



# 2023-2024 High School Course Catalog



Dear Students and Parents,

We are excited to help you through the course selection process for the 2023-2024 school year. Course selection is one of the most important decisions made while in high school. The courses that you choose directly impact your future decisions regarding the level of difficulty of your high school experience and your potential university choice.

Before reading the guide, we want to highlight several important options that are available. All courses at The Master's Academy are considered college prep - students learn the content and skills that are required for progressing toward college. However, we offer four types of classes in the High School: College Prep, Honors, Dual Enrollment, and Advanced Placement.

1. College prep classes provide a rigorous curriculum that meets the needs of the majority of students.
2. Honors classes are designed for students who excel in the particular subject and require a faster-paced, more in-depth, and challenging course of study.
3. Dual Enrollment Courses (DE) are designed for students to simultaneously earn high school and college credit by successfully completing college-level curricula and course requirements.
4. Advanced Placement® Courses (AP) are designed to enable willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Students learn to think critically, construct solid arguments, and see many sides of an issue.

Placement in an Honors/DE/AP level course requires a prerequisite class, grade & placement score requirements, and teacher placement before being enrolled. Parents often have questions about why a student is placed in a college prep class instead of honors or visa versa. Each teacher wants every child to achieve his or her personal best, and this is more likely to happen if the child is placed into classes appropriate to the child's needs, abilities, and interests. The ultimate goal is for your child to be appropriately challenged, but also independent, healthy, and confident.

Second, we request that you take some time to review the graduation requirements, course concentrations and the four-year course plan that has been provided. This information will be invaluable as you consider your choices. As always, we are committed to meeting with you to personally guide you through this process.

For Christ and His Kingdom,

The Guidance Department

<p><b>Both college prep and honors classes have the following attributes:</b></p> <ul style="list-style-type: none"> <li>• Follow a rigorous curriculum.</li> <li>• Require students to work toward mastery of TMA course standards.</li> <li>• Prepare students for the next grade level.</li> <li>• Develop critical thinking skills.</li> <li>• May use the same textbook.</li> <li>• Utilize technology to help improve reading and writing skills.</li> </ul>	<p><b>Honors classes <u>differ</u> from college prep in the following ways:</b></p> <ul style="list-style-type: none"> <li>• Greater depth and complexity of study.</li> <li>• Advance beyond current grade level standards and work on skills in the next grade level standards.</li> <li>• Students work independent of teacher assistance more often.</li> <li>• Pacing can be quicker.</li> <li>• Required course reading is more often done as homework outside of class rather than during class.</li> <li>• Writing is more sophisticated (stronger vocabulary, more complex and varied sentence structure, greater depth of thought and analysis) and more extensively researched.</li> <li>• Assigned readings may be at a higher level of difficulty.</li> <li>• Homework typically requires students to think critically and synthesize the material that they learned in class that day. As a result, homework may take longer.</li> </ul>	<p><b>AP and Dual Enrollment (DE) classes <u>differ</u> from Honors in the following ways:</b></p> <ul style="list-style-type: none"> <li>• College level textbooks are required.</li> <li>• In preparation for the AP Exam, students will be asked to read, analyze and synthesize information, and respond to prompts under a time constraint.</li> <li>• Assigned readings will be at the college level.</li> <li>• Pacing is quicker and content is more rigorous.</li> <li>• Writing is more sophisticated (stronger vocabulary, more complex and varied sentence structure, greater depth of thought and analysis) and more extensively researched.</li> <li>• Independently read and digest content from the textbook material before class</li> <li>• Expectations are higher at the risk of lower grades.</li> <li>• Dual Enrollment courses often require a final exam that is from the credit bearing university.</li> <li>• AP &amp; DE courses have additional fees associated per the handbook.</li> </ul>
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**Common characteristics found in successful students for each of the following:**

<b>College Prep</b>	<b>Honors</b>	<b>AP/Dual Enrollment (DE)</b>
<ul style="list-style-type: none"> <li>● Is proficient in the subject matter.</li> <li>● Always puts forth his or her best effort.</li> <li>● Learn best with thorough instruction and practice of new concepts.</li> <li>● Appreciates challenges, but also benefits from scaffolded assistance and practice with complex, critical-thinking and non-routine strategies.</li> <li>● Thrives with structured guidance when learning, applying, and extending new concepts.</li> <li>● Actively participates in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>● Is strong academically in the subject matter.</li> <li>● Is hardworking and self-motivated. Can complete tasks with minimal assistance from the teacher.</li> <li>● Masters concepts quickly without the need for extended repetition.</li> <li>● Values the challenges of complex, critical-thinking opportunities; can achieve this with minimal assistance.</li> <li>● Seeks out and actively contributes to classroom discussions.</li> <li>● Enjoys learning complex ideas.</li> <li>● Is inquiry-driven, which is demonstrated by thinking critically about world issues related to the assigned content (goes beyond surface meanings, makes connections and inferences)</li> <li>● Manages time well (able to juggle school work, family obligations, and extracurricular activities).</li> </ul>	<ul style="list-style-type: none"> <li>● The subject area is one of his/her gifts or passions.</li> <li>● Has an exceptional work ethic, is highly self-motivated, and works well independently.</li> <li>● Masters concepts quickly without the need for extended repetition; requires a faster-paced, rigorous curriculum.</li> <li>● Values the challenges of complex, critical-thinking opportunities; can achieve this with minimal assistance and often takes ideas to a higher level without prompting.</li> <li>● Seeks out and actively contributes to classroom discussions. Is able to see from multiple perspectives and respectfully challenges others' ways of thinking.</li> <li>● Is inquiry-driven, which is demonstrated by thinking critically about world issues related to the assigned content (goes beyond surface meanings, makes connections and inferences). Is an innovative thinker.</li> <li>● Can manage the complexity of college level texts and content.</li> <li>● Demonstrates excellent time management and has healthy stress management. (able to juggle school work, family obligations, and extracurricular activities).</li> </ul>

## **Frequently Asked Questions**

### **What is the difference between AP and DE?**

AP coursework follows the standards set by College Board and each course is taught at the college level. Students enrolled in AP courses are required to take the year-end exam. Passing scores can be transferred to the college of attendance and may meet the course credit required. AP exam scores are often not required for admissions but successful completion of the course is taken into consideration.

Dual Enrollment coursework follows the high school course standards as well as the credit issuing university. TMA partners with Southeastern University and Palm Beach Atlantic University. Students enrolled in dual enrollment courses will receive college credit for grades of C or higher as well as the corresponding high school credit. Grades earned in dual enrollment will affect high school GPA and college GPA. Students are required to share all grades earned in the admissions process. Course transfer is not guaranteed and is dependent on the university policies.

### **Can I get out of the class after Drop/Add?**

Students can move between Honors/College Prep or Honors/AP within the first 2 weeks of the school year (During our Drop/Add Timeframe). After the 2 week deadline, students must remain in the course. Dual enrollment students need to follow the credit-issuing university policies.

### **What if my student wants to take a course at a higher level than that recommended by the teacher?**

Ultimately, all of our classes are open access. Students are encouraged to talk to the teacher about the different expectations of the higher level courses before making a decision. However, care should be taken into consideration since teachers are able to discern success factors and in the end we want to see the student be successful.

### **With which colleges/universities does TMA partner?**

TMA partners with Palm Beach Atlantic University and Southeastern University.

### **How does my child's suggested placement affect Bright Futures?**

The general coursework offered at TMA meets the requirements for Bright Futures. Please note that requirements may change in the future.

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## ENGLISH

### English I

**Grade Level: 9**

English I is designed to help students develop and refine literacy skills by actively engaging in reading, writing, listening, speaking, and viewing activities. Specific emphasis is placed upon effective composition, analytical response to literature, collaboration and discussion techniques. The students will explore a variety of writing discourses such as persuasion, cause/effect, compare/contrast, problem/solution as well as research based projects. The students will explore a variety of literary genres that include poetry, short stories, non-fiction, drama and novels. The student will learn to respond analytically, personally, Biblically, and imaginatively to literature to discover connections between literature and the world outside the classroom. This class will also address study skills, grammar and usage, vocabulary development, and research procedures. The overall theme of the course is Coming of Age with a Biblical focus on how to stand firm in a culture of compromise. Both themes are reflected in many of the texts and work to build a foundation for ninth grade students preparing them for high school and beyond.

### English I Honors

**Grade Level: 9**

English I Honors is designed to challenge the highly motivated and academically skilled students. The students will develop and refine literacy skills by actively engaging in reading, writing, listening, speaking, and viewing activities. Specific emphasis is placed upon effective composition, analytical response to literature, collaboration and discussion techniques. Students will explore a variety of literary genres and writing discourses as well as research based projects. Students will learn to respond analytically, personally, Biblically, and imaginatively to literature to discover connections between literature and the world outside the classroom. In addition, vocabulary development and isolated grammar practice will be included in the course of study. The rigor of this course requires students to focus on study skills, homework, and independent projects. The overall theme of the course is Coming of Age with a Biblical focus on how to stand firm in a culture of compromise. Both themes are reflected in many of the texts and work to build a foundation for ninth grade students preparing them for the rigors of high school and beyond.

### English II

**Grade Level: 10**

The tenth-grade English curriculum is a survey of world literature that values the perspective of the learner, collectively and individually, and provides next generation learning experiences that will continue to build towards college readiness. Students will approach each unit of study by exploring a chosen theme in a variety of literary works, examining it through the lens of a Biblical worldview. Emphasis will be placed on the depravity of man, the freedom of God's grace, and God's design for community. Students will sharpen their analytical skills through close reading of a variety of texts including essays, memoirs, short stories, poems, essays, and novels. Class discussions, stations, presentations, and collaborative work will sharpen students' verbal communication skills as well as provide them with opportunities for hands-on, experiential learning. Students will also continue to build their written communication skills through journaling and reader's response as well as continue to build their analytical writing skills through double entry journals and analytical essays. Students will conduct research and synthesize information in a research paper.

### English II Honors

**Grade Level: 10**

The tenth-grade English Honors curriculum is a survey of world literature that values the perspective of the learner, collectively and individually, and provides the necessary training for students advancing to the AP and DE level in subsequent years. Students will approach each unit of study by exploring a chosen theme in a variety of literary works, examining it through the lens of a Biblical worldview. Emphasis will be placed on the depravity of man, the freedom of God's grace, and God's design for community. Students will sharpen their analytical skills through close reading of a variety of texts including essays, memoirs, short stories, poems, essays, and novels, often synthesizing information culminating in discussion and writing activities. Students are expected to actively contribute to class discussions by providing valuable insight and challenging one another's stances relating to a variety of topics. Students will also engage in hands-on learning through stations as well as develop their communication and cooperative learning skills through the creation of project based presentations. Students will also continue to sharpen their written communication skills through journaling and reader's response as well as their analytical writing skills through passage analysis and synthesis essays, often under a strict time constraint.



Students will participate in inquiry-driven discussions and writing by thinking critically about world issues related to the assigned reading and writing. Students will conduct research and synthesize information in a formal paper and report their findings in a presentation to the class.

### **English III**

**Grade Level: 11**

Eleventh grade English is a chronological study of American literature. Students will read several works by American authors representing various types of literature such as fictional pieces written during specific time periods, biographies, nonfiction, memoirs, and poetry selections. In addition, students will read American classics such as *The Scarlet Letter*, *The Great Gatsby* and *Just Mercy*. The course also includes comprehensive instruction in composition for different audiences with different purposes, including a research paper. Students will also read with a critical eye and write analytical essays in response to literature. Emphasis will be placed on Biblical insight into the following topics: judgment, shame, grace, justice, and identity. Students will learn and practice vocabulary and will reinforce their grammar skills through a variety of formative assessments.

### **English III Honors**

**Grade Level: 11**

The eleventh grade English Honors course is a chronological study of American literature, focusing on critical analysis through thoughtful writing and class discussion. The students will read and study classic American novels including *The Scarlet Letter*, *The Great Gatsby*, and *Just Mercy*. Emphasis will be placed on Biblical insight into the following topics: judgment, shame, grace, justice and identity. Students will read with a critical eye and write analytical essays in response to literature. In addition, students will complete an extensive research paper. This course also includes comprehensive instruction in composition and vocabulary and reinforcement of grammar through a variety of formative assessments.

### **English IV**

**Grade Level: 12**

English IV is designed to help students develop and refine literacy skills by actively engaging in reading, writing, listening, speaking, and viewing activities. Specific emphasis is placed upon effective composition, analytical response to literature, collaboration and discussion techniques. Students will read and analyze works of British and world literature to understand how the world has been shaped by concerns, values, and ideas that have intrigued, delighted, and challenged people throughout time. Throughout the course, poetry, short stories, novels, drama, and nonfiction provide opportunities for critical writing, creative projects, and socratic based discussions. The overall themes of this course revolve around the concepts of heroism and identity; students will view the major texts from a Biblical lens and collect evidence that aids in their discernment to view each piece from a Christian perspective. Continuing to build on their academic and faith-based foundation, students will develop vocabulary skills, refresh their knowledge of grammar, usage, and mechanics, as well garner the tools and encouragement needed to prepare them for college and beyond.

### **English IV Honors**

**Grade Level: 12**

English IV Honors students will read and analyze works of British and world literature that reflect the rich and diverse history of the Western world. As students progress through centuries of literature in a loose chronological arrangement, they will see how British and world literature has been shaped by concerns, values, and ideas that have intrigued, delighted, and challenged people throughout time. Throughout the course, poetry, short stories, novels, drama, and nonfiction provide opportunities for critical writing, creative projects, and socratic based discussions. The overall themes of this course revolve around the concepts of heroism and identity; students will view the major texts from a Biblical lens and collect evidence that aids in their discernment to view each piece from a Christian perspective. Continuing to build on their academic and faith-based foundation, students will develop vocabulary skills, refresh their knowledge of grammar, usage, and mechanics, as well garner the tools and encouragement needed to prepare them for college and beyond.

## **Advanced Placement English Language and Composition**

**Grade Level: 11, 12**

**Prerequisite:** *Students must receive a B or higher in English II Honors course or teacher placement in order to be eligible.*

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments and inquiry-driven research. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. The course approaches language as a gift that God gave to no other earthly creature but man, and writing as a means of effectively communicating Christ to a broken world through the written word. Emphasis is placed on understanding the power and meaning of words and how choosing words well can effectively communicate truth and delight with verbal beauty. All students will be required to take the AP exam given by the College Board in May. A Dual Enrollment option is available for this course – a 3.0 cumulative unweighted GPA is required for the DE option. (6 college credits)

## **Advanced Placement English Literature and Composition**

**Grade Level: 12**

**Placement:** *Students must receive a B or higher in AP English Language and Composition or teacher placement in order to be eligible.*

AP Literature and Composition is a college-level course which requires frequent writing, critical analysis, and thoughtful sharing in response to challenging literary works. Students will study major texts, short stories, and poetry from a variety of genres. Students will learn to read with a critical eye, paying close attention to language, theme, symbolism, and imagery. Additionally, students will learn to read literary passages and write about them in a clear, analytical, and persuasive manner. This course approaches all literature from a Christian perspective to answer deep essential questions and igniting discussion by exploring and evaluating human nature through a Biblical lens with complex plots, descriptions of characters, universal issues, and enduring themes. Our ability to understand God's Word is dependent on our ability to read and think in a literary way, understanding how images and figures of speech communicate ideas by "embodying" or "incarnating" them. All students will be required to take the AP exam given by the College Board in May.

## **Communication Methods**

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

This semester-long class affords students the opportunity to develop public speaking and debate skills in an encouraging environment by allowing students access to a variety of speech types, giving them multiple opportunities to practice speaking techniques, and challenging students to think for themselves and support their opinions with solid, well-researched evidence. Personal experiences, demonstration, expository, and persuasive speaking make up a part of the class. In addition, students will be giving a variety of improvisational speeches which is an invaluable communication skill. Students will also explore the fundamentals of CEDA Debate (Cross Examination Debate). Students are assigned a debate partner with whom they debate other class partners on a variety of moral and cultural issues.

# MATH

## Algebra I

**Grade Level: 9**

This course is designed to provide the foundation for advanced mathematics courses and develop skills needed to solve mathematical problems. Topics include variables, structures and properties of the real number system, first-degree equations and inequalities, relations, functions, graphs, systems of linear equations and inequalities, integral exponents, polynomials, rational algebraic expressions, irrational numbers, radical expressions, and quadratic equations.

## Algebra I Honors

**Grade Level: 9**

**Prerequisites:** A grade of B+ or higher in Pre-Algebra or teacher placement.

This course is designed to provide the foundation for advanced mathematics courses and develop skills needed to solve mathematical problems. Topics include sets, variables, structures and properties of the real number system, first-degree equations and inequalities, relations, functions, graphs, systems of linear equations and inequalities, integral exponents, polynomials, rational algebraic expressions, irrational numbers, radical expressions, and quadratic equations. This honors course is designed to prepare students for Advanced Placement and dual enrollment math courses and therefore will require analysis of relationships and fluent use of proper math terminology in writing as they support and justify their claims. Students must receive a grade of a B+ or higher to move on to Geometry Honors.

## Geometry

**Grade Level: 9, 10**

**Prerequisites:** A grade of C or higher in Algebra I.

This course is designed to provide students with an introduction to and exploration of geometric relationships. Students will explore logic and deductive reasoning as they develop the skills to solve both real world and mathematical problems. Topics covered include the study of Euclidean geometry of lines, planes, angles, triangles, similarity, congruence, geometric inequalities, polygons, circles, area and volume. This course is designed to prepare students for Algebra II and future mathematical coursework. Students must receive a grade of a C or higher to move on to Algebra II.

## Geometry Honors

**Grade Level: 9, 10**

**Prerequisite:** Minimum grade of at least a B+ average in Algebra 1 Honors and teacher placement

This course is designed to provide students with a deep understanding and exploration of geometric relationships. Students will develop deductive reasoning skills that can be applied to solve a variety of mathematical and real world problems. This course places a heavy emphasis on logic, reasoning and the development of geometric proofs. Topics also include the study of Euclidean geometry of lines, planes, angles, triangles, similarity, congruence, geometric inequalities, polygons, circles, area and volumes. This honors course is designed to prepare students for Advanced Placement and dual enrollment math courses. Students must receive a grade of a B+ or higher to move on to Algebra II Honors.

## Algebra II

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

**Prerequisites:** A grade of C or higher in Geometry.

This course is designed to continue the study of the structure of Algebra, providing a basic understanding of relations and functions. Topics include the real number system, linear equations, linear systems, matrices, and a comprehensive study of various functions to include: quadratic, polynomial, radical, rational, exponential, and logarithmic. Emphasis will be placed on mastering skills and concepts necessary for future coursework at the college-level.

## **Algebra II Honors**

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

**Prerequisites:** A grade of B+ or higher in Algebra 1 Honors and Geometry Honors or teacher placement.

This course is designed to continue the study of the structure and properties of Algebra, providing an advanced understanding of relations and functions. Topics include the real number system, linear equations, linear systems, matrices, and a comprehensive study of elementary functions to include: quadratic, polynomial, radical, rational, exponential, and logarithmic. A thorough study of the complex number system and an introduction to trigonometry will also be covered during the course. Emphasis will be placed on applying skills and concepts to real world applications providing students with both a scholastic and practical understanding of Algebra. Emphasis will also be given to improving the ability to read and write Algebra as a mathematical language to prepare students for advanced coursework at the high school and college-level.

## **Intermediate Algebra**

**Grade Level: 11, 12**

**Prerequisites:** Available by teacher placement only.

This is an intermediate college-readiness course in formal algebra. Topics include sets, the real number system, number properties, absolute value, products and factoring, algebraic functions, linear and quadratic equations and inequalities with applications, systems of equations, radicals, rational exponents, graphs, relations and functions. Students will have an opportunity to take the CPT (College Placement Test) near the completion of this course. The purpose is for the student to further demonstrate their readiness for college-level mathematics based on the score they receive from the placement exam.

## **Math for College Algebra**

**Grade Level: 11, 12**

**Prerequisites:** Successful completion of Algebra II or a teacher placement.

In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition. This is a year-long course.

## **Math for College Algebra Accl & College Algebra Dual Enrollment**

**Grade Level: 11, 12**

**Prerequisites:** A grade of B+ or higher in Algebra II or teacher placement.

In Semester one, an **accelerated** Mathematics for College Algebra course will be taught. Semester two will cover topics relevant to the dual-enrollment College Algebra curriculum. This course is presented as a functional approach to algebra of the real number system. Topics include complex numbers, relations, function, inverse functions: linear equations and their graphs, quadratic functions and their graphs, composite functions, exponential and logarithmic functions and analytic geometry. Some of the topics covered are repeat topics from Math for College Algebra but will be covered with more depth. A 3.0 cumulative unweighted GPA is required for the DE option. (3 College Credits)

## **AP Precalculus**

**Grade Level: 11, 12**

**Prerequisite:** A grade of B or higher in Algebra II Honors or B+ or higher in College Algebra or teacher placement.

AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. All students will be required to take the AP exam given by the College Board in May.

**AP Calculus AB****Grade Level: 11,12****Prerequisite:** B+ or higher in Pre-Calc/Trig or teacher placement.

This college-level course will provide a foundation for the study of advanced mathematics. Topics include elementary functions, limits and continuity, derivatives and differentiation, applications of the derivative, anti-derivatives, definite integrals and applications of the integral. All students will be required to take the AP exam given by the College Board in May.

**AP Calculus BC****Grade Level: 12****Prerequisite:** Successful completion of AP Calculus AB.

Calculus BC is a full-year course in the calculus of functions of a single variable. It includes all topics covered in Calculus AB plus additional topics. Students will learn to work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. Both courses represent college-level mathematics for which most colleges grant advanced placement and credit. The content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB. All students will be required to take the AP exam given by the College Board in May.

**AP Statistics****Grade Level: 11, 12****Prerequisites:** Successful completion of Algebra II or a teacher placement

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Stats course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. All students will be required to take the AP exam given by the College Board in May.

## SCIENCE

### **Biology**

**Grade Level: 9**

This course is the study of life as God created it. Detailed study of the major kingdoms of living organisms, methodology of science, chemistry of life, and cell structure will be carried out through lecture, discussion, lab work, and independent study. As students learn the detailed structure of the cell and cellular functions, students will see God's precise and intelligent design on display. As students understand the intricate functions of the cell and biological processes, they are able to apply this knowledge to the understanding of topics such as nutrition and disease processes. Students will further marvel at God's creation as they study the diverse organisms. Laboratory experiences including dissection are used to further develop the students' understanding of biology and develop critical thinking skills. Throughout the year as students study God's creation, they will also learn the scientific reasoning to support creation and compare this to theories of evolution.

### **Biology Honors**

**Grade Level: 9**

Biology Honors is the study of the structure and function of living systems as God created them. Major biological topics such as the methodology of science, the connection between structure and function, the chemistry of life, the cellular basis of life, genetics, evolution and creation, how living things are organized and ecology will be covered in depth. Laboratory investigations will have students delving into the microscopic world, proving photosynthesis in real time, extracting DNA out of cells and several dissections across vastly different organisms in the animal kingdom and much more. This is an honors course that will cover content in a fast-paced and rigorous manner with higher expectations of students than found in a regular biology course. Students can expect to continually utilize their laboratory and critical thinking skills to complete assignments and demonstrate their learning. Projects will also be assigned that give students the chance to merge their knowledge and creativity. Research papers will aid students in learning how to think and communicate like a scientist. Biology is a foundational science that greatly increases a student's ability to understand the world around them.

### **Environmental Science**

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

**Prerequisite:** Successful completion of Biology.

The goal of this course is to understand the relationship between Humanity and the Environment with particular emphasis on the special role God has given us through stewardship and dominion over the planet. Utilizing several other scientific disciplines such as chemistry, biology, physical science and ecology, this course approaches the study of the environment through three central themes: sustainability, stewardship, and sound science. Material will be presented through lecture, discussion, laboratory investigation and independent study. This is a hands-on course emphasizing data analysis, evidence and practical science.

### **Chemistry**

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

**Prerequisite:** Successful completion of Biology and Algebra I.

The purpose of this course is to introduce students to the study of the composition, properties and changes associated with matter. Topics include measurement, matter & energy, atomic structure of matter, periodic table as an informational tool, types of chemical bonding, molecular structure, equation writing, stoichiometry, heat, kinetic molecular theory, equilibrium, and acid/base chemistry. This course illustrates God's purposeful and orderly design. The course looks at how God's natural laws govern even the smallest particles and allow scientists to study His wonderful design for the world of chemistry. Students regularly partake in laboratory exercises and/or group demonstrations. Students are required to use a scientific, non-graphing calculator in this course.

## **Chemistry Honors**

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

**Prerequisite:** Successful completion of Biology and Algebra I. Concurrently enrolled in an honors math class or teacher placement.

In this course, students will be provided with a study of composition, properties, and changes associated with matter; a study that illustrates the design that exists in God's creation. From the study of atomic structure to equilibrium, chemistry shows us the marvelous handiwork of God. The honors course is designed for students who want and can handle a challenge. It covers a broader array of topics at a deeper level and a faster pace than the college prep course. The content shall include measurement, classification, structure, and properties of matter; historical and modern atomic theory, periodicity, chemical bonding, formula writing & nomenclature, molecular structure, chemical equations, moles and stoichiometry, thermochemistry, kinetic theory & gas laws, solubility and solutions, equilibrium, and acids & bases. This course includes laboratory, researching, and writing components to further student understanding of each topic. Successful completion of this course prepares students to move into another honors course or AP Chemistry. Students are required to use a scientific, non-graphing calculator in this course.

## **Forensic Science Honors**

**Grade Level: 12**

Life has value, worth, and purpose because God made it possible. Right and wrong was established by the Lord of creation, and all humans are accountable to Him. God also created humans with senses they could use to study, investigate, and care for creation. Through these lenses, this course surveys key topics in forensic science, focusing on the collection, identification, and analysis of crime scene evidence. It emphasizes methods that link the suspect, victim, and crime scene. Using case studies, literature, and current events, students will learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions. Note: This course contains sensitive and potentially graphic content.

## **Anatomy/Physiology Honors**

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

**Prerequisite:** Successful completion of Biology.

Anatomy and Physiology Honors is a course that will enable students to develop an understanding of the relationships between the structures and functions of the human body; not just at a physical level, but at a spiritual level. In a world that does its best to silence God's creation, students will see how God created all things to align with His church, and to project His Majesty. Every chapter shows God's intricate hand and weaves a beautiful tapestry that shows how fearfully and wonderfully made we truly are. As we focus on each system, students will use inquiry, independent learning, and investigation to deepen their critical thinking skills to connect the concepts studied in class to real life situations and God's ultimate design. The course provides laboratory activities that include the use of the scientific method, observation of tissue specimens via microscope, and dissection labs. Upon completion, students should be able to demonstrate an in-depth understanding of principles and see the beauty and perfection in which God created each one of us.

## **Physics Honors**

**Grade Level: 11, 12**

**Prerequisite:** Successful completion of Algebra II.

This survey course is designed to provide a better understanding of the physical universe through mathematical analysis and conceptual understanding. The study of physics provides excellent training in logical thinking, problem solving, and practical application. The beauty of physics lies primarily in the fact that it is possible to explain a wide range of physical phenomena in terms of a small number of physical principles. As students study, it should become apparent that in order for physics to be possible, there must be a basic uniformity to nature: the same laws should apply over extended periods of time. God has not just started off the universe and then left it to fend for itself; rather, He is continuously upholding His creation. Students will learn to measure, analyze, hypothesize and draw conclusions from investigative, hands-on, and virtual labs. Students will also learn correct methods and procedures for data collection, analysis, and lab reports and will be given the opportunity to practice these skills as they analyze real world physics principles. Topics will include: motion, energy, wave properties, sound, light, electromagnetism, electricity, magnetism, and atomic and nuclear physics. Students may use a scientific or graphing calculator for this course.

## **AP Physics I**

**Grade Level: 11, 12**

**Prerequisite:** Successful completion of Algebra II.

AP Physics I is a course designed by the College Board Advanced Placement Program to be the equivalent of the first semester of an introductory algebra-based college physics course. The AP Physics 1 course enables students to develop the ability to reason about physical phenomena using important science process skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data, and making connections across multiple topics within the course. As students study, it should become apparent that in order for physics to be possible, there must be a basic uniformity to nature: the same laws should apply over extended periods of time. God has not just started off the universe and then left it to fend for itself; rather, He is continuously upholding His creation. Topics include kinematics, dynamics (Newton's laws), circular motion, the universal law of gravitation, simple harmonic motion, impulse, linear momentum, conservation of momentum, work, energy, conservation of energy, and rotational motion (torque, rotational kinematics, rotational dynamics, and conservation of angular momentum). Laboratory exercises are a large component of this course, and the course may culminate with a field trip to Islands of Adventure. Students must have a scientific or graphing calculator for this course. All students will be required to take the AP exam given by the College Board in May.

## **AP Biology**

**Grade Level: 11, 12**

**Prerequisite:** Successful completion of Biology.

AP Biology is a college level course in which students will cover the fundamental principles such as energetics, information storage and transmission and systems interactions that all living things depend upon. This course requires the successful completion of Biology with Honors Biology strongly recommended. Students will spend the year preparing for the AP Biology exam through in class teaching, laboratory experiments, representing/analyzing data and finally honing their argumentation skills. Covered topics include: chemistry, cell structure and function, cellular energetics, cell communication, heredity, gene expression, natural selection and ecology. Covered topics will demonstrate God's glory and careful design that enables and sustains life. All students will be required to take the AP exam given by the College Board in May.

## **AP Chemistry**

**Grade Level: 11, 12**

**Prerequisite:** Successful completion of Algebra II and Chemistry/Chemistry Honors.

AP Chemistry is a course designed by the College Board Advanced Placement Program to be the equivalent of the general chemistry course usually taken by college freshmen. AP Chemistry is designed to be taken only after the successful completion of a first course in high school chemistry. This course requires problem solving, critical thinking, and independent study. Students will find that the precise predictability, exact quantitative nature, and intricate detail of the study of atoms and molecules are a constant testimony to God's great wisdom and omnipotent and omnipresent control. The student should be able to see God in every aspect of this course. Topics include measurement, atomic theory of matter, stoichiometry, thermochemistry, electronic structure of atoms, periodic properties, chemical bonding, molecular geometry, gasses, intermolecular forces, properties of solutions, kinetics, equilibrium, acid/base theory, solubility, thermodynamics, and electrochemistry. Laboratory exercises are a large component of this course. Students must have a scientific or graphing calculator for this course. All students will be required to take the AP exam given by the College Board in May.



## SOCIAL STUDIES

### **Ancient Civilizations**

**Grade Level: 9**

This course investigates significant events, individuals, developments, and processes in civilizations worldwide from Creation to the Renaissance in Europe. Students will discover how to interpret history through a Biblical worldview as they explore world history, geography, and the humanities, all the while emphasizing the contrast between man's depravity and God's redeeming promise as we intend to see His hand throughout all of history. Students will learn to read and analyze primary and secondary sources and develop and communicate historical arguments to support their perspectives at the high school level. Students will also pursue deeper historical understanding by exploring cause and effect, comparison, and change over time, by being introduced to many of the world's earliest civilizations. The course emphasizes these skills to prepare students for advancing in their studies and preparing them for a higher level of learning.

### **Ancient Civilizations Honors**

**Grade Level: 9**

**Prerequisite:** Teacher placement and a B (83%) or higher in previous Social Studies course. Concurrent enrollment in Honors English or above is highly recommended.

The Ancient Civilizations Honors course consists of the following strands: World History, Geography, and Humanities. This course is an in-depth study of civilizations and societies from different regions of the world. Students will be introduced to historical periods from the Neolithic Revolution to the 16th century. Students will have an opportunity to interpret representations of historical events and concepts using tables, charts, and graphs. This course will offer learning opportunities for students to develop critical skills of analysis, synthesis, and evaluation through evaluating primary and secondary sources, by free-response and document-based writing and contrasting opposing viewpoints. Students will develop and demonstrate their skills through various in-class projects. Students will compare Biblical history through the Old Testament and the Book of Acts as it is interwoven with World History.

### **AP Human Geography**

**Grade Level: 9**

**Prerequisite:** Teacher placement and a B (83%) or higher in previous Social Studies course. Concurrent enrollment in Honors English or above is highly recommended.

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). Throughout this class, we see that God is the Creator of the universe and all its inhabitants. We examine how we are to treat the earth and its people and how Christians are to react when others around us are in need. All students are expected to take the AP exam given by the College Board in May.

### **Modern World History**

**Grade Level: 10**

This course investigates significant events, individuals, developments, and processes in civilizations worldwide from the Renaissance Era to present day. Students will discover how to explore world history, geography, and the humanities through the lens of a Biblical worldview, emphasizing the contrast between man's depravity and God's redeeming promise as we intend to see His hand throughout all of history. Students will learn to read and analyze primary and secondary sources and develop and communicate historical arguments to support their perspectives. Students will also pursue deeper historical understanding by exploring cause and effect, comparison, and change over time. The course emphasizes these skills to prepare students for advancing in their studies and preparing them for a higher level of learning.

### **Modern World History Honors**

**Grade Level: 10**

**Prerequisite:** Teacher placement and a B (83%) or higher in previous Social Studies course. Concurrent enrollment in Honors English or above is highly recommended.

This course investigates significant events, individuals, developments, and processes in civilizations around the world from the period of 1350 to the present. Students will explore world history, geography, and the humanities through the lens of a Biblical worldview with an emphasis on the depravity of man and God's redeeming promise. Students will read and analyze primary and secondary sources, and develop historical arguments in both classroom discussions and written communication. Students will also pursue deeper historical understanding by analyzing cause and effect, comparison, and change over time. Emphasis on these skills is designed to prepare students to potentially advance to the AP level in subsequent years.

### **AP World History: Modern**

**Grade Level: 10**

**Prerequisite:** Teacher placement and a B (83%) or higher in previous Social Studies course. Concurrent enrollment in Honors English or above is highly recommended.

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 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 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. Students will consider God's providential hand throughout history. We also look at how God holds man responsible for being instruments for accomplishing His purposes. All students are expected to take the AP exam given by the College Board in May.

### **United States History**

**Grade Level: 11**

This class will provide the opportunity to acquire an understanding of the chronological development of the American people and government by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of the nation. This class will begin in the early formation over America through the early 2000s. During this course, primary sources will be utilized to study a diverse range of voices in history, as well as creating connections between the history of the United States in a global context. A thematic as well as a chronological approach is used to develop in students an understanding and appreciation of our nation's past. Methods used include classroom discussion, hands-on projects and multimedia presentations. A focus on cause and effect will be examined in this class for students to be able to draw conclusions between events in history. History is foundational to our Christian faith. It identifies the biblical truths, the birth, teachings, the crucifixion, and resurrection of our Savior. Man was created in the image of God, and therefore, God had a plan for man before He created him, and human history records the unfolding of that plan. As a result, history, the study of the record of man's events through time, has meaning because of the creative involvement of the God of the universe. Throughout this course students will understand the fallacy of man but the sovereignty of God. Even when man chose the wrong path, God was still on the throne; using these lessons to equip students to move forward in their place in history and their impact on the kingdom.

### **United States History Honors**

**Grade Level: 11**

**Prerequisite:** Teacher placement and a B (83%) or higher in previous Social Studies course. Concurrent enrollment in Honors English or above is highly recommended.

E Pluribus Unum is our nation's motto --"Out of Many, One." The diversity of the backgrounds and experiences of the American people have created a unique national identity. This course focuses on the events, people, and other forces which have shaped our nation from 1491 to present times. These forces will be viewed through a Biblical lens as we strive to see the hand of God at work in the history of the United States and His desires for our country moving forward. Our nation's history will be examined from political, economic, and social perspectives using the tools of historians: primary and secondary sources. Students will develop valuable skills with cross-curricular uses including research, crafting and supporting arguments, making comparisons within and between periods of history, and examining cause and effect, all with the goal of preparing students for higher levels of learning.

## **American History Dual Enrollment**

**Grade Level: 11**

**Prerequisite:** Teacher placement and a B (83%) or higher in previous Social Studies course. Concurrent enrollment in Honors English or above is highly recommended.

This course is a combination of two separate college-level courses, HIST 2013 - American History to 1877 and HIST 2023 - American History 1877 to present. Throughout these courses, students will be investigating various historical themes, events, movements, and individuals not merely to expand their knowledge of the history itself but to go deeper in their understanding and develop an interpretation of history through a Biblical Worldview. Developing students' analytical and communicative skills will be emphasized while focusing their attention on interpreting the past through a Biblical lens, enabling them to identify the impact of sin and the depravity of man throughout the historical narrative. A 3.0 cumulative unweighted GPA is required for the DE option. (6 college credits)

## **AP United States History**

**Grade Level: 11**

**Prerequisite:** Teacher placement and a B (83%) or higher in previous Social Studies course. Concurrent enrollment in Honors English or above is highly recommended.

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students will examine each period of time through the lens of a Biblical worldview with an emphasis on the depravity of man and God's redeeming promise. Students will 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. This class utilizes a college level textbook which students will be expected to independently read to strengthen their historical understanding. Students will also make and support historical claims in both class discussions and written essays. All students will be required to take the AP exam given by the College Board in May.

## **AP U.S. Government & Politics**

**Grade Level: 12**

**Prerequisite:** Teacher placement and a B (83%) or higher in previous Social Studies course. Concurrent enrollment in Honors English or above is highly recommended.

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 behavior. They will also 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. Within this course students will be able to recognize how all things exist under the sovereignty of God and serve not only the good of people but also God's ultimate purpose to bring glory to his name. Government, too, has been instituted by God not only for the good of humanity but also for the glory of his own name. We can see such glory in both the expression and the limitations of civil government in its application and sovereignty. All students are expected to take the AP exam in May.

## **American Government**

**Grade Level: 12**

This semester class is designed to introduce students to the fundamental origins, concepts, organizations, and policies of the United States government and political system. Students will learn the basics of American government, starting with a thorough study of the foundations and origins of our government, the Constitution, and federalism. After learning about the legislative, executive, and judicial branches, students will study public opinion, interest groups, political parties, and the electoral process. The semester will conclude with a detailed examination of citizens' civil liberties and civil rights. In this course students will review historical documents, as well as review Supreme Court Cases to create meaningful connections between the larger societal system and the political system. Students are expected to actively engage in classroom discussion and hands-on projects. Within this course students will be able to recognize how all things exist under the sovereignty of God and serve not only the good of people but also God's ultimate purpose to bring glory to his name. Government, too, has been instituted by God not only for the good of humanity but also for the glory of his own name. We can see such glory in both the expression and the limitations of civil government in its application and sovereignty. Furthermore, students in this course will practice the principles of honor prayer for our leadership.

## **Economics**

**Grade Level: 12**

The goal of this semester course is for the student to demonstrate an understanding of basic economic concepts. Students will become familiar with the economic system of the United States and how it operates. They will also explore the roles of various components of the American economic system. Students will examine their roles as consumer, worker, investor and voting citizen. Topics of discussion include comparative economic systems and the impact of political and social decisions on the economy. The course will highlight some fundamental economic concepts such as scarcity, opportunity cost, budgeting, productivity, and incentives. It will address concepts that include supply and demand, markets and prices, taxation, and the role of government in a capitalistic society. In addition, the course will touch on principles such as, monetary policy, fiscal policy, inflation, unemployment, aggregate supply, and aggregate demand. Lastly, students will explore topics related to financial literacy including budgeting, taxes, savings, investing, retirement, and managing unexpected expenses. Economics is part of the created order and, hence, part of God's general revelation. Therefore, through this course students will recognize that God has called us to be wise stewards of the finite resources He has entrusted us with. Examining choices, both wise and unwise, will equip students to understand the importance of their economic choices.

## **Economics Honors**

**Grade Level: 12**

This semester-course is for the student to demonstrate an understanding of basic economic concepts. Students will become familiar with the economic system of the United States and how it operates. They will also explore the roles of various components of the American economic system. Students will examine their roles as consumer, worker, investor and voting citizen. Topics of discussion include comparative economic systems and the impact of political and social decisions on the economy. The course will highlight some fundamental economic concepts such as scarcity, opportunity cost, budgeting, productivity, and incentives. It will address concepts that include supply and demand, markets and prices, taxation, and the role of government in a capitalistic society. In addition, the course will touch on principles such as, monetary policy, fiscal policy, inflation, unemployment, aggregate supply, and aggregate demand. Students will explore economic concepts through the exercise of mathematical equations and graphing. Students will be expected to utilize probability to estimate elasticity in relation to supply and demand. Lastly, students will explore topics related to financial literacy including budgeting, taxes, savings, investing, retirement, and managing unexpected expenses. Economics is part of the created order and, hence, part of God's general revelation. Therefore, through this course students will recognize that God has called us to be wise stewards of the finite resources He has entrusted us with. Examining choices, both wise and unwise, will equip students to understand the importance of their economic choices.

## **AP European History**

**Grade Level: 12**

**Prerequisite:** Teacher placement and a B (83%) or higher in previous Social Studies course. Concurrent enrollment in Honors English or above is highly recommended.

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students will examine each period of time through the lens of a Biblical worldview as we trace the historical developments which led Europe from the geographic and cultural center of the Christian Church to its more secular, post-Christian position today. 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 also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. This class utilizes a college level textbook which students will be expected to independently read to strengthen their historical understanding. Students will also make and support historical claims in both class discussions and written essays. All students are expected to take the AP exam given by the College Board in May.

## BIBLE

### **Biblical Foundations**

**Grade Level: 9, 10 (Alternating Years)**

This class invites students to build a solid foundation of belief on the person and work of Christ. In the first semester, students will examine the foundational elements of faith systems and understand the essential distinctions of a Christ centered worldview. Students are challenged to examine the truth of Scripture in light of present-day philosophies and worldviews. In the second semester students will examine the Old Testament portion of the history of redemption against the backdrop of creation and sin. Throughout this course students will be challenged to answer questions that are essential to their personal faith and relationship with God. They will be encouraged to solidify what they believe, why they believe it, how to live it and how to share it.

### **Survey of the New Testament**

**Grade Level: 9, 10 (Alternating Years)**

*Survey of the New Testament* invites students to explore the New Testament and how it continues the revelation of the Triune God. A large focus of this class will be equipping students to interpret New Testament passages within context enabling them to make personal applications. With an eye towards major New Testament themes, students will understand the role and significance of the New Testament and how it pertains to Christians today and always. Students will grow in their informational knowledge of scripture in areas such as authorship, important places, persons, and events. While this information is extremely valuable, transformation is actually what is needed and can only come through the power of the Holy Spirit. What this course gives students is the opportunity to know the Lord as He reveals Himself and to grow in their walk with Him.

### **Worldviews in Light of Christ**

**Grade Level: 11, 12 (Alternating Years)**

Throughout this course students will apply their understanding of the Christian worldview to different aspects of their lives. This class is designed to help students work through a Biblical understanding of the world they live in and determine the implications of Scripture on the way we live our lives embedded within specific cultures at specific times in history. Students will consistently evaluate competing worldviews in light of Scripture to reveal the supremacy and internal consistency of the Christian worldview. Students will learn how to discern cultural influences through the lens of the Gospel and how to be used by God in the lives of others as his agents of restoration and change.

### **Gospel Transformations**

**Grade Level: 11, 12 (Alternating Years)**

This course is an in depth study of what the Biblical gospel is, how it is communicated, and the implications it has for all of life. After an overview of the four chapter framework of Scripture (Creation, Fall, Redemption, Restoration), students build a Biblical understanding of the gospel as revealed progressively through the Scriptures. Students then develop gospel fluency by studying how the gospel was shared in the first century in various contexts and how that applies to their own ministry as God continues his Restorative Mission. Lastly, students focus on the implications of the gospel; how it changes people, relationships, communities, and the entire world as God redeems and restores all things broken in the Fall by establishing the Kingdom of God on Earth forever.

## WORLD LANGUAGE

### Spanish I

**Grade Level: 9, 10**

This introductory course is designed to provide students with basic language skills for developing proficiency in using Spanish for communication. This course focuses on the development of basic and relevant vocabulary, simple grammatical structures and an integrated approach to Hispanic cultures. Students will be given an opportunity to begin to develop all four language skills; listening, reading, writing and speaking. Speaking and writing skills are developed as students practice relating basic information. This is a beginner proficiency level.

### Spanish II

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

**Prerequisite:** C or higher in Spanish I

Spanish II reviews and builds upon the listening, reading, writing, and speaking skills introduced in Spanish I. There is a systematic development of all four skills - speaking, reading comprehension, listening comprehension and writing. Listening skills continue to develop as students are exposed to authentic sources in the target language. Speaking and writing skills are developed as students begin developing stories and relating basic information proficiently. Students will learn to write well-developed paragraphs, carry on basic conversation in Spanish using various tenses and develop a global understanding of the importance of language.

### Spanish II Honors

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

**Prerequisite:** B or higher in Spanish I and/or a teacher placement

This course stresses oral proficiency through the extensive study and use of grammar in speaking, listening, reading and writing contexts. Students advance in acquiring language skills beyond what is presented in the textbook, exceeding national standards. The instruction and interaction in this class is vastly in Spanish and students are required to communicate in the target language often and also demonstrate some reading and writing proficiency. Students in this class are highly motivated and active learners who have demonstrated the desire and skill to acquire Spanish at a novice level.

### Spanish III Honors

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

**Prerequisite:** B+ or higher in Spanish II Honors, and/or a teacher placement.

Spanish III Honors is designed to reinforce and expand the many language skills acquired in Spanish I and II. Greater emphasis is placed on fluency in all areas. Reading activities will include exposure to a short novel, several short stories, and media articles such as newspapers, magazines and the internet. Students will learn to write a well-developed body paragraph and react to reading assignments. Communication skills are further developed through an intense grammar review and a thorough treatment of the Spanish subjunctive in various tenses. Listening skills are expanded to include note taking, listening to dialogues, listening to Latin music and radio/television programming and summarizing materials presented in the target language. Students will also learn to develop effective essays and answer Document-Based Questions (DBQs). This is a beginner proficiency level course. A Dual Enrollment option is available for this course – a 3.0 cumulative unweighted GPA is required for the DE option. (8 College Credits)

### Spanish IV Honors

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

**Prerequisite:** B+ or higher in Spanish III Honors, and/or a teacher placement.

This is a pre-AP course that will be conducted in Spanish. The course objective is to increase students' fluency in the speaking, reading, writing, and listening skills developed during their first three years of language study. Emphasis will be placed on communication in the target language through the use of authentic resources organized in thematic units. Through the use of the text and other materials, students will defend opinions, infer, summarize, make predictions, and engage in social dialogue in the target language. Students will also learn to state impromptu oral arguments and write well-developed essays. This is an intermediate proficiency level course taught in Spanish. A Dual Enrollment option is available for this course – a 3.0 cumulative unweighted GPA is required for the DE option. (6 College Credits)

**Spanish Literature Honors****Grade Level: 10, 11, 12****Prerequisite:** Spanish I Honors, native proficiency and/or department chair approval based on placement test.

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills via realia. Students are exposed to a variety of Spanish literary genres, authors, and technical styles from a variety of cultural, historically authentic sources. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

**AP Spanish Language and Culture****Grade Level: 10, 11, 12****Prerequisite:** Teacher placement

This is a college level course designed for students who are, or have become, proficient in the fundamentals of the Castilian language, having demonstrated superior listening, speaking, reading and writing skills. According to the College Board, an "AP Spanish Language course is comparable to an advanced level (5th- and 6th-semester or the equivalent) college Spanish language course. Emphasizing the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar, and composition." Through the use of the text and other materials, students will defend opinions, infer, summarize, make predictions, and engage in social dialogue in the target language. Students will also learn to state impromptu oral arguments and write well-developed essays. This is an intermediate proficiency level course taught in Spanish to prepare students for the Advanced Placement examination in Spanish Language and Culture, as well as for Spanish fluency. All students will be required to take the AP exam given by the College Board in May.

**AP Spanish Literature and Culture****Grade Level: 11, 12****Prerequisite:** Students must have successfully completed AP Spanish Language and Culture and obtain teacher's recommendation.

AP Spanish Literature provides students with a learning experience equivalent to that of a third-year college course in Peninsular and Latin American literature. Students will study major texts, short stories, and poetry from a variety of genres across many epochs. They will also learn critical thinking, and identification of theme, symbolism, and imagery along with literary language. The entire class is in Spanish. All students will take the AP exam given by the College Board in May.

## PHYSICAL EDUCATION

### **Health Opportunities through Physical Education (H.O.P.E.)**

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

Health Opportunities through Physical Education (HOPE) combines instruction in health and physical education in a full-year, integrated course. It focuses on developing skills, habits and attitudes to maintain a healthy lifestyle and applying lessons learned to physical fitness. Through active participation and real-world situations, the course aims to demonstrate firsthand the value of biblical lifestyle management, remembering that our purpose is to glorify the one who created us. HOPE lays a foundation for making healthy decisions by building seven skills: accessing valid health information; analyzing internal and external influences; self-management; interpersonal communication; decision-making; goal setting; and advocacy. Students apply these skills to a variety of topics throughout the course, including mental and emotional health, social health, nutrition, physical fitness, substance use and abuse, disease prevention and treatment, and injury prevention and safety. Students who complete this course will gain a great understanding of why God created us, and how we can continue to show His glory through how we take care of the vessel He has given us.

### **Team Sports**

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

Team Sports is a semester-long course designed to help students become familiar with a variety of lifetime sports. Students who complete this course will learn basic sport skills, rules of the games and strategies of real game play along with components of fitness, self-discipline and recreation. The development of Christ-like attitudes toward others, good sportsmanship, encouragement of classmates and choices for lifelong healthy living is fostered on a daily basis. Students gain an understanding about the handiwork of God, His greatness and practical Biblical application through true stories of how God has worked in the lives of others. The sports that are covered are soccer, volleyball, flag football, wiffle ball, basketball, kick ball and ultimate frisbee.

### **Team Sports II**

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

Team Sports II is a semester-long course designed to help students become familiar with a variety of lifetime sports. Students will learn basic skills to make each game enjoyable. Along with basic skills, students will also learn basic rules of the games to help them be more knowledgeable about game strategy. Another important aspect of this course is to help students develop a good sense of proper sportsmanship. Students will be encouraged to display good character as well as good effort in order to get the maximum benefit of this course. The sports covered are floor hockey, softball, lacrosse, basketball, team handball and track events.

### **Weight Training**

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

This semester-long course is designed to aid the student in developing strength, flexibility, and cardiovascular endurance, as well as physical fitness through the proper use of equipment to achieve a healthier, stronger body. The program is set to meet the needs of each individual student and they will have the opportunity to plan their own weight training program. TMA physical education emphasizes physical and spiritual growth and the connection these both have on one's overall health and outlook on life.



## ELECTIVES GENERAL

### **Computer Science Principles**

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

Prerequisite: Successful completion of Algebra I.

This semester-long course introduces students to the foundational concepts of computer science with a unique focus on creative problem solving. It will challenge them to explore how computing and technology influences the world around them and will provide students with skills that are in high demand and valued by colleges and employers. Students will showcase their creativity and interests in digital projects including programming apps, games, music and more.

### **PLTW Computer Science**

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

Prerequisite: Successful completion of Algebra I.

PLTW Computer Science is a full-year course where students develop the in-demand computer science skills critical to thrive in any of today's and tomorrow's careers. The course promotes computational thinking and coding fundamentals and introduces computational tools that foster creativity. It aims to build students' awareness of the tremendous demand for computer scientists and those who have computational thinking skills, and engages students to consider issues raised by the impact of computing on society. PLTW's Computer Science course prepares students for the AP Computer Science Principles exam and students can elect to take the AP Computer Science A exam as "exam only" in May.

### **AP Computer Science A**

**Grade Level: 11, 12**

Prerequisite: Successful completion of Algebra I in enrolled in Algebra II or higher

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. Develop the skills required to write programs or parts of programs to correctly solve specific problems. You will learn design techniques to make programs understandable, adaptable, and reusable. All students will take the AP exam given by the College Board in May.

### **PLTW Computer Science A**

**Grade Level: 11, 12**

Prerequisite: Successful completion of Algebra I in enrolled in Algebra II or higher

PLTW Computer Science A is a full-year introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables and control structures. CSA is designed with alignment to the College Board Computer Science A Framework. Fundamental topics in this course include the design and development of solutions that use control-structures, data structures, and object-oriented programming using the Java programming language, the analysis of potential solutions, and the ethical and social implications of computing systems. PLTW's Computer Science A course prepares students for the AP Computer Science Principles exam and students can elect to take the AP Computer Science A exam as "exam only" in May.

### **Digital Media & Graphic Design**

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

The purpose of this semester-long course is to instruct students on the use of digital and multimedia resources, while creating a personal digital portfolio that can be used to highlight their knowledge, skills and talents. In this global and digital world, students require skills to communicate their strengths properly to others such as potential colleges and/ or employers. This course embeds 21st century tools and concepts (blogs, digital animation, web design and creation, photo/video editing, graphic design, personal branding and more) so that students can safely and professionally utilize digital media in a new way. This semester-long course can meet either a computer or fine arts credit.

**Foundation of Robotics****Grade Level: 9, 10, 11, 12**

In this semester-long course, students are introduced to Robotics concepts, focusing on the construction and programming of autonomous mobile robots using the VEX Robotic Design system. Students design, build, program and demonstrate robotic systems, including all sensing, computation and actuation, to achieve various tasks. The project-based course engages students in Science, Technology, Engineering and Math (STEM) challenges that require creativity, innovation and working together.

**S.I.L.C. Senior Instructional Leadership Corps****Grade Level: 12**

This year-long course is intended for seniors who are interested in a particular subject area where a student-teacher relationship is forged while allowing the student to participate in hands-on instruction within the classroom and mentoring of students within that environment. SILC students will assume leadership roles where they can assist teachers via small groups, discussion, project management, and brainstorming. Students meet with their mentor teacher on a regular basis outside of the classroom to discuss best practices, work on leadership development, and evaluate progress.

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

This is a semester-long introductory course in the basics of taping and bracing, recognition of sports injuries, medical terminology, anatomy, and sports medicine careers. It is designed to give the student an overview of the area of athletic training and related fields. Some out of class experience will be required.

**Engaged Leadership through Service-Learning****Grade Level: 9, 10, 11, 12**

During this semester-long course students will work individually or in groups to investigate, quantify, and choose among issues and needs that can be addressed in their local and global community. Students will design and create an implementation plan for a service-learning project and include meaningful partnerships. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts for future programs. Public presentations will be provided to a variety of audiences to educate others on the subject matter as well as provide inspiration to meet community needs through service.

**Principled Leadership & Leadership Theory and Practice- Dual Enrollment** **Grade Level: 11, 12**

In the first semester, Principled Leadership is an examination of patterns and styles of leadership in different environments from Biblical and Christian perspectives. Special attention is given to the development of a leader's personal life, including spiritual formation; personal ethics; decision-making; and integrating faith, learning, and work. Second semester Leadership Theory and Practice focuses on the theoretical development and challenges of effective leadership by reviewing the historical development of various early leadership theories including: Great Man, Trait, Contingency, Transformational, Transactional, Behavioral, Participative, and Servant Leadership. Students will describe a variety of leadership models, frameworks, and theories, compare and contrast the various leadership concepts, demonstrate awareness of their own leadership traits and styles, articulate the strengths and weaknesses of various leadership models and apply leadership theory to practice. These two courses make a year-long elective selection. A 3.0 unweighted GPA is required for dual enrollment. (6 College Credits)

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

The purpose of this course is to develop awareness, understanding, and application of language arts as students apply oral communication concepts and strategies for public debate in a variety of given settings. Students will deliver and analyze a variety of argument and debate formats including extemporaneous and team debate. Research and writing skills will be reinforced as well as assessing claims and reliability of sources. Students will research and write content utilizing multiple sources for a comprehensive argument for each topic of debate. Emphasis on use of proper formats to address opponents will be taught in the classroom. This is a semester-long course that meets the fine arts or communication credit.

**Principles of Engineering****Grade Level: 9, 10, 11, 12**

This semester-long course introduces students to the engineering profession and the variety of related jobs and careers. This course will emphasize that the engineer is a team worker who needs strong skills in technical problem solving, engineering design, ethical decision making, and communicating to diverse audiences. A major focus of this class will be the engineering design process and understanding the far-reaching impacts of engineering. Students will work in teams on design projects which cover a range of engineering disciplines. Students will gain an understanding of the fundamentals of the various engineering fields.

**AP Psychology****Grade Level: 11, 12**

Introductory Psychology is a required college class, so get a jump-start by taking it now. This year-long class provides an overview of psychology -- the scientific study of behavior and mental processes. Students will look at how thinking, biology, and a social context come together to influence the things people do and the way people think, and thus, will understand people better. Understanding others makes people better friends, better spouses, better ministers, and better in all kinds of careers. As a college-level course, students will take a critical analysis approach as they not only learn a new vocabulary, but also learn how psychological concepts apply to everyday life. As students examine current issues in psychology along with historical mile markers, they will explore the following topics: psychological disorders, memory, neuropsychology, human development, intelligence, personality, sensation and perception, thinking and language, research as a foundation to understanding psychology, behavior and learning, emotions and stress, the history of psychology, sleep, dreams, and other forms of consciousness, motivation, therapy, and social psychology. The scientific study of behavior and mental processes is merged with the study of the heart and soul. Students will be discerning and skeptical consumers of research. Sin and bias can be misleading, so students will discover how all truth cannot help but line up with Scripture. Students develop a better understanding of themselves and the people in their circle of influence and how God created them in His image and to fulfill His purposes. They also develop a better understanding of the world at large and the permeating influences of culture on every life. Highlights of this class typically include a trip to SeaWorld to study animal training and the popular Mock Parenting or "Baby" project. All students will take the AP exam given by the College Board in May.

## ELECTIVES FINE ARTS

### **2-D Art (Level I)**

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

This entry-level semester-long class promotes the enjoyment and appreciation of art as students experiment with the media and techniques used to create two-dimensional (2-D) artworks, including drawing, painting, printmaking, collage, and more. Students regularly reflect on aesthetics and issues related to art and anchor the structural elements of art and organizational principles of design, experimenting with them as they create. Students investigate, analyze, and learn to appreciate the art of Western and non-Western cultures as well.

### **2-D Art (Level II)**

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

**Prerequisite:** Successful completion of 2-D Art (Level I)

In this intermediate-level semester-long class, students strengthen their use of media and techniques to create both teacher-assigned and self directed two-dimensional (2-D) artworks, which may include drawing, painting, printmaking, collage, and more. Students use increasingly sophisticated oral and written analysis to improve their work and that of their peers. Students analyze and learn to appreciate the art of Western and non-Western cultures as well.

### **3-D Art (Level I)**

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

This entry-level semester-long class promotes the enjoyment and appreciation of art as students experiment with the media and techniques used to design and construct three-dimensional (3-D) artworks, including sketching, casting, carving, modeling, and assembling in such media as wire, wood, clay, paper maché, and found objects. Students regularly reflect on aesthetics and issues related to art and anchor the structural elements of art and organizational principles of design, experimenting with them as they create. They use analytical and problem-solving skills to improve their work and that of their peers. Students investigate, analyze, and learn to appreciate the art of Western and non-Western cultures as well.

### **3-D Art (Level II)**

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

**Prerequisite:** Successful completion of 3-D Art (Level I)

In this intermediate-level semester-long class, students strengthen their use of media and techniques used to design and construct both teacher assigned and self-directed three-dimensional (3-D) artworks, including sketching, casting, carving, modeling, and assembling in such media as wire, wood, clay, paper maché, and found objects. Students will gain more skill in using a pottery wheel and are introduced to alternative and experimental methods in kiln firing and glazing. Students regularly reflect on aesthetics and issues related to art and reinforce knowledge of the structural elements of art and organizational principles of design, manipulating them to create works of art that are progressively more innovative. They use increasingly sophisticated oral and written analytical and problem solving skills to improve their work and that of their peers. Students analyze and appreciate the art of Western and non-Western cultures.

### **AP Studio Art**

**Grade Level: 11, 12**

**Prerequisite:** Successful completion of at least two 2-D or 3-D Art courses with a cumulative grade of an A and/or teacher recommendation.

This Advanced Placement course is intended to address a very broad interpretation of design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. It is for the advanced student who wishes to seek AP credit through submitting a portfolio of work for consideration by the College Board. Students will create independent projects in a variety of media as they demonstrate proficiency in a variety of 2-D or 3-D forms. AP students must exhibit their final works in an art show or presentation at the end of the year.

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

Beginning band is a year-long, introductory level band for students with little to no previous musical knowledge or experience. Students are provided with learning and performance opportunities, focusing on basic skills of a wind or percussion instruments. In addition to large group ensembles, individual growth and achievement are encouraged through participation in adjudicated solo and ensemble contests and private lessons. Practicing at home is expected and will vary with the individual. Students in Beginning Band will perform in at least two concerts a year. Students are responsible for renting or purchasing an instrument for the duration of the year. Additional costs may apply for extracurricular events.

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

**Prerequisite:** Beginning Band or an audition.

Concert Band is a year-long course open to developing, novice students with some previous instrumental experience. Students will have an opportunity to perform pep band music and concert band performances. A wide variety of music for winds and percussion will be studied and performed throughout the year. In addition to at least two concerts per year, students will have individual opportunities to participate in optional events like Solo and Ensemble Contests. Out-of-school rehearsals, performances, and activities are part of the course grade. These activities are an integral element that support and extend learning in the classroom. Practicing at home is expected and will vary with the individual. Attending all full band performances is a course requirement. Course fees and rental expenses are required for this class.

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

**Prerequisite:** Audition required.

Symphonic Band is TMA's premier music course - a year-long course designed for advanced instrumentalists. Brass, Winds, Percussionists, and other musicians are welcome to join. Classroom activities are designed to develop elements of musicianship including collaboration, tone production, technical skills, intonation, music reading skills, listening skills, analyzing music theory, studying historically significant styles of literature, and integration of other applicable disciplines such as sight-reading and correct responses to a conductor's musical insight to the literature being studied and to be performed. Students study a varied advanced repertoire of developmentally appropriate concert band literature, chamber music, solo pieces, jazz, and technical studies, and develop the ability and artistry to convey a composer's intent in the performance of music. There is periodic classroom assessment to monitor student progress. Some students may be asked to participate in pep band and other small ensembles. In addition to at least three required performances per year, students will have individual opportunities and may be asked to participate in events like Solo and Ensemble Contest. Out-of-school rehearsals, performances, and activities are part of the course grade. These activities are an integral element that support and extend learning in the classroom. Course fees and rental expenses are required for this class.

**Praise and Worship Band****Grade Level: 9, 10, 11, 12**

**Prerequisites:** Audition required.

Praise and Worship Band is a full-year course for student leaders who have the gift of music. Students will discover a heart of worship and what it takes to lead a chapel service, from a spiritual and musical perspective. Some musical experience is required. Invited to audition are singers, or instrumentalists who play keyboard, drums, guitar, bass or percussion. Students will learn to harmonize, play rhythms, understand chords, and analyze and perform praise and worship music. Course requirements include performing for Middle School and/or High School chapel services, as well as concerts, and fundraisers. Course fees and rental expenses are required for this class.

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

Chorus is a full-year elective where students will be exposed to a variety of music styles and will learn to harmonize, read music and sing together as a group and individuals. The group also enjoys collaborating with the TMA Praise and Worship Band, singing at local community events such as performing at local retirement homes, and performing at middle and high school chapels. There is a mandatory concert performance at the end of each semester. Additional rehearsals may be required and/or mandatory as we approach the opening of the concerts and performances.

**Acting 1****Grade Level: 9, 10, 11, 12**

Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This is a semester-long course which may include off-site performances and additional fees.

**Acting 2****Grade Level: 9, 10, 11, 12**

**Prerequisite:** Successful completion of Acting 1 or teacher placement

Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character's point of view, and also learn to sustain a character and build the relationship between actor and audience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This is a semester-long course which may include off-site performances and additional fees.

**Acting 3****Grade Level: 9, 10, 11, 12**

**Prerequisite:** Successful completion of Acting 2 or teacher placement.

Students focus on the development of significant acting skills and knowledge of the actor's literature, compiling a working actor's portfolio for exhibition and/or the interview process. They research potential job opportunities in the film, television, game animation, and theater industries, as well as scholarships and opportunities available at the university level. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This is a semester-long course which may include off-site performances and additional fees.

**Acting 4****Grade Level: 9, 10, 11, 12**

**Prerequisite:** Successful completion of Acting 3 or teacher placement.

Students create characters for theatrical and film/video productions through scene, character, and technical analysis. Through improvisation, script writing, and aesthetic creation and collaboration, actors refine their working knowledge and independent thought, articulating and justifying their creative choices. Students' "critical eye" becomes more developed and significant mastery of artistic choices becomes evident. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This is a semester-long course which may include off-site performances and additional fees.

**Music Technology & Sound Engineering****Grade Level: 9, 10, 11, 12**

Students explore the fundamental applications and tools of music technology and sound engineering. As they create and learn its terminology, students also learn the history and aesthetic development of technology used to capture, create, and distribute music. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom. This semester-long course can meet either a computer or fine arts credit.

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

During this semester-long course, students' work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theater from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theater students explore the unique staging and technical demands of musicals in contrast to non musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**Introduction to Dance****Grade Level: 9, 10, 11, 12**

This semester-long course is designed to give students the opportunity to learn the beginning skills of dance learning terms and techniques in ballet, jazz, modern styles, enhancing self-confidence and creative ability. Students will learn how to interpret and execute choreography and dance in all styles through classes in technique and presentations. Students will explore the creative process, through their own choreography and compositions translating ideas, thoughts, and feelings into the performing art form of dance. Students will cover dance through the ages in different cultures and time periods with cultural and historical context. Students grow in understanding dance and its elements through direct experience. This course will meet the ½ credit PE graduation requirement or fine arts credit.

**Technical Theater: Design and Production for Lighting and Sound** **Grade Level: 9, 10, 11, 12**

During this semester-long course, students focus on learning the basic tools and procedures for designing and creating the lighting and sound needs for productions with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theater equipment, tools, and raw materials. Lighting and sound designers and technicians analyze dramatic scripts to find production solutions through historical, cultural, and geographic research. These students also learn the standard conventions of design presentation and documentation; the organizational structure of theater production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

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

During this semester-long course, students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. The instructional focus will be on film. Students produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials. This semester-long course can meet either a computer or fine arts credit.

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

In this year-long course, students with little or no percussion experience in an instrumental ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source. Additional fees may apply.

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

Do you want permission to take photos on your phone in class? Are you interested in drone photography? Join the 2024 Yearbook Team for a class reboot, and get your press pass, ultra-soft tee, and coffee to go. Colleges are impressed with yearbook involvement, and you can further pump up your resume by taking on a leadership position if you so choose. This is a year-long course that encompasses journalism, art, and technology and, thus,

is considered a Fine Arts activity and counts toward the one-credit Fine Arts course or one-half credit Computer course required for graduation. It is an introduction to publication: journalistic media, desktop publishing/graphic design, advertising sales and design, layout, photography, and writing for publication. Students will create a verbal and visual theme for the year's book, typically take 25 photos a week, put them on pages, name students, and add a headline in order to document school history and assemble the TMA Upper School Yearbook with a deliberate goal of glorifying God and serving TMA families with the final product. There are opportunities for leadership and/or editorial positions in photography, interviewing, copywriting, design, sales, and organization/management. Use of phone cameras, drone technology, digital SLR and mirrorless cameras, and professional computer design software are part of this curriculum. Students experience the satisfaction of holding their work in their hands at the end of the year when TMA Yearbooks are distributed. This course is highly recommended for those interested in technology, photography, graphic design, any type of journalism, writing, or publication, and those desiring to develop or apply leadership and organizational skills. After-school photography is not required.





# The Master's Academy High School Graduation Requirements

Subject Area	Base Courses Required for College Preparatory Diploma	Credits for College Prep Diploma	Credits for Advanced Diploma	Credits for Distinguished Diploma	Additional Requirements for Advanced Diploma*	Distinguished Diploma**
Language Arts	English I, II, III, IV, and Communications or Debate	4 ½	4 ½	4 ½	Course selections must progress to English IV Honors	Course selections must progress to English IV Honors
Mathematics	Algebra I, Geometry, Algebra II, and one additional math	4	4	4	Course selections must progress to AP Precalculus	Course selections must progress to AP Precalculus
Natural Science	Biology, Chemistry and one additional sciences (one with lab)	3	4	4	Must include Chemistry Honors or Anatomy & Physiology Honors	Must include Chemistry Honors or Anatomy & Physiology Honors
Social Sciences	World History, American History, and Government/Economics	3	4	4	Must complete four credits including one AP	Must complete four credits including one AP
World Language	Two consecutive years of the same language	2	3	4	Must include three credits of the same language	Must include four credits of the same language
Bible	One year of Bible for each year at TMA	4	4	4	No additional requirements	No additional requirements
Physical Education	HOPE and ½ additional PE elective (2 seasons of a varsity sport, or junior varsity sport may substitute for the ½ additional PE elective)	1 ½	1 ½	1 ½	No additional requirements	No additional requirements
Fine Arts	Any approved Fine Arts courses	1	1	1	No additional requirements	No additional requirements
Electives	Any approved electives	1	1	1	Must include ½ of credit of computer	Must include ½ of credit of computer
	<b>Total:</b>	24 credits	27 credits	28 credits		

- *\*Students receiving the Advanced Diploma must complete 10 honors courses, of which a minimum of three must be in Advanced Placement.*
- *\*\*Students receiving the Distinguished Diploma must complete 10 or more honors courses of which at least 6 must be in Advanced Placement in any subject area. Four credits in the same world language will meet the AP requirement for one of these 6 courses. Students must maintain a minimum of a 3.5 weighted cumulative GPA to receive the Distinguished Diploma at graduation.*
- *Students who wish to participate in the Dual Enrollment program must have a minimum un-weighted GPA of 3.0.*



# 2023-2024 High School Curriculum Plan

## **Language Arts:**

(4 ½ credits required)

(Distinguished Diploma: at least one AP)

### **9<sup>th</sup> Grade**

English I  
English I Honors

### **10<sup>th</sup> Grade**

English II  
English II Honors  
Communications or Debate

### **11<sup>th</sup> Grade**

English III  
English III Honors  
AP English Language\*  
Communications or Debate

### **12<sup>th</sup> Grade**

English IV  
English IV Honors  
AP English Language\*  
AP English Literature  
Communications or Debate

## **Credits Completed:**

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## **Mathematics:**

(4 credits required)

(Advanced & Distinguished Diploma: at least through AP Precalculus)

Algebra I  
Algebra I Honors  
Geometry  
Geometry Honors

Geometry  
Geometry Honors  
Algebra II  
Algebra II Honors

Algebra II  
Algebra II Honors  
Intermediate Algebra  
Math for College Algebra  
Math for Col Alg Accl & Col Alg\*  
AP Precalculus  
AP Statistics

Intermediate Algebra  
Math for College Algebra  
Math for Col Alg Accl & Col Alg\*  
AP Precalculus  
AP Statistics  
AP Calculus AB  
AP Calculus BC

## **Credits Completed:**

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## **Science:**

(3 credits required for College Prep)

(4 credits required for Advanced Diploma)

(4 credits required for Distinguished Diploma)

Biology  
Biology Honors

Chemistry  
Chemistry Honors  
Environmental Science  
Anatomy and Physiology Honors

Chemistry  
Chemistry Honors  
Environmental Science  
Anatomy and Physiology Honors  
Forensics Honors  
Physics Honors  
AP Biology  
AP Chemistry  
AP Physics

Chemistry  
Chemistry Honors  
Environmental Science  
Anatomy and Phys Honors  
Forensics Honors  
Physics Honors  
AP Biology  
AP Chemistry  
AP Physics

## **Credits Completed:**

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*\*These courses can also receive dual enrollment credit*

*^This course is intended for Native Speakers*

**Social Studies:**

(3 credits required for College Prep)  
 (4 credits required for Advanced Diploma)  
 (4 credits required for Distinguished Diploma)  
 (Distinguished Diploma: at least one AP)

Ancient Civilizations  
 Ancient Civilizations Honors  
 AP Human Geography

World History  
 World History Honors  
 AP World History

United States History  
 United States History Honors  
 AP US History  
 AP Psychology  
 AP Government

Government (1 semester)  
 Economics (1 semester)  
 Economics Honors  
 AP Government  
 AP European History  
 AP Psychology

**Credits Completed:**

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**Foreign Language:**

(2 credits required for College Prep)  
 (3 credits required for Advanced Diploma)  
 (4 credits required for Distinguished Diploma)

Spanish I  
 Spanish II  
 Spanish II Honors  
 Spanish Literature Honors\*\*

Spanish I  
 Spanish II  
 Spanish II Honors  
 Spanish III Honors\*  
 Spanish IV Honors\*  
 Spanish Literature Honors^

Spanish II  
 Spanish II Honors  
 Spanish III Honors\*  
 Spanish IV Honors\*  
 Spanish Literature Honors^  
 AP Spanish Language

Spanish II  
 Spanish II Honors  
 Spanish III Honors\*  
 Spanish IV Honors\*  
 Spanish Literature Honors^  
 AP Spanish Language  
 AP Spanish Literature

**Credits Completed:**

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**Bible:**

(4 credits required)

Bible 9

Bible 10

Bible 11

Bible 12

**Credits Completed:**

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**Physical Education:**

(1 ½ credits required)

HOPE

Team Sports  
 Weight Training  
 Intro to Dance

Team Sports  
 Weight Training  
 Intro to Dance

Team Sports  
 Weight Training  
 Intro to Dance

**Credits Completed:**

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**Fine Arts:**

(1 credit required)

see Course Catalog for options

**Credits Completed:**

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**Electives:**

(1 credit required)  
 (1/2 credit of computer required  
 for Advanced and Distinguished Diploma)

see Course Catalog for options

**Credits Completed:**

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*\*These courses can also receive dual enrollment credit*

*^ This course is intended for native speakers*



**THE MASTER'S ACADEMY**

## STEM Concentration (As of March 2023)

<b>Subject Area</b>	<b>Base Courses Required</b>	<b>Credits Required</b>	<b>Requirements</b>
<b>Language Arts</b>	English I, II, III, IV and Communications or Debate	4 ½	Progress at least through English IV Honors At least 1 AP class recommended
<b>Mathematics</b>	Algebra 1, Geometry, Algebra II and one additional Math	4	Progress through at least AP Calculus AB
<b>Natural Science</b>	Biology, Chemistry, and two addl. sciences	4	Requires at least one college level course. Either Physics Honors or AP Physics required.
<b>Social Science</b>	Ancient Civilization, World History, American History, and Gov/Econ	4	No additional requirements. Students pursuing an Advanced Diploma are required to have at least one AP Social Science course.
<b>World Language</b>	Spanish	3	No additional requirements
<b>Bible</b>	One year of Bible for each year at TMA	4	No additional requirements
<b>Physical Education</b>	HOPE plus ½ credit PE	1 ½	½ credit PE can be satisfied with 2 years of HS sports
<b>Fine Arts</b>	STEM based Fine Arts	1	Recommended (Music Tech and any additional STEM based elective that meets the Fine Art requirement)
<b>Electives</b>	Approved Electives for the Concentration	2	Courses that are STEM-based; at least one course is at the college level
<b>Total Credits</b>		28	

***In addition to the academic requirements above students will be expected to meet the following requirements:***

- 1.) Students will be required to complete a Senior Design Project under the guidance of a program advisor. Additionally students are required to participate in at least one STEM club or honor society for at least two years in good standing.
- 2.) Students are able to graduate with an advanced diploma while completing the STEM concentration. Student advisors in the Guidance dept. will work closely with students to ensure they meet the requirements for graduation.
- 3.) Students must complete at least 10 honors level courses (honors, AP or DE)
- 4.) Students require a 3.0 GPA to dual enroll



## Global Christian Leadership Concentration

As of May 2021

Beginning with the Class of 2023

<b>Subject Area</b>	<b>Base Courses Required</b>	<b>Credits Required</b>	<b>Requirements</b>
<b>Language Arts</b>	English I, II, III, IV	4	At least 1 AP English course
<b>Mathematics</b>	Algebra 1, Geometry, Algebra II and one additional Math	4	Progress through at least Statistics
<b>Natural Science</b>	Biology, Chemistry, and one addl. science	3 (4 recommended)	Recommend four years of science
<b>Social Science</b>	Ancient Civilization, World History, American History, and Gov/Econ	4	At least one college level course
<b>World Language</b>	Spanish	4	Progress through at least Spanish IV or AP Spanish
<b>Bible</b>	One year of Bible for each year at TMA	4	Recommend taking Bible (DE) for one year
<b>Physical Education</b>	HOPE plus ½ credit PE	1 ½	½ credit PE can be satisfied with 2 years of HS sports
<b>Fine Arts</b>	Any approved Fine Arts Credits	1	½ credit must be Debate
<b>Electives</b>	Required electives for concentration	1 ½	Principles of Leadership (DE) Leadership Theory and Practice (DE) and Service Elective
<b>Total Credits</b>		27 required/28 recommended	

***In addition to the academic requirements above students will be expected to meet the following requirements:***

**I. International Experience:** Participation in at least ONE TMA mission/service trip. A previously authorized comparable missions/service trip with another organization may be taken.

**II. Academic Experience:** In addition to required core classes above, students must successfully complete Spanish DE, or demonstrate proficiency in another language through TOEFL, AP languages and/ or CLEP exams.

**III. Co-curricular Activities:** Links Crew and/ or Catalyst Participation required with a community service minimum of 300 hours (10-12th grade/100 hours per year) and participate in at least one additional club or society.

**VI. Capstone/ Final Project:** Students will work with a program advisor to create a culminating project in 12th grade to benefit the global community. Preparation will take place in grades 10-12.

Students require a 3.0 GPA to dual enroll.

Admission to this program requires a teacher recommendation, application, and interview.



## Grade Scale

Letter Grade	Percentage Range	Grade Point	Definition
<b>A</b>	<b>90-100</b>	<b>4</b>	<b>Outstanding</b>
<b>B</b>	<b>80-89</b>	<b>3</b>	<b>Above Average Progress</b>
<b>C</b>	<b>70-79</b>	<b>2</b>	<b>Average Progress</b>
<b>D</b>	<b>60-69</b>	<b>1</b>	<b>Lowest Acceptable Progress</b>
<b>F</b>	<b>0-59</b>	<b>0</b>	<b>Failing Grade</b>
<b>I</b>	<b>Incomplete (an I) becomes an F at the end of the next semester</b>		
<b>P</b>	<b>Passing (Not factored into credits or grade point average)</b>		

Letter Grade	Grade point for Advanced Placement and Dual Enrollment	Grade point for Honors
<b>A</b>	<b>5</b>	<b>4.5</b>
<b>B</b>	<b>4</b>	<b>3.5</b>
<b>C</b>	<b>3</b>	<b>2.5</b>

# Advanced Placement Courses & Dual Enrollment Course List

If an Honors or AP course is chosen, please note that students will be placed in those courses based on current performance, teacher placement, and placement tests.

## Advanced Placement/Dual Enrollment Courses

AP English Language and Composition/Composition I (ENG 1113) and Composition II (ENG 1123)

## Advanced Placement Only Courses

AP 2-D Art and Design  
AP 3-D Art and Design  
AP Biology  
AP Calculus BC  
AP Chemistry  
AP Drawing  
AP English Language and Composition  
AP English Literature and Composition  
AP European History  
AP Human Geography  
AP Physics I  
AP Precalculus  
AP Psychology  
AP Spanish Language and Culture  
AP Spanish Literature  
AP Statistics  
AP United States Government and Politics  
AP United States History  
AP World History

## Dual Enrollment Only Courses

American History to 1877 (HIST2013)  
American History 1877 to Present (HIST2023)  
College Algebra (MAT 1853)  
Elementary Spanish A (LANG1144)  
Elementary Spanish B (LANG1244)  
Elementary Statistics (MAT 2003)  
Intermediate Spanish A (LANG2133)  
Intermediate Spanish B (LANG2233)  
Leadership Theory & Practice (LDRS2223)  
Principled Leadership (LDRS2123)