



2015-2016
Course Catalog

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Graduation Requirements For 2015 High School Freshmen

First Academy-Leesburg requires 24 credits to meet the requirements for high school graduation. A First Academy-Leesburg diploma meets Florida high school graduation requirements. By meeting these requirements, a student would automatically have the necessary course work required to qualify for the Bright Futures Scholarship, except in the case of Algebra IA and Algebra IB.

English.....	4.0
Math.....	4.0
Science.....	3.0
Social Sciences	3.0
Fine Arts	1.0
Foreign Language.....	2.0
Life Management Skills.....	0.5
Personal Fitness	1.0
Bible.....	3.5
Electives	2.0

Honors and AP courses

Honors courses will be offered throughout the high school program. These courses require a final grade of 85 or better in the previous year's course and a teacher recommendation. Honors courses will have extra homework assignments and may have different examinations. At First Academy-Leesburg as well as most universities, honors course grades are weighted on a 4.5 scale.

Advanced Placement courses will also be offered throughout the high school program. These courses require a grade of 90 or better in the previous year's course and a teacher recommendation. Advanced Placement courses require additional homework assignments and may require an outside laboratory and lecture time. Students will be required to take the national AP exam at the end of the school year. Each exam costs approximately \$86. Students will be responsible for this cost. If students pass the exam at a level 3 or above, they will be eligible for college credit at many universities. A score of 4 or higher receives credit at all of Florida's state universities. Courses are graded on a 5.0 scale, similar to most universities.

First Academy-Leesburg Math Tracks

Track 1

This track meets the high school graduation requirement with four years of high school math. However, if a student is graduating in 2013 or beyond, this track will only meet Bright Futures requirements if the student adds Advanced Math Topics some time during high school.

Freshman : Algebra IA
Sophomore: Algebra IB
Junior : Geometry
Senior: Algebra II

Track 2

This track meets both high school graduation and Bright Futures requirements.

Freshman: Algebra I
Sophomore: Geometry
Junior: Algebra II
Senior: Advanced Math
Topics

Track 3

This track meets both high school graduation and Bright Futures requirements. It is recommended for students that will pursue a college major that is somewhat related to mathematics

Freshman: Algebra I H
Sophomore: Geometry H
Junior: Algebra II H
Senior: Pre-Calculus H

Track 4

This track meets both high school graduation and Bright Futures requirements. It is recommended for students that will pursue a college major directly related to mathematics for honors math students.

8th Grade: Algebra I H
Freshman: Geometry H
Sophomore: Algebra II H
Junior: Pre-Calculus H
Senior: Calculus H

First Academy-Leesburg Science Tracks

Below you will see the three science tracks that are offered through First Academy's high school program. All three meet high school graduation requirements. Track 1 is best for students not interested in pursuing a scientifically-related profession or for students that will attend community college and continue their science education there. Students pursuing acceptance to a 4-year university in the state of Florida would be better served by track 2 or 3. Track 3 would be beneficial for students that are interested in engineering or undecided students that excel in science. **Track 3 students must take both Chemistry and Physics since they are not participating in the Introduction to Physical Science in their freshman year.**

Track 1

Freshman: Introduction to Physical Science
Sophomore: Biology
Junior: Anatomy & Physiology
Senior: Chemistry

Track 2

Freshman: Introduction to Physical Science Honors
Sophomore: Biology Honors
Junior: Chemistry Honors
Senior: Physics Honors or Anatomy & Physiology Honors

Track 3

Freshman: Biology Honors
Sophomore: Chemistry Honors
Junior: Physics Honors/ Biology AP
Senior: Biology AP/ Physics Honors

First Academy-Leesburg: meeting the Foreign Language requirement.

Below you will see four options for meeting the foreign language requirement at First Academy High School. All four meet high school graduation requirements for First Academy and the state of Florida. However, only tracks 1-3 meet requirements for admissions to 4-year state colleges. Track 1 is best for students that need reinforcement in their English grammar skills in order to be successful in a foreign language. Track 2 will meet admissions for state colleges but not provide academic elective credit in this department. This track would be acceptable for students pursuing upper-level math and science courses; however, students seeking admissions at FSU or UF may want to consider Track 3. Track 3 will be impressive to colleges, many colleges with selective admissions look for Track 3.

Prerequisites for foreign language courses:

Students must have a C average in their prior English course work to begin Spanish I and a recommendation from their previous English teacher. To continue on to Spanish II students must have earned a grade of C or higher in Spanish I. To continue on to Spanish III or AP students must have earned an A in the previous Spanish course and have a teacher recommendation.

Track 0

Freshman Year: Intensive Reading & English I

Sophomore Year: Continuing on with English II; Opting out of the foreign language requirement. The opt-out form must be signed by a parent and the guidance counselor.

****The Requirement is not waived until the form has been signed and delivered to the guidance counselor****

(This Track will allow for admissions to a community college as well as some private colleges)

Track 1

Freshman Year: Intensive Reading & English I

Sophomore Year: Spanish I

Junior Year: Spanish II

Track 2

Freshman Year: Spanish I

Sophomore Year: Spanish II

Track 3

Freshman Year: Spanish I

Sophomore Year: Spanish II

Junior Year: Spanish III

Senior Year: Spanish IV AP

Students can take Spanish III without going on to AP

HIGH SCHOOL COURSE DESCRIPTIONS

I. BIBLE

Christian Apologetics 0900990/0.5 Credit/11th Grade Regular

Text: *Timeless Truths*, Positive Action for Christ, 3rd edition, 2001

Timeless Truths explores various aspects of apologetics to help students learn the facts about Christianity which, in turn, strengthens faith. Most of the class is spent discussing the various topics that face Christians today.

Bible: New Testament Survey- 0900400/1.0 Credit /9th, 10th Grade Regular

Text: *Connecting with God*, ACSI: Purposeful Design Publications, 2005

The class will survey the New Testament. The scriptures will reveal many lessons from the life of Christ as well as the early church. Students will encounter topics that are relevant to their world today including, authority, eternal security, divorce, dress, women's roles, and others. Students will also focus on the character of the triune God. A student's study Bible or New Testament Commentary may be required for this class. This decision will be made by the current classroom teacher.

Bible: Old Testament Survey 0900410/1.0 Credit/9th, 10th Grade Regular

Text: *Journeying with God: A Survey of the Old Testament*, ACSI: Purposeful Design Publications, 2008

This class will survey the Old Testament. Students will learn the historical events recorded, and their application to our lives today as a book of faith. Emphasis is placed on the Old Testament Messianic prophecies and how Jesus fulfilled the prophecies listed throughout the Old Testament.

Bible IV- World Religions & the Prophets 21053101.5-0000004/0.5 Credit/12th Grade Regular

Text: *Understanding the Times* (text and manual) ISBN# 9780936163000/9780936163031, Summit Ministries, 2nd edition, 2006

This two semester course is designed to present the Biblical Christian worldview in contrast to the worldviews of Islam, Secular Humanism, Post Modernism, Marxism/Leninism, and Cosmic Humanism. The students will 1) comprehend the basic components of the six worldviews presented; 2) demonstrate that the consistent truth of the Christian worldview best fits with reality; 3) describe how Christ's Lordship is experienced in each area of knowledge; 4) face the intellectual challenge to their faith with increasing confidence (1 Peter 3:15); 5) and be better equipped to penetrate and influence culture with Biblical truth.

Life Management 0800300/ 0.5 Credit/ 11th Grade

Text: *Life-Shaping Decisions*, Purposeful Design, 2002

Additional Resources: SAT prep with Number2.com

This course will provide a biblical perspective on career and college exploration. Students will work through inventories to discover God's calling on their life and explore career paths, as well

as take steps to find the right college fit for them. Students will understand how to prepare for the SAT based on PSAT results and will use online resources to prepare to take the SAT or ACT.

II. ENGLISH

English I 1001310/1.0 Credit/9th Grade Regular

English I Honors 1001320/1.0 Credit/ 9th Grade Honors

Text: *Vocabulary Workshop, Level D*, Sadlier-Oxford, New Edition, 2005

Text: *Literature: The Reader's Choice, Course 4*, Glencoe/McGraw-Hill, 2002

This foundational course prepares students for continued high school and college English studies. Literature focuses on various genres: the short story, the novel, poetry, and drama. Weekly vocabulary quizzes prepare students for success on standardized tests and in writing. The study of grammar and usage is important itself, but it is critical in writing. Students practice their writing skills throughout the year as they respond to literature and write persuasive and personal essays. They also complete a research project that ties together artistic, literary, and research skills. Honors students cover more material and work at a faster pace than their counterparts. They also do more independent reading and writing.

English II 1001340/1.0 Credit/ 10th Grade Regular

English II Honors 1001350/1.0 Credit/10th Grade Honors

Text: *The Reader's Choice, Course 5*, Glencoe/McGraw-Hill, 2002

Eng. II Text: *Vocabulary Workshop*, Sadlier-Oxford, 2005

Honors text: *Vocabulary Workshop, Level E*, Sadlier Oxford, 2005

In English II students will engage in a genre-based study of literature, including short stories, novel, non-fiction, poetry, drama, and legends. Students will clearly and correctly express themselves in various forms of writing, including essays, book reports, and the research paper in which proper documentation will be stressed. They will study and strive to correctly use punctuation, capitalization, sentence structure, verb tenses, subject-verb agreement, pronoun-antecedent agreement, and other grammatical usage. Vocabulary is a special emphasis including literary terminology, vocabulary from selections read, and the completion of *Vocabulary Workshop* Level E for regular English II, and Levels E and F for honors. In Honors English II, Pre-AP (Advanced Placement English) skills are introduced.

English III 1001370/1.0 Credit/11th Grade Regular

Text: *The American Experience*, Prentice Hall, 2002

Text: *Vocabulary Workshop* 11th Level F, Sadlier Oxford, 2005

The emphasis of English III is a chronological and historically based study of American Literature with emphasis upon the notable writers of each literary and historical period as well as a review of the prevailing philosophies of Puritanism, Deism, Transcendentalism, Romanticism, Local Color, Realism, Naturalism, and Modernism. Each work and philosophy will be compared to the Biblical standard, discussed, and evaluated. Essay writing will be emphasized in the various rhetorical modes including, but not limited to, description, narration, argumentation, and comparison and contrast. Book analysis will be completed upon novels read, with more reports required of honors students. Students will complete a research unit with a major paper in some

area of American or World Literature for honors, while regular English III may choose a more diverse topic for research. Vocabulary is a special emphasis including literary terminology, vocabulary from selections read, and the completion of *Vocabulary Workshop Level F* for regular English III and Levels F and G for Honors English III.

English Language and Composition III AP 1001420/1.0 Credit/11th Grade Advanced Placement

Text: *Vocabulary Workshop* 11th AP, Level G, Sadlier Oxford, 2005

Course Objectives for AP English III are in compliance with The College Board, *AP English Course Description of May 2007*. This course is designed to enable students to become effective writers on the college and professional levels, to develop critical, analytical thinking and reading skills, and to demonstrate clear communication in writing and speech. The course is organized thematically into four units including: Unit 1 Man vs. Society, Unit 2 Man vs. Tyranny, Unit 3 Man vs. His Conscience, Unit 4 Man, Woman, and the Family.

Specific objectives include the following:

- The students will clearly and correctly express themselves in all forms of writing, effectively utilizing each of nine rhetorical modes of expression.
- They will become comfortable with the analysis of various rhetorical devices including, but not limited to style, syntax, diction, figures of speech, tone, and mood.
- In addition, students will undertake a chronological and historically based study of American Literature with emphasis upon the notable writers of each literary and historical period as well as the prevailing philosophies of Puritanism, Deism, Transcendentalism, Romanticism, Local Color, Realism, Naturalism, and Modernism. Each philosophy or style of writing will be compared to the Biblical standard, discussed, and evaluated.
- Students will complete an argumentative research unit with a major paper in some area of American or World Literature.
- Students will complete *Vocabulary Workshop* Level G.
- As part of the preparation for taking the AP Exam in May, students will complete timed essay writings as well as timed multiple choice testing. In April a full, 3 hour AP practice exam will be taken prior to the May testing.

English IV 1001400/1.0 Credit/12th Grade Regular

Text: *Vocabulary Workshop*, Level H, Sadlier-Oxford, New Edition, 2005

Text: *The Reader's Choice, British Literature*, Glencoe/McGraw-Hill, 2002

This is a capstone course in which students use the skills they have learned in high school English and prepare for their college years. The emphasis of the course is a chronological study of British literature, covering important authors such as Geoffrey Chaucer, William Shakespeare, Jonathan Swift, William Wordsworth, and James Joyce. Since the poetry, fiction, and essays which we read in this course are quite challenging, most literature study is done in class. Weekly vocabulary quizzes prepare students for success on standardized tests and in writing. Students also work through the writing process, completing several pieces such as a short story, poetry analysis, personal narrative, and comparison-contrast essay. Honors students cover more material and work at a faster pace than their counterparts. They also do more independent reading and writing.

English IV Literature and Composition AP 1001430/1.0 Credit/12th Grade Advanced Placement

Text: *Vocabulary Workshop, Level G*, Sadlier-Oxford, New Edition, 2005

Text: *The Reader's Choice, British Literature*, Glencoe/McGraw-Hill, 2002

Dover Thrift editions of the following plays and novels: *Hamlet* (William Shakespeare), *Heart of Darkness* (Joseph Conrad), *Tess of the D'Urbervilles* (Thomas Hardy), *Frankenstein* (Mary Shelley)

This college-level course prepares students for success in college English as well as encourages them to be lifelong, thoughtful readers and communicators. Each spring, students have the opportunity to earn college credit by taking the Advanced Placement Literature and Composition exam administered by the College Board. The emphasis of this course is on a detailed analysis of challenging texts and writing, focusing on the author's techniques and skills used to affect their readers. Students complete both in-class and out-of--class reading and writing assignments that help them develop their skills of synthesis and analysis. Weekly vocabulary quizzes prepare students for success on standardized tests and in writing. AP students also learn to identify literary terms and recognize authors' techniques.

Intensive Reading 000410 1.0 Credit Elective

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. (source, CPALMS)

III. FINE ARTS

Art

Art & Design I 0101370/9th, 10th, 11th, 12th Grade Regular

Art & Design II 0101371/10th, 11th, 12th Grade Regular

Art and Design I and II are studio-style courses, which mean that the bulk of our class time is spent on hands-on art production. The courses will cover a wide range of two-dimensional and three-dimensional art media, including but not limited to, acrylic paint, watercolor paint, drawing media such as pencil and pastels, charcoal, textiles, sculptural material, etc. In addition to studio time, we will explore art history and criticism through class discussion, independent study, and research projects. During each nine-week period, students are expected to complete one research paper. Topics and specific requirements will be discussed at the beginning of each quarter, and papers will be due toward the end of each quarter. There will be weekly out of class "sketchbook" homework, and topics will vary by week.

Portfolio I 0109310/0.5 Credit/10th, 11th, 12th Grade Regular

In this course, students will develop a portfolio containing an artist's statement and a diverse range of the student's own work. The course will be hands-on. Students will investigate a wide-range of art activities and will learn to select their best work. The presentation of art will

also be a focus of this course. Students must have taken Art and Design I as a prerequisite to this class. Students also should be independent workers.

Art History AP 0100300/1.0 Credit/10th, 11th, 12th Grade Advanced Placement

Text: *Gardner's Art through the Ages: a Global History*, Clark Baxter, 2009

Students will examine art through various time periods in history. This course will expose students to a variety of works of art. Students will begin to understand and appreciate the influence of culture on art. It is recommended that students take World History before taking this course.

Music

*All music classes may require students to participate in extra rehearsals and performances beyond the school day

Vocal Ensemble I & II* 1303440/1.0 Credit/9th, 10th, 11th, 12th Grade Regular

Students will learn to sing in parts and participate in leading worship. Students are expected to lead worship within the Wednesday chapel.

Band I, Band II*, Band III* & Band IV* 1302300 & 1302330/1.0 Credit/9th, 10th, 11th, 12th

Grade Regular/ Honors (Students are awarded honors credit when additional requirements are met – see appendix.) This class meets during A period 7:30 a.m. – 8:20 a.m. Prompt attendance is essential to earning high school credit in this course.

Band will give students the opportunity to increase their level of skill and proficiency on their musical instruments. Students will explore the musical gifts God has given them, as well as integrating worship and praise in instrumental music. The class also involves building musical literacy and the appreciation of diverse musical styles through study and performance. Band students must furnish their own instruments. The additional cost of this course will be \$150.00 plus any additional travel expenses for field trips. Each level of band requires more responsibility (i.e. becoming an officer of the band, leading warm-ups and directing, and ensuring that all younger band members are on task, where they are to be in the music, and informing them of the location of the performances).

Guitar I 1301320 / 1.0 Credit

The purpose of this course is to enable students to develop basic skills in guitar performance. Students will learn chord structure, performance styles, and the interpretation of notation.

IV. FOREIGN LANGUAGE

Spanish I 0708340/1.0 Credit/9th Grade Regular

Text: *Realidades I*, Prentice Hall, 2008 - ISBN# 0131340913

Text: *Vocab & Grammar UB*, Prentice Hall – ISBN#013369268X

Students will be able to express themselves in written and spoken Spanish, giving information about themselves and the people, places, and things around them. Students will learn about daily life in Latin America and compare it to their own experiences.

Spanish II 0708350/1.0 Credit/10th Grade Regular

Text: *Realidades II*, Prentice Hall, 2008 - ISBN# 0131340921

Text: Vocab & Grammar UB, Prentice Hall – ISBN#0133692698

Students will be able to express themselves in written and spoken Spanish, giving information about themselves and the people, places, and things around them. Students will learn about daily life in Latin America and compare it to their own experiences.

Spanish III* 0708360/1.0 Credit/11th Grade Honors

Text: *Realidades II*, Prentice Hall, 2008 - ISBN# 0131340921

Text: Vocab & Grammar UB, Prentice Hall – ISBN#0133692698

Students will be able to express themselves in written and spoken Spanish, giving information about themselves and the people, places, and things around them. Students will learn about daily life in Latin America and compare it to their own experiences.

Advanced Placement Spanish Language * 0708400/1.0 Credits/ 12th Grade

Text: *Cumbre*, Cengage Learning 2014 – ISBN# 9781111834319

AP Spanish, Pearson – ISBN#9780133238013

Course Overview

The format of the AP Spanish Language class is based on the premise that the best way to learn a foreign language is through repeated, meaningful exposure to the language, as well as through opportunities to interact with others. For this reason, class consists of some presentation by the instructor and a large amount of interaction between students. The instructor follows a policy of Spanish only in the classroom, with exceptions made at her discretion based on daily needs. It is the student's responsibility to seek clarification and raise his/her hand if he/she does not understand something. Students are also expected to use only Spanish during class time. Within the first days of class students should be familiar with the class format and daily expectations. Students are held accountable to use the Spanish that they have been taught and to avoid using English in class whenever possible. Participation/class work points will be assigned daily and will be based on two things: participating in class activity and use of Spanish. Because this is an AP class, many of our activities involve practice and drills that help prepare students for sections of the AP exam and sharpen the four skills of listening, reading, writing, and speaking. All students will be required to take the AP test in May at a cost of approximately \$87.00.

From the College Board:

The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the Standards for Foreign Language Learning in the 21st Century¹ (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level.

V. MATH

Algebra I 1200310/1.0 Credit/9th Grade Regular

Algebra IH 1200320/1.0 Credit/8th Grade Honors

Text: *Algebra I*, Glencoe McGraw-Hill, 2008 – ISBN# 9780078738227

Algebra I is a course designed to help students apply the properties of equality and identity to solve algebraic expressions, equations and inequalities. They will explore the language of Algebra in verbal, tabular, graphical and symbolic forms. Problem-solving activities and applications will encourage students to model patterns and relationships with variables and functions. The examples, exercises and assessment activities will integrate algebra topics with statistics, geometry, and discrete mathematics. The course includes the study of linear equations and inequalities, rational numbers, proportions, graphing, systems of equations and inequalities, polynomials, factoring and quadratic functions.

Algebra IA 1200370/1.0 Credit/9th Grade Regular – ISBN# 9780078738227

Algebra IB 1200380/1.0 Credit/10th Grade Regular– ISBN# 9780078738227

Text for Algebra IA: *Algebra I*, Glencoe, 2008

Text for Algebra IB: *Algebra I: Integration, Applications, Connections*, Glencoe, 1997

The purpose of these courses is to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. This is the first of a two year sequence of courses, Algebra 1A and Algebra 1B. Together, the two courses have the same requirements as Algebra 1, but they do not meet the requirements for the Florida Bright Futures Program.

Geometry 1206310/1.0 Credit/10th Grade Regular

Geometry Honors 1206320/1.0 Credit/9th Grade Honors

Text: *Geometry*, Glencoe, 2008 - ISBN# 780078738265

The main goal of Geometry is for students to develop a Euclidean geometric structure and apply the resulting theorems and formulas to address meaningful problems. Students will employ deductive logic to prove theorems and justify conclusions. Students will extend their pre-existing experiences with algebra and geometry to trigonometry, coordinate geometry, and probability. Students will use a compass and straightedge, and other tools to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing complex situations. Students will apply mathematical skills and make meaningful connections to life experiences.

Algebra II 1200330/1.0 Credit/11th Grade Regular

Algebra II Honors 1200340/1.0 Credit/10th Grade Honors

Text: *Algebra II*, Glencoe McGraw-Hill, 2008 - ISBN# 9780078738302

The purpose of this course is to continue the study of algebra and to provide the foundation for applying algebraic skills to other mathematical and scientific fields. The content should include, but will not be limited to, the following: structure and properties of the complex number system, functions and graphs of polynomial and exponential functions, linear and quadratic equations, matrices, radical expressions, conic sections and their applications, rational expressions. Algebra II Honors will incorporate the same studies as Algebra II but will be conducted at a more rigorous pace. This course will help prepare students for Pre-Calculus and Calculus.

Advanced Topics in Mathematics* 1298310/1.0 Credit/11th, 12th Grade Regular

Text: *Advanced Mathematical Concepts*, Glencoe, 2006 – ISBN# 9780078682278

The purpose of this course is to build on students' Algebra and Geometry skills. Students will review Algebra II and Geometry content and begin learning some Pre-Calculus content.

Emphasis will be placed on applying what they have learned in high school mathematics courses to real-life situations. This course is designed to prepare students for the mathematics sections of college placement tests and entrance exams.

PreCalculus Honors 1202340/1.0 Credit/11th,12th Grade Honors

Text: *PreCalculus*, Houghton Mifflin, 6th edition, 2004 – ISBN# 0618314350

In this course students will develop algebraic skills necessary for Calculus as they study graphs and equations, inverse functions, exponential and logarithmic functions, systems of equations and inequalities, and matrices. A large portion of this course is focused on studying trigonometric functions and their graphs and analytic trigonometry.

Calculus- Honors* 1202300/1.0 Credit/12th Grade Honors

Text: *Calculus I with PreCalculus*, Houghton Mifflin, 2002 – ISBN# 0618087605

In Calculus, students will review some of the Pre-Calculus concepts as well as fundamental Calculus topics such as limits, differentiation and its applications, definite and indefinite integration, the fundamental theorem of Calculus. This course is designed to give students an introduction to Calculus in preparation for college math courses.

VI. NATURAL SCIENCES

Introduction to Physical Science 2003310/1.0 Credit/9th Grade Regular

Introduction to Physical Science Honors 2003320/1.0 Credit/9th Grade Honors

Text: *Physical Science*, Glencoe, 2005 – ISBN# 0078733294

This course is an introduction to physics and chemistry. The primary focus of the first semester will be chemistry including the scientific method, lab safety, matter and energy, periodic properties of elements, and chemical reactions. The primary focus of the second semester will include a conceptual approach to understanding physical topics, including Newtonian mechanics, electricity, magnetism, waves, light, optics, and sound. The honors class follows the same outline as Introduction to Physical Science, but in greater depth. A more comprehensive understanding of the material is required.

Biology 2000310/1.0 Credit/10th Grade Regular

Biology Honors 2000320/1.0 Credit/10th Grade Honors

Text: *Biology: Modern Biology*, Holt, Rinehart & Winston, 2009– ISBN#9780030367694

Text: *Modern Biology Study Guide*, Holt Rinehart & Winston - – ISBN# 9780030367182

Biology covers the study of life from the chemical level of the cell to the whole organism, including the organism's interaction with other living organisms and the environment. The biology student will study the scientific method, lab safety, cells and cellular function, genetics, creation/evolution, classification of organisms, microbiology, structure and functions of plants, zoology, and ecological relationships. Biology is a lab science which will include hands-on

experience. The honors class follows the same outline as Biology, but in greater depth. A more comprehensive understanding of the material is required, as well as more laboratory analysis.

Biology –AP * 2000340/1.0 Credit/ 11th or 12th Grade

Text: *to be announced*

This course will address biological content such as how living systems store, retrieve, and transmit information, as well as how living systems interact within their environment. The theory of evolution will be addressed in detail so that students will be well equipped to discuss the theory. A Christian worldview will continue to be the lens through which we teach. Students will engage in scientific questioning to guide investigations. They will perform data analysis and evaluate evidence. Finally they will plan and implement data collection. All students will be required to take the AP test in May at a cost of approximately \$87.00.

Chemistry Honors 2003350/1.0 Credit/10th, 11th, 12th Grade Honors

Text: *Chemistry*, Prentice Hall, 2006 – ISBN# 0131152629

Chemistry is the study of the interactions of matter. This course will include a study of the scientific method, lab safety, matter and energy, periodic properties of elements, chemical reactions, gases, liquids and solids, solutions, acids and bases, and other areas of chemistry. This class will require significant algebraic skills, as well as developing scientific and analytical thinking skills. Honors Chemistry parallels the regular chemistry class, requiring greater analytical and mathematical skills.

Chemistry I 2003340/1.0 Credits 11th or 12th grade

Text: *Chemistry*, Prentice Hall 2006 – ISBN# 0131152629

Chemistry I will be taught at a regular college preparatory level. It will teach similar content and application to Chemistry Honors, requiring less analytical and mathematical skills.

Physics Honors 2003380/1.0 Credit/11th, 12th Grade Honors

Text: *Glencoe: Physics and Problems*, 2005 – ISBN# 0078458137

This course is an introduction to physics and higher science. The primary focus of the first semester will be on Newtonian mechanics, including linear motion, projectiles, Newton's laws, energy relationships, momentum, and collisions. The primary topics of the second semester will include electricity, magnetism, waves, light, optics, and sound. The class will require a strong mathematical background, including good algebra skills and some trigonometry and geometry. The honors class follows the same outline as Biology, but in greater depth. A more comprehensive understanding of the material is required, as well as more laboratory analysis. The honors class follows the same outline as Physics, but in greater depth. A more comprehensive understanding of the material is required.

Anatomy & Physiology 2000350

Anatomy & Physiology Honors 2000360/1.0 Credit/11th, 12th Grade Honors

Text: *Hole's Essentials of Human Anatomy & Physiology*, McGraw Hill, 9th edition, 2006 – ISBN# 0072539623

The purpose of this class is for students to develop an understanding of the relationships between the structures and functions of the human body. The content will include but is not limited to cells and tissues, human genetics, organ systems, and laboratory techniques. This is an honors

level class. Students who are interested in this content but are not ready for honors work should take Biology II.

VII. SOCIAL SCIENCES

World History- The Western World 2109310/1.0 Credit/10th Grade Regular

World History Honors- The Western World 2109320/1.0 Credit/10th Grade Honors

Text: *World History*, Glencoe/McGraw-Hill, 2003 – ISBN# 0078239931

The emphasis of this course is on the role of Western civilization on world history. Students will explain how the first civilizations emerged; describe the advances made by the Greeks, and list contributions of the Romans to Western civilization. They will be able to describe feudalism, the authority of the Roman Catholic Church, and the impact of the crusades. The heart of the course deals with the achievements of the Renaissance, the effects of the Protestant Reformation, and the rise of absolutism versus limited monarchy in early, modern Europe. Students will explain how the Scientific Revolution and the Enlightenment changed the world, giving rise to the American and French Revolutions. The course will end with a study of European imperialism, crises of the twentieth century, and the march toward a global civilization. Honors students cover more material and work at a faster pace than their counterparts.

American History 2100310/1.0 Credit/11th Grade Regular

Text: *American Odyssey: The 20th Century and Beyond*, Glencoe/McGraw-Hill, 2004 – ISBN# 0078600170

This course follows the development of the United States from the Age of Discovery through the present, with special attention given to God's involvement in American history. The influences of indigenous peoples, American geography, and influxes of immigrants from around the world will be surveyed. Additional emphasis will be given to a proper understanding of the development of our current American culture and government. Honors students cover more material and work at a faster pace than their counterparts.

United States History-AP (offered every other year) 2100330/1.0 Credit/11th Grade Advanced Placement

Text: *The American Experiment 3rd Edition*, Cengage – ISBN# 9780840029522

Test: *United States History, Preparing for the Advanced Placement Examination*, AMSCO School Publications, Inc. 2004 – ISBN# 9781567656602

This is a survey of American History taught on a college-level for college credit. Students learn the majority of factual content through outside readings, while the majority of class time is spent examining, analyzing, and interpreting America's major issues. By the end of the course, students will:

1. be familiar with the basic chronology of American History,
2. understand major themes, ideas, and concepts,
3. know people and their significance,
4. learn objective and subjective techniques of analysis,
5. write effective free-response and document-based essays,
6. In addition to college credit, meet the requirements for high school graduation.

Psychology* 2107300 & 2107310/1.0 Credit/10th, 11th, 12th Grade Regular

Text: *Psychology*, Houghton Mifflin Company, 6th edition, 2002 – ISBN# 0618213740

This course surveys the science of psychology; addresses research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, memory, motivation and emotion, language, lifespan development, intelligence, stress and health, social behavior, personality, and abnormal behavior and treatment; applications of psychology in a culturally diverse world.

American Government 2106310/0.5 Credit/12th Grade Regular

American Government Honors 2106320/0.5 Credit/12th Grade Honors

Text: *United States Government, Democracy in Action*, Glencoe/McGraw-Hill, 2003 – ISBN# 6078259835

This course is designed to help students better understand how the American government works and how it impacts them. Students will learn the principles of all governments; the theory of formation and the types, and the legislative, executive, and judicial branches will be analyzed. The ultimate goal is to graduate informed, responsible, and participating citizens.

Economics 2102310/0.5 Credits/12th Grade Regular

Economics 2102320/0.5 Credits/12th Grade Honors

Text: *Economics, Principles & Practices*, Glencoe-McGraw-Hill, 2nd edition, 2005 – ISBN# 0078259770

This is a survey course that deals with fundamental economic concepts and basic microeconomics. The course begins with a basic overview of the problem of scarcity and how various economic systems deal with this problem. The various economic institutions that operate in the American system are analyzed. Students will examine major markets with respect to the degree of competition, and how buyers and sellers are affected. The concepts of demand and supply, and the theory of production and profit maximization are introduced. The course ends with a discussion of market failures and government's role in the American economy.

VIII. PHYSICAL EDUCATION

Personal Fitness/Fitness Lifestyle 1501300 & 1501310/0.5 Credit Each/9th, 10th Grade Regular

Personal Fitness provides students with accurate information which they can utilize to develop healthy attitudes and behavior patterns, based on personal needs and goals. This course dispels the idea of one-size-fits-all fitness programs and supports an independent structure on the foundation of educating and empowering students to make wise judgments. Critical thinking and decision making skills are taught and practiced throughout the course as students are encouraged to recognize that they have the power to choose healthy behaviors in order to reduce risks. The premise of the text surrounds the understanding that teens have a great desire to look good and feel good and despite the greater health issues associated with poor health, students are more likely to make better choices based on how they feel, appear, and perform. Course topics covered include mental health (personality, self-esteem, stress management, and coping techniques), goal setting (defining goals, making steps, and action), fitness (cardiovascular, muscular, and flexibility), body composition and weight control, and consumer issues (exercise gimmicks, myths, buying power, and product awareness education). Fitness Lifestyle is the follow-up of

Personal Fitness. Fitness Lifestyle provides students with an in-depth application of the materials learned in the previous course through the promotion of personal health and wellness, physical activity, healthy eating, safety and the promotion of preventing unintentional injury, mental and emotional health, a tobacco-free lifestyle, an alcohol- and drug-free lifestyle, and human development and performance. This course provides students with the advanced knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills. Fitness Design provides the hands-on application of the information learned in Personal Fitness.

Beginning Weight Training* 1501340/0.5 Credit/10th, 11th, 12th Grade Regular

This course is designed for 10th through 12th grade students who are interested in weight training with little or no weight training experience. Students will learn basic weight-training terminology, the names and proper uses of the equipment, proper safety techniques, how to organize and log basic workouts, how to assess his/her fitness level, and will establish semester goals.

Intermediate Weight Training* 1501350/0.5 Credit/10th, 11th, 12th Grade Regular

Intermediate Weight Training is designed for 10th-12th grade students who have experience in the weight room with little experience in basic weight training terminology and developing personal fitness programs. Students will have successfully completed the Beginning Weight Training course will learn which muscle groups correspond with which exercise, utilize an increased level of weight training terminology, assess his/her fitness level, establish semester goals, and organize basic workouts centered on personal goals.

Advanced Weight Training* 1501360/0.5 Credit/11th, 12th Grade Regular

Advanced Weight Training is designed for students with a thorough knowledge of the weight room facility and a strong desire for self-improvement through established personal goals. Students will have successfully completed the Intermediate Weight Training course, assess their personal fitness level, establish semester goals, establish long-term goals, develop his/her personal fitness program based on their goals, learn the importance of flexibility as it relates to strength training, learn the importance of nutrition and self-care as they relate to strength training, and learn additional information regarding training techniques and nutritional supplements.

Power Weightlifting* 1501410/0.5 Credit/11th, 12th Grade Regular

Power Weight Training is designed for students who have a thorough knowledge and understanding of the weight room and have experience in establishing personal fitness programs. Students will have successfully completed the Advanced Weight Training course, assess their personal fitness levels and establish personal fitness goals, develop a personal fitness program based on their goals, develop a personal fitness program for someone else, establish short and long-term goals, assist others in establishing short and long-term goals, and provide information to other students as it relates to supplements and training techniques.

Team Sports I* 1503350/0.5 Credit/10th, 11th, 12th Grade Regular

The purpose of this class is for each student to be introduced to team concepts, game play, and rules associated with different team games. This will be accomplished through short research reports, skill drills, and game play.

Team Sports II* 1503360/0.5 Credit/10th, 11th, 12th Grade Regular

The purpose of this class is for each student to be introduced to team sports that are not as common in our region. This will be accomplished through short research reports, skill drills, and game play.

Volleyball I* 1505500/0.5 Credit/10th, 11th, 12th Grade Regular

The purpose of this class is for each student to become proficient in the basic skills and systems of volleyball. This will be accomplished through the instruction of rules, skill drills, and both modified and full game play.

Care and Prevention of Athletic Injuries* 1502490/0.5 Credit/10th, 11th, 12th Grade Regular

The purpose of this class is to introduce students to the basics of athletic training. The course will cover basic first aid, taping, and PRICE methods for dealing with different injuries in the sports arena.

Recreational Activities* 1502470/ 0.5 Credit/10th,11th,12th Grade Regular

The purpose of this class is for students to participate in various physical activities that can provide recreational enjoyment throughout adulthood.

IX. OTHER ELECTIVES

Introduction to Computers 5002000 1.0 Credit Elective

The purpose of this course is to enable students to develop basic skills in computer fundamentals, keyboarding, computer applications, research tools, and educational applications. Students will understand computer specific terminology. They will understand the importance of cyber safety and computer etiquette. This class will help students integrate computer skills into all areas of the curriculum (source, CPALMS)

Yearbook* 1006300/1.0 Credit/10th, 11th, 12th Grade Regular

Students use interactive publishing software to design and produce the school's annual publication. Students will learn leadership and communication skills, as well as job responsibility within this course.

Key:

Classes marked with an asterisk (*) are electives.

AP=Advanced Placement

MIDDLE SCHOOL CURRICULUM

BIBLE

6th grade Bible: *Winning the Race, Positive Action*, 2006

7th grade Bible: *Character Quest, Lifeway*, 2005

8th grade Bible: *Survival Quest, Lifeway*, 2005

LANGUAGE ARTS

6th grade: *God's Gift of Language C*, A Beka, *Vocabulary Workshop*, Level A, Sadlier-Oxford, *Of America II*, A Beka, 2005

7th grade: *Of People*, A Beka, 4th edition, 2008, *Grammar and Composition I*, A Beka, 5th edition, 2007, and *Vocabulary Workshop*, Level B, Sadlier-Oxford, 2005

8th grade: *Of Places*, A Beka, 3rd edition, 1999, *Grammar and Composition II*, A Beka, 4th edition, 1999, and *Vocabulary Workshop*, Level C, Sadlier Oxford, 2005

MATH

6th grade (regular & advanced): *Math Connects Course 1*, Glencoe McGraw-Hill, 2009

7th grade: *Math Connects Course 2*, Glencoe McGraw-Hill, 2009

PreAlgebra: *PreAlgebra*, Glencoe McGraw-Hill, 2008

Algebra 1: *Algebra- Integration, Applications, Connections*, Glencoe McGraw-Hill, 2008

SCIENCE

6th grade- Earth-Space Science: *Earth-Space Science*, Glencoe-McGraw Hill, 2008

7th grade- Life Science: *Life Science*, Glencoe, Florida edition, 2005, *Order & Reality*, A Beka, 1993

8th grade- Physical Science: *Introduction to Physical Science*, Glencoe-McGraw Hill, 2008

SOCIAL STUDIES

6th grade History: *New World History & Geography*, A Beka, 3rd edition, 2001

7th grade History: *America: Land I Love in Christian Perspective*, A Beka, 2nd edition, 2006

8th grade History: *History of the World in Christian Perspective*, A Beka, 3rd edition, 1995

ELEMENTARY CURRICULUM

BIBLE

Kindergarten: *Bible Memory Book*, V. Gilbert Beers, *The Beginner's Bible*, 1989

1st Grade: *Enjoying God's Gifts*, Positive Action for Christ, 2004

2nd Grade: *Finding God's Promises*, Positive Action for Christ, 2010

3rd Grade: *Growing with God*, Positive Action for Christ, 2005

4th Grade: *Building Life Castles*, Positive Action Bible Curriculum, 2005

5th Grade: *Possessing the Land*, Positive Action for Christ, 2nd edition, 2006

LANGUAGE ARTS

Kindergarten: *SRA Open Court Reading Series*, SRA/McGraw-Hill, 2000, *Handwriting*, Zaner Bloser, *All Through the Town*, Silver, Burdette & Ginn, 1989

1st Grade: *SRA Open Court Reading, Level 1*, SRA/McGraw-Hill, 2000

2nd Grade: *SRA Open Court Reading, Level 2*, SRA/McGraw-Hill, 2000, *Reading and Writing Workbook*, SRA/McGraw-Hill, 2000

3rd Grade: *SRA Open Court Reading, Level 3*, SRA/McGraw-Hill, 2000

4th Grade: *SRA Open Court Reading, Level 4*, SRA/McGraw-Hill, 2000

5th Grade: *SRA Open Court Reading, Vol. I & II*, SRA/McGraw-Hill, 2000, *God's Gift of Language Writing & Grammar Worktext*, A Beka, 2nd edition, 1999

MATH

Kindergarten: *Saxon Math*, Harcourt & Achieve Inc. and Nancy Larson, 2008

1st Grade: *Saxon Math*, Harcourt Achieve Inc., 2008

2nd Grade: *Saxon Math 2*, Harcourt Achieve Inc., 2008

3rd Grade: *Saxon Math 3*, Harcourt Achieve Inc. & Nancy Larson, 1st edition, 2008

4th Grade: *Saxon Math 4*, Harcourt Achieve Inc., 2008

5th Grade: *Saxon Math 5*, Harcourt Achieve Inc., 2008

READING

- Kindergarten: *Open Court Reading*, SRA/McGraw-Hill, 2000
1st Grade: *Open Court Reading*, SRA/McGraw-Hill, 2000
2nd Grade: *Open Court Reading*, SRA/McGraw-Hill, 2002
3rd Grade: *Open Court Reading*, SRA/McGraw-Hill, 1st edition, 2000
4th Grade: *Open Court Reading*, SRA/McGraw-Hill, 2000
5th Grade: *Open Court Reading*, SRA/McGraw-Hill, 1st edition, 2000

SCIENCE

- Kindergarten: Various workbooks and teacher-generated materials
1st Grade: *Purposeful Design*, Level 1 2003
2nd Grade: *Purposeful Design*, Level 2 2005
3rd Grade: *Purposeful Design*, Level 3 2006
4th Grade: *Purposeful Design*, Level 4 2007
5th Grade: *Purposeful Design*, Level 5 2008

SOCIAL STUDIES

- Kindergarten: Various workbooks and teacher-generated materials
1st Grade: *My America, My World*, A Beka, 1995
2nd Grade: *Our America*, A Beka, 3rd edition, 1996
3rd Grade: *Our American Heritage*, A Beka, 4th edition, 2006
4th Grade: *The History of Our United States*, A Beka, 3rd edition, 2008
Florida, Harcourt Brace, 2002
5th Grade: *Old World History & Geography in Christian Perspective*, A Beka, 3rd edition, 2009

SPELLING

- 2nd Grade: *SRA Spelling*, SRA/McGraw-Hill, 2002
3rd Grade: *SRA Spelling*, SRA/McGraw Hill, 2nd edition, 2002
4th Grade: *SRA Spelling*, SRA/McGraw-Hill, 2002
5th Grade: *SRA Spelling*, SRA/McGraw-Hill, 1st edition, 2002

APPENDIX

Honors Band Requirements: Students must complete the following requirements.

1. Peer Tutoring- Spend a minimum of 2 hours tutoring another student on my instrument of expertise.
2. Complete Basic Music Theory Course 1
3. Prepare and perform a solo for a solo and ensemble event.

Choose one additional activity of your choice:

1. Attend a live concert of any genre and turn in a program or ticket stub
2. Play all 12 major scales
3. Conduct a piece on a concert
4. Research and write a five page report on the benefits of playing a musical instrument.
5. Perform in an ensemble for a solo and ensemble event or other public performance.