



Michigan Merit Curriculum High School Graduation Requirements	
Mathematics - 4 Credits	
Algebra I Algebra II	Geometry or Honors Geometry One math course in the final year of HS
English Language Arts - 4 Credits	
English 9 English 10	English 11 or English 11 Honors English 12 or AP English 12
Science - 3 Credits	
Earth and Space Science Biology	Chem1/Phys1 or Honors Chem1/Phys1 Science Elective
Social Studies - 3 Credits	
World History & Geography US History & Geography	Economics (.5) Government (.5)
Physical Education & Health - 1 Credit	
Physical Education (.5) Health (.5)	
Visual, Performing or Applied Arts - 1 Credit	
World Language - 2 Credits of the same language	



COURSE LIST 2021-2022

Arts Department	Sem	CR	Mathematics Department	Sem	CR
Intro to Art	1	0.5	Accounting	1	0.5
Drawing and Painting	1	0.5	Algebra 1	2	1
Printmaking	1	0.5	Algebra 2	2	1
Sculpture/Ceramics	1	0.5	Geometry	2	1
Architecture and Design	1	0.5	*Honors Geometry (w/application)	2	1
Fibers and Textiles	1	0.5	Personal Finance	1	0.5
2D Design	1	0.5	Pre-Calculus	2	1
Photography	1	0.5	*Intro to Coding	2	1
Yearbook	2	1	Unified Math	1	0.5
Requirement for MMC - 1 credit					
Bible Department	Sem	CR	PE/Health	Sem	CR
Bible 9/Survey Theology Old Testament	2	1	Boys PE	1	0.5
Bible 10/Survey Theology New Testament	2	1	Boys Health	1	0.5
Bible 11/Principles of Interpretation	2	1	Girls PE	1	0.5
Bible 12/Worldview & Ethics	2	1	Girls Health	1	0.5
Requirement for NPC - 4 credits			Boys Weightlifting	1	0.5
			Requirement for MMC - 1 credit		
Business/Computer Department	Sem	CR	Science Department	Sem	CR
*Entrepreneurship/Business Foundations	1	0.5	Anatomy	2	1
*Intro to Video Production	1	0.5	Biology	2	1
Accounting	1	0.5	Chemistry1/Physics1	2	1
Personal Finance	1	0.5	*Honors Chemistry1/Physics1 (w/application)	2	1
			Earth & Space Science	2	1
			Robotics Elective (9th-12th)	2	1
English Department	Sem	CR	Requirement for MMC - 3 credits		
English 9	2	1			
English 10	2	1	Social Studies Department	Sem	CR
Honors English 10 (w/application)	2	1	Economics	1	0.5
English 11	2	1	Government	1	0.5
AP English Language (11th)	2	1	US History	2	1
English 12	2	1	World History	2	1
AP English Literature (12th)	2	1	Honors World History (w/application) *CE History of Civ	2	1
Requirement for MMC - 4 credits			Requirement for MMC - 3 credits		
Fine Arts Department	Sem	CR	Additional Course Options		
Band	2	1	*SAT Prep Class	1	0.5
Choir	2	1	Sidekicks Program	1	0.5
Orchestra	2	1			
Jazz Band (Zero Hour)	2	1	*CE - CONCURRENT ENROLLMENT -See additional handout		
Requirement for MMC - 1 credit			Grace Christian University		
			Calculus 1 (Semester 1)	1	1
Foreign Language Department	Sem	CR	Calculus 2 (Semester 2)	1	1
*American Sign Language 1	2	1	College Algebra (Semester 1)	1	1
American Sign Language 2	2	1	Statistics (Semester 2)	1	1
*French 1	2	1	Fundamentals of Business (Semester 1)	1	1
Spanish 1	2	1	Global Issues in Business	1	1
Spanish 2	2	1	Fundamentals of Speech (Semester 2)	1	1
Spanish 3	2	1	General Chemistry 1 (Semester 1)	1	1
Spanish 4	2	1	General Chemistry 2 (Semester 2)	1	1
Requirement for MMC - 2 credits			History of Civilization II (Semester 2)	1	1
*Course offered based on enrollment			Introduction to Psychology (Semester 1)	1	1
Graduation Requirement = 24 credits					



Curriculum Goals and Objectives

- To provide a Christ-centered education where the Word of God is an integral part of the entire curriculum.
- To instill a moral code of behavior in the life of each student, based on God's Word, that will guide them throughout their lives.
- To excel in academic standards with an educational program that will prepare students to reach their fullest potential for the glory of God.
- To train the whole child:
 - Spiritually: to know Christ personally and to yield to His will in every area of life. (Phil 3:10)
 - Mentally: to relate all truth to His truth, to discover and develop individual aptitudes, and to cultivate the power of critical thinking. (Prov.4:7)
 - Socially: to instill a loyalty to Christ in all areas; to develop an understanding and active interest within the family unit. To prepare children to live in the world and yet not be of the world. To teach loyalty to God, home, and country. (Matt 7:12)
 - Emotionally: to build a Christ-controlled personality, enabling the student to adjust to life's situations in a God-honoring way. To develop self-discipline. (II Tim. 1:7)
 - Physically: to develop a respect for the body as the temple of the Holy Spirit, to teach intelligent care of the body, and encourage the yielding of the body as an instrument for God's use. (I Cor. 6:19-20)

Curriculum Table of Contents

Art	3
Bible	12
Business / Technology	19
Foreign Language	25
Language Arts	33
Mathematics	39
Music	48
Physical Education	51
Science	56
Social Studies	62



Art

Introduction to Art

Major Goals:

1. The learner will (TLW) pursue creative exploration through a biblical perspective: God as our Creator and the production of art from a Christian world-view.
2. TLW recognize that every human is made in the image of God and therefore has the innate ability to be creative.
3. TLW have an awareness of compositional methods, including the elements and principles of art, for the sake of creating, critiquing, and enjoying the fine and applied arts.
4. TLW recognize that “art” goes far beyond drawing and painting through exploring a wide variety of drawing and painting materials.
5. TLW gain a reservoir of ideas through studying historical and contemporary art, through videos, art resources, field trips, and class discussion and critique.

Units:

1. Perception, observation and drawing - 2 weeks
2. Positive forms and negative space - 2 weeks
3. Value and intensity - 3 weeks
4. Color theory - 3 weeks
5. Space, shape and form - 2 weeks
6. Painting techniques (optical mixing) – 3 weeks
7. Perspective drawing – 2 weeks

Key Projects:

1. Drawing exercises emphasizing observation and perception
2. Composition in acrylic on panel: complementary colors values study
3. 3-D collaborative color theory model
4. Color relativity exercise
5. Pointillist style painting on canvas (project in optical mixing)
6. Hallway drawings in one point perspective
7. Abstracting an image through 3 different processes
8. Extra project: Collage in tones or papel picado



Art

Drawing & Painting

Major Goals:

1. The learner will (TLW) pursue creative exploration through a biblical perspective: God as our Creator and the production of art from a Christian world-view.
2. TLW recognize that every human is made in the image of God and therefore has the innate ability to be creative.
3. TLW have an awareness of compositional methods, including the elements and principles of art, for the sake of creating, critiquing, and enjoying the fine and applied arts.
4. TLW recognize that “art” goes far beyond drawing and painting through exploring a wide variety of drawing and painting materials.
5. TLW gain a reservoir of ideas through studying historical and contemporary art, through videos, art resources, field trips, and class discussion and critique.

Units:

1. Intro to Watercolor (two weeks).
2. Landscape painting (two weeks).
3. Drawing on toned paper (three weeks).
4. Grisaille painting (two weeks).
5. Color schemes (two weeks).
6. Pen and Ink (two weeks)
7. Figure drawing (two weeks).

Key Projects:

1. Gesture drawing: introduction to objects in motion.
2. Watercolor pencil still life studies..
3. Watercolor landscape
4. Drawing with light (white conte on black paper).
5. Capturing light and shadow on toned paper.
6. Values painting in black, white and grey.
7. Design in shifted color schemes.
8. Expressionist painting.
9. Pen and Ink loose perspective composition.



Art

Printmaking

Major Goals:

1. The learner will (TLW) pursue creative exploration through a biblical perspective: God as our Creator and the production of art from a Christian world-view.
2. TLW recognize that every human is made in the image of God and therefore has the innate ability to be creative.
3. TLW have an awareness of compositional methods, including the elements and principles of art, for the sake of creating, critiquing, and enjoying the fine and applied arts.
4. TLW recognize that “art” goes far beyond drawing and painting through exploring a wide variety of drawing and painting materials.
5. TLW gain a reservoir of ideas through studying historical and contemporary art, videos, art resources, field trips, and class discussion and critique.

Units:

1. Basics of Design (two weeks)
2. Woodcut prints (three weeks).
3. Silk screen (two weeks).
4. Collagraph with found objects (two weeks).
5. Etching (three weeks).
6. Gel printing (two weeks).
7. Linocut prints (two weeks).
8. Radial symmetry print (two weeks).

Key Projects:

1. Styrofoam textural studies creating movement, with an understanding of composition
2. Reduction linoleum cut self-portraits with a minimum of six prints and three values.
3. Screen printed household items and clothing.
4. Found objects to make formatted, unique collagraph prints.
5. Reduction woodcut prints emphasizing shape, form and space in stylized reference of Inuit stone-cuts
6. Line etchings showing diagonal movement, replicating original Chinese prints.
7. Gel plate mono-printing emphasizing abstraction (principles of design independent of representation)



Art

Photography

Major Goals:

1. The learner will (TLW) pursue creative exploration through a biblical perspective: God as our Creator and the production of art from a Christian world-view.
2. TLW recognize that every human is made in the image of God and therefore has the innate ability to be creative.
3. TLW have an awareness of compositional methods, including the elements and principles of art, for the sake of creating, critiquing, and enjoying the fine and applied arts.
4. TLW learn basic skills of Adobe Photoshop for editing and producing finished work.
5. TLW gain a reservoir of ideas through studying historical and contemporary art, videos, art resources, field trips, and class discussion and critique.

Units:

1. Historical Photographic Processes/ History of Photography (two weeks)
2. Camera Basics (two weeks).
3. Aperture (three weeks)
4. Shutter Speed (two weeks)
5. Photoshop (two weeks)
6. Collaborative Portraiture project (three weeks).
7. Lomography project (two weeks).

Key Projects:

1. Cyanotype Prints.
2. Building a Camera Obscura room.
3. Depth of Field assignments.
4. Shutter Speed and motion assignments.
5. Landscapes and botanicals.
6. Portraiture: Inside Out Project.
7. Creative editing in Photoshop.
8. Abstracting photography.
9. Alternate process photography.



Art

Architecture & Design

Major Goals

1. TLW pursue creative exploration through a biblical perspective: God as our Creator and the production of art from a Christian world-view.
2. TLW recognize that every human is made in the image of God and therefore has the innate ability to be creative.
3. TLW have an awareness of compositional methods, including the elements and principles of art, for the sake of creating, critiquing, and enjoying the fine and applied arts.
4. TLW learn basic skills of Adobe Illustrator for creating professional, real-world projects.
5. TLW have guest designers critique student work.
6. TLW visit designer's studios and review portfolio work.

Units:

1. Introduction to the built environment: Entrances.
2. Space, Place and Scale.
3. Public Space.
4. Architectural Styles.
5. Interior Design.
6. Architecture and the Environment.

Key Projects:

1. Introduction to hand-drafting: scale drawing on title block.
2. School entrance redesign project.
3. Heritage Hill neighborhood study.
4. Interior design project including room drawing and display board with furniture and finishes.
5. 3D architectural massing model.
6. Topography model and design project.



Art

Graphic Design

Major Goals

1. TLW pursue creative exploration through a biblical perspective: God as our Creator and the production of art from a Christian world-view.
2. TLW recognize that every human is made in the image of God and therefore has the innate ability to be creative.
3. TLW have an awareness of compositional methods, including the elements and principles of art, for the sake of creating, critiquing, and enjoying the fine and applied arts.
4. TLW learn basic skills of Adobe Illustrator for creating professional, real-world projects.
5. TLW have guest designers critique student work.
6. TLW visit designer's studios and review portfolio work.

Units:

1. Line (two weeks).
2. Surface pattern (three weeks).
3. Typeface (three weeks).
4. Color (three weeks)
5. Shape (two weeks)
6. Composition (two weeks)

Key Projects:

1. Principles of Gestalt.
2. Placement, size and style of six emotions communicated through lines only.
3. Design and printing of surface pattern on fabric.
4. Placement, size and style of typeface to communicate personal characteristics of the student.
5. Color relativity exercise.
6. Text illustrations: creating words that describe themselves through typography.
7. Screenprinting: t-shirt design.
8. Design exercise: massing.



Art

Industrial & Fashion Design

Major Goals:

1. TLW pursue creative exploration through a biblical perspective: God as our Creator and the production of art from a Christian world-view.
2. TLW recognize that every human is made in the image of God and therefore has the innate ability to be creative.
3. TLW have an awareness of compositional methods, including the elements and principles of art, for the sake of creating, critiquing, and enjoying the fine and applied arts.
4. TLW learn basic skills of Adobe Illustrator for creating professional, real-world projects.
5. TLW have guest designers critique student work.
6. TLW visit designer's studios and review portfolio work.

Units:

1. Furniture manufacturing in Grand Rapids (four weeks).
2. Transition of craft to mass production (four weeks).
3. Fashion design and the fashion industry (two weeks)
4. Design for sustainability (four weeks)

Key Projects:

1. Research project: furniture factories/companies in Grand Rapids (field trip to community archives).
2. Chair design and construction.
3. Light fixture design and construction.
4. New from Old: repurposed clothing – designed and sewn.



Art

Sculpture

Major Goals:

1. TLW pursue creative exploration through a biblical perspective: God as our Creator and the production of art from a Christian world-view.
2. TLW recognize that every human is made in the image of God and therefore has the innate ability to be creative.
3. TLW have an awareness of compositional methods, including the elements and principles of art, for the sake of creating, critiquing, and enjoying the fine and applied arts.
4. TLW recognize that “art” goes far beyond drawing and painting through exploring a wide variety of drawing and painting materials.
5. TLW gain a reservoir of ideas through studying historical and contemporary art, through videos, art resources, field trips, and class discussion and critique.

Units:

1. Ceramics (seven weeks).
2. Contemporary Sculpture (three weeks).
3. Stables/Mobiles (three weeks).
4. Plaster (two weeks).
5. Fiber arts (two weeks).

Key Projects:

1. Human scale figures in plaster.
2. Enlarged object sculpture in papier-mache.
3. Drawing in space: wire.
4. Ceramics: hand building techniques and wheel.
5. Stables/Mobiles using matboard and wire.
6. Coiled baskets.



Art

Advanced Art

Major Goals:

1. TLW pursue creative exploration through a biblical perspective: God as our Creator and the production of art from a Christian world-view.
2. TLW recognize that every human is made in the image of God and therefore has the innate ability to be creative.
3. TLW have an awareness of compositional methods, including the elements and principles of art, for the sake of creating, critiquing, and enjoying the fine and applied arts.
4. TLW recognize that “art” goes far beyond drawing and painting through exploring a wide variety of drawing and painting materials.
5. TLW gain a reservoir of ideas through studying historical and contemporary art, through videos, art resources, field trips, and class discussion and critique.
6. TLW prepare quality portfolio work for scholarship and school entry

Units:

1. Meaning making in art (six weeks).
2. Developing personal concentrations (nine weeks).

Key Projects:

1. Discussing artists who work in series: create a series focusing on symbolism.
2. Personal voice in art-making: create an original image displaying style.
3. Spontaneous space, closure accomplished through intense contrast.
4. Individual concentrations in theme and material of choice.



Bible

9th Grade

Goals:

1. The learner will (TLW) have a familiarity with the Old Testament, understanding not only its individual books and genres but also see the big picture of the Bible.
2. TLW come to know the God who has revealed himself (“revelation”) in the Bible.
3. TLW have made and/or strengthened their commitment to be a devoted follower of Jesus.
4. TLW develop skills to explore and discover the meaning of the text for themselves.

Units:

1. The Pentateuch: The Ancient World and the Patriarchs.
2. The Pentateuch: Exodus, Law, and Covenant.
3. The Histories: Promised Land and the Early Monarchy.
4. Poetry and Wisdom Writings.
5. The Histories: The Divided Kingdom.
6. The Prophets.
7. The Histories: Exile and Return.

Projects:

We use a series of reflection questions throughout the course that aim to bring the content to a more personal and applied level.

Testing:

We persistently check how students connect truth to their lives. For example, in the Tower of Babel narrative, after discussing how the people tried to “make a name for themselves,” the students answer these questions: What are some ways in which people try to make a name for themselves today? Do you think these attempts are admirable? When do these attempts go too far?

Textbook:

Bible Survey and Biblical Theology: Old Testament



Bible

10th Grade

Goals:

1. TLW will have an understanding of the big picture of the New Testament.
2. TLW learn that the heart of the New Testament is the life and ministry of Jesus.
3. TLW recognize that whole Bible is God's great story of redemption.
4. TLW come to know the God personally in their heads and their hearts.

Units:

1. Setting Up the New Testament: The Intertestamental Period
2. The Life and Ministry Of Jesus
3. The Kingdom of God
4. The Passion Week
5. The Book of Acts: The Start and Spread of the Jesus Movement
6. New Testament Letters

Projects:

As with Ninth Grade, we end every test with this question "What is one specific thing you have learned in this unit that you can apply to your life? What lesson did you learn it in and how can you connect it?"

Testing:

For example, after studying Christ's crucifixion, students apply what they have learned to what those events mean in their own lives.

Textbook:

Bible Survey and Biblical Theology: New Testament



Bible

11th Grade

Major Goals:

1. TLW understand how the early church began through the book of Acts.
2. TLW discuss how the church began through Paul's missionary journeys.
3. TLW discover that through the persecutions of the early church we now have the spread of the Christian faith.
4. TLW will be able to identify key components to the groundwork and foundations of Christianity, i.e., rise and fall of empires.
5. TLW will acknowledge the importance of key doctrinal statements and how they have influenced the church (body) as a whole.
6. TLW evaluate how the Reformation has provided insight into the 21st century and today's church growth.

Units:

1. The Greco-Roman World with emphasis on the Foundations of the Church: *The Apostolic Church*.
2. Ascension of Christ; Acts (Rome)-and the *early church*.
3. Constantine's Reign following the death of John.
4. Persecution of the Church.
5. Rise and fall of the Roman Empire.
6. Catholicism and the Bishops.
7. Islam and war.
8. Reformation and the Counter-Reformation.
9. The Renaissance and the Enlightenment.
10. Where are we?
11. Church Traditions.

Key Projects:

Paper on Church Fathers i.e. Polycarp, John Calvin, Martin Luther, etc.
Catholic speaker (Paul Dull, principal The Potter's House High School)

Text:

Church History



Bible

12th Grade

First Semester: Worldviews

Major Goals:

1. TLW understand the major competing worldviews.
2. TLW recognize the significance of some of the most influential ideas and values prevalent in our non-Christian culture.
3. TLW discern and think critically.
4. TLW be better prepared to love, live, and defend God's truth as revealed in the Bible.

Units:

1. Introduction to Worldview.
2. Interpretive Journey.
3. Critical Thinking.
4. Secular Humanism.
5. Marxism-Leninism
6. Cosmic Humanism.
7. Postmodernism.

Key Projects:

1. Reflection Papers and Interpretive Journeys.

Text:

Understanding the Times



Bible

12th Grade

Second Semester: World Religions

Major Goals:

1. TLW understand how biblical Christianity differs from other world religions.
2. TLW discern the errors in other world religions from a biblical Christian perspective.
3. TLW know how to defend his/her faith vis-à-vis other world religions.
4. TLW desire to disciple others from a distinctively Christian worldview.

Units:

1. Introduction to World Religions.
2. Biblical Christianity.
3. Islam.
4. Other World Religions.

Projects:

1. Reflection Papers on World Religions.
2. Responses to Dear Doug Letters in *Understanding the Times*.
3. Group Presentation on a major world religion from a biblical Christian perspective.

Textbooks:

So What's the Difference by Fritz Ridenour

Understanding the Times by Summit Ministries



Bible

Biblical Ethics

Major Goals:

1. TLW know the greatest good from a biblical perspective.
2. TLW understand well moral issues in the context of our shared experience.
3. TLW will discern, from a biblical Christian worldview, good from evil.
4. TLW make moral choices according to Christian ethical principles in concrete life situations.
5. TLW form a Christian pattern of moral living, making decisions and taking actions that seek the glory of God, the good of neighbors, and personal well-being.

Units:

1. Introduction to Ethics.
2. Options in Contemporary Christian Ethics.
3. Biblical Foundations for Ethics..
4. No Easy Answers: Making Good Decisions in an Anything-Goes World
5. Abortion/Euthanasia.
6. Biomedical/Bioethical.
7. Sexuality/Homosexuality.
8. Environmental/Ecological.
9. Capital Punishment.
10. War/Civil Disobedience.

Projects:

1. Case Studies from *No Easy Answers*.
2. Dear Doug Letters from *Understanding the Times*..
3. Papers and Presentations on ethical issues.

Textbooks:

No Easy Answers

Understanding the Times

Christian Ethics by Norman Geisler



Bible

Signature Project: Senior Presentation

The Senior Presentation is your opportunity as a senior to display how you have connected your Christian faith, personal talents, interests, and learning. It involves making an oral presentation of all these connections in the spring to an audience of family, friends, and guests (should include your prayer partners). In your presentation, you will show the intersection of your Christian worldview with the “stuff of life.” NPC Christian wants its graduates to fulfill our mission: “to impact their world for Jesus Christ.” This is your opportunity to say how your education and activities (including what you have learned at home and church) will help you do that. A good presentation will connect your “personal story” to a project, service, mission trip, or something you create.

Requirements:

1. Turn in all required forms on time.
2. Give a presentation of 15-20 minutes in length, which will include five minutes for prayer time, or for the audience to ask questions.
3. Presentations **must**:
 - Contain oral, written (outline) and visual/media components (pictures, video, music, performances, etc.).
 - Connect to one or all of the NPC Mission Statement and Mandate(s).
 - Demonstrate how the Word of God or biblical principles have affected one’s life.
 - Prove contact with NPC senior presentation mentor.
2. Seniors must successfully complete all requirements of the presentation in order to graduate and receive credit for the senior Bible class.
3. Any student who fails to do the practice demonstration ahead of time or fails to complete his/her presentation will be required to take the final Bible exam.

General Timeline:

1. September-November: Receive Senior Packet, choose a mentor, meet with the mentor to brainstorm ideas, and discuss possible presentation options.
2. January/February: Meet with mentor, present a proposal for presentation, and begin research and develop outline of presentation
3. March/April: Complete the presentation and practice it in a dress rehearsal to make sure all visual media components work.
4. April (third week) Senior Presentation Week.

Mentor Role:

1. Encourage, give guidance to find resources if necessary, and communicate to the Bible teacher on individual progress.
2. Help student to develop a Christian perspective on the topic.
3. Give feedback (correction, ideas, places and people to contact, Scripture to consider).
4. Listen and recommend changes to the practice presentation in March and April.
5. Complete a final evaluation form regarding individual a senior’s presentation.



Business / Technology

Personal Finance

Major Goals:

1. TLW understand the importance of financial responsibility and decision-making.
2. TLW understand income and career plans using their own God-given talents and resources for the glory of God.
3. TLW learn the importance in developing and planning money management methods.
4. TLW understand the weighty issues and solutions involving credit and debt.
5. TLW identify basic risk management principles and the importance of insurance.
6. TLW understand plans to personal goals in saving and investing for the future as Christians influencing the world around them.
7. TLW learn that all we have belongs to God but we are His stewards of all our possessions: especially our time, talents, and treasures.

Units:

1. Savings. (1.5 weeks)
2. Investment Options. (1 week)
3. Wealth Building. (1.5 weeks)
4. Dangers of Debt. (2 weeks)
5. Consumer Awareness. (1week)
6. Budgeting. (1.5 weeks)
7. Money and Relationships. (1 week)
8. Career Choices (1.5 weeks)
9. Insurance. (1.5 weeks)
10. Giving. (1 week)

Key Projects:

1. Develop a personal budget.
2. Understand how to write checks and maintain current balances.
3. Understand the basics of investing and do an investing project.

Textbooks:

1. *Foundations in Personal Finance*
2. Dave Ramsey videos.



Business / Technology

Grades 11-12: Introduction to Accounting

Major Goals:

1. TLW learn the role of an accountant in today's society.
2. TW understand the need for Christian accountants full of honesty and integrity as "salt of the earth"!
3. TLW see the need and desirability for order in God's world.
4. TLW understand the importance of 1 number in accounting and 1 person in God's plan for the world.
5. TLW demonstrate mastery of creating invoices, bills, receiving and sending payments.
6. TLW prepare financial statements and learn how to read and use them.
7. TLW create and maintain records in QuickBooks.
8. TLW create a working Journal and accurately keep track of all different types of transactions.
9. TLW learn how to deduct income taxes from payroll, and to prepare taxes for their corporation.

Unit Outline: (averaging 1.5 weeks for each section)

1. Invoices, sales, and receiving payments.
2. Purchase orders and paying Bills.
3. Special and recurring transactions; and Financial Statements.
4. Sales of Stock and Payroll.
5. Taxes.

Key Projects:

1. Organize a business, using skills they learn in class to operate the business.
2. Watch Louie Giglio's Video "How Great is Our God?" and apply the lessons taught to both accounting and the importance of individuals in God's plan.

Textbook:

Southwestern Century 21 Accounting (7th Edition)



Business / Technology

Computer I

Major Goals:

1. TLW be familiar with a wide array of computer applications, from Windows 7, Microsoft Office 2007 word processing, spreadsheets, graphic presentations, and internet information retrieval.
2. TLW become information literate, i.e., able to critically assess the credibility and quality of information they retrieve and to use this information as Christians to influence the world around them.
3. TLW discuss the possible consequences and costs of unethical uses of information and computer technology and to protect their technology systems and personal information from predators--all along remembering that technology is only a tool to be used wisely in the light of our Christian faith.
4. TLW use a variety of technology resources for problem solving and independent learning using their own God-given talents and resources for the glory of God.

Units:

1. The essentials of using Microsoft Windows 7; navigation, file and hardware maintenance (2 weeks).
2. Basics of Microsoft Word 2007: Spell Check, Thesaurus, AutoCorrect, custom tabs and hyperlinks, document, text and paragraph formatting (4 weeks).
3. Basics of Microsoft Excel 2007 to design a spreadsheet: layout of a worksheet, simple formulas, Excel Functions, the Fill Tool, formatting cells, and creating of charts (4 weeks).
4. Microsoft PowerPoint 2007: formatting text boxes, graphics, photos, sounds, music files, slide transitions, timing, and object animations (4 weeks).
5. Microsoft Publisher 2007; connecting text boxes, multiple page layouts, inserting graphics, Border Art, convert file into a web publication (4 weeks).

Projects:

1. Develop several documents to type and change needed format.
2. Create a spreadsheet complete with formulas and charts.
3. Create a formal presentation and present their work to the class.
4. Recreate a professional brochure/flyer.



Business / Technology

Computer II

Major Goals:

1. TLW be familiar with a wide array of computer applications, from Windows 7, Microsoft Office 2007 word processing, spreadsheets, graphic presentations, and internet information retrieval.
2. TLW become information literate, i.e., to be able to critically assess the credibility and quality of information they retrieve and to use this information as Christians to influence the world around them.
3. TLW discuss the possible consequences and costs of unethical uses of information and computer technology and to protect their technology systems and personal information from predators--all along remembering that technology is only a tool to be used wisely in the light of our Christian faith.
4. TLW use a variety of technology resources for problem-solving and independent learning using their own God-given talents and resources for the glory of God.

Units:

1. Essentials of using Microsoft Windows 7; navigation, file and hardware maintenance (1 week).
2. Advanced Microsoft Word 2007: Word Styles; graphics and textboxes, Drop Cap, Sections, Watermarks, and Table (4 weeks).
3. Intermediate Microsoft Excel 2007, database features, Sort, Filters, Mail Merge, Pivot Table, Linking, and Protecting Outline cells (4 weeks).
4. Basics of Adobe Photoshop Elements: a variety of tools to edit, modify, and enhance photographs (4 weeks).
5. Adobe Premier Elements: basics to create a movie; edit and modify the file; effects and sequence options (2 weeks).
6. Free Web 2.0 tools: creating a website and blog site, and Prezi presentation (2 weeks).

Projects:

1. Develop a complex document.
2. Create a own database use tools to extract and control key information.
3. Modify several photographs demonstrating their skill using editing tools.
4. Create, edit, and enhance their own movie.
5. Create their own website and develop web-based presentations.



Business / Technology

Introduction to Business

Major Goals:

1. TLW be able to articulate what a Christian business owner's place is in today's business market, including how they can make a difference as a Christian business owner in our culture.
2. TLW practice the art of public speaking and personal selling through presenting their projects to the class on a regular basis.
3. TLW be familiar with a variety of business concepts and tools such as SWOT Analysis, Marketing Mix, Creative Destruction, etc.
4. TLW learn how to successfully run a business through working shifts and taking part in decisions, promotions, and finances within the Pointe Café.
5. TLW market their own business through a variety of projects that include creating newspaper ads, radio advertisements, television ads, logo's and slogans.
6. TLW create a business for the Kuyper triple bottom line business contest, which they will present in front of a live panel of judges while competing against other teams from other schools.
7. TLW pitch a business idea to their classmates in a way that will be convincing potential investors to put money towards their business.

Units:

1. Coffee Shop Training (1weeks).
2. Business basics (3 weeks).
3. Christian business owners (2 weeks).
4. Triple Bottom Line Business model (4 weeks).
5. Marketing (4 weeks).
6. Business Finances (4 weeks).

Projects:

1. Triple Bottom Line Business Project.
2. SWOT Analysis Project.
3. Marketing Mix Project.
4. Creative Destruction Project.
5. Logo and Slogan Project.
6. TV Commercial Project.
7. Radio Commercial Project.
8. Pointe Café Drink Promotion.
9. Color Ad Project.
10. Business Pitch Project.



Business / Technology

Introduction to Video

Major Goals:

1. TLW be able to articulate the importance of Christians in the film industry, including how they can serve God while making film.
2. TLW be able to create, run, and maintain a weekly school news program by the use of NPCNN.
3. TLW be able to show mastery of the skills of planning, shooting, being on camera, and editing film.
4. TLW be able to create multiple types of films such as documentaries, newscasts, sports action, fiction, and social awareness. (from a Christian perspective)
5. TLW show interest and improvement in the different skill areas of creating film throughout the semester.

Units:

1. NPCNN and News casts (2 weeks).
2. Documentaries (3 weeks).
3. Sports films and Trailers (3 weeks).
4. Fiction Films (6 weeks).
5. Social Awareness Films (4 weeks).

Projects:

1. NPCNN weekly news.
2. Documentary project.
3. Sports Trailer Project.
4. Sports Highlights Project.
5. Mystery Film Project.
6. Spoof Film Project.
7. Fiction Choice Film Project.
8. Great Choices in Film Project.
9. Francis Chan Current Issue Project.



Foreign Language

Spanish I

Major Goals:

1. The learner will (TLW) be equipped linguistically to communicate in Spanish which will allow them to establish meaningful contact with others.
2. TLW integrate the study of language with the study of various Spanish language cultures.
3. TLW develop strong language skills which will equip them to be effective ambassadors for Christ.
4. TLW demonstrate understanding of language as they compare Spanish to English.

Units:

1. Greetings, classroom commands, weather, time, body parts, calendar (2 weeks)
2. Friends and relations (infinitives, negatives, expressing agreements and disagreement) (2 weeks)
3. Personality Traits (adjectives) (2 weeks)
4. School (subject pronouns, present tense *-ar* verbs) (2 weeks)
5. Your classroom (verb *l*, plural of nouns and articles) (2 weeks)
6. Food (present tense of *-er* and *-ir* verbs) (2 weeks)
7. Staying Healthy (plural of adjectives, the verb *ser*) (2 weeks)
8. Community (the verb *-ir*, interrogative words) (2 weeks)
9. Activities outside of school (*ir* + *a* + infinitive, the verb *jugar*) (2 weeks)
10. Families (the verb *tener*, possessive adjectives) (2 weeks)
11. Eating out (the verb *venir*, the verbs *ser* and *estar*) (2 weeks)
12. Bedroom (making comparisons, the superlative, stem-changing verbs *poder* and *dormir*) (2 weeks)
13. The House (affirmative *Tu*, the present progressive tense) (2 weeks)
14. Shopping stem-changing verbs- *pensar*, *querer*, *preferir*, demonstrative pronouns) (2 weeks)
15. Buying merchandise (the preterite of *-ar* verbs, the preterite of verbs ending in *-car* and *-gar*, direct pronouns) (2 weeks)
16. Vacations (the preterite of *-er* and *-ir* verbs, the personal *a*) (if time)

Key Projects:

1. Study of Hispanic community in the Grand Rapids area
2. Genealogical Tree
3. Spanish Fiesta
4. Spanish proverbs for fluency and accuracy

Textbook: *Realidades A and B*



Foreign Language

Spanish 2

Major Goals:

1. TLW see God's creativity and attention to detail by learning the basic building blocks of the target language, by comparing those building blocks to the English language and, by using those building blocks to form written and spoken discourse.
2. TLW use the target language to communicate orally in the present tense and limitedly in the past tense.
3. TLW understand and follow instructions given in the target language.
4. TLW identify similarities and differences between the target language and culture and his or her first language and culture thus demonstrating love towards God by loving His people in the midst of differences.
5. TLW identify the importance of reaching out to those of other cultures, here and abroad as commanded by the Bible and gain language tools necessary to doing so (at home, Ex. 22:21-23 & Matt. 25:40; abroad, Matt 28: 18-20).

Units:

1. Review: Review of Present Tense Verbs, Adjectives, and Question Words. – 3 weeks
2. The School Year (Irregular Present Tense Verbs and Verb Phrases) – 4 weeks
3. Extracurricular Activities (Comparisons and More Verb Phrases) – 4 weeks
4. Commerce and Worship (Preterit Verbs and Demonstrative Adjectives) – 4 weeks
5. Enjoying Downtown (Irregular Preterit Verbs and Direct Object Pronouns) – 3 weeks
6. Getting around the City (Commands and Written Accents) – 3 weeks
7. Childhood (Imperfect Verbs and Indirect Object Pronouns) – 3 weeks
8. Natural Disasters (Framework for Preterit vs. Imperfect Verbs) – 3 weeks
9. (If time) Holidays (Spanish and Hispanic Holidays and Sentence Structure) – 2 weeks

Key Projects:

1. Quarter by Quarter Speaking Points
2. Unit by Unit Country Research
3. Final Country Brochure
4. Personal Diamond Poems
5. Retell Bible Story
6. Product Advertisements with Commands
7. Small Group Research and Presentations on Holidays

Textbook: *Realidades A and B*



Foreign Language

Spanish 3

Major Goals:

1. TLW see God's creativity and attention to detail by recognizing and using a variety of verb tenses and other building blocks of language.
2. TLW understand and follow instructions in the target language.
3. TLW use the target language to communicate orally in present, past and future tenses.
4. TLW demonstrate an understanding of some cultural and historical knowledge concerning the people of the target language and a Christian perspective on that knowledge.
5. TLW use the target language to express Christian beliefs and Christian responsibility concerning the caretaking of God's world and His people.

Unit Outline:

1. Morning Routines (Irregular Present Tense Verbs, Possessives) – 3 weeks
2. Camping (Preterit Verbs, Imperfect Verbs, Verbs that Change Meanings) – 3 weeks
3. Competitions (Preterit vs. Imperfect, Interrupting and Interrupted Actions, Adjectives) – 4 weeks
4. Food and Body (Positive and Negative Tú Commands, Object Pronouns) – 3 weeks
5. Health and Nutrition (Usted and Ustedes Commands, Object Pronouns) – 3 weeks
6. Honduras and the 3rd World (Honduras, Irregular "YO" Verbs, Subjunctive) – 3.5 weeks
7. Praising God (Argentina, Por vs. Para, Adverbs, Past vs. Present) – 3.5 weeks
8. The Environment (2 perfect verbs, Object Pronouns) – 3 weeks
9. Work and the Community (Past perfect, Past Participles) – 3 weeks
10. Friendship (Future Verbs, Adjectives) – 3 weeks

Key Projects:

1. Quarter by Quarter Speaking Points
2. Letter to Exchange Student
3. Children's Books
4. How to Speeches
5. 3rd World Experience Project
6. Reflection on the Dirty War and Leticia Mabel Ankselman
7. Personal Testimonies
8. Recycling and Environmental Awareness Posters

Textbook: *Realidades A and B*

Foreign Language

Spanish 4



Major Goals:

1. The learner will (TLW) see God's creativity and attention to detail by recognizing and using **every** Spanish verb tense.
2. TLW use the target language to express beliefs and opinions on social and spiritual issues.
3. TLW use the target language to communicate orally in a variety of tenses and about a variety of topics.
4. TLW understand and follow instructions and participate in discussions held in the target language.
5. TLW demonstrate an understanding of the connections between language and culture which equips student to fulfill God's calling to go and make disciples.
6. TLW demonstrate a cultural sensitivity by using cultural knowledge to chose culturally appropriate words and phrases and demonstrate love towards God and His people.
7. TLW demonstrate knowledge of Bible verses in the target language which equips them to express and expand their understanding of our loving God and fulfill God's calling to go and make disciples.

Units:

1. School Life (Present Tense) – 3 weeks
2. Home and Domestic Living (Subjunctive, Stem-changers, Adjective and Adverb Clauses) - 4 weeks
3. Migration and Family (Subjunctive vs. Indicative vs. Infinitive, Migrant Workers) - 4 weeks
4. Travel (Nosotros Commands, Object Pronouns) - 3 weeks
5. Descriptions – Personality and Feelings (Future, Conditional, Ser vs. Estar, Adjectives) – 3 weeks
6. Childhood (Preterit vs. Imperfect, Sentence Structure) – 3 weeks
7. The Country (Past Subjunctive) - 3 weeks
8. The City (6 Perfect Verbs, Object Pronouns) - 3 weeks
9. Immigration (Policy, Perspectives, Personal Opinions) - 2 weeks
10. Celebrations (All mixed together) – 3 weeks

Key Projects:

1. Quarter-by-Quarter Speaking Points
2. Verb Book
3. Semester 1 Culture Project – Visit to Church, Festival, or Store
4. Semester 2 Culture Project – Cooking or Book Experience
5. Phrase of the Week (ie. *no vende la piel del oso antes de haberlo cazado*)
6. Unit by Unit Bible Memory (ie. Chp.2 – Joshua 24:15)
7. Letter to Self
8. Inspirational Posters for School Involvement
9. Migration Beliefs Paper
10. Retelling of a Fairy Tale
11. Immigration Reflection Paper
12. Response to Letter to Self



Foreign Language

French 1

Major Goals:

1. TLW see God's creativity and attention to detail in language and be able to understand that all language is a gift from God and can be used as an effective means of communication of who God is and who we are as image bearers of God
2. TLW be able to understand the differences and use in appropriate situations of formal and informal uses of the target language
3. TLW be able to participate in brief guided conversations in the target language, ask and respond to simple questions, and comprehend and respond to brief written directions and information
4. TLW be able to recognize cultural differences and be able to demonstrate awareness and significance of cultural similarities and differences, acknowledging that we have a creative God who loves diversity and has created *all* people in His image

Units:

1. Introduction to French: Greetings, Alphabet, Counting, Telling Time, Sounds of the Language (5 weeks)
2. Friends and Family: Identity, Birthdays, Counting, cont., Calendar (3-4 weeks)
3. Bon appétit! Food vocabulary, Café manners, Borrowing and Lending, Weather/Seasons (3-4 weeks)
4. Everyday Life: Daily activities, Likes & Dislikes, Answering and Asking Questions, Invitations (3-4 weeks)
5. Descriptions and Objects :Nouns, Adjectives, Opinions, Important Verbs (3-4 weeks)
6. In Town: City/places vocabulary, Directions, Describing home, Future plans, Ownership (3-4weeks)
7. Shopping: Clothing vocabulary, Shop manners, Style, Comparisons, Commands (4weeks)
8. Free Time Weekend activities, sports, vacation/travel, preferences (4 weeks)

**Cultural readings/lessons will be interspersed in the various units

Key Projects:

1. Memorization and recitation of Bible passages and prayers
2. Mini research project/speech on a non-European French-speaking country

Textbooks:

Discovering French Bleu (McDougal Littell, 1997)

Discovering French Bleu activity book (McDougal Littell, 1997)



Foreign Language

French 2

Major Goals:

1. TLW see God's creativity and attention to detail in language and be able to understand that all language is a gift from God and can be used as an effective means of communication of who God is and who we are as image bearers of God
2. TLW be able to understand the differences and use in appropriate situations of formal and informal uses of the target language.
3. TLW be able to understand the differences and use in appropriate situations of verb tenses and their uses in the target language.
4. TLW be able to participate in intermediate level guided conversations in the target language, ask and respond to questions, and comprehend and respond to intermediate level written directions and information.
5. TLW be able to recognize cultural differences and be able to demonstrate awareness and significance of cultural similarities and differences, acknowledging that we have a creative God who loves diversity and has created *all* people in His image

Units:

1. Review from French 1 (2-3 weeks)
2. Identity : Vocabulary associated with identity, Family and Friends, Professions, Introductions, Expressions with *être*, *avoir*, *faire*; Adjectives, Verbs *aller* and *venir* 1. (3-4 weeks)
3. Weekend Activities: Vocabulary, Paris sites and metro, Countryside (2 weeks)
4. Past Tense: Past tense verbs using *avoir*, Past tense verbs using *être*; Time expressions (5 weeks)
5. Bon Appetit: Food vocabulary, Supermarket and Market manners, Cultural notes, Partitive articles, Restaurant and Café manners (4 weeks)
6. Hobbies and Events: Vocabulary associated with cinema, theatre, activities (2 weeks)
7. Object Pronouns: How to use direct and indirect object pronouns in both the present and past tenses (4 weeks)
8. Sports and Daily Life: Sports and Health Vocabulary, Activities (team and individual) (2-3 weeks)
9. Home: Vocabulary associated with home, residence, home activities; relative pronouns *who* and *whom* (2-3 weeks)

Cultural readings/lessons will be interspersed in the various units, along with French videos

Key Projects:

1. Memorization and recitation of Bible passages and prayers
2. Mini project—create a children's book using vocabulary and verb tenses from the curriculum

Textbooks:

Discovering French Blanc (McDougal Littell, 1997)

Discovering French Blanc activity book (McDougal Littell, 1997)



Foreign Language

French 3

Major Goals:

1. TLW see God's creativity and attention to detail in language and be able to understand that all language is a gift from God and can be used as an effective means of communication of who God is and who we are as image bearers of God.
2. TLW be able to understand the differences and use in appropriate situations of various verb tenses and their uses in the target language.
3. TLW be able to participate in conversations in the target language, ask and respond to questions, and comprehend and respond to written directions and information.
4. TLW be able to recognize cultural differences and be able to demonstrate awareness and significance of cultural similarities and differences, acknowledging that we have a creative God who loves diversity and has created *all* people in His image.
5. TLW be able to read and comprehend short stories in the target language and respond to written and oral questions relating to these writings.

Units:

1. Review (2-3 weeks)
2. Au jour le jour: "le look", personal appearance, beauty, daily routine, feelings, descriptions of people (3 weeks)
3. Soyons Utiles: creative activities at home, earning spending money, chores, services; describing objects and work, asking for help, expressing opinions (subjunctive verbs) (4 weeks)
4. Vive la nature: vacation activities, eco-tourism, weather patterns; describing time, natural phenomena (4-5 weeks)
5. Read the novel *Le Petit Prince* by Antoine de St.-Exupery (3-4 weeks)
6. Aspects de la vie quotidienne: buying various items, requesting services, shopping habits; making purchases, getting services, order of pronouns (3 weeks)
7. Bon voyage: traveling abroad, popular transportation methods, European travel discussing future events, conditional situations (4 weeks)
8. L'Histoire de la France: French History through readings, activities, games, etc. (3-4 weeks)

Cultural readings/lessons will be interspersed in the various units.

Key Projects:

1. Memorization and recitation of Bible passages and prayers
2. Travel brochure and presentation
3. Research paper/speech on a part of French history

Textbooks:

Discovering French Rouge (McDougal Littell, 1997)

Discovering French Rouge activity book (McDougal Littell, 1997)

Le Petit Prince by Antoine de Saint-Exupéry (Harcourt, 2001)



Foreign Language

French 4

Major Goals:

1. TLW see God's creativity and attention to detail in language and be able to understand that all language is a gift from God and can be used as an effective means of communication of who God is and who we are as image bearers of God.
2. TLW be able to understand the differences and use in appropriate situations of various verb tenses and their uses in the target language.
3. TLW be able to participate fully in conversations in the target language, ask and respond to questions, and comprehend and respond to written directions and information.
4. TLW be able to recognize cultural differences and be able to demonstrate awareness and significance of cultural similarities and differences, acknowledging that we have a creative God who loves diversity and has created *all* people in His image.
5. TLW be able to communicate the breadth of what Christ's kingdom means in all areas of culture.
6. TLW be able to read and comprehend short stories in the target language and respond to written and oral questions relating to these writings.
7. TLW be able to write essays and stories in the target language.

Units:

1. Review of French 3 verb tenses
2. Pronouns (direct object, indirect object, y, and en)
3. Negative expressions (ne...rien, ne...personne, etc.)
4. Interrogative/Demonstrative/Relative Pronouns
5. Pluperfect Verb Tense
6. Past Conditional and Past Subjunctive Tenses
7. Present Participles
8. French history, culture, and government readings and discussions
9. French poets and poetry (if time permits)

Note: Readings on French articles, short stories, etc. will be interwoven throughout the year

Key Projects:

1. Country paper and oral report
2. Short story writing assignment

Textbooks:

Discovering French Rouge (McDougal Littell, 1997)
Discovering French Rouge activity book (McDougal Littell, 1997)
Supplemental readings from magazines, newspapers, etc.

Language Arts



English 9

Goals:

1. TLW be able to recognize and understand different forms and elements of literature and the worth/value of these forms
2. TWL be able to understand that language is a gift from God and can be used as an effective means of communication of who God is and who we are as image bearers of God
3. TWL be able to write formal and grammatically correct, cohesive, and conceptually concrete compositions and essays
4. TWL be able to understand the differences and use in appropriate situations of formal and informal Standard American English
5. TWL be able to recognize authors' statements about life through literature and evaluate those views when examined through a biblical worldview

Units:

1. Grammar for Writing (9-10 weeks)
2. Writing Unit #1: Research paper (5-6 weeks)
3. English: Origins and Uses (2 weeks)
4. "Expect the Unexpected" short story unit (2 ½ weeks)
5. Writing Unit #2: Narrative and Descriptive essays (1-2 weeks)
6. "Romeo and Juliet" drama unit (4-5 weeks)
7. Holocaust unit (5-6 weeks)
Night
The Sunflower: On the Possibilities and Limits of Forgiveness
8. Writing Unit #3: Creative writing projects (1-2 weeks)

*Vocabulary will be interwoven throughout different units during 2nd semester

Key projects:

1. Research paper on a career
2. Persuasive essay
3. Narrative essay
4. Descriptive essay
5. Romeo and Juliet projects

Texts:

1. *Elements of Writing, Fourth Course, Revised Edition* (Holt, Rinehart, & Winston, 1997)
2. *Elements of Literature, Third Course* (Holt, Rinehart, & Winston, 1997)
3. *Night* by Elie Wiesel (Holt, Rinehart, & Winston)
4. *The Sunflower: On the Possibilities and Limits of Forgiveness* by Simon Wiesenthal (Schocken Books, Inc., 1998)
5. *Key Words for the College Bound* by R. & R. FitzGerald (Teacher's Discovery, 2006)

Language Arts



English 10

Major Goals:

1. TLW recognize that language is a gift from God and the Bible exhorts us to use effective language in writing and speaking as image-bearers of Christ
2. TLW identify elements of short stories and show how they work together
3. TLW evaluate the distinct elements of dramatic literature and contrast these with prose
TLW utilize the writing process for developing compositions
4. TLW identify elements of poetry, along with its use of tone, theme, and figurative language
5. TLW recognize a writer's worldview as revealed in the literature and evaluate it from a biblical perspective

Unit Outline:

1. Short Story – 3-4 weeks
2. Dystopia – 3 weeks *Fahrenheit 451*
3. Poetry unit (2 weeks)
4. Speech and Communication - 9 weeks
 - a. Introduction (1-2 weeks)
 - b. Dramatic reading/presentation (1 week)
 - c. Persuasive Speech (2-3 weeks)
 - d. Informative Speech (2-3 weeks)
5. Tragedy: *Antigone* – 3 weeks
6. Media Issues / Research Paper – 6 weeks
7. History and Development of English (2 weeks)
8. *To Kill a Mockingbird* – 4 weeks
9. *The Outsiders* – 3 weeks

Key projects:

1. Speeches (Demonstration, Persuasive, Informative, Oral Interpretation)
2. Short Story Writing Project
3. Current Issue Research Paper
4. Poetry Portfolio Project

Texts: *Elements of Literature: 4th Course* (Holt, Rinehart, Winston, 1997)



Language Arts

English 10 Honors

Major Goals:

1. TLW be able to recognize and understand different forms and elements of literature and the worth/value of these forms
2. TLW be able to understand that language is a gift from God and can be used as an effective means of communication of who God is and who we are as image bearers of God
3. TLW be able to write formal and grammatically correct, cohesive, and conceptually concrete compositions and essays
4. TLW be able to understand the elements necessary for effective speech-making
5. TLW be able to plan, organize, and deliver formal speeches on assigned and chosen topics
6. TLW be able to recognize authors' statements about life through literature and evaluate those views when examined through a biblical worldview.

Units:

1. Speech components and informative/expository speech (4 weeks)
2. Demonstration/Process Speeches (2 weeks)
3. *Julius Caesar* (3 weeks)
4. Exploring Human Nature (short stories along with a study of the novel *A Separate Peace* (6 weeks))
5. *The Outsiders* novel unit (3 weeks)
6. Poetry unit (2-3 weeks)
7. *Antigone* (3 weeks)
8. Novel unit: *To Kill a Mockingbird* novel unit (4 weeks)
9. Literature Circles: group novel studies (4 weeks)
10. Group Speech about Literature Circles (1 week)

Key projects:

1. Persuasive essay on human nature (goes with unit #4)
2. Literary analysis essays
3. Poetry Project
4. *Antigone* project
5. Speeches
6. Literature Circles project
7. Weekly vocabulary units and quizzes
8. TLW



Language Arts

English 11

Major Goals:

1. TLW recognize that language is a gift from God and the Bible exhorts us to use effective language in writing and speaking as image-bearers of Christ
2. TLW identify elements of short stories and show how they work together
3. TLW evaluate the distinct elements of dramatic literature and contrast these with prose
4. TLW utilize the writing process for developing compositions
5. TLW identify elements of poetry, along with its use of tone, theme, and figurative language
6. TLW recognize a writer's worldview as revealed in the literature and evaluate it from a biblical perspective

Unit Outline:

1. Writing:
 - a. Example Essay (2 weeks)
 - b. Division/Classification Essay (2 weeks)
 - c. Cause & Effect Essay (2 weeks)
 - d. Comparison & Contrast Essay (2 weeks)
 - e. Argument & Persuasion Essay (3 weeks)
 - f. Read *The Scarlet Letter* (3 weeks)
 - g. Literary Analysis (3 weeks)
2. American Literature:
 - a. Early American Literature (1 week)
 - b. The Puritans (1 week)
 - c. Rationalism (1 week)
 - d. Romanticism (1 week)
 - e. Transcendentalism (1 week)
 - f. Dark Romantics (1 week)
 - g. Realism (2 weeks)
 - h. Modernism
 - i. *The Great Gatsby* (3 weeks)
 - ii. Short Stories (3 weeks)
 - iii. Poetry (2 weeks)
 - iv. Drama: *A Raisin in the Sun* (3 weeks)
 - i. Post-Modernism (2 weeks)
 3. Vocabulary (Weekly)

Key Projects:

1. *The Scarlet Letter* Literary Analysis
2. *The Great Gatsby* – Literary Analysis
3. Short Story Group Presentations
4. Persuasive Writing Project

Texts: *Elements of Literature: Fifth Course* (Holt, Rinehart, and Winston, 1997)
The Prose Reader: Essays for Thinking, Reading, and Writing (Flachmann & Flachmann)



Language Arts

English 12 British Literature

Major Goals:

1. TLW read and analyze literature through the lens of scripture, discerning Truth from falsehood. (Acts 17:11)
2. TLW write a well-organized, well-supported, and well-articulated expository essay, that clearly communicates Truth with integrity. (Psalm 37:30, Ephesians 4:15)
3. TLW develop a mature working vocabulary in order to express the Truth orally or in writing with subtlety, complexity, and nuance. (I Corinthians 14:9, II Timothy 4:2)
4. TLW recognize the rhetorical devices and elements of literature and understand how their use contributes to the meaning of a text.

Unit Outline:

1. The Anglo-Saxons: 4 weeks
2. The Middle Ages: 4 weeks
3. Renaissance Poetry: 3 weeks
4. Renaissance Theater: 4 weeks
5. Restoration: 2 weeks
6. Romantics: 4 weeks
7. The Victorians: 4 weeks
8. The Moderns: 7 weeks

Key Projects:

1. Read *Beowulf*; write a 3-4 page analysis
2. Read *Macbeth*; write a 3-4 page analysis
3. Memorize and act a scene of *Macbeth*
4. Read *Frankenstein*; write a 3-4 page analysis
5. Read a modern British novel; write a 3-4 page analysis

Texts:

Mescal, Evler, ed. *Elements of Literature: Sixth Course*. Austin: Holt, Rinehart and Winston, Inc., 1997. Print.



Language Arts

AP Literature and Composition

Major Goals:

1. TLW develop close reading skills and analyze literature through the lens of scripture, discerning Truth from falsehood. (Acts 17:11)
2. TLW write a well-organized, well-supported, and well-articulated expository essay, that clearly communicates Truth with integrity. (Psalm 37:30, Ephesians 4:15)
3. TLW develop a mature working vocabulary in order to express the Truth orally or in writing with subtlety, complexity, and nuance. (I Corinthians 14:9, II Timothy 4:2)
4. TLW recognize the rhetorical devices and elements of literature and understand how their use contributes to the meaning of a text.
5. TLW develop the requisite skills for passing the AP Literature and Composition exam.

Unit Outline:

1. Summer reading / Mythology: 1 week
2. Introduction to writing: 1 week
3. Poetry: 8 weeks
4. Drama / Literary theory and criticism: 6 weeks
 - a. *Macbeth*
 - b. *Hamlet*
5. Prose: 16 weeks
6. Introduction: 1 week
7. *Frankenstein*: 4 weeks
8. Two novels: 4 weeks
9. *The Awakening*: 7 weeks

Key Projects:

1. Read *Beowulf*; write a 3-4 page analysis.
2. Read *Macbeth*; write a 3-4 page analysis.
3. Read Hamlet / Research literary theory and criticism; write research essay / literary analysis.
4. Read *Frankenstein* / *The Awakening*; write a 3-4 page analysis.
5. Read a modern British novel; write a comparison / contrast essay.
6. Timed writings.
7. Memorize and act a scene of *Macbeth*.
8. AP Literary terms / other vocabulary.
9. Historical background timelines.
10. Testing of Mandates:

In which ways before the Civil War was the United States a Christian nation and in which ways was it not? Give examples from our study of the early years of our history.

Texts:

Arp, Thomas R., and Greg Johnson, eds. *Perrine's Literature: Structure, Sound, and Sense*. Boston: Thomson Wadsworth, 2006. Print.

Mescal, Evler, ed. *Elements of Literature: Sixth Course*. Austin: Holt, Rinehart and Winston, Inc., 1997. Print.



Mathematics

Algebra 1

Major Goals:

1. TLW appreciate more fully the organization that God exhibited while creating the world, specifically the patterns appearing in mathematics.
2. TLW think abstractly about numbers, rules, and patterns.
3. TLW write and solve equations and inequalities.
4. TLW express functions in graphs, and extract patterns from graphs and data.
5. TLW use their math skills to solve real-life problems.

Units:

1. Operations (three weeks).
2. Equations (four weeks).
3. Graphing (six weeks).
4. Statistics and Graphs (two weeks).
5. Inequalities (three weeks).
6. Systems (four weeks).
7. Exponents (three weeks).
8. Polynomials (five weeks).

Projects:

1. Evaluate expressions using order of operations.
2. Solve multi-step linear equations.
3. Create graphs of linear equations.
4. Use slope and intercepts.
5. Write and graph inequalities.
6. Write inequalities/equations from real-life scenarios.
7. Solve systems of equations in multiple ways.
8. Express real-life patterns with linear and exponential functions.
9. Factor quadratic polynomials into linear pairs.

Textbook:

Algebra I (McDougall-Littell)



Mathematics

Geometry

Major Goals:

1. TLW identify inductive and deductive reasoning and recognize the foundations of a math system in general, Euclidean geometry in particular, and the incorporation of faith (belief in basic concepts that cannot be proven) in both philosophy and religion.
2. TLW know and use the terms of basic logic within the structure of Euclidean geometry and apply them to the basic structure of a proof.
3. TLW utilize Euclidean principles in order to demonstrate geometric constructions so that the learner will be able to identify the connection between abstract and concrete concepts.
4. TLW solve multistep problems, write proofs, and demonstrate relationships involving plane and solid geometry, with emphasis on triangles and circles.
5. TLW utilize the Pythagorean Theorem and trigonometric ratios and laws to solve problems involving right and non-right triangles.
6. TLW identify, evaluate, and perform transformations in the abstract to demonstrate the natural transformations that exist in God's creation.

Units:

1. Points, Lines, Planes, and Angles (2.5 weeks).
2. Deductive reasoning (conditional statements) (2 weeks).
3. Parallel lines (3 weeks).
4. Congruent triangles (2.5 weeks).
5. Quadrilaterals (1.5 weeks).
6. Inequalities (1 week).
7. Similar polygons (2 weeks).
8. Right triangles/Trigonometry (4 weeks).
9. Circles (2 weeks).
10. Area and Volume (2 weeks).
11. Flatland (2.5 weeks).
12. Constructions (throughout course).
13. Coordinate Geometry (1.5 weeks).
14. Transformations (2 weeks).
15. NonEuclidean Geometry (bonus unit for Honors).
16. Golden Ratio (bonus unit for Honors).
17. Fractals (bonus unit for Honors).
18. Topology (bonus unit for Honors).

Projects:

1. Regular notebook maintained throughout the entire year.
2. Flatland unit - reading, discussion, and artistic explanation of the main concept of the book.
3. Transformations - artistic representations of transformations as Tessellations.
4. Fractals - artistic drawings of fractals and connections with God's creation.

Textbooks:

1. *Geometry* (McDougall Littell, 2000)
2. *Modern School Mathematics: Geometry* (Houghton Mifflin, 1972)



Mathematics

Algebra 2

Major Goals:

1. TLW express the reasonableness of solutions using appropriate mathematical techniques, symbols, and formulas.
2. TLW simplify, graph, analyze, solve, and model linear, polynomial (with emphasis on quadratic), and rational functions.
3. TLW apply properties of exponential and logarithmic functions in simplifying expressions, solving equations, graphing, analyzing, and modeling real-life situations.
4. TLW simplify, graph, analyze, and model trigonometric functions.
5. TLW simplify, graph, analyze, and model conic sections.
6. TLW use the basic techniques of statistical analysis to organize, present, interpret, and analyze data in real-life situations to understand the necessity of accurate analysis in our mandate to care for people, the environment, and all of creation.

Units:

1. Equations and Inequalities in one variable (2 weeks).
2. Linear Equations and Functions (3 weeks).
3. Systems of Linear Equations (2 weeks).
4. Quadratic Functions (5 weeks).
5. Polynomials Functions (2 weeks).
6. Powers, Roots, and Radicals (2 weeks).
7. Exponentials and Logarithmic Functions (3 weeks).
8. Rational Functions (2 weeks).
9. Sequence and Series (1.5 weeks).
10. Trigonometry (6 weeks).
11. Conic Sections (2 weeks).
12. Statistics (1 week).

Projects:

1. Regular notebook maintained throughout the entire year.
2. Regular homework assignments.
3. Periodic activities to summarize and apply unit topics while incorporating ethical issues.

Textbook:

Algebra 2 (McDougal Littell, 2004).



Mathematics

Algebra 2 Concepts A

Major Goals:

1. TLW test the reasonableness of solutions using appropriate mathematical techniques, symbols, and formulas.
2. TLW simplify, solve, and graph linear equations and inequalities and systems of linear equations and inequalities.
3. TLW simplify, solve, and graph quadratic equations and inequalities.
4. TLW explore, simplify, and solve polynomial functions.
5. TLW understand his unique abilities and how to use his gifts to honor God
6. TLW demonstrate a clear understanding of how we are instructed to handle money God's way.

Units:

1. Equations and Inequalities (6 weeks).
2. Linear Equations and Functions (4 weeks).
3. Systems of Linear Equations and Inequalities (3 weeks).
4. Graphing Quadratic Equations (3 weeks).
5. Algebraic Manipulation of Quadratic Equations (5 weeks).
6. Solving Quadratic Equations (3.5 weeks).
7. Polynomials and Polynomial Functions (5.5 weeks).
8. Powers, Roots, and Radicals (3 weeks).

Projects:

1. Regular packet of notes maintained for each chapter.
2. Regular homework assignments.
3. Regular in-class review using white boards and one-on-one assistance.

Textbook:

Algebra 2 (McDougal Littlel, 2004)



Mathematics

Algebra 2 Concepts B

Major Goals:

1. TLW extend properties of exponents to rational exponents.
2. TLW perform arithmetic operations with complex numbers and use them in equations.
3. TLW write expressions in equivalent forms to solve problems.
4. TLW understand solving equations as a process of reasoning and solve equations & systems of equations; represent equations graphically.
5. TLW understand the concept of a function: its uses and the ability to build functions that model a relationship between two quantities.
6. TLW construct and compare linear, quadratic, and exponential models and solve problems.
7. TLW apply trigonometry to solve problems involving right triangles.
8. TLW use the rules of probability to compute probabilities of compound events.

Units:

1. Review (6 weeks).
2. Exponential and Logarithmic Functions (5 weeks).
3. Rational Functions (5 weeks).
4. Conic Sections (5 weeks).
5. Sequences and Series (4 weeks).
6. Permutations and Combinations (4 weeks).
7. Trigonometry (5 weeks).

Projects:

1. Regular homework assignments.
2. Stewardship Project.

Texts:

Algebra 2 (McDougal Littell 2004)



Mathematics

Pre-Calculus

Major Goals:

1. TLW identify, know, and apply mathematical terminology regarding algebraic functions and relations demonstrating that humans are made in God's image by being able to think abstractly and use abstract symbolic communication to precisely describe physical creation.
2. TLW solve polynomial functions by algebraic manipulation, by coordinate graphing, and by vectors.
3. TLW utilize trigonometric ratios and laws to solve problems involving both right and non-right triangles, graphing trig functions, and solving trig equations demonstrating that all cultures and times have consistently used the same universal laws to determine truth for a given set of physical circumstances.
4. TLW utilize algebraic techniques in analyzing and graphing relations in polar and coordinate form.
5. TLW analyze sequences and series, use induction to create forms, then use the forms and deduction to make prediction and evaluations.
6. TLW identify the limits of function and apply the concept to Integral Calculus.

Units:

1. Systems of Linear Equations (1.5 weeks).
2. Function Graphing (2 weeks).
3. Polynomial Functions (2 weeks).
4. Trigonometric Functions (2 weeks).
5. Trigonometric Graphs (2 weeks).
6. Trigonometric Identities and Equations (1.5 weeks).
7. Vectors and Parametric Equations (2 weeks).
8. Polar Form (2 weeks).
9. Conic Sections (2 weeks).
10. Exponential and Logarithmic Functions (2 weeks).
11. Sequences and Series (2 weeks).
12. Probability (1.5 weeks).
13. Statistics (1.5 weeks).
14. Calculus (1 week).

Projects:

1. Regular homework assignments.
2. Periodic activities to summarize and apply unit topics while incorporating ethical issues.

Textbook:

Advanced Mathematical Concepts: Precalculus with Applications (Glencoe, 2004)



Mathematics

Concurrent Enrollment Calculus 1 & 2

Major Goals:

1. TLW be able to evaluate limits of functions (both limits that exist and those that do not) and conceptually understand a limit as function behavior.
2. TLW be able to evaluate derivatives of functions (using various rules such as product, quotient, and chain rules and implicit differentiation) and conceptually understand a derivative as the slope of a function.
3. TLW be able to evaluate integrals of functions (using various methods such as substitution and integration by parts) and conceptually understand an integral as the area below a curve.
4. TLW apply differentiation and integration techniques to solve real world problems in various contexts (motion, optimization, related rates, area, volume, etc).
5. TLW be able to evaluate the sum of a series and create a Taylor Polynomial.
6. TLW apply the techniques of calculus to solve problems while considering the mandate to be stewards of creation and resources.

Units:

1. Foundations (1 week).
2. Limits and Continuity (3 weeks).
3. Derivative Evaluation (4 weeks).
4. Applications of Derivatives (3 weeks).
5. Definite Integrals (2 weeks).
6. Applications of Integrals (2 weeks).
7. Transcendental Functions (2 weeks).
8. Techniques of Integration (3 weeks).
9. Differential Equations (2 weeks).
10. Infinite Series (3 weeks).
11. Parametric and Polar Functions (2 weeks).
12. Vectors of Space (2 weeks).

Projects:

1. Regular notebook maintained throughout the entire year.
2. Regular homework assignments.

Textbooks:

Thomas' Calculus 14th Ed. (Hass, Heil, Weir) with online *MyLab Math*.



Mathematics

Concurrent Enrollment College Algebra 2

Major Goals:

1. TLW be able to perform function operations.
2. TLW be able to graph functions.
3. TLW be able to work with radical expressions and solve radical equations.
4. TLW be able to solve quadratic equations.
5. TLW be able to graph conic sections.
6. TLW be able to simplify exponential and logarithmic expressions.
7. TLW be able to solve exponential and logarithmic equations.
8. TLW be able to apply exponential and logarithmic equations to finances.
9. TLW be able to analyze arithmetic sequences and geometric sequences and series.
10. TLW see mathematics as a way to explore and understand God's creation.

Units:

1. Functions (1 week).
2. Radical Expressions and Equations (2.5 weeks).
3. Quadratic Equations (2 weeks).
4. Conic Sections (2 weeks).
5. Exponential and Logarithmic Functions (3 weeks).
6. Sequence and Series (2 weeks).

Projects:

1. Regular homework assignments.
2. Finance project to explore interest rates and future financial planning.

Textbook:

Introductory and Intermediate Algebra for College Students, 5th Ed. By Robert F. Blitzer
with *MyLab Math* online



Mathematics

Concurrent Enrollment Statistics

Major Goals:

1. TLW understand how to collect and represent both quantitative and qualitative data.
2. TLW understand how to summarize both quantitative and qualitative data.
3. TLW be able to calculate the probability of an event using various methods.
4. TLW understand and be able to use the Normal Distribution.
5. TLW understand and be able to use sampling distributions according to the Central Limit Theorem.
6. TLW be able to estimate the value of parameters.
7. TLW be able to set up and run a hypothesis test.
8. TLW be able to make inferences on data (one or two samples and categorical).
9. TLW understand the importance of ethics in statistical studies.

Units:

1. Data Collection (1 week).
2. Organizing and Summarizing Data (1 week).
3. Numerically Summarizing Data (1 week).
4. Describing the Relationship between Two Variables (1 week).
5. Probability (1 week).
6. Discrete Probability Distributions (1 week).
7. The Normal Probability Distribution (1 week).
8. Sampling Distributions (1 week).
9. Estimating the Value of a Parameter (1 week).
10. Hypothesis Tests Regarding a Parameter (1 week).
11. Inferences on Two Samples (1 week).
12. Inference on Categorical Data (1 week).

Projects:

1. Regular homework assignments.
2. Qualitative project comparing advertising and articles in magazines.
3. Quantitative project exploring a topic of interest to the student.

Textbook:

Fundamentals of Statistics, 5th Ed. By Michael Sullivan III with *MyStatLab* online.



Music

Vocal Music

Major Goals:

1. TLW demonstrate the ability to love others and treat them with respect by working with the body of Christ in the classroom.
2. TLW actively participate in multiple public performances and learn how to respect others and represent Christ as a testimony to others.
3. TLW show basic comprehension of the National Standards for Music Education.
4. TLW be able to sing and perform varied styles of music.
5. TLW be able to discern different styles of repertoire through a godly filter.

Units:

1. **Fall Unit:** Students learn music from other cultures, including foreign language and culture, patriotic songs, and spirituals, ending in a public fall concert.
2. **Christmas Unit:** Students learn both sacred and secular Christmas music, emphasizing Christian music, ending in a tradition of all the choirs singing “Silent Night” and the high school choir singing the Hallelujah Chorus—all in a public concert.
3. **Winter Unit:** Students learn classical music, ending in a district, adjudicated festival, with each choir singing two classical pieces at contest which includes a sight sing. If a choir achieves favorable ratings here, it moves on the state level of competition.
4. **Spring Unit:** Students continue to work on some classical music these last nine weeks, especially if they going to state contest. The emphasis, though, is for students to learn to sing jazz, Broadway, and pops music, learning how to pick out music that is appropriate for Christians. This unit ends with a public spring concert.
5. **Encompassing Unit:** Throughout the year students also sing in small groups for a grade, singing a piece they are rehearsing or sight singing, which helps improve their technique..

Testing for Mandates:

1. Love mandate: We show love by learning our parts, so that we make others learning and musical experience the best it possibly can be. By playing well, it is enjoyable and educationally beneficial to everyone in the class, thus loving. We test this through playing tests.
2. Mission mandate: Our students assist each other, teaching one another different aspects of music, such as rhythms, fingering, and other techniques. This discipleship model is practice for disciplining each other’s faith. We observe and make notes as to students’ abilities.
3. Image mandate: Because sound is a creation of God, students learn to subdue the sounds our instruments make into glorious music. We give concerts and compete in festivals to publicly demonstrate our learned goals.



Music

Orchestra

Major Goals:

1. The learner will demonstrate the ability to love others and treat them with respect by always striving for excellence for the glory of God.
2. The learner will perform a minimum four performances per year with the ultimate goal of reaching others for Christ.
3. The learner will develop technical skills on their instrument, enabling them to peruse any musical path.
4. The learner will show basic comprehension of all nine National Standards for Music Education
(<http://www.menc.org/resources/view/national-standards-for-music-education>)

Units:

1. Technique: play all positions on their respective instruments; play vibrato, spicatto, and use col legno.
2. Theory: rhythm (read any meter at any tempo, any rhythmic pattern) and notation (recognize and play any key signature and corresponding scales; finger patterns is all positions in all keys relevant to literature).
3. Literature: complete *Essential Elements 2000 Book 4* or comparable method book; prepare a minimum of four selections for each concert unit.
4. Performances: minimum of four concerts each year and perform at both solo and ensemble festival (or take two performance tests) and band and orchestra festival.

Testing for Mandates:

1. Love mandate: We show love by learning our parts, so that we make others learning and musical experience the best it possibly can be. By playing well, it is enjoyable and educationally beneficial to everyone in the class, thus loving. We test this through playing tests.
2. Mission mandate: Our students assist each other, teaching one another different aspects of music, such as rhythms, fingering, and other techniques. This discipleship model is practice for disciplining each other's faith. We observe and make notes as to students' abilities.
3. Image mandate: Because sound is a creation of God, students learn to subdue the sounds our instruments make into glorious music. We give concerts and compete in festivals to publicly demonstrate our learned goals.



Music

Band

Major Goals:

1. Praise the LORD. Praise God in his sanctuary; praise him in his mighty heavens.
2. Praise him for his acts of power; praise him for his surpassing greatness. Praise him with the sounding of the trumpet, praise him with the harp and lyre,
3. Praise him with tambourine and dancing, praise him with the strings and flute,
4. Praise him with the clash of cymbals, praise him with resounding cymbals.
5. Let everything that has breath praise the LORD. Praise the LORD. (Psalm 150)

Units:

1. Technique: play all positions on their respective instruments; play vibrato, spiccato, and use collegno—all in a more-accomplished form.
2. Theory: rhythm (read any meter at any tempo, any rhythmic pattern) and notation (recognize and play any key signature and corresponding scales; finger patterns is all positions in all keys relevant to literature).
3. Literature: complete *Essential Elements 2000 Book 4* or comparable method book; prepare a minimum of four selections for each concert unit.
4. Performances: minimum of four concerts each year and perform at both solo and ensemble festival (or take two performance tests) and band and orchestra festival.

Testing for Mandates:

1. Love mandate: We show love by learning our parts, so that we make others learning and musical experience the best it possibly can be. By playing well, it is enjoyable and educationally beneficial to everyone in the class, thus loving. We test this through playing tests.
2. Mission mandate: Our students assist each other, teaching one another different aspects of music, such as rhythms, fingering, and other techniques. This discipleship model is practice for disciplining each other's faith. We observe and make notes as to students' abilities.
3. Image mandate: Because sound is a creation of God, students learn to subdue the sounds our instruments make into glorious music. We give concerts and compete in festivals to publicly demonstrate our learned goals.



Physical Education

Girls Health

Major Goals:

1. TLW understand that our body is a temple, a gift from God, and a home for the Holy Spirit.
2. TLW develop an understanding of how the body functions, specifically during exercise.
3. TLW know the steps and commit to developing a healthy, Godly lifestyle in regards to drugs, alcohol, sex, nutrition, exercise, and social relationships.
4. TLW develop an understanding, appreciation, and commitment regarding sexually abstaining until marriage.

Units:

1. Introduction to Health (one week).
2. Introduction to the Human Body (two weeks).
3. Systems of the Body (three weeks).
4. Nutrition, Dieting, Eating Disorders (four weeks).
5. Fitness & Exercise (three weeks).
6. Diseases (three weeks).
7. Stress & Anxiety (two weeks).
8. Safety (two weeks).
9. Substance Abuse (three weeks).
10. Relationships (Pregnancy Resource Center) (four weeks).

Projects:

1. Collage: secular vs Christian worldview on health collage.
2. Sport Skill Analysis: in depth at what the body is doing during a skill.
3. Nutrition Analysis: personal assessment of eating habits>
4. Exercise Program: personal program designed to be carried out the rest of the year
5. Diseases personal look at what diseases affect your family, prevention.

Testing:

1. Students are required to turn in a Fitness Log every other week.
2. They are required to exercise all year long at least three times a week for 30 minutes per time.
3. They take the Caretaker Mandate and put it in practice regarding health and fitness by honoring God with the care of their bodies.

Textbook:

Total Health: Choices For A Winning Lifestyle by Susan Boe



Physical Education

Girls Physical Education

Major Goals:

1. TLW understand that our body is a temple, a gift from God, and a home for the Holy Spirit.
2. TLW improve and maintain her overall fitness throughout the semester.
3. TLW review the rules, strategies, and skills of the following sports: soccer, flag football, basketball, volleyball, hockey, badminton, tennis, and pickleball.
4. TLW continue to improve her motor skills by practicing and trying a variety of activities.
5. TLW demonstrate full knowledge of sports by participating in competitions.
6. TLW demonstrate teamwork, good sportsmanship, self-control, and Christ-like attitudes in competitive and non-competitive situations.

Units:

1. Softball (two weeks).
2. Soccer (two weeks).
3. Football (one week).
4. Hockey (two weeks).
5. Badminton (two weeks).
6. Basketball (two weeks).
7. Volleyball (two weeks).
8. Pickleball (two weeks).

Key Projects:

1. Mile Run – fall and spring to see improvements.

Testing:

1. Given a common situation/scenario for that particular sport, students describe how they usually see this situation handled in sports and must define how we as Christians should handle the situation.
2. Or, I will ask them to recall an instance in sports where they saw sportsmanship at its worst and best.



Physical Education

Boys Health

Major Goals:

1. TLW write out five health-related goals at the end of the semester.
2. TLW analyze cultural and media influences on various health topics.
3. TLW apply health principles to personal, family and community health issues.
4. TLW critique and respond to health issues from a Christian perspective.
5. TLW develop standards as a Christian on sexual, nutritional, mental, and social health.

Units:

1. Introduction to Health (four weeks)
2. The Body and Physical Activity(four weeks)
3. Nutrition (two weeks).
4. HIV and STD's Prevention (two weeks).
5. Mental and Emotional Health (two weeks).
6. Alcohol, Tobacco and Abused Drugs (three weeks)
7. Building Healthy Relationships (one week)
8. Personal Health and Safety Issues (one week or as time permits)

Projects and Testing:

1. Complete a Physical Fitness Profile, assessing their present fitness level.
2. Keep a food journal for one week and assess their eating habits by referring to the caretaker mandate.
3. Participate in the *Willing to Wait* program on abstinence from a Christian perspective.
4. Students will be challenged and make a commitment to building positive relationships with the opposite sex, referring to the_"love your neighbor as yourself" mandate.
5. Students will write two goals for each of the following categories: physical, nutritional, and relationships in light of preparation for marriage.

Textbook:

Total Health: Choices For A Winning Lifestyle by Susan Boe



Physical Education

Boys Physical Education

Major Goals:

1. TLW use a variety of simple exercises to develop and maintain personal fitness
2. TLW give the basic rules and strategies for each of the sports and/or leisure activities.
3. TLW will demonstrate how the three mandates apply to fitness and sport.
4. TLW critique the class members and give examples of how they are using the “team agreement.”

Units:

Fall

1. Football (three weeks)
2. Soccer: (three weeks)
3. Softball (two weeks)
4. Speed Away (one week)
5. Volleyball (two weeks)
6. Handball (one week)
7. Badminton (one week)
8. Floor Hockey (two weeks)
9. Basketball (as time permits)

Spring

1. Floor Hockey (two weeks)
2. LaCrosse: (one week)
3. Badminton (two weeks)
4. Handball (two weeks)
5. Volleyball (two weeks)
6. Indoor/Outdoor Soccer (three weeks)
7. Softball (two weeks)
8. Pickleball/Tennis (two weeks)
9. Football (as time permits)

Projects:

1. Use a provided “play book” to execute four plays in a football game.
2. Class “champions” for singles and doubles badminton tournament.
3. Structured team competition with basic stats kept for team wins/losses.
4. Physical Fitness Assessment: one mile run (time) and 10 minutes run (laps) to assess aerobic fitness.
5. Regular skill assessment in each activity except Speed Away

Testing:

Students will explain how participation on an athletic team compares to being a part of “the body of Christ.”



Physical Education

Weightlifting

Major Goals:

1. TLW in all classes work hard, show integrity, and complete the assigned weight plan.
2. TLW understand and practice that sometimes God allows hard things in our lives because of what it will produce for good.
3. TLW show steady strength improvement over the semester in amount of weight lifted.
4. TLW increase cardio and aerobic improvement from a beginning base line.
5. TLW honor God and serve others through developing his/her body fitness.

Units:

1. Proper technique for both legs and upper body (2 weeks).
2. Proper technique for ladder, dot drills, jump rope and circuits (2 weeks).
3. Test Strength and cardio improvement after 4 weeks (one week).
4. Abs and Core (2 weeks).
5. Plyometrics: explosive lifts and exercises designed to help athletes (2 weeks).
6. Comparing Body Weights (2 weeks).

Testing:

1. Mid- and end-of-semester testing to evaluate growth toward goals.
2. Testing frequently toward the goal of a student being able to bench-squat and power clean at least the student's own body weight.



Science

9th Grade Earth Science

Major Goals:

1. TLW recognize that choices we make affect the world and God's creation.
2. TLW review the carbon cycle and water cycle and relate them to global changes in climate and weather
3. TLW discuss plate tectonics and how the earth is constantly being created and destroyed.
4. TLW recognize how the earth is constantly changing through the processes of weathering and erosion.
5. TLW understand how their carbon footprint could affect the polar ice caps the global climate.
6. TLW give examples of how the Bible and science are cohesive and complementary.

Units:

1. Earth's Resources (four weeks).
2. Carbon and the Water Cycle (3 weeks).
3. Earth's Layers (three weeks).
4. Weathering and Erosion (four weeks).
5. Weather, Climate and the changes they cause (three weeks).
6. Earth's Place in the Universe (six weeks).

Key Projects:

1. Natural Resource Debate: determine as a group which natural resource would be God honoring to use as a power source for our country.
2. Climate Change Project: write a paper or presentation on how climate change is affecting a specific part of their world and develop ways to cause a positive change to reverse or slow down climate change.

Testing:

1. As part of the unit on the Earth's Resources, discuss the Mission Mandate should influence how our actions affect creation. Also, discuss global warming as a theory but still showing honor to God and creation through our choices.
2. Discuss the Image Mandate applied to the truth that the universe is vast and beautiful and yet through creation we can know and understand God.

Textbook: All online resources.



Science

Biology

Major Goals:

1. TLW use the scientific process to conduct experiments, record data, and analyze results in laboratory experiments pertaining to each unit.
2. TLW identify each of the biological processes required for life, from the role of a single cell to the systems of the human body.
3. TLW explain the theories of evolution and creation, including fossil records, isolation, natural selection, and origin of species.
4. TLW understand his/her role as “Caretaker” of God’s creation as directed in Gen.1:28.
5. TLW will demonstrate an appreciation for the love of God shown by his intricate design and plan for all living creatures, including the learner.

Units:

1. Intro to Biology and Scientific Process (two weeks).
2. Ecology (six weeks)
3. Chemistry of Life (three weeks).
4. The Cell (five weeks).
5. Cellular Respiration/Photosynthesis (four weeks).
6. Mitosis (two weeks).
7. Genetics (four weeks).
8. Systems of the Human Body Overview / Fetal Pig Dissection (four weeks).
9. Creation/Evolution (three/four weeks).

Projects:

1. Laboratory experiments pertaining to each unit.
2. Building a website to show the location, structure and function of cell organelles.
3. Writing essays about the Christian response to a topic (ex.: environmentalism).
4. Dissection of a worm, frog, sheep brain, and cow eye.
5. Group presentations.
6. Gel Electrophoresis lab.
7. Reading and Studying Henrietta Lacks and the HeLa cells.

Textbook:

Biology (Prentice Hall)



Science

Biomedical Science (Anatomy and Physiology)

Major Goals:

1. TLW explore many different biomedical careers and see the application of course content to professional careers.
2. TLW explain the role of chemistry in the processes that occur in the human body.
3. TLW describe the workings of a single cell and its organelles.
4. TLWI describe various tissues, organs, and systems and their roles in the function of the human body.
5. TLW understand many organ systems and how God has created the human body to function, grow, and heal itself.
6. TLW gain a level of respect and care for the body as it is a temple of God (I Corinthians 6:19).

Units:

1. Levels of Organization/ Intro and Overview (9 weeks).
2. Skeletal, Muscular, and Integumentary Systems (five weeks).
3. Nervous and Cardiovascular Systems and the Engineering Design Process (five weeks).
4. Digestive, Endocrine and Lymphatic systems (five weeks).
5. Respiratory system (two weeks).
6. Integration and Coordination (five weeks).
7. The Human Life Cycle (five weeks).

Projects:

1. Laboratory activities using microscopes and anatomy models.
2. pH indicator lab.
3. Stenosis Project (developing a CAD and prototype of a stent).
4. Sheep heart dissection.
5. Sheep brain dissection.
6. Fetal pig dissection.
7. Therapeutic Toy design.
8. Interaction with biomedical professionals.

Textbook:

Essentials of Human Anatomy and Physiology (McGraw Hill)



Science

Chemistry / Physics

Major Goals:

1. TLW understand and be able to articulate the structure of matter, beginning with the subatomic particles (protons, neutrons, electrons), their combination into atoms, the formation of compounds (ionic and covalent), and explain the physical and chemical properties and phases of matter according to kinetic molecular theory. The orderliness and interconnection of these structures will be seen as evidence of God's creative nature.
2. TLW categorize the elements on the Periodic Table, describe the electron structure of the elements according to quantum theory, explain how the chemical and physical properties of the element groups relate to the electron structure, predict the bonding of elements as covalent, polar covalent or ionic, and explain intermolecular forces.
3. TLW predict products of reactions, write balanced equations, describe energy changes during reactions, and use stoichiometric methods to determine the expected outcome of reactions. The laws of conservation of mass and energy will be illustrated through this process, and TLW recognize the need to wisely use and maintain the resources that God has given us.
4. TLW be able to translate word problems and real life motion into physics language that can then be solved with physics equations.
5. TLW understand how Newton's three laws and momentum are related to the physical world.
6. TLW conduct experiments, draw conclusions, and evaluate the results through a guided inquiry process. This will incorporate the proper use of specific laboratory equipment and safety procedures.

Units- First Semester:

1. Chapter 1: Chemistry and its Branches, Matter, Elements (one week).
2. Chapter 2: Scientific Method, Measurements and Calculations (one week).
3. Chapter 3: Atomic Theory and the Elements (two weeks).
4. Chapter 4: The Periodic Law (two weeks).
5. Chapter 6: Chemical Bonds (three weeks).
6. Chapter 7: Chemical formulas and Compounds (two weeks).
7. Chapter 8, 9 :Chemical Equation, Stoichiometry (three weeks).

Units- Second Semester:

1. Significant Digits, Unit Conversions, Accuracy and Precision (one week).
2. Displacement, Speed and Velocity (one week)
3. Acceleration (two weeks).
4. Newton's First Law of Motion (two weeks)
5. Newton's Second Law of Motion (two weeks).
6. Newton's Third Law of Motion (one week)



7. Momentum (one week).
8. Gravitational Forces between objects (one week).
9. Waves, EM Radiation and Magnetism (two weeks).

Key Projects:

1. Chemistry: learn and implement the correct use of key pieces of laboratory equipment.
2. Chemistry: conduct a broad array of experiments, at least one of which is at the level expected in a college course.
3. Physics: learn how to translate a word problem into physics and choose the correct equation(s) to solve the problem.
4. Physics: conduct a broad array of experiments, and relate the physics equation(s) to physical motion.

Testing of Mandates:

1. As part of the unit on conservation of mass, compare and contrast environmentalism vs. using the earth's resources to improve life. As a basis for this discussion, reference a quote, "Do not throw anything away; there is no away" and the Image Mandate.
2. Write a paper discussing electromagnetic waves and their effect on matter. Discuss how our choices in modern technology should be effected by the Image Mandate.

Textbooks:

Modern Chemistry (Holt, Rinehart, & Winston) <https://www.flippingphysics.com/>
Chemistry: Concepts and Applications - Glencoe



Science

Robotics

Major Goals:

1. TLW use the engineering design process to conduct experiments, record data, and analyze results and develop solutions pertaining to each unit.
2. TLW engage with professionals in many different engineering fields and learn what constitutes a career in each field.
3. TLW be able to apply knowledge of design, fabrication, testing, and coding for the school robotics team.
4. TLW demonstrate an appreciation for the love of God shown by his intricate design of our world as they themselves learn how complex design solutions can be.
5. TLW, as Christ followers, create and develop solutions for the needs of society.

Units:

1. Intro to the engineering design process (two weeks).
2. Invention and Innovation (three weeks).
3. Design and Modeling (two weeks).
4. Java (five weeks).
5. FIRST robotics competition preparation (four weeks).
6. FIRST robotics season (six weeks).
7. Electricity (four weeks)
8. Postseason coding and drive practice (four weeks).
9. Fundraising, Business Plan Development (three/four weeks).

Projects:

1. Invention and Innovation Presentation.
2. Furniture Design Challenge.
3. Code Academy.
4. Building of Competition Robot.
5. Gear Ratio Project.
6. Arduino Projects.
7. Development of Business Plan.

Textbook: Online resources.



Social Studies

9th Grade World History/Geography

Major Goals:

1. TLW apply biblical principles to the study of history, such as the Sin nature, Redemption, and the preeminence of Christ.
2. TLW examine the histories and cultures of various people groups throughout human history.
3. TLW compare and contrast various major world religions and philosophies, describing the origins and core beliefs of Hinduism, Buddhism, Judaism, Islam, and Christianity, among others.
4. TLW create a simple timeline of human history, inserting a few significant people and events into their respective eras.
5. TLW demonstrate mastery of the basic political and physical geography of the world, including filling in a hundred countries and physical features on a blank world map.
6. TLW examine and respond to a modern world issue from a Christian worldview.

Units:

1. First Civilizations of the Middle East and Far East--two weeks
2. Eastern Religions and philosophies and the history of India and China--two weeks
3. Greeks and Romans and the foundations of Western Civilization--four weeks
4. Great African Kingdoms--three weeks
5. European Middle Ages--three weeks
6. Foundations of Islam and Muslim expansion--three weeks
7. Renaissance, Reformation and Scientific Revolution--three weeks
8. Pre-Columbian Americas Exploration, Encounter, Colonization, Imperialism--four weeks
9. European Absolutism to Revolutions--two weeks
10. Age of 'isms--two weeks
11. World Wars--three weeks
12. The last seventy years and contemporary World Issues--three weeks

Key Projects:

1. Greeks Project--First Semester
2. Middle Ages or Africa Project--First Semester
3. Renaissance/Reformation Project--Second Semester
4. Final Group Project--Modern World Issue in light of Christianity--Second Semester
5. Current Events Articles--presentations throughout both semesters
6. Journals--daily written-expression exercise

Textbook: *World History: Patterns of Interaction* (Holt-McDougal, 2012)



Social Studies

10th Grade U.S. History (Civil War to Present)

Major Goals:

1. TLW understand that in settling this country and creating an industrial economy, we have done great damage to God's creation and have an obligation to share our resources with the world..
2. TLW will understand that the love mandate has been violated by our treatment of people groups:
3. Native Americans, Black slavery, and the removal of the Japanese during World War II.
4. TLW realize that God sends issues like the Great Depression to get us to discern the signs of the times and can easily make personal pleasure a false god.
5. TLW understand that Christians believe in linear history that begins in Creation and ends with a New Creation.
6. TLW learn the causes and effects of the World Wars, the effects of Social Darwinism, and other cultural shifts, e.g., the Westward Movement and the Roaring Twenties.

Units:

1. Civil War and Reconstruction (three weeks).
2. The Gilded Age (three weeks).
3. Settling the West (two weeks).
4. The Progressive Era (two weeks).
5. World War I (two weeks).
6. The Roaring Twenties (two weeks).
7. The Background to World War II (two weeks).
8. World War II (two weeks).
9. The Postwar Period (two weeks).
10. The Shattered Society (two weeks).
11. A Nation Adrift (two weeks).
12. Resurgence (two weeks).
13. Soviet Union and the Iron Curtain (two weeks)

Projects:

1. Identify on a U.S. blank map the 50 states and their capitals.
2. Find and report to the class one news item per week for the entire year.
3. Keep a history timeline that includes important events from creation to the beginning of eternity.

Textbook:

U.S. History (Bob Jones University Press)

Online Resources



Eleventh Grade Social Studies:

Social Studies U.S. Government

Major Goals:

1. TLW apply Romans 13 and I Timothy 2 in understanding the Bible's command to obey and respect those in authority.
2. TLW understand that as we need to be involved in the political realm to uphold truth and also treat those we oppose with love and respect because all are made in God's image.
3. TLW grasp that God created the family, the government, and the Church to play unique roles for the nurture, protection, and spiritual benefit of all people.
4. TLW understand the biblical injunction to pray for those in authority so that they may lead a quiet and peaceable life, carrying out all three mandates in their living.

Units:

1. Introduction to all phases of government in all parts of American society—home, church, and state (two weeks).
2. State of Michigan Government: function, branches, law making, and officials' roles (two weeks).
3. The United States Constitution (three weeks).
4. U.S. Congress: powers, houses, and key terms (two weeks).
5. The Presidency: the office, roles, chief of agencies, key presidents in history (three weeks).
6. The Federal Court System: the relationship among courts and key cases (two weeks)
7. The Federal Bureaucracy (two weeks).

Projects:

1. Present a news item once a week on a relevant political or historical topic.
2. Visit District Court and report on the cases.
3. Visit the Capitol in Lansing to see the legislature in action.
4. Write one essay per nine weeks.
5. Final Exam will be a mix between a debate and essay.

Textbook:

U.S. Government (Bob Jones University Press)
American Government for Christian Schools



Social Studies

11th Grade Economics

Major Goals:

1. TLW apply biblical principles to the study of economics, recognizing his or her role as a steward of God's gifts.
2. TLW examine the significance of scarcity, the necessity of choice, and the principles of tradeoffs and opportunity costs.
3. TLW describe and evaluate the effects of various economic systems and the impact they have on the international community.
4. TLW explain and evaluate the role of the government in a market economy.
5. TLW examine the forces of supply and demand and their impact on prices.
6. TLW analyze economic indicators and use them to evaluate the United States' economy in various stages of the business cycle and predict how the government uses monetary and fiscal policy to direct the economy.

Units:

1. Introduction to Economics (four weeks).
2. Supply, Demand, and Prices (three weeks).
3. Market Structures (two weeks).
4. Business and Labor (two weeks).
5. Money, Banking, and Finance (two weeks).
6. Measuring Economic Performance (two weeks).
7. Issues in Economics in light of Christianity (two weeks).

Projects:

1. Econ Integration Articles--presentations throughout semester.
2. Role of Government Paper.
3. Poverty Cure Paper.
4. Stock Project--tracking investments throughout semester.

Testing:

A proposal in writing on a cure for poverty that includes a rationale including the Bible and particularly the mandate from God to "love our neighbor as ourselves."

Text:

Economics: Principles in Action. Prentice Hall. 2007.

Online Sources