

Course Descriptions

2009-2010



Christ Preparatory Academy

Parental Roles

Every class at CPA utilizes parents in their God-given role to train their children. The following list defines the terms within the Course Catalog for the Parental Roles within each course. These Roles evolve with the maturity of the student and the nature of the class.

Co-instructor: Parents will receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and preparation or review needed for their next class. They will also bear the primary responsibility for direct instruction in some aspects of the course, such as spelling, and monitoring their child's academic progress (including the timely submission of all assignments.)

Course Monitor: The primary responsibility of the parents is to track the progress of their son or daughter and to monitor how well they are doing. They need to have a sincere interest in their child's class activities and express this interest to their children. If problems should develop, then the teacher needs to know immediately.

Guide for Dependent Study: 7-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, parents should consistently help their child achieve the stated unit goals by supervising study, insuring that assignments are completed in a timely fashion, reviewing and discussing content as may be necessary, and by communicating with the teacher if difficulties should arise.

Guide to Independent Study: Courses offered by CPA at this level will mimic that of a Jr. College program where independent study skills and disciplined planning for completing homework assignments are necessary. Here, the parents have the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed.

Private Tutor: Parents will receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and any preparation or review needed for their next class.

Project Assistant: The primary responsibility of the parents is to track the progress of their son or daughter and to monitor how well they are doing. They need to have a sincere interest in their child's class activities and express that interest to their children. Furthermore, help at home might be needed occasionally. In support of a particular project. If problems should develop, then the teacher needs to know immediately.

ELEMENTARY CLUBS

Clubs meet on Mondays Only

• Readers Club---M only

Reader's Club is designed to build confidence in student's reading ability and instill in them the desire to be an avid "live long reader." Students are required to read, complete comprehension questions as well as expand their vocabulary through weekly assignments. The novels that are selected are designed to be fun, interesting and captivating for the students. Classroom activities are structured to highlight and reinforce comprehension and vocabulary.

Parent Role: Co-instructor

Course # ECR050

• Spelling Club---M only

Course # ECS050

• Messy Science Club---M only

Course # ECMS050

• Math Club---M only

Elementary math club is a low stress, fun way to review mathematic principles. We will play games, do worksheets, and hands on experiments to review math. I put a high emphasis on multiplication review, but we will also work on measurements, time, addition, subtraction, geometric shapes and charts and graphs to name a few. There will be no homework or grade in this class.

Course # ECM050

• Writing Club---M only

Course # ECW050

• Art Club---M only

Course # ECA050

• PE Club---M only

Course # ECPE050

ELEMENTARY CLASSES

3rd - 5th grade classes meet on Wednesday's and Friday's only.

*6th grade classes meet on Monday, Wednesday, and Friday beginning Fall 2009.

ELEMENTARY LANGUAGE ARTS

Shurley English provides your child with two important ingredients for success: a love of the English Language and an ability to use the English Language correctly, with ease and confidence. A concrete set of questions about each word in a sentence is used to teach your child how all the parts of a sentence fit together. Your child always has a clear picture of how to write complete sentences. Your child is constantly exposed to "see it, hear it, say it, do it" activities that meet the visual, auditory, and kinesthetic learning styles. Your child is taught how to merge a strong skill foundation with the writing process. As a result, you can spend less time going over beginning grammar and editing skills and more time introducing and enhancing advanced grammar and writing skills. Your child uses grammar and writing skills automatically with dependable results. This leads to higher-level thinking skills because your child is stimulated to learn and use his/her own thought processes to solve difficult language problems.

• Shurley Grammar 3---W,F

Parent Role: Co-Instructor

Course # ELA302

• Reading/Comp/Writing 3---W, F

Parent Role: Co-Instructor

Course # ELA303

• Shurley Grammar 4---W, F

Parent Role: Co-Instructor

Course # ELA402

• Reading/Comp/Writing 4---W, F

Parent Role: Co-Instructor

Course # ELA403

• **Shurley Grammar 5---W, F**

Parent Role: Co-Instructor

Course # ELA502

• **Reading/Comp/Writing 5---W, F**

Parent Role: Co-Instructor

Course # ELA503

• **Shurley Grammar 6---M, W, F ***

Parent Role: Co-Instructor

Course # GE050

• **Reading/Comp/Writing 6---M, W, F ***

Parent Role: Co-Instructor

Course # GE051

ELEMENTARY SCIENCE

• **Science 3---W, F**

Abeka, Exploring God's World

Beginning with the most special part of God's creation, man, third graders learn about the human body, with an emphasis on the sense organs and how they work. Students then explore the world of plants, and later, the world of animals, becoming familiar with invertebrates and vertebrates and how to classify them. Students will "visit" the ocean, desert, pond, forest, and field, observing plants, vertebrates, and invertebrates in these environments from a Christian perspective. A study of the weather is also included.

Parent Role: Co-Instructor

Course # ESC301

• **Science 4----W, F**

Abeka, Understanding God's World

Fourth graders will enjoy this fascinating presentation of things that they can see, observe, and understand in the world around them. They learn how to make an insect zoo, how to recognize the plants they see every day, how to attract birds to their own back yards, how to use field guides, how to interpret cloud formations, and how to identify rocks. Students will appreciate the miracle of plant germination, the causes of weather, the God-given provisions for life on earth, the design of the starry heavens, the ecology of the ocean depths, and many other aspects of

God's creative genius.

Parent Role: Co-Instructor

Course # ESC401

• **Science 5---W, F**

Abeka, Investigating God's World

This text leads students from the known to the unknown by teaching important science concepts within the context of things they see and know. The aim is to help students understand basic principles of science rather than merely teach them science vocabulary. The world is presented as the creation of God and glorifies Him as its Sustainer and Upholder. The text introduces great scientists and naturalists who believed in the Biblical account of Creation, and where appropriate, it refutes the materialist's faith in evolution. Students learn about plants, animals, matter, energy, light, minerals, and more.

Parent Role: Co-Instructor

Course # ESC501

• **Science 6---M, W, F ***

Abeka, Observing God's World

This teachable, readable, and memorable book presents the universe as the direct creation of God and refutes the man-made idea of evolution. It is beautifully illustrated in full color with both photos and art, and features many charts and demonstrations. Projects and experiments for use at home and at school are included. Some of the topics covered are invertebrates, plants, forces of the earth, the universe, space travel, and materials.

Parent Role: Co-Instructor

Course # SCGS050

ELEMENTARY MATHEMATICS

• **3rd Grade; Saxon Math 3---W, F**

Math 3 uses simulations and games to help third-grade students understand and practice new concepts. Social studies and science connections are stressed. Your child can learn to: skip-count by whole numbers, compare and order numbers, identify ordinal position to the twentieth, identify and complete patterns, add and subtract multi-digit numbers, divide by single-digit divisors, add positive and negative numbers,

picture, name, and order fractions, add and subtract fractions with common denominators, understand and calculate measurements, compare and measure mass, identify function rules, graph ordered pairs on a coordinate graph, identify angles, identify lines of symmetry.

Parent Role: Co-Instructor

Course # EMS301

• **4th Grade: Saxon Math 5/4---W, F**

Math 5/4 is an introduction to basic, mid-level math concepts such as whole numbers, computation algorithms, geometry, patterns, and sequences. Math 5/4 helps students extend their understanding of critical skills and concepts such as number sense, numeration, numerical operations, measurements and geometry, patterns, relationships, math functions, and data manipulation through charts.

Parent Role: Co-Instructor

Course # EMS401

• **5th Grade: Saxon Math 6/5---W, F**

Math 6/5 expands on Math 5/4 with more advanced lessons on divisibility, integers, prime and composite numbers, powers, roots, and probability. Math 6/5 continues with concepts and practice introduced in Math 5/4, helping to extend a child's understanding, sharpen mental math skills, and deepens understanding. Lessons are fully integrated with geometry concepts appropriate to this level.

Parent Role: Co-Instructor

Course # EMS501

• **6th Grade: Saxon Math 7/6---M, W, F ***

Math 7/6 helps improve preparation for high school math by introducing concepts your child will need for upper-level algebra and geometry, including circumference and pi, angles, coordinate graphing, and prime factorization. Math 7/6 introduces new concepts your child will need for upper-level algebra and geometry. After every tenth lesson is an investigation - an extensive examination of a specific math topic, discussed at length to ensure solid understanding.

Parent Role: Co-Instructor

Course # MS050

ELEMENTARY SOCIAL STUDIES

• **History 3---W, F**

Abeka, Our American Heritage

The biographical format of this chronologically arranged introduction to American history makes it easier for children to remember important dates and events and gives them the right kind of heroes and valuable models of good character.

Parent Role: Co-Instructor

Course # EHI301

• **History 4---W, F**

Abeka, History of Our United States

This high-interest, inspiring, narrative approach to American history brings to life famous people; major events; changes in ways of travel, communication, and thinking; and the principles that made America great. The outstanding visual features make the student's first formal study of United States history positive and enjoyable. Important concepts are underlined; important names and terms printed in bold type. Many chapters include a time line. Each chapter contains review questions and a Chapter Checkup at the end. Important geographical facts and historical documents that should be given special attention throughout the year are highlighted and placed for easy reference.

Parent Role: Co-Instructor

Course # EHI401

• **History 5---W, F**

Abeka, New World History and Geography (Abeka lists this as 6th grade)

This exciting text presents the history and geography of North and South America from a Christian perspective, including both the native American and European heritage of the New World. It follows an organized, regional progression as it leads students on a tour of the western hemisphere. Contains a world atlas with physical and political maps.

Parent Role: Co-Instructor

Course # EHI501

• **History 6---M, W, F ***

Abeka, Old World History and Geography
(Abeka lists this as 5th grade)

This fascinating study of the Eastern Hemisphere by geographical regions begins in the Middle East, where history began and continues with the history, geography, and culture of Asia, Africa, Europe, Australia, Oceania, and Antarctica. A good introduction to worldwide missions and missionary heroes and contrasts Communism and Americanism.

Parent Role: Co-Instructor

Course # SSH050

ELEMENTARY COMPUTERS

• **Elementary Keyboarding---W, F**

Christ Prep's keyboarding class uses the Mavis Beacon Teaches Typing curriculum. It offers a low stress atmosphere for elementary students to learn keyboarding at their own pace. The curriculum includes: Dynamic Personal Instruction Leverage Mavis Beacon's renowned Adaptive Response Technology™ to run through the core training curriculum and maximize your improvements in the shortest time possible. Mavis Beacon will automatically place you in the lessons based on your current skill level and adjust your path as you progress through the training program. Practice Area: Mavis Beacon lets you choose what you use to practice your typing. Select from hundreds of articles and passages covering a wide variety of topics and subjects including literary classics, history, autobiographies and poetry. There is plenty of relevant content for all ages, including passages that are great for kids - but Mavis Beacon gives users infinite possibilities with the Import Your Own Text function. Custom Lesson Designer: Use your own imported text or leverage Mavis Beacon's library to build your own Custom Lessons. Create Standard Lessons, Speed Tests or even Games using the text of your choice and set up each lesson's limits and goals. Typing Games: With a total of 16 challenging games designed to improve your typing speed, accuracy and/or rhythm, the Typing Games are sure to help you improve and you'll have fun while you're doing it. Progress Tracking & Reporting: Mavis

Beacon tracks your performance over time and provides a series of reports so that you can understand and review your progress.

a) The Summary report gives a snapshot of the users' cumulative performance.

b) Keyboard Proficiencies show detailed performance by individual key, allowing users to see on which keys they need improvement.

c) The Curriculum Map provides users with a view of where they are within the Mavis Beacon Training Program.

d) Progress Over Time charts users' performance on milestone lessons over an extended period, giving users a view of how much they have improved.

Parent Role: Co-Instructor

Course# EK301

ELEMENTARY FINE ARTS

• **Elementary Art Studio---W, F**

Art for the elementary student is an ever-changing experiment with as many different art mediums as can be squeezed into a semester. Pencil, watercolor, oil pastels, chalk, charcoal, illustration, still life, and three-dimensional projects are all introduced and experienced throughout the year. Students can take this class year after year and no projects are ever repeated. Each student is individually met at their own skill level and challenged to progress.

Parent Role: Project Assistant

Course # EAS401

• **Elementary Art Illustration---W, F**

This course will help students discover their own personal drawing style while learning the basics: proportion, perspective, scale, composition, and shading. They will be introduced to a variety of mediums such as graphite pencils and sticks, Conte' crayon, charcoal pencils and sticks, colored pencils, water-soluble-pencils, pen and ink, and pastels. A variety of papers, still-lives, and other fun subject matters will make this an enjoyable class for the younger student as they learn how to draw and feel proud of the results. Students should be in 3rd - 6th grade.

Parent Role: Project Assistant

Course # EAI401

ELEMENTARY FOREIGN LANGUAGE

• **Elementary Spanish---W, F**

Elementary Spanish is divided into two groups, lower grades (up to 4) and upper (5-7). Both groups will learn mostly useful vocabulary like common phrases, introductions, days of the week, months of the year, seasons, and calendars, colors, clothing, foods, family, sports, activities, animals and places around town. However, depending on the grade more information will be presented. Students will have homework and they are required to practice at home using a computer program, projects also are to be completed and one field trip per year to a Hispanic business.

Prerequisite: none

Parent Role: Private tutor & Project assistant

Course # ESP401

JR. HIGH LANGUAGE ARTS

• **English Comp 7th grade---M, W, F**

This comprehensive language arts course is for the junior high student to hone writing skills, grammar rules and literary analysis. This class provides a special focus on grammar including sentence classification, using the Shurley Grammar level 6 textbook. An introduction to the analysis of reading is provided using short stories and novels. Students will begin to pay special attention to plot development, characterization, and theme analysis. Critical reading skills will be introduced by familiarizing students with the 5 elements of literary voice. Practical writing assignments incorporate the 6 Trait writing method. Spelling and vocabulary lessons are taken from the literature.

Parent Role: Course Monitor

Course # GE101

• **Grammar 8th grade---M, W, F**

8th Grade/Required Grammar Course

This is a required course for all CPA students planning to take a high school level English class. The course will focus primarily on grammar rules, using the Shurley Grammar level 7 textbook. At the conclusion of this study, all students should be

very proficient in grammar skills which will adequately prepare them for secondary level English classes. Practical writing assignments which incorporate the 6 Trait writing method will be given on a regular basis. Students will focus on Expository writing first semester, which will culminate with a research paper. Students will then learn persuasive, technical, and narrative writing modes during the 2nd semester. Basic spelling rules and classic Latin/Greek vocabulary lessons will also be included throughout the year. Outside reading with written book reports/reviews will be expected each semester.

Parent Role: Course Monitor

Course # GE202

JR. HIGH SCIENCE

• **General Science---M, W, F**

Apologia General Science provides fun and challenging creation-based science curriculum. Written by a former university professor and home school parent, our courses provide college-preparatory science in a way that is both clear and challenging. This course is designed to be a student's first systematic introduction to the sciences. The course covers such topics as the scientific method, designing experiments, simple machines, archaeology, geology, paleontology, biology, and human anatomy and physiology. Its scope, therefore, is quite wide.

Parent Role: Course Monitor

Course # SCGS101

JR. HIGH SOCIAL STUDIES

• **World Studies---M, W, F**

A study of the foundations of modern civilizations. that builds a necessary framework for understanding the past, present, and future. Beginning with the growth of towns after the Dark Ages and continuing through the twentieth century, this course also includes looks at African and East Asian Civilizations. Lessons present a historical, geographic, and thematic survey

Parent Role: Guide for Dependent Study

Course # SSWS101

JR. HIGH MATHEMATICS

• **Pre-Algebra---M, W, F**

Saxon's Algebra ½ thoroughly prepares the student for Upper Grade Math. Algebra ½ represents a culmination of pre-algebra mathematics, covering all topics normally taught in pre-algebra, as well as additional topics from geometry and discrete mathematics (used in engineering and computer sciences).

Parental Role: Guide for Dependent Study

Course# MAL101

JR. HIGH FINE ARTS

• **Art Studio---M, W, F**

Drawing, canvas paint, watercolor paints, printmaking, sculpting, charcoal work, and many varied illustration techniques are explored and executed throughout the year. This is not your typical art class as we try to come "off the paper" as much as we are on. All the art projects that you wouldn't want on your dining room tables are unleashed and given full expression in the studio.

Parent Role: Project Assistant

Course # FAAR201

JR. HIGH VOCATIONAL

• **Jr. High Home Economics---M, W, F**

This course is designed to equip Middle School students with practical skills they will use every day of their lives! This God-centered curriculum provides a working foundation for responsibilities throughout the entire home. Topics include cooking, grocery shopping, entertaining, first aid, relationships, babysitting, child care, personal hygiene, sewing, cleaning, laundry, making a budget, and more. Students will have great fun while in cooking and sewing labs. Students should be 12-13 years old. 7th - 8th grade (or have instructor's permission)

Parent Role: Project Assistant

Course # VOHE1

HIGH SCHOOL LANGUAGE ARTS

• **English 1---M, W, F**

English I will focus on literary analysis and written communication. Writing assignments will incorporate the 6 Trait writing method, and grammar will be reviewed on an as needed basis. Expository writing will be the focus of the first semester, culminating with a major research paper due around Thanksgiving. Second semester writing assignments will focus on persuasive and well as narrative writing. Students will learn to analyze literature for character development, theme development and writing style. Students will learn to discuss a novel as a class, providing unique analysis supported by textual references. Vocabulary will be taken from the reading requirements.

Parent Role: Course Monitor

Course # GE301

• **English 2---M, W, F**

This course is comprised of a combination of vocabulary, literature, writing, and grammar. The vocabulary study is from Wordly Wise, Level 10 and is a comprehensive study that prepares the student for word usage and recognition, as well as, vocabulary proficiency on standardized testing. The literature study is from an anthology of World Literature, which exposes the student to the various genres of literature and their understanding. At the same time, students read various novels, which aid in the understanding of character, theme, plot and symbolism and serve as a vehicle for their essay writing. Students also work through weekly grammar assignments which focus on sentence structure and fluency. The curriculum in English 2 is equivalent to a sophomore English class. Students entering this class should be able to read and interpret literature at a complex level and should be comfortable with writing in expository essay form.

Parent Role: Project Assistant

Course # GE401

• **American Lit & Composition---M, W, F**

(Previously English 3)

This course is comprised of a study of American Literature, vocabulary and writing. The literature study is a chronological look at American authors and their works as it is reflected through the history of our country. Grammar focuses on each selection and its application in the literature. Writing is based on the genre studied. Students will follow examples in the literature and write an expository essay, persuasive essay, personal opinion essay, research paper, gothic short story, college application essay, and a lyric poem. Two American plays are studied, as well as, novels read outside of class. The novels and plays will be vehicles for expository writing analyzing an aspect of the selection of literature. The vocabulary study is comprehensive and is based on Wordly Wise, Level 11. The vocabulary works toward usage and word recognition; mastery of all the words is expected by the end of the year. Students also learn vocabulary through a weekly root word, prefix and suffix study. The curriculum in English 3 is equivalent to a Junior English class.

Prerequisites: Students entering this class should be proficient in their writing skills, comfortable with research, and able to interpret higher level reading assignments.

Parent Role: Project Assistant

Course # GE501

• **British Lit & Composition---M, W, F**

(Previously English 4)

British Literature will focus on significant works from each of the major time periods in British Literature: Anglo-Saxon, Medieval, Shakespeare, Romantic, Victorian, and 20th Century. Grammar and writing assignments will come from the literature and will include literary analysis, as well as creative writing endeavors. Significant time will be spent in the first two months of the course working on the college application essay. A major research paper will be the focused writing assignment 2nd semester. Vocabulary will be developed by studying the words used in the literary works read in the class.

Parent Role: Guide to Independent study

Course # GE601

• **The Bible as Literature---M, W, F**

This course gives the student the opportunity to study the Bible as it represents the major literary genres while upholding it as God's written word. Students will be introduced to the structure and context of the genres, as well as, the intent of the authors. The students will use Ryken's text of How to Read the Bible as Literature as a basis for their study. While reading and studying the following aspects of literature: the epic, speech, poetry, parable, short story, and letters, the student will have the opportunity for discussion, responsive expository writing, and creative writing representing each of these genres. Students will have opportunities for oral discussion, presentations, and speeches. Vocabulary instruction will accompany the reading. This class is available to students in grades 9-12 and will satisfy a religion credit as well as language arts.

Parent Role: Project Assistant

Course # REBL401

• **Classical Literature---M, W, F**

Students in this course will read selections from pagan antiquity which are classical and which present ideas which are significant for modern-day Christians. For every selection, we will first ask how it sets a standard of excellence and second, what it says which is relevant to us in the present. At the headwaters of the Western Tradition, beside Homer, stands Hesiod, author of the Theogony (origin of gods) and the Works and Days, of the daily labor which made possible the exploits of the heroes at Troy. In Antiquity, Hesiod was equal to Homer in importance and excellence; and Hesiod is the original source for the non-Christian origin of sin. Hesiod is the source for the Story of Pandora, who for curiosity's sake let all the evils that trouble humankind out of the box. Pandora's Box is relevant to us as a commonly used symbol. It is also relevant to us in how it compares to the real story in Genesis 3, of how sin came into the world. All philosophy is a mere footnote when set beside Plato. Plato believed that a perfectly righteous man would be brutally put to death; and that is exactly what happened to the Lord Jesus. Plato's culture said that one should help friends

and harm enemies, but Plato said that we should help both friends and enemies. This mirrors Jesus' saying that we should when offended, turn the other cheek (Matthew 5:39). Plato is excellent as a Gentile prophet 400 years before Our Lord. He is also highly significant for us as the source of a great school of thought among Christians, known as Neo-platonism. Romans are known for their rejection of their king, Tarquinius Superbus, in 510 B.C. We will read how it happened in Book II of Livy's History of Rome. The expulsion of a tyrant with the establishment of the first successful representative government, is both excellent and relevant to us as free Americans, but perhaps more significant is the story of Romulus and Remus and the origin of Rome in Book I of Livy's history. Rome was from its beginning a culture based on violence. Rome conquered the world, but Rome fell. Violence is an issue for Christians. Violence is not pleasing to Christ, but very few Christians are able to leave violence out of their lives entirely. We will discuss what violence did for Rome and what it didn't do for Rome. These are just some of many themes from Classical Literature which we will bring into our discussion because of their excellence and their relevance.

Parent Role: Guide to Independent study
Course # GECL501

HIGH SCHOOL WORLD VIEWS

• **Starting Points---M, W, F**

Author David Quine of "The Cornerstone Curriculum Project" describes Starting Points as a "world view primer." Although designed for those who are just beginning the study of Western Civilization, Starting Points provides for a challenging course of study. The course begins by defining and building a basic Christian worldview. This foundation becomes the basis for examining and evaluating the belief systems of various authors. Students are then taught how to engage the culture in which we live through an intensive study of Christian apologetics, and lastly they will undertake a study of "The Socio-Cultural Backdrop for the Founding of the United States."

Parent Role: Guide for Dependent Study
Course #WVWSP102

• **World Views 1---M, W, F**

World Views I includes a contrasting study of the Judeo-Christian and Greco-Roman worldviews. The biblical portion includes an in-depth look into the Books of Genesis, Job, Romans, and the Gospels along with selected works of Francis and Edith Schaeffer and James Sire. The Greco-Roman worldview is examined as expressed in the epic works of the ancient poets such as Homer and Virgil and, of course, through the minds of Socrates, Plato, and Aristotle. The works of Christian thinkers such as Thomas Aquinas and Augustine compose the latter portion of the course. World Views I is a very fast-paced and intensive study requiring a high level of commitment to the course.

Parent Role: Guide for Dependent study
Course #WVW132

• **World Views 2---M, W, F**

Worldviews 2 analyzes the shifts and changes in Western culture and thought beginning with the Italian Renaissance and working through the Communist Revolution. The shift and differences in philosophy, culture, style, purpose, convention etc... between the Renaissance and Reformation are examined in first semester and the implications of those shifts are discussed through the writings of Dante, Calvin, Luther, Edwards, and the works of the Renaissance artists. Second Semester focuses on the writings of the Post-Reformation writers and the Revolutionaries with a focus on the differences between English/American and French/Russian Revolutions as they reacted to the shift in philosophy and thought of Post Reformation Europe in areas such as Government, Economics, Ethics, Art, and Morality. Machiavelli, Hobbs, Locke, Jefferson, Rutherford, Rousseau, Marx, and Orwell are contrasted and discussed in understanding the implications of these events and shifts in culture and worldview.

Parent Role: Guide to Independent study
Course # WVW501

• **World Views 3---M, W, F**

Worldviews 3 focuses on solidifying the individual student's Christian worldview by answering stands on God, Universe, Man, Morality/Ethics, Evil/Suffering, Death, and History while analyzing the seven basic modern worldviews and their origins beginning with the Enlightenment through both Eastern and Western 20th-Century thought. Nineteenth and Twentieth Century literature and media are used to help define and understand modern day shifts in philosophy, science, government, economics as well as how to address or open a dialogue with these various worldviews

Parent Role: Guide to Independent study

Course # WWV601

HIGH SCHOOL SCIENCE

• **Physical Science---M, W, F**

Using Apologia Physical Science by Dr. Jay Wile the student will take a whirlwind tour of all the parts of God's creation that are not alive. This course is an excellent overview of many advanced science topics that will prepare the student to go deeper in later years. Meteorology, atomic theory, physics, astronomy as well as our privileged planet will be studied over the course of this class. While the study of living things shows God's creativity the study of non-living things reveals God's character as the Universe's most talented engineer, no detail was left unaccounted for in His mighty creation. Many hands on activities will be employed over the course of this class as well as "Science in the News" a weekly discussion activity where science headlines are examined and based on the information given the students will decide whether it is science fact of science fiction and why

Prerequisites: Completion of Pre-Algebra is strongly recommended before taking this course and student should be enrolled in Algebra 1.

Parent Role: Guide for Dependent Study

Course # SCPS201

• **Biology---M, W, F**

Using Apologia Exploring Creation With Biology by Dr. Jay Wile the student is going to take an exciting tour of God's living creations. All the Kingdoms of living things will be covered from the molecular level on up. The Scientific Method will be examined as well as a detailed look at the chemistry that makes all biological creations work. Evolution and Creation will be carefully inspected in this course and will be studied from all sides of the debate; old earth, young earth, theistic evolution and more. The goal is to give information such that the student will be able to confidently and respectfully engage in this debate in a way that gives God all the glory. Many hands-on activities will be employed as well as "Science in the News" a weekly discussion activity where science headlines are examined and based on the information given the students will decide whether it is science fact or science fiction and why.

Parent Role: Guide for Dependent Study

Course # SCBI231

• **Chemistry---M, W, F**

This is a basic chemistry course which presents foundational ideas behind atomic structure, bonding, stoichiometry, nomenclature, molecular geometry, acids and bases, solutions, gas laws, thermochemistry, kinetics, equilibrium, and electrochemistry. This course will also stress applications, identify marvels of design in creation, and promote the development of organized problem solving.

Prerequisite: Proficient completion of Algebra 1.

Parent Role: Guide to Independent study

Course # SCCH501

• **Advanced Chemistry---M, W, F**

This class is designed to be the second high school chemistry course that a student takes. In order to take this course, then, the student must have already had one year of high school chemistry. When added to that first-year course, this course "fills in the gaps," giving the student the equivalent of the first year of college chemistry. You might have heard this kind of course called an "advanced placement" or "AP" course. In addition to a first year of chemistry, the

student needs to have completed Algebra 2. The course covers detailed descriptions of limiting-reagent stoichiometry, atomic and molecular orbitals, intermolecular forces, solutions, equilibria, acids and bases, redox reactions, nuclear chemistry, and organic chemistry.

Prerequisites: In order to take this course the student must have already had one year of high school chemistry. In addition to a first year of chemistry, the student needs to have completed Algebra 2.

Parent Role: Guide to Independent Study
Course # SCCH601

Chemistry Lab---M only

This course meets one hour per week, and is highly recommended concurrently with the chemistry course in order for the student to receive a well-rounded high school chemistry experience. Students will utilize much of the standard lab equipment and employ proper safety techniques as they explore chemistry concepts in both descriptive and quantitative ways. There will be very little homework with this course.

Course # SCCH 530

• Physics---M, W, F

This course will cover all areas of applied physics, including mechanics, heat, thermodynamics, waves, electricity, magnetism, light, optics and some elements of modern physics. Emphasis will be placed on concepts and applications to real-life problems. This course includes an integrated laboratory component the completion of which is a necessary part of the total instructional package. Upon successful completion of this course the student should be able to:

1. Apply the scientific method to modeling physical problems that occur in nature.
2. Discuss the general concepts of motion encountered in physics, including force and the role it plays in the motion of objects.
3. Understand the basic principle of gravity as it relates to motion.
4. Apply the concepts of work and energy as they relate to physics problems.
5. Analyze the thermodynamic properties of various systems.
6. Illustrate the properties of electricity and magnetism and their applications.
7. Describe the components and characteristics of

wave motion as they relate to sound and light.

8. Describe atomic and nuclear structure and their relationship to radiation.

Parent Role: Guide to Independent study
Course # SCPH601

• Physics Lab---M only

This is the lab portion of the above Physics course. Though meeting only once per week, this lab course will provide students with the opportunity to further understand a concept discussed in the lecture portion.

Parent Role: Project Assistant
Course # SCPH630

• Anatomy & Physiology---M, W, F

Anatomy & Physiology is an advanced placement course for the student who is highly self-motivated and able to work independently. This course will introduce students who have an interest in allied health professions to the eleven organ systems of the human body concentrating on the structure (anatomy) and function (physiology) of each system. It will be more complex than previous courses and will require much study, memorization, diligence and hard work. We will have several dissection units culminating in the dissection of a fetal pig which will show all of the organ systems in concert.

Prerequisites: physical science, biology and chemistry.

Parent Role: Guide for Dependent study
Course # SCAP431

• The Origin of Species---F only

In 1859, 200 years ago, Charles Darwin published his infamous book, *The Origin of Species*.... At that time, most of the western world accepted the Genesis account of the Creation, the Fall and the Flood. Those who accepted this Biblical account included many of the greatest scientists who ever lived, men such as Isaac Newton, Michael Faraday, Blaise Pascal, Robert Boyle, James Clerk Maxwell and hundreds of others. The world seems always ready to find a substitute for God. The people in the world do not want to be accountable for their sin. As a result, the world quickly accepted Darwin's theory of evolution. This theory claims that all plants and animals, and all men and

women, came into being by blind random chance. The effect upon the world has been disastrous. Practices such as eugenics, abortion, euthanasia sexual sin (including homosexuality) and embryonic stem cell research have been justified by this atheistic theory. Unfortunately, many theologians also attempted to embrace this devastating theory by attempting to bend and contort the scriptures to accommodate the theory. The theologians believed that "scientists" had proven the early portions of Genesis to be not true. Wanting to be accepted by the secular world, they compromised and began questioning the scripture instead of questioning this new so-called "science". Unfortunately, many churches today are doing the same thing. And, of course, today, only atheistic evolution may be taught in the public schools. George Schulte, who was trained in and practiced geology, began to explore Darwin's book a few years ago, and as a result of that exploration published a book refuting Darwin's claims. This book is entitled Darwin's Origin of Species. Science or Fantasy. This book critiques Darwin's book, chapter by chapter. It documents the fact that Darwin presents no scientific evidence for his theory. Darwin seems to make up the theory out of his mind, noting throughout his book that the scientific evidence, such as the fossil record, does not support his theory. The book exposes Darwin's theory for what it is, a fantasy. The class will take the students through the two books, chapter by chapter, and by so doing prepare the students to go out into a culture saturated with evolutionary dogma, and be prepared to counter the gigantic lie of evolution.

Parental Role: Course Monitor

Parents are welcome to attend any portion or all of the class.

Course # SCOS401

HIGH SCHOOL MATHEMATICS

• Algebra 1---M, W, F

This is the Algebra I course in the standard diploma sequence in which the last course is Pre-Calculus. Course coverage will include a review of symbols and expressions, along with the

commutative, identify, associative, and distributive properties; Integers and rational numbers; equations and formulas, inequalities, exponents and polynomials; polynomials and factoring; graphs and linear equations, systems of equations, inequalities and absolute value, rational expressions and equations, radical expressions and equations; relations and functions, quadratic equations; and an introduction to right triangle trigonometry.

Parent Role: Guide for Dependent study

Course # MAL301

• Algebra 2---M, W, F

This is the Algebra II course in the standard diploma sequence in which the last course is Pre-Calculus. Course coverage includes real numbers and problem solving; equations in inequalities; relations, functions and graphs, systems of equations and problem solving, polynomials and polynomial equations, rational expressions and equations; powers, roots, and complex numbers; quadratic equations; quadratic functions and transformation; equations of second degree, polynomial functions; exponential and logarithmic functions; and introductions to finite math; and trigonometric functions, identities and equations.

Parent Role: Guide to Independent study

Course # MAL401

• Geometry---M, W, F

This course is an informal approach to geometry. Topics will include lines, polygons, area, volume, circles, similarity, congruence, and coordinate geometry.

Upon successful completion of this course the student should be able to:

1. Classify geometric figures in two and three dimensions.
2. Find the perimeter and area of two-dimensional geometric figures.
3. Find the surface area and volume of three-dimensional figures.
4. Apply theoretical results to applications.
5. Verify the congruence of geometric figures.
6. Verify the similarity of geometric figures.
7. Construct geometric figures with compass and straightedge.
8. Use coordinate equations to describe lines and circles.

Parent Role: Guide for Dependent study

Course # MAG401

• Pre-Calculus---M, W, F

This course focuses on the study of functions and their graphs, trigonometry, techniques of solving equations and the recognition and creation of patterns.

Upon successful completion of this course the student should be able to: 1. Analyze functions and their graphs. 2. Sketch the graphs of functions, including constant, linear, absolute value, square root, polynomial, rational, exponential, logarithmic and trigonometric equations. 3. Solve polynomial, exponential, logarithmic and trigonometric equations. 4. Solve systems of linear and non-linear equations and systems of linear and non-linear inequalities.

5. Create mathematical models to solve application problems. 6. Analyze numeric and algebraic patterns; generate numeric and algebraic patterns. 7. Use trigonometry to solve triangles; verify trigonometric identities.

Parent Role: Guide to Independent study
Course #MAC501

• Calculus---M, W, F

This course is an informal approach to calculus. Topics will include concepts of measuring the slope of a curve, finding maximum and minimum points, rates of change, and measuring the area under a curve. The five techniques of integration and differentiation will also be covered.

Upon successful completion of this course the student should be able to: 1. Evaluate limits of functions using graphs, tables and algebraic methods. 2. Demonstrate the use of limits to determine continuity of a function at a point.

3. Determine differentiability of a function at a point using limits and graphs. 4. Demonstrate the use of the limit definition to find the derivative.

5. Differentiate algebraic, exponential and logarithmic functions. 6. Produce equations of tangent lines. 7. Demonstrate the use of derivatives to describe the behavior of a function. 8. Anti-differentiate algebraic and exponential functions. 9. Apply the Fundamental Theorem of Calculus to find the area under a curve and between two curves.

Parent Role: Project Assistant
Course # MAC601

HIGH SCHOOL SOCIAL STUDIES

• Economics---M, W, F

This economics course is intended to give students a working knowledge of basic economic principles, both to assist him in understanding economic issues around him and to prepare him for what may lie ahead. This class will deal with the 'nuts and bolts' of economics. Biblical economic principles and philosophies are woven into the fabric of each chapter. This one-semester class leads students through an investigation of how basic economic principles work at home, in business, in financial markets, and in government. This course stresses free market ideals and Christian economic values.

Parent Role: Guide to Independent study
Course # SSEC601

• Government---M, W, F

By the end of this course, student should be able to: 1. Explain why government is necessary and discuss the Bible's teaching concerning a Christian's relationship to government. 2. Discuss the impact of biblical values in early American society, education, and government. 3. Identify the basic differences between the major forms of government. 4. Distinguish between a republic and a democracy. 5. Discuss the historical circumstances surrounding the creation of the Constitution and the ratification process as well as the significance of the Constitution as a unifying document. 6. Explain how the Constitution has helped to preserve core values in the United States, restrain man's sinful nature, and limit government. 7. Discuss the development and organization of the political party system. 8. Give a brief explanation of the structure and powers of the three branches of government. 9. Summarize the historical and modern-day methods of carrying out America's foreign policy. 10. Have a Christian basis for determining foreign policy.

Parent Role: Guide to Independent study
Course # SSGO602

• **World History---M, W, F**

World history is a study of the world from its beginning to the present age (post 9/11). This course will view and evaluate many different cultures and countries from the ancient times to our time now. A biblical focus will be stressed, as God's Word is the only true filter through which we must evaluate our history, and prepare for our future.

Parent Role: Guide for Dependent study

Course # SSWH301

• **US History---M, W, F**

This course is a study of American history from its discovery to the present with an emphasis on the underlying causes and issues behind historical events. Students will identify and examine America's role in world affairs from its inception to the modern day concurrently, students will be asked to re-evaluate their current knowledge and biases regarding America's history and its political, religious, social and cultural development in light of God's Word.

Parent Role: Guide for Dependent study

Course # SSUS401

• **Sociology---M, W, F**

This Sociology course will look at mankind and the society in which we live. Students will compare the Biblical account of the origin of mankind as compared to the evolutionary account. Students will be exposed to the field of sociology and how each can help gain a greater understanding of the world around them. Students will become familiar with different areas of society within each field, as well as what a person is such a job would do. Finally, students will study about the Earth and mankind's relationship to it. Students will learn about its past, present, and future from a Biblical perspective and a secular perspective.

Parent Role: Guide for Dependent study

Course # SSSO501

• **Military History---M, W, F**

United States military history is an introductory course designed to expose the student to the world of the military from a United States perspective. The first part of the course will investigate a

biblical perspective on the idea of war, and great military leaders in the Bible. Also studied is what military history involves, with a wrap-up of the different armed services branches of our nation. The second half will investigate the wars our country has been involved in from before the United States was born (colonial times) to the present age (war on terror). We will discuss strategy, tactics, as well as causes and outcomes of each war.

Parent Role: Guide to Independent study

Course # SSMH60

HIGH SCHOOL FOREIGN LANGUAGE

• **Latin 1---M, W, F**

In the first year students have an introduction to Latin grammar. The primary objective of grammar instruction is to enable the student to read Latin literature; but Latin grammar forms the basis for the grammar every European language; so students also receive an introduction to the grammar of the Castilian, the Hochdeutsch, the Français and every other modern European language. Vocabulary words are carefully chosen so that whenever students study Latin vocabulary, they are also building their knowledge of literary English. In the Fall Semester this is combined with cultural and historical discoveries made at Pompeii and Herculaneum, the two Roman towns which were frozen in time on August 24th, 79 A.D. by a volcanic eruption of Mount Vesuvius. In the Spring Semester, grammar and vocabulary instruction continues in the context of Alexandria, Egypt and its combination of Roman government with Greek science and Near-Eastern religion.

Parent Role: Guide for Dependent study

Course# FLLA303

• **Latin 2---M, W, F**

In the second year, students finish their introduction to Latin grammar and vocabulary, but the focus changes. Whereas grammar instruction in the first year was focused on morphology or word-forms, grammar instruction is now focused on syntax or the way the word-forms fit together. In the Fall the context is Roman Britain and the objective is to give students a thorough grounding

in our own Roman roots as English speakers. Students practice reading inscriptions and discuss such topics as hypocausts (Roman central heating systems) and the organization of the Roman legion. In the Spring the context changes to the city of Rome in the era of the soldier-Emperors, Vespasian, Titus and Domitian. Discussion focuses on key elements of Roman culture and history and also on the conflict between Rome and Israel in the years 66-73 A.D.

Parent Role: Guide to Independent study

Course # FLLA403

• **Latin 3---M, W, F**

In the third year, students begin reading original Latin literature. Students still receive structured guidance on Latin morphology (or word-forms) and on syntax (or how the words fit together), but the focus has shifted from grammar to culture and literature. In the fall, students study Pliny and the art of letter writing in ancient Rome. They have an introduction to Latin poetry in the epigrams of Martial and in the Story of the Flood in Greek mythology from Ovid's Metamorphoses. They compare this whimsical tale with the real account in Holy Scripture and discuss how the two differ. In the spring, students have an introduction to the great poetry of Catullus and Horace. They read additional selections from Ovid and learn to enjoy the sound of his poetry by reading it aloud. They also have an introduction to the poetry of Vergil and the great orations of Cicero.

Parent Role: Guide to Independent study

Course # FLLA501

• **French 1---M, W, F**

French 1 offers a basic understanding of the French language and of the culture and geography of the French-speaking world. Speaking, listening comprehension, reading and writing, and basic conversation are introduced at this level. Students learn to discuss simple everyday topics such as greetings, family, school, numbers, telling time, sports and clothing.

Parent Role: Guide to Independent study

Course # FLFR303

• **Greek I---M, W, F**

Greek I at Christ Prep will begin with the Gospel. Students will begin learning the first day, what it says in the original language and what that means for their witness as servants of Jesus. They will learn how the Lord used the intricacies of the Greek language to reveal His Truth. The Gospel has the greatest significance, but there are other things which have some significance. Greek students at Christ Prep will learn how to read the words of Sophocles and Plato in addition to those of the Evangelists; but most of all, they will have their minds set alight with the fire of Greek curiosity.

Parent Role: Guide to Independent study

Course # FLGR501

• **Spanish 1---M, W, F**

A proficiency oriented Spanish language program in which the major goal is to enable students to become capable of creative self expression in Spanish. Beginning with an intro of commonly used expressions this course goes on to include basic coverage of nouns, pronouns, adjectives, adverbs, present and preterit verb tenses and interrogatives in the context of simple expression and conversation.

Recommended: Elementary Spanish

Parent Role: Guide for Dependent study

Course # FLSP303

• **Spanish 2---M, W, F**

Beginning with an intro designed to review the major elements of Spanish 1, this course goes on to cover more advanced adjectival and adverbial forms and the remainder of the Spanish verbal tenses, all in the context of a wealth of information about Spanish cultures and language. Students are invited to participate on various activities including a trip to Panama for a short amount of time during the summer.

Prerequisite: Spanish 1 or test for placement if student has not previously taken Buen Viaje curriculum.

Parent Role: Guide to Independent study

Course # FLSP403

• **Spanish 3---M, W, F**

Spanish 3 is an advanced class for students who are interested in going beyond the grammar. Students will obtain a larger vocabulary that can be used for conversation, writing and reading purposes. In addition to being able to write and express themselves in Spanish they will also read poems, children's books and listen to music in Spanish. Learning a language is more than learning the grammar rules and vocabulary, but rather understanding the culture. Students can narrate and discuss elements of culture and etiquette by comparing customs that differ among Spanish countries. Students are invited to participate on various activities including a trip to Panama for a short amount of time during the summer.

Prerequisite: Spanish 1, Spanish 2 or a test for placement.

Parent Role: Guide to Independent study

Course # FLSP503

• **Spanish 4---M, W, F**

The Spanish 4 program is designed to enhance student's oral and written performance in Spanish. The course is taught entirely in Spanish there are no textbooks, however, students will be reading numerous texts in Spanish as well as participating in discussions, writing essays, and examining the more complex structures of the language. Students are invited to participate on various activities including a trip to Panama for a short amount of time during the summer

Prerequisites: Spanish 1, Spanish 2, Spanish 3 or test for placement

Parent Role: Guide to Independent study

Course # FLSP603

• **American Sign Language---M, W, F**

This course serves as an introduction into the unique, visual language of American Sign Language. Signed vocabulary covered includes family relationships, foods, time, everyday items, school terms, transportation, religious signs and a myriad of verbs. Deaf culture and famous deaf individuals are also discussed.

Parent Role: Guide for Dependent study

Course # FLAS301

HIGH SCHOOL RELIGIOUS EDUCATION

• **The Bible as Literature---M, W, F**

This course gives the student the opportunity to study the Bible as it represents the major literary genres while upholding it as God's written word. Students will be introduced to the structure and context of the genres, as well as, the intent of the authors. The students will use Ryken's text of How to Read the Bible as Literature as a basis for their study. While reading and studying the following aspects of literature: the epic, speech, poetry, parable, short story, and letters, the student will have the opportunity for discussion, responsive expository writing, and creative writing representing each of these genres. Students will have opportunities for oral discussion, presentations, and speeches. Vocabulary instruction will accompany the reading. This class is available to students in grades 9-12 and will satisfy a religion credit as well as language arts.

Parent Role: Project Assistant

Course # REBL401

• **Christian Epistemology---M, W, F**

This course is designed to give participants the tools to evaluate knowledge from a Christian perspective. This foundation becomes the basis for examining and evaluating the positions of various authors and articles. This class defines and builds a set of useful skills to evaluate truth claims encountered in everyday life. At the conclusion of this course participants will be able to examine and evaluate the belief systems contained within various messages and determine their compatibility with a Christian perspective. There will be writing assignments and homework.

Parent Role: Course Monitor

Course #RECE501

• **Old/New Testament Survey---M, W, F**

This is a rudimentary course in understanding God's Word through its parts, styles, authors, and uses. We spend class time discussing the major events, people, and works of God from a historical, philosophical, and spiritual perspective. Student questions about the Bible and the meanings and reasons for events are heavily encouraged and discussed. First semester focuses on Old Testament from Creation to the Kingdom periods. Second semester focuses on the Life of Christ, early Church, and Paul's Missionary Journeys

Parent Role: Guide for Dependent study

Course # RESU302

• **Truth Project---W only**

This course uses the video series produced by Focus on The Family, called "The Truth Project". It is a one class per week/one semester course that covers each tour of this wonderful world view series. Students will come away with a real sense of assurance in the Gospel, in Jesus Christ's truth claims and a motivation to conform their lives in service to God's glory. There are no tests - only a brief but thoughtful answer to three basic questions for each week's tour.

Parent Role: Project Assistant

Course # RETP601

HIGH SCHOOL COMPUTERS

• **Computer Applications---M, W, F**

This course will begin with an introduction/review of basic keyboarding skills using the Mavis Beacon system. After students have honed these necessary skills, the course will then introduce basic application features of Microsoft Office XP including Outlook, Word, Excel and PowerPoint. These applications will be learned individually, but incorporate integrated projects along the way. The course is self-paced and project driven with very few, if any, tests.

Parent Role: Guide to Independent study

Course # CAP301

• **Computer Tech & Ethics---M, W, F**

Why this course? Personal Computers, especially

Windows/Intel-based systems are a part of our lives, and will increasingly become so. Why shouldn't we master, at least to the modest degree, these machines that are so intertwined? Our world is struggling with technology's impact. Our legal system is inventing law every day in an attempt to cope with our use, for good or ill, of technology. As Christians, what is our role in responding to our changing culture? How do we begin to assess this question? Course Aims and Objectives: This course will gradually take the students towards a deep understanding of how the personal computer works. Students will apply this knowledge towards troubleshooting hardware and software problems. We'll also learn how to configure a PC appropriate to different usages.

On the ethical side, the issue of downloading or pirating music and software from the 'net is the poster-child of computer ethics. However, it is only the beginning. This class will help students learn how to evaluate the ethical implications of their choices. Course Format: The Tech portion of the course will be taught in a circular format, meaning that material will be covered in successively detailed passes. This will allow students of any degree of knowledge to learn without being overwhelmed with too much detail. Material will be drawn from the text book, many videos and plenty of hands-on activities. Students will be required to use the Internet at home for class projects. The class will be taught in an expository, conversational fashion. Our topics will range from current events to studies of famous personages. We will occasionally prepare and debate certain topics. All of this will be done under the scrutiny and light of God's Word. Students are expected to have completed all assigned reading and homework prior to class. Many sessions, while held in the computer lab, will not include much direct interaction with the computers. Students will be required to use the Internet at home for class projects.

Parent Role: Course & project monitor

Course # CET301

HIGH SCHOOL FINE ARTS

• **Art Studio I, II, III---M, W, F**

Drawing, canvas paint, watercolor paints, printmaking, sculpting, charcoal work, and many varied illustration techniques are explored and executed throughout the year. This is not your typical art class as we try to come "off the paper" as much as we are on. All the art projects that you wouldn't want on your dining room tables are unleashed and given full expression in the studio.

Parent Role: Project Assistant

Course # FAAR350

• **Art Illustration---M, W, F**

This course will give students the opportunity to sharpen their drawing skills while introducing them to new mediums, papers, and techniques. Always covering the basics (proportion, perspective, scale, composition, shading, etc.) the student will learn to draw what they see more accurately. Examples of mediums that will be used: Graphite pencils and sticks, Conte' crayon, charcoal pencils and sticks, colored pencils, water-soluble pencils, chalk and oil pastels, pen and ink, and scratch-board. Students will also learn about different types and weights of papers, how to stretch paper for water-soluble mediums, and proper matting. Since this class tends to attract students with a wide range of experience and ability, each project can be adjusted to better fit the needs of the student. For older students repeating the class, there is an opportunity for independent study. Students should be in 6th - 12th grade (or have instructor's permission).

Parent Role: Project Assistant

Course # FAAR302

• **Choir---W, F**

Students will learn vocal blending techniques, rote memorization of parts, and how to use different types of artistic expression in Worship. Students will participate in three scheduled performances: Christmas Concert, Spring Concert, and Graduation. Other performances may be scheduled throughout the year. Students will also be encouraged to explore their creativity as they work together on original songs.

Parent Role: Project Assistant

Course # PAWC301

• **Digital Photography---M, W, F**

Digital Photography is a course where your student will learn the basics of digital photography, how to use their digital camera, and be exposed to all different types of photography (nature, portrait, advertising, sports, food, etc.) They learn how to transfer files to their computer, develop a personal filing system, use adobe photoshop to enhance their photos and they will develop a portfolio and learn how to present their work. Photo 1 is not a prerequisite. Let me know if you have any other questions.

Parent Role: Guide to Independent study

Course # FAPH402

• **Advanced Digital Photography---M, W, F**

Advanced Digital Photography is a continuation for the student who has successfully completed Digital Photography and would like to dig a little deeper. They will concentrate on Portfolio Development and will work one-on-one with the instructor to perfect their own style of photography. There will be a more stringent critique of work and the fundamentals of photography will be mastered so that they become second nature. There will be more writing for self critique and research of different styles of photography, so that the student finds their "voice" in this visual art form.

Parent Role: Guide to Independent study

Course # FAPH601

• **Black & White Photography---M, W, F**

Black and White Photography is a course where the student will learn to capture images in an art form that is an exciting combination of history, physics, chemistry, and artistic expression. The journey begins with the earliest photographic methods and ends up with the modern day 35mm camera using black & white film. The student will learn the elements of photography, how to use their cameras, capture an image, develop film and use an enlarger to reproduce that image on photographic paper. All assignment are to help them gain a greater understanding of photographic processes and to find their own personal style of expression.

Parent Role: Guide for Independent study

Course # FAPH401

• **Speech/Theatre---M, W, F**

The fundamentals of Public Speaking are addressed leading to the understanding of Oral Interpretation and finally the practical application of a full stage production. The student will be expected to present several types of speeches and to interpret different styles of literature orally before culminating in the performance of a full Drama.

Parent Role: Guide for Dependent study

Course # FATH401

HIGH SCHOOL VOCATIONAL

• **Sr. High Home Economics---M, W, F**

This course uses a Christian curriculum and is designed to give High school students a working knowledge of useful skills that are utilized in everyday life. Examples of subjects that will be covered include: Christian character and appearance, meal planning, food preparation, sewing skills, hospitality and proper etiquette, health and nutrition, budgeting, child care and development; family, professional, and social relationships, including choosing the right mate! There will be writing assignments and homework. Students will have a great time in cooking and sewing labs. Students will be engaged at a high level of interest that will make this typically low key subject into an exciting and productive course. Students should be 14 years or older. 9th - 12th grade (or have instructor's permission).

Parent Role: Project Assistant

Course # VOHE101

• **ACT Prep---W, F**

The purpose of this course is to prepare students for their college exams, such as the ACT, PSAT, and SAT. The bulk of emphasis will be placed on the ACT, although some time early in the school year will be focused on the PSAT. The course will be co-taught by a member of the science or math department and a member of the English department. Nearly all course requirements will be fulfilled during the scheduled class time, where students will be introduced to test-taking strategies and take numerous practice test sections. Homework will be minimal.

Parent Role: Project Assistant

Course #: VOACT601

• **Journalism / Newspaper---M, W, F**

This course will provide students the opportunity to create, design and publish a newspaper from the foundation up. They will learn the four basic print journalism writing styles: news, feature, editorial, and review. Students will understand the basic news questions, collect information, write stories on school and other activities, choose photos and learn the process of layout for newspaper production. In addition, students will get a basic introduction to photography, page design, law and ethics, and advertising. Adobe® InDesign® will be introduced. Students may be responsible for page design and editing print publications, all while contributing to the newspaper. With this responsibility comes potential time spent outside of class if necessary to complete the publication or production on time.

Parent Role: Project Assistant

Course # VOJO601

• **Personal Finance---W, F**

Dave Ramsey's mantra is, "Do not conform but transform." We will explore with Dave Ramsey the areas of Savings and Investing, Credit and Debit, Money Management, Insurance and Careers. My hope is to go beyond a "Working Knowledge" of these areas and give the student the opportunity to experience the Wisdom of these areas. Wisdom is to know God's perspective of the subject. It involves, at it's core, the attitude of the heart! A transforming of our hearts which is much larger and more profitable than "Personal Finance" by itself.

Parent Role: Project Assistant

Course # VOPF601

• **Intro to Law 1---W only**

The best-selling first edition of Law 101 provided readers with a vividly written and indispensable portrait of our nation's legal system. Now, in this revised edition, Jay M. Feinman offers an updated survey of American law, spiced with new anecdotes and cases, and incorporating fresh material on topics ranging from the President's war powers, to intellectual property, standard form contracts, and eminent domain. Here is an exceptionally clear introduction to law, covering the main subjects found in the first year of law

school, giving us a basic understanding of how it all works. Readers are introduced to every aspect of the legal system, from constitutional law and the litigation process to tort law, contract law, property law, and criminal law. Feinman illuminates each discussion with many intriguing, outrageous, and infamous cases, from the scalding coffee case that cost McDonald's half a million dollars, to the sensational murder trial in Victorian London that led to the legal definition of insanity, to the epochal decision in Marbury v. Madison that gave the Supreme Court the power to declare state and federal laws unconstitutional. He broadens the reader's legal vocabulary, clarifying the meaning of everything from "due process" and "equal protection" in constitutional law, to the distinction between "murder" and "manslaughter" in criminal law. Perhaps most important, we learn that though the law is voluminous and complex, it is accessible to all. Everyone who wants a better grasp of current legal issues--from students contemplating law school, to journalists covering the legislature or the courts, to fans of Court TV--will find here a wonderful source of information: a complete, clear, and colorful map of the American legal system.

Parent Role: Guide to Independent study

Course # SSIL601

• Yearbook A---M, W, F

Yearbook is a course that will teach your student how to produce a yearbook from concept to a finished product. They will learn how to plan the layouts, stories, pictures and the theme for this year's book. They will learn writing skills, how to interview, how to use online design software to design their pages, peer editing and proofreading. They will learn teamwork, responsibility, how to meet deadlines and pride in a job well done. A field trip to the Herff Jones plant in Merriam will give them a first-hand look at the processes that turn all of their hard work into a highly anticipated piece. When the final proofs have been returned we will review the year and plan for next year's coverage.

Parent Role: Guide to Independent study

Course # VOYB602

• Jr/Sr College Prep---W only

This course will provide students the opportunity to create, design and publish a newspaper from the foundation up. They will learn the four basic print journalism writing styles: news, feature, editorial, and review. Students will understand the basic news questions, collect information, write stories on school and other activities, choose photos and learn the process of layout for newspaper production. In addition, students will get a basic introduction to photography, page design, law and ethics, and advertising. Adobe® InDesign® will be introduced. Students may be responsible for page design and editing print publications, all while contributing to the newspaper. With this responsibility comes potential time spent outside of class if necessary to complete the publication or production on time.

Parent Role: Project Assistant

Course # VOCP601

• Intro to Architecture---M, W, F

If you're contemplating a career in architecture, or if you'd simply like to indulge your passion for it, then this class is for you. You'll spend the class periods exploring architectural principles such as: composition, history, preservation, landscape architecture, planning, and urban design. In addition, you'll delve into the nuts and bolts of architecture, including; building construction, structures, acoustics, lighting, energy conservation, sustain-ability, and fields of specialized practice. Throughout these discussions, the class will also consider the cultural, social, and political factors involved. Students will be required to complete 2 key projects. The first will be a formal paper on an architect. The second is a design project. Students will be required to spend time outside of normal class hours on their chosen design project where they'll put into practice what they learn in the classroom. Tackling a design problem is a key part of the program. Classroom time will be spent with individual instructions, and regular progress reviews will help students prepare for the presentations of their final project..

Parent Role: Project Assistant

Course # FAIA501