



## **Curriculum Guide 2024 – 2025**

## **MISSION**

To equip students to live Christ-centered lives and serve God to their greatest potential.

## **VISION**

South Christian High School will offer an excellent academic program,  
rooted in Biblical beliefs and values.

Within the framework of academic study and extra-curricular activities,  
SCHS will challenge students to know Biblical foundations,  
to demonstrate Christian values through a life of service and holy living,  
and to experience a personal relationship with Christ.

SCHS will encourage students to reach their full potential  
by providing opportunities for them to develop as whole persons,  
maintaining a healthy physical, social, and emotional sense.

## **SCHOOL GOALS**

**It is our prayer that the South Christian students will:**

- Cultivate a desire to think critically and respond with clear, truthful, and creative expression.
- Develop and exhibit empathy, compassion, and respect for others.
- Delight in all of God's creation by developing stewardship – of minds, abilities, resources, time, and surroundings.
- Know whose they are so they can respond with integrity in God's world.



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## STUDENT SERVICES

**Counseling and Guidance - Our Mission** is to help students identify and explore their God given abilities and to help prepare students for work and service in God's World.

Our Counseling Department offers a variety of services for the students at South Christian in the areas of academic, college and career and personal-social concerns.

- **Classroom Guidance** - Counselors visit classrooms to share important information with students appropriate to each grade level, on how to succeed in high school and prepare for life after graduation.
- **Personal Counseling** - Student concerns can be discussed confidentially.
- **Referral Service** - Students can be referred to outside agencies for additional assistance or help. Contact your student guidance counselor for a referral that is appropriate to your needs.
- **Scheduling** - The counselors and registrar assist students in selecting classes. The counselors are informed about college requirements and recommend high school course work for careers.
- **Testing** - Counselors coordinate registration, administration and interpretation of PSAT (9th and 10th grade), PSAT/NMSQT (11th grade), and SAT tests. Counselors inform students about additional testing options (dates, locations, costs, test preparation).
- **Post-Secondary Educational Planning** - This includes information, applications, scholarships, college representatives and college visits, financial aid, and admissions testing. Information is also available on all branches of the military.
- **Career Counseling** - Counselors work with students on career information and exploration, job shadows, and part-time job listings. Vocation Day gives students the opportunity to hear speakers present many different careers.

**Educational Resource Services** – South Christian offers two support programs: Inclusive Education and the Resource Study Hall. These two programs are designed to enable students with diagnosed needs to achieve their God-given potential academically, emotionally, and spiritually.

Students are recommended for these programs in consultation with their feeder school, parents and the South Christian staff.

## COURSE OFFERINGS

### **ART**

Advanced Art  
Ceramics & Sculpture  
Drawing & Painting  
Graphic Design/Printmaking  
Intro to Art

### **BIBLE**

Christian Doctrine (Bible 12)  
Christian Ministry  
Christian Worldview\* (Bible 11)  
Discipleship  
Intro to Christianity  
New Testament\* (Bible 10)  
Old Testament \* (Bible 9)

### **COMPUTER TECHNOLOGY**

AP Computer Science Principles  
Digital Design  
Digital Photography  
Engineering Graphics I  
Engineering Graphics II  
Intro to Computer Science  
Technology Internship

### **ENGLISH**

American Literature\*  
AP English Literature  
College English  
Composition 9\*  
Composition 10\*  
Composition 11  
Contemporary Voices  
Dramatic Arts  
Film Study  
Introduction to Literature\*  
Non-Fiction Literature  
& Composition  
World Literature\*

### **SPANISH**

Spanish I\*  
Spanish I/II  
Spanish II\*  
Spanish III  
Spanish IV  
AP Spanish

### **FAMILY & CONSUMER SCIENCES**

Advanced Foods  
Advanced Sewing  
Foods I  
Money Management  
Personal Living Skills: Adulting 101  
Sewing I

### **INDUSTRY & TRADES**

Advanced Metals Technology  
Advanced Woods Technology  
Construction  
House Repairs  
Intro to Industrial Technology  
Metals Technology  
Woods Technology

### **MATHEMATICS**

Advanced Algebra II\*  
Advanced Geometry\*  
Advanced Math Applications  
Algebra I  
Algebra II  
AP Calculus AB  
AP Statistics  
Functions/Statistics/Trig (FST)  
Geometry  
Intro to Algebra  
Precalculus

### **MISCELLANEOUS**

Comm Based Instruction (CBI)  
Internship  
Kent Career/Tech Center  
Online Courses  
Peer to Peer  
Social Skills

### **INSTRUMENTAL MUSIC**

Concert Band  
Orchestra  
Symphonic Band

### **VOCAL MUSIC**

Concert Choir  
Men's Choir  
Women's Choir

### **PHYSICAL EDUCATION AND HEALTH**

Adv Strength & Conditioning  
Health  
Intro to Strength & Conditioning  
Lifetime Activities  
Referee Development  
Sports & Wellness  
Strength &  
Conditioning-Female  
Team Sports

### **SCIENCE**

Advanced Chemistry  
Anatomy/Physiology A  
Anatomy/Physiology B  
AP Physics I  
Biology\*  
Chemistry  
Ecology  
Forensic Science  
Physical Science (Chemistry)\*  
Physical Science (Physics)\*  
Physics

### **SOCIAL STUDIES**

AP Psychology  
AP US Government  
AP US History  
AP World History  
Economics\*  
Psychology  
Sociology  
US Government  
US History  
World History

\*Indicates Honors designation available – see overviews at end of handbook.

**Freshman Course Selections**

**Student's Name** \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Street Address \_\_\_\_\_ Telephone \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_ Email \_\_\_\_\_

School Presently Attending \_\_\_\_\_ Church \_\_\_\_\_

<b><i>Two-semester Courses</i></b>
Concert Band
Women's Choir
Men's Choir
Orchestra
Spanish I
Spanish II
Spanish I/II

<b><i>One-semester Courses</i></b>
Intro Art
Ceramics & Sculpture
Drawing & Painting
Graphic Design /Printing
AP Comp. Science Principles Digital Design
Computer Science
Digital Photography
Engineering Graphics I
Engineering Graphics II
Foods I
Sewing I
Intro to Industrial Tech.
House Repairs
Woods Technology
Metals Technology

<b><i>One-semester Courses – Cont.</i></b>
Contemporary Voices
Dramatic Arts
Adv. Strength & Cond. Co-ed
Referee Development
Strength & Cond. – Females
1st Sem. study hall
2nd Sem. study hall

A full schedule = 14 semesters (7 courses for each semester; 2 semesters)

**REQUIRED CLASSES** (6 semesters)

Introduction to Literature & Freshman Composition (2 semesters)

Physical Science (2 semesters)

Old Testament (1 semester)

Health (1 semester)

**Circle one in each category** (3 semesters)

PE (1 semester): Intro to Strength - OR - Sports & Wellness

Math (2 semesters): Intro Algebra - OR - Algebra I - OR - Adv. Geometry

**YOUR CHOICES** (5 semesters)

One semester per line; a two-semester class will fill 2 lines

_____	_____
_____	_____
_____	_____

Sophomore Course Selections

Student's Name \_\_\_\_\_

<i>Two-semester Courses</i>
Women's Choir
Men's Choir
Concert Band
Orchestra
Math Options:
Algebra I
Geometry
Advanced Geometry
Algebra II
Advanced Algebra II
Precalculus
Spanish I
Spanish II
Spanish III
Spanish IV
AP World History
AP Psychology

<i>One-semester Courses</i>
Intro Art
Ceramics & Sculpture
Drawing & Painting
Graphic Design/Printing
AP Comp. Science Principles
Digital Design
Computer Science
Digital Photography
Engineering Graphics I
Engineering Graphics II
Technology Internship
Foods I
Adv. Foods
Sewing I
Adv. Sewing
Money Management
Adv. Strength & Cond. Co-ed
Referee Development
Strength & Cond. - Females
Team Sports

<i>One-semester Courses – Cont.</i>
Contemporary Voices
Dramatic Arts
Film Study
Intro to Industrial Tech.
House Repairs
Construction
Woods Technology
Adv. Woods Tech
Metals Technology
Adv. Metals Tech
Peer to Peer
Social Skills
1st Sem. Online class
2nd Sem. Online class
1st Sem. study hall
2nd Sem. study hall

A full schedule = 14 semesters (7 courses for each semester; 2 semesters)

**REQUIRED CLASSES** (10 semesters)

World Literature and Sophomore Composition (2 semesters)

New Testament (1 semester)

Economics (1 semester)

Biology (2 semesters)

Math (2 semesters) \_\_\_\_\_ (see math progression chart)

**Circle one** (2 semesters)

AP World History (2 sem.)

- OR -

World History (2 sem.)

**YOUR CHOICES** (4 semesters)

One semester per line; a two-semester class will fill 2 lines

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Junior Course Selections

Student's Name \_\_\_\_\_

<b>Two-semester Courses</b>
Concert Choir Orchestra Symphonic Band
Math Options: Algebra I Geometry Advanced Geometry Algebra II Advanced Algebra II Functions/Stats/Trigonometry Precalculus AP Calculus AB
Adv. Chemistry Chemistry
Spanish I Spanish II Spanish III Spanish IV AP Spanish
AP U.S. History AP World History AP Psychology

<b>One-semester Courses</b>
Intro Art Ceramics & Sculpture Drawing & Painting Graphic Design/Printing Advanced Art
AP Comp. Science Principles Digital Design Computer Science Digital Photography Engineering Graphics I Engineering Graphics II Technology Internship
Foods I Adv. Foods Sewing I Adv. Sewing Personal Living Skills: Adulting 101 Money Management
Intro to Industrial Tech. House Repairs Construction Woods Technology Adv. Woods Tech Metals Technology Adv. Metals Tech

<b>One-semester Courses – Cont.</b>
Contemporary Voices Dramatic Arts Film Study Non-Fiction Lit. and Comp.
Christian Ministries Discipleship
Anatomy A Anatomy B Ecology Forensic Science
Psychology Sociology
Adv. Strength & Cond. Co-ed Lifetime Activities Referee Development Strength & Cond. - Females Team Sports
Peer to Peer Social Skills 1st Sem. Online class 2nd Sem. Online class 1st Sem. study hall 2nd Sem. study hall

A full schedule = 14 semesters (7 courses for each semester; 2 semesters)

**REQUIRED CLASSES** (9 semesters)

American Literature and Junior Composition (2 semesters)

Christian Worldview (1 semester)

Math (2 semesters) \_\_\_\_\_ (see math progression chart)

**Circle one in each category:**

AP U.S. History (2 sem.)

- OR -

U.S. History (2 sem.)

Advanced Chemistry (2 sem.)

- OR -

Chemistry (2 sem.)

**YOUR CHOICES** (5 semesters)

One semester per line; a two-semester class will fill 2 lines

_____	_____
_____	_____
_____	_____

Senior Course Selections

Student's Name \_\_\_\_\_

<i>Two-semester Courses</i>
AP English Literature
Concert Choir
Orchestra
Symphonic Band
Math Options:
Algebra II
Advanced Algebra II
Functions/Stats/Trigonometry
Precalculus
Adv. Math Applications
AP Calculus AB
AP Statistics
Adv. Chemistry
Physics
AP Physics I
Spanish I
Spanish II
Spanish III
Spanish IV
AP Spanish
AP U.S. Government
AP U.S. History
AP World History
AP Psychology

<i>One-semester Courses</i>
Intro Art
Ceramics & Sculpture
Drawing & Painting
Graphic Design/Printing
Advanced Art
Foods I
Adv. Foods
Sewing I
Adv. Sewing
Personal Living Skills: Adulting 101
Money Management
AP Comp. Science Principles
Digital Design
Computer Science
Digital Photography
Engineering Graphics I
Engineering Graphics II
Technology Internship
Intro to Industrial Tech.
House Repairs
Construction
Woods Technology
Adv. Woods Tech
Metals Technology
Adv. Metals Tech
Christian Ministries
Discipleship

<i>One-semester Courses – cont.</i>
College English
AP English Lit. (1st sem.)
Contemporary Voices
Dramatic Arts
Film Study
Non-Fiction Lit. and Comp.
Anatomy A
Anatomy B
Ecology
Forensic Science
Psychology
Sociology
Adv. Strength & Cond. Co-ed
Lifetime Activities
Referee Development
Strength & Cond. - Females
Team Sports
Peer to Peer
Social Skills
Internship
1st Sem. Online class
2nd Sem. Online class
1st Sem. study hall
2nd Sem. study hall

A full schedule = 14 semesters (7 courses for each semester; 2 semesters)

**REQUIRED CLASSES** (3-5 semesters)

Christian Doctrine (1 semester)

English elective \_\_\_\_\_ (1 or 2 semesters)

**Circle one** (1 or 2 semesters)

U.S. Government (1 sem.)

- OR -

AP U.S. Government (2 sem.)

**YOUR CHOICES** (9-11 SEMESTERS)

One semester per line; a two-semester class will fill 2 lines

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## GRADUATION REQUIREMENTS

### Academic Requirements

23 credits are required for each graduating senior. Students who have been enrolled for at least one year are eligible to receive a South Christian diploma. All students are required to take a minimum of 2.5 credits each semester. Students attending the Kent Career Technical Center will take at least 1.0 credits and may have only one study hall at South Christian. Courses required of all students are the following:

**Bible..... 2.00**

Old Testament  
New Testament  
Christian Worldview  
Christian Doctrine

**Computer Technology ..... .50**

One-semester computer course

**English..... 3.50**

Introduction to Literature  
Composition 9  
World Literature  
Composition 10  
American Literature  
Composition 11  
English Elective

**Fine Arts..... 1.00**

Band, Choir, Orchestra, or Art

**Mathematics ..... 3.00**

Three years of math

**Physical Education/Health..... 1.00**

Either Intro Strength or Sports & Wellness (beginning with the class of 2026)  
Foundations of Wellness (for classes of 2024 and 2025)  
Health

**Science..... 3.00**

Physical Science  
Biology  
Chemistry

**Social Studies ..... 3.00**

Economics  
World History  
U.S. History  
U.S. Government

### **Graduation Requirements Summarized**

Required Courses ..... 17 credits

Elective Courses..... 6 credits

Total Graduation Requirement ..... 23 credits

Possible with 1 study hall each semester ..... 24 credits

Possible with no study halls..... 28 credits

### KENT CAREER TECHNICAL CENTER (KCTC)

Juniors and seniors may attend KCTC for one or two years, missing two or three class periods per semester at South Christian. They will be made aware of KCTC opportunities when the registrar and counselors meet with them in January and February to choose classes for the following year. Students may request a visit to KCTC programs. Requests must be given to and approved by the Guidance Office. Interested students must meet with their counselor to complete applications and plan their SCHS schedules.

Various programs are available in the following career pathways. Go to the Kent Career Technical Center website ([www.thetechcenter.org](http://www.thetechcenter.org)) for a list of all programs.

- **Arts & Communication**
- **Business, Management, Marketing, Technology**
- **Engineering, Manufacturing, Industrial Technology**
- **Health Sciences**
- **Human Services**
- **Natural Resources and Agriscience**

## POLICIES

### Academic Honors

#### Academic Honors

- Highest honors - will be given to students with a cumulative GPA of 4.00 and above, as determined after the 7th semester at SC.
- Honors - will be given to students with a cumulative GPA of 3.80 - 3.999, as determined after the 7th semester at SC.

Students will be recognized at Honors Convocation and with a special designation on the graduation program.

### Diploma

Students who have been enrolled for at least one year are eligible to receive a South Christian diploma.

### Dual Enrollment

The intent of this policy is to allow South Christian students to fit a college course into their school day.

#### Requirements

1. Student and a parent must complete the Dual Enrollment Student/Parent Agreement form with their counselor.
2. The course is intended to be taken for college, not high school credits.
3. The student must be enrolled in at least four courses at SCHS. KCTC students may have the chance to dual enroll through their program of study. If necessary, a revised schedule must be worked out with the registrar.
4. The student must be able to meet South Christian graduation requirements.
5. The student's GPA must meet the dual enrollment requirements of the college.
6. Student should consult with their counselor prior to signing up for a class.
7. The student is responsible for completing the college's application and enrollment procedure for the college course as well as for paying all their textbook and necessary fees.
8. Students and parents agree to accept all financial responsibility including but not limited to tuition, transportation, fees, and books when the state reimbursement does not cover the entirety of the cost.

#### Other considerations

1. Receiving a diploma: Students who satisfy the South Christian graduation requirements as spelled out in the Curriculum Guide will be awarded a South Christian diploma. Provided that they also meet the requirements spelled out in the Curriculum Guide for "Graduation Ceremony," they may participate in the graduation ceremony.
2. Participation in athletics: The State of Michigan stipulates that students must be receiving at least 66% (i.e.--at least five of seven hours) of their education from South Christian, on the South Christian premises, in order for a student to be eligible for athletic participation.
3. Participation in other extracurriculars: We are consistent with the athletic participation guidelines: at least 66% of education from SC in order to be eligible.

4. Receiving student services: Career, college, and personal counseling, testing, support and care groups, tutoring, academic support, and other school services are accessible to students who are dual enrolled.
5. Student ID: Dual enrolled students will receive an SC student ID, which provides admission to sporting event, plays, musicals, yearbook photo inclusion, and Winterfest activities.
6. Dual enrolled students will be permitted to participate in other student activities (i.e. prom, honors convocation, Senior All-Nighter).
7. Chapel is open to any student enrolled at South Christian. It is not required of part time students. If a part time student intends to attend chapel regularly, please notify the office so that a seat may be assigned.

## Early Graduation and Switching to Part-time Status

### Background

South Christian is a four-year school community where the students develop spiritually, physically, emotionally, socially, and academically. Every attempt has been made to provide a solid core of educational experiences as well as to provide freedom to explore a wide range of elective experiences. Each area, whether core or elective, is designed to show a world-and-life view upon which our school was established.

Because the high school experience is more than completing a required number of courses, we believe that a decision to graduate early or become a part-time student must be considered very carefully. Students who believe this is the best for them should be aware of both requirements and restrictions.

### Guidelines

1. Planning for early graduation must begin with the student's Counselor before the end of the junior year for early graduation and at least one full semester before the change to part-time status. The Counselor will help the student file the appropriate paperwork and follow the procedure outlined, which includes the approval of the registrar, finance office, dean of students, and principal.
2. Credit will be given for outside courses based on the Transfer of Outside Credit policy.
3. Dual enrollment courses will not be counted toward high school completion.
4. Receiving student services: Provided the student has spent his/her high school career at South Christian, school services such as career, college, and personal counseling, testing, support and care groups, tutoring, and academic support, are accessible.
5. Participation in athletics and extracurriculars: The MHSAA stipulates that students must be receiving at least 66% (i.e.--at least five of seven hours) of their education from South Christian, on the South Christian premises, in order for a student to be eligible for athletic participation. Participating in other extracurricular activities will follow these same guidelines: at least 66% of education from South Christian in order to be eligible.
6. Participation in other student activities: A student must be enrolled in and attending at least 4 classes during the current semester to participate in any school-sponsored activities. These include but are not limited to the following: Winterfest, Prom, Senior All-Nighter.
7. Participation in Senior Honors Events and Graduation:
  - A student must have completed seven semesters as a full-time student to qualify for any academic or athletic awards and be included in the Honors Convocation.

- A student may participate in graduation provided he/she meets all graduation requirements and attends the rehearsal.

## Exams

### EXAM EXEMPTIONS

Students may take up to 6 exams during the 3 designated exam days. Students who have 3 exams scheduled for one day may request an exemption from the Registrar's office. Information regarding exemption requests will be published in the weekly announcements near the end of the semesters. A committee of teachers and the Registrar decides which exam will be exempted based on a variety of factors. Students are notified of their exemption within the last few days of the semester.

1. If receiving an exemption brings the student's total exams taken to 5 or 6, the exempted exam does not need to be taken at all.
2. If receiving an exemption leaves a student with fewer than 5 exams to take, the exempted exam will be rescheduled for a different day.

### SENIOR EXAM EXEMPTION

1. In their final semester, seniors may be exempted from taking exams provided their course grade is equal to or higher than their cumulative GPA at the end of the first semester of their senior year.
2. Those who have an "A" or "A-" average in a class also may be exempted from the exam.
3. The senior exam exemption policy does not require teachers to allow seniors out of an exam even if they meet the GPA requirement. They can be informed of their exemption as late as the last day of regular school. They are expected to participate in any review activities. Cooperation and behavior can be used in addition to GPA to determine exemption.
4. Exempted students may have no more than 3 absences in the last 9 weeks and have fewer than 2 discipline points.

### RESCHEDULING EXAMS

The rescheduling of any exam must happen through the Dean of Students. Typically, exams are rescheduled in the event of illness.

## Exempting a Required Course

### GUIDELINES

1. The student must have the recommendation of the subject-related middle school teacher.
2. The student must have the recommendation of the appropriate South Christian department. At the discretion of the department, the student may be required to complete a project or paper.
3. The student's standardized test scores will be reviewed to determine mastery of the subject area.
4. The student must demonstrate mastery of the course content by earning at least 85% on the course's final exam which he or she will take in June for exemption the following year.
5. South Christian personnel will provide a curriculum map or course syllabus and the ISBN number for a textbook.

### PROCEDURES

1. The student (parents) will inform South Christian personnel of their desire to take an exam when scheduling is done in February.
2. The administrators/counselors will review data from items 1-3 above.
3. The administrators/counselors will notify the student if he or she has been approved to take the exam.
4. The administrators/counselors will make the final decision on exemption after reviewing appropriate data and the student's exam.
5. No credit or grade will be given for the course; it will not be included on the student's transcript.

### **Grades**

1. The following grading scale is to be used by all teachers.
 

A (95-100)	4.00	C (73-76)	2.00
A- (90-94)	3.67	C- (70-72)	1.67
B+ (87-89)	3.33	D+ (67-69)	1.33
B (83-86)	3.00	D (63-66)	1.00
B- (80-82)	2.67	D- (60-62)	.670
C+ (77-79)	2.33	E (0-59)	.000
2. Final exams carry a maximum weight of 20% of the whole course.
3. Courses which have been modified will be noted with an "M" on the transcript.
4. All AP classes are graded on a 5.0 scale.

### **Graduation Ceremony**

If, at the beginning of the last semester of the senior year, a student is not scheduled for enough credits to graduate, the student may not participate in the graduation ceremony. If a student fails to satisfy the graduation requirements by no more than one credit, the student may participate in the graduation ceremony with approval of the Administrator-Counselor committee. A diploma will be issued when all credit requirements have been completed.

### **Homeschool Students**

#### **Hybrid Students**

##### **Introduction**

At South Christian High School we recognize God as the creator of all things. Because of this fundamental belief, each course studies all aspects of the created world with reverence and leads students to be Christ's restorative hands and feet. Many students and parents believe this along with us and in the modern educational environment of choice are piecing their education together *a la carte* style. The following policy outlines how families choosing to design their own educational plan can enter into a part time relationship with South Christian High School and access Christ-centered education designed to empower students to serve God for life.

##### **Specifics of the Arrangement**

1. Full time students are scheduled first, with priority given to seniors. Then part time students are scheduled.
2. Students will not be placed in classes that are full.
3. If a class is requested during a particular time of the day, the registrar will try to honor that request, but it cannot be guaranteed.
4. Part time students must meet the prerequisites specified for courses.
5. A placement test will be offered to the student as a service to benefit the student but will not be required.
6. Part time students will be required to have a Chromebook and sign the agreement/policy for Chromebooks.



### Tuition

Tuition fees for part-time students are set by the Finance Committee. These rates include an administrative fee, a technology (Chromebook) fee, and a book fee, as well as a per class fee. Fees will be updated every spring along with regular tuition. More than four courses per semester is considered a full time enrollment with all associated tuition and benefits.

### 2024-2025

One hour per semester	\$1,165.00	One hour per year	\$2,104.00
Two hours per semester	\$2,130.00	Two hours per year	\$4,007.00
Three hours per semester	\$3,094.00	Three hours per year	\$5,910.00
Four hours per semester	\$4,059.00	Four hours per year	\$7,813.00

### Other considerations:

1. Receiving a diploma: Students who satisfy the South Christian graduation requirements as spelled out in the Curriculum Guide and who have attended South Christian full time for at least their senior year will be awarded a South Christian diploma.
  - a. A written transcript of home school coursework must be provided; detailed course descriptions may need to be provided upon request, as spelled out in "Home School Students Returning to or Entering SCHS" in the Curriculum Guide.
  - b. The home school transcript must be reviewed by the South Christian registrar and the student's South Christian school counselor who will then provide a list of graduation requirements to be satisfied for approval by the Administrator/Counselor Committee.
2. Participation in Honors Convocation and Graduation: Students must be full-time students at South Christian for at least their senior year in order to be eligible for any awards given at Honors Convocation and to participate in graduation. They must also meet the requirements spelled out in the Curriculum Guide for "Graduation Ceremony."
3. Participation in athletics: The MHSAA stipulates that homeschooled students must be receiving at least 66% (i.e.--at least five of seven hours) of their education from South Christian, on the South Christian premises, in order for a student to be eligible for athletic participation.
4. Participation in other extracurriculars: Consistent with the athletic participation guidelines, students must be receiving at least 66% of their education from South Christian in order to be eligible.
5. Receiving student services: Career, college, and personal counseling, testing, support and care groups, tutoring, academic support, and other school services are accessible only to full-time students. Students with an IEP or 504 will receive the accommodations as documented in their plan in the South Christian courses for which they are registered.
6. Student ID: Students who would like a South Christian student ID may pay the activity fee to receive one. This includes admission to sporting events, plays, musicals, and Winterfest activities.
7. Participation in other student activities (i.e. Prom, Senior All-Nighter) are by request of the student and will be directed to the Administrator/Counselor Committee for consideration.
8. Chapel is open to any student enrolled at South Christian. It is not required of part time students. If a part time student intends to attend chapel regularly, please notify the office so that a seat may be assigned.

### Entering or Returning to SCHS

1. The South Christian High School registrar needs documentation of courses completed. This can be in the form of an official transcript of courses and grades or a list of courses accompanied by all or some of the following: course syllabi, textbooks, chapters covered, and a log of hours spent.
2. One credit courses (a full year) should have been the equivalent of 180 days of at least 45 minutes of instruction.

3. A maximum of 7 high school credits will be granted per school year.
4. Placement in classes will be determined by South Christian High School personnel on the basis of student's age and academic performance. A math placement test may be given.

### Honors Convocation

A senior awards night is held each May honoring those who have received academic honors, college scholarships, athletic awards, and other outstanding achievements. Each department will also honor their outstanding seniors of the year. Parents who have students being honored will receive an invitation.

### Incompletes

If, because of illness, a student does not complete the requirements of a course by the end of the current marking period, an "incomplete" will be given. The student has two weeks from the last day of class to make up an incomplete and must take the initiative to contact the teacher. If the work is not made up in the allotted time, the incomplete will become an "E".

### Internship

The intent of this program is to allow an opportunity for upperclassmen students to participate in an internship with community business owners. Student interns would be released from school to attend the internship for either 2 or 3 class periods with the option for the employer to hire the student for pay outside of school hours. Students who complete the terms of the internship will receive 1.0 or 1.5 elective credits per semester, depending on the amount of time spent at the internship; no grade will be recorded on the transcript, and this will not affect the GPA in any way.

Students who are interested in pursuing an internship should begin the process with their counselor at least a semester before the internship would begin. The application process involves completing some paperwork, getting recommendations from SC teachers, and interviewing with the counselor, the internship program coordinator, and the employer.

### Online Classes

Online classes are available to students who would like to take a course that SCHS does not offer. Generally online courses would be a higher level course/continuation of a class we do offer, but in some cases it could be a course not available in our curriculum offerings. Students should talk with their counselor and/or the registrar about this request; then, the Administrator/Counselor Committee will approve requests based on the student's GPA, work habits, responsibility, and other factors.

In special cases, online classes may be used for credit recovery. Students must work with their counselor, who will bring the request to the Administrator/Counselor Committee for approval.

### Part-time Students (also see [Early Graduation and Switching to Part-time Status](#) section)

### Retaking a Course

If a student receives a grade of "C-" or lower but passes the class, he/she will be allowed to retake the course; however, the course must be retaken within one year. The original grade for the course will remain on the transcript. However, no credit will be given for the original course, and the low grade will not be calculated into the student's cumulative GPA.

An exception may be made in the case of retaking semester one of Algebra I due to a mid-year move into Intro to

Algebra; in this case, a math credit may be granted for each of the first semesters completed and the grade for each first semester completion will be calculated into the GPA.

If a student begins a foreign language in the 9th grade, quits after one semester, and then retakes the first-year course as an 11th grader, the grade and the credits for both courses will be counted in the cumulative credits and GPA. Appeals to this policy may be made to the counselors or registrar when there have been unusual circumstances.

### Schedule Change or Drop Procedures

A course may be dropped with written permission from the parent and the teacher.

- If a student drops a course in the first two weeks of a semester, he or she may add a different course in which there is space available. He or she will be expected to make up all missed work.
- If a student drops a course after two weeks of the course, he or she will be placed in a study hall.
- If a student drops a course after nine weeks of the course, he or she will automatically be given a failing grade on his or her permanent transcript.

### Summer College Courses

Students who choose to take a college class during the summer months must schedule their college course so that it does not interfere with their South Christian schedule in any way. Any absences incurred due to the college course will count toward a senior student's absence total and may cause him/her to have to take exams for SC courses.

### Test Policy

1. Teachers must schedule tests on the Test Calendar in Google.
2. If a student is scheduled for more than 2 tests, the student may make alternate arrangements with the teacher who scheduled the test last.
3. Except for courses which have no exam, all major projects and papers for which little class time is given must be turned in at least five school days before exams begin.
4. Tests may not be given during the last 3 days of a semester except to seniors during their last semester.

### Textbook Rental

All basic texts are loaned to students for their use during the school year. The student must buy necessary workbooks and supplies. Textbooks are to be kept clean and handled carefully. The student's name should be written on the book label. The student is required to pay for lost or damaged books before taking final exams.

### Transcripts

Courses that have been modified will be noted with an "M" on the transcript. Courses that have been modified due to illness will be noted with an "IM" on the transcript.

### Transfer of Outside Credits

In the interest of allowing students to maximize their opportunities at South Christian High School, South Christian will allow outside credits to be transferred in and applied toward graduation requirements. The transfer of outside credits allows students to pursue additional electives or advance themselves in their coursework to achieve higher levels. While we believe that students are missing some key experiences by taking required coursework elsewhere, we also believe that they stand to gain by having new and additional experiences that may not be possible otherwise. The intent of this policy is to increase a student's opportunities for developing his/her interests and abilities through electives and advanced coursework at South Christian.

#### Specifics of the arrangement

1. The transfer of outside credits will be limited to four .50 (semester) credits for students who attend SC for grades 9-12.
2. The maximum number of .50 transfer credits allowed is equal to the number of years a student spends at SC.
3. No more than two .50 credits may be transferred into any given department.
4. The outside credits that come from SC-approved online courses will apply toward SC graduation credits and requirements.
  - a. All courses must first be pre-approved by the Admin./Counselor Committee.
  - b. Online courses need to be set up through SCHS and will have an administrative fee added to the course fee.
  - c. In the registration process for the course, parents will sign a document, showing that they understand this is a one-time opportunity to transfer this credit. This document will be part of the student's cumulative file.
  - d. The South Christian Transcript will include these courses but will clearly reflect that they were transferred from an outside source.
5. Both the letter grade and the credit (including failures) will be recorded on the South Christian transcript. The grade will factor into the South Christian GPA.

### Tuition Reduction

South Christian is a four-year school community where the students develop spiritually, physically, emotionally, socially and academically. Every attempt is made to provide a solid core of educational experiences as well as to provide freedom to explore a wide range of elective experiences. Each area, whether core or elective, is designed to show a world-and-life view upon which our school was established. Occasionally, a student may wish to attend classes at another institution or enroll in college early. Because the high school experience is more than completing a required number of courses and the full range of student services are available to all of our students, the following policies are in effect:

- Students who attend Kent Career Technical Center may receive a 10% reduction on tuition rates.
- Parents whose children are enrolled as part-time should contact the Finance Office for tuition rates.

## DESCRIPTION OF COURSES (by Department)

### Bible Department

*The Bible Department offers classes where students are challenged to engage Scripture, ethics, and doctrine in order to develop a deeper relationship with Jesus. We offer opportunities to grow into mature Christians who love God, others, and Scripture, recognize and embrace complexity, have the courage to ask and handle difficult questions, and are empowered to articulate their faith wherever God leads them. We value truth and grace, authenticity, and the cultivation of wisdom beyond perfectionism, “right” answers, and apathy.*

### Bible Courses

Title	No.	Sem.	Grade	Prerequisite	Description
<b>Christian Doctrine (Bible 12)</b>	6401	1	12	None	This course explores the breadth of Christian doctrines (beliefs) and spiritual formation. Special attention is given to each doctrine’s biblical roots, their expression in creeds, confessions, catechisms, and modern media. Students will learn to articulate their beliefs in verbal and written forms and see how beliefs transform our thinking and lives through the practice of spiritual disciplines and discipleship.
<b>Christian Ministries</b>	6506	1	11-12	None	In this elective course, students explore what it means to be a Christian leader and what makes quality and meaningful worship. Students discover their God-given gifts and practice using them through chapel planning and other opportunities. Students explore our Christian calling to be disciples of Jesus who make disciples and how to do that well no matter what context they find themselves in after high school. Emphasis is placed on spiritual disciplines, sharing our faith, and building relationships. Students are also challenged to deepen their relationship with God through spiritual formation, specifically prayer.
<b>Christian Worldview (Bible 11)</b>	6301	1	11	None	This course begins with the Bible and moves toward a definition of “worldview” and a description of a Christian worldview in comparison to other worldviews (world religions/non-religions). Students then examine how a Christian worldview impacts moral choices by studying ethics and discovering how to live out their faith in a Christ-centered, God-honoring way. Students will work on writing their personal stories in order to see how their story fits in God’s grand story. Finally, they learn to defend their Christian worldview by studying apologetics and how to respond to the many charges against the Christian faith.
<b>Discipleship</b>	6512	1	11-12	None	This elective class will challenge students to think with a Hebrew lens and experience the Jewish biblical culture to capture their head, heart, hands, and feet in total commitment to God. A major emphasis of this course is understanding that God chose us to be his partners in bringing shalom to a chaotic world and committing to working actively toward that.
<b>Introduction to Christianity</b>	6501	1	9-12	International students with little to no background on Christianity	This course is designed to introduce international students to Christianity in general, Christianity as it is practiced in the western world, and global Christianity. This course will also explore the storyline of the Bible, local churches, and the ancient and contemporary practices of the Church. Students will also learn about the cultures represented by the current students through local cultural experiences.

<b>New Testament (Bible 10)</b>	6201	1	10	None	This course is a survey that teaches students how to read the New Testament in greater depth and in unity with the Old Testament. Students will read the entire New Testament in groups using a “readers” New Testament. The course also focuses on cultural backgrounds, the importance of genre, the unity of Scripture, and how the New Testament culminates in the person and work of Jesus Christ. Students will practice various spiritual disciplines such as prayer, journaling, and worship.
<b>Old Testament (Bible 9)</b>	6101	1	9	None	This course is a study of the biblical text Genesis through Deuteronomy, beginning with Creation and ending with the return to the Promised Land. Students will engage the text and explore biblical themes in a Christ-centered approach, paying close attention to their geographical, cultural, historical, and textual contexts. Students will consider how the living Word of God speaks to God's people today, and they will be challenged to walk deeper with Christ as invited partners in His redemptive story through loving God and loving others. Students will practice various spiritual disciplines such as prayer, journaling, and worship.

## Consumer and Technical Skills Department

*The business, computer tech, family and consumer science, and industrial tech courses challenge students to develop Christ-centered practical living skills. Students are encouraged to use their skills in all areas to help restore and reclaim God's kingdom here on earth. Emphasis will be on stewardship and discernment as a basis for making wise decisions which will lead to a life of service.*

### Business Courses

Title	No.	Sem.	Grade	Prerequisite	Description
<b>Money Management</b>	2416	1	10-12	None	Money Management provides the opportunity to practice the practical skills students will need as productive adults. Students will spend a semester growing in financial literacy and decision making, within the context of Christian principles. Special regard will be given to the teachings of the Bible in regards to giving, tithing, and goals of wealth. Financial planning, credit usage, insurance, taxes, housing, bank accounts, career and college preparedness, and major purchase planning are some of the key areas covered. Students will have multiple opportunities to appraise and practice skills in simulated real-life activities. This elective class is recommended for upperclassmen or those who have working experience.

### Computer Technology Courses

Title	No.	Sem.	Grade	Prerequisite	Description
<b>AP Computer Science Principles</b>	2256	1	9-12	Introduction to Computer Science (May be taken in non-consecutive years with instructor approval)	AP Computer Science Principles dives deeper into the foundational concepts of computer science and challenges students to explore how Christians can responsibly and creatively use technology to advance God's Kingdom. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in.
<b>Digital Design</b>	2211	1	9-12	None	Students apply their God-given gifts to produce excellent and expressive work while demonstrating proficient use of various software applications including Microsoft Office, Gsuite, and Adobe.
<b>Digital Photography</b>	2216	1	9-12	Intro Art	<p>Students taking Digital Photography will be refining photographs using the language of art and studying the work of prominent photographers in history. In their learning they will understand how to use photography as an expressive form of art. Peer critique will be an integral part of class. The opportunity to go off campus will be used to broaden their subject matter and explore various environments. By the conclusion of class, students will publish their photographs in their personally designed websites.</p> <p>Students taking Digital Photography will need to have access to a camera that has manual adjustments for shutter speed, aperture, white balance, ISO settings, and depth of field. Compact Digital Cameras and SLR Digital cameras are acceptable as long as they have manual controls. Examples of cameras that would meet this requirement would be the Canon EOS Rebel T7 or Nikon D3200. Many photos will be required to be taken outside the normal classroom periods; it is imperative that students have the ability to take pictures during non-school hours. If there are extenuating circumstances, students may petition to take the course without this requirement.</p>

<b>Engineering Graphics I</b>	2221	1	9-12	None	Students will learn the basic functions of the Solidworks parametric solid modeling software, including the creation of 3D Models and assembly of models. Students develop problem solving skills and apply their God-given gifts to produce excellent work.
<b>Engineering Graphics II</b>	2251	1	9-12	Engineering Graphics I	This course is a continuation of and builds on the skills developed in Engineering Graphics. Using the SolidWorks parametric solid modeling software, students further their knowledge and skills of 3D modeling, including the generation of model and assembly drawings. Students develop problem solving skills and apply their God-given gifts to produce excellent work.
<b>Introduction to Computer Science</b>	2226	1	9-12	None	This course is aimed at exposing students to the world of coding, the language of the future. Students with no previous coding background can learn how to code in a fun and accessible way. Students will be equipped with programming fundamentals to learn any programming language, focusing on problem solving and critical thinking skills — skills that will benefit students in all of their future endeavors. Students will learn why it's important for Christians to be excellent programmers and put their knowledge into practice. Students enrolling in this course should feel competent in their current math abilities.
<b>Technology Internship</b>	9106	1	10-12	Recommendation from a staff member	The SCHS Technology Internship is an opportunity for students to develop problem solving skills to perform basic technology troubleshooting tasks at SC. They acquire basic customer service skills as well as how to diagnose Chromebook and printer issues and determine solutions. Operating the sound board, lights, and video equipment for chapels and out-of-school events will be required.

### Family & Consumer Sciences Courses

<b>Title</b>	<b>No.</b>	<b>Sem.</b>	<b>Grade</b>	<b>Prerequisite</b>	<b>Description</b>
<b>Advanced Foods</b>	2451	1	10-12	Foods I	Advanced Foods is intended for the student with some basic knowledge in food preparation. A strong focus is placed on planning, budgeting, and preparing full meals that are healthy and nourishing to our bodies. Students will gain experience in more ethnic cooking, cooking with meats, and more complex recipes and ingredients. This course will build on the foundation of Foods 1 and the emphasis of making wise food choices and being good stewards of God's world and our bodies.
<b>Advanced Sewing</b>	2456	1	10-12	Sewing I	This course is intended for the student who has taken Sewing I or is very experienced on a machine. Focus will be on tailoring techniques for the required shirt and pants patterns, which will include sewing a collar, plaque, cuff, button hole, waistband, belt loop, front pocket and zipper installation. Students will also learn to use a serger machine, which will be used on sections of the required patterns.
<b>Personal Living Skills: Adulting 101</b>	2413	1	11-12	None	This elective course will prepare students to flourish in the various roles required in the day-to-day life of Christian adult. The course will increase students' knowledge of and ability in goal setting, living on their own, and relationship building. Students will learn the basics of independent living including housing selection and care, nutritious meal planning, budgeting, how to thrive in adult relationships, and caring for our neighbors.
<b>Foods I</b>	2401	1	9-12	None	Foods I combines the study of nutrition and a balanced diet with experience in cooking, baking, and tasting some basic recipes and meals. A recipe collection is required for a semester project. This course will emphasize good stewardship of our food resources and grow our knowledge of food cultures around the world. Students also learn to make wise food choices to better care for both God's world and our own bodies.



<b>Sewing I</b>	2406	1	9-12	None	Sewing I is intended for the student who has never sewed as well as for those who have some sewing experience. This course will focus on identifying the parts of the machine and demonstrating different sewing techniques. Students will select patterns and determine correct sizing and materials needs to complete the project. Students will demonstrate accurately reading, placing the pattern and cutting the fabric for the completion of the garment. Students will learn the skill of hand sewing and use of an iron. A group service project such as a quilt, pillow cases or stuffed animals will be completed and donated to an appropriate cause.
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### Industry & Trades Courses

Title	No.	Sem.	Grade	Prerequisite	Description
<b>Advanced Metal Technology</b>	2351	1	10-12	Metals Technology	This course provides more extensive laboratory time not available in Metals Tech. Students will learn problem solving through process technology; broaden design and planning skills; and improve layout skills, stock calculation, and other operations. The work for this class will be mostly independent study and based on a proposal on which the student and instructor agree. Students will understand the skills they have learned in Intro and Metals and how they can be used for Kingdom work. This class gives students the opportunity to plan and lead in the redemptive work of both fixing what is broken and creating new.
<b>Advanced Woods Technology</b>	2356	1	10-12	Woods Technology	This course provides more extensive laboratory time not available in Woods Tech. Students will learn problem solving through process technology; broaden design and planning skills; and improve layout skills, stock calculation, and other operations. The work for this class will be mostly independent study and based on a proposal on which the student and instructor agree. Students will understand the skills they have learned in Intro and Woods and how they can be used for Kingdom work. This class gives students the opportunity to plan and lead in the redemptive work of both fixing what is broken and creating new.
<b>Construction</b>	2341	1	10-12	Intro to Ind. Tech. or House Repairs	Students learn many skills and procedures required for construction of a house including electrical, plumbing, framing, and more. Students learn through hands-on projects. Students also learn the basic requirements of building code laws. This class gives students a chance to be part of a community and develop a sense of belonging. Students will develop an understanding of their own gifts and how they can use them to bless those around them. Students will understand that the skills they learn in this class can be used for Kingdom work and will be given opportunities to take part in the redemptive work of both fixing what is broken and creating new.
<b>House Repairs</b>	2316	1	9-12	None	In this course students will learn knowledge and skills that will help the future homeowner maintain and do simple repairs for a future home. Students will work with many different components of a house including drywall, electrical, plumbing, painting, and other common home repairs. Students will learn to be good stewards of the homes God has given us. Additionally, we will learn how God made various products in our home and how we can use them to make homes aesthetically pleasing.
<b>Introduction to Industrial Technology</b>	2311	1	9-12	None	Students learn how to use some of the procedures, safety, tools, and materials associated with drafting, woodworking, metalworking, and manufacturing. This class gives students a chance to be part of a community and develop a sense of belonging. Students will develop an understanding of their own gifts and how they can use them to bless those around them. Students will understand that the skills they learn in this class can be used for Kingdom work and will be given opportunities to take part in the redemptive work of both fixing what is broken and creating new.

<b>Metals Technology</b>	2331	1	9-12	Intro to Ind. Tech.	This course will provide a brief look into the use of metal products in our society and how it affects our everyday lives in God's creation. Students will learn to work with metals using a variety of processes, including welding, soldering, and sheet metal fabrication. Students will learn problem solving through process technology; broaden their design and planning skills; improve layout skills, stock calculation, and other operations; and apply safety rules. Students will understand that the skills they learn in this class can be used for Kingdom work and will be given opportunities to take part in the redemptive work of both fixing what is broken and creating new.
<b>Woods Technology</b>	2336	1	9-12	Intro to Ind. Tech.	This course will provide a brief look into the use of wood in our society and how it affects our everyday lives in God's creation. Students will receive information and develop skills which will allow them to draw, plan, and build a small product such as a nightstand/cabinet. Students will broaden their design and planning skills; improve layout skills, stock calculation, and other operations; and apply safety rules. Students will understand that the skills they learn in this class can be used for Kingdom work and will be given opportunities to take part in the redemptive work of both fixing what is broken and creating new.

## English Department

*The English Department believes that language is one of God's gifts to humankind and He calls us to glorify Him in our reading, writing, and speaking. Consequently, because writing is the active process of discovering, shaping, and communicating our thoughts, we model for and encourage in students Christian responsibility in language use, especially as it relates to truth and clarity. In addition, as we examine the faith statements expressed in the literature of our own and other cultures, we come to a better understanding of our God, our walk with Christ, and our interactions with others.*

### UPDATED PHILOSOPHY:

*English department courses challenge students [through literature, written and spoken communication](#) to better understand others, themselves, and their roles in God's Kingdom as well as to express themselves with truth, clarity, and beauty.*

## English Courses

Title	No.	Sem.	Grade	Prerequisite	Description
<b>American Literature</b>	1311	1	11	Intro to Literature	American Literature is a required course that provides students with an opportunity to discern the diversity of the human experience in American literature while reflecting on the growing divide between a country founded in the name of God and a people who have moved further from Him. Students comprehend and analyze texts while inferring deeper meaning about themselves and American culture. Additionally, students engage in authentic discussion and purposeful writing over themes and motifs in American literature.
<b>AP English Literature</b>	1501 1502	2	12	American Literature, GPA - 3.5 or higher, or special permission from the teacher	This two semester course is a study of poetry, short stories, plays, and novels of England and America from the Renaissance to the modern age. Students will practice close reading skills with both oral and literary analysis. These studies will demonstrate God's powerful gifts of literature and language and how they can be used to respond to Him.  Opportunity to take Advanced Placement tests in English will be offered late second semester.
<b>College English</b>	1401	1	12	3.5 GPA or special permission from instructor	In this semester course, seniors can expect to broaden their awareness of the richness, power, and potential of language in preparation for serving their Creator, loving their neighbor well, and finding success in college writing and speaking. Students will write several essays that teach them to think critically and communicate to a specific audience while growing their skills in organization, development, style, and usage. Students will work to develop a unique, personal writing voice and analyze the correlation between language expression and personal identity. Other areas of growth will include evaluating personal work habits in addition to learning to steward time and resources.
<b>Composition 9</b>	1101	1	9	None	In this course, students practice and improve their writing skills, focusing on basic grammar, writing structures, and developing research skills. Students recognize language as a gift from God helping them to communicate effectively and reflect Christ in the way they use their words.
<b>Composition 10</b>	1201	1	10	Composition 9	Sophomore Composition teaches students to express themselves with truth, clarity, and beauty by helping them differentiate diverse styles of writing. Additionally, students engage with grammatical concepts in order to apply them practically to writing. Students learn and practice effective writing techniques as they discover the blessing of language and how it can be used in their role in God's kingdom.

<b>Composition 11</b>	1301	1	11	None	Junior Composition teaches students to explore and express what it means to be active participants in developing communication and expressing themselves in God-honoring ways. Students develop effective and ethical composition skills and apply varied strategies for successful public speaking to different audiences.
<b>Contemporary Voices</b>	1421	1	9-12	None	Contemporary Voices is an elective course that invites students to discover and discern competing voices in order to express their own voice that reflects Biblical truth. Through the study of novels, short stories, poetry, plays, and comic books, students analyze character, setting, conflict, and structure in order to broaden the understanding of multi-genre literature. By exploring how contemporary literature promotes a variety of perspectives on culture, society, and the self, students observe, appreciate, and articulate the human experience through written and spoken reflections.
<b>Dramatic Arts</b>	1431	1	9-12	None	In Dramatic Arts, students engage with various forms of dramatic literature and performance. Through discussion, presentation, and hands-on activities, students strengthen their acting and public speaking skills. While creating scenes and studying theatre's historical development, students recognize the artistry of our Creator and the call to use performance to point others to Him.
<b>Film Study</b>	1426	1	10-12	None	Film Studies is an elective course that invites students to examine their understanding of the film arts, develop an awareness of the technical and aesthetic aspects of film, and discern how these stories can reinforce and oppose God's story. Through reading, discussion, and evaluation of films viewed in class, students engage and interact with these stories through written and spoken reflections.
<b>Introduction to Literature</b>	1111	1	9	None	In Introduction to Literature, students analyze literature from a variety of genres, cultures, time periods, and perspectives in order to respond to it in an authentically Christian way and to evaluate its impact on the world. They discover more about who they are and their roles in God's kingdom and how to express themselves with truth, clarity, and beauty as they respond to the stories of others.
<b>Non-Fiction Literature &amp; Composition</b>	1411	1	11-12	None	In Non-fiction Literature and Composition, students make practical applications to real-world situations by reading, writing, and analyzing informational texts and real-life documents, focusing on clarity, audience, and purpose, while reflecting Christ in their communication.
<b>World Literature</b>	1211	1	10-12	None	Stories have been with us since God made humans a part of His grand plan, and these narratives come from every culture. World Literature exposes students to literature from a variety of cultures and eras and uses narrative to teach them to appreciate others, themselves, and God's world. Students become familiar with the historical values of world cultures and examine literary techniques found within the stories of His people.

## Fine Arts Department

*Our God is One who creates, and He has given us, his people, the same gift. We, the art and music departments at SCHS, participate in this act of creating by praising God and bringing honor to Him as we show our students that our God is Lord over all creation. We emphasize that God has given each a variety of gifts and, as Christian teachers, we encourage our students to develop these gifts to the best of their ability as mandated by God. Finally, we strive to transform culture by being SALT and LIGHT to our community through the musical performances and the visual images we present to others.*

## Art Courses

*In all art courses students are encouraged to create works that demonstrate an understanding of artistic expression in relation to who they are in God's world.*

Title	No.	Sem.	Grade	Prerequisite	Description
<b>Advanced Art</b>	2051	1	12	Three of the four one-semester art courses	Advanced Art class enables students to create work that synthesizes the essence of personal ideas so individualized designs and goals are executed. Students will demonstrate an understanding of real connections between faith and image making as they identify problems in culture and reflect on specific visual solutions. Students will focus on individual work while synthesizing organizational elements of art as they produce artistically excellent and expressive images. This course may be repeated with alternate media/content. The pieces produced in this class would be suitable for an art portfolio.
<b>Ceramics and Sculpture</b>	2021	1	9-12	Intro to Art	This course deals especially with three-dimensional forms of art. Students will have opportunities to work with clay, plaster, wire, paper, tape, and other media. Projects will focus on creating five different types of sculpture. The potter's wheel will also be used to produce projects. The elements and principles of design will be stressed in all the projects. Sketches will be required in preparation for projects. The works of various sculptors and potters will be studied. As opportunity arises off campus enrichment will take place. This course may be repeated as Ceramics and Sculpture II on a space available basis and with the permission of the department.
<b>Drawing and Painting</b>	2026	1	9-12	Intro to Art	Drawing and Painting class enables students to identify the role of art in the broader community by exploring social and global issues and a Christian response to them. Students will develop an ability to recognize themes within the history of the arts and how organizational principles are essential to presenting quality work. Students will analyze connections between faith and image making; they will produce excellent and expressive work and become comfortable with techniques within different drawing and painting media.
<b>Graphic Design and Printmaking</b>	2031	1	9-12	Intro to Art	This one-semester course explores the theory and practice of commercial art and graphic design as well as the technical skills of printmaking. Students will learn and practice developing design skills. Students will produce graphic products such as advertising layouts, posters, and illustrations. When possible, the class will act as a design center, incorporating art and graphics for school publications and activities. This course may be repeated as Graphic Design and Printmaking II on a space available basis and with the permission of the department.

<b>Intro to Art</b>	2011	1	9-12	None	Introduction to Art class enables students to analyze the impact of visual arts and culture on broader society while learning the value of analyzing the formal characteristics of created work. Confirmation of learning in application of these formal characteristics will be a focus of each learning assignment so that students are able to distinguish the role of each component in art images, both their own and that of others. Learning to responsibly manage materials and tools while creating with intention is also a core component of this class. Finally, students will become confident in applying God-given gifts to express understanding of real connections between faith and image making as they express visually where their story and God's story connects.
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### Instrumental Music Courses

Title	No.	Sem.	Grade	Prerequisite	Description
<b>Concert Band</b>	2161 2162	2	9-10	See note below *	Freshmen and sophomores in band will study intermediate techniques and sacred, contemporary, and traditional band literature as well as basic theory and fundamentals in overall good musicianship. The first part of the semester will focus on marching drill and technique and will include rehearsing and performing a marching show to be performed at various events. Students will be encouraged to use and develop their talents not only to enrich their own lives but also be of service to their Creator and others. Students will develop collaborative skills and professionalism in working towards their final performances. Performances will include concerts, community events, some athletic events, and band festivals; in addition, students are encouraged to participate in Solo and Ensemble Festival and perform in smaller ensembles for school chapels, community events, etc.
<b>Orchestra</b>	2151 2152	2	9-12	None	Orchestra participants will be studying intermediate string ensemble techniques and will perform works representative of several musical styles, eras, genres, and cultures, along with lessons in music theory and fundamentals in good musicianship. Students will be challenged to expand their level of technique and musicianship in a setting where musical study is considered an act of worship to God. The orchestra will perform in varying settings throughout the year, including the MSBOA District Festival, local church services, school concerts, and in community performances for Sailor Serve Day. Students must have prior middle school orchestra experience or have taken at least two years of private string lessons, or may contact the director on a case-by-case basis for joining orchestra.
<b>Symphonic Band</b>	2166 2167	2	11-12	See notes below*/**	The Symphonic Band is a select group of junior and senior instrumentalists who are willing to continue developing their God-given gifts to serve their school and community. Students must have an above-average interest and skill in the performance of highly technical band literature. The first part of the semester will focus on marching drill and technique and will include rehearsing and performing a marching show to be performed at various events. Students will develop collaborative skills and professionalism in working towards their final performances. Performances will include concerts, community events, some athletic events, and band festivals; in addition, students are encouraged to participate in Solo and Ensemble Festival and perform in smaller ensembles for school chapels, community events, etc. This ensemble does take performance tours on occasion.

*\*Being in the Marching Band requires a firm commitment to the group to make both the music and the drill work. Because of the nature of this ensemble, the drop policy for both Concert Band and Symphonic Band in first semester will be different from the drop policy for all other courses. Students who choose to drop band after the last Thursday in June will need to present in person a formal petition to a group from the Admin./Counselor Committee and receive the group's permission to drop band.*

*\*\*The ability to perform major and minor scales, various interval studies, sight read, and perform rhythmic drills, along with good basic musicianship, is a prerequisite for membership in the symphonic band.*

Vocal Music Courses

Title	No.	Sem.	Grade	Prerequisite	Description
<b>Concert Choir</b>	2111 2112	2	11-12	Permission by the director must be given before scheduling if this is the student's first time singing in a HS choir. An audition may be required based on background.	This is an open enrollment choir (see pre-requisite however.) This choir is a choral ensemble made up of 11 <sup>th</sup> and 12 <sup>th</sup> graders who have demonstrated competency in proper vocal production, tone, sight-reading confidence and music theory. In order to be eligible for this choir, all members must have at least one year of experience in the SCHS choral program or have special permission from the director and registrar. The Concert Choir is a touring choir. A wide variety of choral literature is studied as well as multiple mass choir selections. The Concert Choir participates in approximately 8-10 required performances per year. Attendance at rehearsals, district/state choral festivals, school, church and community events is required. Opportunities to perform in Regional and State honors choirs as well as district and state solo and ensemble festivals is encouraged.
<b>Men's Choir</b>	2101 2102	2	9-10	None	The Men's Choir is an ensemble designed to give an overview of choral music fundamentals, styles and literature for male voices. It is an open enrollment to all incoming freshmen and sophomores with no audition required. Students will apply their God-given gifts in voice to produce excellent and expressive work. Quality choral literature of at least two vocal parts will be studied and memorized for approximately 3-4 performances per year. Sight-reading skills and basic music theory as it applies to singing will also be studied. This choir meets every day. Successful completion of the year-long class and attendance at all performances will enable the student to receive full credit. Attendance at rehearsals, district/state choral festivals, school, church and community events is required. Students will be encouraged to use and develop their talents not only to enrich their own lives but also be of service to their Creator and others.
<b>Women's Choir</b>	2106 2107	2	9-10	None	The Women's Choir is an ensemble designed to give an overview of choral music fundamentals, styles and literature for female voices. It is an open enrollment to all incoming freshmen and sophomores with no audition required. Students will apply their God-given gifts in voice to produce excellent and expressive work. Quality choral literature of at least two vocal parts will be studied and memorized for approximately 3-4 performances per year. Sight-reading skills and basic music theory as it applies to singing will also be studied. This choir meets every day. Successful completion of the year-long class and attendance at all performances will enable the student to receive full credit. Attendance at rehearsals, district/state choral festivals, school, church and community events is required. Students will be encouraged to use and develop their talents not only to enrich their own lives but also be of service to their Creator and others.

**NOTE ON MADRIGALS:**

*Any student wishing to audition and become a member of Madrigals must be enrolled in at least one of the Choral Ensembles that meets during the regular school day UNLESS prior permission has been given by the Director. Madrigals is a non-credit, voluntary ensemble which meets once per week for approximately 2 hours. They give approximately 12-15 mandatory performances per year. This is also a touring choir.*

**AWARDS:** All music students, both instrumental and choral, will receive a SCHS Varsity Letter upon completion of their third year in the music program. They will receive a special Music Excellence Pin and certificate upon completion of their fourth year.

Mathematics Department

*God gives us mathematics as a gift and a tool to appreciate, to interpret, and to develop His creation. God created this world with order, allowing us to recognize His logical, creative genius. As we study these patterns, we have the responsibility to be stewards of our God-given abilities to develop His world. We will consciously seek to extend the student's reasoning ability, honest interpretation, and ethical standards of God's kingdom.*

## Mathematics Courses

*See math curriculum sequence table at end of table*

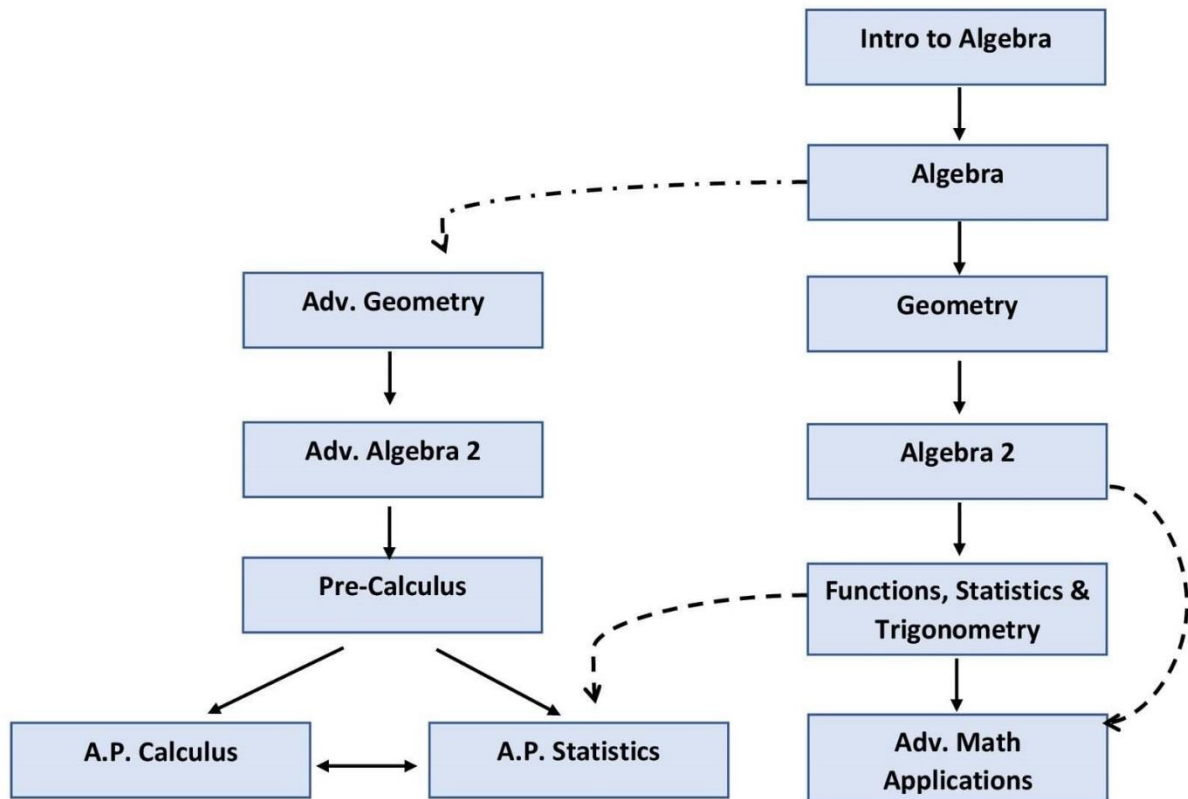
Title	No.	Sem.	Grade	Prerequisite	Description
<b>Advanced Algebra II</b>	3131 3132	2	10	Advanced Geometry	Advanced Algebra II will increase proficiency with algebraic expressions at a high level. Students will study a variety of functions and mathematical ideas from abstract and concrete perspectives while modeling real-world situations. Students will increase their skills of problem solving, technology, and applying mathematical content as they learn to love God, neighbor, and themselves.
<b>Advanced Geometry</b>	3211 3212	2	9	Placement Test	Geometry is a study of patterns, and patterns are formed by points, lines, polygons, circles and 3-dimensional figures. What are these patterns? What are the laws governing these patterns? Where do we see these patterns in our everyday world? These are some of the questions geometry asks and seeks to answer in a cooperative learning situation. Reading carefully, using today's technology, and working together will be heavily emphasized and should give us a greater appreciation of the world God created.
<b>Advanced Math Applications</b>	3331 3332	2	11-12	FS, Precalc; or 3 years of math which included Algebra II	Advanced Math Applications is a practical yet challenging math course in which students think logically and critically about the mathematical information that abounds in the world God entrusted to us. Through a non-traditional, exploratory approach, students apply mathematical concepts to the mathematics hidden in the world while keeping in mind God's design and purpose for humankind in His world.
<b>Algebra I</b>	3111 3112	2	9-10	None	Algebra is the branch of mathematics concerning rules of operations (addition, subtraction, multiplication, division, exponents) and mathematical relationships (linear, quadratic, exponentials, etc). Students learn to describe the world around them using the abstract language of algebra as they explore expressions, equations, and inequalities with graphs and tables. Algebraic concepts are also used to explore other branches of mathematics including probability and statistics. Throughout the course, students will discover how numbers often tell a story and how to use that information to further God's kingdom.
<b>Algebra II</b>	3121 3122	2	11	Algebra I, Geometry	Algebra 2 emphasizes proficiency with algebraic expressions. Students will study a variety of functions and mathematical ideas from abstract and concrete perspectives while modeling real-world situations. An emphasis will be placed on problem solving, use of technology, and applications of the mathematical content as they learn to uncover the mathematics God has hidden in unexpected places.
<b>AP Calculus AB</b>	3511 3512	2	12	Adv Algebra II, Adv Geometry, Precalc	The main objective of AP Calculus AB is to provide the students with a strong foundation that will give them the tools to succeed in future mathematics courses and on the AP Calculus AB exam in the Spring. As students grasp the two main calculus concepts of derivative and integral and the astonishing relationship between them, they will once again see the beauty and orderliness of God's creation as He shows it to us through mathematics.



<b>AP Statistics</b>	3501 3502	2	11-12	Adv. Geometry; Adv. Algebra; Precalc, or teacher permission; Math GPA 3.2	This course is a major exploration of statistics and probability: collecting, organizing and analyzing data. Throughout our course, students are challenged to discover and communicate truth in data, recognize God's design in the statistical concepts studied, and appreciate the broad applications of statistics to our lives. Students will apply various probability techniques and inferential statistics methods.
<b>Functions, Statistics, and Trigonometry</b>	3301 3302	2	11-12	Algebra II	Students will learn to describe, display, transform, and interpret data. Students will also continue their study of linear, quadratic, exponential, logarithmic, trigonometric, and polynomial functions and will use these functions to model real situations or data sets. Students will learn probability theory and use it to solve problems pertaining to the likelihood of events happening. Throughout the course, students will discover how numbers reveal truth and how to use that information to further God's kingdom.
<b>Geometry</b>	3201 3202	2	10	Algebra I	Geometry is a study of patterns, and patterns are formed by points, lines, polygons, circles and 3-dimensional figures. What are these patterns? What are the laws governing these patterns? Where do we see these patterns in our everyday world? These are some of the questions geometry asks and seeks to answer in a cooperative learning environment. Reading carefully, using today's technology, and working together will be heavily emphasized and should give us a greater appreciation of the world God created.
<b>Introduction to Algebra</b>	3101 3102	2	9	Recommendation of 8th grade math teacher	Intro Algebra allows students to study God's design of the world--his intentionality, his order in creation, and even his beauty. The course establishes the basic facts and terminology for an introduction to algebra, covering a wide variety of concepts: interpreting, and analyzing data; solving basic equations and inequalities, and computational skills involving whole numbers, integers, and rational numbers. An emphasis will be placed on problem solving.
<b>Precalculus</b>	3311 3312	2	11-12	Adv. Algebra II (or teacher recommendation from Algebra II)	Students will continue their study of linear, quadratic, exponential, logarithmic, trigonometric, and polynomial functions and will use these functions to model real situations and/or data sets. Students will learn to describe, display, transform, and interpret these functions. Other topics covered are analytic geometry, sequences, series, limits, and probability. Additionally, students will see how God has uniquely designed the world so it can be discovered through math. They will see how God allows us to use math and see his creative genius in conic sections, trigonometry, probability, and other geometric shapes.

**SCHS Math Curriculum**

*South Christian's math requirement is 3 years.  
Most colleges recommend 3 years and prefer 4 years of math.*



Miscellaneous

## Miscellaneous Courses

Title	No.	Sem.	Grade	Prerequisite	Description
<b>Community Based Instruction (CBI)</b>	9201 9202	N/A	9-12	Recommend- ed by Educational Support Staff (ESS)	The purpose of the course is to provide an opportunity to explore work skills. The student will leave school with a job coach for on-the-job training for one class period a day. ESS, with parent consultation, will find a place of employment meeting the individual needs of each student.
<b>Internship</b>	9231 9232	1	12	See Policy	<p>The intent of this program is allow an opportunity for senior students who may be vocational-bound to participate in an internship with community business owners who are active SC supporters. Student interns would be released from school to attend the internship from 12:30-2:30 pm, with the option for the employer to hire the student for pay after 2:30 pm. Students who complete the terms of the internship will receive 1.0-1.5 elective credits per semester; no grade will be recorded on the transcript, and this will not affect the GPA in any way.</p> <p>Students who are interested in pursuing an internship should begin the process with their counselor at least a semester before the internship would begin. The application process involves completing some paperwork, getting recommendations from SC teachers, and interviewing with the counselor, the internship program coordinator, and the employer.</p>
<b>Kent Career/Tech Center</b>	9221 9226	N/A	11-12	Guidance Office approval	Juniors and seniors may attend for one or two years, missing three or four class periods per semester at South Christian. They will be made aware of KC/TC opportunities when the registrar and counselors meet with them in January and February to choose classes for the following year. Students may request a visit to KC/TC programs. Requests must be given to and approved by the Guidance Office. Interested students must meet with their counselor to complete applications and plan their SCHS schedules.
<b>Online Courses</b>	9151 9152	1 2	10-12	924*	<p>Online classes are available to students who would like to take a course that SCHS does not offer. Generally online courses would be a higher level course/continuation of a class we do offer, but in some cases it could be the introductory level of a subject. Students should talk with their counselor and/or the registrar about this request; then, the Administrator/Counselor Committee will approve requests based on the student's GPA, work habits, responsibility, and other factors.</p> <p>In special cases online classes may be used for credit recovery. Students must work with their counselor, who will bring the request to the Administrator/Counselor Committee for approval.</p>
<b>Peer to Peer</b>	9103	1	10-12	Application and approval of ESS staff	Peer to Peer is an opportunity to support a student with a disability in a general education classroom or study hall. Peers will assist students in completing meaningful work, participating to the best of their ability, creating genuine friendships, and contributing to an inclusive education environment. Peers will receive ongoing training and support throughout the semester as well as complete weekly assignments.

<b>Social Skills</b>	9111	1	9-12	ESS students – none	The purpose of this course is to equip students with adequate social strategies in order to communicate the story of God effectively by using their words wisely in various situations. Students will work on strategies for communicating with friends, family, bosses, co-workers, and the general public. Some of these strategies include ways we communicate, giving positive and negative feedback, accepting negative feedback, resisting peer pressure, problem solving, negotiating, and following instructions. These skills will be immediately practiced and applied with general education peers in the class as well as equip general education students with tips on how to help ESS students better communicate with them.
			10-12	General Ed. Students – a completed application and at least one year of being in Connections	

*\*The first class must have been taken at SCHS, students must have a 3.3 GPA in the subject area & have the recommendation of a teacher in that subject area.*

## Physical Education Department

*The Physical Education Department strives to encourage students to develop to their greatest potential physically, mentally socially and spiritually. We hope to create opportunities where all students can participate in activities where they will be able to learn, train, play and compete at all levels. While engaging in our classroom environment, we seek to create a community where all feel accepted and loved as the unique individuals that they are.*

### Physical Education Courses

Title	No.	Sem.	Grade	Prerequisite	Description
<b>Advanced Strength and Conditioning</b>	5211	1	9-12	Intro Strength or Sports & Wellness	This co-ed class will further the study of strength and conditioning and help students learn why it is necessary and important for them to honor God in the way they strive to do their best, treat others, care for their bodies, and live in Christian community. This course utilizes the Athlete Enhancement program provided by our partner organization, Coachman Strength and Conditioning. The class will provide a safe space for students to enhance their own personal strength and conditioning goals and focus on personal growth and improvement in an advanced setting. Students will be taught proper technique while they explore the various methods of improving strength, speed, agility, endurance, and power while following a prescribed strength and conditioning program. This course may be taken once a semester for as many semesters as a student wants to take it.
<b>Health</b>	5101	1	9	None	Health is a required freshman course that allows students to discover more of who they are spiritually, mentally, socially, and physically as a child of God, not perfect but made on purpose, given talents but expected to increase them. Units taught include stress management, personality types, communication skills, nutrition, drugs, sex, and CPR & first aid. Students will also plan and implement four 21-day experiments for improving personal health and critique the effectiveness of the experiment.
<b>Introduction to Strength and Conditioning</b>	5111	1	9	None	This is one of two options to satisfy the freshman PE requirement. Through the study of strength and conditioning, students will learn why it is necessary and important for them to honor God in the way they strive to do their best, treat others, care for their bodies, and live in Christian community. This course utilizes the Athlete Enhancement program provided by our partner organization, Coachman Strength and Conditioning. The class will provide a safe space for students to set their own strength and conditioning goals and work toward growth and improvement possible within their design. Students will explore the various methods of improving strength, speed, agility, endurance and power while following a prescribed strength and conditioning program; in addition, a specific focus on overall wellness and nutrition will be emphasized.
<b>Lifetime Activities</b>	5221	1	11-12	Intro Strength or Sports & Wellness	This course introduces and expands understanding of a variety of recreational experiences by providing opportunities for students to explore unique activities that allow them to be active every day while building and living in community. Students will learn and practice specific skills, rules, and strategies for a variety of activities—many of them outdoor—that allow them to enjoy the activities at their highest skill level. This course may be taken only once, and students will be charged \$100 for a field trip fee to help defray some of the costs of the activities for this course.

<b>Referee Development</b>	5121	1	9-12	None	This course is designed to give students the opportunity to earn MHSA certification to officiate soccer, basketball, volleyball and baseball/softball. Students will demonstrate learning about the depth and details of all four sports. Upon passing a test for each sport, students will be able to apply their certification immediately to the high demand for officials in our community and pursue job opportunities.
<b>Sports &amp; Wellness</b>	5112	1	9	None	This is one of two options to satisfy the freshman PE requirement. Through the study of sports and wellness, students will learn why it is necessary and important for them to honor God in the way they strive to do their best, treat others, care for their bodies, and live in Christian community. The class will focus on teaching the skills, history, rules, and strategies of various activities in addition to teaching basic concepts for strength and conditioning.
<b>Strength &amp; Conditioning – Female</b>	5212	1	9-12	None	The focus of this course is to gain and improve fitness, to reach one's physical potential, and to commit to achieving a lifelong routine engaging in fitness. The physical component of this course will be strength training twice a week following Coachman provided workouts in addition to unique group and individual fitness workouts. Another component of this course will be spiritual fitness, exercising and challenging our hearts and minds to focus on who Jesus is and who He says we are. This course may be repeated one time.
<b>Team Sports</b>	5226	1	10-12	Intro Strength or Sports & Wellness	This course is designed to help students understand and participate in various team sports. Students will learn the necessary strategies, rules, history, etiquette, positions, and skills of each sport. Students will learn how to apply all they've learned and work together to compete. This course may be repeated one time.

## Science Department

*As a Science Department, we will guide students to more clearly see that God speaks to us both through His Word, the special revelation of the Bible and His work, the general revelation of creation. Throughout the various science classes, our students will be confronted with the grandeur of creation and guided to recognize God as the designer, creator, and sustainer of all that is. Since He created all for His own honor and glory, our students will be encouraged to respond to creation in worship and praise to God and challenged to a life of action that reflects that attitude. We will help our students develop a Christian ethical worldview that includes honesty in our collection, interpretation, and communication of scientific data. As our students are educated about creation, they will be able to understand both creation and our creator better. They will have a greater ability to make knowledgeable, wise decisions about their lives and about their care of creation.*

### Science Courses

Title	No.	Sem.	Grade	Prerequisite	Description
<b>Advanced Chemistry</b>	7311 7312	2	11	Geometry, Algebra II, and currently enrolled in Precalc	This course surveys chemistry and prepares students for further study in medical, science or engineering careers. In this class students will be challenged to interpret and illustrate the behavior of atoms and molecules using the kinetic molecular theory. They will also use models to discover atomic structure and electron configurations. The students will discover the order inherent in the periodic table and use that information to discover and interpret chemical formulas and predict bonding and molecular shape. Students will discover and differentiate between various types of chemical reactions and relate them to the chemical equations that represent them. Students will learn about the basic principles of the mole and stoichiometry and will use that information to make and test predictions. Students will develop the critical thinking skills necessary to solve a variety of different problems. As students delve into the amazing details of the workings of creation, they will be challenged to become more aware of God the Creator by discovering the order that exists in His universe. Students will also be challenged to not only see the fingerprints of our Creator but to also see how they can use this information to be good stewards of creation. Christian responsibility toward each other and their work will be stressed as students work together in numerous hands-on laboratory activities.
<b>Anatomy &amp; Physiology A</b>  <b>Anatomy &amp; Physiology B</b>	7351 7352	1 sem. each	11-12	Completion or current enrollment in Chemistry or Advanced Chemistry  GPA 3.0 or higher, or special permission of the instructor	Anatomy is the study of structure, and physiology is the study of function in the human body. This course will spend a considerable amount of time looking at the relationship of those two things in addition to defining key anatomical terms and concepts including the names and locations of significant body parts. All systems function to maintain homeostasis; examples of how the body maintains this internal balance will be investigated. Through laboratory and hands-on work, we will create a collaborative community that works, learns, and serves together. As a concurrent enrollment college credit class, there is an emphasis on being able to demonstrate an understanding of the physiological processes involved in common body functions in each system of the body.

<b>AP Physics I</b>	7411 7412	2	12	Chemistry, Adv. Chemistry & Precalc	<p>This course provides a foundation in major areas of physics: kinematics, dynamics, energy, conservation of momentum, and fluid dynamics. AP Physics emphasizes the development of skills in laboratory techniques and safety, measurements and calculations, including the use of significant figures and statistics, graphing, precise writing and critical thinking. In this course, students will be challenged to see God as the designer and creator of the universe and look for evidence of God's design in the grandeur of creation.</p> <p>Students in AP Physics I will be enrolled in the normal Physics course and will attend additional classes on Thursdays from 7:15 - 7:55 a.m. to cover topics not included in the normal Physics course. Students have the choice to take the AP Physics 1 algebra-based exam or the AP Physics C calculus based exam to attempt to test out of college courses.</p>
<b>Biology</b>	7201 7202	2	10	None	<p>This course is designed to teach students about the intricacies of God's creation. We examine our world's ecosystems and our role as stewards. We spend time learning about cells, DNA and genetics, viruses, bacteria, fungi, plants and animals. We learn about new discoveries and discuss ethical impacts that are current in today's world.</p>
<b>Chemistry</b>	7301 7302	2	11	Biology	<p>Exploring God's creation through scientific inquiry is a journey marked by a commitment to accuracy and integrity. Recognizing God as the master designer inspires a deep appreciation for the order in the periodic table and the contributions of chemists throughout history. In nuclear chemistry, assessing applications with a critical eye ensures responsible use of resources. Gas laws provide insights into fundamental principles, and the unique structure of carbon showcases God's intricate design in organic and inorganic realms. Environmental stewardship, such as assessing water usage, becomes a tangible expression of gratitude for the gift of creation, aligning with principles of responsible caretaking. In this fusion of faith and science, we find a harmonious path to marvel at God's grand design and fulfill our role as stewards.</p>
<b>Ecology</b>	7336	1	11-12	Physical Science and Biology	<p>Ecology focuses mainly on the ecosystems of Michigan and ecological interactions. The course occasionally takes place outside on our property, where we study pond, meadow, and woodland ecosystems; are challenged to explore God's creative work; and work to restore it.</p>
<b>Forensic Science</b>	7331	1	11-12	Physical Science and Biology	<p>This course brings together the techniques and the science that law enforcement and crime scene investigators use to recreate crime scenes, bringing the real world into the classroom. Students are taught the proper collection, preservation, and laboratory analysis techniques that are used in careers involving forensics. Students will confront the fallen nature of creation and look at how we can use science to restore creation and provide justice.</p>
<b>Physical Science</b>	7101 7102	2	9	None	<p>This course is an introduction to basic concepts in physics and chemistry with an emphasis on the development of skills in laboratory techniques and safety, measurements, and calculations, including the use of significant figures and statistics, graphing, precise writing, and critical thinking. Students work together in numerous hands-on laboratory activities and will be challenged to see the fingerprints of the Creator in creation. The semester on physics will focus on understanding how students experience waves and light, analyzing how forces impact motion, and investigating electricity and its impacts on the environment. The semester on chemistry will focus on key chemical concepts such as atoms, molecules, and chemical reactions. Students will discover the order of the periodic table and how to use the trends to make predictions. The students will be challenged to evaluate the environmental and societal impacts of chemical processes and technologies.</p>



<b>Physics</b>	7401 7402	2	12	Algebra II & Precalc or currently enrolled in Precalc	This course provides a foundation in the major areas of physics: kinematics, dynamics, energy, conservation of momentum, and fluid dynamics. It emphasizes the development of skills in laboratory techniques and safety, measurements and calculations, including the use of significant figures and statistics, graphing, precise writing and critical thinking. Students will be challenged to see God as the designer and creator of the universe and look for evidence of God's design in the grandeur of creation.
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## Social Studies Department

*Social Studies courses have at their core the teaching that our world belongs to God; it always has and always will. As they study the people, the histories, and the cultures in God's world, students need to understand what discernment is and what a vital role it plays in understanding their kingdom role as "salt and light" in this world.*

### Social Studies Courses

Title	No.	Sem.	Grade	Prerequisite	Description
<b>AP Psychology</b>	8351 8352	2	10-12	See note 1	The AP Psychology course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This is a rigorous and demanding course requiring students to have a strong, independent work ethic, to read at a rigorous pace, and to complete a variety of writing assignments. Special attention will be placed on developing and applying a Christian worldview.
<b>AP US Government</b>	8411 8412	2	12	See note 2	This two-semester course analyzes the details of the history and structure of the government and the operation of the political system. Students are introduced to the real world of government and politics through a variety of projects, speakers, and examination of current events. This course involves reading and writing at a high level in order to be best prepared for the AP Exam and future college courses or political conversations. Throughout everything that we study and discuss, emphasis is given to the idea of what it means to follow Jesus and how that transforming decision impacts our interactions with the government, the people who run it, and our neighbors.
<b>AP US History</b>	8311 8312	2	11-12	See note 3	This two-semester course is a study of U.S. History from the age of exploration and discovery to the present. Exceptional reading and writing skills, along with the willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of primary documents, and historiography. Students will learn the skills necessary to succeed on the College Board exam. Special attention will be placed on developing and applying a Christian worldview.
<b>AP World History</b>	8211 8212	2	10-12	Soph - see note 4 Jr/Sr - see note 3	Analyzing historical developments in the world from 1200 to the present day, this is an accelerated version of our regular World History course. Solid reading and writing skills, along with the willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of primary documents, and historiography. All students who enroll must complete and pass a summer assignment prior to the beginning of the course. The course is directly aligned with the College Board's AP World curriculum. Special attention will be placed on developing and applying a Christian worldview.
<b>Economics</b>	8331	1	10-12	None	Economics studies the way societies and individuals allocate scarce resources such as money, time, land, labor, etc. to unlimited wants and needs. The course will take individuals through active and engaging experiments learning important economics skills, thereby developing moral judgements based on Christ's teaching. Economic theory, policy, and history will be examined with an emphasis placed on macroeconomics (big picture) and microeconomics (small picture) from a Christian worldview.

Psychology	8331	1	11-12	None	The class explores the science of human behavior and thinking, recognizing the complexity of how God created the human mind and the differences that creates in each of us. The course will examine major psychological approaches, the scientific method, biological psychology, classical and operant conditioning, theories of intelligence, and various mental disorders—all while applying critical thinking and ethical considerations.
Sociology	8336	1	11-12	None	Sociology is the scientific study of society and human behavior. This course introduces students to the structure and organization of contemporary society. Students gain understanding of the methods used by sociologists and the data research approach for studying society. The course covers a variety of topics and contemporary issues such as socialization, culture, race, economics, religion, marriage, education, and family. Students learn to compliment anecdotal experiences with data driven facts about society and to apply Christian ethics to the topics presented.
United States Government	8401	1	12	None	This required course covers the basic history and structure of the government and the operation of the political system. Students are introduced to the real world of government and politics through a variety of projects and examination of current events. Throughout everything that we study and discuss, emphasis is given to the idea of what it means to follow Jesus and how that transforming decision impacts our interactions with the government, the people who run it, and our neighbors.
United States History	8301 8302	2	11	None	This is a two-semester, required survey course of the history of the United States from its indigenous and European background to the present time, with the primary point of emphasis on the twentieth century. Special attention is placed on the growth and development of American social, political, geographic, and economic institutions. Through their efforts to analyze and create, students will discover recurring themes throughout American history. Students will be challenged to develop a Christian world view and apply it to their studies.
World History	8201 8202	2	10	None	This is a two-semester, required survey course of the history of the world. Emphasis will be placed on modern history, helping students better understand the present world with its diversity of cultures. A variety of instructional methods will be used to help the students empathize with particular cultures and movements as well as prepare them for continuing pursuit of historical research. Special attention will be placed on developing and applying a Christian worldview.

**Note 1:** All students who enroll must complete and pass a summer assignment prior to the beginning of the course. Sophomores who are enrolled must also sign and hand in the student/parent agreement (see page 48 of the Curriculum Guide).

**Note 2:** GPA of 3.5 or higher, or permission of the Department

**Note 3:**

- GPA of 3.5 or higher, or permission of the Department.
- All students who enroll must complete and pass a summer assignment prior to the beginning of the course and score at least a 70% on the summer assignment test given within the first days of school in order to remain in the course.

**Note 4:**

- GPA of 3.5 or higher and a favorable recommendation from freshman English teachers
- Signed student/parent agreement (see page 48 of the Curriculum Guide)
- All students who enroll must complete and pass a summer assignment prior to the beginning of the course and score at least a 70% on the summer assignment test given within the first days of school in order to remain in the course.

**Appeal process:**

Students who do not meet the prerequisites of the course and who wish to appeal the Department's decision must start their appeal process with the Registrar, who will provide a writing prompt and a timeline in which the written appeal must be submitted. The Department will consider the appeal, and a final decision will be communicated to the student by the Registrar.

## Spanish Department

*The SCHS Spanish Department challenges students to value language learning as part of God's call to reach out to their global and local neighbors. Through learning Spanish and about its cultures, students develop a mindset of compassion and understanding, rather than one of prejudice and judgment.*

### Spanish Courses

Title	No.	Sem.	Grade	Prerequisite	Description
<b>Spanish I</b>	4101 4102	2	9-12	None	This course provides an understanding of the Spanish language through reading, writing, listening and speaking, as well as an understanding of the Spanish-speaking cultures around the world. Students will develop proficiency through stories and the reading of a novel, as well as applying introductory grammar concepts. We will examine God's perspective on other groups of people and discern how we are called to love one another.
<b>Spanish I/II</b>	4151 4152	2	9-12	None	This course provides an accelerated study of Spanish I and II course materials. Students will develop an understanding of the Spanish language through speaking, listening, reading, and writing. Students will develop proficiency through stories and the reading of novels, as well as applying introductory grammar concepts. Students will recognize how the Spanish language and Spanish-speaking cultures play a role in God's kingdom.
<b>Spanish II</b>	4201 4202	2	9-12	Spanish I	This course is a continuation of Spanish I. Students will continue developing an understanding of the Spanish language through speaking, listening, reading, and writing and culture study. Students will develop proficiency through stories and the reading of two novels, as well as applying introductory grammar concepts. Students will recognize how the Spanish language and Spanish-speaking cultures play a role in God's kingdom, and how we are called to build bridges between us and Spanish-speakers.
<b>Spanish III</b>	4301 4302	2	10-12	Spanish I & II with a C+ or higher average	Spanish III builds on the basic knowledge and skills acquired in Spanish I and II. Students will continue developing an understanding of the Spanish language through speaking, listening, reading, writing and intermediate grammar. Students will also continue recognizing how the Spanish language and Spanish-speaking cultures play a role in seeking connections and valuing differences in God's kingdom through the study of stories, songs, a novel and film, as well as connecting with a Spanish-speaking community.
<b>Spanish IV</b>	4401 4402	2	11-12	Spanish I, II, III with a B- or higher average	Spanish IV deepens students' knowledge and skills acquired in Spanish I, II, & III. Students will develop cultural and linguistic understanding as well as a Christian perspective on interpersonal relations. Through activities in speaking, listening, reading, writing, and advanced grammar practice, students will become more proficient in communicating in Spanish. Students will also continue recognizing how the Spanish language and Spanish-speaking cultures play a role in God's kingdom through the study of history, books, short stories, songs, and film.
<b>AP Spanish Language and Culture</b>	4501 4502	2	12	Spanish I-IV* or immersion or heritage speaker background	The AP Spanish Language and Culture course develops language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students learn about culture and how to apply Biblical perspectives through the use of authentic materials that are representative of the Spanish-speaking world. Authentic materials include journalistic and literary works, podcasts, interviews, movies, charts, graphs, newscasts, etc. Students will develop the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken and, as such, is an immersion experience requiring almost exclusive use of Spanish.

*\*Spanish IV waiver applications are available for students who desire to go from Spanish III directly to AP Spanish.*

## HONORS INFORMATION

### Workload

1. Honors work will be in addition to the normal workload of the course. A rough estimate is that students will spend approximately 2 extra hours per week doing honors work.
2. Students need to acquire 20 honors points (from a total of 25 available) per semester in order to receive the honors designation.

### Grading

1. Students must have a B+ or better in the middle school/high school class which typically precedes the course in which honors work will be done. In addition, students must maintain an A or A- in the normal course work.
2. Honors points and assignments are set at the beginning of the semester. Out of 25 points available, students must earn 20 honors points.
3. The first honors assignment in every class will be worth 6 points and due before the first interim report. Students must receive 5 or 6 points on this assignment in order to stay in the honors program.
4. The student will need to complete 4-6 additional assignments in order to earn the 20 honors points.
5. The completion of an honors assignment does not guarantee the receiving of full credit. Points will be assigned at the teacher's discretion based on quality of work.
6. Students who do not achieve 20 points by the end of the semester will not receive the honors designation.
7. Honors work may not be used as extra credit in regular class work.
8. All papers for honors work must be submitted to turnitin.com.

### Transcript

1. At the end of the semester when all honors work has been completed, has met honors criteria, and has earned the required 20 points, the designation of "Honors" will be added behind the name of the course on the student's transcript.
2. The honors designation does not affect the student's GPA in any way.

### Students who decide to drop the Honors program must use the following procedure:

1. Go to the Registrar's office to obtain an Honors Drop Slip and get the slip signed by a parent and the teacher. The signed slip should be returned to the Registrar's office.
2. Honors drops should occur before the end of the first quarter for first semester courses and the third quarter for second semester courses.
3. Once a student drops the honors program, he/she may not re-enter it in that course for that semester.

## HONORS WORK

The following charts give an overview of the Honor Work offered in various classes. More detailed descriptions of the projects are available to students at the beginning of the semester.

### ADVANCED ALGEBRA II – SEMESTER 1

Project Name	Points Value	Project Description
<b>Geocaching (REQUIRED)</b>	6	Students will research how GPS devices work, explore latitude and longitude, create a visual display, and use their finding to locate a 2 geocaches.
<b>Robotics Team</b>	5	Participate in Robotics 1st semester (anticipate participation during 2nd semester throughout the build & competition season)
<b>Finding Optimal Locations 1</b>	2	A strawberry freezer warehouse needs to be located in a city along interstate 40 in North Carolina so that the number of truckloads from the warehouse will be minimized. An algorithm will be employed to find the optimal location.
<b>Finding Optimal Locations 2</b>	3	The location for a smoothie store in a city needs be determined so that customers' walking distances will be minimized while students explore taxi-cab geometry.
<b>Graph Theory &amp; 6 Degrees of Separation</b>	4	Students will be introduced to graph theory through an exercise on the 6 Degrees of Separation game. Then, a technique called Kruskal's algorithm is used to find paths for emergency vehicles between houses after a tornado destroyed a town's road system.
<b>Critical Path Method</b>	4	Students use graph theory again and learn to plan large projects. First, project planning is introduced through a morning routine. This example introduces project planning and activity dependence. In the second example, the Critical Path Method (CPM) algorithm is introduced. Through this algorithm, a group of friends determine how long it will take to prepare the dinner and how much time flexibility they have.
<b>Michigan Math League</b>	2	There will be 3 tests available during 1st semester. These tests are announced during the daily announcements and they are taken during lunch break. Each test has 6 questions. In order to gain 2 honors points, you must score a minimum total of 3 points.

### ADVANCED ALGEBRA II – SEMESTER 2

Project Name	Points Value	Project Description
<b>Multi-Criteria Decision Making (REQUIRED)</b>	6	The problems in this project use the steps of multi-criteria decision making to make hard decisions. MCDM is a systematic approach to quantify an individual's preferences.
<b>Robotics Team</b>	6	Robotics has their major build season during January. We will meet frequently after school and you will have the opportunity to work on building our robot with Engineering students at Calvin College. Different groups of students will work on promotions, fundraising, education on rules and safety, and working on a variety of research and development tasks.
<b>Code Cracking – Investigating Ciphers</b>	3	Students will use a Caesar cipher and Vigenere cipher to encode and decode a variety of messages. Students will also research a topic of their choice about codes.
<b>Solve a Murder Mystery</b>	3	Students will solve a murder mystery using predictions of cooling times with logarithmic functions.

<b>Fractals</b>	3	Students will watch a TED talk delivered by Benoit Mandelbrot about The Art of Roughness, learn about chaos theory, and create their own fractal.
<b>Mathematics inspired Devotional</b>	2	Student will create 7 days of math-inspired devotions after reading an article about how a Christian perspective shapes our beliefs about the nature of mathematics.
<b>Michigan Mathematics League</b>	2	Score a minimum of 3 points total from the 3 tests offered. Tests are announced in the announcements and happen during lunch.
<b>GRCC 9th and 10th Grade Math Challenge Competition</b>	3	Students will be required to attend a practice after school approximately 1 week before the competition. The competition is a team effort at GRCC on Saturday March 15 (8am – 3pm). Deadline for registration is February 21. Talk to Mrs. Wesseldyke to sign up. More information available at: <a href="https://www.grcc.edu/schools-departments/mathematics/math-challenge">https://www.grcc.edu/schools-departments/mathematics/math-challenge</a>

### **ADVANCED GEOMETRY – SEMESTER 1**

<b>Project Name</b>	<b>Points Value</b>	<b>Project Description</b>
<b>Chapter 1 Points &amp; Lines</b>	4	Design and complete two coordinate plane drawings and describe the relationship with graph theory.
<b>Chapter 2 Language &amp; Logic Of Geometry</b>	2	Define two words using student's own words. Write the definitions in conditional, converse, and biconditional form, and then identify definitions as term-characteristic or characteristic-term.
<b>Chapter 3 Angles &amp; Lines</b>	4	Take a photograph of four terms identified in the chapter. State the definition of the term and justify why the photograph illustrates the characteristics of the term. Select two of the postulates or theorems discussed in the chapter and find a photograph that depicts the theorem or postulate. State the postulate or theorem and explain how the photograph satisfies the antecedent and conclusion of that postulate or theorem.
<b>Chapter 4 Congruence Transformations</b>	3	Design a floor plan and place a proposed guard station so that a guard will be able to remain at the station and monitor activities in all parts of the floor plan with mirrors.
<b>Chapter 5 Proofs Using Congruence</b>	4	Design a banner consisting of four congruent regions that represent the four classes of the school: freshmen, sophomores, juniors and seniors.
<b>Chapter 6 Polygons &amp; Symmetry</b>	4	Design an original set of pattern blocks consisting of at least six different shapes studied in this chapter; also, describe the symmetries of the shapes.
<b>Chapter 7 Application of Congruent Triangle</b>	4	Design specifications for a set of trusses that would guarantee all the pairs of triangles identified to be congruent.

## ADVANCED GEOMETRY – SEMESTER 2

Project Name	Points Value	Project Description
<b>Chapter 8 Lengths &amp; Areas</b>	6	Design a plan for a residential park. Prepare a report that would be presented to the town council together with a budget estimating its total cost.
<b>Chapter 9 Three-Dimensional Figures</b>	3	Make an original design for the top view of a music store and show the placement of all display racks or bins that one would utilize in the store.
<b>Chapter 10 Formulas for Volume</b>	5	Design a plan for manufacturing and packaging candles in a box.
<b>Chapter 12 Similarity</b>	4	Design an office building; then, prepare a report which compares the construction and operation of the self-designed building to an existing office building (variables to consider: cost of building materials and availability of space).
<b>Chapter 13 Similar Triangles &amp; Trigonometry</b>	4	Design a pattern for a trapezoid twist rug and describe any patterns that are observed.
<b>Chapter 14 Work with Circles</b>	3	Create an original line design that uses points on a circle as its anchor points. Write a report including methods and theorems of this chapter to find angles and lengths.

## AMERICAN LITERATURE

Project Name	Points Value	Project Description
<b>Puritan Writer Exploration</b>	6	Write a research paper (of 100-1500 words) analyzing the life and two or three works (other than those studied in class) of one of these three Puritan writers: Anne Bradstreet, Jonathan Edwards or Edward Taylor. Compare this writer and his or her works to the other material covered in this period. Document work using MLA format.
<b>Examining an additional Revolutionary Thinker</b>	3	Choose one of these “Founding Fathers” to investigate in an essay: Alexander Hamilton, George Washington, James Madison, John Adams, John Jay or Patrick Henry. Then read a speech or essay by that person of at least 1000 words. Finally, write a paper of 650-1000 words that presents the person’s biography, his work, and his historical importance. Use MLA format, including a Works Cited page.
<b>Drawing Parallels to <i>Walden</i></b>	4	After the class has studied Thoreau’s <i>Walden</i> and other works of American Transcendentalism, read selections from the book <i>Cabin Fever: A Suburban Father’s Search for the Wild</i> . Write four (4) journal entries, reflecting on what this author says about modern life and values.
<b>Writing a Ballad</b>	3	After independently studying a few American ballads and the characteristics of this sub-genre, write a ballad of at least twenty verses that observes the ballad conventions.
<b>Author Profile Video</b>	4	Research, write and produce a Power Point or Photo Studio 3 audio/video presentation of 3-5 minutes about one of these four great American authors: Walt Whitman, Kate Chopin, Langston Hughes or Flannery O’Conner.
<b>Analyzing an American Novel</b>	5	Read the novel <i>Of Mice and Men</i> by John Steinbeck. Then write a book report that discusses plot, setting, characters, themes and other literary elements as well as an evaluation of the work.



**BIOLOGY – SEMESTER 1**

Project Name	Points Value	Project Description
<b>Insect Collection</b>	6	Collect and preserve 30 insects from 8 different Orders.
<b>Video Microscopy</b>	2	Capture images from several microscope slides clearly and label specific parts, using a video software program.
<b>Water Quality Index</b>	8	Collect and analyze, using 9 tests, water samples once a month from the Sports Park ponds.
<b>Wisconsin Fast Plants</b>	4	Set up an experiment using plants and growing lights to test a variable that is approved by the teacher for 2 months. Then publish findings in proper lab report format.
<b><i>The Double Helix</i> – Book Report</b>	2	Read the book written by James Watson about the discovery of DNA and write a comprehensive book report on it.
<b>Research Paper on Cancer</b>	3	Discuss and select a topic related to cancer with the teacher, then complete a 10-page research paper on that topic.

**BIOLOGY – SEMESTER 2**

Project Name	Points Value	Project Description
<b>Research Paper on Cloning or Stem Cells</b>	3	Discuss with the teacher and select a topic related to Cloning or stem cells; then complete a 10-page research paper on that topic.
<b><i>The Microbe Hunters</i> – Book Report</b>	2	Read the book written by Paul de Kruif and write a comprehensive book report on it.
<b>Thigmotropism in Plants</b>	8	Set up an experiment using plants and growing lights to test how touch (thigmotropism) affects plants as they grow. Then publish the findings in proper lab report format.
<b>Studying Animal Magnetism</b>	4	Use “Google Earth” to observe large herds of animals over a several week period to determine if large mammals align themselves with the Earth’s Magnetic Field. Publish the data and findings in proper lab report format.
<b>Create an Animal Phylum</b>	2	Create an imaginary animal phylum, using other real phyla characteristics. Drawings, descriptions, and proper life functions/structures must be consistent for over 15 different traits.
<b>Allelopathy in Plants</b>	2	Run a short experiment to test a certain plant’s chemical warfare abilities in defending it from other nearby plant species. Present findings in proper lab format.
<b>Dissection of a Rabbit</b>	4	Together with another honor student, dissect a rabbit with the kit and instructions supplied by the teacher. Label the animal’s main organs and structures as described in the manual and take digital pictures of the work; then organize the pictures in a book.

**CHRISTIAN WORLDVIEW (BIBLE 10)**

Project Name	Points Value	Project Description
<b>Initial Assignment</b>	6	Students will be required to read and write a paper on the first half of C.S. Lewis's <i>Mere Christianity</i> .
<b>Worldview Interviews</b>	2	This assignment consists of an analysis of two non-Christian worldviews and the comparison of each with a Christian worldview.
<b>Ethical Issue</b>	4	This assignment involves the completion of a video that describes South Christian students' beliefs about a contemporary ethical issue.
<b>Television Assignment</b>	3	Students must create a brochure examining the views expressed in television programming geared toward teens and young adults.
<b>The God Movie</b>	2	To complete this assignment the movie <i>The God Who Wasn't There</i> will need to be reviewed and critiqued.
<b>The Case for Faith</b>	3	Students will read from Lee Strobel's <i>The Case for Faith</i> and write three informational news articles on the contents
<b>Scandal Book</b>	5	The <i>Scandal of the Evangelical Conscience</i> is to be read, summarized and reflected on in the form of a letter to a friend.

**COMP 9**

Project Name	Points Value	Project Description
<b>Lesson Plan/PLA</b>	6	Develop a lesson plan for dangling modifiers, clauses, or semi-colons and hyphens.
<b>"This I Believe"</b>	2	Create an essay as an alternative to the autobiographical essay.
<b>Grammar Comprehensive Test</b>	1	Score 90% or higher on the grammar comprehensive test.
<b>Favorite Place Essay</b>	3	Create a photo presentation of the place that was described in the essay.
<b>Dollar Bill Story</b>	2	Compose a character-driven story.
<b>Prince of Egypt</b>	2	Compose a written response after viewing the film.
<b>Research Essay</b>	4	Accomplish various additional components to the research process and essay.
<b>Book Response</b>	5	Read and respond to a book that focuses on aspects of the writing process.

## COMP 10

Project Name	Points Value	Project Description
<b>Narrative Incident-Immigrant Story</b>	6	Identify a person or persons (preferably related family members), interview them to discover their story, and tell their story.
<b>Narrative Writing-“Flashback Assignment”</b>	3	Describe a brief scene, and then flash back to show what events or occurrences led up to it. Focus on descriptive writing and action words.
<b>Language Study</b>	4	Select, study, and compare and contrast another language with the English language in a number of different structural areas. The information will be expressed in a booklet/paper.
<b>Persuasive Writing</b>	5	Select a substantive topic for the persuasive paper and prepare to write two papers which express opposing viewpoints on the topic by researching at least four articles. Write the two papers, and then analyze the effectiveness of each paper with regards to the use of persuasive techniques.
<b>Literary Analysis</b>	4	Read a novel from a selected list, and write a persuasive literary paper on a theme, character, or other debatable literary topic.
<b>Comparison/Contrast</b>	3	Select a substantive literary, historical, political, or sociological topic, research the two sides related to it, and write a paper which effectively uses the techniques of comparison and contrast.

## ECONOMICS

Project Name	Points Value	Project Description
<b><i>Naked Economics</i> by Charles Wheelan</b>	6	Write a 4-5 page book review in response to this reading.
<b>Economic Cartoon Poster</b>	1	Cut out ten current economic cartoons found in magazines, newspapers, or online and display them in a creative way on a single sheet of poster board.
<b><i>Freakonomics</i> by Steven Levitt and Stephen Dubner</b>	5	Write a 3-4 page book review in response to this reading.
<b><i>Frontline</i> Videos</b>	4	Watch 3 videos from the list provided and write a short summary of each.
<b>Business Cycle Drawings</b>	5	Record and display the business cycle of the United States for the past 40 years.
<b>Comparing Economic Systems</b>	3	Research and compare a variety of different economic systems.
<b>Stock Analysis</b>	1	Using Finance.yahoo.com, research 10 different stocks.

## INTRODUCTION TO LITERATURE

Project Name	Points Value	Project Description
Reading Novels	6	Read 2 novels and write an analytical essay for each.
Sharing Universal Emotions	3	Select a universal emotion, study how it is expressed in 5 genres of literature, and create both written and visual presentations for the findings.
Creating Empathy/Breaking Down Stereotypes	4	Select 3 conflicts to study, explain the stereotypes involved, find a piece of literature for each, and analyze/explain how effectively the literature creates empathy and breaks down stereotypes.
Examining Social/Political Issues	5	Read Marcus Zusak's novel <i>The Book Thief</i> and write two essays—one interpretive and one analytical.
Appreciating the Unique/Celebrating Paradox	3	Create a substantive piece of literature that addresses uniqueness and raises awareness of how a community can reflect Christ-like principles.
Studying Shakespeare	4	Choice 1: Read a second Shakespeare play and prepare a comparison/contrast presentation for that play and the one studied as a class Choice 2: Read and analyze 8 Shakespeare sonnets, prepare a presentation about his sonnets, and write an original sonnet.

## NEW TESTAMENT (BIBLE 10)

Project Name	Points Value	Project Description
Translation & Commentary Analysis	6	1. Choose a NT passage provided by the teacher and outline all of the different parts of how the Application Commentary interprets that passage. Provide a short description of each part and its interpretation (2-3 pages). 2. Look at the passage in at least 3 separate translations (e.g. NIV, NASB, NET, NLT, etc.) and make a 1 page list of as many items as you notice are different between each translation.
Observation	1	Using the instructions in Grasping God's Word, make at least 25 in-text observations of your passage.
Historical Context	4	Use (at minimum) these three resources to write a 2-3 page summary of the historical-cultural context of your chosen passage. 1.NIV Application Commentary 2.NIV Cultural Backgrounds Study Bible 3.Grasping God's Word (Instructions found here)
Literary Context	4	Use (at minimum) these 2 resources to write a 2 page summary of the literary context of your chosen passage. 1. NIV Application Commentary 2. Grasping God's Word (Instructions found here)
Word Study	2	Pick 2 words in your passage and using the resources below, write a 1/2 page summary for each word's meaning (total 1 pg) and how learning that meaning more specifically helps you understand the passage better. (Instructions found in Grasping God's Word) 1. NIV Cultural Backgrounds Study Bible 2. Bible Dictionary 3. Pictorial Encyclopedia of the Bible

<b>Exegetical Paper</b>	<b>8</b>	Combining all of the previous parts (Translation Analysis, Observation, Historical Context, Literary Context and Word Study) write a 7 page exegetical paper on your chosen passage.
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### **OLD TESTAMENT (BIBLE 9)**

<b>Project Name</b>	<b>Points Value</b>	<b>Project Description</b>
<b>Translation &amp; Commentary Analysis</b>	<b>6</b>	<ol style="list-style-type: none"> <li>1. Watch the 4 Intro videos in the Bible Project Series - "How To Read The Bible". Write a 2 page report, summarizing all 4 videos.</li> <li>2. Choose an OT passage provided by the teacher and outline all of the different parts of how the NIV Application Commentary interprets that passage. Provide a short description of each aspect (2-3 Pages).</li> <li>3. Look at the passage in at least 3 separate translations (e.g. NIV, NASB, NET, NLT, etc.) and make a 1 page list of as many items as you notice are different between each translation.</li> </ol>
<b>Observation</b>	<b>1</b>	Using the instructions in Grasping God's Word, make at least 25 in-text observations of your passage.
<b>Historical Context</b>	<b>4</b>	Use (at minimum) these three resources to write a 2-3 page summary of the historical-cultural context of your chosen passage. <ol style="list-style-type: none"> <li>1.NIV Application Commentary</li> <li>2.NIV Cultural Backgrounds Study Bible</li> <li>3.Grasping God's Word (Instructions found here)</li> </ol>
<b>Literary Context</b>	<b>4</b>	Use (at minimum) these 2 resources to write a 2 page summary of the literary context of your chosen passage. <ol style="list-style-type: none"> <li>3. NIV Application Commentary</li> <li>4. Grasping God's Word (Instructions found here)</li> </ol>
<b>Word Study</b>	<b>2</b>	Pick 2 words in your passage and using the resources below, write a 1/2 page summary for each word's meaning (total 1 page) and how learning that meaning more specifically helps you understand the passage better. (Instructions found in Grasping God's Word) <ol style="list-style-type: none"> <li>4. NIV Cultural Backgrounds Study Bible</li> <li>5. Bible Dictionary</li> <li>6. Pictorial Encyclopedia of the Bible</li> </ol>
<b>Exegetical Paper</b>	<b>8</b>	Combining all of the previous parts (Translation Analysis, Observation, Historical Context, Literary Context and Word Study) write a 10 page exegetical paper on your chosen passage.

**PHYSICAL SCIENCE - CHEMISTRY**

Project Name	Points Value	Project Description
<b>Writing and Performing an Experiment</b>	6	Design and carry out an experiment testing the effect of temperature on the volume of a gas and then write a formal report analyzing the results.
<b>Electron Configuration</b>	2	Determine the electron orbital configuration of certain elements.
<b>Working with Moles</b>	2	Determine the volume of water needed to produce a certain number of molecules and describe the effect of temperature on the volume of that number of molecules.
<b>Using Oxidation Numbers</b>	2	Use oxidation numbers to explain/predict the charge on various polyatomic ions.
<b>Investigating Crystal Shapes</b>	3	Research common crystal shapes and describe at least two compounds that form them, the color image, and the correlation between shape and formula. Prepare a poster presentation.
<b>Chemical Equations (2 separate projects)</b>	2 2	Interpret molar relationships in chemical equations and make some predictions.
<b>Studying Lake Effect Weather Patterns</b>	3	Explain why West Michigan experiences lake effect precipitation during the winter months and present with a poster.
<b>Studying Weather Patterns</b>	3	Describe the weather pattern expected as a low front passes from west to east; produce a poster.

**PHYSICAL SCIENCE - PHYSICS**

Project Name	Points Value	Project Description
<b>Electricity Paper</b>	6	Write a paper describing how electricity is produced, the types of power plants used in West Michigan, the environmental impact, and a Christian's response.
<b>Solar Car</b>	3	Assemble a solar car from a kit provided by the teacher.
<b>Solar Panel Experiment</b>	4	Design an experiment to determine a solar panel's effectiveness in at least 3 different lighting conditions and collect data relevant to the experiment.
<b>Solar Car Experiment</b>	4	Attach a solar panel to the solar car and design an experiment to determine maximum average speed of the car under 2-3 different driving conditions.
<b>Lab Report</b>	6	Write a lab report that includes the information from the experiments performed.
<b>Short Paper</b>	2	Research and discuss the current state of solar power usage in the U.S. describing the advantages and disadvantages of using solar power.

**SPANISH 1 – SEMESTER 2**

Project Name	Points Value	Project Description
<b>Writing Journal</b>	6	Students will demonstrate their ability to synthesize vocabulary and grammar topics taught in first semester of Spanish 1. Beginning the week of January 23, students will write a total of 12 entries of at least 30 words. Students will write 4 entries per week, which they will show their teacher on the last day of each week. Journal entries will be handed in on February 14.
<b>Vocabulary project (can be repeated 3 times)</b>	1	Students will make additions to a chapter's vocabulary list by adding words to a section (these may be synonyms or completely different words that still fit the category). At least 10 words must be added. Students will demonstrate their mastery of these words by scoring at least 90% on a vocabulary quiz to be taken before the end of the chapter.
<b>Spanish Table</b>	2	Students will attend at least 6 Spanish Table lunch conversations. Students are responsible to keep a record of the visits and have to turn in the attendance sheet that have been signed and validated by one of the Spanish teachers.
<b>Memory Project</b>	4	Students will choose a song, Bible passage, poem or prayer to memorize. This piece must be at least 50 words in length and be preapproved by their teacher. Students will recite this piece to their teacher with 90% accuracy to receive the 4 points.
<b>Research Spanish Speaking Country</b>	5	Research a Spanish-speaking country and then make a PowerPoint presentation that includes basic country information, places of interest, etc. This information should be accompanied by maps, graphs, and pictures.
<b>Hispanic Events</b>	5	Choose a historical event from Spanish, Latin American, or U.S. history and write a 3-page paper recounting the event and explaining its significance. Paper must be 3 pages, double-spaced, Times New Roman, 12pt font. Paper must be accompanied by a PowerPoint which must include at least 10 slides that reflect and summarize the event.

**SPANISH 2 – SEMESTER 1**

Project Name	Points Value	Project Description
<b>Writing Journal</b>	6	Demonstrate an ability to synthesize vocabulary and grammar topics from Spanish 1 by writing a total of 12 entries of at least 50 words each.
<b>Vocabulary project (can be repeated 3 times)</b>	1	Add at least 20 words to a chapter's vocabulary list and demonstrate mastery of these words by scoring at least 90% on a vocabulary quiz to be taken before the end of the chapter.
<b>Church Visit</b>	5	Attend 2 services at a local Spanish-speaking church and type a 3-page paper in English about the experiences, describing observations before, during and after the service, comparing and contrasting to one's home church service, and reflecting on personal comprehension.
<b>Spanish Table</b>	2	Attend at least 6 Spanish Table lunch conversations and keep a record of visits.
<b>Memory Project</b>	4	Choose a song, Bible passage, poem or prayer to memorize and then recite this piece to the teacher with 90% accuracy.
<b>Country Study</b>	5	Research a Spanish-speaking country, and then make a PowerPoint presentation that includes basic country information, places of interest, etc. This information should be accompanied by maps, graphs and pictures.

## SPANISH 2 – SEMESTER 2

Project Name	Points Value	Project Description
Writing Journal	6	Demonstrate an ability to synthesize vocabulary and grammar topics from first semester of Spanish 2 by writing a total of 12 entries of at least 30 words each.
Vocabulary project (can be repeated 3 times)	1	Add at least 10 words to a chapter's vocabulary list and demonstrate mastery of these words by scoring at least 90% on a vocabulary quiz to be taken before the end of the chapter.
Significant Hispanics	5	Choose a Hispanic person, living or dead, and write a three page paper describing the person's life and explaining his/her significance. Paper must be accompanied by a PowerPoint which must include at least 10 slides that reflect & summarize the event.
Spanish Table	2	Attend at least 6 Spanish Table lunch conversations and keep a record of visits.
Memory Project	4	Choose a song, Bible passage, poem or prayer to memorize and then recite this piece to the teacher with 90% accuracy.
Country Study	5	Research a Spanish-speaking country, and then make a PowerPoint presentation that includes basic country information, places of interest, etc. This information should be accompanied by maps, graphs and pictures.

## WORLD LITERATURE

Project Name	Points Value	Project Description
Cultural Myths Exploration	6	Research three creation myths from various cultures. Compare and contrast these myths to a Christian perspective of the biblical creation story in Genesis 1-3 (1500 word minimum).
<i>One Thousand and One Arabian Nights</i> Reading Report	4	Explore and report on ten additional tales from the <i>Arabian Nights</i> version read in class (1000 word minimum).
Independent Reading Critique	3	Choose a selection from the <i>World Literature</i> textbook. Research the author's background, culture, and writing style in connection to the piece (1200 word minimum).
Sonnet Writing	4	Reflecting the style of either Petrarch or Shakespeare, compose a fourteen-line iambic pentameter sonnet.
Novel Reading Project	8	Read one of three novel choices: <i>Cry, the Beloved Country</i> , <i>The Kite Runner</i> , or <i>Things Fall Apart</i> . Then, write a paper exploring the book's themes, cultural influences, and characters (1500 word minimum).



## AP STANDARDS & REQUIREMENTS

### Student/Parent Agreement

AP classes are offered to those students who are looking for a challenge; additionally, they give students an opportunity to earn college credit. This means that the style of instruction and workload of these courses are more like that of a college class.

Because sophomores are experiencing an AP class for the first time and are often unfamiliar with the expectations, the Social Studies Department offers these guidelines to help students and their parents make a wise, informed decision about AP classes in the course selection process:

1. **Independent learning:**  
Much more responsibility is placed on the student to learn material and be able to work with it. For example, students are required to read chapters in their textbook, process that information, and take tests/write essays on it without direct teacher instruction in class. Teachers will cover many topics in class, but the breadth of content prevents some topics from ever being discussed in class.
2. **Time outside of class:**  
Students need to be prepared to spend a significant amount of time outside of class on their AP course work. The work for the AP class is likely to be more time-consuming and more demanding than that of all of their other academic classes put together. For example, it is typical to spend an average of one hour on AP homework per school night, five to six hours over the weekend, and eight to ten hours studying for a test. Students need to have both a schedule and frame of mind that allows for a significant time commitment to the required coursework.
3. **Commitment to the class:**  
Because the curriculum for an AP class is completely different from the “regular” version of the class, it is not possible for a student to bail out of the AP class and join the regular class mid-semester. Students are given about two weeks at the beginning of the school year to make class changes; after that time period, a student will need to remain in the AP class until the semester break, at which time class changes are possible again.
4. **“Pay-off”:**  
While AP courses demand a significant investment of time and energy, they also have a significant pay-off beyond whatever AP test score students might receive. Students learn and become comfortable with higher level thinking and studying skills earlier in their high school career and do recognize more success in many of their other classes as a result; in addition, the transition to the workload and style of learning in college is often smoother for students who have taken AP.
5. **Prerequisites:**  
Students need to demonstrate proficiency in reading and writing in order to sign up for an AP class; consequently, students must have:
  - a 3.5 cumulative GPA
  - positive recommendations from their Freshmen English teachers
 In addition, students must complete by the assigned date and receive a passing grade on the assigned summer coursework.

I understand what is involved in taking an AP class and am willing to put in the time, effort, and work required.

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

I understand what is involved in having my son/daughter take an AP class and am supportive of this course selection.

\_\_\_\_\_  
Parent signature

\_\_\_\_\_  
Date