



Discover your potential.

# HIGH SCHOOL COURSE CATALOG 2025-2026

*All the classes and information you need to  
know for the upcoming year.*



[www.mastersacademy.org](http://www.mastersacademy.org)

**THE MASTER'S ACADEMY**



Dear High School Students and Parents,

We are excited to help you through the course selection process for the 2025-2026 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 course catalog, 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 recommendation before being enrolled. Parents often have questions about why a student is placed in a college prep class instead of honors or visa versa. The Master's Academy 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 the 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?**

In this case, students are encouraged to talk to Guidance.

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

TMA partners with Palm Beach Atlantic 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.

## **Contact Info**

## **Contact Info**

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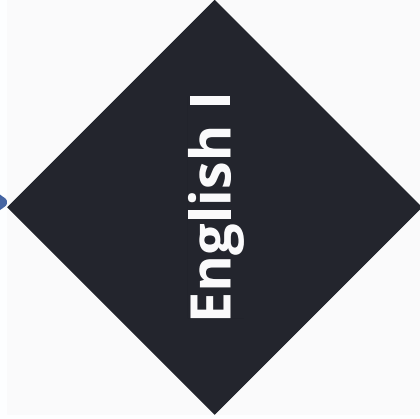
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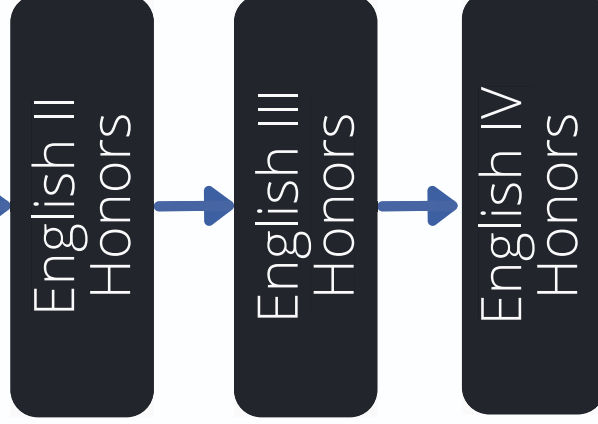
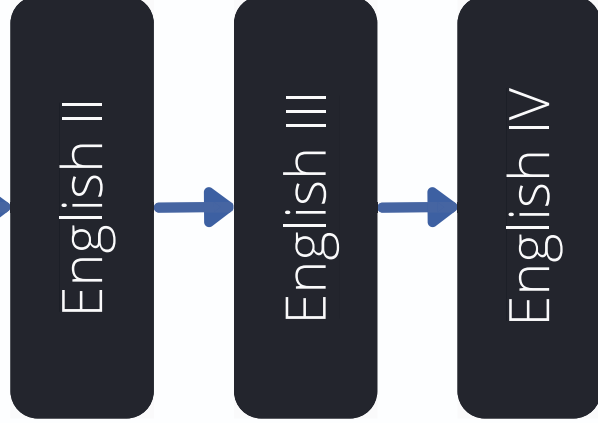
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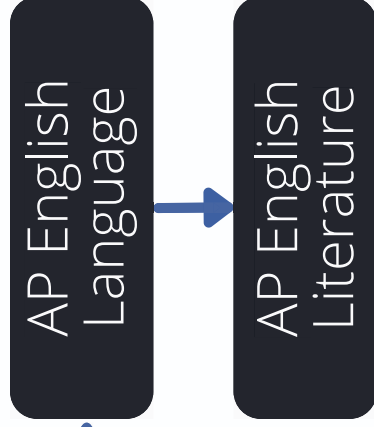
# LANGUAGE ARTS



This typical course progression map is determined by student performance and teacher placement. Students can progress differently when supported by data and admin approval.



All students must take either Communications or Debate between their Sophomore and Senior years.





## 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. Throughout the course, the students will craft narratives, construct arguments, compare and contrast ideas, engage in creative writing, and complete 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**

**Enrollment Qualifications:** *Minimum grade of B in 8th grade English, minimum standardized test scores, and teacher recommendation.*

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. Throughout the course, the students will craft narratives, construct arguments, compare and contrast ideas, engage in creative writing, and complete research-based projects. The students will explore a variety of literary genres that include poetry, short stories, non-fiction, drama and novels. 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 English II 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, 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**

**Enrollment Qualifications:** *Minimum grade of B in English I, minimum standardized test scores, and teacher recommendation.*

The English II 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, 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**

English III 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**

**Enrollment Qualifications:** *Minimum grade of B in English II, minimum standardized test scores, and teacher recommendation.*

English III Honors course is a chronological study of American literature in a more challenging way, 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 on 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 and refresh their knowledge of grammar, usage, and mechanics. They will also garner the tools and encouragement needed to prepare them for college and beyond.

## English IV Honors

**Grade Level: 12**

**Enrollment Qualifications:** *Minimum grade in of B in English III, minimum standardized test scores, and teacher recommendation.*

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 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 and refresh their knowledge of grammar, usage, and mechanics. They will also garner the tools and encouragement needed to prepare them for college and beyond.

## AP English Language and Composition

**Grade Level: 11, 12**

**Enrollment Requirement:** *Minimum grade of a B in English II Honors or English III Honors, minimum standardized test scores, and teacher recommendation.*

**Dual Enrollment Requirement:** *A 3.0 cumulative unweighted GPA (3 college credits per semester).*

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.

## AP English Literature and Composition

**Grade Level: 12**

**Enrollment Requirement:** *Minimum grade a B or higher in AP English Language and Composition, minimum standardized test scores, and teacher recommendation.*

AP Literature and Composition is a college-level course that 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.

# MATHEMATICS

This typical course progression map is determined by student performance and teacher placement. Students can progress differently when supported by data and admin approval.

**8th**

**9th**

**10th**

**11th**

**12th**

Algebra I

Geometry

Algebra II

Math for College  
Algebra  
Math for Data and  
Financial Literacy

Algebra I  
Honors

Geometry  
Honors

Algebra II  
Honors

Math for College  
Algebra  
Accelerated/DE

Algebra I  
Honors

Geometry  
Honors

Algebra II  
Honors

Precalculus Honors  
AP Pre Calculus

AP Calculus AB  
AP Statistics

AP Calculus BC  
AP Statistics



# MATH

## Algebra I

**Grade Level: 9**

Algebra I 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, quadratic equations, statistics, and probability.

## Algebra I Honors

**Grade Level: 9**

**Enrollment Qualifications:** Minimum grade of B+ in Pre-Algebra, minimum standardized test scores, and teacher recommendation.

Algebra I Honors is designed to provide the foundation for advanced mathematics courses (Advanced Placement and Dual Enrollment in particular) and develop skills needed to solve mathematical problems, analyze relationships, and justify their claims in writing with proper notation. 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, quadratic equations and data analysis.

## Geometry

**Grade Level: 9, 10**

**Enrollment Qualifications:** Minimum grade of a C in Algebra I.

Geometry 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.

## Geometry Honors

**Grade Level: 9, 10**

**Enrollment Qualifications:** Minimum grade of a B+ in Algebra 1 Honors, minimum standardized test scores, and teacher recommendation.

Geometry Honors is designed to provide students with a deeper 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.

## Algebra II

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

**Prerequisites:** Minimum grade of C in Geometry.

Algebra II 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:** *Minimum grade of B+ in Algebra 1 Honors and Geometry Honors, minimum standardized test scores, and teacher recommendation.*

Algebra II Honors 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 as well as justifying answers with writing and proper mathematical notation, providing students with both a scholastic and practical understanding of Algebra.

**Math for College Algebra****Grade Level: 11, 12**

**Prerequisites:** *Minimum grade of C in Algebra II and teacher recommendation.*

Math for College Algebra is designed to solidify and enhance students' foundation in the fundamental concepts of algebra, by emphasizing the following areas: developing fluency with the Laws of Exponents with numerical and algebraic expressions; extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; and extending knowledge of functions to include inverse and composition. This is a year-long course.

**Math for Data and Financial Literacy****Grade Level: 12**

**Prerequisites:** *Minimum grade of C in Algebra II and teacher recommendation.*

Math for Data and Financial Literacy equips students with essential mathematical skills to analyze data and make informed decisions, particularly in the area of personal finance. Topics include data visualization, probability, statistics, and modeling, as well as financial concepts such as banking, budgeting, credit, investing, taxes, and retirement planning. Through real-world applications, students will develop critical thinking and problem solving skills, preparing them for decision-making in both personal and professional contexts.

**Math for College Algebra Accelerated &  
College Algebra - Dual Enrollment****Grade Level: 11, 12**

**Prerequisites:** *Minimum grade of B+ in Algebra II, minimum standardized test scores, and teacher recommendation.*

**Dual Enrollment Course Requirement:** A 3.0 cumulative unweighted GPA (3 College Credits).

This course is presented as a functional approach to algebra of the real number system. In Semester one, an **accelerated** Math for College Algebra course will be taught. Semester two will cover topics relevant to the dual-enrollment College Algebra curriculum. 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.

**Precalculus Honors****Grade Level: 11, 12**

**Prerequisites:** *Minimum grade of B+ in Algebra II Honors or College Algebra, minimum standardized test scores, and teacher recommendation.*

Precalculus Honors is a rigorous, college-preparatory course designed to prepare students for calculus and higher-level mathematics courses by focusing on the following ideas: extending right triangle trigonometry to unit circle trigonometry and trigonometric functions; extending understanding of functions to trigonometric; developing understanding of conic sections; representing and performing operations with complex numbers and vectors in the coordinate plane; extending understanding of relations in the plane using parametric representations, including polar coordinates and analyzing arithmetic and geometric sequences and series.

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

**Prerequisite:** *Minimum grade of B+ in Algebra II Honors or College Algebra, minimum standardized test scores, and teacher recommendation.*

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:** *Minimum grade of B+ in Precalculus, minimum standardized test scores, and teacher recommendation.*

Calculus AB is a college-level course that provides students with a comprehensive introduction to differential and integral calculus. 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:** *Minimum grade of B+ in AP Calculus AB, minimum standardized test scores, and teacher recommendation.*

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**

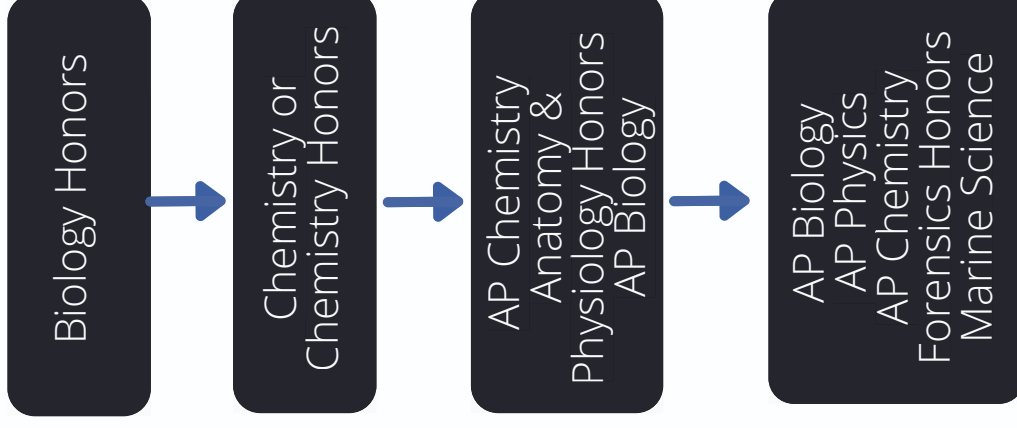
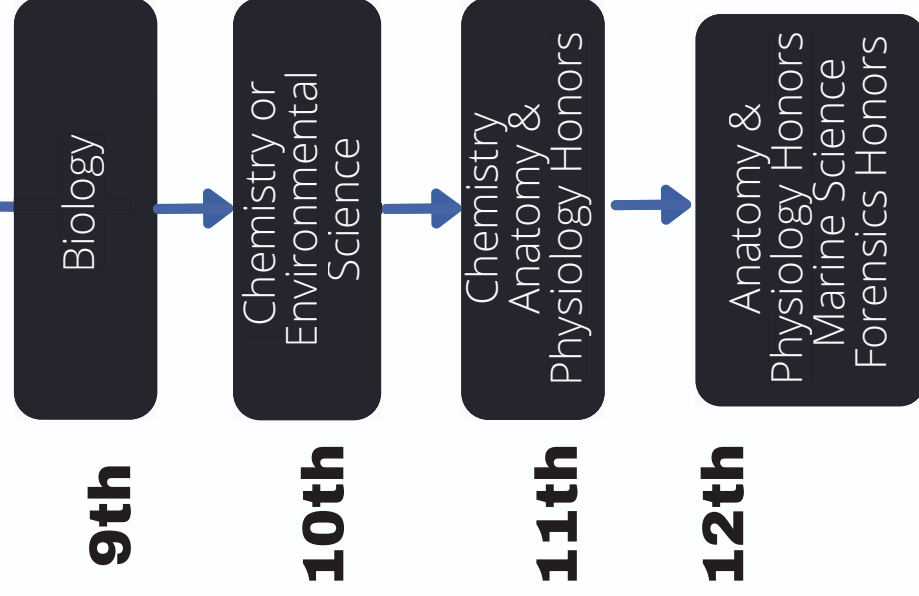
**Prerequisites:** *Minimum grade of B+ in Algebra II Honors, minimum standardized test scores, and teacher recommendation.*

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



This typical course progression map is determined by student performance and teacher placement. Students can progress differently when supported by data and admin approval.



## 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**

**Enrollment Qualifications:** *Minimum grade of a B in 8th grade science, minimum standardized test scores, and teacher recommendation.*

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**

**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.

### Marine Science

**Grade Level: 12**

**Prerequisite:** *Successful completion of 3 high school science classes, including Biology and Chemistry.*

Marine Science will cover a wide and interdisciplinary field of topics. During the first semester the course will cover an introductory unit followed by the properties of ocean water, currents, tides, hurricanes, plate tectonics and the seafloor, food webs, marine communities, plants and algae. During the second semester the focus shifts to sea creatures. Beginning with marine invertebrates, students will then study bony and cartilaginous fish, marine reptiles, marine birds, marine mammals and coral reefs. The anatomy of several sea creatures will be emphasized as we will dissect a starfish, clam, crayfish, squid, perch and dogfish shark. Students will marvel at the wonderful complexity and diversity of aquatic ecosystems through experimentation, demonstrations, dissections and video clips. The course may culminate with a field trip to SeaWorld in the spring.

## **Chemistry**

**Grade Level: 10, 11**

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

**Enrollment Qualifications:** *10th Grade Students: Minimum of a B in Biology and Algebra I, Honors level math, minimum standardized test scores, and teacher recommendation.*

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, solutions, gas laws, heat, kinetic molecular theory, 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**

**Prerequisite:** *Minimum of a B in Biology and Algebra I. Concurrently enrolled in an honors math class, minimum standardized test scores, and teacher recommendation.*

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**

**Prerequisite:** *Successful completion of 3 high school science classes, including Biology and Chemistry.*

**Enrollment Qualifications:** *Minimum standardized test scores and teacher recommendation.*

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: 11, 12**

**Prerequisite:** *Minimum of a C in Biology and Chemistry, minimum standardized test scores, and teacher recommendation.*

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.

## **AP Biology**

**Grade Level: 11, 12**

**Prerequisite:** *Minimum grade of a B in Biology and Chemistry, minimum standardized test scores, and teacher recommendation.*

AP Biology is a course designed by the College Board Advanced Placement Program to be the equivalent of a two-semester introductory biology course for biology majors. Successful completion of Biology, with Honors Biology strongly recommended, and Chemistry are required. This course requires problem solving, critical thinking, and independent study. Students will cultivate their understanding of biology through in class lectures, videos, labs, activities and inquiry-based investigations as they explore the four big ideas of energetics, information storage and transmission, systems interactions and evolution. Covered topics include: chemistry of life, cell structure and function, cellular energetics, cell communication, cell cycle, heredity, gene expression and regulation, natural selection and ecology. God's glory and careful design that enables and sustains life will be evidenced throughout the course. All students will be required to take the AP exam given by the College Board in May.

## **AP Chemistry**

**Grade Level: 11, 12**

**Prerequisite:** *Minimum grade of a B in Chemistry Honors, minimum standardized test scores, and teacher recommendation. Concurrently enrolled in an Algebra II Honors or higher course.*

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.

## **AP Physics I**

**Grade Level: 12**

**Prerequisite:** *Minimum grade of a B in Algebra II Honors minimum standardized test scores, or teacher recommendation. Concurrently enrolled in a Precalculus Honors or higher course.*

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, rotational motion (torque, rotational kinematics, rotational dynamics, and conservation of angular momentum), and fluids. Laboratory exercises are a large component of this course, and the course may culminate with a field trip to a local theme park. 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 SCIENCE

This typical course progression map is determined by student performance and teacher placement. Students can progress differently when supported by data and admin approval.

**9th**

Ancient Civilizations



Modern World History



US History



Economics/  
American Government

**10th**

Ancient Civilizations Honors



Modern World History Honors



US History Honors



Economics Honors/AP  
US Government and Politics

**11th**

AP Human Geography



AP World History



AP US History



Economics Honors/AP  
US Government and Politics

**12th**

\*AP European History can be taken during Senior year.



## 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**

**Enrollment Requirement:** *Minimum grade of a B in 8th grade Social Science, minimum standardized test scores, and teacher recommendation. Concurrent enrollment in Honors English 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**

**Enrollment Requirement:** *Minimum grade of a B in 8th grade Social Science, minimum standardized test scores, and teacher recommendation. Concurrent enrollment in Honors English 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**

**Enrollment Requirement:** *Minimum grade of a B in Ancient Civilization or AP Human Geography, minimum standardized test scores, and teacher recommendation. Concurrent enrollment in Honors English 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**

**Enrollment Requirement:** *Minimum grade of a B in Ancient Civilization or AP Human Geography, minimum standardized test scores, and teacher recommendation. Concurrent enrollment in Honors English 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**

In U.S. History, students explore the significant events, individuals, developments, and processes that have shaped the nation from pre-Columbian times to the present. Guided by a Biblical worldview, students will examine how themes of human depravity and God's redemptive plan are evident throughout history. This course emphasizes foundational historical skills, such as analyzing primary and secondary sources, constructing historical arguments, and recognizing connections between past and present. Students will engage with a variety of historical texts and participate in discussions and projects to deepen their understanding of the cultural, political, and economic forces that have influenced the United States.

## **United States History Honors**

**Grade Level: 11**

**Enrollment Requirement:** *Minimum grade of a B in Modern World History, minimum standardized test scores, and teacher recommendation. 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.



## **AP United States History**

**Grade Level: 11**

**Enrollment Requirement:** *Minimum grade of a B in Modern World History Honors, minimum standardized test scores and teacher recommendation. 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 US Government & Politics**

**Grade Level: 12**

**Enrollment Requirement:** *Minimum grade of a B in US History Honors or AP Honors, minimum standardized test scores and teacher recommendation. Concurrent enrollment in Honors English or above is highly recommended. Paired with Economics Honors.*

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.

## **US Government**

**Grade Level: 12**

**Enrollment Requirement:** *Paired with Economics*

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**

**Enrollment Requirement:** *Paired with US Government.*

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**

**Enrollment Requirement:** *Minimum grade of a B in US History Honors or AP US History, minimum standardized test scores, and teacher recommendation. Paired with AP US Government and Politics*

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**

**Enrollment Requirement:** *Minimum grade of a B in US History Honors or AP US History, minimum standardized test scores, and teacher placement. 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 aims to help students develop a Biblical understanding of the world around them and to explore how Scripture influences their lives within specific cultures and historical contexts. Students will consistently evaluate competing worldviews through the lens of Scripture to reveal the supremacy and consistency of the Christian worldview. Likewise, students will learn to recognize cultural influences through the framework of the Gospel and understand how God can use them as agents of restoration and change in the lives of others.

### **Gospel Transformations**

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

This course provides a comprehensive examination of the Biblical gospel, its methods of communication, and its implications for every aspect of life. Students will explore the four-chapter framework of Scripture—Creation, Fall, Redemption, and Restoration—to develop a Biblical understanding of the gospel as continuously revealed throughout the Scriptures. Students will cultivate gospel fluency by examining the ways in which the gospel was communicated in the first century across diverse contexts. Additionally, this course allows students to understand the Gospel's relevance to their own life and ministry as they participate in God's ongoing Restorative Mission. Students will engage in an in-depth examination of the gospel, focusing on its transformative impact on individuals, relationships, communities, and the world at large. Finally, students will consider how God redeems and restores all that was broken in the Fall by establishing His Kingdom on Earth for eternity.

**Exploring the Bible - Dual Enrollment****Grade Level: 11, 12****Dual Enrollment Course Requirement:** *A 3.0 cumulative unweighted GPA (3 College Credits).***Enrollment Qualification:** *Paired with the Spiritual Formation Dual Enrollment Course.*

This course is designed to acquaint the student with the biblical metanarrative and to enhance the student's appreciation of this narrative as both formative and normative for life. Exploration of the biblical metanarrative will include the stories and characters within the biblical text, with attention given to the interdependent relationships between the stories which connect to form the larger narrative. Focus will dwell on God's interaction with humanity and God's desire for a relationship with God's creation, especially as demonstrated within the covenantal narrative. Attention will be given to the genre and form of the biblical text, to the theological content and intent drawn from the narrative, and to the meta-narrative's present-day significance. *These courses may be taken in place of the 11th or 12th grade Bible course.*

**Spiritual Formation - Dual Enrollment****Grade Level: 11, 12****Dual Enrollment Course Requirement:** *A 3.0 cumulative unweighted GPA (3 College Credits).***Enrollment Qualification:** *Paired with the Exploring the Bible Dual Enrollment Course.*

As a foundational and practical approach to the spiritual disciplines of the Christian life, this course uses biblical and historical materials to help students grow in their spiritual formation. Topics include: Bible study, prayer, journaling, worship, and others. *These courses may be taken in place of the 11th or 12th grade Bible course.*

## WORLD LANGUAGE

### Spanish I

**Grade Level: 9, 10**

This introductory course equips students with essential language skills to build proficiency in Spanish communication. Emphasizing fundamental vocabulary, basic grammatical structures, and an integrated exploration of Hispanic cultures, the course fosters a well-rounded understanding of the language. Students will engage in activities that develop all four key language skills—listening, reading, writing, and speaking—while gaining insight into both the linguistic and cultural aspects of Spanish.

### Spanish II

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

**Prerequisite:** *Minimum of a C 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**

**Enrollment Requirement:** *Minimum of a B in Spanish I and teacher recommendation.*

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**

**Enrollment Requirement:** *Minimum of a B in Spanish II Honors or a B+ in Spanish II and teacher recommendation.*

Spanish III Honors is designed to build upon and enhance the language skills developed in Spanish I and II, with a heightened focus on achieving fluency across all areas. The curriculum incorporates diverse reading activities, including a short novel, various short stories, and media articles from newspapers, magazines, and online sources. Students will refine their writing skills by crafting well-developed body paragraphs and responding analytically to reading assignments. Communication skills are strengthened through an intensive grammar review and comprehensive instruction on the Spanish subjunctive in multiple tenses. Listening skills are expanded through targeted activities such as note-taking, engaging with dialogues, listening to Latin music, and analyzing radio and television programming, with an emphasis on summarizing content in the target language. Additionally, students will develop proficiency in composing effective essays and answering Document-Based Questions (DBQs). This course is designed for beginner-level proficiency.

### Spanish IV Honors

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

**Enrollment Requirement:** *Minimum of a B in Spanish III Honors and teacher recommendation.*

This pre-AP course is conducted entirely in Spanish and is designed to enhance students' fluency in speaking, reading, writing, and listening, building on the skills developed during their first three years of language study. The course focuses on effective communication in the target language, utilizing authentic resources organized around thematic units. Students will engage in activities that require them to defend opinions, infer meaning, summarize content, make predictions, and participate in social dialogue—all in Spanish. They will also develop the ability to deliver impromptu oral arguments and compose well-structured essays. This is an intermediate proficiency level course taught in Spanish.

**AP Spanish Language and Culture****Grade Level: 10, 11, 12****Enrollment Requirement:** *Teacher recommendation.*

This college-level course is designed for students who have demonstrated proficiency in the fundamentals of the Castilian language, exhibiting advanced listening, speaking, reading, and writing skills. According to the College Board, the AP Spanish Language course is equivalent to an advanced college Spanish course (5th- and 6th-semester). The course emphasizes the active use of Spanish for communication, focusing on aural and oral skills, reading comprehension, grammar, and composition. Students will engage with diverse materials to defend opinions, make inferences, summarize content, predict outcomes, and participate in social dialogues using the target language. They will also develop skills in delivering impromptu oral arguments and composing well-structured essays. This intermediate proficiency course, conducted entirely in Spanish, prepares students for both the Advanced Placement (AP) Spanish Language and Culture examination and Spanish fluency. All students are required to take the AP exam administered 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 teacher recommendation.*

AP Spanish Literature offers a learning experience comparable to a third-year college course in Peninsular and Latin American literature. Students will explore significant texts, short stories, and poetry across various genres and historical periods. The curriculum emphasizes critical thinking and the analysis of themes, symbolism, imagery, and literary language. This class explores significant texts, short stories, and poetry across various genres and historical periods. The curriculum is conducted entirely in Spanish, immersing students in the language and literary traditions. All students are required to take the AP exam administered by the College Board in May.

**French****Grade Level: 9, 10**

French 1 introduces students to the target language and its culture. The student will develop communicative skills in all 4 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

\*From CPALMS, the state of Florida's official source for standards information and course descriptions.

## PHYSICAL EDUCATION

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

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

*\*Fulfills graduation requirement.*

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**

**Prerequisite:** *Team Sports I*

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 I**

**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.

### **Weight Training II**

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

**Prerequisite:** *Weight Training I*

This semester-long course is aimed at specifying advanced weightlifting and powerlifting movements. Students will learn proper technique, rudimentary anatomy as well as proper nutrition, sleep and recovery techniques used for optimal body development. The course will help the student understand how to properly structure workouts to meet their own individual goals. TMA weight training II emphasizes the importance of living a healthy life physically as well as spiritually, with the body being our temple and proper maintenance.

## STEM ELECTIVES

### **AP Computer Science Principles**

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

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

This full year course will help 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. Students will showcase their creativity and interests in digital projects including programming apps, games, music, and more. All students will take the AP exam given by the College Board in May.

### **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.

### **Fundamentals 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.

### **Robotics Design Essentials**

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

**Prerequisite:** *Fundamentals of Robotics*

This semester-long course provides students with content and skills essential to the design and operation of robotics using the VEX Robotic Design system, including artificial intelligence, sensors, electronic devices, engineering technologies, motion physics, electrical motors, programming, and simulation.

### **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.

## BUSINESS ELECTIVES

### **Marketing Essentials**

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

Marketing Essentials blends theory and practice to facilitate immediate implementation and impact. Students will learn to develop strategic marketing with sales and customer plans. A review of the marketing environment is used to help develop the segmentation, targeting and market positioning strategy for implementation along with the marketing mix (product, price, place and promotion). The goal is the identification and delivery of organizational competitive advantage and customer satisfaction – key to long-term revenue growth, profitability and success.

\*From CPALMS, the state of Florida's official source for standards information and course descriptions.

### **Principles of Entrepreneurship**

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

This course provides instruction in the basic principles of entrepreneurship including the role of the entrepreneur; entrepreneurship as a career; ethics in business, and the principles of marketing, financing, and managing a business. There is no occupational completion point after the completion of this course.

\*From CPALMS, the state of Florida's official source for standards information and course descriptions.

### **Business Management and Law**

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

This course is designed to provide an introduction to business management techniques. Topics include human relations, decision making, communication techniques, business-related legal concepts, and characteristics of the American enterprise system.

\*From CPALMS, the state of Florida's official source for standards information and course descriptions.

### **Personal Finance and Money Management**

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

*\*This fulfills a graduation requirement starting with the class of 2027*

This course covers personal finance topics such as decision-making biases, earning wages, taxes, budgeting, and evaluating career options. Students will also learn about saving, credit, investment planning, risk management, and how insurance can help mitigate financial risks.

\*From CPALMS, the state of Florida's official source for standards information and course descriptions.

### **Introduction to Business - Dual Enrollment**

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

This semester-long course is designed to provide students with a background in the major functional areas of business, such as accounting, finance, marketing, manufacturing, information systems, human resource management, business law, and international business. Provides a tour of the several areas related to business and is the basis for business terminology and concepts taught in other course work in the business area.

\*From Palm Beach Atlantic University course catalog.

## ELECTIVES GENERAL

### AP Psychology

**Grade Level: 11, 12**

**Course Requirement:** *Minimum standardized test scores and teacher recommendation.*

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.

### Communication Methods

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

*\*Communication or Debate is a graduation requirement.*

This semester-long class provides 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.

### Debate

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

*\*Communications or Debate fulfills graduation requirement.*

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.

### 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.



**Leadership Skills Development****Grade Level: 10,11,12**

This full year course equips students with essential leadership skills through the lens of a Biblical worldview, emphasizing service leadership and character development. Through interactive activities, collaborative projects, and real-world applications, students will explore key leadership principles, including effective communication, decision-making, problem-solving, teamwork, and goal setting. Grounded in Christian values, the course encourages self-awareness, personal growth, and ethical leadership. Students will have opportunities to take on leadership roles, serve their communities, and reflect on their experiences to cultivate a heart for servant leadership while developing the confidence to lead with integrity and purpose.

**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.

## ELECTIVES FINE ARTS

### 2-D Art 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 II

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

**Prerequisite:** *Successful completion of 2-D Art 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 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, paper maché, and found objects, with special emphasis on handbuilding with clay as well as throwing functional forms on the pottery wheel. 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 II

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

**Prerequisite:** *Successful completion of 3-D Art 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 of 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.

### 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 and 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 and 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 and 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.

**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 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 and will submit a digital portfolio of their work for review by the College Board.

**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.

**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.

**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.

**Digital Media****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.

**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.

**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.

## **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.

## **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.

## **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.

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

Colleges are impressed with yearbook involvement, and you can further pump up your resume by taking on one of the many available leadership positions on the TMA Yearbook Staff. 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, digital SLR and mirrorless cameras, and professional computer design software are part of this curriculum. Yearbook Journalism students experience the satisfaction of holding their work in their hands when Upper School Yearbooks are distributed at the end of the year. This course is highly recommended for those interested in technology, photography, graphic design, and any type of journalism, writing, or publication, and for those desiring to develop or apply leadership and organizational skills. After-school photography is not required.



# The Master's Academy High School Graduation Requirements 2025-2026

*Information provided is subject to change.*

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* (Minimum Requirements)	Distinguished Diploma** (Minimum Requirements)
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 Precalculus (Honors or AP)	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	Recommended to take at least one AP course and complete a total of four credits	Recommended to take at least one AP course and complete a total of four credits
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 and Personal Finance and Money Management (Starting w/ class of 2027)	1	1	1	Must include ½ of credit of computer	Must include ½ 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.



# 2025-2026 High School Curriculum Plan

<u><b>Subject / Grade</b></u>	<u><b>9th Grade</b></u>	<u><b>10th Grade</b></u>	<u><b>11th Grade</b></u>	<u><b>12th Grade</b></u>
<u><b>Language Arts</b></u> (4 credits required)	English I English I Honors	English II English II Honors	English III English III Honors AP English Language & Composition*	English IV English IV Honors AP English Language & Composition* AP English Literature & Composition
<u><b>Mathematics</b></u> (4 credits required)	Algebra I Algebra I Honors Geometry Geometry Honors	Geometry Geometry Honors Algebra II Algebra II Honors	Algebra II Algebra II Honors Math for College Algebra Math for College Algebra Accelerated & College Algebra DE* Precalculus Honors AP Precalculus AP Calculus AB AB Calculus AB	Math for Data & Financial Literacy Math for College Algebra Math for College Algebra Accelerated & College Algebra DE* Precalculus Honors AP Precalculus AP Calculus AB AP Calculus BC AP Statistics
<u><b>Natural Science</b></u> (3 credits required for College Prep Diploma) (4 credits required for Advanced or Distinguished Diploma)	Biology Biology Honors	Chemistry Chemistry Honors Environmental Science	Chemistry Chemistry Honors Anatomy & Physiology Honors AP Biology AP Chemistry	Marine Science Anatomy & Physiology Honors Forensic Science Honors AP Biology AP Chemistry AP Physics



<b>Social Science</b> (3 credits required for College Prep Diploma) (4 credits required for Advanced or Distinguished Diploma)	Ancient Civilizations Ancient Civilizations Honors AP Human Geography	Modern World History Modern World History Honors AP World History	US History US History Honors AP US History AP Psychology	Government (1 semester) & Economics (1 semester) AP Government (1 semester) & Economics Honors (1 semester) AP European History AP Psychology
<b>World Language</b> (2 credits required for College Prep Diploma) (3 credits required for Advanced Diploma) (4 credits required for Distinguished Diploma)	French I Spanish I Spanish II Spanish II Honors	French I French II French II Honors French III Honors Spanish I Spanish II Spanish II Honors Spanish III Honors	French I French II French II Honors French III Honors Spanish I Spanish II Spanish II Honors Spanish III Honors Spanish IV Honors AP Spanish Language & Culture	French I French II French II Honors French III Honors Spanish I Spanish II Spanish II Honors Spanish III Honors Spanish IV Honors AP Spanish Language & Culture AP Spanish Literature
<b>Bible</b> (1 credit for each year at TMA)	Bible 9	Bible 10	Bible 11	Bible 12
<b>Physical Education</b> (HOPE + ½ credit required) (2 Seasons of a JV or Varsity sport may substitute for the ½ PE credit)	HOPE	Team Sports Weight Training Intro to Dance	Team Sports Weight Training Intro to Dance	Team Sports Weight Training Intro to Dance
<b>Fine Arts</b> (1 credit required)	See Course Catalog for list	See Course Catalog for list	See Course Catalog for list	See Course Catalog for list
<b>Electives</b> (1 credit required + Communications/Debate and Personal Finance and Money Management) (½ credit of computer required for Advanced or Distinguished Diploma)	See Course Catalog for list	See Course Catalog for list	See Course Catalog for list	See Course Catalog for list

\* This course can also receive dual enrollment credit

\*\* 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 honors courses of which at least six must be in Advanced Placement in any subject area. Students must maintain a minimum of a 3.5 weighted cumulative GPA to receive the Distinguished Diploma at graduation



**THE MASTER'S ACADEMY**

## STEM Concentration

Subject to Change\*

<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	4½	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	1½	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	Intro to Engineering(½), Robotics(½), AP Computer Science (1)
<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.

\*Check with guidance counselors for the latest update.



**THE MASTER'S ACADEMY**

**Global Christian Leadership Concentration**  
**As of May 2021**  
**Beginning with the Class of 2023**  
**Subject to Change\***

<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	Leadership Skills Development
<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.

\*Check with guidance counselors for the latest update.



**Business & Entrepreneurship Foundations  
Concentration  
Beginning with the Class of 2027  
Subject to Change\***

<b>Subject Area</b>	<b>Base Courses Required</b>	<b>Credits Required</b>	<b>Requirements</b>
Language Arts	English I, II, III, IV	4	At least 1 AP English course
Mathematics	Algebra 1, Geometry, Algebra II and one additional Math	4	Progress through at least Statistics, Pre-Calculus or College Algebra
Natural Science	Biology, Chemistry, and one addl. science	3	
Social Science	Ancient Civilization, World History, American History, and Gov/Econ	3	At least one college level course
World Language	Spanish	3	Progress through at least Spanish III
Bible	One year of Bible for each year at TMA	4	No addl. requirements
Physical Education	HOPE plus .5 credit PE	1.5	½ credit PE can be satisfied with 2 years of HS sports
Fine Arts	Any approved Fine Arts Credits	1	No addl. requirements
Electives	Electives for concentration	4.5*	See Election Options Below Debate required (.5 credit); Leadership course required
<b>Total Credits</b>		28	

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

**I. Practical Experience:** In addition to required core classes above, students must successfully complete an internship within the Business Industry

**II. Co-curricular Activities:** Participate in a Business based club such as Future Business Leaders of America (FBLA)

**III. Capstone/ Final Project:** Students will work with a program advisor to create a culminating project in 12th grade that includes the lessons learned within the concentration electives.

/Students must attain at least a 3.0 weighted GPA by graduation.

**\*Business Elective Options (minimum of 3 credits required)**

Marketing Essentials (882710) 1 credit

Principles of Entrepreneurship (8812100) 1 credit

Business Management and Law (8812120) 1 credit

Personal Finance and Money Management (2102371) (.5 credit)

Introduction to Business (.5 credit)--Dual enrollment

\*Check with guidance counselor for the latest update.



# THE MASTER'S ACADEMY

## HIGH SCHOOL PROFILE 2024-2025

1500 LUKAS LANE OVIEDO, FL 32765  
P: 407-971-2221 F: 407-971-1373  
WWW.MASTERSACADEMY.ORG

### ADMINISTRATIVE TEAM & GUIDANCE

**Head of School**

Mr. Darryl De Ruiter

**Upper School Principal**

Mr. Michael Fernandes

**Assistant Principal**

Mrs. Amy Sink

**Dean of Students**

Mrs. Monica Porter

**Director of Guidance**

Mrs. Arlene Outerbridge

407-971-2221 ext. 1806

ArleneOuterbridge@MastersAcademy.org

**Guidance Staff**

Mrs. Tracy Hull

Mrs. Jocelyn Mennenga

Mrs. Camila Randall

**Registrar**

Mrs. Shannon Stinson

CEEB Code: 101897

### GRADUATES OF 2024

- ◆ SAT  
Top 25% (1600): 1357
- ◆ ACT  
Top 25% (composite): 30
- ◆ Service hours completed: 12,560
- ◆ 91% accepted into 1st choice college
- ◆ Total number of graduates in 2024: 85
- ◆ Merit & Athletic Scholarships Class of 2024

**Total Scholarships Offered: \$11.8 Million**

### MEMBERSHIPS/ACCREDITATIONS

The Master's Academy is a member of the following organizations: CollegeBoard®, Southern Association for College Admission Counseling, National Honor Society of Secondary Schools, National Association for College Admission Counseling, and Evangelical Council for Financial Accountability. In addition, we are accredited through Association of Christian Schools International and Cognia.

### SCHOOL HISTORY

Founded in 1986, The Master's Academy is a non-denominational Christian school with students enrolled in grades Pre-K through 12th, attending over 160 local churches. The campus is situated on 33 acres in Oviedo, FL. The school is in its 39th year and has 1170+ students. The campus houses several classroom buildings which include a library as well as science and computer labs. Our state-of-the-art facilities also include a gymnasium, cafeteria, football and baseball stadiums, softball field, sand volleyball court, weight room, outdoor covered basketball courts, along with a 53,000 square foot Fine Arts Center.



### SPECIAL FEATURES

#### SENIOR INSTRUCTIONAL LEADERSHIP CORPS (SILC)

Senior Instructional Leadership Corps (SILC) is a teacher-student mentor relationship with a hands-on approach. Seniors have the opportunity to work with a professional in the classroom environment on a daily basis. SILC students assume leadership roles where they may assist teachers by working with small groups via discussions, project management, and brainstorming. Students meet with their mentor teacher on a regular basis to discuss best practices, work on leadership development, and evaluate progress.

### ADVANCED PLACEMENT/DUAL ENROLLMENT

The Master's Academy has partnered with Palm Beach Atlantic University and CollegeBoard® to provide students an opportunity to experience college level academics and earn college credit. Students at The Master's Academy also perform well in Advanced Placement courses. Our average pass rate for the last three years is 90% for a score of 3 or higher and 41% for a score of 5. TMA has been achieving these scores while consistently increasing participation in AP courses, with over 180 students currently enrolled in the courses.



### J-TERM

J-Term is a two-week semester where students enroll in intensive courses of their choosing, experience invaluable career opportunities through internships, or travel abroad. In the 2023-2024 school year, students had the opportunity to travel to Costa Rica to participate in various community service projects. Additionally, students had the unique opportunity to be immersed in British culture as they spent time touring iconic European destinations and learning of its nation's rich history.



*"Pursuing spiritual and academic excellence with  
Christian families by going the second mile."*





## GRADUATION REQUIREMENTS

COLLEGE PREP DIPLOMA		ADVANCED DIPLOMA		DISTINGUISHED DIPLOMA	
Subject	Credit	Subject	Credit	Subject	Credit
Language Arts	4.5	Language Arts	4.5	Language Arts	4.5
<i>(Includes Communications)</i>		<i>(must progress through English IV Honors)</i>		<i>(must complete at least one AP course)</i>	
Math	4.0	Math	4.0	Math	4.0
Science	3.0	<i>(must progress to Honors or AP Pre-Calculus)</i>		Science	4.0
Social Studies	3.0	Science	4.0	Social Studies	4.0
Foreign Language	2.0	<i>(must include Chemistry Honors or Anatomy Honors)</i>		<i>(must complete four credits including one AP course)</i>	
Bible	4.0	Social Studies	4.0	Foreign Language	4.0
HOPE	1.0	<i>(must complete four credits including one AP course)</i>		<i>(must complete at least Spanish IV H)</i>	
Physical Education	0.5	Foreign Language	3.0	Bible	4.0
Fine Arts	1.0	Bible	4.0	Physical Education	0.5
Electives	1.0	Physical Education	0.5	HOPE	1.0
Total:	24	HOPE	1.0	Fine Arts	1.0
		Fine Arts	1.0	Computer	0.5
		Computer	0.5	Electives	0.5
		Electives	0.5	Total:	28
		Total:	27	<i>Distinguished Diploma recipients must complete at least 10 honors courses including a minimum of 6 AP courses.</i>	
		<i>Advanced Diploma recipients must complete at least 10 honors courses including a minimum of 3 AP courses.</i>			

## PROGRAM OF STUDY

College Prep Courses		Honors Courses	Advanced Placement Dual Enrollment
Algebra I	2-D Art I-III	Algebra II Honors	AP Biology
Algebra II	3-D Art I-III	Anatomy & Physiology Honors	AP Calculus AB
American Government	Acting I-IV	Ancient Civilization Honors	AP Calculus BC
Ancient Civilization	Chorus	Biology Honors	AP Chemistry
Biblical Foundation	Communications	Chemistry Honors	AP Computer Science
Biology	Computer Science Principles	Economics	AP English Lang/Comp
Chemistry	Concert Band	English I Honors	AP English Lit/Comp
Economics	Dance	English II Honors	AP European History
English I	Debate	English III Honors	AP Human Geography
English II	Digital Media	English IV Honors	AP Physics I
English III	Health Opportunities through PE	Forensics Science Honors	AP Precalculus
English IV	Leadership Skills Dev.	Geometry Honors	AP Psychology
Environmental Science	Music Technology	Math for College Algebra Accelerated*	AP Spanish Language
Foundations of Faith	Praise / Choral Ensemble	Modern World History Honors	AP Spanish Literature
Geometry	Principles of Engineering	Precalculus Honors	AP Statistics
Gospel Transformations	Robotics I-II	Spanish I Honors	AP Studio Art
Marine Biology	Sports Medicine	Spanish II Honors	AP US Government
Math for College Algebra	Symphonic Band	Spanish III Honors	AP US History
Math for Data and Financial	Team Sports I-II	Spanish IV Honors	AP World History
Literacy	Technical Theater	United States History	DE College Algebra
Spanish I	Videography		DE English Comp I
Spanish II	Weight Training I-III		DE English Comp II
United States History	Yearbook		
World History	Sr. Instructional Leadership Corps		
World Views In Light of Christ			

\*Second semester is DE College Algebra

## STEM CONCENTRATION

Students who are interested in STEM careers can get a head start on coursework that prepares them for success at the university level by completing the requirements of the STEM concentration. The final senior project allows students to work closely with a mentor so they can engage in research, experiments, and a culminating presentation to faculty. Students must complete at least one AP Math, Science & Computer Science course as well as STEM related electives.

## LEADERSHIP CONCENTRATION

Select students are given the opportunity to pursue courses and experiences to strengthen their leadership skills through the Global Christian Leadership concentration. The final senior project includes research and launch of a program that addresses the needs of the local, national or world community alongside a faculty mentor. In addition to specific leadership curriculum, students must participate in an international trip, hold a leadership position, and complete a minimum of 300 community service hours.

*The Master's Academy admits students of any race, color, national, or ethnic origin.*

## GRADING SCALE

Letter grades carry a numerical scale value for the purpose of calculating each student's over all GPA. (A=4, B=3, C=2, D=1, F=0)

Dual Enrollment and Advanced Placement courses are weighted one point while Honors courses are weighted half a point. All grades are factored into the cumulative GPA. English, Math & Foreign Language require a minimum of 70% to receive credit.

A+	97-100	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
		F	59 or below