: *Bible Truths*, BJU Press and *New King James Bible*

Course Objective: To learn truths from the Bible, beginning with Creation and continuing with a focus on several Old Testament characters, the life of Christ, and the life of Paul.

Study will include Noah, Abraham, Joseph, Moses, Joshua through Jonah, and Christ and topics such as Creation, life of Christ, prayer, and missions.

GOD'S WORLD / SCIENCE

Textbooks: *God's World*, A Beka

Course Objective: To encourage a student's curiosity about everything around them and inspire them to ask questions concerning the world in which God created.

Study will include human biology, the weather, seasons, seeds, animals, and the seashore.

SOCIAL STUDIES / COMMUNITY HELPERS

Textbooks: *Social Studies K*, A Beka and *Community Helpers*, A Beka

Course Objective: To introduce students to community helpers, beginnings of American history, interesting features of countries around the world, and simple geography.

Study will include community helpers in the family and community, Columbus, the Mayflower and the pilgrims, Washington, Lincoln, Statue of Liberty, U.S. Flag, directions, states, continents, countries, oceans, and Native American culture.

ARITHMETIC

Textbooks: *Number Skills K*, A Beka

Course Objective: To reinforce number concepts and formation through 100, addition and subtraction combinations, number sequences, number words, telling time, and working with money.

Study will include counting and writing numbers by ones, twos, fives, and tens; recognize shapes, measurements, recognizing and writing time, months, dates, days, weeks, years; complete a calendar, learn half and parts of a whole; subtraction and addition.

PHONICS AND READING

Textbooks: *Language and Sounds K*, *I Can Read*, *I Learn to Read*, *I Do Read*, all A Beka;

To gain a firm foundation in reading, develop a love for books, learn and review vowel and consonant sounds, blends, one and two vowel words, words with special sounds, and sentence comprehension.

Study will include Short and long vowel sounds, consonants sounds, two letter blends, word building, compound words, prefixes, suffixes, diphthongs, and digraphs.