



**Curriculum Guide
2022 - 2023**

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 Guidance 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

- 186 Advanced Art
- 184 Ceramics & Sculpture
- 183 Drawing & Painting
- 182 Graphic Design/Printmaking
- 181 Intro to Art

BUSINESS

- 260 Money Management

COMPUTER TECHNOLOGY

- 265 AP Computer Science Principles
- 263 Digital Design
- 274 Digital Photography
- 245 Engineering Graphics I
- 246 Engineering Graphics II
- 264 Intro to Computer Science
- 282 Technology Internship

ENGLISH

- 009 American Literature*
- 070 AP English Literature
- 027 College English
- 021 Composition 9*
- 029 Composition 10*
- 049 Composition 11
- 026 Contemporary Voices
- 033 Dramatic Arts
- 031 Film Study
- 005 Introduction to Literature*
- 023 Non-Fiction Literature
& Composition
- 008 World Literature*

SPANISH

- 470 Spanish I*
- 475 Spanish I/II
- 471 Spanish II*
- 472 Spanish III
- 473 Spanish IV
- 474 AP Spanish

FAMILY & CONSUMER SCIENCES

- 211 Advanced Foods
- 216 Advanced Sewing
- 838 Family Living
- 210 Foods I
- 215 Sewing I

INDUSTRY & TRADES

- 244 Advanced Metals Technology
- 242 Advanced Woods Technology
- 240 Construction
- 238 House Repairs You Can Do
- 229 Intro to Industrial Technology
- 243 Metals Technology
- 241 Woods Technology

MATHEMATICS

- 310 Advanced Algebra II*
- 307 Advanced Geometry*
- 311 Advanced Math Applications
- 301 Algebra I
- 313 Algebra II
- 349 AP Calculus AB
- 351 AP Statistics
- 316 Functions/Statistics/Trig (FST)
- 306 Geometry
- 312 Intro to Algebra
- 353 Precalculus

MISCELLANEOUS

- 962 Comm Based Instruction (CBI)
- 967 Internship
- 901 Kent Career/Tech Center
- 924 Online Courses
- 930 Social Skills
- 918 Yearbook

INSTRUMENTAL MUSIC

- 105 Concert Band
- 106 Orchestra
- 104 Symphonic Band

VOCAL MUSIC

- 123 Concert Choir
- 126 Men's Choir
- 122 Women's Choir

PHYSICAL EDUCATION

AND HEALTH

- 514 Adv Strength & Conditioning
- 508 Dance and Fitness
- 501 Health
- 516 Intro to Strength & Conditioning
- 509 Lifetime Activities
- 515 Sports & Wellness
- 513 Strength & Conditioning-Female
- 504 Team Sports

RELIGION

- 673 Christian Doctrine
(Religion 12)
- 676 Christian Ministry
- 667 Christian Worldview*
(Religion 11)
- 665 Intro to Christianity
- 668 New Testament
(Religion 10)*
- 669 Old Testament *
(Religion 9)

SCIENCE

- 740 Advanced Chemistry
- 797 Anatomy/Physiology A
- 798 Anatomy/Physiology B
- 745 AP Physics I
- 781 Biology*
- 750 Chemistry
- 777 Ecology
- 778 Forensic Science
- 770 Physical Science (Chemistry)*
- 771 Physical Science (Physics)*
- 787 Physics
- 776 STEM: Relevant Topics

SOCIAL STUDIES

- 835 AP Psychology
- 812 AP US Government
- 818 AP US History
- 828 AP World History
- 857 Economics*
- 832 Psychology
- 837 Sociology
- 811 US Government
- 821 US History
- 839 World Affairs
- 830 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 _____

| <i>Full-Year Courses</i> |
|---------------------------------|
| 105/115 Concert Band |
| 122/132 Women's Choir |
| 126/136 Men's Choir |
| 106/116 Orchestra |
| 470/480 Spanish I |
| 471/481 Spanish II |
| 475/485 Spanish I/II |

| <i>Semester Courses</i> |
|---------------------------------|
| 181 Intro Art |
| 184 Ceramics & Sculpture |
| 183 Drawing & Painting |
| 182 Graphic Design /Printing |
| 265 AP Comp. Science Principles |
| 263 Digital Design |
| 264 Computer Science |
| 274 Digital Photography |
| 245 Engineering Graphics I |
| 246 Engineering Graphics II |
| 210 Foods I |
| 215 Sewing I |
| 229 Intro to Industrial Tech. |
| 238 House Repairs |
| 241 Woods Technology |
| 243 Metals Technology |

| <i>Semester Courses – Cont.</i> |
|--|
| 026 Contemporary Voices |
| 033 Dramatic Arts |
| 514 Adv. Co-Ed Strength & Cond. |
| 508 Dance & Fitness |
| 513 Strength & Cond. – Females |
| 504 Team Sports |
| 665 Introduction to Christianity |
| 980 1st Sem. study hall |
| 990 2nd Sem. study hall |

| <i>COURSE NAMES</i> | |
|---|----------------------|
| 005 Intro Lit. | 021 Comp. 9 |
| 770 Physical Science | 771 Physical Science |
| Math: 312/342 Introduction to Algebra 301/331 Algebra I 307/337 Adv. Geometry | |
| 516 Intro to Strength OR 515 Sports & Wellness | 501 Health |
| 669 Old Testament | |
| | |
| | |

Sophomore Course Selections

Student's Name _____

| <i>Full-Year Courses</i> |
|-----------------------------|
| 122/132 Women's Choir |
| 126/136 Men's Choir |
| 105/115 Concert Band |
| 106/116 Orchestra |
| <i>Math Options:</i> |
| 301/331 Algebra I |
| 306/336 Geometry |
| 307/337 Advanced Geometry |
| 313/343 Algebra II |
| 310/340 Advanced Algebra II |
| 353/354 Precalculus |
| 470/480 Spanish I |
| 471/481 Spanish II |
| 472/482 Spanish III |
| 473/483 Spanish IV |
| 828/829 AP World History |
| 835/836 AP Psychology |

| <i>Semester Courses</i> |
|---------------------------------|
| 181 Intro Art |
| 184 Ceramics & Sculpture |
| 183 Drawing & Painting |
| 182 Graphic Design/Printing |
| 260 Money Management |
| 265 AP Comp. Science Principles |
| 263 Digital Design |
| 264 Computer Science |
| 274 Digital Photography |
| 245 Engineering Graphics I |
| 246 Engineering Graphics II |
| 282 Technology Internship |
| 210 Foods I |
| 211 Adv. Foods |
| 215 Sewing I |
| 216 Adv. Sewing |
| 514 Adv. Strength & Cond. Co-ed |
| 508 Dance & Fitness |
| 513 Strength & Cond. - Females |
| 504 Team Sports |

| <i>Semester Courses – Cont.</i> |
|---------------------------------------|
| 026 Contemporary Voices |
| 033 Dramatic Arts |
| 031 Film Study |
| 229 Intro to Industrial Tech. |
| 238 House Repairs |
| 240 Construction |
| 241 Woods Technology |
| 242 Adv. Woods Tech |
| 243 Metals Technology |
| 244 Adv. Metals Tech |
| 665 Introduction to Christianity |
| 930 Social Skills |
| 924 1 st Sem. Online class |
| 925 2 nd Sem. Online class |
| 980 1 st Sem. study hall |
| 990 2 nd Sem. study hall |

| <i>COURSE NAMES</i> | |
|---------------------------|---------------|
| 008 World Lit. | 029 Comp. 10 |
| 668 New Testament | 857 Economics |
| 828/829 AP World History | |
| 830/817 World History | |
| 781/761 Biology | |
| Math: (see options above) | |
| | |
| | |

Junior Course Selections

Student's Name _____

| <i>Full-Year Courses</i> |
|---|
| 123/133 Concert Choir |
| 106/116 Orchestra |
| 104/114 Symphonic Band |
| <i>Math Options:</i> |
| 301/331 Algebra I |
| 306/336 Geometry |
| 307/337 Advanced Geometry |
| 313/343 Algebra II |
| 310/340 Advanced Algebra II |
| 316/346 Functions/Statistics/ Trigonometry |
| 353/354 Precalculus |
| 349/350 AP Calculus AB |
| 740/741 Adv. Chemistry |
| 750/751 Chemistry |
| 470/480 Spanish I |
| 471/481 Spanish II |
| 472/482 Spanish III |
| 473/483 Spanish IV |
| 474/484 AP Spanish |
| 818/819 AP U.S. History |
| 828/829 AP World History |
| 835/836 AP Psychology |

| <i>Semester Courses</i> |
|---------------------------------|
| 181 Intro Art |
| 184 Ceramics & Sculpture |
| 183 Drawing & Painting |
| 182 Graphic Design/Printing |
| 186 Advanced Art |
| 260 Money Management |
| 265 AP Comp. Science Principles |
| 263 Digital Design |
| 264 Computer Science |
| 274 Digital Photography |
| 245 Engineering Graphics I |
| 246 Engineering Graphics II |
| 282 Technology Internship |
| 210 Foods I |
| 211 Adv. Foods |
| 215 Sewing I |
| 216 Adv. Sewing |
| 229 Intro to Industrial Tech. |
| 238 House Repairs |
| 240 Construction |
| 241 Woods Technology |
| 242 Adv. Woods Tech |
| 243 Metals Technology |
| 244 Adv. Metals Tech |
| 514 Adv. Strength & Cond. Co-ed |
| 508 Dance & Fitness |
| 509 Lifetime Activities |
| 513 Strength & Cond. - Females |
| 504 Team Sports |

| <i>Semester Courses – Cont.</i> |
|---------------------------------------|
| 026 Contemporary Voices |
| 033 Dramatic Arts |
| 031 Film Study |
| 023 Non-Fiction Lit. and Comp. |
| 665 Introduction to Christianity |
| 797 Anatomy A |
| 798 Anatomy B |
| 777 Ecology |
| 778 Forensic Science |
| 776 STEM: Relevant Topics |
| 857 Economics |
| 832 Psychology |
| 837 Sociology |
| 839 World Affairs |
| 918 Yearbook – 1 st Sem. |
| 919 Yearbook – 2 nd Sem. |
| 930 Social Skills |
| 980 1 st Sem. study hall |
| 990 2 nd Sem. study hall |
| 924 1 st Sem. Online class |
| 925 2 nd Sem. Online class |

| <i>COURSE NAMES</i> | |
|-------------------------------------|--------------|
| 009 American Lit. | 049 Comp. 11 |
| 818/819 AP U.S. History | |
| 821/816 U.S. History | |
| Science: 740/741 Advanced Chemistry | |
| 750/751 Chemistry | |
| Math: (see options above) | |
| 667 Christian Worldview | |
| | |
| | |

Senior Course Selections

Student's Name _____

| <i>Full-Year Courses</i> |
|---|
| 070/071 AP English Literature |
| 123/133 Concert Choir |
| 106/116 Orchestra |
| 104/114 Symphonic Band |
| <i>Math Options:</i> |
| 313/343 Algebra II |
| 310/340 Advanced Algebra II |
| 316/346 Functions/Statistics/ Trigonometry |
| 353/354 Precalculus |
| 311/341 Adv. Math Applications |
| 349/350 AP Calculus AB |
| 351/352 AP Statistics |
| 740/741 Adv. Chemistry |
| 787/767 Physics |
| 745/746 AP Physics I |
| 470/480 Spanish I |
| 471/481 Spanish II |
| 472/482 Spanish III |
| 473/483 Spanish IV |
| 474/484 AP Spanish |
| 812/813 AP U.S. Government |
| 818/819 AP U.S. History |
| 828/829 AP World History |
| 835/836 AP Psychology |

| <i>Semester Courses</i> |
|---------------------------------|
| 181 Intro Art |
| 184 Ceramics & Sculpture |
| 183 Drawing & Painting |
| 182 Graphic Design/Printing |
| 186 Advanced Art |
| 210 Foods I |
| 211 Adv. Foods |
| 215 Sewing I |
| 216 Adv. Sewing |
| 838 Family Living |
| 260 Money Management |
| 265 AP Comp. Science Principles |
| 263 Digital Design |
| 264 Computer Science |
| 274 Digital Photography |
| 245 Engineering Graphics I |
| 246 Engineering Graphics II |
| 282 Technology Internship |
| 229 Intro to Industrial Tech. |
| 238 House Repairs |
| 240 Construction |
| 241 Woods Technology |
| 242 Adv. Woods Tech |
| 243 Metals Technology |
| 244 Adv. Metals Tech |
| 514 Adv. Strength & Cond. Co-ed |
| 508 Dance & Fitness |
| 509 Lifetime Activities |
| 513 Strength & Cond. - Females |
| 504 Team Sports |

| <i>Semester Courses – Cont.</i> |
|--|
| 027 College English |
| 070 AP English Lit. (1 st sem.) |
| 026 Contemporary Voices |
| 033 Dramatic Arts |
| 031 Film Study |
| 023 Non-Fiction Lit. and Comp. |
| 676 Christian Ministries |
| 665 Introduction to Christianity |
| 797 Anatomy A |
| 798 Anatomy B |
| 777 Ecology |
| 778 Forensic Science |
| 776 STEM: Relevant Topics |
| 857 Economics |
| 832 Psychology |
| 837 Sociology |
| 839 World Affairs |
| 918 Yearbook 1 st Sem. |
| 919 Yearbook 2 nd Sem. |
| 930 Social Skills |
| 967 Internship |
| 980 1 st Sem. study hall |
| 990 2 nd Sem. study hall |
| 924 1 st Sem. Online class |
| 925 2 nd Sem. Online class |

| <i>COURSE NAMES</i> | |
|---------------------|------------------------|
| 811 U.S. Government | 673 Christian Doctrine |
| Elective English | (Elective English?) |
| | |
| | |
| | |
| | |
| | |
| | |

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:

Computer Technology50

One-semester computer course

English..... 3.50

Introduction to Literature

Composition 9

Composition 10

Composition 11

American Literature

World Literature

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 2022, 2023, 2024, 2025)

Health

Religion 2.00

Old Testament

New Testament

Christian Worldview

Christian Doctrine

Science..... 3.00

Physical Science

Biology

Science Elective

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

Other Requirements

15 Hours of Community Service

All students must complete 5 hours of service for each of their freshman, sophomore and junior years for a total of 15 hours of service. Specific information about requirements and restrictions is on the service hour form available online or in the main office.

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) 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 must complete SCHS application form and discuss it 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. KC/TC students will not be eligible. 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 necessary fees.

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.
8. If you are not taking at least 6 classes each semester at South Christian, you cannot qualify for Academic Honors or Salutatorian or Valedictorian.

Early Graduation

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 an early graduation decision by a 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 Guidance Counselor before the end of the junior year. The Guidance Counselor will help the student file the appropriate paperwork and follow the procedure outlined.
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. A student must be enrolled and attending classes full-time during the current semester to participate in any school-sponsored activities. These include but are not limited to the following:

- Sports
- Student Council
- Drama/Musical
- Junior/Senior Event (except as a guest)
- Honors events (academic and athletics)

An exception may be granted by the Administration/Counselor Committee for the student to participate in graduation providing he/she also attends the graduation rehearsal.

Exams

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.

ATYP COURSE EXEMPTION POLICY

1. For ATYP English classes:
If a student has taken ATYP English as an eighth grader and has successfully passed the South Christian Composition 9 grammar competency test with an 85% or better, he or she may be exempted from Comp 9. No South Christian credit for Comp 9 will be given, and the student's counselor will advise him or her on how to fulfill the South Christian English requirements.
2. For ATYP Math Classes:
If a student has taken ATYP math as an eighth grader, he or she will be placed in the next sequential math class at South Christian. No South Christian credit for ATYP math will be given.

Grades

- 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 | |
- Final exams carry a maximum weight of 20% of the whole course.
- Courses which have been modified will be noted with an "M" on the transcript.
- 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.

Home School Students Returning To or Entering SCHS

- 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.
- One credit courses (a full year) should have been the equivalent of 180 days of at least 45 minutes of instruction.
- A maximum of 7 high school credits will be granted per school year.
- 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 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 by mail.

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 end of the course 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 allow an opportunity for upperclassmen students to participate in an internship with community business owners who are active SC supporters. Student interns 10 would be released from school to attend the internship from 12:30-2:30 p.m., with the option for the employer to hire the student for pay after 2:30 p.m. Students who complete the terms of the internship will receive 1.5 elective credits per semester; 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.

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.

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. Grades will not be transferred in--only the credit.
6. Credit (and exemption) will be given only if the grade is 80% or higher.
7. If the grade is lower than 80%, no credit will be given and the course must be retaken if it is a required course.
8. This policy will be in effect beginning with the 2016-17 school year.

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)

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 |
|-------------------------|-----|------|-------|--------------|---|
| Money Management | 260 | 1 | 10-12 | None | Students will learn basic financial concepts and decision making based on Christian principles. Special regard will be given to the teachings of the Bible as well as established laws. Financial planning, credit usage, insurance, housing, bank accounts, and major purchase planning are some of the areas covered. |

Computer Technology Courses

| Title | No. | Sem. | Grade | Prerequisite | Description |
|---------------------------------------|-----|------|-------|---|---|
| AP Computer Science Principles | 265 | 1 | 9-12 | Introduction to Computer Science (May be taken in non-consecutive years with instructor approval) | AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world and how we as 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. |
| Digital Design | 263 | 1 | 9-12 | None | This course exposes students to different computer applications including Microsoft Office, Gsuite, and Adobe. Students will explore and perform basic and complex tasks related to documents, spreadsheets, presentations, and videos as well as other relevant applications. Christian values and ethics will be demonstrated, emphasized, and expected. |

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|---|-----|---|-------|------------------------------------|--|
| Digital Photography | 274 | 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> |
| Engineering Graphics I | 245 | 1 | 9-12 | None | <p>This course is an introduction to the language of technical drawing. Students will learn the basic functions of the Solidworks parametric solid modeling software including the creation of 3D Models and assembly of models. Christian values and ethics will be demonstrated, emphasized, and expected.</p> |
| Engineering Graphics II | 246 | 1 | 9-12 | Engineering Graphics I | <p>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. Christian values and ethics will be demonstrated, emphasized, and expected.</p> |
| Introduction to Computer Science | 264 | 1 | 9-12 | None | <p>This course is aimed at exposing students to the world of coding, the language of the future used in every piece of technology. Students with no previous coding background can learn how to code in a fun and accessible way. Through a series of learning modules including example code, video tutorials, quizzes, programming challenges, and applied programming exercises, this course teaches the foundations of computer science. The course equips students with the programming fundamentals to learn any programming language and focuses on the problem solving and critical thinking skills required to properly code—skills that will benefit students in all of their future endeavors. Attention is given to Christian ethics as they relate to computer use, hacking, global impacts, and integrity.</p> |
| Technology Internship | 282 | 1 | 10-12 | Recommendation from a staff member | <p>The SCHS Technology Internship is an opportunity to teach students how to perform basic technology troubleshooting tasks at SC. They will learn customer service skills as well as how to diagnose problems and discover solutions. Working at out of school events will be required and will help with practical experience in the A/V field.</p> |

Family & Consumer Sciences Courses

| Title | No. | Sem. | Grade | Prerequisite | Description |
|------------------------|-----|------|-------|--------------|---|
| Advanced Foods | 211 | 1 | 10-12 | Foods I | Advanced Foods is intended for the student with some basic knowledge in food preparation. Topics covered will be food careers, special topics in nutrition, planning meals, food spending, food science, ethnic foods, and regional foods. Food labs will give experience with meats, breads, more complex recipes and ingredients, along with foods from other cultures. 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. |
| Advanced Sewing | 216 | 1 | 10-12 | Sewing I | This course involves a study of the history of clothing, how clothing is made by manufacturers, wardrobe analysis, and Christian stewardship of money resources in buying clothes and in selecting items needed for a sewing experience. Recommended projects are those involving tailoring techniques such as a lined jacket or dress. |
| Family Living | 838 | 1 | 12 | None | This course involves a study of oneself, adolescence, relationships, dating, engagement, marriage, parenting, and family finances from a Christian perspective. This course is considered a preparation course for life whether one chooses to marry or remain single. Emphasis is placed on the importance of a stable Christian home. Students will work individually and/or with a partner on topics of family, personality, relationships, communication and finances. |
| Foods I | 210 | 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. Emphasis is placed on the contribution of each food group to the body's nutritional needs. A recipe collection is required for a semester project. This course will emphasize good stewardship of our food resources and making wise food choices to better care for both God's world and our own bodies. |
| Sewing I | 215 | 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 fabrics, elements of design, textiles, laundry, and using the sewing machine. Suggested projects include pull-on pants, shirts, skirts and purses/bags. A group service project such as a quilt, pillow cases or stuffed animals will be constructed and donated to an appropriate cause. A project that includes a waistband and zipper will be required. |

Industry & Trades Courses

| Title | No. | Sem. | Grade | Prerequisite | Description |
|----------------------------------|-----|------|-------|-------------------|--|
| Advanced Metal Technology | 244 | 1 | 10-12 | Metals Technology | This course provides more extensive laboratory time not available in Metals Tech. Emphasis will be placed on problem solving through process technology. Design and planning skills will be broadened. Layout skills, stock calculation, and other operations will be improved. 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. |

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| Advanced Woods Technology | 242 | 1 | 10-12 | Woods Technology | This course provides more extensive laboratory time not available in Woods Tech. Emphasis will be placed on problem solving through process technology. Design and planning skills will be broadened. Layout skills, stock calculation, and other operations will be improved. 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. |
| Construction | 240 | 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. |
| House Repairs You Can Do | 238 | 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. This course is helpful to both young men and women. 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 we can use them to make homes aesthetically pleasing. |
| Introduction to Industrial Technology | 229 | 1 | 9-12 | None | Students learn how to use some of the procedures, safety, tools, and materials associated with drafting, woodworking, metalworking, and manufacturing. Classroom lessons, drawings, and projects are used to develop basic skills in each of these areas. Shop safety rules are learned and applied in this class. 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. |
| Metals Technology | 243 | 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. Emphasis will be placed on problem solving through process technology. Design and planning skills will be broadened; also, layout skills, stock calculation, and other operations will be improved. Safety rules are learned and applied in this class. 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. |
| Woods Technology | 241 | 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. Concepts and techniques such as design and planning skills will be broadened; also, layout skills, stock calculation, and other operations will also be improved. Safety rules are learned and applied in this class. 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.

English Courses

| Title | No. | Sem. | Grade | Prerequisite | Description |
|------------------------------|-----|------|-------|--|---|
| American Literature | 009 | 1 | 11 | Intro to Literature | American Literature is a required course that provides students with an opportunity to study Pre-American literature through the 1940's from a Christian perspective. While reading through a Christian lens, students can anticipate exploring different views that are prevalent in the formation and development of American culture. By studying American literature, students will not only explore what it means to be a Christian in today's culture, but also how to build a Christian community through the study and discernment of American Literature. |
| AP English Literature | 070 | 2 | 12 | American Literature, GPA - 3.3 or higher, or special permission from the teacher | <p>This two semester course is a study of the great literature of England and, to a much lesser extent, America from the earliest Anglo-Saxon period to the modern age. Students will review and practice the skills of close reading and literary analysis (often written) of all genres. These studies will demonstrate what a powerful gift from God language is and how it can be used to respond to Him.</p> <p>College credit for each semester will be available through a concurrent enrollment arrangement with Grace Christian University. Opportunity to take Advanced Placement tests in English will also be offered late second semester.</p> |
| College English | 027 | 1 | 12 | 3.3 GPA or special permission from instructor | In this semester course, seniors can expect to review and expand their language skills in preparation for college writing and speaking. To that end, students will write several essays that typify writing experiences at the college level; the biggest project will be an 8- to 10- page research paper with proper MLA documentation. In addition, students will take delight in the language as a gift from God by exploring the origins and history of the language; stages of language acquisition; regional, social, and gender dialects; and the order and structure of the language. The course is intended to give college-bound students an increased appreciation for language and its power, the confidence to use it with integrity in redemptive ways, and an awareness of how they uniquely reflect God's image. |
| Composition 9 | 021 | 1 | 9 | None | In this course, students practice and improve their writing skills, focusing on basic grammar, writing structures, and developing research skills. Students are able to see language as a gift from God that can help people communicate effectively and reflect Christ in the way they use their words. |
| Composition 10 | 029 | 1 | 10 | Composition 9 | One of God's greatest gifts to his people is language. This course is designed to help students improve their expository writing so that they can communicate clearly and logically, as well as use writing to develop and examine their knowledge, opinions, and responses. Students will study the structure and elements of the English language. They will also write a number of papers, including a research paper. |

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| Composition 11 | 049 | 1 | 11 | None | Junior Composition emphasizes how we use our communication skills, particularly speaking, to impact the world around us. As students study the principles of effective communication, the importance of writing and speaking from a Christian perspective is emphasized. Students will develop their abilities as it relates to composing and presenting their ideas. Students will work both individually and cooperatively as they go through the process creating their work as well. In all they do, they will be challenged to pursue quality at all stages of preparation so they can honor God as they do their best. |
| Contemporary Voices | 026 | 1 | 9-12 | None | Contemporary Voices is an elective course that invites students to discover and discern various themes in current literature. Through the study of novels, short stories, poetry, plays, and comic books, students will be challenged to discern, reflect, and identify their voice in writing and their voice in this world. By exploring how contemporary literature promotes a variety of perspectives on culture, society, and the self, students will be able to express their own view of culture, society, and self as a method of understanding who God has created them to be. |
| Dramatic Arts | 033 | 1 | 9-12 | None | <p>In Dramatic Arts, students will be exposed to various forms of public speaking and dramatic performance. Through thorough study and hands-on activities, the students will be able to develop strong performance and public speaking skills. While the course's objectives will be focused on student performance and presentation, the ultimate goal of the course will be for each student to be able to communicate and portray his or her faith in an effective and meaningful way.</p> <p>In Dramatic Arts, students will be exposed to various forms of dramatic literature and performance. Through discussion, presentation, and hands-on activities, students will strengthen their acting and public speaking skills. While creating scenes and studying theatre's development, students will be reminded of the artistry of our Creator and the call to use performance to point others to Him.</p> |
| Film Study | 031 | 1 | 10-12 | None | <p>Film Studies is an elective course that briefly examines the history and basic principles of the film arts. From this starting point, students will see many of these principles at work as they view and study a variety of films, ranging from the silent era, foreign language films, faith-based films, to more recent studio releases. An important part of the course is an acknowledgement of our own need for redemption through Christ which then informs our study of where redemption is seen in nearly all of our stories.</p> <p>A certain level of maturity and discernment is expected of students who elect to take this course. Films in this course range from G to R ratings. While there is NO nudity in any of the films shown in class, some films deal with mature themes, and some films contain vulgar or profane language. In all cases, discussions about these situations are an important part of the course.</p> |
| Introduction to Literature | 005 | 1 | 9 | None | This course is a study of poetry, short stories, novels, plays, and nonfiction. It examines the common characteristics of good literature and our Christian responses to it. The course invites students to wonder about their place in God's world while focusing on the themes of sharing universal emotions, creating empathy and breaking down stereotypes, examining social and political issues, appreciating the unique, and enjoying the classics. |

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| Non-Fiction Literature & Composition | 023 | 1 | 11-12 | None | In Non-fiction Literature and Composition students will examine the genre of non-fiction. Attention throughout the course is given to maintaining a Christian perspective in the reading, writing, and discussing of non-fiction. Students will study the different forms of non-fiction literature. Students will also write a variety of “real world” documents in which they will work through the process of prewriting, drafting, revising, editing, and proofreading, all with specific audiences and goals in mind. As students explore non-fiction, they will see how effective non-fiction documents are marked by truth and clarity. |
| World Literature | 008 | 1 | 10-12 | None | <p>Stories have been with us since God created us to be part of His story, and these stories come from every corner of every culture. World Literature is a course that gives students exposure to literature from a variety of cultures and eras, from a Christian perspective. Students will become familiar with the attitudes, concerns, and values of these other cultures and also examine the different literary techniques found in these stories. Important topics will include heroes on quests, frame tales, satire, and the changes seen in stories over time.</p> <p>Stories have been with us since God made humans a part of His grand story, and these narratives come from every corner of every culture. The World Literature course exposes students to literature from a variety of eras, through a Christian perspective lens. Students become familiar with the historical values and concerns of cultures throughout the world and also examine the different literary forms and techniques found within this literature. Important topics include heroes on quests, frame tales, and the evidence of God in the stories of His people.</p> |

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 |
|---------------------------------------|-----|------|-------|--|--|
| Advanced Art | 186 | 1 | 12 | Three of the four one-semester art courses | Advanced Art provides an opportunity for interested and gifted students to explore in more depth areas of art of special interest. It also requires, especially in the early weeks, review of important art movements, design principles and elements. Focus is on understanding art through research, production, and critiques. This course may be taken concurrently with the required third art course. This course may be repeated. |
| Ceramics and Sculpture | 184 | 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. |
| Drawing and Painting | 183 | 1 | 9-12 | Intro to Art | This course focuses on improving perception skills as well as drawing and painting techniques. The elements and principles of design will be stressed in various projects. The projects are structured around units on still-life, portraits, landscapes, and personal expression. Well-known artists and their work are studied with each unit. Each student will make his or her own sketchbook. This course may be repeated as Drawing and Painting II on a space available basis and with the permission of the department. |
| Graphic Design and Printmaking | 182 | 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. |

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|---------------------|-----|---|------|------|---|
| Intro to Art | 181 | 1 | 9-12 | None | This course emphasizes the use of the elements and principles of design and studies artists throughout history. It includes an in-depth focus on drawing skills and experiences with both painting and drawing techniques. We will concentrate our time on working within the perceptual skills of understanding edges, positive and negative spaces, light and shadow, understanding color, and the whole gestalt. One three-dimensional project will be completed. There will be a report on an artist, projects, and an in-class exam. This course is recommended for ninth grade students and serves as a prerequisite to all other art courses at South Christian. |
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Instrumental Music Courses

| Title | No. | Sem. | Grade | Prerequisite | Description |
|-----------------------|-----|------|-------|--------------|---|
| Concert Band | 105 | 2 | 9-10 | None | 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. 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. |
| Orchestra | 106 | 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. 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. There will also be units in music theory, aural perception, and fundamentals in good musicianship. The orchestra will perform in varying settings throughout the year. The student must have prior middle school orchestra experience or have taken at least two years of private string lessons. |
| Symphonic Band | 104 | 2 | 11-12 | See 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. 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. |

**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 |
|----------------------|-----|------|-------|--|--|
| Concert Choir | 123 | 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. | <p>This is an open enrollment choir (see pre-requisite however.) This choir is a choral ensemble made up of 11th and 12th 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.</p> <p>A wide variety of choral literature is studied as well as multiple mass choir selections with the other SCHS ensembles. The Concert Choir participates in approximately 8-10 required performances per year. Participation in school chapels, assemblies, and musicals is expected but not mandatory for all members. Attendance at rehearsals, district/state choral festivals, school, church and community events is required to receive full credit. Opportunities to perform in Regional and State honors choirs as well as district and state solo and ensemble festivals is encouraged.</p> |
| Men's Choir | 126 | 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. Quality 2-, 3-, and 4-part compositions will be studied and memorized for approximately 3 performances per year. Sight-reading skills and basic music theory as it applies to singing will also be studied. The 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 choral festivals, school, church and community events is required. |
| Women's Choir | 122 | 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. Quality 2-, 3-, and 4-part compositions will be studied and memorized for approximately 3 performances per year. Sight-reading skills and basic music theory as it applies to singing will also be studied. The 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 choral festivals, school, church and community events is required. |

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

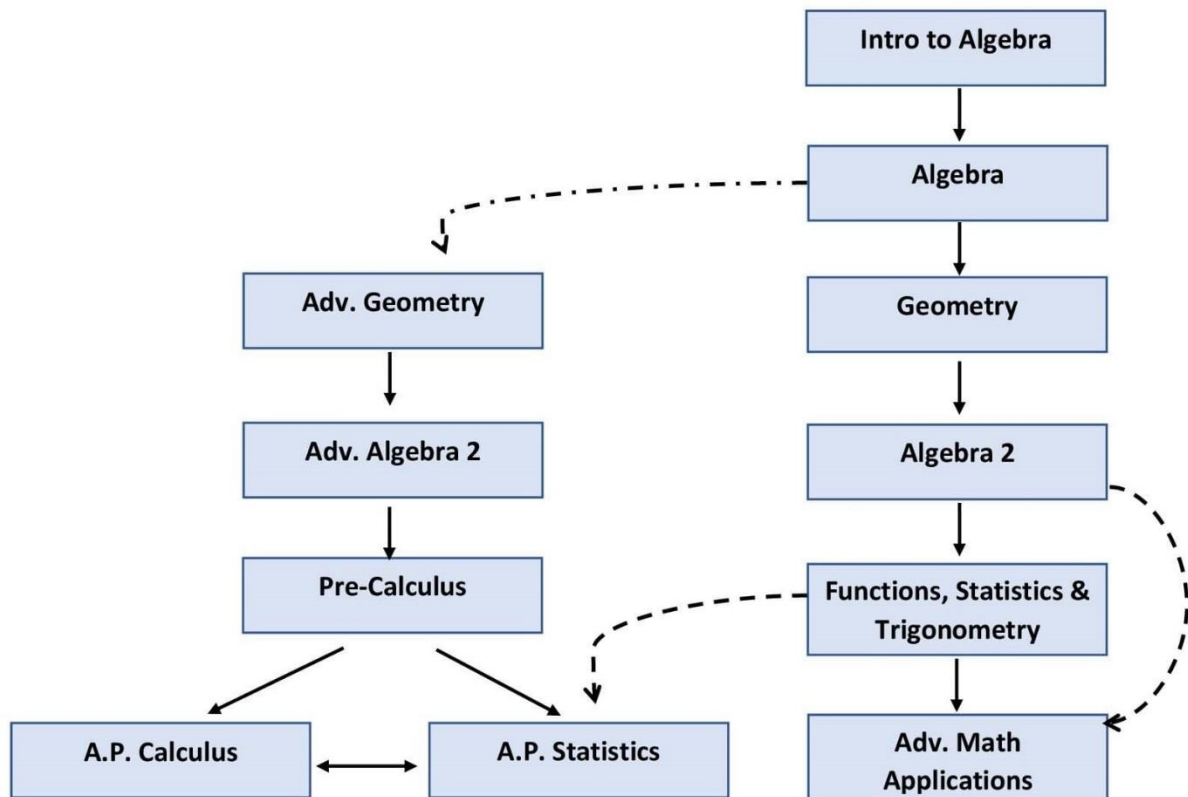
See math curriculum sequence table at end of table

| Title | No. | Sem. | Grade | Prerequisite | Description |
|-----------------------------------|-----|------|-------|---|---|
| Advanced Algebra II | 310 | 2 | 10 | Advanced Geometry | The course 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 love God, love their neighbor, and love themselves. |
| Advanced Geometry | 307 | 2 | 9 | Placement Test | Geometry is a study of patterns. Patterns are formed by point, 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. |
| Advanced Math Applications | 311 | 2 | 11-12 | FS, Precalc; or 3 years of math which included Algebra II | 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 problem solving, scheduling, and efficient producing while keeping in mind God's design and purpose for humankind in the world. Students learn the basic concepts of cryptography, logic, and number systems and their applications to computer science and the internet. |
| Algebra I | 301 | 2 | 9-10 | None | Algebra is the branch of mathematics concerning rules of operations (addition, subtraction, multiplication, division, exponents) and mathematical relations (linear, quadratic, and higher degree polynomials as well as roots and exponentials). 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. |
| Algebra II | 313 | 2 | 11 | Algebra I, Geometry | The course 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. |

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|--|-----|---|-------|---|--|
| AP Calculus AB | 349 | 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. |
| AP Statistics | 351 | 2 | 11-12 | Adv. Geometry; Adv. Algebra; Precalc, or teacher permission; Math GPA 3.2 | This course is a major exploration of statistics: collecting, organizing and analyzing data. Students will also become familiar with several methods of statistical inference. 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. There is an emphasis on using a TI-84 use as well as other hands-on simulation tools. By early May, most students will be prepared to take the AP Stats exam if they so choose. |
| Functions, Statistics, and Trigonometry | 316 | 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. |
| Geometry | 306 | 2 | 10 | Algebra I | Geometry is a study of patterns. Patterns are formed by point, 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. |
| Introduction to Algebra | 312 | 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: collecting, organizing, interpreting, and analyzing data; solving basic equations and inequalities, conversions and units of measure; and computational skills involving whole numbers, integers, and rational numbers. An emphasis will be placed on problem solving and applications of the mathematical content. |
| Precalculus | 353 | 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 and data. Other topics covered are analytic geometry, sequences, series, limits, and Probability. Additionally, students will see how God has uniquely designed the world with math in the background. 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 |
|--|------------|--------|-------------------|---|--|
| Community Based Instruction (CBI) | 962 | 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. |
| Internship | 967 | 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> |
| Kent Career/Tech Center | 901 | 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. |
| Online Courses | 920 924 | 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> |
| Social Skills | 930 | 1 | 9-12 10-12 | ESS students – none General Ed. Students – a completed application and at least one year of being in Connections | 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. |

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|-----------------|-----|---|-------|------|---|
| Yearbook | 918 | 1 | 11-12 | None | The purpose of this course is to produce the school yearbook. Students will take photographs, plan, design, and publish the Anchor using the Balfour StudioWorks desk-top publishing program. |
|-----------------|-----|---|-------|------|---|

**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 South Christian High School Health and Physical Education Department seeks to encourage students to develop physically, emotionally, academically and spiritually by providing opportunities to meet God's command to develop their talents (Matthew 25) and care for the Temple of the Holy Spirit – their bodies (1 Corinthians 6). We believe that our minds and bodies are a gift from God. God expects us to care for and develop our bodies to the best of our abilities. Emphasis is placed on empathy and respect for others as well as a life-long love of activity and fitness.

Physical Education Courses

| Title | No. | Sem. | Grade | Prerequisite | Description |
|---|-----|------|-------|-------------------------------------|---|
| Advanced Strength and Conditioning | 514 | 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. 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. This course builds upon advanced strength training and conditioning methods provided by our partner organization, Coachman Strength and Conditioning. 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. |
| Dance and Fitness | 508 | 1 | 9-12 | None | This course is equally divided into dance and fitness. Students will be introduced to various dances from around the world. Students will gain an awareness of other cultures while understanding the history and culture of each dance. Students will learn how God uniquely created His people and his world. Students will learn, practice and move to the basic steps of each dance. Units will include, but are not limited to, Latin, ballroom, tinikling, folk, square, swing, hip hop, country line, liturgical, jazz, and ballet. Physical fitness will be incorporated through a variety of activities like yoga, pilates, Zumba, kickboxing, strength training, circuits and more. This course may be repeated. |
| Health | 501 | 1 | 9 | None | Health is a required course taken in the ninth grade. In this class students will 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. |

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|--|-----|---|-------|-------------------------------------|---|
| Introduction to Strength and Conditioning | 516 | 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. 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. This course will adhere to the strength training and conditioning methods provided by our partner organization, Coachman Strength and Conditioning. Assessment will be a combination of effort, an increase in 3 rep max for the front squat, chin ups, bench press, trap bar deadlift and writing assignments. |
| Lifetime Activities | 509 | 1 | 11-12 | Intro Strength or Sports & Wellness | This course introduces students to a variety of lifetime activities. The primary objective of the class is to be active every day while building community and living in community. If weather and logistics allows, we will leave campus every block period to participate in the following lifetime activities: Ice skating, roller skating, cross country skiing, bowling, swimming, kickboxing, horseback riding, disc golf, golfing, biking. Some other activities students will participate in over the course of the semester will include tennis, archery, yard games, ping pong, volleyball, ultimate Frisbee, and much more. This course is for seniors because participation takes place on and off campus and students will need to drive. The course may be taken only once, and students will be charged \$40 for a field trip fee to help defray some of the costs of the activities for this course. |
| Sports & Wellness | 515 | 1 | 9 | None | This is one of two options to satisfy the freshman PE requirement. Each day students will hear about how intricately God made each one of them and be challenged to live up to what they are capable of within their design. Through the study of sports and wellness, students will also 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 in the weight room. Assessment will be a combination of participation and quizzes. |
| Strength & Conditioning – Female | 513 | 1 | 9-12 | None | This course is being offered to provide a physical education course for females only. The course will be offered during 7th hour and will be fitness based. The physical component of this course will be strength training twice a week following Coachman provided workouts. It will also include, but is not limited to, Zumba, trampoline fitness, kickboxing, step aerobics, aerobic activities, circuits, group activities, pilates/yoga and more. 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. Another component of this course will be spiritual fitness. These days we will exercise and challenge our hearts and minds, focusing on who Jesus is and who He says we are. This course may be repeated as often as each student would like. |
| Team Sports | 504 | 1 | 9-12 | None | 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. Activities may include, but are not limited to, soccer, football, hockey, lacrosse, basketball, volleyball, eclipse ball, badminton, handball and softball. Students will learn how to apply all they've learned and work together to compete. |

Religion Department

The Religion 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.

Religion Courses

| Title | No. | Sem. | Grade | Prerequisite | Description |
|--|-----|------|-------|---|---|
| Christian Doctrine (Religion 12) | 673 | 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, how they are connected, and how they lead us toward spiritual formation and worship. Although taught from a Reformed perspective, the class engages other denominations and branches of the Christian faith. |
| Christian Ministry | 676 | 1 | 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 are also challenged to deepen their relationship with God through spiritual formation, specifically prayer. |
| Christian Worldview (Religion 11) | 667 | 1 | 11 | None | This course begins by defining “worldview” and describing a Christian worldview in comparison to other worldviews (world religions/non-religions). Students then examine how their Christian worldview impacts their moral choices by studying ethics and discovering how to live out their faith in a Christ-centered, God-honoring way. Finally, they learn to defend their Christian worldview by studying apologetics and how to respond to the many charges against the Christian faith. |
| Introduction to Christianity | 665 | 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. |
| New Testament (Religion 10) | 668 | 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. |
| Old Testament (Religion 9) | 669 | 1 | 9 | None | This course is a survey of the Old Testament, focusing on the cultural backgrounds of the ancient Near East (ANE) with specific focus on the cultures and peoples that surrounded Israel. Through a variety of projects, games, and assignments, students learn how to think like an ANE person in order to better read and interpret the Old Testament. Students read the entire Pentateuch and learn and present the entire story of the Old Testament to highlight God’s redemptive plan for Israel and the Church. This class also lays the foundation for New Testament and provides a deeper love and fascination for Scripture in general. |

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 interpretation of scientific data and accountability for those interpretations in our stewardship of creation. 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 |
|--|------------|----------------|-------|---|---|
| Advanced Chemistry | 740 | 2 | 11 | Geometry, Algebra II, and currently enrolled in Precalc | This course is an introductory program designed to survey chemistry and prepare students for further study in medical, science or engineering careers. The areas covered include atomic structure, electron configurations, the periodic table, chemical formulas and bonding, molecular shape, chemical reactions and equations, mathematics of chemistry, states of matter, and solutions. One of the goals of this class is to help the students become more aware of God the Creator by discovering the order that exists in His universe. Students will 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. |
| Anatomy & Physiology A Anatomy & Physiology B | 797 798 | 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 | <p>The goal of Anatomy and Physiology is to help students understand the systems of the body as God created them. Although anyone interested in learning more about the body is welcome, students who are interested in a career in the health field are especially encouraged to take these courses for the foundation they provide. Both semesters are content driven, with much of the grade based on learning science facts. The vocabulary of Anatomy and Physiology and the names of all of our parts require a good deal of memorization. Labs and hands-on learning will be a regular part of the class, accompanied by a considerable amount of teacher explanation.</p> <p>Anatomy and Physiology A: The focus is on movement and protection from the outside. The systems covered are Skeletal, Muscular, Integumentary and Nervous systems.</p> <p>Anatomy and Physiology B: The focus is on the internal workings of the body. The systems covered are Cardiovascular, Respiratory, Lymphatic, Digestive, Endocrine, Urinary, and Reproductive systems.</p> <p>The two semesters of the course may be taken independently of each other and are non-sequential. If both are taken, college credit is available through Grace University.</p> |

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|-----------------------------|------------|---|-------|------------------------------------|---|
| AP Physics I | 745 | 2 | 12 | Adv. Chemistry & Precalc | This course provides a foundation in major areas of physics. It is intended to be an equivalent of a college level (non-calculus based) science course for students planning on majoring in the life sciences, pre-medicine, and some applied sciences, as well as other fields not directly related to science. While this course is not specifically designed to substitute for a college level, calculus based, physics course for engineering and physics majors, student do have the choice at the conclusion of the course to take the AP Physics 1 algebra-based exam or the AP Physics C calculus based exam (depending on what you intend to major in) to attempt to test out of college courses. All students planning careers in any of these areas should benefit from the rigorous content of this course in preparation for future physics courses. It is assumed that students in this course are familiar and competent in algebra and trigonometry. Students in AP Physics I will be enrolled in the normal Physics course and will need to make arrangements to attend additional classes on Thursdays from 7:15 - 7:55 a.m. to cover topics not included in the normal Physics course. 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. |
| Biology | 781 | 2 | 10 | None | This course is designed to teach students about the intricacies of God's creation. We take a look at 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. |
| Chemistry | 750 | 2 | 11 | Biology | This course is designed primarily for students who plan to pursue non-science careers or not planning on pursuing a science related career in college. Each unit centers on a chemistry-related topic confronting our society and the world. The topic serves as a unifying principle for introducing the chemistry concepts needed to understand and analyze that topic. We will also tie those same topics together with our Christian faith and use it to restore our fallen world. |
| Ecology | 777 | 1 | 11-12 | Physical Science and Biology | Ecology is a course for students who love the outdoors. This course focuses mainly on the ecosystems of Michigan and the Great Lakes area. Much of the course takes place outside on our property, where we study pond, meadow, and woodland ecosystems and are challenged to explore God's creative work and work to restore it. |
| Forensic Science | 778 | 1 | 11-12 | Physical Science and Biology | 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 sought after in many careers involving forensics. It will focus on concepts from biology, chemistry and physics. Students will confront the fallen nature of creation and look at how we can use science to restore creation and provide justice. |
| Physical Science | 770 771 | 2 | 9 | None | This course is an introduction to basic concepts in physics and chemistry. It is designed to meet the needs of all ability levels. There will be 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. Christian responsibility toward each other and their work will be stressed as students work together in numerous hands-on laboratory activities. Students will be challenged to see the fingerprints of the Creator in creation. This course is intended as a preparatory step towards enabling the student to select future science courses. |

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|---|-----|---|-------|---|--|
| Physics | 787 | 2 | 12 | Algebra II & Precalc or currently enrolled in Precalc | This course is taken primarily by senior students finishing a major sequence in science. It is important for anyone planning to take science, engineering, or medical courses in college. There will be 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. The main topics studied are kinematics, dynamics, energy, mechanical waves, and electricity. 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. |
| STEM: Relevant Topics in Science | 776 | 1 | 11-12 | Physical Science and Biology | This is a one-semester elective course that uses the four disciplines of Science, Technology, Engineering, and Mathematics (STEM) to investigate relevant topics in Biology, Chemistry, Earth Science, and Physics. Topics include automation, infectious disease, sustainable technology, green energy, pollution, climate change, genetics and space exploration. Students will be challenged to increase their ability to communicate intelligently about these topics and to consider how the decisions humans make can positively or negatively impact God's creation and our economy in real and measurable ways. |

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 |
|-------------------------|-----|------|-------|-------------------------------------|---|
| AP Psychology | 835 | 2 | 10-12 | Jr/Sr-See Note 1 Soph-See Note 2 | The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This is a rigorous and demanding course requiring students of have a strong work ethic, to read at a rigorous pace, and to complete a variety of writing assignments. Students are expected to demonstrate strong writing and analytical skills and independent work habits. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This is a rigorous and demanding course requiring students of have a strong work ethic, to read at a rigorous pace, and to complete a variety of writing assignments. Students are expected to demonstrate strong writing and analytical skills and independent work habits. |
| AP US Government | 812 | 2 | 12 | See note 1 | <p>This course is designated as Political Science 201 at Calvin College. That is significant because any student who completes this course with a grade of "C" or better, receives 3 credit hours from Calvin College, whether they later attend Calvin or not. These hours are transferable to virtually any college in America (notable exception: U. of Mich.). Students are not required to pass an AP Government test, and in fact, there is no financial burden for the college credit hours either.</p> <p>This is a full year course that covers the same topics as the standard U.S. Government course at South, but in greater detail and with several other significant units. As Calvin requires, it is actually an introductory political science class rather than just a study of the government. Students will have significantly more reading than in the standard government class, and also be called upon to write and research more. Throughout everything we do, emphasis is given to what it means to be a Christian in society and what God's purpose for government is.</p> |
| AP US History | 818 | 2 | 11-12 | See note 1 | This one-year course is a study of U.S. History from the age of exploration and discovery to the present. 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. Special attention will be placed on developing and applying a Christian worldview. |

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|---------------------------------|-----|---|-------|-------------------------------------|---|
| AP World History: Modern | 828 | 2 | 10-12 | Jr/Sr-See Note 1 Soph-See Note 2 | 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. Special attention will be placed on developing and applying a Christian worldview. |
| Economics | 857 | 1 | 10-12 | None | Economics is a social science that studies the way societies and individuals allocate scarce resources (money, time, land, labor, etc.) to unlimited wants and needs. The course will take individuals through active and engaging experiments learning important economics skills. 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 | 832 | 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. Class time is occupied by discussion, lecture, films, guest speakers, and group presentations. Several quizzes and tests are given during the semester. |
| Sociology | 837 | 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, 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 | 811 | 1 | 12 | None | In this course, required by the state of Michigan and South Christian, the basic structure of the government and the operation of the political system are covered. Students are introduced to the real world of politics through a variety of projects, field trips, and speakers. Current news events are followed, and carefully related to the topics that we study. Throughout everything that we study and discuss, emphasis is given to the idea of what it means to be a Christian in society and what God's purpose for government is. |
| United States History | 821 | 2 | 11 | None | <p>This is a 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.</p> <p>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. Outside reading is required of all students.</p> |
| World Affairs | 839 | 1 | 11-12 | None | World Affairs class seeks to expand the student's worldview beyond the borders of the United States. As we study China, North Korea, the Middle East and other regions of particular current interest, we examine how we must think beyond being Americans (though America's interests are examined) and task ourselves with being God's kingdom builders. The interests of nations are of great importance to America and vital in understanding the Christian's place as a kingdom builder, so we seek to understand world events through the lens of history and current news. |

| | | | | | |
|----------------------|-----|---|----|------|--|
| World History | 830 | 2 | 10 | None | This is a survey course of the history of the world. Emphasis will be placed on the Renaissance to the present day, helping students better understand the present world with all 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: GPA of 3.5 or higher or permission of teacher.

Note 2: GPA of 3.5 or higher; recommendation of freshman English teacher; and signed Parent/Student Agreement (see page 48 at end of Curriculum Guide).

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 about other languages and cultures, students develop a mindset of compassion and understanding, rather than one of prejudice and judgment.

Spanish Courses

| Title | No. | Sem. | Grade | Prerequisite | Description |
|---------------------|-----|------|-------|--|--|
| Spanish I | 470 | 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 Hispanic cultures around the world. Proficiency will be developed through stories and the reading of a novel. We will examine God's perspective on other groups of people, and discern how we are called to love one another. |
| Spanish I/II | 475 | 2 | 9-12 | None | This course provides an accelerated study of Spanish I and II course materials. Students will continue developing an understanding of the Spanish language through speaking, listening, reading, and writing. Students will recognize how the Spanish language and Hispanic cultures play a role in God's kingdom. Proficiency will be developed through stories and the reading of novels. |
| Spanish II | 471 | 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. Proficiency will be developed through stories and the reading of two novels. Students will recognize how the Spanish language and Hispanic cultures play a role in God's kingdom, and how we are called to build bridges between us and Spanish-speakers. |
| Spanish III | 472 | 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, and writing. Students will also continue recognizing how the Spanish language and Hispanic cultures play a role in seeking connections and valuing differences in God's kingdom through the study of stories, songs, film, and a video exchange with English students from Colegio Alfa y Omega in Spain. |
| Spanish IV | 473 | 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, and writing, students will become more proficient in communicating in Spanish. Students will also continue recognizing how the Spanish language and Hispanic cultures play a role in God's kingdom through the study of history, short stories, songs, film, and sayings. Students will also see how each individual's story is different, but still a part of God's greater story. |

| | | | | | |
|--|-----|---|----|---|--|
| AP Spanish Language and Culture | 474 | 2 | 12 | Spanish I-IV* or immersion or heritage speaker background | The AP Spanish Language and Culture course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students learn about culture through the use of authentic materials that are representative of the Spanish-speaking world. Materials include a variety of different media (journalistic and literary works, podcasts, interviews, movies, charts, graphs, newscasts, etc.). The course is designed to provide students with 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 |
|---|--------------|---|
| Geocaching (REQUIRED) | 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. |
| Robotics Team | 5 | Participate in Robotics 1st semester (anticipate participation during 2nd semester throughout the build & competition season) |
| Finding Optimal Locations 1 | 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. |
| Finding Optimal Locations 2 | 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. |
| Graph Theory & 6 Degrees of Separation | 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. |
| Critical Path Method | 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. |
| Michigan Math League | 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 |
|--|--------------|---|
| Multi-Criteria Decision Making (REQUIRED) | 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. |
| Robotics Team | 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. |
| Code Cracking – Investigating Ciphers | 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. |

| | | |
|---|---|--|
| Solve a Murder Mystery | 3 | Students will solve a murder mystery using predictions of cooling times with logarithmic functions. |
| Fractals | 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. |
| Mathematics inspired Devotional | 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. |
| Michigan Mathematics League | 2 | Score a minimum of 3 points total from the 3 tests offered. Tests are announced in the announcements and happen during lunch. |
| GRCC 9th and 10th Grade Math Challenge Competition | 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: https://www.grcc.edu/schools-departments/mathematics/math-challenge |

ADVANCED GEOMETRY – SEMESTER 1

| Project Name | Points Value | Project Description |
|---|--------------|--|
| Chapter 1 Points & Lines | 4 | Design and complete two coordinate plane drawings and describe the relationship with graph theory. |
| Chapter 2 Language & Logic Of Geometry | 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. |
| Chapter 3 Angles & Lines | 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. |
| Chapter 4 Congruence Transformations | 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. |
| Chapter 5 Proofs Using Congruence | 4 | Design a banner consisting of four congruent regions that represent the four classes of the school: freshmen, sophomores, juniors and seniors. |
| Chapter 6 Polygons & Symmetry | 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. |
| Chapter 7 Application of Congruent Triangle | 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 |
|--|--------------|---|
| Chapter 8 Lengths & Areas | 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. |
| Chapter 9 Three-Dimensional Figures | 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. |
| Chapter 10 Formulas for Volume | 5 | Design a plan for manufacturing and packaging candles in a box. |
| Chapter 12 Similarity | 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). |
| Chapter 13 Similar Triangles & Trigonometry | 4 | Design a pattern for a trapezoid twist rug and describe any patterns that are observed. |
| Chapter 14 Work with Circles | 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 |
|--|--------------|--|
| Puritan Writer Exploration | 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. |
| Examining an additional Revolutionary Thinker | 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. |
| Drawing Parallels to <i>Walden</i> | 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. |
| Writing a Ballad | 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. |
| Author Profile Video | 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. |
| Analyzing an American Novel | 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 |
|--|--------------|--|
| Insect Collection | 6 | Collect and preserve 30 insects from 8 different Orders. |
| Video Microscopy | 2 | Capture images from several microscope slides clearly and label specific parts, using a video software program. |
| Water Quality Index | 8 | Collect and analyze, using 9 tests, water samples once a month from the Sports Park ponds. |
| Wisconsin Fast Plants | 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. |
| <i>The Double Helix</i> – Book Report | 2 | Read the book written by James Watson about the discovery of DNA and write a comprehensive book report on it. |
| Research Paper on Cancer | 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 |
|---|--------------|--|
| Research Paper on Cloning or Stem Cells | 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. |
| <i>The Microbe Hunters</i> – Book Report | 2 | Read the book written by Paul de Kruif and write a comprehensive book report on it. |
| Thigmotropism in Plants | 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. |
| Studying Animal Magnetism | 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. |
| Create an Animal Phylum | 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. |
| Allelopathy in Plants | 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. |
| Dissection of a Rabbit | 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 (RELIGION 10)

| Project Name | Points Value | Project Description |
|------------------------------|--------------|---|
| Initial Assignment | 6 | Students will be required to read and write a paper on the first half of C.S. Lewis's <i>Mere Christianity</i> . |
| Worldview Interviews | 2 | This assignment consists of an analysis of two non-Christian worldviews and the comparison of each with a Christian worldview. |
| Ethical Issue | 4 | This assignment involves the completion of a video that describes South Christian students' beliefs about a contemporary ethical issue. |
| Television Assignment | 3 | Students must create a brochure examining the views expressed in television programming geared toward teens and young adults. |
| The God Movie | 2 | To complete this assignment the movie <i>The God Who Wasn't There</i> will need to be reviewed and critiqued. |
| The Case for Faith | 3 | Students will read from Lee Strobel's <i>The Case for Faith</i> and write three informational news articles on the contents |
| Scandal Book | 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 |
|-----------------------------------|--------------|--|
| Lesson Plan/PLA | 6 | Develop a lesson plan for dangling modifiers, clauses, or semi-colons and hyphens. |
| "This I Believe" | 2 | Create an essay as an alternative to the autobiographical essay. |
| Grammar Comprehensive Test | 1 | Score 90% or higher on the grammar comprehensive test. |
| Favorite Place Essay | 3 | Create a photo presentation of the place that was described in the essay. |
| Dollar Bill Story | 2 | Compose a character-driven story. |
| Prince of Egypt | 2 | Compose a written response after viewing the film. |
| Research Essay | 4 | Accomplish various additional components to the research process and essay. |
| Book Response | 5 | Read and respond to a book that focuses on aspects of the writing process. |

COMP 10

| Project Name | Points Value | Project Description |
|---|--------------|--|
| Narrative Incident-Immigrant Story | 6 | Identify a person or persons (preferably related family members), interview them to discover their story, and tell their story. |
| Narrative Writing-“Flashback Assignment” | 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. |
| Language Study | 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. |
| Persuasive Writing | 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. |
| Literary Analysis | 4 | Read a novel from a selected list, and write a persuasive literary paper on a theme, character, or other debatable literary topic. |
| Comparison/Contrast | 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 |
|--|--------------|---|
| <i>Naked Economics</i> by Charles Wheelan | 6 | Write a 4-5 page book review in response to this reading. |
| Economic Cartoon Poster | 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. |
| <i>Freakonomics</i> by Steven Levitt and Stephen Dubner | 5 | Write a 3-4 page book review in response to this reading. |
| <i>Frontline</i> Videos | 4 | Watch 3 videos from the list provided and write a short summary of each. |
| Business Cycle Drawings | 5 | Record and display the business cycle of the United States for the past 40 years. |
| Comparing Economic Systems | 3 | Research and compare a variety of different economic systems. |
| Stock Analysis | 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 (RELIGION 10)

| Project Name | Points Value | Project Description |
|-----------------------------------|--------------|---|
| Translation & Commentary Analysis | 6 | 1. Watch and write a 3 page report on a video series on the Septuagint's origin and influence on the New Testament writers. 2. Choose a NT 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) 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. |
| 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) <ol style="list-style-type: none"> 1. NIV Cultural Backgrounds Study Bible 2. Bible Dictionary 3. Pictorial Encyclopedia of the Bible |
| Exegetical Paper | 8 | 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. |

OLD TESTAMENT (RELIGION 9)

| Project Name | Points Value | Project Description |
|--|--------------|---|
| Translation & Commentary Analysis | 6 | <ol style="list-style-type: none"> 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. 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). 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. |
| 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. <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 3. NIV Application Commentary 4. 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 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"> 4. NIV Cultural Backgrounds Study Bible 5. Bible Dictionary 6. Pictorial Encyclopedia of the Bible |
| Exegetical Paper | 8 | 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 |
|---|--------------|---|
| Writing and Performing an Experiment | 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. |
| Electron Configuration | 2 | Determine the electron orbital configuration of certain elements. |
| Working with Moles | 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. |
| Using Oxidation Numbers | 2 | Use oxidation numbers to explain/predict the charge on various polyatomic ions. |
| Investigating Crystal Shapes | 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. |
| Chemical Equations (2 separate projects) | 2 2 | Interpret molar relationships in chemical equations and make some predictions. |
| Studying Lake Effect Weather Patterns | 3 | Explain why West Michigan experiences lake effect precipitation during the winter months and present with a poster. |
| Studying Weather Patterns | 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 |
|-------------------------------|--------------|--|
| Electricity Paper | 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. |
| Solar Car | 3 | Assemble a solar car from a kit provided by the teacher. |
| Solar Panel Experiment | 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. |
| Solar Car Experiment | 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. |
| Lab Report | 6 | Write a lab report that includes the information from the experiments performed. |
| Short Paper | 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 |
|---|--------------|---|
| Writing Journal | 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. |
| Vocabulary project (can be repeated 3 times) | 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. |
| Spanish Table | 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. |
| Memory Project | 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. |
| Research Spanish Speaking Country | 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. |
| Hispanic Events | 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 |
|---|--------------|--|
| Writing Journal | 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. |
| Vocabulary project (can be repeated 3 times) | 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. |
| Church Visit | 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. |
| 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. |
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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