



**High School
Course Descriptions
2026-2027**

"Empowering Students to Impact the World"

**Eagle's Landing Christian Academy
College Prep Diploma
Graduation Requirements**

4 credits	-Bible
4 credits	-English
4 credits	-Mathematics (Algebra I and above)
4 credits	-Science (Must include a ¹ Biology; ² Chemistry; ³ Physics) - any level
4 credits	-Social Science (Must include ¹ World Geography or AP Human Geography; ² World History; ³ US History; ⁴ American Gov./Economics) - any level
2 credits	-Foreign Language (2 years same language)
½ credit	-Health
½ credit	-Physical Fitness
3 credits	-additional credits one which must be a Fine Art

***26 credits total**

**Eagle's Landing Christian Academy
General Diploma
Graduation Requirements**

4 credits	-Bible
4 credits	-English
4 credits	-Mathematics (Algebra I and above)
4 credits	-Science (Must include ¹ Biology; ² Chemistry; ³ Physics) - any level
4 credits	-Social Science (Must include ¹ World Geography or AP Human Geography; ² World History; ³ US History; ⁴ American Gov./Economics) - any level
½ credit	-Health
½ credit	-Physical Fitness
3 credits	-additional credits one which must be a Fine Art

***24 credits total**

HOPE and ZELL MILLER SCHOLARSHIPS

HOPE Scholarship-

- 3.0 GPA as calculated by the Georgia Student Finance Commission (GSFC) in core curriculum courses (English, Math, Science, Foreign Language, Social Science)
- Rigor requirements

WHAT ARE RIGOR REQUIREMENTS?

Rigor courses: *Advanced Math, Advanced Science, Advanced Foreign Language, Advanced Placement (AP) in core subjects, International Baccalaureate (IB) in core subjects, Dual Credit Enrollment courses in core subjects taken at an eligible postsecondary institution.*

- Students graduating on or after May 1, 2017, must pass four courses from the rigor list.

Zell Miller Scholarship-

- Designated valedictorian or salutatorian OR
- 3.7 GPA as calculated by GSFC in core curriculum courses.
- Rigor requirements
- Test component:
 - 1200 SAT combined score (Critical Reading and Math)
 - OR
 - 26 ACT composite score

ELCA Rigor Courses Offered 2026-2027

ACADEMIC CORE ELECTIVES AP Computer Science AP Psychology AP Seminar AP Research ENGLISH AP English Language/Composition AP English Literature/Composition MATH Algebra II Honors Algebra II Algebra III Adv. Algebra/Trigonometry AP Pre-calculus Calculus AP Calculus Statistics AP Statistics	SOCIAL STUDIES AP Human Geography AP World History: Modern AP US History AP Government SCIENCE AP Biology Chemistry Honors Chemistry AP Chemistry Intro. to Physics Honors Physics AP Physics Adv. Physics/Robotics Human Anatomy	FOREIGN LANGUAGE Spanish II Spanish II Honors Spanish III Honors Spanish IV Honors AP Spanish Language DUAL ENROLLMENT DE American History I DE American History II DE American Government DE Economics with Financial Literacy DE General Psychology DE Intro. to Sociology DE Computer Science
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HOW GPA IS CALCULATED

Letter Grade	Numerical	Standard GPA	Honors/*DE GPA	*AP GPA
A+	99-100	4.50	4.75	5.00
A	92-98	4.25	4.50	4.75
A-	90-91	4.00	4.25	4.50
B+	88-89	3.50	3.75	4.00
B	82-87	3.25	3.50	3.75
B-	80-81	3.00	3.25	3.50
C+	78-79	2.50	2.75	3.00
C	76-77	2.25	2.50	2.75
C-	74-75	2.00	2.25	2.50
D+	73	1.50	1.75	2.00
D	71-72	1.25	1.50	1.75
D-	70	1.00	1.25	1.50
F	0-69	0.00	0.00	0.00

*AP- Advanced Placement; *DE- Dual Enrollment

<i>Academic Core Electives and General Electives</i>	
Grade	Standard/AP/DE
9th grade	Academic Core: AP Computer Science AP Psychology AP Seminar AP Research DE General Psychology DE Introduction to Sociology General: Institute at Eagles Landing Ministry Internship Introduction to Business and Technology Introduction to Software Technology Information Technology Internship Journalism-Yearbook DE Computer Networking Fundamentals DE Program Design and Development DE Leadership and Public Speaking DE World Religions
10th grade	
11th grade	
12th grade	

ADVANCED PLACEMENT COMPUTER SCIENCE- *Hope rigor course:

Prerequisite: It is recommended students have successfully completed a first-year high school algebra course with a strong foundation on basic linear functions and composition of functions, and problem-solving strategies that require multiple approaches and collaborative efforts. In addition, students should be able to use a Cartesian (x, y) coordinate system to represent points in a plane.

* Board of Regents has approved as a fourth science

This advanced course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. This and any computer science course builds upon a foundation of mathematical and computational reasoning that will be applied throughout the study of the course.

ADVANCED PLACEMENT PSYCHOLOGY- *HOPE rigor course:

Recommended Prerequisites: 90% or higher in previous history classes: PSAT or SAT in the 75th percentile in reading/writing: Teacher recommendation.

This course introduces students to the systematic and scientific study of human behavior and mental processes. Students will explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development and learning, social psychology and personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

ADVANCED PLACEMENT SEMINAR/RESEARCH- *HOPE rigor course:

AP Capstone™ is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP® courses — **AP Seminar and AP Research** — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources to develop credible and valid evidence-based arguments. In AP Research, students cultivate the skills and discipline necessary to conduct independent research and inquiry to produce and defend their scholarly work.

The AP Capstone program aims to empower students by: **1.** engaging them with rigorous college-level curricula focused on the skills necessary for successful college completion; **2.** extending their abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts; **3.** enabling them to collect and analyze information with accuracy and precision; **4.** cultivating their abilities to craft, communicate, and defend evidence-based arguments; and **5.** providing opportunities for them to practice disciplined and scholarly research skills while exploring relevant topics that appeal to their interests and curiosity.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate™

MINISTRY INSTITUTE INTERNSHIP BY EAGLES LANDING:

The purpose of the Ministry Internship is to equip high school juniors and seniors with a foundational understanding of church ministry by providing hands-on experience across the ministries of ELFBC. Practical application is the core of this internship. The primary goal of the program is to allow students to explore a potential calling to vocational ministry. Application required.

Responsibilities include:

- Develop skills to communicate with ministry leaders, pastors, and volunteers.
- Assist in planning and executing weekly worship services and special events.
- Support children's, student, and adult ministries through preparation, set-up, and volunteer coordination.
- Assist in organizing and leading small groups, Bible studies, or discipleship environments.
- Participate in outreach and community engagement initiatives.
- Help manage ministry logistics, including scheduling, communication, and resource distribution.
- Assist with Sunday morning guest services, hospitality, and follow-up processes.
- Support media and communications tasks such as creating announcements, preparing slides, or updating webpages.
- Assist in updating ministry documentation, processes, and training materials.
- Contribute to planning and executing service projects and mission opportunities.
- Collaborate with ministry staff on ongoing projects and initiatives.
- Perform special assignments as determined by ministry leadership.

INTRODUCTION TO BUSINESS AND TECHNOLOGY:

The content of this class provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students learn essentials for working in a business environment, managing a business, and owning a business.

INFORMATION TECHNOLOGY INTERNSHIP:

The purpose of the IT internship is to prepare high school juniors and seniors for entry into the world of information technology by providing an understanding of the information technology functions at ELFBC/ELCA. Practical application is the foundation of this internship. The primary incentive of this program is the opportunity to investigate a career opportunity in the information technology industry with hands on experience prior to graduation. The internship is not a paid position and an application is required.

Responsibilities include:

- Develop skills to communicate with IT professionals.
- Assist in performing system backup and maintenance functions.
- Assist in installation of Mac and PC hardware and software.
- Assist in network and hardware troubleshooting.
- Assist in performing preventative maintenance and upgrades on Mac and PC computers.
- Assist in needs analysis for projects and in research for solutions for those needs.
- Assist in updating user and technical documentation.
- Assist in the maintenance and performance tuning of application databases.
- Create and publish interactive reports.
- Assist in managing, maintaining, developing, designing, and updating the ELCA intranet.
- Assist with the content management of the ELCA website.
- Assist in managing weekly ELCA Help Desk
- Assist in troubleshooting desktop problems for Mac and PC computers.
- Assist Information Technology Director and Instructional Technology Director with current projects.
- Perform special projects as determined by the IT staff.

JOURNALISM -YEARBOOK:

This class teaches layout and design principles for the yearbook publication. Students interested in this course must have good writing skills and be able to work cooperatively in a small group situation.

<i>Bible</i>	
Grade	Standard
9th grade	Introduction to Bible Literacy
10th grade	Systematic Theology
11th grade	Christian Apologetics & Worldview
12th grade	Christian Ethics

Bible classes at ELCA have as their goal to glorify God by magnifying the students' concept and understanding of the Sovereign God of the universe, His purpose and will for us.

BIBLICAL FOUNDATIONS:

This course is designed for new incoming ELCA High School students to provide an introductory framework for understanding the history, structure, & overarching storyline of the Bible which will assist with any remaining Bible classes while attending ELCA. Students will learn about the origins of the Bible and how the canon was formed and finalized as well as the structure and arrangement of the books within both the Old and New Testaments. Students will then walkthrough an overview of the entire biblical narrative from Genesis to Revelation while emphasizing the key concepts of kingdom, covenant, and Christ.

INTRODUCTION TO BIBLE LITERACY:

This course explores the Bible's metanarrative—Creation, Fall, Redemption, and Restoration—while separately surveying the Old and New Testaments to see how each book and event fits into God's overarching redemptive story. The metanarrative provides a framework for understanding the unity of Scripture, while the surveys of the Old and New Testaments focus on key themes, figures, and events. Together, these components are integrated to help students see how the details of the Bible contribute to its larger narrative. Students will also be introduced to the inductive method of Bible study, enabling them to observe, interpret, and apply Scripture in a way that deepens both understanding and personal faith.

SYSTEMATIC THEOLOGY:

This course is designed to equip students to read, study, and better understand the Word of God. Students will learn to properly study God's Word in context and apply its truth to their lives. This course will provide a survey on Christian Systematic Theology, challenging students to better understand ten major beliefs of Christian theology (the study of God) and training them in having a grounded theological basis founded in Scripture. We will dive into theological issues that have crossed the path of the Church for centuries, such as salvation and the Trinity. It is my desire that my students will truly understand and embrace the power of God's Word in light of their personal questions pertaining to God and His word. My hope for this class is to expose my students to the message of the Gospel of Jesus, the truth of God's Word, and the call to a renewed mind (Rom. 12:1-2).

CHRISTIAN APOLOGETICS & WORLDVIEW:

This course is designed for students to study the major issues one encounters when presenting and defending the Christian faith in our contemporary culture, with particular attention given to biblical reliability, the relationship of science and Christianity, the existence of God, problems of evil, and the uniqueness of Christ. Students will also learn to develop and present persuasive responses to those challenges. The students will learn to defend the Christian worldview by properly studying God's Word in context and applying its truth to their lives. This course will survey the five prominent worldviews and their stances and various cultural issues of the day.

CHRISTIAN ETHICS:

This course is designed to teach students to examine the theories and ideas in developing a biblical view of Christian ethics which includes establishing a response to current ethical problems facing Christians in modern culture. After successfully completing this course, the student will be able to: Analyze various past models of solving ethical dilemmas; Practice a biblical approach to developing a proper response to ethical problems; Deal with some ethical issues that plague the modern world; and Provide practical answers for Bible-believing Christians as they share with others how to live ethically in this present world.

<i>English</i>		
	Standard	Honors/AP
9th grade – English I	Literary Genres and Composition	Literary Genres and Composition Honors
10th grade – English II	World Literature and Composition	World Literature and Composition Honors
11th grade – English III	American Literature and Composition	American Literature and Composition Honors OR AP Language and Composition
12th grade – English IV	British Literature and Composition	British Literature and Composition Honors OR AP Literature and Composition

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION-HOPE rigor course:***

Recommended Prerequisites- 90% average or above in 10th grade Honors English; PSAT or SAT score in the 75th percentile (critical reading and writing); Teacher recommendation.

Summer reading required.

This course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading makes students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION-HOPE rigor course:***

Recommended Prerequisites- 90% average or above in 11th grade Honors English; PSAT or SAT score in the 75th percentile (critical reading and writing); Teacher recommendation.

Summer reading required.

Students develop keen analytical reading skills in preparation for collegiate work and the national AP exam. Students grapple with the application of literary theory and criticism. Each semester both short and long papers focusing on organization and clarity of thought are expected. Students study the great literature of Western Civilization and consider its revelations about society and humanity. Students gain fluency regarding literary methods and devices and become comfortable with analyzing poems from various periods such as the Renaissance, Metaphysical, Romantic, Victorian, Modern, and Post-Modern period. Reading assignments include 5-6 additional texts per semester.

ENGLISH I- LITERARY GENRES AND COMPOSITION:

Students are introduced to literary analysis and analytical writing through the study of short stories, plays, poetry, and novels. Students study the fundamentals of various literary elements and devices. The elements of composition are taught by experiencing a variety of writing styles and purposes. Students write logical, well-organized papers centered on well-written thesis statements. Students review and apply basic grammatical elements through continued practice. Proper documentation techniques are taught for writing formal and analytical essays (MLA citation). Students incorporate analysis of literary elements into a minimum of two formal essays each semester. Vocabulary words and PSAT strategies are practiced weekly.

ENGLISH I- LITERARY GENRES AND COMPOSITION HONORS:

Recommended Prerequisites: 90% average or above in 8th grade English; Teacher recommendation. Summer reading required.

This is an accelerated course designed to prepare each student for upper-level English course work. Students improve upon literary analysis, persuasive, creative and analytical writing through the study of classic literature including short stories, plays, poetry, and novels. Grammatical elements are reviewed through applied practice using a variety of writing formats. Students write logical, well-organized paragraphs and short essays that incorporate the five-paragraph structure. Proper documentation techniques are taught for writing formal and analytical essays (MLA citation) into a minimum of three formal essays each semester. Vocabulary and PSAT strategies are practiced weekly.

ENGLISH II- WORLD LITERATURE AND COMPOSITION:

This course is a survey of World Literature. Students read and analyze works of literature from various cultures by studying archetypal figures and themes through a variety of genres. Writing assignments focus on the analysis of literature and persuasive writing. In addition, students write informal essays often and develop a formal, analytical composition of 3-5 typed pages for each major literary work studied. Students write the basic five-paragraph essay with an introduction, body, and conclusion and are introduced to research skills in developing two short presentations and one 3-5-page research paper. Vocabulary and applied SAT strategies are practiced weekly.

ENGLISH II- WORLD LITERATURE AND COMPOSITION HONORS:

Recommended Prerequisites: 90% average or above in 9th grade English; 85th percentile ACT Aspire Reading Test; Teacher recommendation.

Summer reading required.

This course is an accelerated study of World Literature. Students should come to this class having mastered the structure of the five-paragraph essay; and capable of writing precise, informative thesis statements to introduce their arguments while utilizing MLA documentation format. Students read and analyze literary works from around the world through the study and application of archetypal figures and themes throughout a variety of genres. Students will improve upon literary analysis, persuasive, and analytical writing (focused on literature) with occasional creative topics. In addition, students write informal essays often and craft formal, analytical compositions of 5-7 typed pages each semester. Vocabulary words and applied SAT strategies are practiced weekly. Additional texts encompassing some independent study will be considered each semester.

ENGLISH III- AMERICAN LITERATURE AND COMPOSITION:

First semester of English III covers early American Literature and American Romanticism while the second semester covers American Realism and Naturalism and Modern American Literature. Grammar and composition are integrated into composition. The writing of analytical essays continues throughout the year. Other writings, including the informal, persuasive, and narrative essay are considered. Students learn a variety of strategies for excelling in the SAT verbal logic section and these strategies are practically applied. Finally, vocabulary and spelling will be a weekly component. Outside reading consist of two novels per semester.

ENGLISH III- AMERICAN LITERATURE AND COMPOSITION HONORS:

Recommended Prerequisite: 90% average or above in English Honors 10; Teacher recommendation. Summer reading required.

This course is a survey of American Literature. The focus is on literary texts in their historical contexts, as seen from a chronological perspective. Students identify literary movements and examine authors and their works as they are shaped by a constantly evolving national identity. The curriculum includes the birth of American Literature through Post-Modernism. The course is meant to impart insight into the American experience, as well as give students a secure foundation and literary base for transitioning into Advanced Placement coursework. Creative work is included, but emphasis is placed on the precise, well-documented analytical essay. This course demands constant attention to revision for clarity, conciseness, and textual evidence. In both class discussions and compositions, students apply critical literary terminology and articulate the distinguishing features of each literary genre.

ENGLISH IV- BRITISH LITERATURE AND COMPOSITION:

In this course students engage in a chronological study of British Literature from the Anglo-Saxon period to Modernism. Students are introduced to the development of Western society through the study of classic literature where they will recognize symbolism, theme, and other literary devices through the analysis of various works. The course offers opportunities for students to improve reading, writing, speaking/listening, and critical thinking skills. Writing instruction continues focusing on the integration of grammar, mechanics, and usage in the writing process.

ENGLISH IV- BRITISH LITERATURE AND COMPOSITION HONORS:

Recommended Prerequisites: 90% average or above in Honors English III; Teacher recommendation. Summer reading required.

In this course students engage in a chronological study of British Literature from the Anglo-Saxon period to Modernism. The content is similar to the regular British Literature class but moves at a faster pace and includes the study of more literary works. Students study the development of Western society through the study of classic literature. Marked emphasis is placed on writing skills, critical thinking, grammar, vocabulary, usage, and style. The composition portion emphasizes developing control in expository writing, moving toward precision in personal narrative, descriptive, and persuasive writing. Students continue to strengthen their independent reading and study skills. Students continue to analyze works through the identification of various literary devices.

<i>Fine Arts</i>	
9th grade	Comprehensive Art I Comprehensive Art II
10th grade	Ceramics I Ceramics II
11th grade	AP Studio Art Beginning Guitar
12th grade	Guitar Ensemble Advanced Wind Ensemble Stage Acting and Vocal Performance

COMPREHENSIVE ART I:

This course offers an introduction to art history, art criticism, aesthetic judgment, and studio production. Emphasis is placed on understanding and using elements and principles of design through a variety of media, processes, and visual resources. Students explore master artworks of historical and cultural significance. Student projects are graded strongly on effort and participation and less on skill.

COMPREHENSIVE ART II:

Prerequisite: Comprehensive Art I or the instructor's approval.

Comprehensive Art II enhances level one skills in art history, art criticism, aesthetic judgment, and studio production. Course content emphasizes and reinforces knowledge and application of the design elements and their relationships to the principles of design. Students will explore two- and three-dimensional art media and processes and investigate master artworks to increase awareness and the role of art and artists in past and contemporary societies.

CERAMICS I:

This class will provide students with an introduction to the characteristics of clay and design in clay using various techniques of construction and decoration. Emphasizes hand building and introduces other forming techniques, surface decoration, and glaze applications. In addition, students will examine the styles of ceramic works from Western and non-Western cultures.

CERAMICS II:

Prerequisite: Ceramics I

Advanced Ceramics expands on the ideas and skills gained in Ceramics 1: Intro to Ceramics. Students will explore and expand on a variety of ceramic techniques, including more complex hand-building, sculptural ceramics, and a variety of wheel-throwing. Students will continue to grow in their understanding of the elements and principles of art, which is an integral part of a strong portfolio. Students are encouraged to develop creative thinking and personal expression as well as the skills, techniques, and understanding needed to create quality work.

ADVANCED PLACEMENT STUDIO ART:

Prerequisite: Previous art courses and teacher approval.

The AP Art Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art program is designed for students who are seriously interested in the practical experience of art. The program consists of creating portfolios corresponding to the most common college foundation art courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios at the end of the year. Portfolios demonstrate the artistic skills and ideas students have developed and refined over the course of the year.

BEGINNING GUITAR:

This class introduces basic guitar techniques. Students will learn to read chord charts and tablature, play basic open chords, and practice simple strumming and picking patterns. Classes are limited to 20 students per class with priority given to upperclassmen.

GUITAR ENSEMBLE:

Prerequisite: Teacher approval

This course is designed for students who have had beginning guitar or are proficient in moving to a more advanced level. We will focus on building foundational skills with an emphasis on advanced techniques, music theory, and expanding repertoire.

ADVANCED WIND ENSEMBLE:

Prerequisite: Students must audition.

This class is comprised of high school students who thrive on the challenge of difficult wind literature. This is the highest-level performing group and members audition for placement. The Advanced Wind Ensemble only accepts the top students in the band program, being the premier band of the school. Students should expect a rigorous ensemble experience and be expected to practice outside of class.

STAGE ACTING & VOCAL PERFORMANCE

Students who enroll in this class will have the opportunity to study stage acting, film acting, and vocal musical performance. Stage acting will include both classical dialogue driven plays and large format musical productions. Film acting will include opportunities to be a lead in an original movie, as well as experiencing film shoots. Vocal performance will include large ensembles (chorus, show choir, musical theater) small ensemble vocal groups, as well as solo vocal performances.

<i>Foreign Language</i>		
	Standard	Honors/AP
9th grade	Spanish I Spanish II	Spanish I Honors Spanish II Honors
10th grade	Spanish I Spanish II	Spanish I Honors Spanish II Honors Spanish III Honors
11th grade	Spanish I Spanish II	Spanish I Honors Spanish II Honors Spanish III Honors Spanish IV Honors AP Spanish Language
12th grade	Spanish II	Spanish II Honors Spanish III Honors Spanish IV Honors AP Spanish Language

SPANISH I:

The Spanish I course develops the four language skills of reading, writing, speaking, and listening. Students learn the present tense while increasing their vocabulary. Students are exposed to the culture, history, and geography of the Spanish-speaking world.

SPANISH I HONORS:

Prerequisite: Teacher recommendation

Honors Spanish is for the student who has an aptitude and interest in linguistics and has the desire to become fluent in a second language. The honors course moves at a faster pace and introduces more vocabulary than the standard course; emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Spanish-speaking cultures.

SPANISH II- *HOPE rigor course:

The Spanish II course continues the development of the four language skills of listening and understanding, reading, writing, and speaking at a more advanced level. Students learn past and imperfect tenses. In addition, students continue to enrich their knowledge of the culture, history, and geography of the Spanish-speaking world.

SPANISH II HONORS- *HOPE rigor course:

Recommended Prerequisites: 90% or above in Spanish I; Teacher recommendation.

This Spanish II course proceeds at a faster pace than Spanish II. The course continues the development of the four language skills of reading, writing, speaking, listening, and understanding. This is achieved by using different methods which include repetition, drilling, aural and reading comprehension exercises, writing assignments (including letter-writing, compositions, poems), oral activities (including dialogues, skits, one-act plays, presentations). Students learn past and imperfect tenses and some indicative and subjunctive modes along with increasing their vocabulary. Students also continue to enrich their knowledge of the culture, history, and geography of the Spanish-speaking world.

SPANISH III HONORS- *HOPE rigor course:

Prerequisites: Spanish II; Teacher recommendation.

Spanish III course offers a more thorough knowledge of the Spanish language. Important principles of grammar are reviewed, and new grammatical elements are introduced. The emphasis shifts towards communication in the language where conversation is emphasized through presentations, paired activities, and role play. Students are also assigned several written and oral reports on specific topics. Vocabulary and grammar continue to be emphasized. Reading skills are reinforced by selected readings of short stories, poems, authentic newspaper articles and text materials. The class is conducted almost exclusively in Spanish.

SPANISH IV HONORS- *HOPE rigor course:

Prerequisites: Spanish III Honors; Teacher recommendation.

Spanish IV provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Level four provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities for a broader and more extensive understanding of Spanish culture. The class is conducted almost exclusively in Spanish.

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE- *HOPE rigor course:

Prerequisites: Spanish III Honors; Teacher recommendation.

The AP Spanish course takes a holistic approach to language proficiency. Students learn language in context and use them to convey meaning. The instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. The course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. The course is taught in the target language.

<i>Mathematics</i>		
	Standard	Honors/AP
9th grade	Algebra I Geometry	Geometry Honors
10th grade	Geometry Algebra II	Algebra II Honors
11th grade	Algebra II Adv. Algebra/Trigonometry Statistics	AP Pre-Calculus
12th grade	Adv. Algebra/Trigonometry Algebra III Statistics, Calculus	AP Calculus AB AP Statistics

ALGEBRA I:

Algebra I is designed to provide students with a comprehensive view of linear relationships from both an equation- and a function-based standpoint. Students' understanding of algebra grows from noting and generalizing patterns in numerical settings to using variables to describe, investigate, and represent linear and nonlinear relationships. Students develop strategies for conceptualizing, representing, and solving problems involving linear relationships. In this way, Algebra I provides a bridge from the study of patterns and relations in previous grades to the study of linear functions. In Algebra I, functions are represented by tables, graphs, symbolic and verbal expressions, and formulas. Learning experiences support the development of the ability to distinguish between linear and nonlinear phenomena found in biology, chemistry, business, and other disciplines.

ALGEBRA II- *HOPE rigor course:

Prerequisite: Algebra I

This course of study prepares students to be able to relate and apply algebraic concepts to geometry, statistics, data analysis, probability, and discrete mathematics. Algebra II is designed to develop students' knowledge of algebra and functions in three major ways. The first is to develop knowledge of polynomial functions and equations, including their behavior and applications. The second is to examine other nonlinear functions and equations—absolute value, rational, radical, logarithmic, and exponential functions—and their behavior and applications. The third is to examine, using matrix methods, the nature of solutions, methods of solution, and applications of systems of equations and inequalities.

ALGEBRA II HONORS- *HOPE rigor course:

Prerequisites: 90% average or higher in Algebra I; Teacher recommendation

This course of study is for students who are well-prepared for a thorough and challengingly paced study of algebraic concepts as they relate and are applied to geometry, statistics, data analysis, probability, and discrete mathematics. Students integrate an understanding of polynomial, exponential, and logarithmic functions and their applications with knowledge of matrices and counting techniques to investigate and model a variety of mathematical and real-world problems. Students design and conduct experiments, surveys, and observational studies and communicate their findings.

ALGEBRA III- *HOPE rigor course:

Prerequisites: Algebra I, II, and Geometry

Algebra III is a culminating course designed to ensure career and college readiness. Realistic problem solving in concrete situations is emphasized. Algebraic and geometric topics are approached using numerical methods and appropriate technology. Concepts include but not inclusive: use of complex numbers in polynomial identities and equations, use of polynomial identities to solve problems, the rewrite of rational expressions, constructing and comparing linear, quadratic, and exponential models and solve problems, extend the domain of trigonometric functions, apply geometric concepts in modeling situations, make inferences and justify conclusions from sample surveys, experiments, and observational studies.

GEOMETRY:

9th Grade Prerequisite: 80 percent or higher; Teacher Recommendation

10th Grade Prerequisite: Algebra I

This course of study prepares students to be able to learn and apply geometry in making connections from concrete examples to abstract concepts. Topics include, but are not limited to, angles, parallel lines, polygons and polyhedrons, area, volume, circles and spheres, similarity, and transformation. Students taking this course review and use first-year algebraic concepts.

GEOMETRY HONORS:

Prerequisites: 95 percent or higher in Algebra I; Passed Diagnostic Test; Teacher recommendation

This course of study is for students who are well-prepared for a thorough and challengingly paced study of geometry. A sound foundation in first-year algebra is required and review of those topics will be minimal. Honors geometry uses informal and formal logical reasoning processes including deductive and inductive reasoning, synthetic, coordinate, and transformation approaches to study congruence, similarity, parallelism, symmetry, and perpendicularity. This course demonstrates math's usefulness and encourages independent thinking.

ADVANCED ALGEBRA/TRIGONOMETRY- *HOPE rigor course:

Prerequisites: 80 percent or higher in Algebra II

In this course of study, students concentrate on developing proficient advanced algebra and trigonometry skills. The emphasis is on real and complex numbers, vectors, matrices, sequences, series, probability, statistics, conic sections, functions, and problem solving. The course reinforces concepts from previous algebra and geometry courses and approaches problem-solving using a variety of techniques. The strategies used throughout the course prepare students well for college entry-level courses and is foundational for higher level math studies.

AP PRE-CALCULUS - *HOPE rigor course:

Prerequisites: Honors Geometry and Honors Algebra II; 90% average or higher in Algebra II; Passed Diagnostic Test; Teacher recommendation

This course of study is for students who are well-prepared for advanced mathematics and who will probably go on to take AP Calculus or AP Statistics. Students develop skills in proficiency in algebraic, numerical, graphical, and verbal methods of representing problems. The class utilizes graphing calculators extensively.

Topics include, but are not limited to, functions, graphs, solving equations and inequalities, polynomial functions, exponential and logarithmic functions. Previous experience with trigonometry is helpful, but not a prerequisite. A sound foundation in second-year algebra is required and review of those topics is minimal.

*Not an NCAA-approved core course

CALCULUS- *HOPE rigor course:

Prerequisites: Trigonometry or Pre-calculus; Teacher recommendation.

This course is a study of functions with applications, and an introduction to differential calculus. Topics include a review of algebra and functions, mathematical modeling with elementary functions, rates of change, inverse functions, logarithms and exponential functions, the derivative, and differential equations.

Pre-calculus topics are reviewed when they are needed in the development of calculus. Topics include graphical interpretations of the derivative, zeroes of functions, optimization, related rates, a review of trigonometry, modeling with trigonometric functions, anti-differentiation, and the Fundamental Theorem of Calculus. Upon completion of this course a student will have studied much of the material on the Fundamental Theorem of Calculus.

STATISTICS- *HOPE rigor course:

Prerequisites: 80 percent or higher in Algebra II

In the statistics course, students concentrate on developing proficient advanced algebra and trigonometry skills. The focus of this course is to develop the skills required to collect, collate, and analyze data. Emphasis is placed on a variety of applications, data analysis, problem -solving. Course topics include but are not limited to the nature of data, probability, estimates, hypothesis testing, inferences, correlation, regression, and variance. The course is for advanced math student who would like to take statistics but is not ready for or does not desire the Advanced Placement level.

ADVANCED PLACEMENT CALCULUS AB- *HOPE rigor course:

Prerequisites: 90% average or higher in Trigonometry or AP Pre-Calculus; PSAT or SAT math score in the 75th percentile; Teacher recommendation.

This course is designed to prepare students for the AP Calculus AB exam administered annually through the College Board. The course of study is for students who have mastery of advanced mathematics concepts and who will probably go on to take college calculus. A sound foundation and application of algebraic and trigonometric topics is required. Students are taught the rule of four: Ideas can be investigated analytically, graphically, numerically, and verbally. Students are expected to relate the various representations to each other. Students are expected to explain problems orally using proper vocabulary and terms and to be able to justify their solutions to problems in well written sentences.

ADVANCED PLACEMENT STATISTICS- *HOPE rigor course:

Recommended Prerequisite: 90% average or higher in AP Pre-calculus; PSAT or SAT math score in the 75th percentile; Teacher recommendation.

The AP Statistics course prepares students for the College Board Advanced Placement Exam which is given in May. AP Statistics is a rigorous, non-calculus-based course intended to be the equivalent of a first-year college level course. The course is guided by the AP syllabus and covers the following areas: organizing data, normal, binomial, geometric, and sample distributions, correlation, experimental designs, probability, and statistical inference and testing. Decision-making and justification of statistical hypotheses are emphasized. Students must be active participants since the “best” learning occurs when students are actively involved in the learning process. Calculators are used extensively to allow students to investigate and explore statistical concepts. Effective communication skills are developed through regular written analysis of real data.

<i>Physical Education and Health</i>	
9th grade	Personal Fitness: Lifetime Sports Personal Fitness: Varsity Sports *Health – NEW students to ELCA in 9 th grade
10th grade	
11th grade	
12th grade	

PERSONAL FITNESS: LIFETIME SPORTS (1ST SEMESTER):

This course focuses on sports and games that one may utilize to maintain an active lifestyle for a lifetime. It introduces instruction in methods to attain a healthy level of physical fitness; implements a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance; includes instruction in fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies, and consumer information; and promotes self-awareness and responsibility for fitness.

ADVANCED PERSONAL FITNESS: LIFETIME SPORTS (2ND SEMESTER):

This course focuses on sports and games that one may utilize to maintain an active lifestyle for a lifetime. It provides advanced instruction to assist students in applying methods to attain a healthy level of physical fitness; implements a lifetime fitness program based on a personal fitness assessment focused on strength, muscular endurance, flexibility, body composition, and cardiovascular endurance; and includes fitness advanced instruction in principles and nutritional concepts introduced in Personal Fitness.

PERSONAL FITNESS: VARSITY SPORTS (1ST SEMESTER):

This course focuses on weight training. It introduces instruction in methods to attain a healthy level of physical fitness; implements a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance; includes instruction in fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies, and consumer information; and promotes self-awareness and responsibility for fitness.

ADVANCED PERSONAL FITNESS: VARSITY SPORTS (2ND SEMESTER):

This course focuses on sports and games that one may utilize to maintain an active lifestyle for a lifetime. It provides advanced instruction to assist students in applying methods to attain a healthy level of physical fitness; implements a lifetime fitness program based on a personal fitness assessment focused on strength, muscular endurance, flexibility, body composition, and cardiovascular endurance; and includes fitness advanced instruction in principles and nutritional concepts introduced in Personal Fitness.

HEALTH:

**NEW students to ELCA in 9th grade.*

This course is an integrated approach to health through a Biblical perspective on the mental, physical, and social aspects of life. Students will learn how each aspect contributes to the total spiritual and physical well-being of an individual. The course emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health. In addition, the course includes fitness principles and promotes self-awareness and responsibility for fitness. The course will encourage students to experience God through His word and seeks to enable students to rightly interpret the Word of Truth for living a healthy life.

<i>Science</i>		
	Standard	Honors/AP/DE
9th grade	Biology I	Biology I Honors
10th grade	Chemistry Human Anatomy Environmental Science	AP Biology Chemistry Honors
11th grade	Chemistry Human Anatomy Environmental Science Introduction to Physics	AP Biology Chemistry Honors AP Chemistry Physics Honors AP Physics AP Computer Science DE Computer Science
12th grade	Chemistry Human Anatomy Environmental Science Introduction to Physics Adv. Physics Principles/Robotics	AP Biology Chemistry Honors AP Chemistry Physics Honors AP Physics AP Computer Science DE Computer Science

BIOLOGY:

Biology is the “Science of Life.” It examines the form and function of all living things, from the cellular level to populations of organisms. Biology seeks to understand how these organisms relate to each other as well as to the environment in which they thrive. Biologists continue to be leading players in discoveries relating to health and medicine, environmental stewardship, and technological advancement. In addition, biological knowledge allows one to delve deeper into the heart and mind of the Creator and thus serves to strengthen one’s faith in God.

During semester 1, this course focuses on structures and processes of the cell. Second semester focuses on the major kingdoms, including plants and animals. This course is a lab science, which means students spend a large amount of time working on biology labs. These labs include microscope work, dissections, and working with living organisms.

BIOLOGY HONORS:

Recommended Prerequisites: 90% average or above in 8th grade science; Teacher recommendation.

Honors Biology is a course designed to challenge students above and beyond the requirements of general biology (see Biology course description). The pace and rigor of the class reflect that it is an honors course. Students will engage in inquiry-based labs in which they will learn to design and conduct their own experiments as they explore the living world. Upon completing the course, students may then choose to progress to AP Biology.

ADVANCED PLACEMENT BIOLOGY- *HOPE rigor course:

Recommended Prerequisites: 90% average or higher in Biology; PSAT or SAT score in the 75th percentile; Must have completed Chemistry or be taken concurrently; Teacher recommendation.

Advanced Placement Biology is an upper-level college-preparatory biology course designed to prepare students to successfully pass the College Board’s AP Biology Exam for AP Biology credit at an accredited college. As required by the College Board, this course provides a detailed grounding in the core concepts of biochemistry, molecular biology, classic and molecular genetics, population biology, reproduction and development, evolutionary biology, the comparative biology of plants, animals, and microbes, and the function of ecological systems. AP Biology also provides laboratory exercises designed to illustrate key ideas and teach students how biologists use experimental data to test scientific hypotheses.

CHEMISTRY- *HOPE rigor course:

Prerequisites: Biology and Algebra I.

Chemistry is the science of matter at the atomic to molecular scale, dealing primarily with collections of atoms. Students will gain experience in formulating ideas, discovering evidence to support those ideas, and practical applications. Some concepts covered, but are not limited to classification of matter, atomic structure, periodic properties, molecular structure, chemical bonding, and acids and bases. Chemistry deals with the composition and statistical properties of matter, as well as their transformations and interactions to become materials encountered in everyday life. Students are expected to record lab data and transform their data into thorough lab reports.

CHEMISTRY HONORS- *HOPE rigor course:

Recommended Prerequisites: 90% average or above in Biology; Algebra I; Teacher recommendation.

Students in Chemistry Honors study materials, their composition and structure and the changes they undergo. Through research and experimentation, students gain experience in formulating ideas, discovering evidence to support those ideas, and practical applications regarding real world concepts. Topics include but are not limited to classification of matter and energy; atomic and molecular structure; chemical reactions and bonding; kinetic theory; acids, bases, and salts; and oxidation and reduction. Students will be expected to record lab data and transform their data into thorough lab reports.

ADVANCED PLACEMENT CHEMISTRY- *HOPE rigor course:

Recommended Prerequisites: 90% average or above in Chemistry; PSAT or SAT math score in the 75th percentile; Teacher recommendation.

AP Chemistry is designed to be the equivalent of a first-year college general chemistry course and follows the College Board's AP Chemistry syllabus. As such, the course is suitable only for high school students who exhibit high levels of commitment, motivation, and academic maturity. This course presents a rigorous treatment of the concepts to include, but not limited to the nature of matter, gas laws, thermodynamics, stoichiometry, bonding, chemical kinetics, and chemical equilibrium. Students are expected to be motivated and spend extra time studying outside of class. The problem-solving strategies obtained during this course will prepare college-bound students for careers in the sciences, medicine, engineering, and other technical areas.

ENVIRONMENTAL SCIENCE:

Environmental Science is a laboratory-based, interdisciplinary study that seeks to describe how humans interact with the environment. The course is designed to introduce students to major ecological concepts and environmental problems that affect the world today. Students will utilize computer technology, probe-ware, and possible on-site observations as they study topics such as energy, recycling, pollution, population dynamics, and cultural perspectives. The class is built on a Biblical approach to environmentalism and conservation.

HUMAN ANATOMY- *HOPE rigor course:

Anatomy is a branch of biology that studies the structure and function of living organisms. This course is specific to the human body and covers microscopic and macroscopic anatomy. The course explores the major organ systems such as skeletal, digestive, muscular, and respiratory. Students receive instruction on how structure relates to the functioning of the body, and how this phenomenon applies to many career fields.

INTRODUCTION TO PHYSICS- *HOPE rigor course:

Prerequisite: Algebra II or must be taken concurrently

Introduction to Physics is a year-long course designed to introduce students to the world of physics that surrounds them. During the course, students study mechanics, heat, waves (sound and light), as well as electricity and magnetism. Although this course does not emphasize the mathematical side of physics, students learn basic equations and how to manipulate them to derive desired information. Introduction to Physics is a lab science class where students learn by doing.

PHYSICS HONORS- *HOPE rigor course:

Prerequisite: Algebra II and Teacher recommendation.

Of the three major sciences taught in the high schools of the United States, physics is the most neglected. It has more misconceptions associated with its principles than any of the other sciences, not to mention a reputation for difficulty. Yet, physics is the foundation of modern technology and a key requirement for many high paying careers in engineering, computer science, and medicine. Physics is a physical science laboratory course describing the physical laws governing the universe. The course involves a description of various types of motion, forces, energy, as well as a host of various wave mechanics concepts, such as light, sound, and electromagnetic phenomena. Additionally, extensive laboratory research is conducted to reinforce the concepts studied. First semester deals primarily with Newtonian mechanics, including motion in one and two dimensions, forces, energy, and momentum. Second semester deals with rotational motion and dynamics, wave mechanics, electricity, and magnetism. This course tends to emphasize the mathematical side of physics; therefore, students must have completed the prerequisites.

ADVANCED PLACEMENT PHYSICS- *HOPE rigor course:

Prerequisite: Trigonometry or Pre-calculus; Teacher recommendation.

Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. The following are Big Ideas: Objects and systems have properties such as mass and charge. Systems may have internal structure. Fields existing in space can be used to explain interactions. The interactions of an object with other objects can be described by forces. Interactions between systems can result in changes in those systems. Changes that occur as a result of interactions are constrained by conservation laws. Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

ADVANCED PHYSICS PRINCIPLES/ROBOTICS- *HOPE rigor course:

Prerequisite: Physics; Teacher recommendation.

Utilizing advanced Physics Principles, integrating concepts found in advanced placement courses, this course consists of students working independently and collaboratively in the research, design, and development of robotics and automation technologies. Students apply physics principles in an integrated study in the design and development of an array of robotic mechanisms.

<i>Social Studies</i>		
	Standard	Honors/AP/DE
9th grade	World Geography	World Geography Honors AP Human Geography
10th grade	World History	World History Honors AP World History: Modern
11th grade	US History	US History Honors AP US History DE Am. History I/ DE Am. History II
12th grade	American Gov./Economics	Government/Econ. Honors AP Government/Economics Honors DE American Gov./DE Macroeconomics

ADVANCED PLACEMENT HUMAN GEOGRAPHY- *HOPE rigor course:

Recommended Prerequisites: 90 % or higher in previous history classes: strong analytical skills; Teacher recommendation.

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. On successful completion student should have develop skills that enable them to: interpret maps and analyze geospatial data, understand, and explain the implications of associations and networks among phenomena in places, recognize and interpret the relationships among patterns and processes at different scales of analysis, define regions and evaluate the regionalization process, and characterize and analyze changing interconnections among places.

AMERICAN GOVERNMENT:

1 semester course taken in conjunction with Economics.

This course serves as an introduction to American national government. It surveys the United States national political system from the standpoint of Scripture. The course gives students an analytical perspective on government and politics in the United States. Students explore the basic principles of government and democracy and the origin of the Constitution along with the duties and functions of the United States Government.

AMERICAN GOVERNMENT HONORS:

1 semester course taken in conjunction with Economics Honors.

Recommended Prerequisites: 90% average or above in previous social studies courses; Teacher recommendation.

This course is a comprehensive survey of the American political system. This course seeks to help students understand current world affairs through the application of concepts studied in class. Students will explore the basic principles of government and democracy, and the origin of the United States Constitution. American Government examines the duties and functions of the United States government, using the Constitution as a framework. Students will learn how government policies are made, implemented, and interpreted.

ADVANCED PLACEMENT AMERICAN GOVERNMENT- *HOPE rigor course:

1 semester course taken in conjunction with Honors Economics or AP Macroeconomics

Recommended Prerequisites: 90% average or higher in US History Honors; PSAT or SAT in the 75th percentile in reading/writing; Teacher recommendation.

This course is designed to give students a deeper understanding of the workings of the American political process from a Biblical perspective with emphasis on passing the AP Government exam given annually through the College Board. Skills are developed that allow students to answer the question of not only who governs, but also to analyze the question of what difference it makes who governs. The course covers the various institutions of government, groups, and ideas that make up American politics. Students follow national and world political news through various news resources, such as: articles from the *New York Times* or *Washington Post*, *Time*, television news footage from CNN or Fox News and various online sites. Numerous maps, graphs, and charts from the text are utilized to complete “Data Check” assignments throughout the year. These assignments assess the students’ interpretation of visually presented government and political information.

ECONOMICS:

1 semester course taken in conjunction with AP Government.

Recommended Prerequisites: 90% average or above in previous social studies courses; Teacher recommendation.

This course is a survey of basic economic principles. Using discussion, lecture, text, primary sources, and additional outside reading, students come to understand fundamental economic concepts and comparative economic systems. Upon completion, students have become familiar with supply, demand, and price, and their application in economic systems.

ECONOMICS HONORS:

1 semester course taken in conjunction with American Government.

Recommended Prerequisites: 90% average or above in previous social studies courses; Teacher recommendation.

Like the standard Economics course, the honors Economics course is a survey of basic economic principles and their application in our everyday life. Upon course completion, students will be familiar with supply, demand, and price, and their application in economic systems. Basic skills required for success in this course include critical thinking and high-level reasoning.

US HISTORY:

This course is a survey of United States History from a Christian perspective. Students are encouraged to develop their ability to think critically and analytically about the many facets of United States History. Special emphasis is placed upon the role of Providence in the shaping of our national character and direction during the early years. Students study the events, issues, ideas, and people that have shaped America. Cultural, political, and social issues along with the role of the United States as a world leader and the issues confronting the United States today are studied.

US HISTORY HONORS:

Recommended Prerequisites: 90% average or above in previous social studies courses; Teacher recommendation.

Much like the standard United States History course this course is a survey of United States History from a Christian perspective. Students are encouraged to develop their ability to think critically and analytically about the many facets of United States History. The course examines the history of the United States beginning with the British settlement of North America. Much focus is given to the development of the United States in the 20th and 21st centuries. The course includes topics related to Colonization through the Constitution; New Republic to Reconstruction; Industrialization, Reform, and Imperialism; Establishment as a World Power; and the Modern Era. Additional readings offer students the opportunity to deepen their understanding of events that shaped America.

ADVANCED PLACEMENT US HISTORY- *HOPE rigor course:

Recommended Prerequisites: 90 % average or higher in World History Honors; PSAT or SAT in the 75th percentile in reading/writing; Teacher recommendation.

This course is designed to require students to develop analytical skills and factual knowledge necessary to deal critically with common themes throughout American history with emphasis on passing the AP US History Exam given annually through the College Board. Students study these common themes from a Biblical world view. Emphasis is placed on assessing historical materials, such as primary documents and scholarly essays, and presenting opinions in a clear, logical method. Students analyze and interpret primary sources, including documentary materials, maps, and graphic evidence of historical events.

WORLD GEOGRAPHY:

In this course students investigate regions of the world and how these regions influence the historical, financial, political, and cultural development in an interdependent world. The study includes geographic concepts, physical phenomena, and the relationship of people to their environment, environmental issues and decision-making skills. The course covers regions, location (position on earth's surface), place (physical and human characteristics), relationships within places and movement (human interaction on the earth).

WORLD GEOGRAPHY HONORS:

Recommended Prerequisites: 90% average or above in previous social studies course; Teacher recommendation.

In the study of world geography, students utilize physical and cultural perspectives to examine people, places, and environments at local, regional, national, and international levels. Students describe the influence of geography on the events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution of movement of world population; relationships among people, places, and environments; and the concept of religion. Students use problem-solving and decision-making skills to ask and answer geographic questions.

WORLD HISTORY:

The purpose of World History is to develop the critical skills used by historians. This course is a multi-disciplinary study that includes anthropology, language, mythology, religion, philosophy, art, politics, law, statistics, geography, and more. The students will be called upon to develop critical thinking skills necessary to analyze and evaluate events within history past, present, and future in service to God's kingdom. Integration of maps, primary source documents, additional readings, and Socratic Seminar offer students the opportunity to deepen their understanding of world events. Projects allow students to present information while expressing their artistic ability and creativity. The course also includes historical writing and speaking through essays, document-based questions, and speeches. Students examine world history from the creation of the world to the Industrial Revolution at the turn of the century (1900).

WORLD HISTORY HONORS:

Recommended Prerequisites: 90% average or higher in English; ACT Aspire or PSAT 75th percentile in reading; Teacher recommendation.

The purpose of Honors World History is to develop the critical skills used by historians. This course is a multi-disciplinary study that includes anthropology, language, mythology, religion, philosophy, art, politics, law, statistics, geography, and more. The students will be called upon to develop critical thinking skills necessary to analyze and evaluate events within history past, present, and future in service to God's kingdom. Integration of maps, primary source documents, additional readings and Socratic Seminar offer students the opportunity to deepen their understanding of world events. Projects allow students to present information while expressing their artistic ability and creativity. This course also includes historical writing through essays and document-based questions (DBQ), as well as objective evaluations, speeches, and debates. Students examine world history from the creation of the world to the Industrial Revolution at the turn of the century (1900).

ADVANCED PLACEMENT WORLD HISTORY: MODERN- *HOPE rigor course:

Recommended Prerequisites: 90 % average or higher in previous history class; ACT Aspire or PSAT in the 75th percentile in reading/writing; Teacher recommendation.

AP World History: Modern is a rigorous, two-semester, college-level course designed to explore human history from 1200 CE to the present. The course is broken into four time periods with a focus on examining six themes central to the development of the modern world. The students will be called upon to develop critical thinking skills necessary to analyze and evaluate events within history past, present, and future in service to God's kingdom. There is an emphasis on analytical reading and writing skills necessary for success at the collegiate level. The course devotes considerable time to critical evaluation of primary and secondary sources, analysis of historiography (the principles, theories, or methodology of scholarly historical research and presentation) and inquiry into global connections that have shaped our present world. A special emphasis will be given to the preparation of the AP Exam, including historical writing through essays and document-based questions (DBQ), as well as objective evaluations. Students are assessed on their mastery of the course goals when they take the College Board *AP World History: Modern* Exam in May of each year.

Dual Enrollment Courses

Offered thru Truett- McConnell University/Southern Crescent Technical College

Dual Enrollment is a program that provides funding for students at eligible high schools that are enrolled to take approved college-level coursework for credit towards both high school and college graduation requirements. Dual enrollment courses are offered to juniors and seniors.

The procedure for registration of Truett McConnell University's Dual Enrollment courses:

Students who meet the 3.0 overall GPA are eligible to apply.

1. Student completes course request form indicating Dual Enrollment course selection(s).
2. Student completes the Truett McConnell University's Dual Enrollment Admission Application.
3. Student completes a GaDOE Dual Enrollment Participation Agreement form.
4. Student completes the online Dual Enrollment Funding Application after enrollment is confirmed and coursework has begun.
5. Any fees associated with courses that are not covered by the Funding Application are the responsibility of the student's family.

The procedure for registration of Southern Crescent Technical College's Dual Enrollment courses:

Students who meet the 3.0 overall GPA are eligible to apply.

1. Student completes course request form indicating Dual Enrollment course selection(s).
2. Student takes the ACCUPlacer placement test administered by SCTC.
3. Student completes the online Dual Enrollment Funding Application after enrollment is confirmed and coursework has begun.
4. Any fees associated with courses that are not covered by the Funding Application are the responsibility of the student's family.

DUAL ENROLLMENT AMERICAN HISTORY I (HI 201)- *HOPE rigor course:

1 semester course taken in conjunction with Dual Enrollment American History II.

A survey of the development of the American nation from the Age of Discovery to 1877. *3 credit hours*

DUAL ENROLLMENT AMERICAN HISTORY II (HI 202)- *HOPE rigor course:

1 semester course taken in conjunction with Dual Enrollment American History I.

A survey of the expansion and maturation of the American nation from the end of Reconstruction to the present. *3 credit hours*

DUAL ENROLLMENT AMERICAN NATIONAL GOVERNMENT (PO 101)- *HOPE rigor course:

1 semester course taken in conjunction with Dual Enrollment Principles of Macroeconomics.

A survey of the United States Constitution and the federal government which it created and the relation of the branches and institutions of that government with states such as Georgia, with local government, and with the people. The ideas about human behavior and government that have shaped political practice in America are emphasized. Topics include current political issues and debate. *3 credit hours*

DUAL ENROLLMENT ECONOMICS WITH FINANCIAL LITERACY (BU 116)- *HOPE rigor course:

1 semester course taken in conjunction with Dual Enrollment American National Government.

In addition to the fundamentals of economic decision-making, microeconomics, macroeconomics, and international economics, students will learn personal finance skills they can apply to their own futures – including managing and balancing budgets; understanding and building credit; protecting against identity theft and consumer protections; and understanding tax forms, student loan applications, and pay stubs. Economics is the study of how individuals, businesses, and governments make decisions about the allocation of scarce resources. This course provides students with a foundation in the field of economics, with a specific focus on how students can apply that knowledge to their own personal finances. The standards and elements of this course may be taught in any order or sequence. . 3 credit hours

DUAL ENROLLMENT GENERAL PSYCHOLOGY (PY 210)- *HOPE rigor course:

1 semester course taken in conjunction with Introduction to Sociology.

An introduction to the principles, methods, and areas of research within the scientific discipline of psychology. Topics covered are research methods, learning, memory, perception, physiology and mental disorders. Emphasis is on the fundamental principles and theoretical bases underlying psychology. 3 credit hours

DUAL ENROLLMENT INTRODUCTION TO SOCIOLOGY (SO 210)- *HOPE rigor course:

1 semester course taken in conjunction with Dual Enrollment General Psychology.

An introduction to the sociological analysis of society, its origins, structure, change, and problems. Emphasis is on the nature of culture, social interaction, social groups, and social institutions. 3 credit hours

DUAL ENROLLMENT LEADERSHIP AND PUBLIC SPEAKING- (BU 105)

1 semester course taken in conjunction with Dual Enrollment World Religions.

The course will educate the learner in linguistic and non-linguistic communication, to clarify the dynamics associated with the communicative act. Opportunities will be provided for students to be exposed to a range of speaking experiences. The theoretical aspect of speech will be primarily presented through the lens of leadership, in order to demonstrate how language functions as an instrument for leadership development. Students will explore the interchange between the sender and receiver, in order to gain a better understanding of the relationship between language, identity, and cause. 3 credit hours

DUAL ENROLLMENT WORLD RELIGIONS- (MI 329)

1 semester course taken in conjunction with Dual Enrollment Leadership and Public Speaking.

An orientation to the world's religions and their basic tenets focusing on their founding, history, development, major beliefs, practices, and contemporary expressions incorporating a response from a Christian worldview. 3 credit hours

DUAL ENROLLMENT COMPUTER NETWORKING FOUNDATIONS- (CIST 1401)

1 semester course taken in conjunction with Program Design and Development

Introduces networking technologies and prepares students to take the CompTIA's broad-based, vendor independent networking certification exam, Network +. This course covers a wide range of material about networking, including local area networks, wide area networks, protocols, topologies, transmission media, and security. Focuses on operating network management systems and implementing the installation of networks. It reviews cabling, connection schemes, the fundamentals of the LAN and WAN technologies, TCP/IP configuration and troubleshooting, remote connectivity, and network maintenance and troubleshooting. Topics include basic knowledge of networking technology, network media and topologies, network devices, network management, network tools and network security. 4 credit hours

DUAL PROGRAM DESIGN & DEVELOPMENT- (CIST 1305)

1 semester course taken in conjunction with Computer Networking Foundations

An introductory course that provides problem solving and programming concepts for those that develop user applications. An emphasis is placed on developing logic, troubleshooting, and using tools to develop solutions. Topics include problem solving and programming concepts, structured programming, the four logic structures, file processing concepts, and arrays.



“Choose my instruction instead of silver, knowledge rather than choice gold, for wisdom is more precious than rubies, and nothing you desire can compare with her.”

-Proverbs 8:10-11