

CURRICULUM GUIDE



WESTMINSTER
CHRISTIAN SCHOOL

**CHRIST-CENTERED EDUCATION
THAT PRODUCES FAITH-ROOTED
AND LIFE-READY GRADUATES**

Westminster Christian School

Curriculum Guide

Since the inception of Westminster Christian School in 1978, the mission of our school has been to partner with Christian parents to educate their children in the knowledge of God for the purpose of serving Him and glorifying Him in the culture in which we live. The administration, faculty, and staff who love the Lord seek to weave Biblical principles into all areas of the school experience. Our goal is to effectively prepare each of our students to succeed in all areas of their lives in order that they might affect their community for Jesus Christ.

We believe that the daily testimony of our faculty and staff, their words and actions, contribute in an ongoing and significant way to the formation of students' thinking. It is within the school setting and through classroom instruction that students learn how to view the world through God's principles, and thereby become better equipped to make decisions formed by God's values.

At Westminster Christian School, we believe it is important for all students to receive a high-quality, Christ-centered, academic education. Every student at Westminster receives foundational courses that are necessary for them to grow, learn, and succeed in both higher education and life. Students learn to work diligently and explore their gifts, while adhering to the principle that all work should be done with excellence and for God's glory. We believe that students must learn to think critically, and they should be challenged to evaluate and analyze the information presented to them.

Even as we realize the primary responsibility of education lies in the hands of parents, we embrace the opportunity to create this partnership and reinforce what is being taught at home. With this in mind, we believe that this collaboration of shared responsibility and accountability provides the best learning environment possible for our students.

God has blessed Westminster by providing us with the faculty, staff, students, and parents that compose this unique "Westminster Christian School family" community. Our prayer is that He will continue to provide His blessings in this joint effort to nurture and educate students now and for many years to come.

In His Service,

Westminster Christian School Administrative Team

While significant effort is made to maintain accuracy, information found in this curriculum guide is subject to change based on enrollment, faculty availability, and other considerations. Westminster Christian School reserves the right to alter curriculum or withdraw a course when it becomes impractical to offer.

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MISSION STATEMENT

Westminster Christian School's mission is to advance a loving, transformational, and excellent culture as we launch young men and women into the world for Christ.

EXPECTED STUDENT OUTCOMES

By God's grace, Westminster Christian School has set its sights on developing graduates who are characterized by excellence, transformational, and love.

Westminster students demonstrate EXCELLENCE...

- Westminster students have a scholarly knowledge of the Bible and understand it to be God's inspired Word, the foundation of all truth and life
- Westminster students understand and embrace the essential doctrines of the Christian faith
- Westminster students have a comprehensive command of the fundamental processes used in communicating with others (speaking, listening, writing, and reading)
- Westminster students are proficient in mathematics and science, can use the scientific method as a means of problem solving, and can see God's created order in the universe
- Westminster students possess appreciation for and skills within literature and the understanding of how they express and shape an individual's beliefs and values
- Westminster students can effectively and ethically use technology to communicate and find, analyze and evaluate information
- Westminster students possess skills and experiences that establish appreciation of languages and cultures of other peoples, dispelling prejudice, promoting interethnic harmony, and encouraging biblical hospitality
- Westminster students have a knowledge and an understanding of people, events, and movements in history (including church history) and the cultures of other peoples and places
- Westminster students have creative, versatile, and analytic mind supported by a spirit that pursues lifelong learning
- Westminster students solve complex problems by thinking critically and creatively
- Westminster students understand opposing world views and possess the apologetic skills to defend their faith
- Westminster students achieve and display competencies that will enable them to pursue the college and career goals to which they aspire

Westminster students are TRANSFORMATIONAL...

- Westminster students have a personal, saving relationship with Jesus Christ as Lord and Savior
- Westminster students have a strong moral compass that guides their mind, heart, and activity in a manner that glorifies God
- Westminster students have a scholarly knowledge of the Bible and the ability to study and apply scripture to all aspects of life
- Westminster students demonstrate commitment to growth in faith through study, prayer, and fellowship with other believers
- Westminster students display the ability to share their faith to others
- Westminster students have an appreciation for the natural environment and practice responsible stewardship of God's creation
- Westminster students pursue their unique passions and gifts, utilizing their knowledge and skills to transform the culture through Christ displaying excellence in all their endeavors

Westminster students are LOVING...

- Westminster students readily and humbly love others by means of their faith, compassion, and service
- Westminster students possess the intelligence and skills needed to build positive, cooperative, and effective relationships with others
- Westminster students display a heart of service motivated by the love for God and humankind
- Westminster students are actively engaged in the church and their community, serving God and others
- Westminster students demonstrate a consistent Christian world and life view by displaying God-honoring attitudes, understanding, and skills in all they endeavor to do and be

INSTRUCTIONAL PROGRAM GENERAL OBJECTIVES

Bible

1. To know that the Bible is the inerrant Word of God, inspired by the Holy Spirit.
2. To know that God reveals Himself and His salvation in the Bible.
3. To know that God is the Creator, Sustainer, and Sovereign Ruler of the universe, ordering all things according to His eternal plan for His own glory.
4. To know that Jesus Christ, the eternal Son of God, is the only Redeemer of mankind.
5. To know that there is one God, existing in three persons: Father, Son, and Holy Spirit.
6. To know that man was created in the image of God but fell into sin and that all human beings are born with a sinful nature.
7. To learn to recognize and evaluate unbiblical ways of thinking and teaching.
8. To know that we are saved by grace and not by works.
9. To know that God is holy, just, and full of mercy.
10. To desire fellowship with God through prayer and worship experience.
11. To desire love, joy, peace, and fellowship with other believers.
12. To desire to obey all the commandments of God as stated in the Bible.
13. To desire forgiveness of sins by repentance and faith in Christ.
14. To use the gifts God has given and joyfully serve God as long as one shall live.
15. To be trained in the love and fear of the Lord.
16. To learn Bible facts and Bible truth.
17. To memorize Scripture verses.
18. To learn Christian songs.

Math

1. To understand that God is the only source of order.
2. To understand that God established the laws of order.
3. To understand that God commands man to be orderly.
4. To be aware that God has created all things with a numerical aspect and numbers are subject to the laws of God: However, mathematical theorems are only man's fallible observation of God's order and not to be equated with God's law.
5. To be aware of continuity of space.
6. To understand and use the resources God has given.
7. To understand facts in order to be good stewards in God's world.
8. To perform computations with understanding, accuracy, and efficiency.
9. To understand the concepts of numbers.
10. To understand measurement.
11. To understand and solve the fundamental operations.
12. To observe and discover patterns in numbers and the geometric world.
13. To master basic mathematical facts.
14. To be neat in all work.

Reading

1. To understand that the primary motivation for learning to read is to be able to read the Bible, God's Holy Word.
2. To understand that the Bible itself is the greatest piece of literature.
3. To develop Christian standards of judgment and discrimination in the selection and evaluation of reading material.
4. To enjoy reading for pleasure and as a tool for learning new information.
5. To cultivate skills essential to proficiency in oral and silent reading.
6. To acquire study skills.
7. To develop interest in many types of literature.
8. To develop appreciation of literature.
9. To develop the ability to read material of increasing difficulty, complexity, and depth.

Listening

1. To listen quietly to God's Word with respect.
2. To look at the person who is speaking.
3. To listen and respond to a whole statement or idea before proceeding or responding.
4. To follow instruction.
5. To develop an appreciation and evaluation of what others are saying to minister or respond to their needs.
6. To realize that man is responsible for his listening choices.

Handwriting

1. To gain knowledge of correct letter and word formation.
2. To develop proper spacing and neatness.
3. To develop and maintain skill in handwriting at all times.
4. To realize that handwriting enables man to have the Word of God in written form.

Spelling

1. To acquire the ability and desire to always spell correctly.
2. To have knowledge as to where and how to find correct spelling of words.
3. To develop skill in using basic spelling rules.
4. To have knowledge of the meaning and usage of commonly used words.

Language Arts

1. To know that God is the originator of languages, and that He communicates to man through language.
2. To develop speech that is glorifying to God.
3. To develop good grammar and enunciation.
4. To interpret and describe events in a meaningful way.
5. To develop the ability to speak to a group effectively.
6. To develop the ability to communicate thoughts precisely in written and oral form.
7. To increase one's ability to organize thoughts.
8. To develop a larger, more meaningful vocabulary.
9. To develop an understanding of the structure of language through a formal study of grammar.
10. To realize that man's speech reveals his inner attitudes.
11. To know that man is responsible to God for what he says.

Social Studies

1. To understand oneself as God's child living in God's world.
2. To understand human behavior and social relationships in terms of one's significance as created in God's image.
3. To understand the abnormal conditions of the world due to sin and how sin adversely affects all human behavior and social relationships.
4. To see one's relationship to other people in the light of Christian fellowship and stewardship.
5. To see history as the unfolding of God's plan to bring glory to Himself.
6. To see history in terms of God's purpose to judge sin and to redeem His people.
7. To develop social studies, reading, map and globe skills to become better acquainted with God's world.
8. To develop critical thinking skills.
9. To develop Christian attitudes and values in relation to responsible citizenship.
10. To be aware of the many types of career choices that are a part of the adult world.
11. To be aware that their one choice of career must involve using the gifts God provides, for His glory.
12. To develop Christian attitudes and values toward the world of work.

Science

1. To understand that God is the Creator and Sustainer of the universe.
2. To understand that man is a finite creature in the universe.
3. To understand that the order of the universe represents God's continued providential control.
4. To increase knowledge and understanding of God's natural world.
5. To learn enjoyment, appreciation, and stewardship of God's world.
6. To acquire careful, logical, and investigative thinking.
7. To evaluate scientific technology from a Biblical perspective.
8. To learn about the pattern and order of nature as planned by God the Creator.
9. To develop God-given senses through scientific activities.
10. To understand that one's body is the "temple" of God, and that every believer has the responsibility to keep his body healthy so that he can serve the Lord properly.

Art

1. To understand that all are image-bears of God and possess God-given creative ability.
2. To recognize, explore, and develop the creative talents of all students.
3. To develop a feeling for the aesthetic.
4. To develop a positive Christian perspective of one's creative ability and how to use it to the glory of God.
5. To participate in various art experiences and art media.
6. To develop Christian love by sharing materials and working together congenially.
7. To see and appreciate the beauty of form, color, line, and composition of God's creation.

Physical Education

1. To know that God created the physical body.
2. To know that the body belongs to God and therefore, should be used for Him.
3. To know that God is concerned with health and health habits as evidenced by the laws to Israel.
4. To know that one is responsible to God to keep the body clean, neat, and under control.
5. To understand the body's needs of food, exercise, and rest.
6. To acquire laterality, directionality, and balance.
7. To participate in movement experiences that are fun and challenging.
8. To develop efficient hand-eye-foot coordination and rhythm.
9. To develop agility, balance, and coordination.
10. To acquire locomotor, non-locomotor, and manipulative skills.

Music

1. To make a joyful noise to the Lord, vocally and instrumentally.
2. To broaden and deepen the worship experience.
3. To learn the value of music in enriching the lives of others.
4. To appreciate and enjoy different types of music.
5. To respond through bodily movements: clapping, jumping, skipping, etc.
6. To have knowledge of and experience with melodic movement, rhythm, form of music, and harmony.
7. To have appreciation and knowledge of instruments.
8. To realize that whatever one does in music should help one to please God and delight more in Him.
9. To realize that God created man with the ability to produce and appreciate music.

PHILOSOPHY OF CURRICULUM

Westminster Christian School believes that each student should have access to instructional and library/research materials that enrich and support the educational programs of the school. It is the duty of the Curriculum Committee to provide a wide range of materials on all levels of difficulty with diversity of appeal and the presentation of differing viewpoints. One example can be found in science instruction, as we teach both the truth of creationism and the falsehood of evolution. The goal of instruction is to incorporate our faith and to use the Bible as the lens through which all curriculum is viewed. We seek to teach Biblical truths and to instruct students how to defend their faith.

It is our goal to provide high quality, relevant, seamless curriculum for all content areas and to ensure coherency and continuity across and between grade levels. As we seek to use high-quality and challenging curriculum components to best prepare our students for the next phase of their education, these goals may be achieved through the use of materials which come from both Christian and secular publishers.

Because of our Biblical approach, it is critical that each teacher, whose life is submitted to Christ and whose commitment is to incorporate Biblical truths into all aspects of instruction, be the driver of the curriculum. Westminster Christian School administration will provide on-going instructional leadership and professional development opportunities for all teachers in this critical area, which will in turn support learner-centered instruction for all students.

ACADEMIC SUPPORT PROGRAMS

Resource Services at Westminster exists to provide support to students needing varied instruction and to partner with parents of unique learners.

Tiered Programming Services

Programmed Instruction is coordinated with the school principal, classroom teacher and resource coordinator. Programmed instruction in middle school and high school is accomplished during advisory, or with permission, in lieu of scheduled classes. For Elementary School, this is provided in the resource room. Programmed Instruction can include any one or a combination of the following:

- SLANT or Wilson Language (IMSLEC accredited reading program designed for the dyslexic student)
- Lindamood-Bell Visualizing and Verbalizing - Conceptual imagery for comprehension and oral expression
- Handwriting without Tears - Complete Handwriting Curriculum
- I READY
- TouchMath - Math fluency development, time and money
- Math U Can See - Computation, math reasoning and comprehension with visual supports
- Lively Letters/Eywords

Instructional Support is coordinated with the school principal, classroom teacher and resource coordinator. Instructional support for Middle School and High School is scheduled during advisory, before or after school. For Elementary School, this may include support in the classroom or out. Instructional Support can include any one or a combination of the following:

- ReadLive - Online Reading Fluency, Vocabulary and Comprehension including written expression
- LexiaCore5 - Online Literacy Instruction covering Six Areas of Reading, Spelling and Language
- Content area curricular support
- Communication support
- Strategic instruction specific to coursework
- Zones of Regulation
- Sensory breaks including *How Does My Engine Run* program supports

Organization and Study Skills Support is coordinated with the school principal, classroom teacher and resource coordinator. At middle school and high school, it is scheduled during advisory, before or after school.

- Individual progress reviews
- Study skills training
- Organizational training

Summer Academic Programming is available online for a variety of content areas and skills for academic success. Elementary programming is available based on need and instructor availability.

Each of the resource support programs listed above are an additional cost above regular tuition. These programs can be provided individually or in group settings.

Secondary School Programming Services

At the Secondary level, resource staff partner with classroom teachers and provide small group support structures inside/outside the classroom for students based on their diagnosed learning challenges. Additionally, teaching staff are provided with tiered intervention strategies to best support struggling learners in the classroom.

PRESCHOOL PROGRAM

At Westminster Christian School, we have created a preschool program that is intended to grow each and every child as unique, special creations of God. We provide a nurturing environment that makes children feel safe, valued, and loved.

By developing close partnerships with parents, Westminster is able to uniquely nurture, encourage, and equip children for a successful future. Our commitment and passion is to build a strong foundation for ongoing academic and spiritual growth. We have an open-door policy which invites and encourages parents to participate and visit the classrooms at any time. It is our desire for parents to feel like they are a vital and valuable part of their child's education.

Westminster Christian Preschool is designed to foster each child's independence while providing for spiritual, social and academic growth. We are committed to a developmental approach to learning which encompasses the whole child. By approaching the unique needs and opportunities presented by preschoolers, Westminster Christian Preschool focuses on core areas: social/emotional development, spiritual development, basic skills in phonics and reading readiness, listening and thinking skills, math and printing. We teach an academic curriculum combined with weekly themes using structured and unstructured activities. Some examples of the themes that are covered include the following: My Family and My Community, Growing and Changing, and My Five Senses. For all the preschool programs we have specific language/literacy, math, gross/fine motor skills, social/emotional development, and writing goals. These goals will build a strong foundation to better prepare each child for the next school year. We recognize that all children do not learn the same way, so it is our goal to instruct using a variety of strategies.

By understanding and appreciating the fact that children are created in the image of God and therefore uniquely gifted, Westminster Christian Preschool also views the following to be important ingredients in the learning process: physical education, Bible, music, art, science, and world awareness. Westminster Christian Preschool's inclusion of these ingredients completes a varied and vibrant learning experience for each child.

Westminster Christian Preschool uses the Houghton Mifflin Pre-K Curriculum for all the preschool programs. The curriculum is presented in two ways. Initially, concepts are introduced during "large group" time. After a concept is introduced, children have the opportunity to practice the skills in various "hands on" center activities.

Westminster Christian Preschool uses the Walking With God and His People Bible Curriculum by Christian Schools International for all the preschool programs. This curriculum presents the Bible as ONE BIG STORY, rather than just a collection of great stories. We will see how these wonderful TRUE stories fit together. We have the opportunity to introduce students to who God is, what he does, what he is like (his personality), and to share with them his desire for a relationship with us. Our hope and prayer is that students will respond with their hearts and minds to God and his world. We desire that our students live their lives out of God's Story and learn to find their place in that Story.

Understanding the special needs of preschoolers, Westminster Christian Preschool will create an environment filled with order, security, knowledge, in a partnership with parents and the church to nurture, encourage and equip covenant children in their life journey. The desire is that Westminster Christian preschoolers grow in their understanding of God, His Word, and His World (including themselves as His creation). By being loved and cared for by Him, through their teachers, parents, and church we trust that they will mature into confident, intelligent, responsible, and gracious disciples of Christ.

Preschool Hours

Preschool 3 (T/Th - half day) 7:55 a.m. (Tues.) / 8:40 a.m. (Thurs.) - 11:30 a.m.
Prekindergarten 4 (half day)..... 7:55 a.m. - 11:15 a.m.
Prekindergarten 4 (full day)..... 7:55 a.m. - 2:45 p.m.

ELEMENTARY PROGRAM

Kindergarten

Westminster Christian School provides a kindergarten program designed to enable each student to learn and grow in a loving and caring environment. Each child has the opportunity to experience, explore, and create using his or her God-given abilities. Our program partners with parents and encourages parental participation throughout the year. Our ultimate goal is to prepare students for first grade. Both half-day and full-day kindergarten programs are offered. Both programs are similar in their curricular design, with more attention given to extended learning in the full-day program. Each program allows students to develop a love for learning and the confidence to succeed within a positive atmosphere.

Bible

Bible time is included daily in the kindergarten schedule. The instructor uses Scripture, picture cards, and flannel graph to present God's revelation of Himself from Genesis to the life of Christ. Students have opportunities to retell these stories through sequencing the flannel graph pieces and by dramatizing the stories themselves and with story figures. The teacher encourages practical application of the stories to the students' lives throughout the day, and seeks to develop, enrich, and broaden the students' responses to God as their Creator and Savior. Students are introduced to Bible characters and memorize Bible verses in accordance with the reading schedule. Occasionally, the Kindergarten classes attend chapel as their Bible time and are responsible for part of the chapel activities.

***Key Text: Walking with God and His People K: God's Wonders, Christian Schools International**

Free Play

Students have a free choice play period each day to provide opportunities for them to participate in activities that interest them with children of their choosing. Some of the options during this time include playing with construction type toys, cars/trucks, the water/sand table; engaging in various learning games and books; climbing/sliding; kitchen play; painting; puppet and dress up play.

Handwriting

The instructor teaches students neat and correct formation of manuscript letters. A variety of strategies are used to encourage correct letter formation. Each letter is introduced/modeled, practiced, and reviewed. Daily letter writing encourages proper letter formation, pencil grip, and posture.

***Key Text: Handwriting Without Tears, Learning Without Tears**

Math

This class provides a variety of hands-on activities for students. Students are engaged in learning through the use of different manipulatives, games, and activities related to each lesson. Students learn to identify shapes, sort, classify, compare, match, create patterns, graph, count and read numbers, tell time (on the hour), measure, estimate and explore coins. Students also begin the basics of adding and subtracting. The instructor provides ongoing assessments to keep students on target.

***Key Text: Go Math, by Houghton Mifflin Harcourt**

Music

Music is taught for worship, for appreciation of some classics, for tone recognition, for body motion, for verbal instructions, and for fun. Integration occurs as students sing songs related to content being studied. Lummi sticks and rhythmic band activities are included in the music program. Students have the opportunity to participate in school musicals beyond the classroom.

Phonics and Reading/Guided Reading

During instructional time students learn to recognize letters, associate sounds with letters, and blend sounds into words. Students identify similarities in words, memorize basic sight words, and begin reading simple sentences. Throughout the year, reading is integrated into other subject areas using themes and special events. Poems, stories, and finger plays expose students to a variety of written expression. Daily oral reading, shared-book experiences, and 'recycled' books encourage reading for pleasure.

Reading instruction develops knowledge and skills necessary to recognize printed words. Strategies are used as building blocks for fluent reading and comprehension. All students read a variety of genres to obtain a better understanding of God's world. Students also have opportunities to respond to literature.

In addition, Westminster uses a guided reading approach to learning reading strategies. Students study text at their individual reading level and are instructed in small groups. A variety of formative and summative assessments are used to monitor reading growth and progress.

***Key Text: Fountas & Pinnell Interactive Reading, Heinemann/Houghton Mifflin Harcourt**

Science

Students in kindergarten learn about specific topics found in Life, Physical and Earth Science. Students explore and learn through three distinct pathways: reading, digital/technology, and a discovery-based approach that enables them to experience a learning environment that is "hands-on." During their Kindergarten year, students learn more about themselves and the uniqueness that God has given to each individual. Students explore God's creation, which is all around them. Some topics covered include the following: living and non-living things, plants and animals, earth and sky, matter and mixture, and motion.

***Key Text: Exploring Science, National Geographic Learning/Cengage**

Social Studies

This class teaches the importance of our family and community. Students learn about the world and how God intends for us to be responsible citizens.

***Key Text: My World, Houghton Mifflin Publishing**

Writing

Instruction in this class builds solid foundational skills in written and oral communication and critical thinking. Teaching in this class centers on the traits model of writing which is a research-based, spiraling sequence of seven specific areas of focused instruction. These traits include the following: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation. The teacher utilizes a wide variety of "Mentor Texts" for student use, models her own writing daily, and focuses on frequent assessment to help drive further instruction.

This class also provides students with numerous concrete and practical strategies for planning, revising, and editing their writing such as free writing, gathering details, using graphic organizers, peer responding, improving word choice and sentence fluency, and using convention checklists. Each strategy is presented with models to illustrate the strategy, Try-It activities to give students practice with strategies, and whole-class, small-group, and individual student activities to help students master the strategies and apply them independently.

Students also learn to apply different strategies as they write in the various forms. These forms include narrative, expository, persuasive, response to literature, creative writing, research writing, and writing across the curriculum. The course also covers grammar skills, study reading, test-taking skills, note-taking skills, and public speaking.

***Key Text: Fountas & Pinnell Literacy, Heinemann/Houghton Mifflin Harcourt**

First Grade

Bible

A daily Bible time uses picture cards and activities to present God's covenant with His people. Students learn about God through Old Testament and New Testament Bible stories. Teachers use memorizing Bible verses, attending chapel, singing, dramatizing Bible stories, writing, and artistic activities to nurture students' faith in God and to encourage practical applications of His word in students' lives.

***Key Text: Walking with God and His People 1: God's Plan, Christian Schools International**

English

Instruction focuses on developing students' communication skills in listening, speaking, and writing. Daily oral language activities are also used to guide students in applying correct grammar usage to both oral and written work.

***Key Text: Fountas & Pinnell Literacy, Heinemann/Houghton Mifflin Harcourt**

Handwriting

This course teaches students neat and correct formation of manuscript letters. Students will strive for mastery of all lower case and upper case (capital) letters. Students are expected to utilize acceptable penmanship in all written work.

***Key Text: Zaner-Bloser Handwriting, Zaner-Bloser, Inc.**

History

The Story of the World curriculum bring ancient history to life as students in grade 1 learn about Egypt, Hammurabi and the Babylonians, the Greeks, China, Rome, and more! This curriculum brings to life the people, discoveries, conflicts, and stories that shaped human history beginning with the ancient era as told through a read-aloud format and through a Biblical lens.

In social studies, first-graders also learn about the communities in which they live. These communities include family, school, and nation. Students explore the culture of past communities. They learn map skills to explore the geography of our Earth. They learn and then use basic economics principles such as needs, wants, and choices. They explore how to honor God by becoming good citizens in their communities.

***Key Text: The Story of the World: History for the Classical Child, The Well-Trained Mind Press**
***Supplemental Text: School and Family, Houghton Mifflin Publishing**

Math

Our first-grade math students learn to understand and use numbers through 100. They practice addition and subtraction concepts and apply math skills and strategies to solve problems. Students explore and use patterns, shapes, fractions, time, and money. The teacher provides materials and instruction for first graders who need extra math support, who are on grade level, or who are advanced math learners. We also use "hands-on" materials as we explore, use, and master math concepts. The course also includes a strong technology component and offers online access for students when they are away from school.

***Key Text: Go Math, Houghton Mifflin Harcourt**

Reading/Guided Reading

Reading instruction in first grade develops knowledge and skills necessary to recognize printed words. Strategies are used as building blocks for fluent reading and comprehension. All students read a variety of genres to obtain a better understanding of God's world. Students also have opportunities to respond to literature.

In addition, Westminster uses a guided reading approach to learning reading strategies. Students study text at their individual reading level and are instructed in small groups. A variety of formative and summative assessments are used to monitor reading growth and progress.

***Key Text: Fountas & Pinnell Interactive Reading, Heinemann/Houghton Mifflin Harcourt**

Science

Students in first-grade study specific topics found in Life, Physical, and Earth Science. Students explore and learn through three distinct pathways: reading, digital/technology, and a discovery-based approach that enables them to experience a learning environment that is "hands-on." In first-grade, students will study the following areas: *Collecting and Examining Life* (Life Science), *Motion* (Physical Science) and *Weather* (Earth Science).

***Key Text: Exploring Science, National Geographic Learning/Cengage**

Spelling

Instructional time in this class is designed to enhance the weekly phonics skills taught in the reading curriculum. Students interact with the spelling words in a variety of daily assignments that include writing and phonics practice.

***KeyText: Spelling Connections, Zaner-Bloser, Inc.**

Writing

Instruction builds solid foundational skills in written and oral communication and critical thinking. Teaching centers on the traits model of writing which is a research-based, spiraling sequence of seven specific areas of focused instruction. These traits include the following: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation. The teacher utilizes a wide variety of "Mentor Texts" for student use, models her own writing daily, and focuses on frequent assessment to help drive further instruction.

This curriculum also provides students with numerous concrete and practical strategies for planning, revising, and editing their writing such as free writing, gathering details, using graphic organizers, peer responding, improving word choice and sentence fluency, and using convention checklists. Each strategy is presented with models to illustrate the strategy, Try-It activities to give students practice with strategies, and whole-class, small-group, and individual student activities to help students master the strategies and apply them independently.

Students also learn to apply different strategies as they write in the various forms. These forms include narrative, expository, persuasive, response to literature, creative writing, research writing, and writing across the curriculum. The course also covers grammar skills, study reading, test-taking skills, note-taking skills, and public speaking.

****Key Text: Fountas & Pinnell Literacy, Heinemann/Houghton Mifflin Harcourt***

Second Grade

Bible

Instruction focuses on God's promises. Second-grade begins by studying the creation and the conflict that arises with the fall into sin. As the year progresses, students read about how God acted to save and restore His people to a right relationship with Him and with the world. The year climaxes with Christ's death and resurrection, and it ends with a preview of the new heaven and the new earth.

****Key Text: Walking with God and His People 2: God's Promises, Christian Schools International***

English

This goal of this course is to develop students' communication skills in listening, speaking, and writing. Daily oral language activities are also used to guide students in applying correct grammar usage to both oral and written work.

****Key Text: Fountas & Pinnell Literacy, Heinemann/Houghton Mifflin Harcourt***

****Supplemental Text: Shurley English, Shurley Instructional Materials***

Handwriting

Explicit, ongoing handwriting instruction is a critical component of students' overall literacy development. Second-grade handwriting begins with an extensive review of all the manuscript letters. The review process allows each student to master the concepts of shape, size, slanting, and spacing taught in first grade. The transition from manuscript to cursive will take place during the beginning of the second semester and will focus on forming lower- and upper-case cursive letters.

****Key Text: Zaner-Bloser Handwriting, Zaner-Bloser, Inc.***

History

Students in grade 2 study The Middle Ages which brings to life the people, discoveries, conflicts, and stories that shaped human history. This curriculum covers major historical events from the fall of Rome to the Rise of the Renaissance. The engaging curriculum tells world history in a compelling, fun way through a biblical lens.

This course also guides the student to understand the people and places of the world through an understanding of the places and functions surrounding them, beginning in the neighborhood. Topics such as rules of a community, geographical climates, immigration, American symbols, goods and services, America's Indians, the American Revolution, heroes in America's history, and government are addressed through non-fiction literature as well as biographies, fictional stories, and map skills.

****Key Text: The Story of the World: History for the Classical Child, The Well-Trained Mind Press***

****Supplemental Text: Neighborhoods, Houghton Mifflin Publishing***

Math

This course meets the diverse learning needs of all children. The class promotes structure and order. With teacher guidance, students see that there is an absolute truth from God - even in math. Students are taught introductory and mastery level concepts including addition and subtraction facts up to 20, place value to 1,000, graphing, money, 3-digit regrouping, fractions, geometry, measurement, time, and multiplication and division facts of 2, 5, and 10. The teacher provides materials and instruction for second graders who need extra math support, who are on grade level, or who are advanced math learners. We also use "hands-on" materials as we explore, use, and master math concepts. The class also includes a strong technology component and offers online access for students at school and when they are away from school.

***Key Text: Go Math, Houghton Mifflin Harcourt**

Reading/Guided Reading

This course incorporates several different components each week: comprehension and vocabulary; phonics, word study, and spelling; writing and grammar; oral language, speaking, and listening. These components are presented in many different ways throughout the week and include the following: whole group and small group interaction, center work, workbook pages, silent reading, reading buddies, games, and songs. The goals for this course are to instill a love for reading, to have students read fluently, and to have students comprehend reading material on an appropriate developmental level.

In addition, Westminster uses a guided reading approach to learning reading strategies. Students are given text at their individual reading level and are instructed in small groups. A variety of formative and summative assessments are used to monitor reading growth and development.

***Key Text: Fountas & Pinnell Interactive Reading, Heinemann/Houghton Mifflin Harcourt**

Science

Students in the second-grade study specific topics found in Life, Physical and Earth Science. Students explore and learn through three distinct pathways: reading, digital/technology, and a discovery-based approach that enables them to experience a learning environment that is "hands-on." In second-grade, students will study the following areas: *Life Cycles, Solar System, Weather, Matter, Energy, Motion, and Force*.

***Key Text: Exploring Science, National Geographic Learning/Cengage**

Spelling

This curriculum is designed to enhance the weekly phonics skills taught in the reading curriculum. Students interact with the spelling words in a variety of daily assignments that include writing and phonics practice. At the end of each week, students take a spelling test.

***Key Text: Spelling Connections, Zaner-Bloser, Inc.**

Writing

Instruction in this course builds solid foundational skills in written and oral communication and critical thinking. Teaching in this course centers on the traits model of writing which is a research-based, spiraling sequence of seven specific areas of focused instruction. These traits include the following: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation. The teacher utilizes a wide variety of "Mentor Texts" for student use, models her own writing daily, and focuses on frequent assessment to help drive further instruction.

This course also provides students with numerous concrete and practical strategies for planning, revising, and editing their writing such as free writing, gathering details, using graphic organizers, peer responding, improving word choice and sentence fluency, and using convention checklists. Each strategy is presented with models to illustrate the strategy, Try-It activities to give students practice with strategies, and whole-class, small-group, and individual student activities to help students master the strategies and apply them independently.

Students also learn to apply different strategies as they write in the various forms. These forms include narrative, expository, persuasive, response to literature, creative writing, research writing, and writing across the curriculum. The course also covers grammar skills, study reading, test-taking skills, note-taking skills, and public speaking.

***Key Text: Traits Writing, Scholastic**

***Key Text: Write Source, Great Source Publication Group**

Third Grade

Bible

Bible in third grade focuses on the students being able to gain factual knowledge of the Bible and to grow in living to God's glory. Students develop a deeper understanding of God and His plan of redemption through the study of creation and God's covenantal relationship with His people. The curriculum teaches students about God's characteristics and what it means to be created in God's image. It emphasizes both who we are and our identity in relationship to God. The course includes weekly Scripture memorization and classroom discussion.

***Key Text: Walking with God and His People 3: Calling of God's Tribe, Christian Schools International**

English

This course seeks to provide a solid foundation in the skills needed to communicate effectively. Using brain-based teaching principles like rhythm, repetition, and student-teacher interaction allows students to achieve success and gain enthusiasm for English.

***Key Text: Shurley English, Shurley Instructional Materials**

Handwriting

Explicit, ongoing handwriting instruction is a critical component of students' overall literacy development. The third-grade handwriting curriculum begins with a short review of manuscript writing. This is followed by extensive practice in cursive to develop mastery in letter formation. Students also practice the use of writing for various purposes such as making lists, writing letters and postcards, and addressing envelopes.

***Key Text: Zaner-Bloser Handwriting, Zaner-Bloser, Inc.**

History

The third-grade Social Studies course is taught through units with an underlying connection to Communities. By studying their own geography as well as the development of very early communities long ago, students learn reasons why people have moved from place to place as things change over time. They also learn about various governments within differing communities. Students develop an understanding of basic human needs and wants while learning to make good economic choices. They also learn what it means to be a good citizen while celebrating all our differences and cultures.

***Key Text: The Story of the World: History for the Classical Child, The Well-Trained Mind Press**

***Supplemental Text: Communities, Houghton Mifflin Publishing**

Math

Third-grade students continue to improve addition and subtraction skills with multi-digit numbers, while learning multiplication and division facts. Throughout the year students also work with measurement concepts, place value, fractions, decimals, graphs, geometric figures, and word problems. The goal is to improve students' critical thinking skills and application of key math concepts. This teacher provides materials and instruction for third graders who need extra math support, who are on grade level, or who are advanced math learners. We also use "hands-on" materials as we explore, use, and master math concepts. The course also includes a strong technology component and offers online materials for students both in class and when they are away from school.

***Key Text: Go Math, Houghton Mifflin Harcourt**

Reading/Guided Reading

This course focuses on several different components each week: comprehension and vocabulary; phonics, word study, and spelling; writing and grammar; oral language, speaking, and listening. These components are presented in many different ways throughout the week and include the following: whole group and small group interaction, center work, workbook pages, silent reading, reading buddies, games, and songs. The goals for this course are to instill a love for reading, to have students read fluently, and to have students comprehend reading material on an appropriate developmental level.

In addition, Westminster uses a guided reading approach to learning reading strategies. Students are given a wide variety of texts at their individual reading level and are instructed in small groups. Formative and summative assessments are used to monitor reading growth and development.

***Key Text: Fountas & Pinnell Interactive Reading, Heinemann/Houghton Mifflin Harcourt**

Science

Students in the third-grade study specific topics found in Life, Physical and Earth Science. Students explore and learn through three distinct pathways: reading, digital/technology, and a discovery-based approach that enables them to experience a learning environment that is "hands-on." In third-grade, students will study the following areas: *Ecosystems, Plants and Living Things, Earth and Weather, Earth and Our Universe, Matter, Energy and its Forms, Forces and Motion.*

***Key Text: Exploring Science, National Geographic Learning/Cengage**

Spelling

This spelling curriculum is designed to enhance the weekly phonics skills taught in the reading curriculum. Students interact with the spelling words in a variety of daily assignments that include writing and phonics practice. At the end of each week, students take a spelling test.

***Key Text: Spelling Connections, Zaner-Bloser, Inc.**

Writing

Instruction in this course builds solid foundational skills in written and oral communication and critical thinking. Teaching in this course centers on the traits model of writing which is a research-based, spiraling sequence of seven specific areas of focused instruction. These traits include the following: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation. The teacher utilizes a wide variety of "Mentor Texts" for student use, models her own writing daily, and focuses on frequent assessment to help drive further instruction.

This course also provides students with numerous concrete and practical strategies for planning, revising, and editing their writing such as free writing, gathering details, using graphic organizers, peer responding, improving word choice and sentence fluency, and using convention checklists. Each strategy is presented with models to illustrate the strategy, Try-It activities to give students practice with strategies, and whole-class, small-group, and individual student activities to help students master the strategies and apply them independently.

Students also learn to apply different strategies as they write in the various forms. These forms include narrative, expository, persuasive, response to literature, creative writing, research writing, and writing across the curriculum. The course also covers grammar skills, study reading, test-taking skills, note-taking skills, and public speaking.

***Key Text: Traits Writing, Scholastic**

***Key Text: Write Source, Great Source Publication Group**

Fourth Grade

Bible

In Bible, fourth graders learn about the history of God's people. The main aspect of the Bible curriculum is to show that even when God's people went astray to follow worthless idols, God continued to draw His people closer to Himself. Study begins by examining First Samuel and traces the history of Israel to Second Chronicles. Throughout the year, fourth-grade students see that God continues to send prophets to His people to draw them back to Him.

***Key Text: Walking with God and His People 4: Record of God's Nation, Christian Schools**

International

English

This course is a study of how our language is put together. Students cover the eight parts of speech, learn how to classify sentences, and engage in word studies such as synonyms, antonyms, analogies, hyphenated adjectives, multiple-meaning words, and acronyms.

***Key Text: Shurley English, Shurley Instructional Materials**

Handwriting

Explicit, ongoing handwriting instruction is a critical component of students' overall literacy development. Extensive practice in cursive to develop mastery in letter formation is the heart of the fourth-grade curriculum. Students also practice the use of writing for various purposes.

***Key Text: Zaner-Bloser Handwriting, Zaner-Bloser, Inc.**

History

This course focuses on the states and regions of the United States. It begins with geography and the basic concepts of a region. Students then explore each region and the way of life of its people. The East, the South, the Midwest, and the West are the core of the content. Instruction also engages students to make connections to other places in the world.

***Key Text: The Story of the World: History for the Classical Child, The Well-Trained Mind Press**
***Supplemental Text: States and Regions, Houghton Mifflin Publishing**

Math

Students in this course review and expand on addition, subtraction, multiplication, and division. They also work on adding, subtracting, and multiplying with fractions and decimals. Place value, estimation, and rounding are also covered to help students in all aspects of math class. Some higher-level areas of math will be taught including algebra, integers and rational numbers, mental math, graphs, inequalities, and patterns. Materials and instruction are provided for fourth graders who need extra math support, who are on grade level, or who are advanced math learners. We also use "hands-on" materials as we explore, use, and master math concepts. This course also includes a strong technology component and offers online access for students in the classroom and when they are away from school.

***Key Text: Go Math, Houghton Mifflin Harcourt**

Reading/Guided Reading

This course focuses on several different components each week: comprehension and vocabulary; phonics, word study, and spelling; writing and grammar; oral language, speaking, and listening. These components are presented in many different ways throughout the week and include the following: whole group and small group interaction, center work, workbook pages, silent reading, reading buddies, games, and songs. The goals for this course are to instill a love for reading, to have students read fluently, and to have students comprehend reading material on an appropriate developmental level.

In addition, Westminster uses a guided reading approach to learning reading strategies. Students are given a wide variety of texts at their individual reading level and are instructed in small groups. Formative and summative assessments are used to monitor reading growth and development.

***Key Text: Fountas & Pinnell Interactive Reading, Heinemann/Houghton Mifflin Harcourt**

Science

Students in the fourth-grade study specific topics found in Life, Physical and Earth Science. Students explore and learn through three distinct pathways: reading, digital/technology, and a discovery-based approach that enables them to experience a learning environment that is "hands-on." In fourth-grade, students will study the following areas: *Ecosystems, Plants and Animals, Earth's Resources, Earth and Space, Matter, Energy and Heat, Electricity and Magnetism, and Motion.*

***Key Text: Exploring Science, National Geographic Learning/Cengage**

Spelling

This course is designed to enhance the weekly phonics skills taught in the reading curriculum. Students interact with the spelling words in a variety of daily assignments that include writing and phonics practice. At the end of each week, students take a spelling test.

***Key Text: Spelling Connections, Zaner-Bloser, Inc.**

Writing

Instruction in this course builds solid foundational skills in written and oral communication and critical thinking. Teaching in this course centers on the traits model of writing which is a research-based, spiraling sequence of seven specific areas of focused instruction. These traits include the following: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation. The teacher utilizes a wide variety of "Mentor Texts" for student use, models his own writing daily, and focuses on frequent assessment to help drive further instruction.

This course also provides students with numerous concrete and practical strategies for planning, revising, and editing their writing such as free writing, gathering details, using graphic organizers, peer responding, improving word choice and sentence fluency, and using convention checklists. Each strategy is presented with models to illustrate the strategy, Try-It activities to give students practice with strategies, and whole-class, small-group, and individual student activities to help students master the strategies and apply them independently.

Students also learn to apply different strategies as they write in the various forms. These forms include narrative, expository, persuasive, response to literature, creative writing, research writing, and writing across the curriculum. The course also covers grammar skills, study reading, test-taking skills, note-taking skills, and public speaking.

***Key Text: Traits Writing, Scholastic**

***Key Text: Write Source, Great Source Publication Group**

Additional Elementary Courses

Art

Students have art one day a week for one hour. The elementary art program introduces students to the visual principles that God, as the Ultimate Creator, has set in place, and allows students to discover and develop their own God-given creativity. The program equips students with visual literacy and critical thinking skills, and exposes them to cultural, historic, and contemporary art perspectives. Additionally, hands on learning experiences serve to further develop students' technical skills within an array of art materials. Concepts are repeated and built upon year to year, developing self-esteem and self-discipline, and preparing students to be future creators and visual consumers.

Physical Education

Students in grades kindergarten - fifth receive P.E. class twice a week for a period of thirty minutes each class.

Kindergarten: The teacher incorporates activities that demonstrate, develop, and practice locomotor skills. The teacher incorporates Biblical reference on creation and the wonders of our bodies. Group games and activities that encourage sitting still and keeping one's hands to oneself while listening and following simple directions are provided. The introduction of playing with others and objects is given through organized activity as well as individual learning through playing with objects.

First and Second Grade: The teacher incorporates activities that develop strong locomotor skills through teaching, demonstrating and thoroughly practicing specific skills. Group games and activities that work on listening and following simple as well as advanced directions are provided. Students are also introduced to team games. Students are taught to play games by the rules and to play fairly. Students are given the opportunity to increase their throwing and catching skills by playing games and engaging in activities that use different sizes and types of balls, beanbags, or other objects. Biblical integration is taught through the incorporation of Biblical principles as they apply to the care of the body as the temple of the Holy Spirit, the wonder of the human form, and the reality of being created in God's image.

Third and Fourth Grade: The teacher incorporates activities that continue to fine tune students' locomotor, throwing, and catching skills. Students are taught proper stretching techniques before exercise, the importance of physical fitness, and the importance of physical education from a Biblical perspective. Students practice fitness activities throughout the year and participate in a fitness program. Students are also introduced to team games with more rules and are taught how to learn, follow, and play by the rules. The importance of sportsmanship and playing for the Lord is a major focus. Students are asked to start the process of learning basic team and individual strategies for the games and activities that are played.

General Music

Students have music class twice a week for a period of thirty minutes each class.

General classroom music is an on-going course of study that is intended to equip each student with the auditory, visual, and cognitive tools necessary to function musically at some level. The elementary course of study also prepares gifted students with the necessary groundwork to succeed in High School and Collegiate music courses. To accomplish this, the National Standards in Music Education are followed. They include singing a varied repertoire; performing on instruments; improvising melodies, variations, and accompaniments; composing and arranging within guidelines; reading and notating music; listening to, analyzing, and describing music; evaluating music and music performance; understanding relationships between music, the other arts and disciplines outside the arts; and understanding music in relation to faith, history and culture.

Extracurricular Activities

ACSI Activities

Art Festival
Math Olympics
Speech Meet
Spelling Bee

Fine Arts

Band (Grade 4 only)
Strings (Kind – Grade 4)
Instrumental/Choir Concerts
Musical Productions (Grades 3 and 4)
Visual Arts Classes

Clubs

Young Writer's Club
Young Engineer's Club
Art Club
Chess Club

Grade Scale

A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Below 60	P Pass
A- 90-92	B 83-86	C 73-76	D 63-66		F Fail
	B- 80-82	C- 70-72	D- 60-62		

Report Cards

Report cards are posted on FACTS school management system (formerly known as RenWeb/ParentsWeb) following each trimester's grading period for all elementary students. Students in grades 3-4 and their parents are expected to be aware of their ongoing grades by monitoring academic progress on a more frequent basis between report cards via FACTS. Westminster Christian School seeks to assist parents in this task by making teacher grade books in grades 3-4 available at all times in FACTS and by encouraging frequent communication between parents and teachers.

Standardized Testing

All students in Grade 1 through Grade 4 take the IOWA Assessments. This set of standardized assessments is administered each spring, usually in mid to late April. Results are mailed to parents in June.

MIDDLE SCHOOL PROGRAM

Middle School Courses by Department

These are current course offerings and may vary from year to year, based on availability and student interest.

<u>BIBLE</u>		<u>4 Years Needed</u>
Grade 5	Walking with God and His People 5	
Grade 6	Walking with God and His People 6	
Grade 7	Walking with God and His People 7	
Grade 8	Walking with God and His People 8	

<u>HISTORY</u>		<u>4 Years Needed</u>
Grade 5	United States History	
Grade 6	World History	
Grade 7	U.S. History	
Grade 8	Constitution/Geography	

<u>LANGUAGE ARTS</u>		<u>4 Years Needed</u>
Grade 5	Literature and Composition	
Grade 6	Literature and Composition	
Grade 7	Literature and Composition	
Grade 8	Literature and Composition	

<u>MIDDLE SCHOOL EXPLORATORIES</u>	
All Grades	Art
All Grades	Choir
All Grades	Physical Education
All Grades	Band (Full Year)
All Grades	Theater
Grades 7/8	Spanish (Full Year)

<u>MATHEMATICS</u>		<u>4 Years Needed</u>
Grade 5	Go Math	
Grade 6	Big Ideas Math: Modeling Real Life 1	
Grade 7	Big Ideas Math: Modeling Real Life 2	
Grade 8	Big Ideas Math: Modeling Real Life 3	

<u>SCIENCE</u>		<u>4 Years Needed</u>
Grade 5	Integrated iScience, Course 1	
Grade 6	Integrated iScience, Course 1	
Grade 7	Integrated iScience, Course 2	
Grade 8	Integrated iScience, Course 3	

Grade Scale

A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Below 60	P Pass
A- 90-92	B 83-86	C 73-76	D 63-66		F Fail
	B- 80-82	C- 70-72	D- 60-62		

Report Cards

Report cards are issued each semester. Report cards are posted following each semester grading period and reflect letter grades. Students are expected to be aware of their ongoing grades, and parents are strongly encouraged to monitor academic progress on a more frequent basis through FACTS (formerly known as RenWeb/ParentsWeb). Westminster Christian School seeks to assist parents in this task by providing on-line, real-time academic data and frequent communication between parents and teachers throughout the year.

Standardized Testing

All middle school students, grades 5-8, take the Measures of Academic Progress (M.A.P.) assessment two times per year: fall and spring. Students in eighth grade take the PSAT in the fall of each year.

Fifth Grade

Bible

The grade 5 curriculum spans the Old and New Testaments, examining God's covenant promises, from the exile through Jesus' early life and ministry. As students learn about the various leaders God raised up for His people, they will see His loving care and preparation for His people unfold through the fulfillment of Jesus' ministry.

****Key Text: Walking with God and His People 5, Christian Schools International***

Language Arts 5

Students will focus on introducing foundational skills in Literature, Grammar, and Writing. Through novels, short stories, literature circles, and independent reading, students will discover a love for literature while learning strategies to become stronger readers. In addition, students will be able to:

- distinguish between different types of genres
- identify various types of figurative language
- identify/analyze important passages and interpret their significance
- understand and recognize different elements of literature
- identify elements and analyze poetry

Students will also have the opportunity to work across the curriculum using Literature to further enrich various units in History including the medieval time period.

Students will use the Six Traits of Writing (sentence fluency, word choice, voice, ideas, organization, and conventions) in addition to MEL-Con paragraph format to further develop and strengthen students' writing skills.

Grammar concepts will be taught as we explore different forms of writing. Students will be able to properly construct sentences and paragraphs, while effectively expressing ideas in narrative, expository, and persuasive forms. Students will also develop presentation and communication skills through various projects, presentations, and speeches.

****Key Text: Shurley English, Shurley Instructional Materials***

****Supplemental Text: Growing your Vocabulary, Prestwick House***

****Novel list available upon request***

History

Students in fifth-grade history travel the walkways of America's heritage and history beginning with the "original" Americans and their interaction with the European explorers. From there, the journey continues through the thirteen colonies to the constructing of the United States by the colonists' revolution against England. Exploration of the western expansion that led to an eventual and unstoppable Civil War and its impact on the country's future is also studied. The course concludes with a study of the Reconstruction period and immigration.

****Key Text: United States History, Houghton Mifflin***

Math

Fifth-grade math builds on the concepts taught in fourth grade. Students learn to add, subtract, multiply and divide decimals and fractions. Students become skilled in two-digit multiplication and will divide with two-digit divisors. Geometry concepts include symmetry, congruence, and classifying and measuring angles, triangles, and polygons. Algebra concepts include missing digits and factors. Coordinate graphing, percent, volume, mass, data collection, probability and problem solving is taught. The curriculum provides materials and instruction for fifth graders who need extra math support, who are on grade level, or who are advanced math learners. We also use "hands-on" materials as we explore, use, and master math concepts. The curriculum also includes a strong technology component and offers online access for students when they are away from school.

****Key Text: Go Math, Houghton Mifflin Harcourt***

Science 5

This program puts exploration at the heart of science. Scientific inquiry encourages investigation, collaboration, and creativity. The blended print and digital curriculum apply scientific and engineering practices in problem-based scenarios. Students focus on analysis, critical thinking, and designing solutions as they explore real-world topics and everyday phenomena. It is a complete integrated Middle School Science Curriculum, which incorporates elements from the domains of Life, Earth, and Physical Sciences.

***Key Text: Integrated iScience, Course 1, McGraw-Hill Education**

Sixth Grade

Bible

The grade 6 curriculum completes the four-year study of the Bible begun in grade 3. Students will draw connections between the Old and New Testament through their review study of Jesus' ministry, death, resurrection, and ascension. Insights will be gained into how to share the gospel message through the examples of Peter, Paul, and others. The curriculum includes a study of Colossians and the letters sent by the apostles to the early church. This is followed by a study of the Book of Revelation and God's promise of everlasting life with Him.

***Key Text: Walking with God and His People 6, Christian Schools International**

Language Arts 6

Students will focus on introducing foundational skills in Literature, Grammar, and Writing. Through novels, short stories, literature circles, and independent reading, students will discover a love for literature while learning strategies to become stronger readers. In addition, students will be able to:

- distinguish between different types of genres
- identify various types of figurative language
- identify/analyze important passages and interpret their significance
- understand and recognize different elements of literature
- identify elements and analyze poetry

Students will also have the opportunity to work across the curriculum using Literature to further enrich various units in History including the medieval time period.

Students will use the Six Traits of Writing (sentence fluency, word choice, voice, ideas, organization, and conventions) in addition to MEL-Con paragraph format to further develop and strengthen students' writing skills.

Grammar concepts will be taught as we explore different forms of writing. Students will be able to properly construct sentences and paragraphs, while effectively expressing ideas in narrative, expository, and persuasive forms. Students will also develop presentation and communication skills through various projects, presentations, and speeches.

***Key Text: Shurley English, Shurley Instructional Materials**

***Supplemental Text: Growing your Vocabulary, Prestwick House**

***Novel list available upon request**

Math 6

This course is the first of a three-year sequence of courses designed to prepare students for a rigorous college preparatory high school mathematics course. Course 1 uses problem-solving strategies, questioning, investigating, analyzing critically, gathering, and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts.

***Key Text: Big Ideas Math: Modeling Real Life, Grade 6, Larson**

Science 6

This program puts exploration at the heart of science. Scientific inquiry encourages investigation, collaboration, and creativity. The blended print and digital curriculum apply scientific and engineering practices in problem-based scenarios. Students focus on analysis, critical thinking, and designing solutions as they explore real-world topics and everyday phenomena. It is a complete integrated Middle School Science Curriculum, which incorporates elements from the domains of Life, Earth, and Physical Sciences.

***Key Text: Integrated iScience, Course 1, McGraw-Hill Education**

World History

The sixth-grade students are exposed to early civilizations and periods of history up through the Middle Ages, medieval times, the ages of exploration and enlightenment, the Renaissance and Reformation and even the Spanish discovery of the Americas. Throughout the course students are guided in developing a Biblical world view in comparing cultures and the life of peoples within global history.

***Key Text: Discovering our Past: A History of the World, McGraw-Hill**

Seventh Grade

Bible 7

The grade 7 curriculum has a thematic approach that replaces the chronological approach employed in the preschool-grade 6 curriculum. Grade 7 concentrates on Old Testament themes, the feasts of Israel, a study of Job, Ecclesiastes and Proverbs, a unit on prayer, Intertestamentary times and a final unit on library genres. Each unit is designed to add to the student's biblical understanding.

***Key Text: Walking with God and His People 7, Christian Schools International**

Language Arts 7

Students will build on the foundational skills introduced in 6th grade. We will continue to focus on Literature, Grammar, and Writing. Through novels, short stories, literature circles, and independent reading, students will discover a love for literature while learning strategies to become stronger readers. In addition, students will be able to:

- distinguish between different types of genres
- identify various types of figurative language
- identify/analyze important passages and interpret their significance
- understand and recognize different elements of literature
- identify elements and analyze poetry

Students will also have the opportunity to work across the curriculum using Literature to further enrich various units in History including Westward Expansion, WWII, and Civil Rights.

Students will use the Six Traits of Writing (sentence fluency, word choice, voice, ideas, organization, and conventions) in addition to MEL-Con paragraph format to further develop and strengthen students' writing skills.

Grammar concepts will be taught as we explore different forms of writing. Students will be able to properly construct sentences and paragraphs, while effectively expressing ideas in narrative, expository, and persuasive forms. Students will also develop presentation and communication skills through various projects, presentations, and speeches.

***Key Text: Shurley English, Shurley Instructional Materials**

***Supplemental Text: Latin and Greek Roots: A Study of Word Families Level 1, Prestwick House**

***Novel list available upon request.**

Math 7

This course is the second of a three-year sequence of courses designed to prepare students for a rigorous college preparatory high school mathematics course. Course 2 uses problem-solving strategies, questioning, investigating, analyzing critically, gathering, and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts.

***Key Text: Big Ideas Math: Modeling Real Life, Grade 7, Larson**

Science 7

This program puts exploration at the heart of science. Scientific inquiry encourages investigation, collaboration, and creativity. The blended print and digital curriculum apply scientific and engineering practices in problem-based scenarios. Students focus on analysis, critical thinking, and designing solutions as they explore real-world topics and everyday phenomena. It is a complete integrated Middle School Science Curriculum, which incorporates elements from the domains of Life, Earth, and Physical Sciences.

***Key Text: Integrated iScience, Course 2, McGraw-Hill Education**

U.S. History

Beginning with an overview of the founding of our country and the Constitution, through expansion, the Civil War, America's rise as a world power and up to the beginnings of the twenty-first century students learn about the major political, economic and social changes that have shaped our nation. A Christian perspective is applied throughout the course as moral and ethical issues of our young nation emerge. A chronological approach incorporating primary source documentation reveals major themes of social and political significance and cultural change over time taking America from a scattered simple agricultural nation to complex cohesive military and industrial superpower.

***Key Text: Discovering our Past: A History of the United States, McGraw-Hill**

Eighth Grade

Bible 8

The grade 8 curriculum has a thematic approach that replaces the chronological approach employed in the preschool-grade 6 curriculum. Grade 8 curriculum concentrates on the New Testament. Materials explore the history of the church, beginning with the birth and ministry of Jesus through Revelation, and continuing to the present.

***Key Text: Walking with God and His People 8, Christian Schools International**

Language Arts 8

Grade 8 Language Arts will continue to focus on strengthening students' skills and understanding in Literature, Grammar, and Writing. Through novels, short stories, literature circles, and independent reading, students will continue to develop a love for literature while learning strategies to become stronger readers. In addition, students will be able to:

- distinguish between different types of genres
- identify various types of figurative language
- identify/analyze important passages and interpret their significance
- understand and recognize different elements of literature
- identify elements and analyze poetry

Students will also have the opportunity to work across the curriculum using Literature to further enrich various units in History including a Biography Unit focusing on figures in American History, and a Social Justice Unit focusing on different countries and cultures around the world.

Students will use the Six Traits of Writing (sentence fluency, word choice, voice, ideas, organization, and conventions) in addition to MEL-Con paragraph format to further develop and strengthen students' writing skills.

Grammar concepts will be taught as we explore different forms of writing. Students will be able to properly construct sentences and paragraphs, while effectively expressing ideas in narrative, expository, and persuasive forms. Students will also develop presentation and communication skills through various projects, presentations, and speeches.

***Key Text: Shurley English, Shurley Instructional Materials**

***Supplemental Text: Latin and Greek Roots: A Study of Word Families Level 2, Prestwick House**

***Novel list available upon request**

Math 8

This course is the third of a three-year sequence of courses designed to prepare students for a rigorous college preparatory high school mathematics course. Course 3 uses problem-solving strategies, questioning, investigating, analyzing critically, gathering, and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts.

***Key Text: Big Ideas Math: Modeling Real Life, Grade 8, Larson**

Science 8

This program puts exploration at the heart of science. Scientific inquiry encourages investigation, collaboration, and creativity. The blended print and digital curriculum apply scientific and engineering practices in problem-based scenarios. Students focus on analysis, critical thinking, and designing solutions as they explore real-world topics and everyday phenomena. It is a complete integrated Middle School Science Curriculum, which incorporates elements from the domains of Life, Earth, and Physical Sciences.

***Key Text: Integrated iScience, Course 3, McGraw-Hill Education**

U.S. Government/Geography

During the first part of the school year, we will study the United States Constitution and the purpose for which it was written. In addition, the Presidency, Congress, and the judicial branch are examined as to how each impacts the lives of individuals today. Beginning in Quarter 2, students spend time focusing on United States and world geography. Students will review states and capitals of the U.S. and continue with the study of other continents, countries, and capitals. Mapping skills are also introduced and incorporated into each unit studied. The course is designed to focus on the climates and landforms of a region and on the culture, history, and environment of those regions. Special emphasis is placed on the resources produced by other countries and the impact they have or do not have on the United States. Religions found in each country and how they compare and contrast with Christianity are also studied.

***Key Text: Discovering World Geography, McGraw-Hill**

Middle School Electives

These courses provide students with unique experiences in various areas.

Art

The visual art program develops students in the visual principles that God, as the Ultimate Creator, has set in place, and allows students to discover and develop their own God-given creativity. The program equips students with visual literacy and critical thinking skills, and exposes them to cultural, historic, and contemporary art perspectives. Additionally, hands-on learning experiences serve to further develop students' technical skills within an array of art materials.

Band (Full Year Course)

Band is a class with the goal of learning how to create beautiful music unto the Lord and to glorify Him with our musical gifts. Through study of rhythm, tone, meter and musical devices, our aim is to develop excellent musicianship and to share it with others. Band is a team building class where students learn how to encourage each other and work as a unit. Students in band explore a wide range of musical genres throughout the semester and study elements of history of music and music theory.

*Students must be proficient on their musical instruments to enroll in band. Private music lessons are strongly encouraged for all middle and high school band students.

Choir

Middle School Choir focuses on the basics of music theory and music history, as it applies to performance. Students will develop professional performance skills through improved vocal tone, increased knowledge of vocal health, practice in expression, blend, and diction. Students will learn the importance of community and learn to worship Christ through excellence of song and increased knowledge of His complex creation of sound. The semester concludes with a Fine Arts Concert, where students have the opportunity to perform and to support the arts at Westminster.

Computer Skills and Applications

This course introduces students to a variety of software applications used to collect information, analyze data, and communicate effectively. Students will investigate advanced tools in Microsoft Word, Excel, PowerPoint, Publisher, and Access. Students will also explore Google Docs, Sheets, Forms, and Slides. In addition, students will use a variety of online tools to create apps, info graphics, and presentations.

General Music (Full Year Course)

General music class students engage in singing choral repertoire, helping to grow their singing ability and performance skills. Students get the opportunity to create music both collectively and individually by composing using Chrome music lab. Students also have the opportunity to utilize classroom instruments, helping to grow in their rhythmic knowledge. They also have the opportunity to research and learn about music history concepts and significant musical figures.

Physical Education

This course is divided by grade and includes small and large group team sports, skills and strategies necessary to maintain lifetime physical fitness, and application of social interaction to physical activities.

Intro to Spanish I (Full Year Course)

In this course students will learn to try new things and develop an appreciation for other languages and cultures. The goal is to learn to communicate, students will interact with other students in the class and with the instructor as they learn to express themselves about the weather, the classroom, things they like to do, their personalities, the world around them, food, hobbies, and more! Vocabulary and grammar will be our focus in this introduction to the language. Available for students in grades 7 and 8.

Intro to Spanish II (Full Year Course)

This course will establish a strong foundation and promote future success in Spanish learning for years to come. The instructor will provide practice in vocabulary and grammar. The detailed practice and accompanying drills will help develop the 4 essential skills of learning Spanish: understanding, speaking, reading, and writing. Prerequisite: Intro to Spanish I.

Extracurricular Activities

Fifth grade through eighth-grade students have the opportunity to participate in many different types of extracurricular activities throughout the school year. All of these activities will be evaluated on a yearly basis, so the list of activities below is subject to change.

Athletics

Basketball (Boys & Girls - Winter)
Soccer (Boys – Fall / Girls - Spring)
Volleyball (Girls - Fall)

ACSI Activities

Art Festival
Creative Writing Festival
Math Olympics

Fine Arts

Art Club
Jazz Band
Theatre Productions
Visual Art Shows
Winter and Spring Concerts

Other Activities

Bible Study
Faith in Action
ICTM Math Competition
Speech & Debate

HIGH SCHOOL PROGRAM

General Course Information

Registration and Scheduling

A full-time student must be enrolled in a minimum of seven courses, which must be courses taken at Westminster or a pre-approved dual credit institution. In the spring, parents may select student courses online through FACTS (formerly RenWeb/ParentsWeb). We will begin to use the requests to aid us in establishing the high school schedule. Once the schedule has been established, we will begin the process of scheduling meetings, in which we will finalize each student's schedule, as well as address any areas where a course might not have worked out. We do believe, however, that it is wise that parents also regularly review their student's progress toward the completion of graduation requirements. The guidance department will address questions, concerns, and special course requests made by parents and students.

Part-time students may enroll in classes as space and scheduling permits. To graduate and receive a diploma from Westminster, a student must be enrolled on a full-time basis during their senior year.

Assuming that deadlines have been met, registration and scheduling will be done on a first come/first serve basis. However, priority will be given in the scheduling process to seniors, then to juniors, etc. as it relates to courses needed for graduation requirements. Students register for the entire upcoming year in the spring. Full year courses may not be changed at the end of the semester unless there are extenuating circumstances; these circumstances must be reviewed by the administration and assessed as viable conditions for dropping or changing a course.

Course Prerequisites

Students should check course descriptions and the honors/AP criteria section for specific prerequisites. Most courses must be taken in sequence, and some, especially honors/AP courses, require prerequisites and/or teacher recommendations to be enrolled in the class.

Schedule Changes

Serious consideration should be taken when selecting courses for each year. Requests for scheduling changes after the deadline are not considered unless new and unexpected conditions occur. To request a change, a student must obtain a Change of Schedule form from the guidance counselor. This form requires approval from the following individuals: teacher, parent, guidance counselor, and principal, and must include an explanation for the request.

Approved schedule changes may be made through the first five days of the semester without a penalty. Any course dropped after this time will carry the grade of "WF" (withdrawal as failing) or "WP" (withdrawal as passing). These designations are based on whichever applies for the semester. Withdrawal after the fourth week of the semester will have a grade of "F" unless the student is withdrawing due to an extended medical illness and has submitted a written medical diagnosis from the student's physician.

Repeating a Course

Students may repeat, one time, either a one semester or a two-semester course that was previously passed with a grade of "C-" or lower. The class may be repeated to improve comprehension in the course content and to earn a better grade. Credit will only be given to one of these courses.

Summer School and Correspondence Courses

Students must take all graduation-required courses at Westminster. If a student has failed a core class and the student's schedule does not permit him/her to re-take the class at Westminster, the student will re-take the course at another institution or through a Westminster approved course. It is the parent's responsibility to secure summer school information from their local school district and to verify with the guidance counselor that the make-up course conforms to the Westminster curriculum requirements. All summer school and correspondence tuition payments and fees are the parent's responsibility. An official transcript from the local school district or correspondence school must be requested by the parent to be sent to Westminster. This must be done immediately upon the completion of the summer school or correspondence course.

Dual Enrollment

Westminster offers students, who are in process of completing their high school graduation requirements and who have a minimum GPA of 3.0 and meet course prerequisites, the opportunity to enroll in courses at Elgin Community College, or other approved institution. This is available as long as those courses do not conflict with their high school course schedule. The student's family will be responsible for the application, tuition, and fees associated with the desired course, and transportation to and from the alternative campus. Academic coursework is weighted on a 5.0 GPA scale; non-academic coursework receives standard weighting. Dual credit can be applied to the Westminster student transcript upon satisfactory completion of a course if the student had prior written approval from the guidance counselor and the high school principal. Students who want to have the course work credited to their high school transcript are responsible for contacting the registrar of the appropriate college or university to make necessary arrangements. Credits earned through coursework at other institutions remain on the college transcript and may be transferred to another college at the college's discretion. Westminster students attending a college, as part of this dual educational opportunity, remain students at Westminster Christian School and are responsible for any expectations and standards applicable to regular full-time Westminster students.

Early Release

Westminster Christian High School offers students who are in the process of completing their high school graduation requirements and currently enrolled in a minimum five academic courses at Westminster, the opportunity for early release to enroll in ongoing educational experiences. Early release must be approved in advance by Westminster administration.

Academic and Grading Information

Grading System

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

Semester Grades

The semester grade is calculated as follows: 85% of the cumulative semester grade is based on the student's classroom grade as laid out in the teacher's syllabus, the semester exam/project is then factored in at 15% of the cumulative semester grade.

Report Cards

Report cards are posted for each semester. Report cards are available for viewing on FACTS (formerly RenWeb/ParentsWeb) each grading period. Students are expected to be aware of their ongoing grades, and parents are strongly encouraged to monitor academic progress on an ongoing basis. Daily grades, as well as semester grades, may be viewed using the school's online grading program.

For transcript information, please see transcripts under Guidance Information.

Weighted Grade Policy

Students receive weighted grades for GPA calculation and for computing the honor roll determination. Weighted grades reflect the nature and difficulty of the courses in the curriculum.

Honors Courses: Weighted at 4.5 (see Honors Expectations under course listings)

Courses designated as "Honors" courses shall receive a +.5 increase to the 4.0 grade point scale if taken at Westminster Christian High School. Honors credit received from another school for a course that is not available at Westminster is not used in the calculation for GPA. Honors weighting is applicable only to a grade of C- or higher.

AP/Dual Credit College Courses: Weighted at 5.0

AP and approved dual credit college courses receive a +1.0 increase to the grade point scale. This weighting is applicable only to a grade of C- or higher.

Point Scale for GPA Calculation

The following point scale is used for GPA calculations:

	4.0	4.5	5.0		4.0	4.5	5.0
A	4.0	4.5	5.0	C	2.0	2.5	3.0
A-	3.67	4.17	4.67	C-	1.67	2.17	2.67
B+	3.33	3.83	4.33	D+	1.33	1.33	1.33
B	3.0	3.5	4.0	D	1.0	1.0	1.0
B-	2.67	3.17	3.67	D-	0.67	0.67	0.67
C+	2.33	2.83	3.33	E	0.0	0.0	0.0

Note: In all grade calculations, each letter grade (e.g., B+, B, and B-) is considered separately.

Honor Roll

Those students meeting the outlined requirements accomplish designation to high honor roll, honor roll, or honorable mention status for each semester grading period. Students must carry at least five academic classes to be eligible for any honor roll.

High Honors: Grade point average of 3.67 or higher (A-)

Honors: Grade point average of 3.33 (B+)

Honorable Mention: Grade point average of 3.00 or higher (B)

Class Rank

Class rank is not reported on Westminster's transcript, with exception of the top 10% of the class.

Standards for Credit

Credit is issued by semester on the student's transcript. Each course is worth .5 credit per semester. A student who fails a course must repeat the semester to obtain credit. When absences exceed 12 class days, a grade of "F" will be entered for the semester. *Specific arrangements must be made in cases of extended illness.* If an extended illness is the major cause of exceeding the limit, special exemption will be considered based upon a written medical diagnosis and the student's history of making up work.

A student who fails the first semester of any yearlong course may be requested to drop that course for the year. Continuation may be considered only in consultation with the teacher, guidance counselor and principal.

Examinations and Tests

Final comprehensive semester exams/projects are to be given in most core curricular courses (English, math, science, history, Bible, and foreign language) at the end of each semester, covering only that semester's work. All students are required to take first semester exams in classes that are two semesters in length. Seniors may be exempt from a second semester final exam in a class where the student's second semester average is a 93% (A) or higher. Students may be exempted from a first semester exam in classes that are one semester in length when the student's semester average is a 93% (A) or higher. Semester exams are to be counted in the semester average. Exams count as 15% of the semester grade. Semester exams are administered by each individual teacher during a scheduled time period and must be taken by the student only during this allotted time. The semester exam schedule is posted prior to exam week. Students will be required to remain in the classroom until the allotted time period has ended. Students may arrange with the teacher to stay longer. Exams for courses such as art, physical education, music, and computer are treated as a regular test and are administered during regular class periods prior to exam week.

Academic Standing

Each student admitted to Westminster Christian High School is assumed to have the preparation, the ability, and the desire to achieve success at and to graduate from Westminster. However, some students do not make the progress necessary to accomplish these goals. As a school, it is our duty to work with parents and students by recommending special assistance (i.e., after school tutoring), by offering resource services and by providing academic counseling to assist the student in improving academic performance (additional costs may apply to some of these services). If the counsel and assistance do not lead to the necessary improvement, the student will be advised to seek an alternative educational placement.

Class Standing

Grade 9 must have completed grade eight.

Grade 10 must have accumulated 7 credits in high school.

Grade 11 must have accumulated 14 credits in high school.

Grade 12 must have accumulated 21 credits and have plans to graduate within the year.

Transfer Credits

Students will begin classes only after all the necessary forms (applications, certificate of immunization, school records, etc.), testing, and fees have been presented. Students are placed in the grade most appropriate for them according to maturity, ability, achievement, and other factors. Credits for high school coursework for transfer students will be applied in accordance with following policies:

- Transfer students will have their prior coursework evaluated for credit at Westminster at the time of enrollment.
- Transfer credit for courses will be accepted providing the student received a passing grade from an approved instructional institution.
- Scholastic work accomplished through home-schooling will be evaluated on a case-by-case basis or upon receipt of an official transcript.
- All grades will be transferred to the Westminster grading scale by the most equitable method as determined by the administration.
- Grades from courses transferred to Westminster from accredited sources will be calculated into the student's cumulative GPA.
- Home school courses transferred to Westminster will show grades on the transcript but will not be calculated into the student's cumulative GPA.
- Transfer students are expected to take the number of Bible credits appropriate to the years enrolled at Westminster.

Guidance and Transcript Information

The focus of our guidance program is to help each student maximize the educational experience at Westminster Christian High School while giving direction and preparation for the next step in an educational or career path. A sequence of assistance and information for parents and students is planned from the freshman year through the senior year to assist in high school course work selection, career evaluation, college selection, and success in school.

Areas in which the guidance department students and families include the following:

- Course planning, registration, and scheduling (each student and his/her parents are required to meet annually with the guidance counselor for educational counseling as well as for course placement)
- Graduation progress
- Transcripts and recommendations letters (please allow 7-10 business days for processing)
- Scholarships and financial information
- College application process
- Career awareness
- Advanced Placement and dual enrollment options with Elgin Community College and other local colleges
- Standardized testing

Additional information and helpful documents are available at

<https://www.westminsterchristian.org/academics/high-school/guidance-department/>.

Transcripts

Transcripts may be requested through the school website – [westminsterchristian.org/academics/high-school/transcript-requests/](https://www.westminsterchristian.org/academics/high-school/transcript-requests/).

College Visitations

Juniors and seniors are encouraged to visit several colleges prior to making their final college placement decision. In order to effectively determine which college is appropriate, it is wise to visit the school, spend time in the college classroom, and meet with faculty, administration, and students at the college. Students in their junior year are permitted up to four college visitation days, and seniors are permitted up to five college visitation days. None of these visitation days is counted against the class attendance requirements.

Juniors and seniors who plan to make a college visit will comply with the following policies:

- Prior to the visit, the parent should call the attendance line to inform the school about the college visit.
- The student is expected to have completed all assignments upon returning to Westminster.

Standardized Testing Information

Standardized Testing by Grade

The following standardized tests are administered annually:

- Freshmen: PSAT - This test serves as a tool for assessment of the student's progress. It is a practice test for the SAT College Board Exam.
- Sophomores: PSAT - This test serves as a tool for assessment of the student's progress. It is a practice test for the SAT College Board Exam.
- Juniors: PSAT - This test serves as a tool for assessment of the student's progress. It is a practice test for the SAT College Board Exam and is the qualifying test for the National Merit Scholarship competition.
ACT & SAT - Juniors are recommended to register for and take the ACT college entrance exam. (See below.)
- Seniors: ACT & SAT - This test provides information regarding the student's progress. It also serves as a tool for evaluating the academic program at Westminster. Seniors are strongly encouraged to register for and take the ACT before graduation. The SAT is also recommended. Colleges and universities require prospective students to submit scores from one of these two tests when applying for admission.

Special Accommodations for Testing

Students who seek to attain special testing services and/or accommodations for either the ACT, SAT or PSAT tests must satisfy the following requirements:

- The student must have a current evaluation on file, which has been done within the last three years. This evaluation must include a diagnosis for eligibility for special services.
- An IEP or a 4IS plan must be in the student's permanent record file at the time the request is made.

Please keep in mind that the process of requesting an eligibility status for special testing services may take many weeks and must be initiated by the parents of the student.

College Board Code Number: The ACT and SAT require the Westminster code on the registration form.
Our code: 141774

Extracurricular Activities

The purpose of extracurricular activities is to develop the gifts God has given to students as well as to instill school spirit and allow opportunity for fellowship outside of the classroom. It is important to remember that the curricular program takes precedence over the extracurricular. Failure to represent Westminster within the framework of Biblical values will result in the loss of extracurricular privileges.

Athletics

Westminster Christian School offers high school students the following athletic opportunities:

- Baseball
- Basketball (Boys and Girls)
- Football
- Soccer (Boys and Girls)
- Volleyball
- Performance Training
- Summer Training
- Intramural and club options

Fine Arts

Westminster Christian School offers high school students the following fine arts opportunities:

- All School Musical
- Jazz Choir
- Jazz Band
- High School Play
- Worship Team

Other Clubs

- Bible Studies
- Community Outreach
- Engineering Club
- Investment Club
- National Honor Society
- Strategic Gaming Club
- Student Council
- Westminster Shield (School Newspaper)

Internet Access

In agreement with our educational mission and for enhancing the high school educational program, internet access is available to students in grades 9-12. Students must agree to abide by all Westminster policies regarding appropriate usage of the internet. Students must have a signed internet policy usage form on file in order to use the school's internet network.

Senior Class Information

College Preparation

Because colleges have different entrance requirements, it is important that students check the specific requirements of individual colleges (and universities). While the Westminster college preparatory curriculum meets entrance requirements for a large number of colleges, some competitive colleges will expect additional work such as honors courses and long-term study in specific areas. Students are encouraged to evaluate their career interests and/or college major when designing their four-year experience at Westminster Christian High School.

Graduation Participation Standards

Students are expected to complete all applicable graduation requirements and remain in good standing in order to be eligible to receive a diploma from Westminster. Students must attend full-time for both semesters of their senior year at Westminster Christian High School in order to graduate. Participation in graduation activities is a privilege earned by meeting Westminster standards.

Only full-time students who have completed all Westminster academic requirements by senior exam days in May and considered in good behavioral standing may participate in graduation and graduation related activities (senior parent dinner, senior trip, and commencement). Any requested deviation from this standard is made in writing to the administration. Seniors eligible to graduate are required to attend all commencement activities including rehearsal and commencement. Failure to attend rehearsal could result in restriction from participation in commencement.

Valedictorian and Salutatorian

To be eligible for either Valedictorian or Salutatorian, a student must attend at least three years at Westminster (sophomore through senior) and must complete the scholars diploma requirements.

The Valedictorian is the senior with the highest cumulative GPA at the conclusion of seven semesters. The Salutatorian is the senior with the second highest cumulative GPA at the conclusion of seven semesters. If grades earned during the eighth semester demonstrate deficiency of achievement or performance, the school administration may apply additional in-progress calculations and assessments.

In the event that two or more seniors have the same cumulative GPA at the conclusion of seven semesters, the honors of valedictorian and salutatorian will be determined by applying the following criteria in rank order.

1. Of the four years of high school experience, the student with the greater number of credits from Westminster Christian High School is declared the valedictorian.
2. If the honors of valedictorian and salutatorian are still not able to be determined, the students' transcripts will be reviewed for the identification of upper level, honors, AP, or college/university level classes. The senior with the greater number of upper level, honors, AP, or college/university level classes will be declared the valedictorian.

3. If the honors of valedictorian and salutatorian are still not able to be determined, the students' recorded scores on the ACT and SAT will be reviewed. The senior with the highest recorded ACT or equivalent SAT score will be declared the valedictorian.
4. If the honors of valedictorian and salutatorian are still not able to be determined, the high school faculty will review the students' records and determine a valedictorian.

Graduation Honors and Awards

Graduating seniors who have achieved a cumulative GPA of 3.67 (Highest Honors) or 3.33 (Honors) through the end of the seventh semester will be distinguished at commencement by wearing honor cords.

The following is a list of distinctions and awards given to graduating seniors:

Graduating with Honor: High Honors, Honors, Honorable mention

Character Awards: Joshua Award, Solomon Award, Daniel Award

Department Awards: Bible, Fine Arts, Language Arts, Foreign Language, Mathematics, Science
Physical Education, Social Sciences, and Technology

Other Distinctions: IHSA Scholastic Achievement, Rotary Scholar, Elgin Sports Hall of Fame, National Honor Society, Timothy Scholarship Award

Student Council Information

Running for a position in Student Council is a privilege Westminster Christian High School students earn by establishing a pattern of honorable behavior throughout the school year. Candidates for position of leadership should be examples of mature and Godly behavior. Each candidate must have a minimum GPA of 2.3. They are expected to be role models both in and out of the classroom.

Qualifications for the position of President and Vice-President

President:

- The candidate for Student Council President is elected during the spring from the junior class
- Minimum GPA of 3.0
- Minimum one year experience on Student Council
- Must have been involved in a minimum of two extracurricular activities
- Must have a strong Christian testimony

Vice-President:

- The candidate for Student Council Vice-President is elected during the spring from either the junior or sophomore class
- Minimum GPA of 3.0
- Minimum one year of experience on Student Council
- Previously involved in a minimum of one extracurricular activity
- Must have a strong Christian testimony

Course Information

The listing of course selections aids students and parents in selecting courses for high school. Both student and parents should be involved in the selection process since wise course selections are essential to preparation for ongoing education.

Following the list of course selections is a tentative four-year planning page (see page 53). This sheet assists in long range planning of course selections. As students and parents plan the four-year high school career, it is imperative to plan so that all required credits are in place. Failure to do so could delay graduation. When planning courses for the upcoming school year, the guidance counselor meets with all incoming freshmen and new families to offer course placement advice. In addition to this, the guidance counselor meets with all current 9th-11th grade students (and families upon request). Any correction to the schedule must be requested within the first five days of the quarter. No voluntary schedule changes are made after the first five days of school.

Because of the complexities of arranging teacher schedules and balancing class sizes, the school reserves the right to adjust any student's schedule at any time to better serve the entire student body. Information in this guide is subject to change based on enrollment, faculty availability, and other considerations. Westminster Christian School reserves the right to withdraw a course for any reason when it becomes impractical to offer it as scheduled.

Honors and AP Course Information and Prerequisites

Honors level courses are designed to challenge students whose reading and writing skills are well developed and are able to move into class work that is based primarily on critical thinking as applied to the comprehension of new content knowledge, the synthesis of ideas, and the presentation of conclusions through a variety of communication media. Honors level courses are paced assuming that remediation of basic and general skills in class is unnecessary. Assignments and assessments in honors courses are graded with this assumption in mind and therefore require a commitment to detail and completeness. Honors placement is not guaranteed throughout a student's high school career. All criteria will be reassessed each year.

Honors Language Arts Criteria

- Earns and maintains an "A-" average in coursework to be recommended for honors or AP courses
- Scored at or above the top national 25th percentile for his or her grade-level on the ERW PSAT
- Demonstrates independence, focus, and work ethic through the consistent completion of course work
- Enhances classroom atmosphere by having a positive attitude and a teachable spirit
- Demonstrates analytical and evaluative skills through written and spoken word
- Presents ideas logically and persuasively through written and spoken word
- Identifies and summarizes key points and responds critically to the text
- Composes strongly organized pieces that follow standard English conventions

Honors Science Criteria

- Possess strong problem-solving skills
- Make connections leading to further exploration and discovery
- Draw conclusions based on data interpretation
- Willingly and actively contribute to a positive learning environment through discussion and listening
- Earn and maintain an A- average or higher in the previous science course
- Faculty will utilize standardized data to validate the above
- Honors Chemistry placement: students must have a B or higher average in Algebra 1 and Geometry
- Honors Physics 1 placement: students must have a B or higher average in Algebra 1
- AP Physics placement: students must have completed Algebra 2 and have a B or higher in Chemistry

Advanced Placement (AP) Courses

AP is a program of college-level courses offered in high school. The focus of these courses is on engaging discussion, problem solving, critical thinking, and writing. Each course is designed to culminate at the end of the school year with the students sitting for the AP Exam that corresponds with the course they have taken. Students may be able to receive credit from their college or university of choice based on the score that they obtain. Students' enrollment in AP courses is subject to the same criteria as our honors coursework, but with the understanding that a teacher recommendation is required. Since these classes will be taught at a college level, it is imperative that students be ready to think, engage, and approach the material with a level of maturity and commitment greater than that of even an honors course. Additional prerequisites are in parentheses.

AP Courses at Westminster include the following (with prerequisites):

- AP Biology ("B" or higher in English and/or teacher recommendation in addition to an A- average in science classes)
- AP Calculus AB/BC (Pre-Calculus with a B average and/or teacher recommendation)
- AP Chemistry (Chemistry with a B average and/or teacher recommendation)
- AP Computers (Programming 1)
- AP English Literature and Composition (teacher recommendation)
- AP Physics (Algebra 2 and teacher recommendation in addition to having taken or currently enrolled in Pre-calculus)
- AP Spanish Language and Culture (Spanish 3 with "B" or higher and/or teacher recommendation)
- AP Statistics (Algebra 2)
- AP United States History (U.S. History and/or teacher recommendation)

Leveled Diploma Tracks

We offer a multi leveled diploma track program. Program levels include a High School Diploma, College Preparatory Diploma, & Scholars Diploma. The High School Diploma track allows a student to complete all necessary requirements in order to receive a high school diploma in the State of Illinois and can only be pursued by specific administrative approval after parental meetings that include the appropriate diagnostics and documentation as outlined by the school. The College Preparatory Diploma track, more rigorous than the High School Diploma, should be completed by any student seeking college admission following graduation. Finally, the Scholars Diploma is the most rigorous diploma track available. This track demands the highest level of commitment and sets students who receive this diploma apart as having challenged themselves to the most rigorous course of study available.

Graduation requirements from each of these leveled diploma tracks can be found below*:

Core Requirements:	High School Diploma	College Preparatory Diploma	Scholars Diploma
Bible	3.0	3.0	3.0
Computer Science/Business	0.5	0.5	0.5
Fine Arts	0.5	0.5	0.5
Humanities	0.5	0.5	0.5
Health	0.5	0.5	0.5
Language Arts	4.0	4.0	4.0
Math	3.0a	3.0b	4.0
Science	2.0	3.0	4.0
Social Science	3.0	3.0	3.0
World Language	0	2.0	2.0
Additional Electives	7.0	5.0	5.0
Total Credits:	24	25	27c

a: this includes a minimum of Algebra, Geometry, and 1 additional math credit

b: this includes a minimum of Algebra 1, Geometry & Algebra 2

c: a Scholars Diploma includes a minimum of 8 courses at the honors level or higher with no semester grade lower than a C-, as well as a minimum unweighted GPA of 3.5

HIGH SCHOOL COURSES BY DEPARTMENT

BIBLE

- ___ Foundations of Faith
- ___ Spiritual Formation
- ___ Culture & Theology
- ___ Life of Christ
- ___ Doctrine & Apologetics

COMPUTER SCIENCE/BUSINESS

- ___ Accounting I & II
- ___ Business
- ___ AP Computers**
- ___ Data Science & Artificial Intelligence
- ___ Marketing
- ___ Programming 1 & 2
- ___ Robotics
- ___ Web Design

FINE ARTS

- ___ Ceramics 1 & 2
- ___ Choir
- ___ Drawing
- ___ Foundations of Acting
- ___ Fundamentals of Design
- ___ Graphic Art
- ___ Painting
- ___ Photography/Yearbook
- ___ Symphonic Winds & Percussion
- ___ Theater Arts

HUMANITIES

- ___ Anthropology
- ___ Music Theory
- ___ Psychology & Sociology
- ___ Speech & Debate
- ___ World Civics I
- ___ World Civics II

LANGUAGE ARTS

- ___ Freshman Literature & Composition
- ___ Honors Freshman Literature & Composition*
- ___ Sophomore Literature & Composition
- ___ Honors Sophomore Literature & Composition*
- ___ Junior Literature & Composition
- ___ Honors Junior Literature & Composition*
- ___ Senior Literature & Composition
- ___ AP English Literature & Composition**
- ___ Creative Writing[†]
- ___ Journalism 1 & 2[†]

MATHEMATICS

- ___ Algebra 1
- ___ Geometry
- ___ Honors Geometry*
- ___ Algebra 2
- ___ Honors Algebra 2*
- ___ Financial Algebra
- ___ Probability & Statistics
- ___ Pre-Calculus
- ___ Honors Pre-Calculus*
- ___ AP Statistics**
- ___ AP Calculus AB/BC**

PHYSICAL EDUCATION

- ___ Health
- ___ Personal Fitness

SCIENCE

- ___ Biology
- ___ Honors Biology*
- ___ AP Biology**
- ___ Chemistry
- ___ Honors Chemistry*
- ___ AP Chemistry**
- ___ Earth Science
- ___ Honors Anatomy & Physiology*
- ___ AP Physics**

SOCIAL SCIENCE

- ___ World History
- ___ U.S. History
- ___ U.S. Government
- ___ Economics
- ___ AP U.S. History**

WORLD LANGUAGE

- ___ Spanish 1
- ___ Spanish 2
- ___ Spanish 3
- ___ AP Spanish Language & Culture**

* Indicates an honors class

**Indicates an AP level course

[†] Indicates a course that does not fulfill a graduation requirement for that specific subject area

(NOTE: Please refer to "Diploma Tracks" for graduation requirements)

COURSE DESCRIPTIONS BY ACADEMIC DEPARTMENT

(Not all courses are offered each year.)

Courses designated by asterisks * are weighted courses:

- If the course has a single asterisk preceding the title, the course is weighted as 4.5 on a 4.0 scale.
- If the course has a double asterisk**, the course is weighted as a 5.0 on a 4.0 scale.

Bible

Culture & Theology

Course Description: Students will be trained to examine Scripture and apply Christ-centered biblical principles to the cultural challenges in their generation. Students will develop and articulate a personal biblical apologetic that will address contemporary cultural issues within the context of community, church, and in their specific circles of influence. Romans 12:1-2, 1 John 2:15-17

One Semester/Credit: .5

Open to grade: 12

Prerequisite: None

Key Text: The Bible and *Culture & Theology*, Wheaton Press

Doctrine & Apologetics

Course Description: Students will understand and apply Biblical doctrines in the context of following Jesus and reflecting and communicating their faith in a contemporary culture of competing worldviews.

One Semester/Credit: .5

Open to grade: 12

Prerequisite: None

Key Text: The Bible and *Doctrine & Apologetics*, Wheaton Press

Foundations of Faith

Course Description: Students will examine the concepts of reality, faith, and truth, followed by an introduction to the Christ-centered Theistic worldview according to Scripture as it compares to other major worldviews.

Two Semesters/Credit: 1

Open to grade: 9

Prerequisite: None

Key Text: The Bible and *Foundations of Faith*, Wheaton Press

Life of Christ

Course Description: Students will encounter the person of Christ as presented to us in the NT - especially the four gospels. Students will understand and differentiate between core theological claims regarding the person and work of Christ.

One Semester/Credit: .5

Open to grades: 10-11

Prerequisite: None

Key Text: The Four Gospels and *Life of Christ*, Wheaton Press

Spiritual Formation

Course Description: Students will understand the significance of each of Christ's major invitations to be formed into his image and learn how to identify and apply each invitation personally to their daily lives and in the context of community.

One Semester/Credit: .5

Open to grades: 10-11

Prerequisite: None

Key Text: The Bible and *Respond*, Wheaton Press

Computer Science/Business

Accounting I & II

Course Description: These courses introduce students to basic accounting principles, concepts, and activities. This is done first through establishing the accounting practices of a sole proprietorship. Throughout the courses, students will be applying these skills into personal finance as they take the knowledge that they have learned and apply it to personal finance, setting up budgets, paying bills, taxes, and understanding debt.

One Semester/Credit: .5

Open to grades: 9-12; fulfills computer/business requirement

Prerequisite: None

Key Text: *Century 21 Accounting*, Gilbertson, Lehman, Gentene

Business

Course Description: This course begins by looking at a Biblical model of leadership. Throughout the course, students will gain an understanding of ethics, management, entrepreneurship, organizational structures, marketing, and decision making. Students will also explore managing finances, both business and personal.

One Semester/Credit: .5

Open to grades: 9-12; fulfills computer/business requirement

Prerequisite: None

Key Text: *Business Essentials*, Pearson

AP Computers**

Course Description: This class introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

Two Semesters/Credit: 1

Open to grades: 10-12; fulfills computer/business requirement

Prerequisite: Programming 1

Data Science & Artificial Intelligence

Course Description: In this course students will be introduced to data science, artificial intelligence (AI) and machine learning. We will examine how each of these are changing the way people do business and research around the world. Students will investigate data mining, analyzing, and predicting using decision support systems, computerized decision-making tools, and management support systems. Students will also learn basic SQL (relational database language) commands to allow storage and retrieval of data.

One Semesters/Credit: .5

Open to grades: 9-12; fulfills computer/business requirement

Prerequisite: None

Key Text: *Analytics, Data Science, & Artificial Intelligence: Systems for Decision Support* (11th Edition), Pearson

Marketing

Course Description: This course studies the interacting business activities designed to plan, price, promote and distribute want-satisfying products and services to present and potential customers. The course incorporates current developments in marketing to acquaint students with the present-day challenges of marketing activities.

One Semesters/Credit: .5

Open to grades: 9-12; fulfills computer/business requirement

Prerequisite: None

Programming 1

Course Description: This course introduces students to the basic concepts of programming and problem solving. Students will create real world applications using the following: input/output operations, program structure, data types, arithmetical operations, functions, loops, conditional statements, and other related topics.

One Semesters/Credit: .5

Open to grades: 9-12; fulfills computer/business requirement

Prerequisite: None

Key Text: *Alice in Action*, Cengage Learning; *Starting Out with Visual Basic*, Pearson

Programming 2

Course Description: This course is designed to build on the understanding of programming language and structure. Students will be introduced to Object-Oriented Programming with an emphasis on program design.

One Semesters/Credit: .5

Open to grades: 9-12; fulfills computer/business requirement

Prerequisite: Robotics or Programming 1

Key Text: *Building Java Programs*, Pearson

Robotics

Course Description: This college preparatory course is designed to introduce students to the basics of design, building and the control of robotic systems. Students will use Robot C to program virtual and physical robots to navigate obstacles, use sensors, and pick up objects. Students will also program vex remote controllers to respond to user input.

One Semester/Credit: .5

Open to grades: 9-12; fulfills computer/business requirement

Prerequisite: None

Web Design

Course Description: In this course, students will learn the core design principles required to create and develop webpages. Students will explore web design standards and criteria for evaluating the quality of websites as well as analyzing web page layout and effective navigation. The course will begin by teaching the basics of HTML, including CSS, and conclude by using Dreamweaver to create original websites.

One Semester/Credit: .5

Open to grades: 9-12; fulfills computer/business requirement

Prerequisite: None

Key Text: *HTML & CSS*, Addison Wesley

Fine Arts

Ceramics 1 & 2

Course Description: Through a studio experience, this course investigates the scientific aspect of clay and glaze. Students will learn the four basic methods of hand-built construction and be introduced to the pottery wheel.

One Semester/Credit: .5
Open to grades: 9-12
Prerequisite: None

Choir

Course Description: Choir is an ensemble dedicated to musical excellence for the glory of God. It provides students with the unique opportunity to explore music through diverse repertoire, as students develop their sense of pitch, tone, blend, harmony, and expression. Additionally, this class focuses on learning music theory, music history, performance etiquette, professionalism, and vocal health.

One Semester/Credit: .5
Open to grades: 9-12
Prerequisite: None

Drawing

Course Description: An introduction to basic drawing is presented in this course. The studio experience focus is on the following: the use of various mediums, drawing techniques, elements and principles of design, visual vocabulary, critical thinking skills, art criticism, and art history.

One Semester/Credit: .5
Open to grades: 9-12
Prerequisite: None

Foundations of Acting

Course Description: Foundations of Acting explores character development, audition preparation, acting versatility, famous works, and backstage and theaters' impact on the audience. You will become a closer community, as you step out of your comfort zone and work together to perform in an impactful way. Most importantly, you will draw closer to the Lord as you worship Him through excellence of performance.

One Semester/Credit: .5
Open to grades: 9-12
Prerequisite: None

Fundamentals of Design

Course Description: Fundamentals of Design gives the students an opportunity to explore the elements and principles of design. Through a studio experience, students use a variety of mediums and techniques to understand the concept of design. Students also investigate how design is incorporated into daily life.

One Semester/Credit: .5
Open to grades: 9-12
Prerequisite: None

Graphic Art

Course Description: This course is an introductory class in graphic design. Students use the elements and principles of design in each project. The course is divided into three sections: application, production, and technical skills. Course projects will have real-life application. Students learn the design process beginning with a concept and following it through to production. Technical skills that are explored include key lining, paste-up, layouts, typesetting, camera-ready art, illustration, computer graphics, and the printing process.

One Semester/Credit: .5

Open to grades: 9-12

Prerequisite: None

Painting

Course Description: This course has five components. Students will study the history of the medium. Students will study the styles of paintings. Students will explore the tools and techniques of painting. Students will explore color theory as it pertains to this medium. Students will have studio time to finish the required projects.

One Semester/Credit: .5

Open to grades: 9-12

Prerequisite: None

Photography/Yearbook

Course Description: This course explores the visual and technical skills needed to produce art through a photographic medium. Students will apply learned skills through the shooting, digital editing, and printing of photographs. Field trip experience will provide basic knowledge of the darkroom process. In addition to learning the skills of photography, students will develop the high school yearbook. They will develop themes, choose templates, take pictures, and organize the pages of the yearbook.

Two Semesters/Credit: 1

Open to grades: 9-12

Prerequisite: None

Key Text: *Focus on Photography Student Book*, Davis Publications

Symphonic Winds & Percussion

Course Description: Symphonic Winds & Percussion (SWP) is an opportunity for instrumental music students to experience a wide variety of musical styles, develop their individual and ensemble playing skills, and pursue musical excellence for the Glory of God. Students will grow their knowledge and application of music history and music theory, and will gain a deeper understanding of their personal instrument. Each semester includes varied opportunities for performance and culminates in a performance for the school community.

Two Semesters/Credit: 1

Open to grades: 9-12

Prerequisite: Ability to read musical notation, confidently play a traditional concert band instrument (brass, woodwind, percussion)

Theater Arts

Course Description: Theater Arts explores the art of dramatic storytelling, Shakespeare, theater history, the life of an actor, musical theater, and playwriting. You will become a closer community, as you work together to create impactful drama and expand your comfort zone. Most importantly, you will draw closer to the Lord as you worship Him through excellence of performance and development of your creativity.

One Semester/Credit: .5

Open to grades: 9-12

Prerequisite: None

Humanities

Anthropology

Course Description: Studies the nature of humankind, culture, and society, including the concepts and theories used for their analysis and understanding. Prehistory, cultural growth, social organization, family systems, politics and economics, war, religion, values, culture shock, and applied anthropology are examined.

One Semester/Credit: .5

Open to grades: 9-12

Prerequisite: None

Key Text: *Introducing Cultural Anthropology*, Baker Academic

Music Theory

Course Description: Music Theory is a semester-long course designed to introduce students to the foundational principles of written and aural musical analysis. Through analysis and discussion, students will explore how form and order found in musical composition bear witness to God's authority and creativity in all things. Students learn to recognize, understand, describe, and produce the basic elements and processes of performed and notated music. Course content extends from the fundamentals of pitch, rhythm, timbre, and expression to concepts of harmonic function and phrase relationships. Students study these concepts in heard and notated music, with emphasis on identification and analysis of musical features, relationships, and procedures in full musical contexts. Repertoire for analysis ranges from European Baroque pieces to folk and popular music from across the globe. Students develop musicianship skills through melodic and harmonic dictation, sight singing, and error detection exercises. Writing exercises further emphasize the foundational harmonic and voice leading procedures of Western art music.

One Semester/Credit: .5

Open to grades: 9-12

Prerequisite: None

Key Text: *The Musician's Guide to Theory and Analysis*, W.W. Norton & Company

Psychology & Sociology

Course Description: This Social Science course is a combination of an introductory Sociology course and an introductory Psychology course taught from a Christian perspective. In the Sociology portion of this class, students will study what shapes and influences people in industrialized societies. It examines the patterns and parameters that inform and form people in American society. Sociology explores the inner workings of the groups, as well as the classes and structures of industrialized societies. It equips students to develop meaningful responses to the nearly endless ways that humanity has sought meaning apart from God. The Psychology portion of this course is primarily an introduction to this discipline from a Christian perspective. A study of major theories and theorists will provide the framework for this study and will include an examination of learning styles, human development, personality and behavior, and the brain-body connection.

One Semester/Credit: .5

Open to grades: 9-12

Prerequisite: None

Key Text: *Understanding Psychology*, McGraw-Hill

Speech & Debate

Course Description: Speech and Debate provides an opportunity for students to grow their critical thinking, logic, writing and researching skills. Students will learn about current events/issues from a Christian worldview, research the background of these events/issues and then develop informed opinions about these events/issues to prepare for debates. Students will also prepare speeches to demonstrate what they have learned about topics we cover in class and to inform or persuade their classmates about their topic. This course will examine ways that justice is upheld and the ways that justice has failed. Students would use these discussions to inform their opinions in speeches and debates.

One Semester/Credit: .5

Open to grades: 9-12

Prerequisite: None

World Civics I: War and Conflict

Course Description: This course will be a look at the major wars around the world and how they have impacted history. This course starts with the Ancient Greeks and ends with the US Civil War. All aspects of war will be studied including military, economic, social, political, etc. The primary goals of this course are to have the students understand how these conflicts began and how they affected the nations and peoples involved. In addition, the impact of these wars on the lives of people today will be analyzed.

One Semester/Credit: .5

Open to grades: 9-12

Prerequisite: None

World Civics II: War and Conflict II: The Modern Age

Course Description: This course will be a historical look at the major conflicts that have occurred during the Twentieth Century, beginning with World War I and concluding with the Gulf War. All aspects of wars will be studied: military, economic, social, political, etc. Special attention will be given to the causes of each war and the effects each war has had on the world. The primary goal of this course is to have the student understand how these conflicts have affected our lives today as well as how they affected the lives of those who lived through them.

One Semester/Credit: .5

Open to grades: 9-12

Prerequisite: None

Language Arts

Freshman Literature & Composition

Course Description: The purpose of this course is to nurture understanding and appreciation for literature while exposing students to influential texts from a Christian worldview. The themes of journey and coming of age join the core texts together. Vocabulary knowledge and critical writing skills will develop as students write in a variety of genres. Students will also collaborate and use technology to further their presentation skills.

Two Semesters/Credit: 1

Open to grade: 9; fulfills grade 9 Language Arts requirement

Prerequisite: None

Key Texts: Various novels and plays (Previously used texts: *Night*, *The Odyssey*, *Romeo & Juliet*, and *To Kill a Mockingbird*)

Honors Freshman Literature & Composition*

Course Description: Students selected for the honors section will show strong literary analysis and advanced writing skills. Honors students must be independent learners. Moreover, an honors student should be responsible, organized, engaged, and self-motivated as he or she seeks to be an active participant in the classroom. The purpose of this course is to nurture understanding and appreciation for literature while exposing students to influential texts from a Christian worldview. The themes of journey and coming of age join the core texts together. Vocabulary knowledge and critical writing skills will develop as students write in a variety of genres. Students will also collaborate and use technology to further their presentation skills.

Two Semesters/Credit: 1

Open to grade: 9; fulfills grade 9 Language Arts requirement

Prerequisite: See honors course information on page 36

Key Texts: Various novels and plays (Previously used texts: *Night*, *The Odyssey*, *Romeo & Juliet*, and *To Kill a Mockingbird*)

Sophomore Literature & Composition

Course Description: This course focuses on literature written by influential American authors such as O'Connor, Fitzgerald, Cisneros, and Rose. Students are instructed in the art of critical reading and asked to respond to literature through writing and public speaking projects while utilizing technology. Discovering themes presented by each author studied, as well as comparing and contrasting these messages with Biblical truth, is a central focus of this course. Vocabulary development is also an important aspect.

Two Semesters/Credit: 1

Open to grade: 10; fulfills grade 10 Language Arts requirement

Prerequisite: Grade 9 English

Key Texts: Various novels and plays (Previously used texts: *The Great Gatsby*, *Lord of the Flies*, *Of Mice and Men*, and *The House on Mango Street*)

Honors Sophomore Literature & Composition*

Course Description: Students selected for the honors section will show deep literary analysis and advanced writing skills. Honors students must be independent learners. Moreover, an honors student should be responsible, organized, engaged, and self-motivated as he or she seeks to be an active participant in the classroom. This course focuses on literature by influential American and British authors. Students are instructed in the art of critical reading and asked to respond to literature through writing and public speaking projects while utilizing technology. Discovering themes presented by each author studied, as well as comparing and contrasting these themes with Biblical truth, is a central focus of this course. Vocabulary development is also an important aspect.

Two Semesters/Credit: 1

Open to grade: 10; fulfills grade 10 English requirement

Prerequisite: See honors course information on page 36

Key Texts: Various novels and plays (Previously used texts: *The Great Gatsby*, *Lord of the Flies*, *Of Mice and Men*, and *The House on Mango Street*)

Junior Literature & Composition

Course Description: This course is structured to build upon the literature, composition, grammar, vocabulary, and other communication skills addressed at the sophomore level. The literature studied focuses on several influential authors throughout history. Works by these authors are utilized to instruct students in the art of critical reading while strengthening their abilities to respond to literature through writing and speaking. Students will discover themes and messages presented by each author studied and examine connections between them, as well as comparing and contrasting them with Biblical truth.

Two Semesters/Credit: 1

Open to grade: 11; fulfills grade 11 English requirement

Prerequisite: Grade 10 English

Key Texts: Various novels and plays (Previously used texts: *The Crucible*, *A Midsummer Night's Dream* and *The Adventures of Huckleberry Finn*)

Honors Junior Literature & Composition*

Course Description: This course is structured to build upon the literature, composition, grammar, vocabulary, and other communication skills addressed at the honors sophomore level. The literature studied focuses on several influential authors throughout history, including Shakespeare, Miller, Golding, Blake, Bishop, and Hugo. Works by these authors are utilized to instruct students in the art of critical reading and strengthen their abilities to respond to literature through writing and speaking. Students will discover themes and messages presented by each author studied and examine connections between them, as well as comparing and contrasting them with Biblical truth. Students selected for the honors section are expected to be active participants, engaged, self-motivated, and capable of reading more complex material while responding with interesting and original insight.

Two Semesters/Credit: 1

Open to grade: 11; fulfills grade 11 English requirement

Prerequisite: See honors course information on page 36

Key Texts: Various novels and plays (Previously used texts: *The Crucible*, *A Midsummer Night's Dream* and *The Adventures of Huckleberry Finn*)

Senior Literature & Composition

Course Description: This course focuses primarily on literature and poetry spanning various historical periods. Students will explore literary works and use these works as a basis for the development of their own writing and speaking skills. Students will examine various literary styles and techniques as well as think critically to evaluate the various themes of the studied works. Students will also engage in literary criticism as they evaluate short stories, novels, and poetry of the given eras that are studied.

Two Semesters/Credit: 1

Open to grade: 12; fulfills grade 12 Language Arts requirement

Prerequisite: Grade 11 Language Arts

Key Texts: Various Novels and plays

AP English Literature & Composition**

Course Description: AP English Literature and Composition is designed to give students a challenging intellectual experience as they prepare for the college-level study of literature. Students will read a variety of texts that will expose them to different styles, authors, and literary techniques as they prepare for both college and the AP test. Students will examine the writer's use of language and its effects upon the reader's experience. Structure and themes of the works will also be considered through the course of the semester. Students will also work to develop their own skill as a writer through several written assignments in a variety of styles.

Two Semesters/Credit: 1

Open to grade: 12

Prerequisite: See AP course information on page 36

Key Texts: Various Novels and plays

Creative Writing[†]

Course Description: Creative Writing teaches students the various skills necessary for producing creative works of fiction, non-fiction, and poetry. Students will work on various projects over the course of the semester to build a collection of work, some of which may be submitted for publication. Students will use a workshop format and conduct peer review of one another's work to provide experience in the evaluation of various writing styles.

One Semester/Credit: .5

Open to grades: 9-12

Prerequisite: None

Journalism 1 & 2⁺

Course description: Journalism teaches students how to write in Associated Press style for publication. Students will work in a variety of journalistic styles appropriate for newspaper, magazine, and electronic media writing, while using these skills to help create the Westminster Shield school newspaper and the Warrior Yearbook. Students also learn various skills important to journalists, including observation skills and interviewing techniques. Students will be responsible for meeting deadlines and assignment criteria. Students will focus on using their talents to glorify God in the media.

One Semester/Credit: .5

Open to grades: 9-12

Prerequisite: None

Mathematics

Algebra 1

Course Description: Algebra 1 focuses on systematic problem solving and challenges students in the abstract thought process. Students will deepen their understanding of mathematical systems and number sense. Topics include equations and systems of equations, inequalities, graphing linear and quadratic functions, exponent rules, and polynomials.

Two Semesters/Credit: 1

Open to grade: 9

Prerequisite: Pre-Algebra

Key Text: *Algebra 1 with CalcChat & CalcView Enhance*, Larson

Geometry

Course Description: This course is designed to solidify and enhance geometric concepts introduced in previous courses, to introduce new geometric concepts, and to teach students to apply algebra concepts in a geometric setting. Students will also be introduced to the concept of proofs and be challenged to justify their reasoning while problem solving. Other topics include lines and angles, triangles, quadrilaterals, circles, area, and volume.

Two Semesters/Credit: 1

Open to grades: 9-12

Prerequisite: Algebra 1

Key Text: *Geometry with CalcChat & CalcView Enhance*, Larson

Honors Geometry*

Course Description: This course is an in-depth study designed to solidify and enhance geometric concepts introduced in previous courses, to introduce new geometric concepts, and to teach students to apply algebra concepts in a geometric setting. Students will also be introduced to the concept of proofs and be challenged to justify their reasoning while problem solving. Other topics include lines and angles, triangles, quadrilaterals, circles, area, and volume. This course differs from the regular geometry course in the depth of discussion and discovery students will engage in during the course.

Two Semesters/Credit: 1

Open to grades: 9-12

Prerequisite: Algebra 1 and score in the 30th percentile of the national norm group on the mathematics section of the PSAT for Honors or AP course placement

Key Text: *Geometry with CalcChat & CalcView Enhance*, Larson

Algebra 2

Course Description: This course provides a curriculum that builds on the algebraic concepts covered in Algebra 1. Students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas, and to extend their knowledge in a variety of problem-solving applications. Course topics include functions, relations, and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students also cover topics relating to rational, radical, exponential, and logarithmic functions.

Two Semesters/Credit: 1

Open to grades: 9-12

Prerequisite: Algebra 1

Key Text: *Algebra 2 with CalcChat & CalcView Enhance*, Larson

Honors Algebra 2*

Course Description: This course is a comprehensive honors course that broadens and extends algebraic concepts covered in Algebra 1 and prepares students for advanced-level courses such as pre-calculus and calculus. Students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include conic sections; functions, relations, and their graphs; quadratic functions; inverse functions; advanced polynomial functions; rational functions; radical functions; exponential and logarithmic functions; and sequences and series.

Two Semesters/Credit: 1

Open to grades: 9-12

Prerequisite: Algebra 1 and score in the 30th percentile of the national norm group on the mathematics section of the PSAT for Honors or AP course placement

Key Text: *Algebra 2 with CalcChat & CalcView Enhance*, Larson

Financial Algebra

Course Description: Financial Algebra is a semester course for upperclassmen, and the course is designed to develop a strong foundation in logical thinking and problem solving that will enable students to make informed decisions regarding matters of money and finance in their daily lives.

One Semester/Credit: .5

Open to grades: 10-12

Prerequisite: Algebra 2

Probability & Statistics

Course Description: This course is designed to give students the skills needed to collect, understand, and analyze data. Students will explore how to assign probability to everyday occurrences, assess the validity of statistical arguments, and use data and mathematical modeling to draw conclusions about real-world scenarios. This course will give students a solid foundation for college-level statistics courses. Topics will include experimental design, data organization, probability distributions, hypothesis testing, and correlation.

One Semester/Credit: .5

Open to grades: 9-12

Prerequisite: Algebra 2

Key Text: *Intro to Statistics & Data Analysis*, Peck

Pre-Calculus

Course Description: This course introduces Trigonometry and Pre-Calculus that combines previous study of algebra, geometry, and functions. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Integrating and deepening mathematical ideas to build a solid foundation for problem solving. Topics include trigonometric ratios and functions, inverse trigonometric functions, applications of trigonometry, including vectors and laws of cosine and sine; arithmetic of complex numbers, and functions (linear, quadratic, exponential, logarithmic, radical, polynomial, and rational).

One Semester/Credit: 1

Open to grades: 10-12

Prerequisite: Algebra 2

Key Text: *Pre-calculus with Limits*, Larson

Honors Pre-Calculus*

Course Description: This course is a comprehensive honors course that combines previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Integrating and deepening mathematical ideas to build a solid foundation for problem solving. Topics covered include trigonometric ratios and functions, inverse trigonometric functions, applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers, as well as an introduction to the concept of limit, functions (linear, quadratic, exponential, logarithmic, radical, polynomial, and rational), polar coordinates, conic sections, parametric equations, sequences, and series.

One Semester/Credit: 1

Open to grades: 10-12

Prerequisite: Algebra 2

Key Text: *Pre-calculus with Limits*, Larson

AP Statistics**

Course Description: AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

Two Semesters/Credit: 1

Open to grades: 11-12

Prerequisite: Algebra 2

Key Text: *The Practice of Statistics*, 6th Edition, Starnes

AP Calculus AB/BC**

Course Description: This course in single-variable calculus prepares students to take the AP Calculus AB/BC Exam. Course topics include limits, continuity, differentiation of simple algebraic, and transcendental functions, implicit differentiation, related rates, and relative extrema problems. It also covers anti-derivatives, definite integrals, the calculation of areas and volumes, lengths of curves, and logarithmic and exponential functions. Topics are taught using algebraic, numerical and graphical representations to deepen conceptual understanding and application of concepts.

Two Semesters/Credit: 1

Open to grades: 11-12

Prerequisite: Score in the 30th percentile of the national norm group on the mathematics section of the PSAT for Honors or AP course placement

Key Text: *Calculus of a Single Variable*, Larson

Physical Education

Health

Course Description: This course instructs students on having a healthy foundation. As the year progresses, various aspects of health will be discussed including healthy and safe relationships, human ecology and health, human growth and development, the emotional, psychological, physiological, hygienic, and social responsibilities of family life including the worldview and Biblical view of abstinence, dating, and marriage. During this unit, a video, "Life's Greatest Miracle" and a pastor's perspective of abstinence education will be shared. Additional topics covered are prevention and control of diseases with specific focus on the prevention, transmission and spread of AIDS, sexual abuse and assault awareness and prevention education, public and environmental health, consumer health, safety education and disaster survival, mental health and illness, information about cancer including signs and symptoms and early prevention, personal health habits, alcohol, drug use, and abuse including the medical and legal ramifications of alcohol, drug, and tobacco use. This course also provides course material and instruction to advise pupils of the Abandoned Newborn Infant Protection Act. Additionally, students will take part in an online CPR course and at the end of the semester.

One Semester/Credit: .5

Open to grades: 9-12

Prerequisite: None

Key Text: *Glencoe Health*, Glencoe

Personal Fitness

Course Description: This course will focus on educating students as to the importance of lifetime physical fitness through aerobic exercise, flexibility training, and strength training. Emphasis will be placed on the assessment and maintenance of physical fitness to improve health and performance with a personal fitness plan.

One semester/Credit: .5

Open to grades: 9-12

Prerequisite: None

Science

Biology

Course Description: Biology is an introductory course into the study of life and living organisms. Biology introduces students to the foundations of living organisms, their habits, their anatomy and physiology, and their purpose in God's creation. Students are exposed to cells and their processes, heredity, creation, evolution, and intelligent design, as well as different microbes. All of this is done to encourage their knowledge of their personal environment, as well as the wonder of all of God's creations.

Two Semesters/Credit: 1

Open to grades: 9 & 11; fulfills grades 9 & 11 science requirement

Prerequisite: None

Key Text: *Next Generation Biology 2019*, Hall

Honors Biology*

Course Description: An inquiry-centered, laboratory course in Biology. The course stresses the nature of life processes in greater depth. Students will be guided through the scientific process and examine all levels of biological organization from molecules and cells to populations and ecosystems.

Two Semesters/Credit: 1

Open to grades: 9 & 11; fulfills grades 9 & 11 science requirement

Prerequisite: None

Key Text: *Next Generation Biology 2019*, Hall

AP Biology**

Course Description: AP Biology has extensive content in biochemistry, biochemical genetics, and cellular physiology. Considerable talent and interest in science are necessary for success in this college-level course. The equivalent of the core course for college biology majors, this course prepares the student for the college-level biology examination administered by the Advanced Placement Program. Success on this exam may entitle the student to college credit, advanced college placement or both.

Two Semesters/Credit: 1

Open to grade: 12

Prerequisite: Chemistry and Biology

Key Text: *Campbell Biology*, Pearson

Chemistry

Course Description: This course of study is designed to challenge students through active learning. The course material covers the following: the proper use of chemistry equipment and techniques, elements and compounds, gases, thermodynamics, the structure of matter, the periodic table, math used in chemistry, the metric system, and a core of chemical foundations used in technology today. The course develops the concepts of chemical bonds and intermolecular forces, balanced equations and stoichiometry, and the proper use of the scientific method. The course further enhances process skills, critical thinking skills, and fosters positive attitudes towards science as a whole. It provides students with a view of God's laws as they govern our world and personal lives.

Two Semesters/Credit: 1

Open to grades: 10-12; fulfills grade 10 science requirement

Prerequisite: Biology and Chemistry

Key Text: *Chemistry 2017 Digital Courseware*, Pearson

Honors Chemistry*

Course Description: This course is a more in-depth exploration, which focuses on labs, note taking and class discussions. Because of the nature of the course, critical thinking is employed as we explore God's laws and how they are used to benefit our society and glorify our Creator. Students will study chemistry equipment and techniques, elements and compounds, gases, thermodynamics, the structure of matter, the periodic table, math used in chemistry, the metric system, and a core of chemical foundations used today. The course develops the concepts of chemical bonds and intermolecular forces, balanced equations, stoichiometry, and the proper use of the scientific method.

Two Semesters/Credit: 1

Open to grades: 10-12; fulfills grade 10 science requirement

Prerequisite: See honors course information on page 36

Key Text: *Chemistry 2017 Digital Courseware*, Pearson

AP Chemistry**

Course Description: The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year.

Two Semesters/Credit: 1

Open to grades: 10-12; fulfills grade 10 science requirement

Prerequisite: Chemistry

Key Text: *Preferred AP Chemistry*, Cengage

Earth Science

Course Description: Earth Science explores the structures and systems God has designed for our planet. Course introduces students to topics in geology, meteorology, oceanography, and astronomy, and man's role in utilizing and stewarding God's creation. Students are exposed to issues of natural resource and energy management from a natural and biblical perspective. This is done to encourage their knowledge of our world, as well as God's marvelous designs and purposes.

Two Semesters/Credit: 1

Open to grade: 11-12

Prerequisite: Biology and Chemistry

Key Text: *Inspire Earth Science*, McGraw Hill

Honors Anatomy & Physiology*

Course Description: This full-year laboratory course is designed to acquaint the student with general anatomy and physiology presented through a Christ-centered perspective. It is meant to engage students and make them functionally literate in the language and images of the human form. The structure and function of the body's systems will be investigated using microscope investigations, laboratory exercises, and extensive dissections designed to give the student hands-on experience with different tissues and organ systems. Major topics will include histology, the body's organs and organ systems, homeostasis, health, development, injury/pathology, disease diagnosis and treatment, medical imaging, drug action, and a culminating trip to a local university's cadaver lab. Students will be expected to complete case study investigations and apply their understanding of the human body. This course will help prepare students interested in medicine, nursing, research, EMT, physical therapy, pharmacy, sports training, and their related fields of study including art (human form), psychology, and/or anthropology.

Two Semesters/Credit: 1

Open to grade: 11-12

Prerequisite: Biology, Chemistry and teacher recommendation

Key Text: *Human Anatomy & Physiology with Mastering A&P*, Marieb

AP Physics**

Course Description: This is a highly algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.

Two Semesters/Credit: 1

Open to grade: 11-12

Prerequisite: Biology and Chemistry

Key Text: *Mastering Physics*, Knight & Jones

Social Science

World History

Course Description: World History is a survey of the major cultural, political, intellectual, and economic ideas that have shaped humanity through the ages, beginning with the civilizations of ancient Mesopotamia and continuing to the present day. It examines Western as well as non-Western history and uses. In addition to the course text, period, and original documents to draw conclusions about the nature of human achievement in the umbra of the sovereign design and vision of God. World History encourages students to view history through a Biblical lens, to see it as an unfolding picture of God's work in the human adventure.

Two Semesters/Credit: 1

Open to grades: 9-10

Prerequisite: None

Key Text: *World History & Geography*, McGraw-Hill Education

U.S. History

Course Description: Beginning with the pre-colonial Indian migrations and continuing to the religious and ethnic disputes that marked the close of the twentieth century, this course takes students through the major intellectual, political, economic, and religious ideas and events that have made America what it is today. Using primary and secondary source documents and the Biblical canon, this course encourages students to study and consider America's history from a Biblical standpoint and to better appreciate the intersections of sacred and secular that have shaped the nation through the time that God has given it.

Two Semesters/Credit: 1

Open to grades: 11-12

Prerequisite: None

Key Text: *United States History and Geography*, McGraw-Hill Education

U.S. Government

Course Description: The study of American government is designed to teach students the workings of the American government and the Constitution, and instill in them their responsibilities toward God, one another, and their country as citizens. While the course focuses on the federal government, students are exposed to state and local government as well. Students will be challenged to see the need for Christians to be involved in all aspects of government.

One Semester/Credit: .5

Open to grade 12

Prerequisite: U.S. History and World History

Key Text: *United States Government our Democracy*, McGraw-Hill Education

Economics

Course Description: The study of economics is designed to provide students with a basic understanding of the U.S. economic system, classical and Keynesian economics, as well as to challenge them to identify and accept their responsibilities toward God and their fellow man. While the course focuses on the American system of economics, students are introduced to other common theories that are presently in use in the world today. Students will experience hands-on investing and the factors which influence the stock market.

One Semester/Credit: .5

Open to grade: 12

Prerequisite: U.S. History

Key Text: *Understanding Economics*, McGraw-Hill Education

AP U.S. History**

Course Description: AP United States History is an accelerated course that is meant to be the equivalent of a freshman college course and can earn students' college credit. It is a two-semester survey of American history from the pre-Columbian Native Americans through present-day United States. Students should learn to assess historical materials, their relevance to a given interpretive problem, reliability, and importance and to weigh the evidence and interpretations presented in historical scholarship. The purpose of AP U.S. History is to obtain systematic factual knowledge about the American experience and to develop the analytical skills necessary for a higher level of understanding. This course involves students in the analysis and interpretation of primary sources, including documentary material, maps, statistical tables, and pictorial evidence of historical events.

Two Semesters/Credit: 1

Open to grade: 11-12

Prerequisite: Teacher recommendation

Key Text: *American Pageant*, Kennedy, Cohen

World Language

Spanish 1

Course Description: The goal of Spanish 1 is to lay a foundational knowledge of the Spanish language for both oral and written communication. The curriculum focuses on vocabulary, key grammatical concepts, and exposure to the culture. Students participate by listening and speaking primarily in Spanish. Active participation through listening, speaking, and writing is necessary for success.

Two Semesters/Credit: 1

Open to grades: 9-11

Prerequisite: None

Key Text: Realidades 2014 Digital Courseware Level 1, Boyles

Spanish 2

Course Description: This course builds upon the knowledge learned in Spanish 1 and focuses on continuing to build vocabulary and grammatical skills along with more fluent reading and writing skills; oral communication in the Spanish language is expected. The curriculum also integrates cultural understanding. Homework involves more creative thought and analysis.

Two Semesters/Credit: 1

Open to grades: 10-12

Prerequisite: Spanish 1

Key Text: Realidades 2014 Digital Courseware Level 2, Boyles

Spanish 3

Course Description: The goal of Spanish 3 is to help students become proficient readers, writers, and speakers of the Spanish language. Complex grammatical structures are introduced, including the subjunctive and command verb forms. Students are expected to take notes independently and to participate through both oral and written activities, including short essays in Spanish.

Two Semesters/Credit: 1

Open to grades: 11-12

Prerequisite: Grade of "B" or higher in Spanish 2

AP Spanish Language & Culture**

Course Description: This course will follow the core curriculum recognized by the College Board which states: "The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the twenty-first Century are foundational to the AP World Languages and Cultures courses." The AP Spanish Language and Culture course stresses communication (understanding and being understood by others) by the application of interpersonal, interpretive, and presentation abilities in real-life situation. This consists of vocabulary application, command of language, communication strategies, and cultural knowledge.

Two Semesters/Credit: 1

Open to grade: 12

Prerequisite: Spanish 3 or teacher recommendation

Key Text: *Temas AP Spanish Language*, VHL

Sample Four Year Plan:

Freshman Year

- Semester 1
1. Bible
 2. Language Arts
 3. Mathematics
 4. Science
 5. World History
 6. Spanish
 7. Elective/Health
 8. Study Hall

- Semester 2
- Bible
 - Language Arts
 - Mathematics
 - Science
 - World History
 - Spanish
 - Elective/Health
 - Study Hall

Sophomore Year

- Semester 1
1. Bible
 2. Language Arts
 3. Mathematics
 4. Science
 5. Spanish
 6. Elective
 7. Elective
 8. Study Hall

- Semester 2
- Bible
 - Language Arts
 - Mathematics
 - Science
 - Spanish
 - Elective
 - Elective
 - Study Hall

Junior Year

- Semester 1
1. Bible
 2. Language Arts
 3. Mathematics
 4. Science
 5. U.S. History
 6. Spanish (or Elective)
 7. Elective
 8. Study Hall

- Semester 2
- Bible
 - Language Arts
 - Mathematics
 - Science
 - U.S. History
 - Spanish (or Elective)
 - Elective
 - Study Hall

Senior Year

- Semester 1
1. Bible
 2. Language Arts
 3. U.S. Government
 4. Mathematics (or Elective)
 5. Science (or Elective)
 6. Spanish (or Elective)
 7. Elective
 8. Study Hall

- Semester 2
- Bible
 - Language Arts
 - Economics
 - Mathematics (or Elective)
 - Science (or Elective)
 - Spanish (or Elective)
 - Elective
 - Study Hall