



HIGH SCHOOL HANDBOOK

2019-2020

WELCOME AND INTRODUCTION

Welcome to Christian Academy. Your instructors have developed this handbook, and it is intended to be a continuing aid to you and your parents. We encourage you and your parents to thoroughly read this handbook, as well as the Family Handbook, as you begin this new school year.

MISSION STATEMENT

Academic Excellence
in a
Christ-Centered Environment

SCHOOL INFORMATION

School Address: 291 Ronald McNair Blvd., Myrtle Beach, SC 29579
Phone Number: 843-236-6222
Fax Number: 843-236-2262
E-Mail Address: office@ChristianAcademicsaints.org
WEB Address: ChristianAcademicsaints.org
Attendance E-mail: attendance@christianacademicsaints.org

PARENT/TEACHER COMMUNICATION

Communication with parents is very important in establishing and maintaining a positive and supportive working relationship. Please do not hesitate to contact the teachers at school by calling the office and leaving a message. The teacher(s) will return your call as soon as possible. Please feel free to contact the teacher(s) after school hours at his or her number listed below. You may also contact the teachers via e-mail. The e-mail addresses are available on the school's website, christianacademicsaints.org, under the faculty listing.

Jennifer Baker- 843-359-1561
Christy Bell- 843-709-7963
Jamie Eagerton- 843-222-8685
Anna Guilliams- 843-902-5398
PC Henry – 843-222-4027
Bonnie Huggins- 843-421-7515
Vicki Marcis- 843-979-1320
Kaela Miller – 434-444-4928
Tommy Moore- 843-222-1080

Kimberly Payseur- 843-450-4586
Joy Perry- 843-421-4786
Brett Phillips – 919-810-7491
Mica Pruitt- 843-457-8714
Brenda Raney- 843-685-1189
Sherri Tomlinson- 843-251-4807
Megan Townsend – 302-530-3154
Lea Ann Williams- 843-283-6894
Pam Wood- 423-612-6892

ATTENDANCE

Period attendance (1st-8th periods, including chapel) is taken in grades 6-12. Please refer to the Complete Attendance Policy in the Family Handbook.

CHARACTER

It is our goal at Christian Academy to help each student acquire a sense of values and virtues such as honesty, compassion, self-discipline, courage, responsibility, respect for authority, loyalty, perseverance, hard work, courtesy, fidelity, persistence and commitment.

WEEKLY COMMUNICATION

Christian Academy recognizes the value and importance in having open communication among the teacher, the student, and the parent. Teachers will communicate weekly to provide an update on the progress of each student through Renweb(FACTS). Parents can set up a Renweb(FACTS) account through the link provided on Christian Academy's website, christianacademysaints.org. Renweb(FACTS) allows parents to view student progress reports, daily lesson plans and homework assignments. Our goal in the high school is to have all weekly communication via e-mail. Parents are encouraged to contact the teachers regarding any questions or concerns. Each teacher's e-mail address will appear on our school's website. Papers will be sent home at the teacher's discretion. Teachers may request that papers be signed and returned. Parents may request that papers be sent home at any time.

STUDENT COVENANT

All students in grades 6-12 complete a student covenant each year. When signing the covenant, students agree to the following:

Drinking alcoholic beverages, using illegal drugs, smoking, profanity, disrespect for authority or property, improper sexual behavior, improper use of technology and abuse/harassment of others are all prohibited. Disregard for these rules will result in disciplinary action, including possible suspension or expulsion. This applies to school and to non-school related social activities where unacceptable behavior would misrepresent the school and its students.

DISCIPLINE POLICY

It is our desire that Christian Academy High School students "grow in the grace and knowledge of our Lord, Jesus Christ."(2 Peter 3:18) We anticipate that our students will filter their decisions, words and deeds through a Biblical lens. Teachers will discuss student behavior and growth with the high school team each week. Discipline at the high school level will be handled primarily by the teachers. Administration will be involved when deemed necessary. Christian Academy's Discipline Policy and Procedures will be followed. These are explained in the Family Handbook.

The upper school rules are as follows:

1. Follow instruction the first time they are given.
2. Be seated and ready on time.
3. Show respect in word and deed.
...When in doubt, follow Christ's example.

Poor discipline choice will result in:

1. Warning
 2. Meet with teacher after class
 3. 10 minute detention & parent communication
 4. 30 minute detention to be determined by the teacher & parent phone call
- For repeated offenses: The student will be referred to administration for appropriate disciplinary action.
- *Severe or repeated infractions may result in accelerated actions taken.

BREAK TIME

Break time is intended as time for having a light snack and going to lockers and restrooms. **Students are encouraged to go to the lunchroom area to eat their snack.** Students should not eat in the classrooms. Snacks should not have to be prepared or microwaved, and should be healthy in nature. A drink machine is available in the lunchroom area for high school students to use during break time. Students are expected to pick up their trash when break is over. Students are allowed to have a water bottle with them throughout the day. **NO OTHER DRINKS ARE TO BE IN THE CLASSROOMS.** Students are responsible to report to the class following break on time.

Students should not go into the kitchen area without teacher permission.

MOTOR VEHICLE AND OFF-CAMPUS PRIVILEGE ACKNOWLEDGEMENT

All Juniors and Seniors and their parents must complete the Motor Vehicle and Off-Campus Privilege Acknowledgement form in order to be allowed to leave the school campus during the school day. Juniors and Seniors are allowed to sign out during the lunch period. **Students should not leave the school campus at any other time of the day unless they have received parent, teacher and/or administrative permission.**

Juniors and seniors with excessive absences(in excess of 10 unexcused and/or 20 total or 5 unexcused and/or 10 total for semester long courses) will not be allowed to leave campus for lunch until absences are within acceptable limits.

Juniors and seniors with grades below a C will not be allowed to leave campus for lunch.

Juniors and seniors who are absent from chapel on Friday will not be allowed to leave campus for lunch the following week.

JUNIOR/SENIOR MISSION TRIP

Each year, in the month of May, the junior and senior class travels out of the U.S. on a trip that is designed to combine international service and learning opportunities. High school students and their families are expected to participate in fund raising activities to help offset the costs of the trip each year. Questions about the trip should be directed to the trip coordinators, Mrs. Tracy Fulford and Mr. Tommy Moore.

SEXTING

In keeping with the school's responsibility to provide a safe learning environment for all students, the administration has established the following policy regarding the issue of

“sexting.” Sexting is the act of sending, receiving or forwarding sexually explicit or suggestive messages, photos or images via cell phone, computer or other digital device. Students engaged in such activities are subject to state laws and school discipline. The school considers sending, sharing, possessing or even viewing pictures, text messages or emails that contain a sexual message or image a violation that will result in school discipline, up to and including possible expulsion and in the notification of local law enforcement. Students are required to immediately report any such activities to a teacher or a school administrator.

SOCIAL MEDIA

Christian Academy respects the rights of students to use social media. However, it is important for students to understand the need to exercise care in setting appropriate boundaries with all social media activity. Students who use social media must remember that any information posted reflects on the entire Christian Academy community and, as such, is subject to the same behavioral standards set forth in the Christian Academy covenant agreement for students grades 6-12, handbooks, and state and federal laws.

While Christian Academy does not monitor student social media accounts, the school has the right to act on information provided by third parties (i.e. students, parents and community members). Social media sites may be investigated in the event of allegations of lying, cheating, cyber bullying, illicit activities, plagiarism, or any other information as presented in the school handbooks.

Christian Academy appreciates and values positive comments made about the school family. Thank you in advance for remembering and following the Matthew 18 policy as noted the Family Handbook.

SUBSTANCE ABUSE POLICY

Christian Academy of Myrtle Beach is an alcohol tobacco and drug free campus. Therefore, any student determined by the administration to be using or to be in possession of a controlled substance, alcohol, tobacco, or any type of smoking device or vaping device at any time, is subject to immediate removal from school. These items will be confiscated. In order to be eligible to return, a student must fulfill all requirements deemed necessary by administration.

Students of Christian Academy of Myrtle Beach are subject to the enforcement of these policies for the duration of their enrollment and not just for the period of time school is in session. Therefore, the conduct of students on or off campus, during breaks, vacations, summer vacations or weekend is subject to discipline.

Under the medication policy, students are also prohibited from carrying their own medication or nonprescription medication with them while at school without permission of administration.

- ❑ The administration of Christian Academy of Myrtle Beach, upon approval of the Board of Trustees, reserves the right to require a random alcohol and/or drug test with the understanding that student confidentiality will be maintained. The administration may conduct random on-campus searches for illegal substance.
- ❑ If the parents and/or the student refuse to submit to the required test, the student will be subject to immediate removal from Christian Academy.

Students attending Christian Academy of Myrtle Beach are expected to make choices consistent with the values and policies of the school as long as they are enrolled. Students who make choices in conflict with these values will be subject to disciplinary action by the school.

VEHICLES AND PARKING

Students are permitted to drive to school and park on campus if they meet the following requirements:

1. The student must have a valid SC driver’s license.
2. The vehicle must be insured as required by the state of South Carolina.
3. The student must complete the **STUDENT VEHICLE AND PARKING FORM** and return the form to the office.
4. **High School** drivers should park in the parking lot near the athletic field. PACE drivers may park in the lot across from the front of the school.
5. Once students park their cars, they are expected to lock and leave their car until they leave for the day. Students are not to loiter in the parking lot before or after school.
6. Students must receive permission and obtain a pass before visiting their vehicle during school hours.
7. Students may not leave campus during the school day without parent, teacher and/or administrative approval.
8. Students are not to play music that can be heard outside of the car.
9. Students are asked to drive slowly while on school campus (15 mph).
10. Student vehicles parked on CAHS campus are subject to search.
11. Students are not to bring alcohol, tobacco, drugs, or weapons to school.
12. Violation of the above policies will result in suspension of driving/parking privileges.
13. Students who drive to school may transport other students to and from school activities which originate or end on school premises with parental and administrative permission.

ACADEMICS

BELL SCHEDULES

FRIDAY CHAPEL SCHEDULE

DAILY BELL SCHEDULE

| | | |
|------------------------|-------------|----------|
| 1 st period | 8:00-8:50 | |
| 2 nd period | 8:55-9:45 | |
| Break | 9:45-9:55 | |
| 3 rd period | 9:55-10:45 | |
| 4 th period | 10:50-11:40 | |
| 5 th period | 11:45-12:35 | MS Lunch |
| 6 th period | 12:40-1:30 | HS Lunch |
| 7 th period | 1:35-2:25 | |
| 8 th period | 2:30-3:20 | |

| | | |
|---------------------------------|-------------|----------|
| MS Homeroom(1 st pd) | 8:00-8:10 | |
| MS Chapel | 8:10-8:50 | |
| HS 1 st period | 8:00-8:50 | |
| MS 1 st period | 8:55-9:35 | |
| HS Chapel | 8:55-9:35 | |
| Break | 9:35-9:45 | |
| 2 nd period | 9:45-10:25 | |
| 3 rd period | 10:30-11:10 | |
| 4 th period | 11:15-11:55 | |
| 5 th period | 12:00-12:45 | MS Lunch |
| 6 th period | 12:50-1:35 | HS Lunch |
| 7 th period | 1:40-2:25 | |
| 8 th period | 2:30-3:20 | |

GRADING

The grading policy for each class is up to the individual teacher. Each teacher will send home his/her grading policy with a course syllabus. Understanding each grading policy will help your child understand how to make improvements in grades. If you have questions about how grades are computed, please contact the teacher.

Teachers may offer opportunities for students to earn bonus points during each grading period. This may result in a grade of over a 100 for the 9 weeks grade. However, no grade over a 100 will be assigned as the final grade.

HOMEWORK

Homework may be assigned by teachers to reinforce and enrich learning. All homework assignments are expected to be completed and turned in on time. Students should plan to study each evening in preparation for the next day of school. The amount of time necessary to complete homework assignments will vary according to the grade level and the ability of the student. Greater amounts of time will be necessary in order to prepare for tests. Students are expected to do their own work and take the responsibility for it. While students are encouraged to work together on certain assignments, it is not expected that they will share their homework with the intent of someone else copying it. This will result in a zero for the assignment.

TEST POLICY

All tests will be announced at least two days in advance. A teacher may cancel or reschedule a test on or before the end of the school day preceding the scheduled date of the test and must announce this to the students. No more than two major tests will be scheduled in a day. Students must communicate with teachers if more than two tests have been announced. Students are expected to make up a missed test at the earliest possible date. If a student misses a scheduled test due to arriving late, the test must be taken before the end of the day. Students who are absent when a test is given should be prepared to take the test upon their return. **It is the responsibility of the student to schedule a time with the teacher to take the missed test.** Exceptions will be made for lengthy absences.

EXAMS

Semester exams are given for all courses for which high school credit is received. The exam grade will count as 20% of the semester average.

Juniors and Seniors may exempt up to 2 exams per semester. Freshman and Sophomores may exempt 1 exam per semester. In order to exempt, a student must have an "A" average in a class for the semester. Students who choose to exempt an exam must notify their teacher(s) and submit in writing their request to the Assistant Head of School for Upper School for approval. Students may not exempt if they are in violation of the excessive absence policy (over 10 unexcused absences and/or 20 total absences). Students may not exempt the Apologetics Research paper assigned in the 12th grade World Views class. No final exam will be given to those students enrolled in the AP US History, AP Macroeconomics or AP Calculus courses who have taken the AP exam in May.

1st Semester Exams: December 17, 18, 19, 20
High School students will have half-days on December 19 & 20.

2nd Semester Exams: May 18, 19, 20, 21
High School students will have half-days on May 20 & 21

Juniors and Seniors do not have to attend the scheduled review periods during exam week or the actual exam for the classes they have exempted. Freshman and sophomores must remain in class, even if they have exempted, unless a parent comes to school to sign them out.

AP EXAMS

Students enrolled in an AP course are required to take the AP exam in May on the date scheduled by College Board. The AP exam grade does not affect the final average in the AP course. Families are responsible for the nonrefundable exam fee of \$94.00. An intent form and the exam fee must be submitted to the teacher by November 1, 2019. Any student needing to reschedule to take the AP exam on the alternate late testing date must pay all late testing fees as outlined by College Board. Any student who fails to take the AP exam will be required to take a final exam during the high school exam week in May. Students will not be allowed to exempt this exam. The exam grade will count as 20% of the 2nd semester average.

AP Calculus - Tuesday, May 5, 2020 at 8:00am
AP US History - Friday, May 8, 2020 at 8:00 am
AP Macroeconomics - Thursday, May 14, 2020 at 12:00pm

GRADE SCALE

A 90-100 B 80-89 C 70-79 D 60-69 F 0-59

CALCULATING GRADE-POINT AVERAGE

The grade-point average is calculated according to the South Carolina Uniform Grading Policy. The grade-point average is figured from the conversion table shown below. The conversion table assigns “quality points” to each numerical grade depending on the grade earned and the category of weight assigned to the course taken (honors , CP, AP). The formula for figuring the Grade Point Ratios (GPR) is:

$$\text{GPR} = \frac{\text{Sum}(\text{quality points} \times \text{Carnegie units earned})}{\text{Sum of Carnegie units attempted}}$$

Grade Point Conversion Table

| Average | Grade | College Prep | Honors | AP/IB/Dual Credit |
|---------|-------|--------------|--------|-------------------|
| 100 | A | 5.000 | 5.500 | 6.000 |
| 99 | A | 4.900 | 5.400 | 5.900 |
| 98 | A | 4.800 | 5.300 | 5.800 |
| 97 | A | 4.700 | 5.200 | 5.700 |
| 96 | A | 4.600 | 5.100 | 5.600 |
| 95 | A | 4.500 | 5.000 | 5.500 |
| 94 | A | 4.400 | 4.900 | 5.400 |
| 93 | A | 4.300 | 4.800 | 5.300 |
| 92 | A | 4.200 | 4.700 | 5.200 |
| 91 | A | 4.100 | 4.600 | 5.100 |
| 90 | A | 4.000 | 4.500 | 5.000 |
| 89 | B | 3.900 | 4.400 | 4.900 |
| 88 | B | 3.800 | 4.300 | 4.800 |
| 87 | B | 3.700 | 4.200 | 4.700 |
| 86 | B | 3.600 | 4.100 | 4.600 |
| 85 | B | 3.500 | 4.000 | 4.500 |
| 84 | B | 3.400 | 3.900 | 4.400 |
| 83 | B | 3.300 | 3.800 | 4.300 |
| 82 | B | 3.200 | 3.700 | 4.200 |
| 81 | B | 3.100 | 3.600 | 4.100 |
| 80 | B | 3.000 | 3.500 | 4.000 |
| 79 | C | 2.900 | 3.400 | 3.900 |
| 78 | C | 2.800 | 3.300 | 3.800 |
| 77 | C | 2.700 | 3.200 | 3.700 |
| 76 | C | 2.600 | 3.100 | 3.600 |
| 75 | C | 2.500 | 3.000 | 3.500 |
| 74 | C | 2.400 | 2.900 | 3.400 |
| 73 | C | 2.300 | 2.800 | 3.300 |
| 72 | C | 2.200 | 2.700 | 3.200 |
| 71 | C | 2.100 | 2.600 | 3.100 |
| 70 | C | 2.000 | 2.500 | 3.000 |
| 69 | D | 1.900 | 2.400 | 2.900 |
| 68 | D | 1.800 | 2.300 | 2.800 |
| 67 | D | 1.700 | 2.200 | 2.700 |
| 66 | D | 1.600 | 2.100 | 2.600 |
| 65 | D | 1.500 | 2.000 | 2.500 |
| 64 | D | 1.400 | 1.900 | 2.400 |
| 63 | D | 1.300 | 1.800 | 2.300 |
| 62 | D | 1.200 | 1.700 | 2.200 |
| 61 | D | 1.100 | 1.600 | 2.100 |
| 60 | D | 1.000 | 1.500 | 2.000 |
| 59 | F | 0.900 | 1.400 | 1.900 |
| 58 | F | 0.800 | 1.300 | 1.800 |
| 57 | F | 0.700 | 1.200 | 1.700 |
| 56 | F | 0.600 | 1.100 | 1.600 |
| 55 | F | 0.500 | 1.000 | 1.500 |
| 54 | F | 0.400 | 0.900 | 1.400 |
| 53 | F | 0.300 | 0.800 | 1.300 |
| 52 | F | 0.200 | 0.700 | 1.200 |
| 51 | F | 0.100 | 0.600 | 1.100 |

COMMUNITY SERVICE REQUIREMENT

The faculty and staff of Christian Academy believe it is as important to prepare students for lives of good Christian citizenship as it is to prepare them for the intellectual challenges of college. A meaningful and flexible program of mandatory community service is part of the upper school program to assist in the development of community involvement and service. Students are to meet the specified requirements as part of their graduation requirements from CA.

1. Freshman and sophomore students will complete approximately 15 hours of community service each year. These activities will be school sponsored and arranged by the Faith with Feet Coordinator.
2. Junior and senior students must complete a minimum of 30 hours of community service each year beyond the school sponsored events.
3. Students must complete a Community Service Approval Form to verify the number of hours served. Forms can be obtained from the school's website or from Mrs. Fowler.
4. Community service hours will not be awarded if monetary compensation has been received.

COURSE CREDIT

Credit is awarded only if the course is passed with a 60% or higher. If a course is failed for the year, the course must be repeated at Christian Academy unless permission is granted by administration. Some courses receiving a D may have to be repeated. If failure of a course or courses will result in the student not being able to accumulate the necessary credits for graduation or if an individualized learning plan is not successful, the student may be asked to withdraw prior to the start of the junior or senior year.

Students who desire to take online courses during the school year or summer months must receive approval from administration prior to registering for the course.

COURSE REQUIREMENTS

High school students are expected to enroll in each of the 5 core subject areas of Bible English, Math, Science and Social Studies each year. High school students are also required to complete 3 consecutive levels of a foreign language. Any exception to this requirement must be approved by administration.

HONOR DISTINCTIONS

Honor cords will be issued to the graduating seniors who meet the following requirements:
High Honors with Distinction – 4.9 GPA or higher – Gold cord
High Honors – 4.4 to 4.9 GPA – Red cord
Honors – 3.9 to 4.4 GPA – Navy cord

Due to the change in the SC Grading Scale, there will be a step increase of 0.1 for each level until the year 2019-2020.

A Valedictorian and Salutatorian will be identified by the final rank of the senior year.

Junior Marshals will be identified by class rank at the end of the junior year.

Rank is determined using the South Carolina Uniform Grading Scale policy as designed and approved by the Commission on Higher Education.

HONOR ROLL

Students are eligible for honor roll if they meet the following criteria.

Principal's Honor Roll. This award is given at the end of the year. In order to receive this award, the student must have all A's in all subjects for each quarter and for the final grade.

"A" Honor Roll. The student must have earned an A in all subjects during the quarter.

"A/B" Honor Roll. The student must have earned A's and B's in all subjects during the quarter.

PACE PROGRAM

The Program for Accelerated College Enrollment (PACE) provides opportunities for high school seniors to get a head start on college. At times, there may be juniors who are selected to participate in the PACE program. Through the cooperation and endorsement of the Horry and Georgetown County School Districts and the respective high schools, the PACE program enables qualified high school students to meet high school graduation requirements while taking college credit courses. The PACE program offers college credit courses at any of the three campuses of Horry-Georgetown Technical College. Dual-credit allows a PACE student to apply the college credit earned at Horry-Georgetown Technical College towards high school graduation requirements. Seniors at Christian Academy will be given the opportunity to enroll in the Pace program. Each PACE student has admissions requirements that must be satisfied before a high school student can enroll as a PACE student. Students must also receive approval from administration as well as subject area teachers in order to enroll. Students enrolled in the PACE program are responsible for the cost of tuition, books and all other expenses associated with the PACE program.

PACE students are responsible for requesting transcripts directly from Horry Georgetown Technical College to be sent to the college they will be attending at the end of the senior year.

RANK IN CLASS

Christian Academy ranks its students in accordance with the Uniform Grading Scale policy as designed and approved by the Commission on Higher Education. Rank information appears on the transcript. Parents may access the rank of their student from the guidance department at any time following the completion of their student's ninth grade year.

STANDARDIZED TESTING

1. Freshman and sophomores take the **Terra Nova Achievement Test**.
2. Sophomores are required to take the **PSAT** which will be administered at school on the designated October testing date.
3. In order to enter the National Merit Scholarship competition, juniors must take the **PSAT/NMSQT** which will be administered at school on the designated October testing date.

4. Juniors are required to take the **SAT and/or ACT** prior to the end of their junior year. Seniors will be required to take the **SAT and/or ACT** during the fall and again in the spring if they score less than 1100 on the SAT or 24 on the ACT.
5. Students are responsible to schedule their **SAT and/or ACT** exam date and pay the required registration fee.

TECHNOLOGY

Christian Academy believes that technology can and should be used to broaden each high school student's educational experience. Each of our high school students will be assigned a laptop computer. Students and parents are required to read, sign and abide by the school's Acceptable Use Policy. It is the responsibility of the student to ensure the laptop is kept in good repair. Any infraction of the rules and guidelines may result in the loss of computer privileges.

TRANSFER OF CREDIT POLICY

Christian Academy will accept transfer credits from institutions accredited by agencies approved by Christian Academy. These agencies include AdvancED (formerly SACS - Southern Association of Colleges and Schools), ACISI (Association of Christian Schools International) and SCISA (South Carolina Independent School Association). Other agencies and credits awarded would be at the discretion of Christian Academy and upon review of course description, syllabus (i), etc. Christian Academy reserves the right to deny credit from any non-accredited institution. Carnegie units will be awarded for accepted credits in the appropriate areas; however, the school may not elect to calculate transfer credit into the GPA for Christian Academy.

SOUTH CAROLINA SCHOLARSHIPS

**Changes to the qualifications may occur due to the new SC Grading Scale. Please check with the SC Commission on Higher Education for updates.*

➤ LIFE SCHOLARSHIP:

The LIFE Scholarship is a merit-based scholarship program which provides funding for scholarships in the amount of \$5,000 per year to eligible undergraduate students attending four-year colleges or universities in South Carolina and the cost of tuition and fees per year for 30 credit hours or its equivalent for students attending a two-year or technical college. Students must meet two of three of the following criteria to qualify for LIFE scholarship:

- Have a 3.00 final high school grade point average based on the Uniform Grading Policy.
- Have a minimum SAT test score of 1100 or ACT test score of 24.
- Have graduated in the top 30% of your high school graduating class.

➤ HOPE SCHOLARSHIP:

The HOPE Scholarship is a merit-based scholarship program which provides funding for scholarships in the amount of \$2,800 for the first year of enrollment for full-time students who meet the eligibility requirements below:

- Must not be receiving Palmetto Fellows or LIFE scholarships.
- Have a 3.00 final high school average based on the Uniform Grading Policy.

➤ PALMETTO FELLOWS SCHOLARSHIP:

The South Carolina Palmetto Fellows Scholarship is \$6700 for a student's first year, and \$7500 for the second, third, and fourth years. The SC Palmetto Fellows Scholarships is an academic merit-based scholarship program awarded by the [SC Commission on Higher Education](#). High school seniors that have a 3.5 GPA, are in the upper 6% of their class, and scored 1200 on the SAT or 27 on the ACT or seniors that have a 4.0 GPA, regardless of class rank, and scored 1400 on the SAT or 32 on the ACT should contact their guidance counselor for nomination information. Only students that have been nominated and awarded through the [Commission on Higher Education](#) will receive Palmetto Fellows Scholarships.



CHRISTIAN ACADEMY HIGH SCHOOL

Course of Study

| Subject | Required Units | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Units Earned |
|----------------------|--|--|---|---|--|--------------|
| Bible* | 4 | Bible 9 _____ | Bible 10 _____ | Bible 11 _____ | Worldview I _____ | |
| English | 4 | English I (H) Genres American Lit (H) _____ | American Lit. (H) British Lit. (H) _____ | British Lit. (H) American Lit. (H) World Lit (H) _____ | World Lit. (H) HGTC-PACE _____ | |
| History* | 4 | World History (H) _____ | Gov't/Econ (H) Geography (H) Economics(AP) _____ | US History (H) US History (AP) Gov't/Econ (H) Geography(H) Macroeconomics(AP) _____ | Gov't/Econ (H) Geography (H) US History (H) US History (AP) Macroeconomics(AP) _____ | |
| Math | 4 | Algebra I (CP) Algebra I (H) Geometry (CP) Geometry (H) _____ | Geometry (CP) Geometry (H) Algebra II (CP) Algebra II (H) _____ | Algebra II (CP) Algebra II (H) Pre-Calculus (H) Calculus (AP) Statistics (CP) Alg 3/Trig (CP) _____ | Pre-Calculus (H) Statistics (CP) Alg 3/Trig (CP) Calculus (AP) HGTC-PACE _____ | |
| Science | 4 | Biology (H) _____ | Marine Science (H) _____ | Chemistry (H) Physics (H) _____ | Physics (H) Chemistry (H) _____ | |
| Foreign* Language | 3 | Spanish I Spanish II _____ | Spanish II Spanish III (H) _____ | Spanish III (H) _____ | Other Language HGTC-PACE _____ | |
| Electives* | 2 | Applied Technology Computer Apps Integrated Bus Apps Fine Arts Appreciation Digital Design & Pub I Drama I Weight Training Graphic/Web Design | Applied Technolog Computer Apps Integrated Bus Apps Fine Arts Appreciation Digital Design & Pub I/II Drama I/II Weight Training Graphic/Web Design | Applied Technology Computer Apps Integrated Bus Apps Fine Arts Appreciation Digital Des&Pub I/II/III Drama I/II Weight Training Graphic/Web Design | Applied Technology Computer Apps Integrated Bus Apps Fine Arts Appreciation Digital Des&Pub I /II/III Drama I/II Weight Training Graphic/Web Design | |
| Physical Ed | 1 | | | | | |
| | <i>One Physical Education requirement which may be obtained through three seasons of participation in school sponsored athletic teams or through school approved, yet non-school sponsored athletic activities (ex. dance or tennis lessons) with a minimum of 135 cumulative contact hours.</i> | | | | | |
| Health | .5 | | | | | |
| | <i>One half credit of health is required beginning with the graduating class of 2018. Students graduating prior to this date will receive a minimum of 12 hours health instruction in the science classroom. Students may choose to take SCVS health with administrative approval.</i> | | | | | |
| Community Service | | School Sponsored | School Sponsored | Individual 30 hour minimum | Individual 30 hour minimum | |
| | 26.5 | | | | | |

*Bible: Exceptions to the 4 Bible requirements may be granted to those students transferring from schools not offering Bible classes.

*History: One of the unit requirements must be in American Government and Economics and one in US History.

*Foreign Language: Students must complete 3 units of the same language. Exceptions to the 3 Foreign Language requirements may be granted to those students transferring from schools not offering Spanish classes.

*Electives: Students must complete 1 unit of computer science to include keyboarding proficiency. The computer science requirement can be met through the successful completion of the following course(s): Applied Technology (.5 credit), Integrated Business Applications (.5 credit), Digital Design & Publication I/II/III (1 credit) or Graphic & Web Design (.5 credit).

Beginning with the class of 2018, students must meet the 26.5 credit requirement from 9th-12th grades to satisfy the CAHS graduation requirement. Exceptions may be granted at the discretion of the administration. CAHS graduation requirements exceed the 24 unit requirement prescribed by the state of South Carolina.



**CHRISTIAN ACADEMY
HIGH SCHOOL**

COURSE DESCRIPTIONS

BIBLICAL STUDIES

Bible 9/10 CP– Old and New Testament Survey

Old Testament Survey(1st semester)

You may be familiar with the stories of the Old Testament. Perhaps you heard about David and Goliath at church or learned about Abraham and Sarah in school. But did you ever wonder how those stories apply to you today? Some Christians wonder why they should study the Old Testament, given that Jesus and his disciples do not appear until the New Testament. Isn't the New Testament sufficient for our growth as Christians? So much of the Old Testament seems outdated.

We can't gain a proper understanding of who Jesus was and what he did unless we understand the Old Testament. Not only does the Old Testament compose roughly 75 percent of Scripture, but it lays out the plot of the story that Jesus came to resolve. It is difficult to appreciate fully why Jesus came into the world unless we see how he fulfilled the story begun in the Old Testament.

God's Unfolding Kingdom is an Old Testament survey that will energize and strengthen your faith as you journey through an epic tale of adventure, love, and betrayal. This study allows student participation and encourages meaningful skill development and practice of ideas as the curriculum guides students through the text of the Old Testament. Topics included in this study are The Pentateuch, Israel's History, Writings of Ancient Israel, History of the Fall and Exile of Israel, and the Prophets.

Textbook: God's Unfolding Kingdom: A Survey of the Old Testament, Christian Schools International

New Testament Survey(2nd semester)

Hope for God's Kingdom is a New Testament survey that shows the hope and redemption offered through Jesus. The study allows student participation encouraging meaningful skill development and practice of ideas as the curriculum guides students through the text of the New Testament. This curriculum will challenge students to understand, embrace, and apply God's teachings to everyday life. Topics included in this study are The King, Redemption, The Gospels, The Church, The Epistles, and a Coming King and a New Earth.

Textbook: Hope for God's Kingdom: A Survey of the New Testament, Christian Schools International

Credit: 1 unit

Bible 11 – Biblical Worldview CP

“We will not hide them from their descendants; we will tell the #nextgeneration the praiseworthy deeds of the LORD His power, and the wonders He has done.”(Psalm 78:4)

How do we engage the culture with the goal of transforming it?

There is a way to develop relationships in love without sacrificing truth. You can learn how to answer tough questions with confidence and compassion. Hold conversations with friends — no

matter what they believe — and understand their perspective and winsomely and confidently respond.

This junior level course, Understanding the Faith, lays the groundwork for the apologetics book that has been educating Christians for decades, Understanding the Times. Students will learn about the nature of God and biblical revelations in depth, and be prepared to begin examining other worldviews in light of God’s truth.

Our students explore the answers to deep questions about Christianity, including whether God created the universe, the existence of heaven and hell, the resurrection, and more. Learning to defend the Christian worldview is critical for those who want to share their faith with an unbelieving world. Theology and apologetics must be active endeavors for the #nextgeneration.

Our juniors will end the year by exploring what it looks like to make decisions about life from God’s perspective. In today’s world, that is a difficult task.

Most people are consumed with living life from a perspective adopted from the world around them. This course will challenge the #nextgeneration with the biblical concept of career stewardship. It will also give them the resources to begin building their own career plan wisely and faithfully. The goal of this study is to encourage self-awareness and practical planning for life changes that will lead to a faithful and fruitful life.

Textbook: Understanding the Faith, Summit Ministries
Life-Shaping Decisions. Purposeful Design

Credit: 1 unit

Bible 12 – Worldviews CP

“For though we live in the world, we do not wage war as the world does. The weapons we fight with are not the weapons of the world. On the contrary, they have divine power to demolish strongholds. We demolish arguments and every pretension that sets itself up against the knowledge of God, and we take captive every thought to make it obedient to Christ.”(2 Corinthians 10:3-5)

More than ever before, much of what we hear or read is hostile toward Christian values and beliefs, yet often we are not aware of it. How can we determine which views and ideas are biblical and which aren't? Which side should we take on a given issue? When it comes to addressing the latest problems of our day, we find that...

**We want to take a stand, but aren't sure where.
We want to say what is right, but aren't sure how.
We want to take action, but aren't sure what to do.**

This Senior level course will help prepare our students to better know their own faith by understanding the alternatives that are shaping the world. Six worldviews are taught as they relate to ten disciplines: Secular Humanism, Cosmic Humanism, Marxist/Leninism, Islam, and Postmodernism. Students will understand these ideas accurately in the words of their own proponents. Each worldview will be compared to Biblical Christianity. The comparing and contrasting of these six views affirms the incredible clarity, coherence, and truthfulness of the

Christian Worldview. Students will be able to challenge other worldviews in such disciplines as Theology, Philosophy, Ethics, Biology, Psychology, Sociology, Law, Politics, Economics, and History. These students will produce a Christian Manifesto, which is their declaration of the principles, and intentions that relate to life issues through the lens of the Bible. Our students will be going out into various universities, therefore Christian Academy feels it is very important to equip them with biblical principles filtered through real life, so that they can live and work the purposes that our Great and Loving God have prepared for them.

Textbook: Understanding the Times, Summit Ministries
Credit: 1 Unit

ENGLISH

English I Honors: Genres of Literature

The Genres of Literature course encompasses the study of the four foundational areas of literature in the English language: short story, poetry, the novel, and drama. Characteristics and history unique to each of these genres will be examined in contrast to other forms of literature. The instructor will integrate students' recognition and application of literary terms with practice in analysis of literature and its relevance to a Biblical Christian worldview. Additional components of this course are a parallel focus on mastery of expository writing and a yearlong overview of English grammar.

Literature Text: Timeless Voices, Timeless Themes: Platinum Edition, Prentice Hall
Grammar Text: Writing and Grammar Handbook, Gold Edition, Prentice Hall
Vocabulary and Spelling Text: Wordly Wise, EPS
Credit: 1 unit

American Literature Honors

The American Literature course traces American literature from Native American myths to the literature of the modern period. It encompasses the genres of poetry, short story, the novel, drama, and various non-fiction, historical works. Students read a wide range of texts to build an understanding of the texts, of themselves, and of the cultures of the United States and the world, as well as to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of human experience. Students apply a wide range of strategies to comprehend, interpret, appreciate, and evaluate them in light of Scriptural truth. Grammar review and vocabulary/spelling are also incorporated as students improve their proficiency in written communication.

Literature Text: Timeless Voices, Timeless Themes: The American Experience, Prentice Hall
Grammar Text: Writing and Grammar Handbook, Platinum Edition, Prentice Hall
Vocabulary and Spelling Text: Wordly Wise, EPS
Credit: 1 unit
Prerequisite: English I

British Literature Honors

The British Literature course will continue to focus on the four foundational areas of literature: short story, poetry, the novel, and drama. This course traces British literature from the Old English and Medieval periods to the Modern and Post-Modern periods. Connections are made between the works and the political and social mores of the times in which they were written as they are evaluated in the light of Scriptural truth. Though the focus is the study of literature, additional emphasis is placed on composition and vocabulary development as key elements of the course.

Literature Text: Timeless Voices, Timeless Themes: The British Tradition, Prentice Hall

Grammar Text: Writing and Grammar Handbook, Platinum Edition, Prentice Hall

Vocabulary and Spelling Text: Wordly Wise, EPS

Credit: 1 unit

Prerequisite: English I

World Literature Honors

World Literature is a survey of writings from ancient civilizations to modern times, including samples from a variety of world cultures. Various genres will be studied; students will examine the various works in terms of literary/cultural/social/moral teachings and values, and evaluate them in light of Scriptural truth. Grammar review and vocabulary/spelling are also incorporated as students improve their proficiency in expository, persuasive, and research writing.

Literature Text: World Masterpieces, Prentice Hall

Grammar Text: Writing and Grammar Handbook-Platinum Edition, Prentice Hall

Vocabulary and Spelling Text: Wordly Wise, EPS

Credit: 1 unit

Prerequisite: English I, American Literature, British Literature and/or teacher approval

FOREIGN LANGUAGE

Spanish I CP

This is an introduction to oral and written Spanish with emphasis in listening, speaking, reading, and writing in a contemporary cultural context. Basic sentences and phrases are used to teach vocabulary and simple grammatical patterns. The student will be able to comprehend and respond to spoken or written messages and commands. In addition, the student will be able to write to meet practical needs.

Textbook: Realidades 1, Prentice Hall

Credit: 1 unit

Spanish II CP

The skills learned in Spanish I are reviewed and extended. Vocabulary building is emphasized and more complicated language patterns are introduced through reading, audio recordings, videos, and dialogues. The preterite and imperfect tenses will be presented in meaningful context.

Textbook: Realidades 2, Prentice Hall

Prerequisites: A grade of “B” or above in Spanish I or teacher approval

Credit: 1 unit

Spanish III Honors

This course utilizes an in-depth grammatical review in addition to the study of dialogues and short stories to greatly expand reading comprehension. Continued vocabulary development is emphasized as well. Regular and challenging writing assignments help perfect grammar usage and language fluency. In-class reliance on the spoken language promotes oral proficiency.

Textbook: Realidades 3, Prentice Hall

Prerequisites: A grade of “B” or above in Spanish II or teacher approval

Credit: 1 unit

MATHEMATICS

Algebra I CP

Algebra is a way to solve problems and understand the world around us. This course lays the foundation on which all future math classes will build. The Algebra I CP course involves solving simple to complex equations from the concrete level to the application level. Students will be introduced to the graphing calculator to enhance their learning experience. Throughout the year, students will cover a wide variety of topics such as writing, solving, graphing and applying equations. Other topics include systems of equations, matrices, probability, inequalities, polynomials and exponents.

Textbook: Algebra I, Pearson

Credit: 1 unit

Algebra I Honors

Algebra is a way to solve problems and understand the world around us. This course lays the foundation on which all future math classes will build. The core of the Algebra I Honors course involves solving simple to complex equations from the concrete level to the application level. Students will extensively use a graphing calculator to enhance their experiences and to take learning from the classroom to the real-world. Throughout the year, students will cover a wide variety of topics such as writing, solving, graphing and applying equations. Other topics include systems of equations, matrices, probability, inequalities, polynomials and exponents and quadratics. Concepts will be taught at a faster pace and in greater depth and difficulty at this level.

Textbook: Algebra I, Pearson

Prerequisite: A grade of “B” or better in Pre-Algebra substantiating test scores, teacher recommendation and administrative approval

Credit: 1 unit

Geometry CP

Geometry is the mathematical study of shapes, their properties and their relationships. Emphasis is placed on student discovery and exploration using a variety of approaches to help students develop an appreciation for the connections between geometry and other disciplines. The topics covered in the Geometry CP include Tools of Geometry, Reasoning and Proofs, Parallel and Perpendicular Lines, Congruent Triangles, Relationships within Triangles, Polygons and Quadrilaterals, Similarity, Right Triangles and Trigonometry, Transformations, Area, Surface Area and Volume and Circles.

Textbook: Geometry, Pearson

Prerequisite: Algebra I

Credit: 1 unit

Geometry Honors

This course offers the deduction of the properties, measurement, and relationships of points, lines, angles, and figures in space. Topics to be covered include geometric art, defining geometry terms, reasoning in geometry, using the tools of geometry, discovering and proving polygonal and circle properties, transformations and tessellations, area, volume, similarity, and the Pythagorean Theorem. Students will be facilitated to gradually grow in their understanding of proofs, build their own database of definitions and conjectures, work cooperatively, make conjectures through investigations utilizing a technological rich approach to not only deepen understanding, but allow an approach that is interesting and challenging.

Textbook: Discovering Geometry, Key Curriculum Press

Prerequisite: A grade of “B” or above in Algebra I Honors and/or teacher recommendation

Credit: 1 unit

Algebra II CP

Algebra 2 is an in-depth study of topics presented in the Algebra 1 course. This math course usually follows the successful completion of the geometry course. Basic techniques and methods used in previous math courses will be utilized. Topics that are addressed include: linear systems, algebraic expressions, quadratic equations and functions, radical functions, rational functions, polynomials and matrices. In Algebra 2, graphing calculators are required as part of instruction and assessment.

Textbook: Algebra 2, Pearson

Prerequisite: Algebra I and Geometry

Credit: 1 unit

Algebra II Honors

Algebra 2 is an in-depth study of topics presented in the Algebra 1 course. This math course usually follows the successful completion of the geometry course. Basic techniques and methods used in previous math courses will be utilized. Topics that are addressed include: linear systems, quadratic equations and functions, radical functions, rational functions, polynomials, matrices, Exponential functions, logarithmic functions, conic sections, and trigonometric functions. In Algebra 2, graphing calculators are required as part of instruction

and assessment. Concepts will be taught at a faster pace and in greater depth and difficulty at this level.

Textbook: Algebra 2, Pearson

Prerequisite: A grade of “B” or above in Algebra I Honors and Geometry Honors and/or teacher recommendation

Credit: 1 unit

Algebra III/Trigonometry CP

This course is designed for students who have finished Algebra 2 but need an extra year of math to prepare for credit-bearing college-level courses. Algebra and Trigonometry for College Readiness has been designed to prepare today’s students for college-level mathematics courses. Research suggests that when students place into credit-bearing math courses, drop-out rates decrease, and they are more successful in the workforce and beyond. Many topics introduced in Algebra II will be revisited and many new topics introduced. This course will also focus on SAT and ACT prep as the students prepare for the college application process.

Textbook: Algebra and Trigonometry for College Readiness, Pearson

Prerequisite: Algebra II

Credit: 1 unit

Statistics CP

Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will learn how to apply statistical methods in problem solving and evaluate information they encounter in their lives. Emphasis is given to basic concepts and techniques for collecting and analyzing data, drawing conclusions, and making predictions. The course will also emphasize the application of statistics to real-world phenomena. The use of technology will be an integral part of the course.

Textbook: Elementary Statistics: A Step by Step Approach, McGraw-Hill

Prerequisite: A grade of "C" or better in Algebra II or teacher approval.

Credit: 1 unit

Precalculus Honors

Through a four way balanced approach of algebraic, numerical, graphical, and verbal methods this course will emphasize the twelve basic functions as the major theme and focus. A general understanding of functions will be followed by an in depth study with respect to their algebraic properties and modeling applications. As students work through the applications, functions are used to model data and how they can help model real-life data. In conclusion students will be prepared for instantaneous rate of change and continuous accumulation; the two central themes of Calculus. Technology will be integrated through the use of computers and a graphing calculator. Emphasis will be placed on active student participation, utilization of a systematic approach to problem-solving and real data applications. Instruction and techniques will include modeling, explorations, projects, communication, and group activities.

Textbook: Precalculus: Mathematics for Calculus, Cengage Learning

Prerequisite: A grade of “B” or above in Algebra II Honors and Geometry Honors and/or teacher approval.

Credit: 1 unit

AP Calculus

This course is designed to meet the Advanced Placement curricular requirements of Calculus AB, equivalent to one semester of college-level calculus. Students will study functions with respect to limits and end behavior, differentiation, integration, and differential equations, along with many techniques and applications. Logic and problem-solving skills will be strengthened through reading, writing, thinking, speaking, and solving problems of all types. Students will develop an understanding of the history of mathematical discovery, work together to explore and analyze problems, practice clear communication skills, and model real-life problems throughout this course.

Students enrolled in an AP course are required to take the AP exam in May on the date scheduled by College Board. The AP exam grade does not affect the final average in the AP course. Families are responsible for the nonrefundable exam fee of \$94.00. An intent form and the exam fee must be submitted to the teacher by November 1, 2019. Any student needing to reschedule to take the AP exam on the alternate late testing date must pay all late testing fees as outlined by College Board. Any student who fails to take the AP exam will be required to take a final exam during the high school exam week in May. Students will not be allowed to exempt this exam. The exam grade will count as 20% of the 2nd semester average.

The AP Calculus exam is scheduled for Tuesday, May 5, 2020 at 8:00am.

Textbook: Calculus for AP (Larson), Cengage Learning

Prerequisite: A grade of “B” or above in Precalculus

Credit: 1 unit

SCIENCE

Biology Honors

Biology is the science of life itself. All organisms interact with one another and with the environment in ways that create our planet’s web of life. Throughout this course, students are encouraged to find the perfect design in God’s great plan. Each of the topics covered in this course are taught from a Biblical perspective. Some of the areas that are studied in this course are cells, genetics, and plant and animal classification. Evolution is also addressed as part of this curriculum. Students are encouraged to research, question, and discover the fallacies and evidences surrounding different theories. Regular class work integrated with laboratory experiences, both hands-on (pig dissection) and on online, help to promote an exciting, yet challenging environment for learning.

Textbook: Biology, Glencoe/McGraw Hill

Credit: 1 unit

Marine Science Honors

This course is designed to help students develop an appreciation for the coastal area of South Carolina through an understanding of its physical and biological processes. The course consists of hands-on investigation, projects, fieldwork, outdoor study, and real world application of concepts learned. Some of the topics to be discussed are air-sea-land interactions, geology of the coastal region, and water mixing in estuaries. There will also be a study of the animal and plant life of the following environments: Our local coastal salt marshes, floating docks, rock jetties, beaches and the intracoastal waterway. This course allows students to see the majesty of God's creation work together through the study of the powerful ocean and the gracefulness of His creatures.

Textbook: Marine Science The Dynamic Ocean, Pearson

Prerequisite: A grade of "C" or better in both Algebra I and Biology.

Credit: 1 unit

Chemistry Honors

This class is an introduction to chemical concepts using practical issues and applications to illustrate the principles of chemistry. Topics covered are the language of chemistry, scientific method and measurement, experimentation with data collection, and current issues with application to chemical principles. The student will also study the metric system, dimensional analysis, density, physical and chemical properties of matter, formulae, gas laws, stoichiometry, and acids and bases. The student will gain an understanding of these concepts through participating in a variety of labs and research, which will provide a thrilling and hands-on way to learn chemistry. With a Biblical basis for this course, students will see how God is fundamental and orderly through the concepts of chemistry.

Textbook: Chemistry, Prentice Hall

Prerequisite: A grade of "C" or better in Biology and Algebra II or currently enrolled in Algebra II.

Credit: 1 Unit

Physics Honors

Physics is more than a part of the physical sciences; it is a study of the basic laws governing matter and energy and how they interact. The ideas of physics are fundamental to all areas of science. In this course, students will be guided to see physics as the rules of the physical world, and learn how the equations of physics reveal the connections to nature. The topics covered in this course include mechanics, properties of matter, heat, sound and light, and electricity and magnetism. This course is designed to stimulate excitement in students as they gain an understanding of these concepts through a variety of learning experiences. Special emphasis is made in all units to acquaint students with contributions made by men and women of faith to the great principles of physical science, as well as correlating scientific truths with biblical truths.

Textbook: Conceptual Physics, Prentice Hall

Prerequisite: A grade of "C" or better in Biology and Algebra II or currently enrolled in Algebra II.

Credit: 1 unit

SOCIAL STUDIES

World History Honors

History records the people, places, events, and ideas that have made an impact on the world today. It is the story of God, and His work (intervening in time and space) in the creation of the universe and the crown of God's universe, human beings. What an awesome beginning! God made me, loves me, and has a purpose and a plan for my life, eternally. In His love He gave the first humans, Adam and Eve the choice to love and obey Him. They chose disobedience, yet God had a plan to redeem their disobedience and restore His creation. So to understand the world we live in we must look at history through His plan and His eyes... Created, Fallen, Redeemed, and Restored.

In the beginning God... so we will look at the Ancient World, the Medieval World, the Modern World, and the Postmodern world. To cover this in one year we will look at the essentials of world history. These essentials will be communicated in several ways using various methods. History includes reading (lots!), reviewing (in class and online), responding (journaling), reasoning (asking questions), rearranging and arranging (using timeline software and creating a timeline notebook), and debating through discussion and writing. Materials will include primary and secondary sources. Primary sources include Scripture, historical documents, artifacts, pictures, and archeological sites. Secondary materials include textbook, online textbooks, and movies/documentaries. Key terms, which consist of the people, the places, the events, and the ideas over time, will help students discover the broader picture of God's interaction over time and space. These Key Terms represent the basic structure of the course and are a necessary part of understanding and making sense of the world.

Textbook: World History, Connections to Today, Prentice Hall
Credit: 1 unit

World Geography Honors

This course guides students in seeking to understand the world God created, through knowledge of physical and human geography, interrelations of the world's regions and cultures, increased global awareness, and environmental concerns. Students in this course will focus on analysis of data and information, such as analysis of how location affects economic activities in different economic systems, identify the processes that influence political divisions and analyze how different points of view affect the development of public policies, compare how components of culture shape the characteristics of regions, and analyze the impact of technology on the physical environment. Relationships between physical environments and different facets of human culture, including population, regional development, urban growth, and religious patterns will be examined.

Textbook: Geography, Holt McDougal
Credit: 1 unit

US History Honors

Honors U.S. History is designed to be a challenging course. It is a two-semester survey of American history from the first migrations to North America to modern time. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study are

essential to succeed. An emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents and historiography. Students learn to assess historical material and determine their relevance to a given interpretative problem, reliability and importance.

Textbooks:

US History, Rice University

By the People: A History of the US, Pearson

Prerequisite: World History

Credit: 1 unit

AP US History

Historians attempt to give meaning to various facts by explaining the connections between them and showing their movement of change over time. Using people, places, events and ideas historians construct a metanarrative. Students will analyze, evaluate, and organize the past revealing complex details while studying political institutions, social and cultural developments, diplomacy, and economic trends in U.S. History. Studying the past makes it possible for us to understand our story across time.

The purpose of the course is to prepare the learner with the analytical skills and factual knowledge necessary to deal critically with the problems and materials of United States history. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college survey courses. The ultimate goal is to prepare the student for the AP Exam in the Spring. Students will be provided with content, practical knowledge of U.S. history, practice in critical thinking activities, and experience in effective writing techniques that will better prepare them for the AP Exam as well as future educational areas.

The course is divided into periods of time and emphasizes themes throughout American history. These themes include American identity, economic changes, and American foreign policy. This will be a rigorous course. Hard work and dedication will be essential to success. The idea of America will become a reality for those who learn to think as they read and write like a historian.

Students enrolled in an AP course are required to take the AP exam in May on the date scheduled by College Board. The AP exam grade does not affect the final average in the AP course. Families are responsible for the nonrefundable exam fee of \$94.00. An intent form and the exam fee must be submitted to the teacher by November 1, 2019. Any student needing to reschedule to take the AP exam on the alternate late testing date must pay all late testing fees as outlined by College Board. Any student who fails to take the AP exam will be required to take a final exam during the high school exam week in May. Students will not be allowed to exempt this exam. The exam grade will count as 20% of the 2nd semester average.

The AP US History Exam is scheduled for Friday, May 8, 2020 at 8:00am.

Textbooks: America's History AP Edition, Bedford St. Martin

US History: Preparing for the AP Exam, AMSCO

Prerequisite: World History, Teacher Recommendation

Credit: 1 unit

American Government Honors

This one semester course will provide students with a better understanding of the organization and functions of the American government. Course content will include the political philosophy underlying the Constitution, political parties and interest groups, political ideologies, civil liberties and civil rights and close examination of the federal government's departments and their operations. A requirement of this course is participation in a Mock Trial in the spring of the year involving a Constitutional issue or negligence.

Textbook: United States Government: Our Democracy, McGraw Hill
Credit: .5 unit

Economics Honors

The survey of Economics will introduce students to the theory and practice of economics in America as well as in other nations of the world. An important objective is to make students more aware of the many economic choices they are making on a day-to-day basis as well as how that impacts the American economic system. The course of economics will be split between the study of microeconomics and macroeconomics. In the microeconomics unit, we will focus on public and business choices in the marketplace, prices and their effect on an individual's choices, and the concepts of opportunity cost and scarcity. The microeconomics unit will deal primarily with aggregates (total amount of goods & services produced by society) and absolute levels of prices. It addresses issues such as level of growth of national output (GNP & GDP), interest rates, unemployment and inflation.

Textbook: Understanding Economics, McGraw Hill
Credit: .5 unit

AP Macroeconomics

This AP college preparatory course is designed to deepen an understanding of the global story, focusing on the central questions about how mankind attempts to meet unlimited needs and wants with scarce resources given to us by our Holy Father. AP Macroeconomics will cover how economic systems interact with the economy as a whole. The course will focus upon national income, price-level determination, economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. This course promotes the understanding of aggregate economic activity; the utilization of resources within and across countries; and the critical evaluation of determinants of economic progress and economic decisions made by policymakers. Emphasis will also be placed on improvement of writing skills specifically solving policy questions, speaking and listening skills, oral presentation skills and technology skills.

Students enrolled in an AP course are required to take the AP exam in May on the date scheduled by College Board. The AP exam grade does not effect the final average in the AP course. Families are responsible for the nonrefundable exam fee of \$94.00. An intent form and the exam fee must be submitted to the teacher by November 1, 2019. Any student needing to reschedule to take the AP exam on the alternate late testing date must pay all late testing fees as outlined by College Board. Any student who fails to take the AP exam will be required to take a final exam during the high school exam week in May. Students will not be allowed to exempt this exam. The exam grade will count as 20% of the 2nd semester average.

The AP Macroeconomics exam is scheduled for Thursday, May 14, 2020 at 12:00pm.

Textbook: Textbook: AP Macroeconomics, Rice University
Credit: 1 unit

ELECTIVE STUDIES

Applied Technology CP

The Applied Technology course focuses on social media, history of the internet and computers. Being a responsible digital citizen and being safe online are an important part of this course. Students will learn how to critique "apps" (both educational and fun) and present their results to the class. They will learn how to use Google as an advanced search engine. They will be introduced to safe blogging practices and website development. Students will also be led through various other social media (facebook, twitter, etc...) and will use these tools as well as their cell phones to learn in and out of the classroom.

Credit: .5 unit Technology

Computer Applications CP

Computer applications will introduce students to software applications that are necessary to live and work in a technological society. Learning will occur through the completion of real-world, student-centered activities and projects. Topics and applications covered will include online communication, word processing, spreadsheets, and presentations.

Credit: .5 unit Technology

Digital Design and Publishing I CP (Yearbook 1)

This course is designed to teach the skills necessary to produce the school yearbook. Students plan the coverage for the school year and design a unifying theme for the book. Students will study layout and design techniques, writing and editing copy, headlines and picture captions. This course provides the study of and practice in gathering and analyzing information, interviewing, note taking and photography and photo editing. Students will learn strategies of planning, selling, marketing both ads and books. They will learn how to meet deadlines and budgets. Students will learn good work habits and are responsible for all phases of yearbook publication. Students will use their computers to create the yearbook using an online yearbook design program.

Textbook: Yearbook Suite, Walsworth Publishing

Credit: 1 unit Technology

Prerequisite: Application and teacher approval

Digital Design and Publishing II & III & IV CP (Yearbook)

These students will be leaders in the yearbook classroom, illustrating a more advance knowledge of design and computer layouts. Students will work with Yearbook 1 students on the school yearbook and be responsible for editing and proofing all layouts prior to submission. Students will advance their computer skills and the art of desktop publishing. Students in this

class must have completed Digital Design and Publishing 1. These students will be peer advisers and will lead the DDP1 class in their yearbook efforts.

Prerequisite: Digital Design and Publishing I and teacher approval

Credit: 1 unit Technology

Drama I & II CP

Drama is a year-long foundational class designed to teach students with little or no theatre experience, about the basics of performance and to appreciate the historical, and cultural significance of the dramatic arts. Classwork will include exploration of the historical and cultural connections of each period of theatre, the progression of playwriting, performance, and technical aspects of the art. Students will grow in creativity as they work on improvisation, scene work, and character development. Discussions on the psychology of human nature will derive from reading plays and monologues, and studying a variety of famous characters. The drama class will educate students on the organization of the theater and the technical jobs behind each theatrical production. The ultimate objective of the class will be to allow students to grow in knowledge of a valuable art, become confident in presenting themselves in front of others, and learn to use creativity throughout their lives.

Credit: .5 unit Fine Arts

Fine Arts Appreciation CP

The goal of this class is to bring the ability to understand and use the vocabulary of art with the history and perceptual ability of the times behind it into the classroom. This course is designed to be highly interactive with student participation, personal discovery, research plus the exploration of art through history. The visual format of DVD's, slides, prints and virtual and real museum visits form the core of the dynamic exploratory atmosphere. The study, involvement, and appreciation of art has long been recognized as a bases of a well rounded, intelligent person and further, as a Christian, art has been seen to stimulate and inspire and make one constantly in awe of the art form of our highest creator Himself, Our Lord. Studio art will also be incorporated into this course. The studio class will give the students a chance to learn the materials of art in 2 and 3 dimensional form further enhancing what they have gleaned from the art appreciation lectures. This will allow students to take what they are learning from theoretical discussion and critical analysis into practical application.

Credit: .5 unit Fine Arts

Google Applications CP

Google Applications is designed to introduce students to many of the applications that Google offers. The course builds on skills beyond the traditional introduction of computer concepts and incorporates technologies using emerging applications for productivity, creativity, collaboration, and third party add-ons. It will prepare students for learning and working in the 21st century through communication and collaboration tools. Real world student-centered activities, projects, and collaborative works will strengthen students' technology skills in the continually changing online Google community.

Credit: .5 unit Technology

Graphic & Web Design CP

This course introduces students to basic web design using HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets). The course does not require any prior knowledge of HTML or web design. Throughout the course students are introduced to planning and designing effective web pages; implementing web pages by writing XHTML/CSS code; enhancing web pages with the use of page layout techniques, text formatting, graphics, images, and multimedia; and producing a functional, multi-page website.

Upon completion of this course, students will possess:

- an understanding of XHTML/CSS and other Web design technologies
- a broad perspective on the interactive, multimedia, Web 2.0, and communication environments
- the ability to create Web sites that are functional and well designed
- the ability to produce engaging multimedia to accompany sites

Credit: .5 unit Technology

Integrated Business Applications CP

The Introduction to Business course will prepare students for the rapidly changing nature of today's workplace. The course will emphasize workplace skills and competencies, technology, life skills, and professional development. Personal finance will also be studied as a component of this course. Students will learn about saving and investing, credit, check writing and understanding loans. These life skills will help students understand their paycheck, purchasing and understanding insurance and buying a home and/or car. Students will also be exposed to the many career options available to them. A variety of computer applications will be used in this course including word processing, spreadsheets, and presentations.

Textbook: Succeeding in the World of Work, Glencoe

Credit: .5 unit Technology

Weight Training CP

Weight Training offers instruction and practice in various exercises that aim to increase muscular strength and endurance, improve conditioning, agility, and flexibility. An emphasis will be placed on proper techniques and overall safety during training. Students will set personal long-term and short-term goals and track their progression throughout the course.

Credit: .5 unit Physical Education