



# **Ebenezer International Christian Academy**

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Hasta aquí nos ha ayudado el Señor - Samuel 7:12

STUDENTS COURSES EXPECTATION 2021-2022

Ebenezer International Christian Academy

## **New Testament Survey**

### **COURSE OVERVIEW**

New Testament Survey provides a developmental and in-depth academic study of the teachings of the New Testament from the Intertestamental period (prior to the birth of Christ) to the book of Revelation. The survey emphasizes the most important people, places, and events in the development and expansion of the Church. The course also includes material on Christian suffering, witnessing, and the will of God. New Testament Survey targets four major strands: theology, biblical literature, biblical background, and Christian growth.

Upon completion of the course, students should be able to do the following:

- Understand the background of the New Testament.
- Identify key people, places, and events in the New Testament.
- Provide the setting and purpose for each New Testament book.
- Understand the importance of the Church.
- Identify the various apostles and their ministries.
- Understand the biblical approach to suffering.
- Tell others about the Gospel with more knowledge and confidence.

## **Old Testament Survey**

### **COURSE OVERVIEW**

Old Testament Survey provides a developmental and in-depth academic study of the teachings of the Old Testament, from the creation of the world (Genesis) to the restoration of Israel and the ministry of its post-exilic prophets (Malachi). The survey emphasizes the most important people, places, and events in the development and decline of the nation of Israel. These areas target three content strands: theology, biblical literature, and biblical background.

Upon completion of the course, students should be able to do the following: ☐

- Identify the key people, places, and events of the Old Testament.
- Provide the setting and purpose for each Old Testament book.

- Identify the different eras in the history of Israel.
- Appreciate the importance of the nation of Israel.
- Describe the rise and fall of the kingdoms of Judah and Israel.
- Identify the various prophets with the era in which they ministered.

## **WORLD HISTORY**

### **COURSE OVERVIEW**

World History continues the process of developing in students an understanding of and appreciation for God's activity as seen in the record of man and his relationships. With an emphasis on Western Europe, the course surveys ancient civilizations to the end of the 20th century, highlighting early Christianity (through the Reformation) and the two World Wars. These areas of focus target three major content strands: History, Geography, and Social Studies Skills.

Upon completion of the course, students should be able to do the following:

- Understand Western civilization from its beginnings to the present day.
- Understand the significant political and economic transformations and significant cultural and scientific events in Europe during the Renaissance.
- Understand significant religious and societal issues from the Renaissance through the Reformation.
- Understand the significant social and political developments in Europe and America brought on by the English, American, and French Revolutions.
- Understand the effects of the Industrial Revolution.
- Analyze major historical and political events of the 20th century, including the two World Wars, the Cold War, and the Vietnam War.

Additionally, students will gain practice in report-writing, covering topics like the rise of Christianity, the U.S. Constitution, and communism versus free enterprise, the United Nations, and more.

## **AMERICAN HISTORY**

### **COURSE OVERVIEW**

American History continues the process of developing in students an understanding of and appreciation for God's activity as seen in the record of man and his relationships. The course covers early American exploration to the present day, placing special emphasis on the politics of the 18th and early 19th centuries and the Civil War. These areas of focus target three major content strands: History, Geography, and Government and Citizenship.

Upon completion of the course, students should be able to do the following:

- Understand how conflict between the American colonies and Great Britain led to American independence.

- Understand political, economic, and social changes that occurred in the United States during the 19th century, including changes resulting from the Industrial Revolution.
- Explain how political, economic, and social changes in the U.S. led to conflict among sections of the United States in the 19th century.
- Describe the causes and effects of the Civil War and its aftermath.
- Describe the causes and effects of both World Wars.
- Understand some of the key challenges facing American society in the late 20th and early 21st centuries.

Additionally, students will gain practice in writing essays and reports, covering topics like the Monroe Doctrine, the states' rights debate, the Lincoln-Douglas debates, isolationism, the New Deal, the Korean conflict, and more.

## **WORLD GEOGRAPHY**

### **COURSE OVERVIEW**

World Geography takes students on a journey around the world in which they will learn about the physical and human geography of various regions. They will study the history of each region and examine the political, economic, and cultural characteristics of the world in which we live. Students will also learn about the tools and technologies of geography such as globes, maps, charts, and global information systems.

Upon completion of the course, students should be able to do the following:

- Select and use geographic tools to get information and make predictions.
- Compare places based upon their similarities and differences.
- Identify geographic factors that influenced historic events.
- Evaluate the interrelatedness and interdependence of physical and human systems and their impact on our earth.
- Analyze the role played by culture in the spatial organization of the earth.
- Define the key geographic concerns facing the world and strategize methods to deal with these issues in the future.

Students will also gain practice in writing and note-taking. They will be asked to create graphic organizers, conduct research, analyze information, and write essays on topics such as current events, energy resources, national parks, and more.

## **GOVERNMENT AND ECONOMICS**

### **COURSE OVERVIEW**

Government and Economics continues the process of developing in students an understanding of and appreciation for God's activity as seen in the record of man and his relationships. The course focuses on two major areas: Government, with special emphasis on American government, and Economics, with special emphasis on

personal finance. These areas of focus target three major content strands: History, Government and Citizenship, and Economics.

Upon completion of the course, students should be able to do the following:

- Understand the basics of various philosophies of government.
- Understand the structure and functions of government and how the principles and values of American democracy (e.g., limited government and popular sovereignty) are reflected in American constitutional government.
- Understand how the overall design, as well as specific features of the U.S. Constitution prevent the abuse of power by using a system of checks and balances (e.g., federalism).
- Understand the role of political parties, the media, and the public on the political process.
- Know the characteristics of different economic systems (e.g., capitalism, mixed economy, and communism).
- Understand basic terms associated with economic performance and the state of the economy (e.g., supply and demand, inflation, monopoly).

Additionally, students will gain practice in writing essays and reports, covering topics like elected officials, the Supreme Court, Christians in politics, on-line banking, the euro, and more.

## **ENGLISH I**

### **COURSE OVERVIEW**

English I continues to build on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. It most specifically focuses on deepening and furthering students' understanding in the following ways:

- Reading—reinforces reading comprehension skills by teaching students how to understand and appreciate poetry, drama, informative nonfiction, and fiction; shows students how to analyze, evaluate, and interpret a text; reinforces awareness of the elements and structure of narrative prose; guides students through readings of drama, a novel, and selections from well-known poetry, and short stories.
- Writing—further students' understanding of sentence structures; reviews parts of speech and their types, including in-depth studies on verbs (transitive, intransitive, conjugation, tense, voice, mood); develops students' understanding of the types and functions of phrases and clauses; teaches language history and etymology to help students build on knowledge of word structures, including prefixes, roots, and suffixes; expands on students' vocabulary skills; reviews spelling skills; gives students the opportunity to develop their abilities in writing speeches, short essays, poetry, friendly/business letters, and short stories.
- Speaking—offers students experience in delivering a speech; teaches skills that enable students to become effective speakers and communicators, weaving these skills together throughout the course.
- Listening—teaches effective listening comprehension skills, weaving these together throughout the lessons.

Curriculum Contents

[Reading Comprehension Skills](#)

- Analyzing Propaganda
- Understanding Elements of Narrative Prose
- Reading Informative Nonfiction
- Reading Fiction
- Reading Poetry
- Developing Reading Skills—Analysis, Evaluation, and Interpretation

#### Composition

- Letters—Structure, Type, and Composition
- Paragraph Elements and Structure
- Writing a Formal Essay
- Writing a Persuasive Paragraph
- Writing about Poetry
- Writing a Speech Grammar and Usage
- Adjectives—Comparison, Suffixes as Adjective Endings, and Position
- Adverbs
- Levels of Language Use
- Nouns—Abstract, Concrete, Compound, Collective, Plural, and Possessive Nouns
- Pronouns
- Sentence Structure—Clauses and Phrases
- Verbs—Tense, Voice, Mood, Conjugation, and Transitive and Intransitive Verbs

#### Literature Studies

- Drama—Genre/Type, Structure, and Elements
- Fiction—Genre/Type, Structure, Elements, and Modes
- History of Drama—Greek/Roman Plays, Medieval Drama, and Elizabethan Drama
- History of Novels—Oral Tradition, Novel Prototypes, and Early Novels
- History of Short Stories
- Poetry—Genre/Type, Structure, Elements, and Literary Devices

#### Speaking and Listening

- Listening Skills—Elements, Common Errors, and Strategies
- Oral Reading
- Speaking Skills—Elements, Purpose, Organization, and Delivery

#### Spelling

- Mnemonics
- Nouns—Plural and Possessive

### Vocabulary Building

- Dictionary Skills
- Etymology
- Roots, Prefixes, and Suffixes
- Word Relationships

### Special Topics

- The Bible as Literature
- Origin/Development of Language
- Research Skills—Internet, Library, and Reference Materials
- Visual Media—Charts, Graphs, and Tables

### Literature List

The following are literary works students will encounter in English I:

#### Drama

- Gibson, William. *The Miracle Worker*
- Shakespeare, William. *Romeo and Juliet* (excerpt)

#### Fiction

- Hawthorne, Nathaniel. "Young Goodman Brown" (excerpt)
- Henry, O. "The Gift of the Magi"
- Stuart, Jesse. "The Slip-Over Sweater"
- Verne, Jules. *Twenty Thousand Leagues Under the Sea*

#### Poetry

- Frost, Robert.
  - "Good Hours"
  - "The Road Not Taken"

## **ENGLISH II**

### **COURSE OVERVIEW**

English II continues to build on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. It focuses on deepening and furthering students' understanding in the following ways:

- Reading—reinforces reading comprehension skills by teaching students how to comprehend and appreciate poetry, drama, nonfiction, and fiction; shows students how to analyze, evaluate, and interpret a text; reinforces awareness of the elements and structure of narrative prose; guides students through readings of the allegory

Everyman and Sheldon's In His Steps, as well as selections of and excerpts from well-known poetry and short stories.

- Writing—develops students' understanding of complex sentence and paragraph structures, providing hands-on experience with connectives, transitions, phrases, and clauses; teaches language history and etymology to help students build on knowledge of grammar and word structures; expands on students' vocabulary skills; gives students the opportunity to develop their abilities in writing a set of instructions, a literary critique, a poem, a short story, and a speech.
- Speaking—offers students experience in delivering a speech; teaches skills that enable students to become effective speakers and communicators, weaving the skills throughout the course.
- Listening—teaches effective listening comprehension skills, integrating these throughout the lessons.
- Special Topics—incorporates research skills, including internet, library, and reference material use, throughout the curriculum.

Curriculum Contents

#### Reading Comprehension Skills

- Context
- Denotation, Connotation, and Symbolism
- Elements of Narrative Prose
- Reading Narrative Nonfiction
- Reading Fiction
- Reading Poetry
- Reading Skills—Analysis, Evaluation, and Interpretation
- Strategies for Comprehension—Making Inferences and Identifying Main Ideas

#### Composition

- Paragraph Elements and Structure—Connectives and Transitions
- Writing Expository Prose—Process
- Writing Instructions
- Writing a Literary Critique
- Writing a Poem
- Writing a Poetry Analysis
- Writing a Short Story
- Writing a Speech

#### Grammar and Usage

- Development of English—Grammar, Spelling, Pronunciation, and Vocabulary
- Levels of Language Use—Degrees of Formality
- Nouns—Noun Plurals
- Pronouns—Types, Gender, Case, and Pronoun-Antecedent Agreement



- Sentence Structure—Clauses, Phrases, and Compound/Complex Sentences

#### Literature Studies

- Drama—Allegory, Structure, and Elements
- Fiction—Genre/Type, Structure, Elements, and Modes
- History of Drama—Greek/Roman Plays and Medieval Drama
- History of Novels—Oral Tradition, Novel Prototypes, and Early Novels
- History of Short Stories
- Nonfiction—Genre/Type, Structure, and Elements
- Poetry—Genre/Type, Structure, Elements, and Literary Devices

#### Speaking and Listening

- Listening Skills—Elements, Common Errors, and Strategies
- Oral Reading
- Speaking Skills—Elements, Purpose, Organization, and Delivery

#### Spelling

- Nouns—Plural and Possessive

#### Vocabulary Building

- Dictionary Skills
- Etymology
- Roots, Prefixes, and Suffixes
- Word Relationships—Synonyms

#### Special Topics

- English Variations—American, British, and Regional Dialects
- Origin/Development of Language—Indo-European, Old and Middle English, Renaissance, and American English
- Research Skills—Internet, and Library
- Study Skills—Note Taking

#### Literature List

Following are literary works students will encounter in English II.

#### Drama

- Everyman

#### Fiction

- de Maupassant, Guy. "The Necklace"
- Sheldon, Charles. In His Steps
- Stockton, Frank. "The Lady, or the Tiger?"

- Twain, Mark. "The Celebrated Frog of Calaveras County"

#### Nonfiction

- Bradford, William. History of Plymouth Plantation (excerpt)

#### Poetry

- Donne, John. "Holy Sonnet XV"
- Blake, William. "The Tyger"
- Dickinson, Emily. "There is No Frigate Like a Book"
- Houseman, A.E. "Is My Team Ploughing?"
- Tennyson, Alfred. "The Eagle"
- Shelley, Percy. "Ozymandias"
- Wylie, Elinor. "Velvet Shoes"

## ENGLISH III

### COURSE OVERVIEW

English III continues to build on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. It most specifically focuses on deepening and furthering students' understanding in the following ways:

- Reading—reinforces reading comprehension skills by teaching students comprehension techniques for literary fiction, nonfiction, poetry, and drama; discusses common literary devices; shows students how to analyze, evaluate, and interpret a text; reinforces awareness of the elements and structure of narrative and expository prose; guides students through readings of Thornton Wilder's *Our Town* (play) and Lee's *To Kill a Mockingbird* as well as selections of and excerpts from well-known poetry and nonfiction pieces.
- Writing—develops students' writing skills by teaching about clauses and phrases in sentence structures; reviews common sentence construction errors and methods for avoiding them; provides practice in standard and nonstandard English, as well as specialized language use; teaches Greek and Latin roots and prefixes to enhance vocabulary and spelling skills; expands students' abilities to write cohesive and coherent expository prose; gives students the opportunity to develop their abilities in writing literary critiques, personal essays, poetry, and research papers.
- Special Topics—incorporates research skills, including internet, library, and reference material use, throughout the curriculum.

Curriculum Contents

#### Reading Comprehension Skills

- Context, Denotation, Connotation, and Symbolism
- Reading Drama
- Reading Poetry—Reading Aloud and Recognizing Scansion
- Reading Skills—Analysis, Evaluation, and Interpretation

- Strategies for Comprehension—Making Inferences and Identifying Main Ideas

### Composition

- Sentence Construction Errors
- Using English Variations
- Writing a Brief Biography
- Writing Expository Prose—Process
- Writing from Personal Experience
- Writing an Interpretation of a Bible Passage—Using Parallel Structure
- Writing a Literary Critique
- Writing a Poem
- Writing about Poetry—Analysis, Evaluation, and Interpretation
- Writing a Research Paper—Process

### Grammar and Usage

- Clauses—Main/Subordinate Clauses, Elliptical Clauses, and Adjective/Adverb Clauses
- Levels of Language Use—Standard/Nonstandard, Slang, Colloquialisms, Medical, Legal, Professional, and Literary
- Phrases—Appositive, Gerund, Participle, and Infinitive Phrases
- Pronouns—Indefinite, Personal, and Case, Including Nominative, Objective, and Possessive Pronouns
- Verbs—Present and Past Participles

### Literature Studies

- Drama
  - Elements—Structure, Theme, Setting, Style, Character, and Literary Device
  - Mode—Naturalism, Realism, Romanticism, and Symbolism
  - History of Drama—Greek/Roman Plays, Medieval Drama, Elizabethan Drama, and American Drama
  - Genre/Type—Medieval Drama, Elizabethan, and Modern (Subtypes)
- Fiction
  - Elements—Structure, Theme, Mood, Irony, Purpose, and Literary Device
  - Mode—Naturalism, Realism, and Romanticism
  - Genre/Type—Novels (Subtypes)
  - History of Novels—American Novel
- Nonfiction
  - History of Nonfiction—Classical to Modern
  - Elements—Structure and Literary Device
  - Genre/Type—Exposition, Journal, Biography, Autobiography, Essays, Sermons, Criticism, Editorial, Satire, and Letters
- Poetry
  - Elements—Structure, Meter, Rhyme, and Symbolism
  - Literary Device—Sound Effects, Metrical Effects, and Figures of Speech
  - Genre/Type

### Vocabulary Building

- Context Clues
- Dictionary Skills
- Etymology
- Greek/Latin Prefixes and Roots S

### Special Topics

- English Variations—Regional Dialects
- Research Skills—Internet, Library, and Reference Materials

### Literature List

Following are literary works students will encounter in English III.

#### Drama

- Wilder, Thornton. *Our Town*

#### Fiction

- Crane, Stephen. "The Upturned Face"
- Lee, Harper. *To Kill a Mockingbird*

#### Nonfiction

- Addison, Joseph. *The Spectator* (excerpt)
- Bradford, William. *The History of Plymouth Plantation* (excerpt)
- Byrd, William. *A Progress to the Mines* (excerpt)
- de Crevecoeur, Jean. *Letters from an American Farmer* (excerpt)
- Edwards, Jonathan.
  - "Personal Narrative" (excerpt)
  - "Sinners in the Hands of an Angry God" (excerpt)

#### Poetry

- Auden, W.H. "Unknown Citizen"
- Bouman, Elizabeth. "By This We Know Love"
- Bradstreet, Anne. "Upon the Burning of Our House"
- Bryant, William. "Thanatopsis"
- Dickinson, Emily.
  - "Pink, small, and punctual"
  - "The Wind tapped like a tired man"

## **ENGLISH IV**

## COURSE OVERVIEW

English IV continues to build on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. It most specifically focuses on deepening and furthering students' understanding in the following ways:

- Reading—reinforces reading comprehension skills by teaching students comprehension techniques for literary fiction, poetry, and drama, including discussion of common literary devices; shows students how to analyze, evaluate, and interpret a text; reinforces awareness of the elements and structure of narrative and expository prose; guides students through English literary history, including readings of Shakespeare's *Hamlet*, Milton's *Paradise Lost*, *Beowulf*, Bunyan's *The Pilgrim's Progress*, and other selections of and excerpts from major English literary figures.
- Writing—develops students' writing skills by teaching about clauses and phrases in sentence structures; reviews common sentence and paragraph construction errors and methods for avoiding them; teaches Greek and Latin roots and prefixes to enhance vocabulary and spelling skills; expands students' abilities to write cohesive and coherent expository prose; gives students the opportunity to develop their abilities in writing literary critiques, poetry, short stories, and expository prose.
- Listening—teaches effective listening comprehension skills, weaving these throughout the lessons; builds upon students' study skills as well as helps them to become reliable and efficient note takers.
- Special Topics- incorporates research skills, including internet, library, and reference material use, throughout the curriculum.

### Curriculum Contents

#### Reading Comprehension Skills

- Context, Denotation, Connotation, and Symbolism
- Phrase Recognition Drills
- Reading Drama
- Reading Poetry—Reading Aloud and Recognizing Scansion
- Reading Skills—Analysis, Evaluation, and Interpretation
- Strategies for Comprehension—Making Inferences, Identifying Main Ideas, and Reading for Details
- Word Recognition Drills

#### Composition

- Diction Errors—Trite Expressions and Stilted/Vague Language
- Essays—Planning, Outlining, Writing, and Revising
- Sentence Construction Errors—Fragments, Dangling Construction, Parallelism, Reference, Agreement, and Logical Errors
- Paragraph Construction—Coherence, Transition, and Unity
- Paragraph Construction Errors—Coherence, Transition, Shift in Person, Shift in Tense, and Shift in Number
- Subordination
- Writing a Brief Biography
- Writing about British History

- Writing a Character Study
- Writing a Character Sketch
- Writing a Compare/Contrast Essay
- Writing about Literary Forms
- Writing a Literary Critique
- Writing Poetry
- Writing about Poetry—Analysis, Interpretation, and Evaluation
- Writing a Short Story

#### Grammar and Usage

- Approaches to Grammar—Generative, Structural, Transformational, and Traditional
- Levels of Language Use—Slang and Colloquialisms
- Linguistic Theory
- Mechanics—Abbreviations, Capitalization, Hyphens, Italics, and Numbers
- Parts of Speech—Adjectives, Adverbs, Infinitives, Nouns, Pronouns, and Verbs
- Semantics
- Sentence Structure—Clauses, Conjunctions, Interjections, and Phrases
- Word Choice

#### Literature Studies

- Drama
  - Elements—Structure, Theme, Setting, Style, Character, and Literary Device
  - Genre/Type—Medieval Drama and Elizabethan Drama
- Fiction
  - Elements—Structure, Theme, Mood, Point of View, Character, Dialogue, Setting, Style, Satire, and Literary Device
  - Literary Device—Alliteration, Allusion, Imagery, Metaphor, and Personification
- History of English Literature—from 1000-1800
- Poetry
  - Elements—Structure, Meter, Rhyme, Symbolism, and Subject Matter
  - Literary Device—Alliteration, Apostrophe, Assonance, Caesura, Consonance, Hyperbole, Kenning, Metonymy, Metaphor, Onomatopoeia, Paradox, Personification, Simile, Sprung Rhythm, and Synecdoche
  - Genre/Type—Sonnet, Dream Vision, Ballad, Elegy, Breton Lay, Epic, Gnome, Free Verse, Blank Verse, Dramatic Monologue, Mock-Heroic, and Satire

#### Vocabulary Building

- Context Clues
- Etymology
- Greek/Latin Prefixes and Roots

#### Special Topics

- The Bible as Literature

- Listening Skills
- Origin/Development of Language—Old and Middle English
- Research Skills—Internet, Library, and Reference Materials
- Study Skills—Note Taking

#### Literature List

Following are literary works students will encounter in English IV.

#### Drama

- Shakespeare, William. Hamlet Fiction
- Bunyan, John. Pilgrim's Progress (excerpt)
- Swift, Jonathan. "A Modest Proposal" Poetry
- "Barbara Allen's Cruelty" • Beowulf (excerpts)
- Browning, Elizabeth Barrett.
  - "Sonnet 43"
  - "A Thought for a Lonely Death-bed"
  - "A Child Asleep"
- Browning, Robert.
  - "Home Thoughts from Abroad"
  - "My Last Duchess"
- Byron, Lord (George Gordon).
  - Chide Harold's Pilgrimage (excerpt)
  - "The Destruction of Sennacherib"
  - Don Juan (excerpt)
- Campion, Thomas.
  - The Third and Fourth Book of Ayres (excerpt)
- Chaucer, Geoffrey. Canterbury Tales (excerpts)
- Chesterson, G.K. "The Donkey"
- Coleridge, Samuel.
  - "Epitaph"
  - "Kubla Khan"
- Dekker, Thomas. "Golden Slumbers Kiss Your Eyes" from The Pleasant Comedy of Patient Grisill
- Donne, John. "Death, Be Not Proud"
- Goldsmith, Oliver. "The Deserted Village"
- Hopkins, Gerard Manley. "God's Grandeur"
- Jonson, Ben. "The Triumph of Charis"
- Keats, John.
  - "Ode on a Grecian Urn"
  - "On First Looking into Chapman's Homer"
  - "When I Have Fears"

- Macleish, Archibald. "Ars Poetica"
- Milton, John.
  - "Lycidas" (excerpt)
  - "On the Morning of Christ's Nativity" (excerpts)
  - Paradise Lost (excerpts) ○ "Sonnet XIX"
- Nashe, Thomas. "Spring the Sweet Spring..." from Summer's Last Will and Testament
- "The Ruin"
- "The Seafarer"
- Pope, Alexander. The Dunciad (excerpt)
- Shakespeare, William.

## ALGEBRA I

### COURSE OVERVIEW

Algebra I - is a full year, high school credit course that is intended for the student who has successfully mastered the core algebraic concepts covered in the prerequisite course, Pre-Algebra. Within the Algebra I course, the student will explore basic algebraic fundamentals such as evaluating, creating, solving and graphing linear, quadratic, and polynomial functions.

Upon successfully completing the course, the student should have mastered the following objectives:

- Solve and graph single variable, absolute value, and linear equations and inequalities.
- Solve linear, quadratic and exponential systems of equations using graphing, substitution or elimination.
- Evaluate and solve quadratic equations and inequalities using graphing, factoring, quadratic formula, and completing the square.
- Interpret and apply the relationship between the independent and dependent variable in a linear, exponential, and quadratic function through algebraic modeling and applications.
- Understand and know how to apply the distance, midpoint, and slope formulas as well as the Pythagorean Theorem.
- Form an equation of a line using the slope-intercept, point-slope and standard forms of a line.
- Apply basic fundamental rules of exponents.
- Be able to construct a formula or equation necessary to solve algebraic word problems involving area, perimeter, and linear systems of equations, basic probability and statistical reasoning, distance, and compounding interest.
- Evaluate rational expressions and solve equations with rational expressions.
- Simplify and perform operations with radical expressions such as addition and subtraction, multiplication and division.
- Perform operations with polynomials such as addition and subtraction, multiplication, long division and factoring.
- Interpret and analyze measures of central tendency, sample data and outcome, probability and frequency tables.



# ALGEBRA II

## COURSE OVERVIEW

Algebra II - is a full-year, high school math course intended for the student who has successfully completed the prerequisite course Algebra I. This course focuses on algebraic techniques and methods in order to develop student understanding of advanced number theory, concepts involving linear, quadratic and polynomial functions, and pre-calculus theories. This course also integrates geometric concepts and skills throughout the units, as well as introducing students to basic trigonometric identities and problem solving.

By the end of the course, students will be expected to do the following objectives:

- Understand set notation and the structure of mathematical systems.
- Calculate and perform operations with real and imaginary numbers.
- Know how to use functional notation and operations on functions.
- Simplify and solve algebraic fractions.
- Perform operations on polynomials, including factoring, long division, and synthetic division.
- Solve algebraic word problems involving mixtures, money, integers, and work.
- Evaluate and solve radical expressions and equations.
- Solve systems of equations with graphing, substitution, and matrices.
- Graph and solve quadratic equations, including conic sections.
- Graph and solve exponential and logarithmic equations.
- Explore trigonometric identities and functions using the Unit Circle, graphs and modeling.
- Calculate permutations, combinations, and complex probabilities.
- Interpret sample surveys, normal distributions and observational studies.

# GEOMETRY

## COURSE OVERVIEW

Geometry is a full year, high school math course for the student who has successfully completed the prerequisite course, Algebra I. The course focuses on the skills and methods of linear, coordinate, and plane geometry. In it, students will gain solid experience with geometric calculations and coordinate plane graphing, methods of formal proof, and techniques of construction.

By the end of the course, students will be expected to do the following objective:

- Understand defined terms, axioms, postulates, and theories.
- Apply rules of formal logic and construct proofs in two-column format.
- Know how to solve for angles given parallels, perpendiculars, and transversals.

- Demonstrate how to solve for sides and angles of triangles, quadrilaterals, and polygons.
- Understand trigonometric ratios and know how to use them to solve for unknown sides and angles in given triangles as well as application word problems.
- Be able to determine arcs, chords, and sectors of circles.
- Calculate perimeter, area, and volume of figures and solids. • Graph lines and determine slopes, midpoints, and distances.
- Make geometric constructions on paper.
- Represent results of motion geometry (translation, rotation, reflection, dilation).
- Calculate simple probabilities using addition, multiplication, permutations, combinations, and frequency table.

## **PRE-CALCULUS**

### **COURSE OVERVIEW**

Pre-calculus is a full-year, high school credit course that is intended for the student who has successfully mastered the core algebraic and conceptual geometric concepts covered in the prerequisite courses: Algebra I, Geometry, and Algebra II. The course primarily focuses on the skills and methods of analytic geometry and trigonometry while investigating further relationships in functions, probability, number theory, limits, and the introduction of derivatives.

Upon successfully completing the course, students should have mastered the following concepts:

- Perform operations on functions including composition and inverses.
- Graph, evaluate, and solve exponential and logarithmic functions and equations.
- Utilize the unit circle in evaluating trigonometric identities; prove trigonometric identities; graph trigonometric functions and their inverses.
- Solve application problems involving right triangle trigonometry, special right triangles, and law of sines and cosines.
- Convert between Cartesian and polar forms; graph equations in polar coordinates.
- Graph and solve quadratic equations that include conic sections.
- Calculate probabilities, combinations, and permutations.
- Calculate summations and limits of functions.
- Relate analytical operations of limits, slope of a tangent line, and the definition of a derivative.

## **BIOLOGY**

### **COURSE OVERVIEW**

Biology is intended to expose students to the designs and patterns of living organisms that have been created by God. In preceding years, students should have developed a foundational understanding of life sciences. This biology course will expand upon that knowledge and incorporate more abstract knowledge. The student's understanding should encompass both the micro and macro aspects of life and this biology course includes both. The major concepts covered are taxonomy, the chemical basis of life, cellular structure and function, genetics, microbiology, botany, human anatomy and physiology, and ecological principles.

Students at this level should show development in their ability and understanding of scientific inquiry. The units contain experiments and projects that seek to develop a deeper conceptual meaning for the student and actively engage the student. The continued exposure of science concepts and scientific inquiry will serve to improve the student's skill and understanding.

Biology should be preceded or accompanied by an Algebra I course.

Upon completion of the course, students should be able to do the following:

- Classify different animals using taxonomy.
- Demonstrate a knowledge of molecular structure as it relates to organic compounds.
- Use a microscope to study microscopic organisms.
- Describe cells, their different parts, and the function of a cell.
- Discuss the different parts of a plant.
- Describe and explain the function of each system in the human body.
- Perform Punnett square functions to determine probability of inheritance.
- Differentiate between mitosis and meiosis and between asexual and sexual reproduction.
- Understand the impact man has on the environment.

## **CHEMISTRY**

### **COURSE OVERVIEW**

Chemistry is intended to expose students to the designs and patterns in the world that God has created. In preceding years, students should have developed an understanding for the macroscopic properties of substances and been introduced to the microstructure of substances. This chemistry course will expand upon that knowledge, further develop the microstructure of substances, and teach the symbolic and mathematical world of formulas, equations, and symbols. The major concepts covered are measurement, atomic structure, chemical formulas and bonding, chemical reactions, stoichiometry, gases, chemical equilibrium, and organic chemistry.

Students at this level should show development in their ability and understanding of scientific inquiry. The units contain experiments and projects that seek to develop a deeper conceptual meaning for the student and actively engage the student. The continued exposure of science concepts and scientific inquiry will serve to improve the student's skill and understanding.

Chemistry should be preceded by an Algebra I course and preceded or accompanied by an Algebra II course.

Upon completion of the course, students should be able to do the following:

- Calculate and convert units using scientific notation and significant figures.
- Explain the differences between elements, compounds, and mixtures.
- Use Avogadro's number and the gas laws to calculate different variables in chemistry examples.
- Explain and use the periodic table.
- Recognize symbols for common elements.
- Differentiate between the different types of bonds.
- Predict how different elements will react.
- Describe acid-base reactions and redox reactions.
- Demonstrate an understanding of organic chemistry and carbon compounds.

## **EARTH SCIENCE**

### **COURSE OVERVIEW**

Earth Science is a high school science course that explores Earth's structure, interacting systems, and place in the universe. The course uncovers concepts and processes found in:

- Astronomy-Earth's place in and interaction with space.
- Geology – physical structure and dynamic processes,
- Meteorology – atmosphere, weather and climate, and
- Oceanography – oceans and marine life.

Students will have the opportunity to evaluate and explore many scientific concepts by participating in interactive lab sessions, conducting hands-on activities, and completing projects designed to improve the understanding of earth and its dynamic functions.

Upon completion of the course, students should be able to do the following:

- Gain increased awareness about where Earth came from, how Earth functions and sustains life, and how the many systems and processes of Earth rely on and balance one another.
- Improve scientific evaluation skills and apply them to the study of Earth's physical geography and dynamic processes.
- Discover tools that allow for the study of Earth and its further exploration.

## **PHYSICS**

### **COURSE OVERVIEW**

Physics is intended to expose students to the design and order in the world that God has created. In preceding years, students should have developed a basic understanding of the macroscopic and microscopic world of forces, motion, waves, light, and electricity. The physics course will expand upon that prior knowledge and further develop both. The curriculum will also seek to teach the symbolic and mathematical world of formulas and symbols used in physics. The major concepts covered are kinematics, forces and motion, work and energy, sound and light waves, electricity and magnetism, and nuclear physics.

Students at this level should show development in their ability and understanding of scientific inquiry. The units contain experiments and projects that seek to develop a deeper conceptual meaning for the student and actively engage the student. The continued exposure of science concepts and scientific inquiry will serve to improve the student's skill and understanding.

Physics should be preceded by Algebra I and II courses and geometry.

Upon completion of the course, students should be able to do the following:

- Use scalars and vectors to visualize and calculate concepts of motion.
- Articulate Newton's and Kepler's laws of motion.
- Demonstrate an understanding of how energy is transferred and changed from one form to another.
- Describe how sound and light waves act and react.
- Differentiate between static and current electricity and describe each one.
- Know the relationship between magnetism and electricity.
- Have a general understanding of atomic theory, including fusion and fission.

## OFFICE APPLICATIONS I

### COURSE OVERVIEW

Office Application I is a semester-length high school elective that explores the use of application skills in Microsoft Word, Publisher, and PowerPoint 2010. Students will use these applications to design, develop, create, edit, and share business documents, publications, and presentations. This course provides key knowledge and skills in the following Microsoft Office applications:

1. Microsoft Word: Students are provided with an introduction to advanced skills in Microsoft Word that range from simply developing an understanding of the various of Word to more complex explorations of mail merge, tab stops, reference resources, and additional features available in backstage view.
2. Microsoft Publisher: Students learn to create publications, insert and edit publication items, and view, review, and share those publications.
3. Microsoft PowerPoint: Students will learn how to create presentation, enter and modify content, modify and deliver presentation, and collaborate and share PowerPoint presentations.

Upon completion of the course, students should be able to do the following:

- Select key applications to communicate effectively in a business setting.
- Analyze and select the most appropriate application for a specified business situation.

- Apply word processing, presentation, and desktop publishing skills using Microsoft Word, PowerPoint, and Publisher to the business environment.
- Transfer formatting skills gained in Microsoft Word to other Microsoft Office applications.

## **OFFICE APPLICATIONS II**

### **COURSE OVERVIEW**

Office Application II is a semester-length high school elective course that explores the use of application skills in Microsoft Excel and Microsoft Access. Students will use these applications to design, develop, create, edit, and share business spreadsheet and database documents. This course key knowledge and skills in the following areas:

1. Introduction to advanced skills in Microsoft Excel ranging from basic spreadsheet terminology to exploring data entry, formatting, formulas, functions, charts, graphics, and additional features available in backstage view.
2. Skills in Microsoft Access, ranging from basic relational database terminology to creating and modifying tables, forms, queries, and reports.

By the end of the course, students should be able to:

- Select key technology to effectively track business data.
- Apply introductory to advanced spreadsheet skills using Microsoft Excel.
- Apply relational database skills using Microsoft Access.

## **PERSONAL FINANCIAL LITERACY**

### **COURSE OVERVIEW**

Personal Financial Literacy is a semester-length elective designed to help high school students prepare for success in making financial decisions throughout their lives.

Topics in the course address the advantages of making sound financial decisions in both the short and long term, income planning, money management, saving and investing, and consumer rights and responsibilities.

Upon completion of Personal Financial Literacy, students should possess the knowledge and skills needed to do the following:

- Find and evaluate financial information from a variety of sources when making personal financial decisions.
- Understand the role of income, taxes, and research in developing and planning a career path.
- Develop systems for managing money (including saving and investing) tied to personal financial goals.
- Recognize and understand a consumer's rights and responsibilities in a complex world market.

## **HIGH SCHOOL HEALTH**

### **COURSE OVERVIEW**

High School Health is a health science elective course that introduces students to what good health is, why good health is important, and what students should do to achieve good health.

Upon completion of the course, students should be able to do the following:

- Demonstrate an awareness of health as it applies to their own bodies, minds, and emotions.
- Demonstrate an awareness of health as it applies to their living environments.
- Identify the components of a healthy lifestyle and set reasonable goals to achieve a lifestyle of wellness.
- Understand that incorporating sound health practices creates a lifestyle of moderation and wellness.
- Understand the responsibility of properly stewarding the bodies God has given them as directed in the Bible.
- Describe health as it applies to broader society, the world, and their own responsibility to stimulate good health around them.

## **SPANISH I**

### **COURSE OVERVIEW**

Spanish I is an entry level high school foreign language course that explores the Spanish language through communication, culture, connections, comparisons, and communities.

Course materials are designed to support students as they work to gain a basic proficiency in speaking, listening, reading, and writing Spanish, and cultural competency.

Upon completion of the course, students should be able to do the following:

- Use Spanish in everyday situations in a basic manner and in both oral and written communication.
- Use vocabulary necessary to function as a tourist in Spanish-speaking countries.
- Demonstrate a basic knowledge of the Spanish-speaking world.
- Listen to and understand basic passages in Spanish related to various themes.
- Read and understand basic passages in Spanish related to various themes.
- Compare and contrast cultural aspects of Hispanic countries and the United States.

Spanish I introduce students to the mechanics of the Spanish language, acquaints them with the cultural differences of Hispanic countries, and helps them gain a keen awareness of their own culture.

## **SPANISH II**

### **COURSE OVERVIEW**

Spanish II is a high school foreign language course that builds upon skills and concepts taught in Spanish I, emphasizing communication, cultures, connections, comparisons, and communities.

Course materials are designed to support students as they work to gain a basic proficiency in speaking, listening, reading, and writing Spanish, and cultural competency.

Upon completion of the course, students should be able to do the following:

- Use Spanish in everyday situations in both oral and written communication.
- Use vocabulary necessary to live in a Spanish-speaking country.
- Demonstrate an understanding of Hispanic countries.
- Listen to and understand passages in Spanish related to various themes.
- Read and understand passages in Spanish related to themes.
- Compare and contrast cultural aspects of Hispanic countries and the United States.

This course gives students practice using the mechanics of the Spanish language, acquaints them with the cultural differences of Hispanic countries, and helps them gain a keen awareness of their own culture.