

# High School Curriculum Guide School Year 2021-2022



OAKLAND  
CHRISTIAN  
— S C H O O L —

*Equipping students to fulfill their unique, God-given purpose.*

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To Oakland Christian School Students:

This booklet is designed for you and your parents to use in the selection of the courses you will take during your high school education. Use the booklet to its fullest extent. Read it carefully in conjunction with your Secondary Student Handbook. Discuss your course interests with your counselor, teachers, parents, and principal. Ask questions and make certain that your selections meet your future needs.

**Oakland Christian School Secondary Personnel**

Mrs. Susan Brock, Interim Secondary Principal

Mrs. Jeneane Frazee, Counselor/Student Adviser

Mrs. Jennifer Smielewski, Director of Curriculum & Instruction

**Mission Statement**

The mission of Oakland Christian School is to equip students to fulfill their unique, God-given purpose.

**Christian Philosophy of Education**

Oakland Christian School views Christian education as the process of instructing and learning in an atmosphere where God and His written Word are the highest authority. We intend to challenge and motivate students to find their highest potential in spiritual, academic, social, and physical growth. Believing that all truth is God's truth, we strive to integrate the student's learning experience with a Bible-centered worldview, enabling the student to realize a life of purpose that is beneficial to people and glorifying to God.

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**Minimum High School Graduation Requirements** Students must successfully complete a minimum of 28 credits.

Department	Requirements	Additional course options
Mathematics 4 credits, 1 per year	Algebra I, Geometry, Algebra II, elective	Algebra I (Honors and on-level), Algebra II (Honors and on-level) Algebra II Part 1, Algebra II Part 2, AP® Calculus AB, AP® Statistics, Geometry (Honors and on-level), Statistics, Pre-Calculus
English/Language Arts 4 credits  <i>Class of 2025, 4.5</i>	English 9, English 10, English 11: American Literature, English 12: British Literature, or equivalent  <i>Speech I</i>	English 9, English 10, English 11: American Literature, English 12: British Literature, AP® English Language and Composition, AP® English Literature & Composition, Speech I
Social Studies 4 credits	U.S. History, World History, Civics, Economics	AP® U.S. History, AP® U.S. Government & Politics, AP® Macroeconomics, AP® Microeconomics, AP® World History:Modern, Civics, Economics, Current Issues, Great Wars, Psychology, U.S. History, World History & Geography
Bible 4 credits, 1 per year	The Story of God, Jesus & The Gospel of Luke, Acts & The Church in Cultures, and Salvation, Human Identity, & Formation (½ credit each)	Acts & The Church in Cultures, Bioethics, Foundations of Christianity, Global Perspectives, Hebrews, Jesus-Culture & Spiritual Formation, Jesus & the Gospel of Luke, The Pauline Epistles & the Role of Prayer, Philosophy & the Gospel of John, Origins: Questions & Perspectives, and Salvation, Human Identity & Formation, The Story of God
Science 3 credits	Biology and Chemistry or Physics, 1 elective	Anatomy & Physiology, AP® Biology, AP® Physics 1, AP® Physics 2, Biology, Chemistry, Conceptual Physics, Ecology
Business and Technology 1 credit	See available options.	Intro to Engineering and Design, Personal Finance, Principles of Engineering, Business Management, Business Entrepreneurship, and online options (enroll in Academic Seminar)
Physical Education/Health 1 credit	High School Physical Education/Health, or middle school fulfillment of requirement	High School Physical Education/Health, Lifetime Fitness, Lifetime Sports, Personal Fitness
World Language 2 credits	ASL I and II, French I and II, Spanish I and II	American Sign Language I, American Sign Language II, French I, II, III, IV, Spanish I, II, III, IV
Visual, Performing or Applied Arts 1 credit	See available options.	AP® Studio Art (Drawing, 2D, or 3D), Concert Band-Assembly, Digital Art/Photography I, Digital Art/Photography II, Digital Art/Photography-Advanced, Drawing & Painting, Drawing & Painting-Advanced, Mixed Media/Sculpture, Mixed Media/Sculpture-Advanced, Mixed Chorus, High School Band, Theater I, Theatre II, Symphonic Band (Orchestra)
Additional Courses 4 credits	See available options.	AP® Seminar, AP® Research, Introduction to Film, CORE, Teacher's Aide, Yearbook, or other offered courses
Dual Enrollment:	See the Dual Enrollment Parent & Student Guide for more information	

Be certain to read the graduation requirements carefully. Students must fulfill any deficiencies in required departments. Ask if you have questions regarding these graduation requirements. These are minimum requirements. Specific honors and recognitions require more than the minimum requirements. Please refer to the Awards section of this guide for additional information.

*This is a sample of a traditional path to graduation.*

This is one example. Successful completion of 28 credits is required for graduation, including minimum requirements in specific subject areas. Students have multiple ways available to meet graduation requirements based on their interests and needs. See the Awards section of this guide for guidance on requirements to earn specific recognitions.

NOTE: Year-long courses represent one credit; one semester courses are ½ credit each.

Courses/Requirements	Ninth	Tenth	Eleventh	Twelfth
Bible 4 credits Each Bible course is one semester	The Story of God, and Jesus & The Gospel of Luke	Acts & the Church in Cultures, and Salvation, Human Identity & Formation	Philosophy & The Gospel of John, and Hebrews	Bioethics, and Origins: Questions and Perspectives
Business & Technology	See the Business & Technology section of this guide, or discuss options with the high school counselor/advisor.			
English/Language Arts* 4 credits  <i>Class of 2025, 4.5 credits</i>	English 9  <i>Speech I in high school</i>	English 10	English 11: American Literature	English 12: British Literature
Mathematics* 4 credits	Algebra I	Geometry	Algebra II	Pre-Calculus
Physical Education/Health 1 credit	Students may meet this requirement by taking High School PE/Health, or having an appropriate number of hours toward this requirement from middle school. Students are encouraged to discuss their graduation requirement with the high school counselor/advisor.			
Science* 3 credits	Conceptual Physics	Biology	Chemistry	
Social Studies* 4 credits	U.S. History	World History	Civics/Economics	Elective**
Visual, Performing, or Applied Arts* 1 credit	See the Visual, Performing, and Applied Arts* section of this guide for available options.			
World Language 2 credits in the same language	Level 1 American Sign Language, French, OR Spanish	Level 2 American Sign Language, French, OR Spanish		
Other Electives*	Refer to the rest of this guide for a complete list of courses.			

\*Honors and AP® courses are available in these disciplines. Students may have the opportunity to earn college credit for AP® courses. Students may choose Honors and AP® courses in any discipline.

\*\*See the Social Studies section of this guide for options.

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*This is a sample of an advanced path to graduation.*

This is one example. Successful completion of 28 credits is required for graduation, including minimum requirements in specific subject areas. Students have multiple ways available to meet graduation requirements based on their interests and needs. See the Awards section of this guide for guidance on requirements to earn specific recognitions.

NOTE: Year-long courses represent one credit; one semester courses are ½ credit each.

Courses/Requirements	Ninth	Tenth	Eleventh	Twelfth
Bible 4 credits Each Bible course is one semester	The Story of God, and Jesus & The Gospel of Luke	Acts & the Church in Cultures, and Salvation, Human Identity & Formation	Philosophy & The Gospel of John, and Hebrews	Bioethics, and Origins: Questions and Perspectives
Business and Technology 1 credit	See the Business & Technology section of this guide, or discuss options with the high school counselor/advisor.			
English/Language Arts* 4 credits  <i>Class of 2025, 4.5 credits</i>	English 9  <i>Speech I in high school</i>	English 10	AP® English Language and Composition	AP® English Literature and Composition
Mathematics* 4 credits	Honors Geometry	Honors Algebra II	Pre-Calculus	AP® Calculus AB
Physical Education/Health 1 credit	Students may meet this requirement by taking High School PE/Health, or having an appropriate number of hours toward this requirement from middle school. Students are encouraged to discuss their graduation requirement with the high school counselor/advisor.			
Science* 3 credits	Biology	AP Physics I	Chemistry	AP® Biology
Social Studies* 4 credits	U.S. History	World History	AP® U.S. Government and Politics	AP® Microeconomics, AP® Macroeconomics
Visual, Performing, or Applied Arts* 1 credit	Refer to the list in this guide. Courses to meet this requirement may be taken any time during high school.			
World Language 2 consecutive credits in the same language	Level 1 French or Spanish	Level 2 French or Spanish	Level 3 French or Spanish	Level 4 French or Spanish
Other Electives*	Please refer to the rest of this guide for a complete list of courses.			

\*Honors and AP® courses are available in these disciplines. Students may have the opportunity to earn college credit for AP® courses. Students may choose Honors and AP® courses in any discipline.

SAMPLE

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*This is a sample of a path toward an AP® Capstone diploma.*

This is one example. Successful completion of 28 credits is required for graduation, including minimum requirements in specific subject areas. Students have multiple ways available to meet graduation requirements based on their interests and needs. See the Awards section of this guide for guidance on requirements to earn specific recognitions. See the Advanced Placement® Program section for additional information on the program.

NOTE: Year-long courses represent one credit; one semester courses are ½ credit each.

Courses/Requirements	Ninth	Tenth	Eleventh	Twelfth
Bible 4 credits Each Bible course is one semester	The Story of God, and Jesus & The Gospel of Luke	Acts & the Church in Cultures, and Salvation, Human Identity & Formation	Philosophy & The Gospel of John, and Hebrews	Bioethics, and Origins: Questions and Perspectives
Business and Technology 1 credit	See the Business & Technology section of this guide, or discuss options with the high school counselor/advisor.			
English/Language Arts* 4 credits  <i>Class of 2025, 4.5 credits</i>	English 9  <i>Speech I in high school</i>	English 10	AP® English Language and Composition	AP® English Literature and Composition
Mathematics* 4 credits	Honors Geometry	Honors Algebra II	Pre-Calculus	AP® Calculus AB
Physical Education/Health 1 credit	Students may meet this requirement by taking High School PE/Health, or having an appropriate number of hours toward this requirement from middle school. Students are encouraged to discuss their graduation requirement with the high school counselor/advisor.			
Science* 3 credits	Biology	AP® Physics I	Chemistry	AP® Biology
Social Studies* 4 credits	U.S. History	AP® United States History	Civics/Economics	AP® World History: Modern
Visual, Performing, or Applied Arts* 1 credit	Refer to the list in this guide. Courses to meet this requirement may be taken any time during high school.			
World Language 2 consecutive credits in the same language	Level 1 French or Spanish	Level 2 French or Spanish	Level 3 French or Spanish	Level 4 French or Spanish
Other Electives*	Please refer to the rest of this guide for a complete list of courses.		AP® Seminar**	AP® Research**

\*Honors and AP® courses are available in these disciplines. Students may have the opportunity to earn college credit for AP® courses. Students may choose Honors and AP® courses in any discipline.

\*\*Required to earn the AP® CAPSTONE DIPLOMA.

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## Awards

Oakland Christian School presents the following awards each year to recognize those who have consistently excelled academically, spiritually, or in character.

### Christian Life Award

nominated by peers and staff, is given to the senior who has exhibited the most consistent Christ-like lifestyle in academics, attitude, and behavior and has demonstrated positive leadership ability among fellow students.

### Graduate Honors

- Summa Cum Laude 3.85 and above
- Magna Cum Laude 3.7 – 3.849
- Cum Laude 3.5 – 3.699

### Recognition of Academic Distinction

consists of the three qualifying categories for graduating students who meet all of the achievements outlined below. The determining GPA is calculated based on the end of first semester of senior year grades. Exact GPA will be applied. Students must complete and pass all AP courses applied toward their level of distinction. ACT/SAT score is calculated based on the highest composite score achieved and provided to the OCS office by March of the senior year.

- **Scholar of Highest Distinction**
  - Weighted GPA of 4.0+
  - 5 AP Courses (AP Lang & Comp required)
  - 3 consecutive years of the same world language
  - ACT composite score of 30 or higher OR SAT total score of 1400 or higher
- **Scholar of Distinction**
  - Weighted GPA of 3.8+
  - 4 AP Courses (AP Lang & Comp required)
  - 3 consecutive years of the same world language
  - ACT composite score of 28 or higher OR SAT total score of 1300 or higher
- **Scholar of Achievement -**
  - Weighted GPA of 3.6+
  - 4 AP Courses (AP Lang & Comp required)
  - 3 consecutive years of the same world language
  - ACT composite score of 25 or higher OR SAT total score of 1220 or higher

### Valedictorian and Salutatorian

The Valedictorian is the graduating senior whose weighted grade point average is the highest in the class at the end of the first semester grading period, and consideration of the third marking period of the senior year. The Salutatorian is the graduating senior whose weighted grade point average is the second highest in the class at the end of the first semester grading period of the senior year. The Valedictorian or Salutatorian, must have been continuously enrolled at OCS from the beginning of their sophomore year. If academic achievement or conduct deteriorates during the final semester of the senior year, the administration may disqualify the student as Valedictorian or Salutatorian. If there is a need for a tie-breaker to decide the Valedictorian or Salutatorian, the calculation will be carried to the third decimal point. If there is a need for a second tie-breaker, the highest composite score from ACT or SAT are used.

### AP Capstone Graduates

Awarded to successful graduates of the AP Capstone Program.



### **National Honor Society**

The National Honor Society of Oakland Christian School recognizes positive character, service, scholarship and leadership. The National Honor Society was established to honor outstanding students in grades 11-12 who complete the application procedure documenting the following criteria:

- A cumulative GPA of 3.65 or above
- A minimum 3.65 average or above before and after induction to NHS
- An active member in the school community, participating in school activities
- An attitude of leadership in class and school events with documentation of examples of leadership involvement
- Demonstration of Christian character in the classroom, extra-curricular and social activities
- Documented examples of consistent volunteer service

To be eligible for selection, the student must have been in attendance for a period of one semester at OCS prior to the initiation of NHS induction procedures.

### **Course Awards**

Presented to the student maintaining the single highest achievement in that course (regardless of the number of sections of the course offered) and teacher discretion.

### **Senior Department Medals**

Presented to the senior who has a MAJOR in that particular department as evidenced by GPA, number of credits, and the recommendation of the department chairperson.

### **Honor Roll**

Students are recognized for earning at least a GPA of 3.3 for each semester.

### **High Honors**

Students are recognized for earning at least a GPA of 3.7 for each semester.

### **Presidential Academic Excellence Award**

Awarded to seniors with at least a 3.6 GPA, who score in the 80th percentile or above on the ACT. At the Middle School level, the PAEA is awarded to eighth grade students who have a minimum 3.6 GPA and who score in the 80<sup>th</sup> percentile or above on standardized testing.

### **Presidential Academic Achievement Award**

Awarded to seniors who have excelled in all areas of PAEA, but did not qualify in the academic testing.

### **John Philip Sousa Award**

Awarded to the senior who has displayed the greatest instrumental ability while participating with the OCS Band.

### **National School Choral Award**

Awarded to the senior who has displayed the greatest vocal ability while participating in the OCS Choir.

### **Junior Marshalls**

Four Juniors are given the honor of participating in the High School Awards Ceremony and High School Commencement exercises. These four students are in good standing and have the four highest cumulative GPA in the junior class as of 3rd quarter of junior year. The Secondary Principal has discretion to remove a Junior Marshall from participating in either ceremony.

### **National Junior Honor Society**

(Grades 7 and 8) - Selection to the NJHS is based upon careful consideration of scholarship, (minimum 3.85 cumulative GPA), leadership, service, and character.

## Grading Scale

Student transcripts reflect course grades and also utilize a letter grade based on the grade computation. Semester grades are based on homework, tests, projects, each quarter counting as 40% of the final semester grade and a final exam (20%) as assigned and graded by the teacher within a semester. Grade point average is the system used to compute a student's average grade for a semester, a year, or for total course work over grades 9-12. Academic probation, athletic eligibility, and honors will be expressed in grade point average (GPA) on a scale of 4.0. In calculating GPA, each letter grade is assigned its numerical equivalency, totaled, and divided by the total number of credits.

Only Advanced Placement courses will use the weighted GPA grade equivalency in the computation of the students' GPA. The weighted GPA scale multiplies the 4.0 scale by 1.1 to determine the weighted GPA. All grading is based on percentages in a given semester. Report card grading is based on percentages but recorded with the letter grade equivalency as follows:

PERCENTAGE GRADE	LETTER GRADE	GPA GRADE	WEIGHTED GPA GRADE
93-100	A	4.0	4.40
90-92	A-	3.7	4.07
87-89	B+	3.3	3.63
83-86	B	3.0	3.30
80-82	B-	2.7	2.97
77-79	C+	2.3	2.53
73-76	C	2.0	2.20
70-72	C-	1.7	1.87
67-69	D+	1.3	1.43
63-66	D	1.0	1.10
60-62	D-	0.7	.77
Below 60%	F	0	0

Attendance deficiencies can result in lowered final semester scores or loss of credit for the semester and/or year (see Attendance Policy).

Students are advised to keep graded papers or digital copies until grades for the semester are complete. Assignments will aid in exam preparation and prove that assignments have been completed if there are grading discrepancies.

### **Schedule changes and course withdrawal**

Schedule changes are to be made only for the following reasons, and in the order listed:

- New students to the school
- Current students with vacant hours in their schedule
- Students misplaced as a result of failure/no prerequisite course
- Reasons deemed necessary by the principal and or counselor

All changes are to be made during the first week of each semester if possible. The Secondary Principal must approve any deviation from this policy. A student request for a change that does not fit one of the above criteria will be declined for the current semester but they may select a change of classes for the upcoming semester. OCS does not allow "shopping" for classes or teachers.

## **Advanced Placement Program®**

The Advanced Placement Program® is a cooperative educational endeavor between secondary schools and colleges and universities. Since its inception in 1955, the Program has provided motivated high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the Program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school. AP courses are taught by dedicated and enthusiastic high school teachers who follow course guidelines developed and published by the College Board.

The Program's success is rooted in the collaborative efforts of motivated students, dedicated teachers, and committed schools. By participating in the Program, secondary schools make the commitment to organize and support at least one class that is equivalent to a first-year college course.

Oakland Christian School is pleased to offer a series of Advanced Placement classes to its students. These classes are designed for motivated students who desire an academically rigorous curriculum to reach their full potential. These classes may require advanced research, reading, writing, and prepare students during their high school years to complete college-level work.

Registration in Advanced Placement courses should be carefully considered because the work in these courses and the pace at which the courses are taught will be advanced and commensurate to college-level work. Students must understand that, upon registering for an Advanced Placement course, they are committed to that decision and understand that they will not be allowed to drop the course(s).

### **AP Capstone Diploma™**

Oakland Christian School offers the AP® Capstone Diploma. The College Board's AP® Capstone is an innovative, college-level program requiring AP® Seminar and AP® Research. These courses complement and enhance discipline specific AP courses. Students who earn scores of 3 or higher in AP® Seminar, AP Research, and four additional AP® Exams of their choice will earn the AP Capstone Diploma™.

### **2021-2022 AP® Courses offered via live instruction on campus.**

Math: AP® Calculus AB, AP® Statistics

Science: AP® Biology, AP® Physics I, AP® Physics II

English: AP® English Language & Composition, AP® English Literature & Composition

Social Studies: AP® World History\*, AP® U.S. Government & Politics\*\*

Fine Art: AP® Studio Art: Drawing, AP® Studio Art: 2D, AP® Studio Art: 3D

### **2022-23 Rotating courses offered via live instruction on campus.**

Social Studies: AP® US History\*, AP® Macroeconomics\*, AP® Microeconomics\*

All other College Board AP® courses are available online through our Academic Seminar online lab.

\*Classes offered on an every-other-year rotation.

## **Oakland Schools Technical Campuses (Northeast Campus)**

Oakland Schools Technical Campus Northwest is an extension of your high school. By attending your high school part of the day and the Technical Campus the other part of the day you are experiencing a full academic day. The educational and training opportunities are structured with offerings called clusters. These clusters (there are nine of them) are developed around broad occupational areas and contain many different, but related, career training options for students. A team of specialized instructors that possess a Michigan Vocational Authorization, staffs these clusters. This ensures that the staff has both the necessary technical expertise and the knowledge of best instructional methodology practices. These instructional teams are either supported by, or include academic staff. Additionally, the clusters are designed to facilitate learning, not just deliver a sequence of instruction. This allows for the student to better manage their instructional plan, work cooperatively with other students, and progress at their own pace. Clusters allow us to provide the highest level of curriculum, meet the needs of a diverse population of students, and maintain the highest level of quality possible. Clusters are designed to provide students with instruction for up to two years or more.

### **Career Tech may be of interest to you if you would like to explore your interest in:**

Automotive technology (2 year program), Collision Repair & Refinishing, Construction, Cosmetology (2 year program + 2 summer sessions), Computer Networking, Computer Programming, Culinary Arts & Hospitality, Entrepreneurship & Advanced Marketing, Health Sciences, Machining, Mechatronics, Welding)

### **Why choose career technical?**

- Career Tech courses are based on the U. S. Labor Department's top ten highest paid and most in demand occupations. We teach and prepare you for the real world of work and give you an appreciation for the career you may or possibly should be considering now.
- Most Career Tech courses allow for credit to be earned at local Colleges and Universities
- Career Tech Teachers have work experience in the fields that they teach.
- Most Career Tech courses are Project-Based and allow you to demonstrate your understanding through your own creativity.
- Additional State and Federal funding for Career Tech courses help us ensure that the most current technology and resources are available for our career tech students.

**Credit:** Students may earn credit toward high school graduation requirements.

**Enrollment:** Enrollment into a CTE program should be discussed with your high school counselor.

**Transportation:** Students must elect to drive and assume all responsibilities connected with transportation.

## Dual Enrollment

Effective April 1, 1996, Public Act 160 created the Postsecondary Enrollment Options Act, commonly referred to as Dual Enrollment. This law directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities, if all of the following conditions are met:

1. Students are in grade 11 or grade 12.
2. An eligible course for dual enrollment is one that is not offered by Oakland Christian School, or is not available to the student because of a scheduling conflict beyond the student's control.
3. "Not available due to a scheduling conflict" is defined as:
  - a. A scheduling conflict that exists between two core courses,
  - b. A scheduling conflict exists between a core and an elective course in which the student has established an ongoing academic history in the elective program and/or a post-secondary educational plan had been established in the elective area. A student would then take the elective course at OCS, and Dual Enroll for the core class.
4. The college courses cannot be an elective, hobby, craft, or recreation course, or in the subject areas of physical education, theology, divinity, or religious education.
5. Students must be enrolled in both OCS and a post-secondary institution during our regular academic year and must be enrolled in high school classes all year long.
6. Students can qualify for dual enrollment by taking one of the following assessments and receiving a qualifying score: PSAT, SAT, PreACT, or ACT.
7. Dual Enrollment is only allowed at Michigan post-secondary institutions.

Payment: No portion of the cost associated with the Dual Enrollment course is paid by OCS. The actual charge for tuition, mandatory course fees, materials fees and registration fees are paid directly from the state to the post-secondary institution. However, OCS may need to provide paperwork to the institution.

If you believe you are eligible for dual enrollment and wish to participate, contact your building's counseling department for more information.

## National Collegiate Athletic Association (NCAA) Information

“The National Collegiate Athletic Association is an organization dedicated to providing a pathway to opportunity for college athletes. More than 1,100 colleges and universities are members of the NCAA. Those schools work together with the NCAA national office and athletics conferences across the country to support nearly half a million college athletes that make up 19,500 teams competing in NCAA sports.

The NCAA’s diverse members include schools ranging in size from those with hundreds of students to those with tens of thousands. The NCAA’s current three-division structure was adopted in 1973 to create a fair playing field for teams from similar schools and provide college athletes more opportunities to participate in national championships.

Among the three NCAA divisions, Division I schools generally have the biggest student bodies, manage the largest athletics budgets and offer the highest number of athletics scholarships. The Division II approach provides growth opportunities through academic achievement, learning in high-level athletics competition and a focus on service to the community. The Division III experience offers participation in a competitive athletics environment that pushes college athletes to excel on the field and build upon their potential by tackling new challenges across campus. To learn more about the pathways, visit [ncaa.org/divisions](http://ncaa.org/divisions).

### **Do schools in all three divisions offer athletics scholarships?**

Schools in Divisions I and II provide more than \$2.7 billion in athletics scholarships annually to more than 150,000 student-athletes. Division III schools do not offer athletically related financial aid, but student-athletes may receive academic or need-based financial aid similar to other students on campus. For more information about scholarships, see page 32.

### **Are initial-eligibility standards similar in all three divisions?**

Students must meet academic and amateurism standards set by the NCAA membership to compete in Division I or II. You can learn more about each division’s standards in this guide. At Division III schools, students must meet the admission standards set by the school for all incoming students and amateurism standards set by the NCAA membership.”<sup>1</sup>

OCS NCAA approved courses are noted in the departmental offerings.

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<sup>1</sup> <http://www.ncaapublications.com/productdownloads/COUNSELORS20.pdf>

## NCAA Student Registration

“College-bound student-athletes who want to play NCAA sports at a Division I or II school need to register with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org). Students should plan to register by their sophomore year of high school. Students can choose from two account types to get started:

1. **Certification Account:** Students need to be certified by the NCAA Eligibility Center to compete at an NCAA Division I or II school. Students also need to be fully registered with a Certification Account before they can make official visits or sign a National Letter of Intent in Division I or II.
2. **Profile Page:** If students plan to compete at a Division III school or are not sure in which division they want to compete, they can create a free Profile Page. If at any time they wish to pursue a Division I or II path, they will be able to transition to a Certification Account. Students may not move from a Certification Account to a Profile Page.

For Certification Accounts, please allow 30 to 45 minutes to register completely and 15 to 30 minutes to register for a Profile Page. If students need to exit and come back at a later time, they can save and exit once their account or profile is created. Students can reference the “Help” section (located in the top task bar) at any time to answer their questions as they work through registration. Below is a list of items we recommend students have before beginning their registration with the NCAA Eligibility Center: Valid Student Email

### Registration

To register, students need a valid email address that they check regularly and will have access to after high school. This is important for updating prospective student-athletes about their account. If students have a sibling that has previously registered, they will need to use a different email address than the one on their sibling’s account.

### Basic Student Personal Information

This includes information such as a student’s name, gender, date of birth, primary and secondary contact information and address.

### Basic Student Education History

Students will need to provide details about all high schools or secondary schools they have attended in the United States or internationally, and additional programs they have attended. Students should include ALL schools, regardless of whether they received grades or credits. If a student attended ninth grade at a junior high school located in the same school system in which the student later attended high school, they should not list the ninth-grade school. If students need to edit or add schools after they have completed their registration, they can log back in to [eligibilitycenter.org](http://eligibilitycenter.org) and visit the Schools section. They can select their schools listed and edit the information or add another school.

### Student Sports Participation History

Students can select the sport(s) in which they plan to participate at an NCAA school. For Certification Accounts, we will ask students to provide details for any expenses or awards they received, any teams they have practiced or played with or certain events in which they participated. It also includes information about any individuals who have advised or marketed their skills in a particular sport. This information helps the NCAA Eligibility Center certify a student’s amateur status once an NCAA school adds the student to its institutional request list.”<sup>2</sup>

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<sup>2</sup> <http://www.ncaapublications.com/productdownloads/COUNSELORS20.pdf>  
Rev. 3/22/2021/JS

## HIGH SCHOOL COURSE OFFERINGS

AP DEPARTMENT		MATHEMATICS DEPARTMENT, CONTINUED	
9102	AP Research	3302	AP Calculus AB
9101	AP Seminar	3402	AP Statistics
<b>BIBLE DEPARTMENT</b>		3101	Geometry
1012	Acts & The Church in Cultures	3102	Geometry-Honors
1009	Bioethics	3304	Pre-Calculus
1014	Global Perspectives	3401	Statistics
1022	Hebrews	<b>PHYSICAL EDUCATION AND HEALTH DEPARTMENT</b>	
1015	Jesus-Culture & Spiritual Formation	7001	High School Physical Education & Health*
1016	Jesus & The Gospel of Luke	7003	Lifetime Fitness*
1019	Origins: Questions & Perspectives	7004	Lifetime Sports*
1017	The Pauline Epistles & the Role of Prayer	7002	Personal Fitness*
1018	Philosophy & The Gospel of John	<b>SCIENCE DEPARTMENT</b>	
1020	Salvation, Human Identity & Formation	4003	Anatomy and Physiology
1021	The Story of God	4002	AP Biology
<b>BUSINESS AND TECHNOLOGY DEPARTMENT</b>		4202	AP Physics 1: Algebra-based
8006	Business Entrepreneurship	4203	AP Physics 2: Algebra-based
8007	Business Management	4001	Biology
8003	Introduction to Engineering Design	4101	Chemistry
3403	Personal Finance	4201	Conceptual Physics
8004	Principles of Engineering	4004	Ecology
<b>ENGLISH DEPARTMENT</b>		<b>SOCIAL STUDIES DEPARTMENT</b>	
2007	AP English Language & Composition	5002	AP Macroeconomics
2009	AP English Literature & Composition	5006	AP Microeconomics
2010	American Literature	5003	AP United States Government & Politics
2001	English 9	5203	AP United States History
2002	English 10	5103	AP World History: Modern
2005	British Literature & Shakespeare	5005	Civics
2003	Oral Communications (Speech I)	5301	Current Issues
<b>FINE AND PERFORMING ARTS DEPARTMENT</b>		5004	Economics
6204	AP Studio Art: 2D	5302	Great Wars
6205	AP Studio Art: 3D	5303	Psychology
6203	AP Studio Art: Drawing	5202	United States History & Geography
6102	Concert Band (Worship Team)*	5101	World History & Geography
6301	Digital Art/Photography I	<b>WORLD LANGUAGE DEPARTMENT</b>	
6302	Digital Art/Photography II	2301	American Sign Language I
6303	Digital Art/Photography-Advanced	2302	American Sign Language II
6206	Drawing & Painting	2201	French I
6207	Drawing & Painting-Advanced	2202	French II
6001	High School Band*	2203	French III
6101	High School Mixed Chorus-Vocal Music Techniques*	2204	French IV
6002	Symphonic Band 3 (High School Orchestra)*	2101	Spanish I
6208	Mixed Media/Sculpture	2102	Spanish II
6209	Mixed Media/Sculpture-Advanced	2103	Spanish III
6103	Theatre Practice I	2104	Spanish IV
6105	Theatre Practice II	<b>ADDITIONAL OFFERINGS</b>	
<b>MATHEMATICS DEPARTMENT</b>		9901	Academic Seminar
3001	Algebra I	9902	Early Dismissal
3002	Algebra I-Honors	9003	Introduction to Film
3006	Algebra II	9907	Late Arrival
3005	Algebra II-Honors	9006	Core Team*
3003	Algebra II, Part 1	9001	Teacher's Aide
3004	Algebra II, Part 2	9005	Yearbook*

\* Course may be taken more than once



# Course Descriptions

NCAA approved courses are noted

## AP® DEPARTMENT

### AP® Research

**Course ID: 9102**

**Prerequisite: Successful completion of AP® Seminar**

**Grade Level: 11, 12**

**Semester: Yearlong**

**Credit earned: 1**

Students will deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words, accompanied by a performance, exhibit, or product, where applicable, and a presentation with an oral defense.

### AP® Seminar

**Course ID: 9101**

**Prerequisite: None**

**Grade Level: 11, 12**

**Semester: Yearlong**

**Credit earned: 1**

Students will develop and practice skills in research, collaboration, and communication that they will need in any academic discipline. Students will investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as part of a team. Students will get basic public speaking training, as well as skills and practices for critical analysis in various types of texts. Students will learn how to search and effectively use academic databases.

*Additional AP® course descriptions are available in their discipline-specific sections of this Curriculum Guide.*

**Acts & The Church in Cultures**  
**Course ID: 1012**  
**Prerequisite: None**

**Grade Level: 10**  
**Semester: Fall**  
**Credit earned: 0.5**

As a continuation of his Gospel, Luke writes about the foundation and spread of the church in first century Palestine and into Rome. In God's story in Acts, the church is founded on the power of the Spirit and considers the church as a body that includes all people who have faith in the resurrected Lord. We see the Church deal creatively with the philosophies, theologies, and ideologies of the time. The early church makes its way in the world by Discerning the Spirit and living as Christ lived. This course will lean into those narrative themes and ask the questions: Who is the church? and, What does it mean to be a Christian within a cultural context?

**Bioethics**  
**Course ID: 1009**  
**Prerequisite: Biology**

**Grade Level: 11, 12**  
**Semester: Fall**  
**Credit earned: 0.5**

Bioethics is an area in which scientific and religious understanding interact. We will seek to examine and discuss godly standards for responding to various bioethical situations, including: Abortion, Euthanasia, Physician-Assisted Suicide, Genetic Ethics, Cloning, Stem Cell Research and Trans-humanism. We will examine current events and opposing viewpoints guided by the concept of our unique creation in God's image. A focus of the class is on hearing the perspectives of others and articulating one's own perspective in a civil and reasonable fashion.

**Global Perspectives**  
**Course ID: 1014**  
**Prerequisite: None**

**Grade Level: 11, 12**  
**Semester: Fall**  
**Credit earned: 0.5**

What does the world believe to be true? What do people of non-Christian religions believe to be true? What does Christianity look like on a global scale? These questions concerning Christianity and its role on a global scale are the primary impetus of this course. It is important, in a world of diverse ideas and perspectives, to understand others and see how we fit into that equation. God is doing something global, something big, and it may include more than just the people we would expect.

**Hebrews**  
**Course ID: 1022**  
**Prerequisite: None**

**Grade Level: 11, 12**  
**Semester: Spring**  
**Credit earned: 0.5**

The Book of Hebrews is one of the richest texts of the Scriptures - it is full of history, theology, and deep hope even amid suffering. The overwhelming message of the book of Hebrews is this: Jesus is worthy to be considered superior to everyone and everything. In this course, we will dive deeply into the book of Hebrews and its references to the Old Testament, not only exploring the meaning of the texts, but also prayerfully considering how to apply this theology of God's story into our own stories and into our worship of Him. We will examine the idols of the world as well as those of our own hearts as we seek to declare with our beliefs and actions that Jesus is better.

## BIBLE DEPARTMENT CONTINUED

### **Jesus-Culture & Spiritual Formation**

**Course ID: 1016**

**Prerequisite: None**

**Grade Level: 11, 12**

**Semester: Spring**

**Credit earned: 0.5**

Description: Diverse worldviews and their cultures are explored in this course. By virtue of comparing religions and cultures, we invariably discover that the quality of life is inseparably linked to worldview. If Jesus is the answer to all worldview questions, what are the questions? Therefore, these essential inquiries are addressed: What is so distinctive and empowering about Christianity? What should contemporary Christianity look like in American and around the world? The course is student-centric. Therefore, students have opportunities to delve deeper into subject matter that interests them. The major revelation of this course lies in defining the Christian worldview and cultural practices that lead to a maturing relationship with the Father, Son and Holy Spirit.

### **Jesus & The Gospel of Luke**

**Course ID: 1016**

**Prerequisite: None**

**Grade Level: 9**

**Semester: Spring**

**Credit earned: 0.5**

Luke writes his Gospel with all of those on the outside in mind. We will work through his narrative of Jesus as a continuation of the Story of God. We will focus on the question: Who is Jesus? And see how the outsiders, disciples, Pharisees, and others answer the question differently. We will explore some theological implications of the nature of Christ and place and emphasis on the Gospel and the Kingdom of Heaven. Ultimately, we get to know Christ intimately and see the way he prepared His followers to be the Church.

### **Origins: Questions and Perspectives**

**Course ID: 1018**

**Prerequisite: None**

**Grade Level: 11, 12**

**Semester: Spring**

**Credit earned: 0.5**

This course answers the question: How can we think and live biblically in this fallen world? What answers does God's Word provide on the following topics: the power of my thought life, Holy romance, the sanctity of marriage, godly self-esteem, the power of friendships, authority structures, managing desires, principles of finance, prioritizing priorities, spiritual growth, the power of love, eternal judgement and more.

Students will be required to do research, write a lengthy paper or create an in class presentation or build a powerful film documentary as a means of sharing their discovered truth with their classmates.

### **The Pauline Epistles & the Role of Prayer**

**Course ID: 1017**

**Prerequisite: None**

**Grade Level: 11, 12**

**Semester: Fall**

**Credit earned: 0.5**

Description: This course unlocks the major doctrines of the Christian faith. Students discover truth for themselves, along with victorious ways of living out sanctification, justification, redemption, and reconciliation. Challenging theological questions, such as election, predestination, foreknowledge, the deity and humanity of Christ, God's judgement, spiritual gifts, qualifications of church leaders, the role of women in ministry, and the workings of the Law and grace are explored. These Epistles are replete with examples of effectual prayer, through which all kingdom work and personal maturity is accomplished. We build an awareness of how we personally converse with God. We engage in biblical patterns of prayer to authentically grow our relationships with Him. The Bible and "Prayer –Walking and Talking with God" serve as springboards for class discussion, Scripture memorization, Bible research and a personal prayer project.

## BIBLE DEPARTMENT CONTINUED

**Philosophy & The Gospel of John**  
**Course ID: 1017**  
**Prerequisite: None**

**Grade Level: 11, 12**  
**Semester: Spring**  
**Credit earned: 0.5**

John writes as one who is deeply aware and engaged in the philosophical dialogue of the Greco-Roman world. We will engage with his clever and creative telling of the story of Jesus while learning to tell the story of Christ in our world. It has been roughly 2,500 years since philosophy took root as a primary means of interpreting the larger essential questions that plague our minds. This course is concerned with exploring those questions and answers given by major Christian and non-Christian philosophers in history. We may or may not be surprised who we find at the center of our classical and contemporary philosophical discussions.

**Salvation, Human Identity, & Formation**  
**Course ID: 1020**  
**Prerequisite: None**

**Grade Level: 10**  
**Semester: Spring**  
**Credit earned: 0.5**

Salvation is more than a moment. Human identity proceeds from seeing ourselves in God's story and formation goes far beyond understanding. This course is based on those primary ideas. We will read contributions from Charles Taylor, James K. A. Smith, and Adele A. Calhoun to help answer the questions: What does it mean to be a human in need of saving? And, How are we formed into the image of Christ? This exploration will take our learning of Christ, and our role in the story of God, to a deeply formative level. We will drive toward Charles Taylor's idea that we are not simply, "brains on sticks." We will exalt the work of the Spirit in this process and the role of the church in forming God's image bearing people.

**The Story of God**  
**Course ID: 1021**  
**Prerequisite: None**

**Grade Level: 9**  
**Semester: Fall**  
**Credit earned: 0.5**

This course will take us through *The Story of God* and invite students to see who they are in light of this story. We will go from creation to the Exodus, the Judges, Kings, and Prophets, and will be poised to talk about who Jesus is in light of the meta-narrative. We will be asking three primary questions: 1. What does this story say about who God is? 2. How does it point to Jesus? And 3. Who are we in the Story of God? Our reading and study will culminate with the rebuilding of the Temple and the anticipation of the coming Messiah.

## BUSINESS AND TECHNOLOGY DEPARTMENT

### **Business Entrepreneurship**

**Course ID: 8006**

**Prerequisite: Business Management preferred**

**Grade Level: 10-12**

**Semester: Spring**

**Credit earned: 0.5 credit**

Students will participate in the development of a new business plan. They will investigate and make choices about themselves, and their chosen business while they write a formal business plan. Additional areas of study will include business communications, economics and financial risks, time management, problem-solving, and teamwork. Students will master software skills in spreadsheets, databases, and other digital tools.

### **Business Management**

**Course ID: 8007**

**Prerequisite: None**

**Grade Level: 10-12**

**Semester: Fall**

**Credit earned: 0.5 credit**

Business Management is designed to provide students an understanding of how businesses operate and how to start and manage a business successfully. Students will study a variety of topics related to different elements of business management, including business ethics, the many forms of business organization, human resources, and financial management. Students will master software skills in word processing, presentation software and other digital tools.

### **Introduction to Engineering Design (offered 2022-23)**

**Course ID: 8003**

**Prerequisite: None**

**Grade Level: 9-12**

**Semester: Yearlong**

**Credit earned: 1 credit**

Students dig deep into the engineering design process, applying math, science and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software and will use engineering notebooks to document their work. End of course exam offered for Project Lead the Way recognition.

### **Personal Finance**

**Course ID: 3403**

**Prerequisite: None**

**Grade Level: 12**

**Semester: Yearlong**

**Credit earned: 1 credit**

This course provides students a consistent framework for thinking through financial choices in order to develop practical life skills. Topics covered include financial goals, budgeting, college financing, earning, taxes, investing, credit, consumer protection, and giving. Biblical principles of stewardship are a recurring theme throughout the course. Students will learn through scenarios, technology, outreach projects and ongoing dialogue in and out of the classroom. They will complete projects that require them to apply what they learn to their present and future financial life.

### **Principles of Engineering (offered 2021-22)**

**Course ID: 8004**

**Prerequisite: NWEA Math score 250+, concurrent enrollment in Honors Geometry**

**Grade Level: 10-12**

**Semester: Yearlong**

**Credit earned: 1 credit**

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. End of course exam offered for PLTW recognition and college credit eligibility.

## ENGLISH DEPARTMENT

### **AP® English Language & Composition**

**Course ID: 2007**

**Prerequisite: English 9 & 10**

**Grade Level: 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit  
NCAA**

This course cultivates reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. Individuals write within a particular rhetorical situation and make strategic writing choices based on that situation. Writers make claims about subjects, rely on evidence that supports the reasoning and justifies the claim. They often acknowledge or respond to other, possibly opposing, arguments. In addition, writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.

### **AP® English Literature & Composition**

**Course ID: 2009**

**Prerequisite: Teacher approval**

**Grade Level: 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit  
NCAA**

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, perspective, and literary analysis in the context of literary works. Works include short fiction, poetry, longer fiction, and drama from American, British, and World Literature. Writing assignments include expository, analytical, and argumentative essays requiring students to analyze and interpret literary works. **Summer reading required.**

### **American Literature (offered 2021-22)**

**Course ID: 2010**

**Prerequisite: None**

**Grade Level: 11, 12**

**Credit earned: 1 credit**

**Semester: Yearlong  
NCAA**

This course introduces students to the canon of American Literature through a chronological survey from Native American myths to mid-20<sup>th</sup> century novels. Students investigate poetry, short stories, essays, and novels in appreciation of the God-given creativity of humans while sharpening their reading, interpretive, writing, and critical thinking skills. The design is to give students a general historical perspective of the development of American Literature, as well as a critical understanding of philosophical, religious, political, socio-economic, and environmental influences which have shaped our literature. Students are challenged to read critically and develop an appreciation of good literature. Four novels are covered in community, as well as independent reading choice novels. **Summer reading required.**

## ENGLISH DEPARTMENT CONTINUED

**English 9**  
**Course ID: 2001**  
**Prerequisite: None**

**Grade Level: 9**  
**Semester: Yearlong**  
**Credit earned: 1 credit**  
**NCAA**

Students will develop skills of listening, speaking, reading, and writing. Students will review the basic mechanics of writing and grow in their application of vocabulary and grammar in writing. Students will write routinely, both formally and informally. Students will practice foundational reading strategies helpful in high school and beyond. Students will read the following literature: short story collections, *Farewell to Manzanar*, "I Have a Dream" speech, *Romeo and Juliet*, various stories from Greek and Norse mythology and will read and participate in a group novel project. **Summer reading required.**

**English 10**  
**Course ID: 2002**  
**Prerequisite: None**

**Grade Level: 10**  
**Semester: Yearlong**  
**Credit earned: 1 credit**  
**NCAA**

English 10 primarily emphasizes literature from diverse perspectives and cultural experiences that extend beyond the Western Canon. Students will delve into critical texts representing a variety of ethnicities, social perspectives, and life experiences. In addition, students will build on reading strategies developed in English 9, delving deeper into critical thinking, textual analysis, and producing clear writing. While this course focuses heavily on multicultural literature, students will also encounter some classic texts, such as literature written by John Knowles and Harper Lee. We will routinely analyze texts, write, speak, listen, and read about the human experience through multiple voices. We will recognize the beauty and value in learning from diverse perspectives. **Summer reading required.**

**British Literature & Shakespeare (offered 2022-23)**  
**Course ID: 2005**  
**Prerequisite: None**

**Grade Level: 11, 12**  
**Semester: Yearlong**  
**Credit earned: 1 credit**  
**NCAA**

This course introduces students to the canon of British Literature through a chronological survey. Reading, analyzing and appraising a variety of literary works (poetry, essays, drama and sketches) comprise the bulk of the class. Some grammatical review is incorporated into the course with the goal of practicing and improving composition skills tied into the literature that is studied. Vocabulary works will be a regular part of this course; you will be given bi-weekly lists with practice assignments and quizzes. **Summer Reading required.**

**Oral Communications (Speech I)**  
**Course ID: 2003**  
**Prerequisite: None**

**Grade Level 9-12**  
**Semester: Fall or Spring**  
**Credit earned: .5 credit**

This course is designed to acquaint students with the fundamentals of oral communication and theatrical interpretation and presentation of literature (poetry, novels and short stories, drama, humor/comedy, and Bible reading). Students will gain confidence and lose speaker apprehension when speaking or reading in front of an audience. The major emphasis of the course is the presentation of a variety of speeches, conversation skills, listening technique, speech writing, presentation and evaluation, formal debate process and execution, interviewing and research skills. Students will learn how to write well structured speeches in a short period of time, utilizing the impromptu speech process, and will execute several impromptu speeches utilizing confidence and excellent delivery. Students will identify, execute and implement motivational appeals (logos, pathos, ethos, and mythos) as they persuade audiences to do something. Several speeches will be based on student research and writing.

## FINE AND PERFORMING ARTS DEPARTMENT

### **AP Studio Art: 2D**

**Course ID: 6204**

**Prerequisite: Two previous art classes, teacher approval**

**Grade Level: 10-12**

**Semester: Yearlong**

**Credit earned: 1 credit**

The AP Studio Arts portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead students submit 2D portfolios for evaluation, by experts at the College Board, at the end of the school year.

### **AP Studio Art: 3D**

**Course ID: 6205**

**Prerequisite: Two previous art classes, teacher approval**

**Grade Level: 10-12**

**Semester: Yearlong**

**Credit earned: 1 credit**

The AP Studio Arts portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead students submit 3D portfolios for evaluation, by experts at the College Board, at the end of the school year.

### **AP Studio Art: Drawing**

**Course ID: 6203**

**Prerequisite: Two previous art classes, teacher approval**

**Grade Level: 10-12**

**Semester: Yearlong**

**Credit earned: 1 credit**

The AP Studio Arts portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead students submit drawing portfolios for evaluation, by experts at the College Board, at the end of the school year.

### **Concert Band (Worship Team)**

**Course ID: 6102**

**Prerequisite: Audition and instructor approval**

**Grade Level 9-12**

**Semester: Yearlong**

**Credit earned: 1 credit**

Candidates must show proficiency on a specific instrument needed for worship including acoustic, electric or bass guitar, drumset, piano, keyboard/synthesizer or vocals. Students provide music for high school chapel, middle school retreats, and other events. As a performance class, students are expected to practice outside of class and continue to develop musically and spiritually. Guitarists must provide their own instruments. Piano, keyboard and drum set provided.

### **Digital Art/Photography I**

**Course ID: 6301**

**Prerequisite: None**

**Grade Level 9-12**

**Semester: Fall**

**Credit earned: 0.5 credit**

Digital Art/Photography I is an overview of digital art & photography, with studio and field trip adventures. We discover God's powerful language spelled out in line, shape, form, color and texture. Students master these principles through contemporary design challenges. It's fun and relevant! Students also master DSLR cameras, online editing programs, and Apple and Adobe products. Students are immersed in real-world graphic challenges that prepare them for college and employment in photography and graphic design. Projects include a variety of design projects, music integration, filmmaking, ministry publications and other practical projects for home, school, church and the marketplace. Students enjoy and find purpose in creating graphic and video products.



## FINE AND PERFORMING ARTS DEPARTMENT CONTINUED

### **Digital Art/Photography II**

**Course ID: 6302**

**Prerequisite: Digital Art/Photography I or instructor permission**

**Grade Level: 9-12**

**Semester: Fall or Spring**

**Credit earned: 0.5 credit**

In this class students will learn about God's principles of design: balance - stability, unity - cohesion, repetition - pattern, movement - energy, and tension - resolve. Students are immersed in graphic challenges that prepare them for college and employment in the digital arts. Projects include challenges involving music integration, videography and filmmaking, branding, product design, ministry publications, and projects for home, school, church, and the marketplace. The photography experience is heightened with real-world challenges and portraiture photography. Students master the nuances of their DSLR cameras using manual mode to create images that fit the projects at hand. They also use a variety of online editing programs, including Apple and Adobe products such as Lightroom and Photoshop. Portfolio building and national competitions hold our focus as we grow each student's talent beyond his/her high school years. Digital camera required.

### **Digital Art/Photography-Advanced**

**Course ID: 6303**

**Prerequisite: Level I and II, or instructor approval**

**Grade Level: 10-12**

**Semester: Fall or Spring**

**Credit earned: 0.5 credit**

This course engages students in a program tailored for the individual seeking to build upon their creative strengths. This program is totally student-centric with a strong emphasis on college-level endeavors. Students are encouraged to explore and focus on any of the following areas of career design projects: branding, commercial product development and production, advertising, video production, photography, packaging design, publications, photojournalism, and more. Students will collaborate in the exchange of concepts and production. They will build a portfolio that reflects their aptitude and accomplishments in graphic design. Students interested in submitting an AP® Portfolio should discuss options with the high school counselor/student advisor.

### **Drawing & Painting**

**Course ID: 6206**

**Prerequisite: None**

**Grade Level: 9-12**

**Semester: Fall**

**Credit earned: 0.5 credit**

Students in this art exploration course will work with various media while focusing on the elements and principles of design. Assignments will vary and will be inspired by art history. Students will learn about the major art movements and their impact such as cubism, impressionism and pop art. Materials will include graphite, charcoal, pastel, watercolor, tempera and printmaking media. Students will learn about composition, craftsmanship, critique and presentation. Finished artwork will be original and display ready. This course is structured for the student with or without previous art experience. We will explore art concepts through a variety of assignments.

### **Drawing & Painting-Advanced**

**Course ID: 6207**

**Prerequisite: Successful completion of Drawing and Painting**

**Grade Level: 9-12**

**Semester: Spring**

**Credit earned: 0.5 credit**

This course provides students an opportunity to build upon skills learned in Drawing and Painting. Students will explore art concepts through a variety of assignments. They will work with a variety of media while focusing on the elements and principles of design. Students will learn about the major art movements and their impact such as cubism, impressionism and pop art as they learn about art history. Materials will include graphite, charcoal, pastel, watercolor, tempera and printmaking media. Students will learn about composition, craftsmanship, critique and presentation. Finished artwork will be original and display ready.

## FINE AND PERFORMING ARTS DEPARTMENT CONTINUED

**High School Band**  
**Course ID: 6001**  
**Prerequisites: Previous band experience or director approval**

**Grade Level: 9-12**  
**Semester: Yearlong**  
**Credit earned: 1 credit**

In this wind and percussion ensemble, students will build on their experience in other band classes and continue to develop their musicianship skills to the highest level possible. This class will require performances at concerts, school events, a parade, and MSBOA Festival.

**High School Mixed Chorus (Vocal Music Techniques)**  
**Course ID: 6101**  
**Prerequisite: None**

**Grade Level: 9-12**  
**Semester: Yearlong**  
**Credit earned: 1 credit**

Students will explore various genres of choral music and work on foundational techniques through sight singing, listening, and studying music theory. Performances include various school concerts as well as MSVMA Choral festival and high school Graduation. Additional opportunities include MSVMA Classical and Musical Theatre Solo and Ensemble festival, and auditioning for State Honors Choir. Required dates and concert dress will be listed on the class syllabus.

**Mixed Media/Sculpture**  
**Course ID: 6208**  
**Prerequisite: None**

**Grade Level: 9-12**  
**Semester: Fall**  
**Credit earned: 0.5 credit**

This course is structured for the student with or without previous art experience. Students will work with various media to complete diverse assignments inspired by art history. In the process, they will focus on the elements and principles of design. Students will learn about the major art movements and their impact such as cubism, impressionism and pop art while using materials including ceramics, metals, glass and mixed media. Students will learn about composition, craftsmanship, critique and presentation. Finished artwork will be original and display ready.

**Mixed Media/Sculpture-Advanced**  
**Course ID: 6209**  
**Prerequisite: Mixed Media/Sculpture**

**Grade Level: 9-12**  
**Semester: Spring**  
**Credit earned: 0.5 credit**

Students will build upon the skills they learned in Mixed Media/Sculpture. They will work with various media to complete diverse assignments inspired by art history. In the process, they will focus on the elements and principles of design. Students will learn about the major art movements and their impact such as cubism, impressionism and pop art while using materials including ceramics, metals, glass and mixed media. Students will learn about composition, craftsmanship, critique and presentation. Finished artwork will be original and display ready.

**Symphonic Band 3 (High School Orchestra)**  
**Course ID: 6002**  
**Prerequisite: Previous band experience or director approval**

**Grade Level: 9-12**  
**Semester: Yearlong**  
**Credit earned: 1 credit**

In this strings ensemble, students will build on their experience in other orchestra classes and continue to develop their musicianship skills to the highest level possible. This class will require performances at concerts, school events and Michigan School Band and Orchestra Association Festival. Required dates will be listed in the syllabus.

**FINE AND PERFORMING ARTS DEPARTMENT CONTINUED**

**Theatre Practice I**  
**Course ID: 6103**  
**Prerequisite: None**

**Grade Level: 9-12**  
**Semester: Fall**  
**Credit earned: 0.5 credit**

This performance course is designed for beginner and advanced acting students. Students will gain overall personal confidence. Students develop acting and performing skills utilized and inherent on the proscenium, thrust and arena type stages. Students will perform scripted and unscripted material. Activities and instruction is based on the Stanislavski Method, in combination with the Laban Method of acting styles. All students will begin this course acting through improvisational activities, write and perform their own material, and memorize and perform written scripts from a variety of esteemed playwrights, such as: Shakespeare, Disney Productions, Arthur Miller, and other scene books compiled and written for the middle school and high school drama student. Students will also learn stage combat technique and execution, and have an opportunity to write and perform their own scene utilizing stage combat complete with special effects.

**Theatre Practice II**  
**Course ID: 6105**  
**Prerequisite: Theatre Practice I or instructor permission**

**Grade Level: 9-12**  
**Semester: Spring**  
**Credit earned: 0.5 credit**

This course is designed for the more advanced theatre student. This theatre performance/acting class includes improvisation, jargon of theatre, musical theatre techniques, Stanislavski Method acting techniques, script analysis, character analysis and development, Shakespeare and “acting for the camera” film techniques and opportunities. Students will develop a complete audition of three contrasting monologues and 16-bars of music for the stage and an audition reel for film acting. Students will perform scenes and monologues from theatrical plays and musicals, as well as scenes and monologues from screenplays and film. Students will gain confidence, courage and savvy when acting in front of an audience on stage or on camera.

## MATHEMATICS DEPARTMENT

### **Algebra I**

**Course ID: 3001**

**Prerequisite: None**

**Grade Level: 9**

**Semester: Yearlong**

**Credit earned: 1 credit**  
**NCAA**

Algebra I builds upon topics covered in middle school including interpreting and writing expressions, creating equations, furthering the study of linear functions and their graphs as well as exploring seven other nonlinear functions including quadratics, rationals, polynomials. Additional topics include systems of equations, inequalities, and factoring.

### **Algebra I-Honors**

**Course ID: 3002**

**Prerequisites: Earned grade of B- or higher in prior math class; and  
Spring NWEA Math score of 235 or higher+**

**Grade Level: 9**

**Semester: Yearlong**

**Credit earned: 1 credit**  
**NCAA**

Honors Algebra I includes interpreting and writing expressions, and creating equations. Students will further the study of linear functions and their graphs as well as explore seven other nonlinear functions including quadratics, exponentials, and polynomials. Students will solve practical problems, represent and analyze the situation using symbols, graphs, tables or diagrams. Students will apply these concepts to real world problems. Additional topics include inequalities and systems of equations/inequalities.

### **Algebra II**

**Course ID: 3006**

**Prerequisite: Successful completion of Algebra I and Geometry**

**Grade Level: 10, 11**

**Semester: Yearlong**

**Credit earned: 1 credit**  
**NCAA**

Algebra continues the students' study of functions and representations. Key areas of study include quadratics, matrices, systems of equations/inequalities, polynomials, and probability and data analysis with application to real-world situations. Students also will study exponential, logarithmic, rational, and trigonometric functions and their graphs as they apply to real-world scenarios.

### **Algebra II-Honors**

**Course ID: 3005**

**Prerequisites: Earned grade of B- or higher in Geometry; and  
Spring NWEA Math score of 245 or higher+**

**Grade Level: 10, 11**

**Semester: Yearlong**

**Credit earned: 1 credit**  
**NCAA**

Honors Algebra II is the continuation of the study and application of functions and representations begun in Algebra I. Key areas of study include quadratic, exponential, logarithmic, polynomial, rational, and trigonometric functions as well as probability and data analysis as they apply to real-world scenarios. Students will review concepts from Algebra I and are introduced to complex numbers, second degree equations, polynomial functions, fractional exponents, logarithms, variation and trigonometry. Students in this honors level course will work through concepts with greater depth and breadth.

### **Algebra II-Part 1**

**Course ID: 3003**

**Prerequisites: Successful completion of Algebra I and Geometry**

**Grade Level: 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit**  
**NCAA .5 (class of 2024)**

The first part of a two-year course, it gives a solid foundation in algebra. The course is designed with abundant practice to reinforce concepts. Students will explore the traditional concepts of Algebra II, but at pace that allows more time for practice.

## MATHEMATICS DEPARTMENT CONTINUED

### **Algebra II-Part 2**

**Course ID: 3004**

**Prerequisites: Successful completion of Algebra II-Part 1**

**Grade Level 12**

**Semester: Yearlong**

**Credit earned: 1 credit**

**NCAA .5 (class of 2024)**

Algebra II-Part 2 encompasses the second semester of Algebra II and is a continuation of the Algebra II-Part 1 class. Students study functions including exponential, logarithmic, rational, and trigonometric functions and their graphs as they apply to real-world scenarios.

### **AP Calculus AB**

**Course ID: 3302**

**Prerequisite: Successful completion of Pre-Calculus; and  
Spring NWEA Math score of 260 or higher+**

**Grade Level: 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit**

**NCAA**

This study of single-variable calculus emphasizes limits, derivatives, integrals and some of their applications. The coursework will be presented with the goal of preparing the student to take the Calculus AB Advanced Placement Exam. At many colleges, this is equivalent to a full semester of Calculus and part of the second semester. Students will learn to work problems both with and without the use of graphing calculators.

### **AP Statistics**

**Course ID: 3402**

**Prerequisites: Good English reading/writing skills; and  
Spring NWEA Math score of 249 or higher+**

**Grade Level: 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit**

**NCAA**

Statistics is the science of numerical reasoning from data, including such topics as displaying data, collecting data, probability, and statistical inference. Coursework is presented with the goal of preparing the student to take the Advanced Placement Statistics Exam. The concepts of this course will prepare the student for college-level preparation work in a variety of occupations, from industry, to medical treatment, to social programs. Students use graphing calculators throughout the course, as the focus of the class is on interpretation, rather than on calculation. The first semester lays the groundwork for the second semester's focus on confidence intervals and significance testing as applications of the Central Limit Theorem.

### **Geometry**

**Course ID: 3101**

**Prerequisites: Algebra I**

**Grade Level 9, 10**

**Semester: Yearlong**

**Credit earned: 1 credit**

**NCAA**

Geometry is the study of the components of shapes and their relationships. Students study logic through reasoning and argument as it applies to properties of two- and three-dimensional shapes. Other topics include transformations, coordinate geometry, measurement formulas, trigonometry and their applications to real-world situations. Algebraic skills are reinforced throughout the course.

## MATHEMATICS DEPARTMENT CONTINUED

### **Geometry-Honors**

**Course ID: 3102**

**Prerequisites: Earned grade of B- or higher in Algebra I; and  
Spring NWEA score of 240 or higher+**

**Grade Level: 9, 10**

**Semester: Yearlong**

**Credit earned: 1 credit**

**NCAA**

Honors Geometry is the study of the components of shapes and their relationships. Students study logic through reasoning and argument as it applies to properties of two and three-dimensional shapes. Students use prior algebraic concepts to study transformations, coordinate geometry, measurement formulas and trigonometry and their applications to real-world situations. Euclidean principles with algebraic, discrete math and trigonometric topics are studied. Time is devoted to constructions, proofs, the laws of logic, areas, volumes, and trigonometric equations as they relate to real world scenarios. Honors Geometry students experience greater depth and complexity, as well as some additional content.

### **Pre-Calculus**

**Course ID: 3304**

**Prerequisites: Earned grade of B- or higher in Geometry; and  
Earned grade of B- or higher in Algebra II; and  
Spring NWEA score of 250 or higher+**

**Grade Level: 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit**

**NCAA**

Pre-Calculus students will extend and apply concepts from Algebra II to solve problems involving function families, including trigonometric, exponential, logarithmic, polynomial, quadratic, and rational functions. Students will apply understanding of matrices and polar coordinates to modeling and solving real-world problems. Students are introduced to limits and derivatives in preparation for Calculus. They explore trigonometry in triangles and unit circle, including angles in degrees and radians, trigonometric identities and function graphs, their inverses, and polar coordinates. Students study sequences, functions, limits, derivatives, and complex numbers.

### **Statistics**

**Course ID: 3401**

**Prerequisites: Geometry and Algebra II**

**Grade Level: 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit**

**NCAA**

Statistics is the study of data. Topics of study include producing and interpreting statistical displays, data collection and analysis, measures of center and variation, probability, normal distributions, sampling distributions, estimation, confidence intervals, and hypothesis testing. Statistics is the science of data. Course includes displaying data, descriptions of distributions, normal distributions, probability, confidence intervals, and significance/hypothesis tests.

+OCS may adjust standardized testing prerequisites after NWEA releases more 2020-21 norm data.

## PHYSICAL EDUCATION AND HEALTH DEPARTMENT

### **High School Physical Education & Health**

**Course ID: 7001**

**Prerequisite: None**

**Grade Level 9-12**

**Semester: Yearlong**

**Credit earned: 1 credit**

Physical Education is a sequential, developmentally appropriate educational program that provides students with the knowledge, skills, fitness, and attitudes necessary to develop and lead a healthy lifestyle. The course provides a basic, fundamental approach to team and individual sport concepts. The primary emphasis of the course will evolve around the application of knowledge, skills, rules, strategies, and sportsmanship relative to a plethora of team and individual sport games and activities. It also includes a fitness component to develop flexibility, strength training, cardio, agility. Additional training components as well as pre/post diagnostic evaluations relative to general Presidential Fitness standards and benchmarks are included. The health section will provide integral information pertaining to the physical, social, mental, emotional, spiritual, and environmental realms that are vitally important to today's adolescent. Students learn the importance of maintaining a lifelong personal fitness program.

### **Lifetime Fitness**

**Course ID: 7003**

**Prerequisite: None**

**Grade Level 9-12**

**Semester: Fall, Spring**

**Credit earned: 0.5 credit**

This class is designed to develop students desires for life-long personal fitness. The goal is to promote fitness through currently popular fitness activities. These activities include strength and stretch, dance, step aerobics, circuit training and other continuous activities.

### **Lifetime Sports**

**Course ID: 7004**

**Prerequisite: None**

**Grade Level 9-12**

**Semester: Fall, Spring**

**Credit earned: 0.5 credit**

This class is designed to help students learn how to stay active for the rest of their life. The goal is to encompass a wide variety of physical activity that promotes lifetime movement and wellness. Activities including walking, jogging, recreational dance, individual and dual sports, and recreational games. This course does not meet the Michigan Merit Curriculum graduation requirement for Health.

### **Personal Fitness**

**Course ID: 7002**

**Prerequisite: None**

**Grade Level 9-12**

**Semester: Yearlong**

**Credit earned: 1 credit**

Personal Fitness provides an introduction to fundamental knowledge and practical application structures of various physical conditioning principles and concepts. Strength, flexibility, cardiovascular, plyometric, agility, core stability, and speed training concepts will be the focal point of this discipline. Skill specificity training methods will also be targeted for aspiring athletes. An additional facet of this course is a focus on leadership principles and the relationship, thereof, in regard to the fitness industry. A major emphasis of this realm will evolve around advocating for healthy lifestyles and structuring a general understanding knowledge base relative to application of varied fitness and nutrition principles. This course does not meet the Michigan Merit Curriculum graduation requirement for Health.

## SCIENCE DEPARTMENT

### **Anatomy and Physiology**

**Course ID: 4003**

**Prerequisite: Earned grade of C+ or higher in Biology**

**Grade Level: 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit**

**NCAA**

Anatomy and Physiology is primarily focused on the structural and functional aspects of the human body and how they are connected. Maintaining homeostasis is a key theme that is studied at each level of organization, including cells and tissues, but is particularly emphasized at the systems level of the body. These principles are then connected to the overall body's health and potential for various disease conditions. This course is beneficial to students considering an occupation in any health-related field or simply having an interest in discovering the details of design of the human body.

### **AP Biology**

**Course ID: 4002**

**Prerequisite: Biology**

**Grade Level: 10, 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit**

**NCAA**

Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. This is an introductory, college-level course, meant to prepare students for the AP Biology exam. Students will be challenged to look deeply at the intricate design present in God's creation, and be pushed to wonder more deeply at the phenomena around them. Students will participate in labs, both individual and group, and will hone good science practices and skills like graph interpretation, hypothesis testing and statistical inference.

### **AP Physics 1: Algebra-based**

**Course ID: 4202**

**Prerequisite: Honors Algebra II or Honors Geometry; Chemistry recommended**

**Grade Level: 10, 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit**

**NCAA**

This is an algebra-based, full-year course in physics focusing on mechanics. Topics include motion, forces, energy, rotational motion, oscillations, waves, and sound. The coursework will be presented with the goal of preparing the student to take the AP Physics 1 Exam. Computational skill, including the use of trigonometry, is stressed in this course along with conceptual foundations. Group investigations and discussions will be used to further learning along with lectures and demonstrations.

### **AP Physics 2: Algebra-based**

**Course ID: 4203**

**Prerequisite: Successful completion of AP Physics 1**

**Grade Level: 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit**

**NCAA**

This is an algebra-based, full-year second course in physics. Topics include fluids, thermodynamics, electricity and magnetism, optics, quantum, atomic, and nuclear physics. Coursework is presented with the goal of preparing the student to take the AP Physics 2 Exam. Computational skill, including the use of trigonometry, is stressed in this course along with conceptual foundations. Group investigations and discussions will further learning along with lectures and demonstrations.



## SCIENCE DEPARTMENT CONTINUED

### **Biology**

**Course ID: 4001**

**Prerequisites: 9th grade students NWEA Reading score 231 or higher; and  
9th grade students NWEA Language score 231 or higher.**

**Grade Level: 9-12**

**Semester: Yearlong**

**Credit earned: 1 credit  
NCAA**

This full year course investigates the fundamental qualities of living things and their life processes. Topics that are studied include characteristics of living things and their chemical composition, ecological interdependence of organisms, cell structure and processes, basic principles of genetics, and classification. These topics are examined in context of the created design of living things while practicing critical evaluation of common scientific perspectives. The development of scientific skills, practices and ways of thinking are also a focus during experimental activities. Students are provided various opportunities to work in groups for discussion and to carry out investigations.

### **Chemistry**

**Course ID: 4101**

**Prerequisite: None**

**Grade Level: 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit  
NCAA**

Chemistry studies the relationships between structures and properties of matter and the changes that it undergoes. Students will be challenged to develop problem-solving skills, to think abstractly and to develop basic laboratory techniques. Students will discover historical aspects to the development of chemistry principles in order to recognize and practice evidence-based reasoning. This skill is also incorporated into individual and collaborative observational experiences. The diverse and practical applications of chemistry principles include: classification of matter; scientific measurement; conversion of chemical quantities; atomic structure; chemical names, formulas and reactions; states of matter; gas laws, periodic table; and chemical bonding.

### **Conceptual Physics**

**Course ID: 4201**

**Prerequisite: None, however, this is typically taken in 9th grade**

**Grade Level 9, 10, 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit  
NCAA**

This course is designed to teach the concepts of physics while minimizing mathematics as a barrier to understanding. Physics explains phenomena that everyone experiences, like driving cars, lifting heavy items, and listening to music, so we want as many students as possible to share in understanding these aspects of God's world. Modeling Instruction techniques will be used to promote student engagement in scientific reasoning and the application of the scientific method. Student discussion will be a major part of classroom interaction. Topics include energy, oscillations, waves, light, motion, and forces.

### **Ecology**

**Course ID: 4004**

**Prerequisite: Biology**

**Grade Level 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit  
NCAA**

Ecology is the study of the interdisciplinary nature of processes and patterns that occur in the natural world as living things interact with one another and their physical environment. Recognizing that a change in a single condition or population can lead to a cascade of events is emphasized for students to better understand the balance of ecosystems. The course also examines the human impact on these natural systems by both negative actions and positive resolutions to environmental problems. Students survey local environmental problems and analyze solutions for them in context of Christian stewardship.

## SOCIAL STUDIES

### **AP Macroeconomics (2022-23)**

**Course ID: 5002**

**Prerequisite: None**

**Grade Level: 11, 12**

**Semester: Spring**

**Credit earned: .5 credit  
NCAA**

AP Macroeconomics provides students a college-level introduction to the principles that apply to economic systems as a whole. Emphasis is placed on reasoned logical argument to use economics as a model for decision making. The course focus is on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students will think like economists by using principles and models to describe economic situations and predict outcomes. They will use graphs, charts, and data to analyze, describe, and explain economic concepts. The course specifically relies upon the use of tools that measure such GDP, inflation, and unemployment to evaluate economic stability and growth. Preparation for the AP Macroeconomics exam will develop students' writing, speaking, and critical thinking skills.

### **AP Microeconomics (2022-23)**

**Course ID: 5006**

**Prerequisite: None**

**Grade Level: 11, 12**

**Semester: Fall**

**Credit earned: 1 credit  
NCAA**

AP Microeconomics provides students a college-level introduction to the principles of economics that apply to the functions of economic decision-makers such as individuals and firms. Students will think like economists by using principles and models to describe economic situations and predict outcomes. Students use graphs, charts, and data to analyze, describe, and explain economic concepts. The course develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting efficiency and equity. The course relies upon a supply and demand analysis as the main tool to demonstrate how market prices are determined, how those prices determine an economy's allocation of goods and services, how factors of production are allocated, and how goods and services are distributed throughout the economy. Preparation for the AP Microeconomics exam will develop students' writing, speaking, and critical thinking skills.

### **AP United States Government & Politics**

**Course ID: 5003**

**Prerequisite: Application/instructor approval**

**Grade Level: 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit  
NCAA**

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Students engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project exploring how they can affect, and are affected by, government and politics. Students will create a presentation that relates their experiences to what they are learning. Preparation for the AP examination will help students develop their writing, speaking, and critical thinking skills.

## SOCIAL STUDIES DEPARTMENT CONTINUED

### **AP United States History**

**Course ID: 5203**

**Prerequisites: Successful completion of U.S. History; and  
Application/instructor approval; and  
Spring NWEA Reading score of 235 or higher**

**Grade Level: 10, 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit  
NCAA**

Students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. **Summer work may be required.**

### **AP World History: Modern (2022-23)**

**Course ID: 5103**

**Prerequisite: Spring NWEA Reading score of 235 or higher**

**Grade Level: 10, 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit  
NCAA**

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

### **Civics**

**Course ID: 5005**

**Prerequisite: None**

**Grade Level: 11, 12**

**Semester: Fall**

**Credit earned: .5 credit  
NCAA**

Civics deepens students' knowledge of the structure and function of national, state, and local governments in the United States. The philosophical foundations of democratic government are emphasized, primarily the Constitution. Students learn about the rights and responsibilities shared by all citizens of a constitutional democracy as they explore American political behavior. Integrated literature such as *Hidden Power* by Kati Marton and *Lord of the Flies* by William Golding support this exploration. Current issues are evaluated through evidence-based arguments from a Christian perspective of these issues. Opportunities for discussion and writing allow for the making of reasoned decisions about matters of public policy. Students read and interpret data, make comparisons and applications, and develop evidence-based arguments. Students are asked to find ways to contribute to their local communities.

## SOCIAL STUDIES DEPARTMENT CONTINUED

**Current Issues**  
**Course ID: 5301**  
**Prerequisite: None**

**Grade Level: 10, 11, 12**  
**Semester: Fall, Spring**  
**Credit earned: .5**  
**NCAA**

Current Issues examines the role of the individual in the world community through the study of foreign and domestic issues, global economics, human geography, and culture. Students use this knowledge of the lives of different people to better create relationships regardless of political beliefs or cultural upbringing. They will engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. Current Issues is engaging and underscores the importance of communicating solutions appropriately and in ways that are relevant to current societal needs. This Course is highly collaborative and discussion-based.

**Economics**  
**Course ID: 5004**  
**Prerequisite: None**

**Grade Level: 11-12**  
**Semester: Spring**  
**Credit earned: .5**  
**NCAA**

Economics empowers students to make decisions about economic problems that arise due to scarcity. The Course introduces students to principles of economics such as supply and demand, market structures, and economic growth. Students learn to use graphs, charts, and data to analyze, describe, and explain these economic concepts. They will engage in disciplinary practices that require them to read and interpret data, as well as, make comparisons and applications. Students use their gained economic knowledge to make informed decisions and to be contributing members of growth and stability within their communities and nation. Personal finance is included to help students navigate their futures through the use of financial planning and strategies. The overall goal is to empower students to be good stewards of what God has blessed them with.

**Great Wars**  
**Course ID: 5302**  
**Prerequisite: Successful completion of United States History & Geography**

**Grade Level: 11, 12**  
**Semester: Yearlong**  
**Credit earned: 1.0 credit**  
**NCAA**

Great Wars builds knowledge and fosters analyses of the two World Wars and the interwar period. Both a global perspective and an American one are considered in developing a historical analysis of these events. Students will utilize a project-based approach in which they may role play to demonstrate an understanding of motivation for outcomes that influenced the causes, courses, and effects of the two wars. The class begins with an analysis of causes of the Great War and ends with World War II's impact on the global community. An analysis of economic, political, social and cultural dynamics will be the core of study during the course.

**Psychology**  
**Course ID: 5303**  
**Prerequisite: None**

**Grade Level: 10, 11, 12**  
**Semester: Fall, Spring**  
**Credit earned: .5 credit**  
**NCAA**

Psychology takes a relevant and practical approach to the scientific study of human behavior and cognition. While considering the psychologists and studies that have shaped the field, students investigate and apply psychological theories on biology, perception, learning, growth, motivation, personality, and culture. Students employ psychological research methods, evaluate claims and evidence, and effectively communicate ideas. Careers in psychology such as counseling, sports, forensics, and education will be investigated. Literature integration of *Black Boy* by Richard Wright and *Man's Search for Meaning* by Viktor Frankl provide a unifying theme throughout the year. The goal is for students to see people through God's eyes by gaining a deeper understanding of how He created us. All material is evaluated and presented with a Biblical focus.

## SOCIAL STUDIES DEPARTMENT CONTINUED

### **United States History & Geography**

**Course ID: 5202**

**Prerequisite: None, however, this is typically taken in 9th grade**

**Grade Level 9, 10, 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit**

**NCAA**

U.S. History deepens students' knowledge and fosters analysis of major events in American History from the Gilded Age to the present. Students will come to appreciate the diversity of thought regarding America through these eras. Events are measured against the founding documents and the concept of American society. Students will examine formational events like the Gilded Age, Progressive Era, World War 1, the Great Depression, World War 2, Postwar America and Modern America. Students will examine historical literature applicable to the course. Current historical novels being used in the course include *The Jungle* (the Progressive Era and mass immigration), *The Book Thief* (the Holocaust and World War 2) and *Warriors Don't Cry* (the Civil Rights Movement).

### **World History & Geography**

**Course ID: 5101**

**Prerequisite: None, however, this is typically taken in 10th grade**

**Grade Level: 9, 10, 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit**

**NCAA**

This class covers the emergence of the first global age through the 15th and 18th Century including World War I, World War II and the Holocaust, and the tension and distrust of the Cold War. Students will analyze these historic events and use them to evaluate contemporary global issues such as population, resources, global interactions, conflict and cooperation. Students will explore many primary sources documents, which will improve both their critical thinking and reading skills. They will also complete interactive projects that include the creation of their own imperialist nation and the creation of various maps of Europe and the world. Students are responsible for reading two historical fiction novels, which will be assigned throughout the year. These novels will help students better empathize with the individuals who lived these historical events in real time.

## WORLD LANGUAGE DEPARTMENT

### **American Sign Language I**

**Course ID: 2301**

**Prerequisite: None**

**Grade Level: 9, 10, 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit**

ASL I introduces students to the language and culture of deaf people in the United States. The course will focus on specific language and cultural behaviors, as well as introduce students to the grammar of ASL. Both expressive and receptive skills of students will be the focus of the course, with a major emphasis placed on receptive skills. Students will participate extensively in interactive classroom activities using the “Voices Off” Policy to ensure ASL immersion during our time together.

### **American Sign Language II (2022-23)**

**Course ID: 2302**

**Prerequisite: Successful completion of American Sign Language I**

**Grade Level: 10, 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit**

ASL II continues the teaching of ASL, moving from signing concrete concepts to abstract concepts. Additional vocabulary, grammar and culture is covered to build on the core knowledge of the language. Both expressive and receptive skills of students will be the focus of the course, with an equal emphasis. Students will participate extensively in interactive classroom activities using the “Voices Off” Policy to ensure ASL immersion.

### **French I**

**Course ID: 2201**

**Prerequisite: None**

**Grade Level: 9, 10, 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit**

**NCAA**

This course introduces the fundamentals of the French language using Comprehensible Input (CI). With the CI approach, students see and hear French daily, acquiring the language in a natural way as children. Language proficiency is spontaneous, non-rehearsed ability. Students will develop proficiency in listening, speaking, writing and reading in French through storytelling, story writing, movies and video clips, short readings, songs, etc. French culture on greeting etiquette, French schools, religious and secular celebrations, famous monuments, etc. will also be presented in this way. Students will acquire the language through thematic units of study, including introducing oneself, school, sports, weather, seasons, and restaurant etiquette. Class is conducted in French with opportunities for clarification in English.

### **French II**

**Course ID: 2202**

**Prerequisite: Earned grade of C or higher in French I**

**Grade Level: 9, 10, 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit**

**NCAA**

This course builds on the fundamentals of the French language using Comprehensible Input. With the CI approach, students will continue to see and hear French daily, acquiring the language in a natural way. Language proficiency is spontaneous and unrehearsed. Students will continue to develop proficiency in listening, speaking, writing, and reading in French by the use of storytelling, story writing, movie or video clips, short readings, songs, etc. French culture on greeting etiquette and French schools will be revisited, as well religious and secular celebrations, pets, home life, and vacation habits. Students will acquire the language through thematic units of study, including clothing/designers, vacations, sports, and food. Two novel studies and many stories will be regular features at this level. Class is conducted mainly in French with opportunities for clarification in English.

## WORLD LANGUAGE DEPARTMENT CONTINUED

### **French III**

**Course ID: 2203**

**Prerequisite: Earned grade of B- or higher in French II**

**Grade Level: 10, 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit**

**NCAA**

This course continues to build on the fundamentals of the French language using Comprehensible Input (CI). With the CI approach, students will see, hear and speak French daily. Language proficiency is spontaneous and unrehearsed. Students will continue to develop proficiency in listening, speaking, writing, and reading in French through storytelling, story writing, movies and video clips, short readings, and songs. French culture of countries other than France or Canada also will be presented, comparing them to France and the United States. Students will acquire the language by studying themes including cars and driving, directions, comic books, recycling, foods, sports competitions, and various celebrations. Two more novel studies and numerous stories will continue to be featured at this level. Class will be conducted in French with minimal opportunities for clarification in English.

### **French IV**

**Course ID: 2204**

**Prerequisite: Earned grade of B or higher in French III**

**Grade Level: 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit**

**NCAA**

This course completes the fundamentals of the French language using Comprehensible Input and prepares students for further study at the college level. With the CI approach, students see, hear, and speak French daily. Language proficiency is spontaneous and unrehearsed. Students continue to develop proficiency in listening, speaking, reading, and especially writing in French through storytelling, story writing, movies and video clips, short readings, and songs. More emphasis on grammar is added at this level. Studies of francophone countries, their cultures, and problems such as deforestation and desertification, as well as themes including current events, sports competitions, and celebrations are presented. Two or three more novel studies and numerous stories will continue to be featured at this level. Class will be conducted entirely in French.

### **Spanish I**

**Course ID: 2101**

**Prerequisite: None**

**Grade Level: 9, 10, 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit**

**NCAA**

Spanish I introduces the fundamentals of the Spanish language using Comprehensible Input (CI). With this approach, students acquire the language through a methodology that encourages students to produce language when they are ready and in more low anxiety situations, much like when they were children. Students develop foundational reading, listening, writing, and speaking skills in Spanish. In order to accomplish this goal, there is a heavy focus on listening, reading, and storytelling to guide students to higher levels of competency. Students will reach this through units such as: introducing and describing oneself, learning where Spanish is spoken, describing family and others, talking about interests, and discussing school. Students will also gain a wide variety of cultural awareness throughout the year. Class will be conducted in Spanish with opportunities for clarification in English.

## WORLD LANGUAGE DEPARTMENT CONTINUED

### **Spanish II**

**Course ID: 2102**

**Prerequisite: Minimum grade of “C” in Spanish I**

**Grade Level: 9, 10, 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit**

**NCAA**

Spanish II builds on the fundamentals of the Spanish language using Comprehensible Input. With the CI approach, students will continue to see and hear Spanish daily, acquiring the language in a natural way. Language proficiency is spontaneous and unrehearsed. Students continue to develop proficiency in reading, listening, writing, and speaking through storytelling, story writing, various readings, movies/short films and videos, and songs. Two novel studies and many stories will be featured at this level, as will a focus on Mexican culture. Students further acquire the language through thematic units of study that include: saber/conocer, the Yucatán, Christmas, clothing, routines, housing, and food. Class is conducted in Spanish with opportunities for clarification in English.

### **Spanish III**

**Course ID: 2103**

**Prerequisite: “B-” average grade in Spanish II and teacher approval**

**Grade Level: 10, 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit**

**NCAA**

Spanish III builds on the fundamentals of the Spanish language using Comprehensible Input. With the CI approach, students see, hear, and speak Spanish daily, acquiring the language in a natural way. Language proficiency is spontaneous and unrehearsed. Students continue to develop proficiency in reading, listening, writing, and speaking through the use of storytelling, story writing, various readings, movies/short films and videos, and songs. More novels and stories are featured at this level. Students continue their learning from previous levels about Mexican culture, while adding Colombian, Costa Rican, and Spanish as well. Students will acquire the language through thematic units that include: soccer/sports, cars and driving, dating, accidents and healthcare, nature and ecology, and bullfighting. Class is mainly conducted in Spanish.

### **Spanish IV**

**Course ID: 2104**

**Prerequisite: “B” average grade in Spanish III and teacher approval**

**Grade Level: 11, 12**

**Semester: Yearlong**

**Credit earned: 1 credit**

**NCAA**

Spanish IV completes the fundamentals of the Spanish language using Comprehensible Input and prepares students for further study in college. It is structured similar to a college-level course and therefore helps motivated students to focus on fine-tuning their reading, listening, writing, and speaking skills. An emphasis is placed upon understanding the various verb tenses/moods and knowing when and how to use them. Students expand their vocabulary and grammar skills through studies in poetry, song, short stories, novels, art, film, history/culture, and current events. This is accomplished through a focus on Spanish history, Francisco Franco & the Spanish Civil War, Immigration, Guatemala & “El Norte”, Latin American persecution, Argentina & The Dirty War, El Salvador’s Civil War, gang violence, investigations into family heritage, and sharing our spiritual testimonies. Class is conducted entirely in Spanish, with the expectation that students will likewise only speak in the target language.



## ADDITIONAL OFFERINGS

**Academic Seminar**  
**Course ID: 9901**  
**Prerequisite: None**

**Grade Level 9, 10, 11, 12**  
**Semester: Fall, Spring, or both**  
**Credit earned: Either a .5 or 1.0**

Academic Seminar provides supervised time in a computer lab to work on online courses (over 100 to choose from) or Dual Enrollment courses. Teacher coordinators monitor student progress, completion of modules, and course requirements.

**Early Dismissal**  
**Course ID: 9902**  
**Prerequisite: Counselor/Principal approval**

**Grade Level: 12**  
**Credit earned: No credit**

Loitering after designated departure time is not permitted.

**Introduction to Film**  
**Course ID: 9003**  
**Prerequisite: None**

**Grade Level 11, 12**  
**Semester: Fall, Spring**  
**Credit earned: 0.5 credit**

Students engage in analysis of narrative and cinematic styles in various films. They practice how to view and talk about film using basic cinematic language, as they appreciate what goes into creating and shaping movies. Cinema history, genres and specific directors are covered. Clips and full-length movies are viewed over the course of the class. Students must be “active” viewers and are required to respond to films in group discussion and writing to increase understanding and appreciation of film. Additional units woven throughout the year include mise-en-scene, cinematography, editing, and filmic narrative techniques. We will watch over numerous films together and there may be required movie viewing outside of class. Some reading and writing will be required of students as they critically engage in viewing.

**Late Arrival**  
**Course ID: 9907**  
**Prerequisite: Counselor/Principal approval**

**Grade Level: 12**  
**Credit earned: No credit**

Loitering before designated arrival time is not permitted.

**Core Team**  
**Course ID: 9006**  
**Prerequisite: Application/Instructor approval**

**Grade Level: 11, 12**  
**Semester: Yearlong**  
**Credit earned: 1 credit**

The Core Team is a group of spiritually mature students dedicated to serving our OCS and its community. Students will develop leadership skills as well as have the opportunity to put these skills into practice. Students will develop their skills as they seek to live life in solitude, life in community, and life on mission. They will be equipped with personalized plans and tools to grow as Christ followers sent into the world. In addition, they will play a critical role in planning and executing major events, such as chapel, retreats, and community service projects.

**Teacher's Aide**  
**Course ID: 9001**  
**Prerequisite: Counselor/Principal approval**

**Grade Level: 11, 12**  
**Semester: Yearlong**  
**Credit earned: 0.5 credit**

## ADDITIONAL OFFERINGS CONTINUED

**Teacher's Aide**  
**Course ID: 9001**  
**Prerequisite: Counselor/Principal approval**

**Grade Level: 11, 12**  
**Semester: Yearlong**  
**Credit earned: 0.5 credit**

**Yearbook**  
**Course ID: 9005**  
**Prerequisite: None**

**Grade Level: 9, 10, 11, 12**  
**Semester: Yearlong**  
**Credit earned: 1 credit**

Students will serve as historians, journalists, and artists to create a photojournalistic book that will be on shelves for many years to come. A journalistic approach will teach students skills in business, graphic design, visual communication, writing, photography and collaborative relationships. In order to capture and record the current school year for enjoyment and reference in the future, students will write copy and captions in appropriate journalistic style for yearbook, use photojournalism techniques, design a professional, attractive theme-based yearbook, write effective headlines and captions, edit, proofread, and evaluate their own and others' work, work cooperatively within time constraints deadlines, and learn and use effective sales and promotional techniques.