

WESTMINSTER CHRISTIAN SCHOOL



CURRICULUM GUIDE

Westminster Christian School

Curriculum Guide

*“There are those who seek knowledge for the sake of knowledge, that is curiosity.
There are those who seek knowledge to be known by others, that is vanity.
There are those who seek knowledge in order to serve, that is love.”
Bernard of Clairvaux (1090-1153)*

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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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 so as 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 spell correctly at all times.
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 one's self 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 so as 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's 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 incorporating 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 program principal, classroom teacher and resource instructor. Programmed instruction in middle school and high school is accomplished during study halls, or with permission, in lieu of scheduled classes.

SLANT (IMSLEC accredited reading program designed for the dyslexic student)
I CAN LEARN Math (Fundamental Math, Pre-Algebra, Algebra 1, Geometry)

Instructional Support is coordinated with the program principal, classroom teacher and resource instructor. Instructional support for Middle School and High School are scheduled during study hall, before or after school.

Reading Reflex

Content area curricular support

Communication support

Strategic instruction specific to coursework

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

Individual progress reviews

Study skills training

Organizational training

After School Homework Center is available to students, providing after school supervision for homework completion in a group setting. The supervising teacher will answer questions and assist with studying or projects at the student's request.

Supported Study Hall is available to Middle School students to provide direct instruction in organization and study skills, as well as accountability through progress report reviews and parent communications via ParentsWeb.

Summer Academic Programming is available for a variety of content areas and skills for academic success.

Resource Support Services provided directly to students through individual or group instruction incurs a fee in addition to regular tuition.

PRESCHOOL PROGRAM

Westminster Preschool promotes joy in learning, spiritual and academic growth, and positive character development. The program is dedicated to creating an educational community that is vibrant, joyful, and respectful to our Creator and His creation. Preschoolers learn to be independent, to take pleasure in the school environment, and to assimilate well with others. They are also encouraged to think critically and creatively, to express themselves clearly, and to have the courage to own, live, and explain their beliefs.

The learning environment incorporates a multi age setting thereby promoting a family-like grouping. In this setting, more experienced students share what they have learned with others less experienced. This not only reinforces their own learning, it also teaches the students to cultivate and expect a healthy community environment.

Westminster Christian School offers separate classes for three year old and four year old students. Students turning three by September 1 attend classes on Tuesday and Thursday mornings from 8:00 a.m.–11:20 a.m. Students turning four by September 1 attend classes on Monday, Wednesday, and Friday mornings from 8:00 a.m.–11:20 a.m.

Bible

Biblical principles are the backbone and foundation of preschool. Preschoolers have an inherent desire and need to have a relationship with their Creator. With that in mind, classes focus on God's eternal love and commitment to His children, with emphasis given to creating an environment in which God's love and character is modeled and practiced by all in the classroom community. A daily time of prayer is held where each student is given the opportunity to talk with God silently or corporately. A time of singing and praise is also a daily activity.

Enhanced Educational Opportunities

In addition to the core curricular offerings, students in the preschool program are exposed to art, music, and world awareness activities. Special mentoring partnerships with other elementary-level classes are also used.

Math

The math curriculum encourages number recognition, number formation, matching, and comparing quantity. Rote counting and numeral recognition are also reviewed. When appropriate, some students may begin work with number tracing and formation, and simple addition and subtraction.

Phonics and Preliminary Reading

The phonics and preliminary reading curriculum begins with letter recognition and ends with the blending of sounds. During the phonics learning time, the children are divided into small groups of three so that each student can receive individual care and instruction. By the end of a student's preschool experience, he/she should be able to move from letter recognition to hearing isolated phonemes, sorting by phoneme, associating phoneme to letter, and may culminate with preliminary decoding of words.

Physical Education

The Preschool 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 one's self 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.

Printing

We explore the entire alphabet and review familiar words that apply to the current letter of study. During the year, each student creates an alphabet book. Depending on the student's level of fine motor control, preliminary tracing of letters and transition to letter and word writing may begin. Specific work exercises within the classroom that focus on a skill necessary for further learning, i.e. learning to hold a pencil properly, are performed.

Social Development and Work Skills

Growth in these two areas is an integral part of the preschool program. Students are encouraged and guided to help others spontaneously, to demonstrate responsibility, to show respect and care for the classroom environment, and to resolve conflict in a healthy manner. In the area of work skills, curiosity, desire for order, initiative, problem solving, and use of others as a resource are nurtured. Opportunities for students to work on eye-hand coordination, coordination of two or more muscles, and to take care of personal needs are given. Attention is given to developing students' abilities to persevere and concentrate in work, to transition to different tasks, and to focus in group activities.

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:** 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

This course teaches students neat and correct formation of manuscript letters. Each letter is introduced, practiced, and reviewed. Daily letter writing encourages proper letter formation, pencil grip, and posture.

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

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:** enVision Math, by Pearson

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

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.

Guided Reading

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: World of Wonders series, Scott Foresman Publishing**

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: Interactive Science, Pearson Publishing**

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 on a daily basis, 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: Traits Writing, Scholastic**

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

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: God’s Plan, Christian Schools International**

English

This course seeks 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: Shurley English, Shurley Instructional Materials**

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

In social studies, first-graders 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:** 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:** enVision Math, Pearson

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.

Guided Reading

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:** Take a Closer Look series, Scott Foresman Publishing

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:** Interactive Science, Pearson Publishing

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 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 on a daily basis, 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

Second-Grade

Bible

The course 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:** 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:** 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

This course 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:** 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:** enVision Math, Pearson

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.

Guided Reading

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: Great Expectations, Scott Foresman Publishing**

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: Interactive Science, Pearson Publishing**

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 on a daily basis, 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 course includes weekly Scripture memorization and classroom discussion.

***Key Text: 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 of our differences and cultures.

***Key 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:** enVision Math, Pearson

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.

Guided Reading

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:** Great Expectations, Scott Foresman Publishing

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 it's Forms, Forces and Motion.*

***Key Text:** Interactive Science, Pearson Publishing

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 on a daily basis, 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: Record of God's Nation, Christian Schools International**

Computer Keyboarding

The instructor in this course uses an application software program for teaching touch typing. The program includes a number of speed tests and constantly tracks the user's words-per-minute typing speed. It also includes a number of typing games. The purpose for using this curriculum is to help students grow in their typing skills - primarily in the areas of speed and accuracy.

***Key Text: Mavis Beacon Teaches Typing, Encore Software**

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: 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: enVision Math, Pearson**

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.

Guided Reading

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: Great Expectations, Scott Foresman Publishing**

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: Interactive Science, Pearson Publishing**

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 on a daily basis, 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**

Fifth-Grade

Bible

This course takes students on a survey from Genesis to Acts. Writings from the Pentateuch and the Books of History are studied. Students are given an introduction to Biblical poetry in Psalms, Proverbs, and Job, and instruction is given on the prophetic writings, especially those of Amos and Isaiah. The life of Jesus is followed through the Gospels, and then the birth of the early church in Acts is examined.

***Key Text: Witness to the Gospel, Christian Schools International**

Computer Keyboarding

This curriculum is an application software program for teaching touch typing. The program includes a number of speed tests and constantly tracks the user's words-per-minute typing speed. It also includes a number of typing games. The purpose for using this curriculum is to help students grow in their typing skills - primarily in the areas of speed and accuracy.

***Key Curriculum: Mavis Beacon Teaches Typing, Encore Software**

English

Instruction in this course continues with classify sentences using the eight parts of speech, and a fifth sentence pattern is added. In addition to classifying sentences, several writing opportunities are also given including narrative, persuasive, and expository essays, research reports, and journal entries.

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

Handwriting

Explicit, ongoing handwriting instruction is a critical component of students' overall literacy development. Extensive review and practice of cursive writing is the focus of the fifth-grade curriculum.

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

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: enVision Math, Pearson**

Reading

This course covers a variety of reading skills important to developing better reading comprehension. Such skills include identifying the characters, setting, plot, and theme within a text; sequencing of events; comparing and contrasting elements within a text; and searching for context clues. Students are assessed in vocabulary and comprehension skills.

Guided Reading

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: Great Expectations, Scott Foresman Publishing**

Science

Students in the fifth-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 the fifth-grade, students will study the following areas: *Classifying Organisms, Growth and Survival, Ecosystems, Water Cycle and Weather, Earth's Surface, Earth and Space, Properties of Matter, Forces and Motion, and Changing Forms of Energy.*

***Key Text: Interactive Science, Pearson Publishing**

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 his own writing on a daily basis, 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 one's self 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 – Fifth-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

Athletics:

Grade five only
Soccer (Boys-Fall)
Volleyball (Girls-Fall)
Basketball (Boys and Girls- Winter)

ACSI Activities:

Art Festival
Music Festival
Math Olympics
Speech Meet
Spelling Bee

Fine Arts:

Band
Instrumental Concerts/Recitals
Choir Concerts/Musical Production
Visual Arts Classes

Clubs:

Young Author's Club
Beginning Chess Club
Advanced Chess Club
Safety Patrol

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 for each of the four quarters, and a final grade is reported as a year-end average. Report cards are posted on Renweb/ParentsWeb following each quarter 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 between report cards. Westminster Christian School seeks to assist parents in this task by making teacher grade books available at all times on Renweb/ParentsWeb and by encouraging frequent communication between parents and teachers.

Standardized Testing

All students in Grade 1 through Grade 5 take the TerraNova 3 standardized assessments. This set of assessments is administered each spring, usually in late April. Results are shared with parents in June.

MIDDLE SCHOOL COURSES BY DEPARTMENT

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

BIBLE 3 Years Needed

Grade 6	The House of Israel/ Genesis-Judges
Grade 7	The Day of the Lord/ I Samuel-End of the Old Testament
Grade 8	A Light to the Gentiles/ Life Of Christ - The Early Church

LITERATURE 3 Years Needed

Grade 6	Scott Foresman and Leveled Literature Studies
Grade 7	Prentice-Hall and Leveled Literature Studies
Grade 8	Prentice-Hall and Leveled Literature Studies

WRITING 3 Years Needed

Grade 6	Traits Writing/Write Source SOAR Study Skills
Grade 7	Traits Writing/Write Source
Grade 8	Traits Writing/Write Source

MATHEMATICS 3 Years Needed

Grade 6	Mathematics Course 1
Grade 7	Pre-Algebra
Grade 8	Algebra 1

SCIENCE 3 Years Needed

Grade 6	Health, Matter, Energy, Earth, Life
Grade 7	Dynamic Planet, Exploring the Universe, Earth/Geology
Grade 8	Interactions of Matter, Ecology, Heredity, The Human Body, Matter, Energy, and Motion

HISTORY 3 Years Needed

Grade 6	World History
Grade 7	U.S. History
Grade 8	Geography

MIDDLE SCHOOL EXPLORATORIES

(per Semester)

All Grades	Art 1 or Art 2 (Prerequisite Art 1)
All Grades	General Music
All Grades	Physical Education
All Grades	Band [Full Year ONLY]
All Grades	Technology

**Exploratory courses are assigned by school administration for grades 6 and 7 students. All eighth-grade students may choose their exploratory courses.*

**Students are required to take 1 semester of art, 1 semester of PE, 1 semester of music, and 1 semester of technology during their middle school career.*

Examinations and Tests

Eighth-graders will take first semester exams. There will be no first semester final exams for sixth- and seventh-grade students. During the second semester, all middle school students will be on exam schedule. Sixth and seventh-grade students will take part in more comprehensive unit tests in certain classes. In an effort to prepare them for high school, eighth-grade students will take part in second semester cumulative final exams.

Semester exams may not be given at a time other than the scheduled two class period slot. (NOTE: Excused absences will be given special consideration.) Students are required to remain in the classroom until the two class period time slot has ended, and may arrange with the teacher to stay longer, if necessary.

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 for each quarter, and semester grades are issued at the end of the second quarter and at year-end. Report cards are posted following each quarter 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 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 take the Measures of Academic Progress (M.A.P.) assessment three times per year: fall, winter, and spring. Students in eighth-grade take the PSAT in the fall of each year.

MIDDLE SCHOOL PROGRAM

Sixth-Grade

Bible

This course is a survey of the Old Testament beginning with the Creation account in Genesis and continuing through the Judges. The goal of instruction in this course is to teach the Bible as God's covenantal story and to encourage its application to one's life through critical thinking, the identification of physical picture/spiritual reality, and by building a broad base of Biblical knowledge. Another goal of instruction in this course is for students to learn to hide God's Word in their hearts through scripture memory.

***Key Text:** The House of Israel, Christian Schools International

Health 6

This course explores various areas of health and wellness appropriate for the developmental readiness of early teens. Areas covered from a Biblical perspective include the following: physical fitness, nutrition, mental and emotional health, spiritual health, and family and social health. Health is part of science class and is taught during the first quarter of the year.

***Key Text:** Glencoe Teen Health, Glencoe Publishers

Literature 6

This course introduces students to many types of literature through a Biblical lens. Novel studies using the books *Tuck Everlasting* by Natalie Babbitt and *My Brother Sam is Dead* by the Collier brothers are taught with intentional Biblical integration. Mythology, poetry, and nonfiction units are also taught using trade books with a focus on literary elements. Short story and vocabulary instruction are also a focus of this course.

***Key Text:** Reading: Great Expectations, Pearson/Scott Foresman

Math 6

This course provides a rigorous Pre-Algebra preparatory experience for middle school students. Some of the broad skill sets covered in this course include the following: Number Sense, Algebraic Thinking, Operations with Real Numbers, Basic Geometry and Basic Algebra. Each of these broad categories will integrate problem-solving skills in order to increase comprehension. The course also includes a technology component and offers online access for students when they are away from school.

***Key Text:** Course 1 Mathematics, Pearson

Science 6

This course actively engages students in the learning process through the 5E learning experience- engage, explore, explain, evaluate, and extend/elaborate. The instructor meets students where they are through intentional integration of Biblical concepts and thought-provoking questions that encourage them to relate the science concepts to the world around them. The inquiry-based 5E lesson cycle provides active, hands-on explorations of these concepts.

The integrated sixth-grade units include a variety of life, physical, and earth science. They encompass the following topics: Exploring Earth, Exploring Life, Understanding Matter, and Understanding Energy. Students can use the key text in two forms: as a hard-back textbook and as an interactive digital eBook. Students are able to access a variety of resources online including practice tests, vocabulary games and flashcards, and homework assignments.

***Key Text:** Integrated Science, McGraw-Hill/Glencoe

World History

The sixth-grade students are exposed to early civilization, medieval, and early modern times. Significant concentration in this course is given to developing a Biblical approach to historical students and to the application of an integrated Biblical world and life view.

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

Writing 6

Instruction in this course builds solid foundational skills in written and oral communication and critical thinking. During the first quarter of sixth-grade, an intentional focus is placed on teaching study and organizational skills. Vocabulary development, grammar, and spelling instruction are also incorporated into the overall course plan. 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 on a daily basis, and focuses on frequent assessment to help drive further instruction.

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

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

***Supplemental Text: Study Skills, Soar Study Skills**

***Supplemental Text: Write Source, Great Source Education Group**

Seventh-Grade

Bible 7

This course is a survey of the Old Testament beginning with Samuel's birth through Kings. The emphasis of this course focuses on the return from captivity in Babylon. The goal is to teach the Bible as God's covenantal story and to encourage its application to one's life through the use of critical thinking, the identification of physical picture/spiritual reality, and by building a broad base of Biblical knowledge. Our goal is that students will hide God's Word in their hearts as they memorize portions of Scripture.

***Key Text: The Day of the Lord, Christian Schools International**

Literature 7

The course is designed to increase the students' appreciation, understanding, and use of language. Students are exposed to literary study through short story, novel units, nonfiction units, and independent reading. Focused instruction is also provided in the area of vocabulary development. Novel studies are on *The Giver* by Lois Lowry and *The Book of Three* by Lloyd Alexander.

***Key Text: Literature: Timeless Voices, Timeless Themes, Bronze Level, Prentice-Hall**

Pre-Algebra

Pre-Algebra is an introduction to the processes found in algebra. This Pre-Algebra course has been designed to provide a rigorous Algebra preparatory experience for middle school students. Some of the broad skill sets that will be covered in this course include the following: Algebraic Thinking, Operations with Real Numbers, Functions, Geometry, Polynomials, and Data Analysis. Each of these broad skill categories will integrate problem solving skills in order to increase comprehension. The course also includes a technology component and offers online access for students when they are away from school.

***Key Text: Course 3 Mathematics, Pearson**

Science 7

This course actively engages students in the learning process through the 5E learning experience- engage, explore, explain, evaluate, and extend/elaborate. The instructor meets students where they are through intentional integration of Biblical concepts and thought-provoking questions that encourage them to relate the science concepts to the world around them. The inquiry-based 5E lesson cycle provides active, hands-on explorations of these concepts.

The integrated seventh-grade units include a variety of life, physical, and earth science. They encompass the following topics: Life: Structure and Function, Life: Changes and Interactions, Matter, Energy, and Motion, Earth: Dynamic Planet, Exploring the Universe. Students can use the key text in two forms: as a hard-back textbook and as an interactive digital eBook. Students are able to access a variety of resources online including practice tests, vocabulary games and flashcards, and homework assignments.

***Key Text: Integrated Science, McGraw-Hill/Glencoe**

U.S. History

This course will introduce you to United States history from the end of the Civil War in 1865 through the first decade of the twenty-first century. You will learn about the major political, economic, and social changes that took place in America during this nearly 150-year period. The course will be structured chronologically, with each unit focusing on a significant historical subject. The units will include representative primary-source documents that illustrate important overarching political, economic, and social themes, such as the growth and expansion of political representation and civil rights in America, industrial development and economic change, race and ethnicity in American society, and cultural change over time. These primary documents offer you insights into the thinking of people who directly witnessed and experienced these historical developments. By the end of the course, you will understand how the United States grew from a relatively weak and divided agricultural nation into a cohesive military and industrial superpower by the beginning of the twenty-first century.

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

Writing 7

Instruction in this course builds solid foundational skills in written and oral communication and critical thinking. Vocabulary development, grammar, and spelling instruction are also incorporated into the overall course plan. 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 on a daily basis, and focuses on frequent assessment to help drive further instruction.

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

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

***SupplementalText: Write Source, Great Source Education Group**

Eighth-Grade

Algebra I

This course provides a rigorous learning experience for students to form a solid comprehension of important algebraic skills that are used throughout all mathematics courses. Some of the broad skill sets covered in this course include Operations with Real Numbers and Powers, Expressions, Equations and Inequalities, Linear Functions, Polynomial and Non-linear Functions, and Rational Functions and Radicals. Each of these broad skill categories will integrate problem-solving skills in order to increase comprehension. The course also includes a technology component and offers online access for students when they are away from school.

***Key Text: Algebra I, Pearson**

Bible 8

Eighth-grade Bible is a course that focuses students on the main teachings of the New Testament. The focus of the course is the life of Christ, as well as the spread of the gospel to the Gentiles and the development of Christian Doctrine and its practice. Secondary focuses are on the disciples, the Jews, the Gentiles, and all of the people that Christ had an influence on.

***Key Text: A Light to the Gentiles, Christian Schools International**

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 Education**

Literature 8

The course is designed to increase the students' appreciation, understanding, and use of language. Students are exposed to literary study through short story, novel units, nonfiction units, and independent reading. Focused instruction is also provided in the area of vocabulary development. Novel studies are on *Outsider* by S.E. Hinton and *Homeless Bird* by Gloria Whelan.

***Key Text: Literature: Timeless Voices, Timeless Themes, Silver Level, Prentice Hall**

Science 8

Integrated Science, McGraw-Hill/Glencoe

This course actively engages students in the learning process through the 5E learning experience- engage, explore, explain, evaluate, and extend/elaborate. The instructor meets students where they are through intentional integration of Biblical concepts and thought-provoking questions that encourage them to relate the science concepts to the world around them. The inquiry-based 5E lesson cycle provides active, hands-on explorations of these concepts.

The integrated eighth-grade units include a variety of life, physical, and earth science. They encompass the following topics: Motion and Energy, Interactions of Matter, Universe, Earth/Geology, Ecology, Heredity, and the Human Body. Students can use the key text in two forms: as a hard-back textbook and as an interactive digital eBook. Students are able to access a variety of resources online including practice tests, vocabulary games and flashcards, and homework assignments.

***Key Text: Integrated Science, McGraw-Hill/Glencoe**

Writing 8

Instruction in this course builds solid foundational skills in written and oral communication and critical thinking. Vocabulary development, grammar, and spelling instruction are also incorporated into the overall course plan. 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 on a daily basis, and focuses on frequent assessment to help drive further instruction.

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

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

***SupplementalText: Write Source, Great Source Education Group**

Middle School Exploratories (per Semester)

Art

Students have art for either one or two semesters, in a disciplined studio experience. 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. This course is divided into two parts. Art 1 must be taken prior to enrollment in Art 2.

Exploring Music and Choir

This course is designed to encourage students to explore the amazing world of music. This is accomplished through deepening the understanding of music from around the world, the history of composers and their instruments, and the skill of musical notation. Through the process of learning and performing choral music set to Biblical texts, students will have the opportunity to learn Biblical principles. This unique course seeks to combine the use of technology and hands-on activities to engage students with the application of music in their everyday lives. In addition, this course seeks to deepen each student's love and understanding of God through the discussion of Biblical texts and life application. Going through music theory and beyond, students will have the opportunity to work alongside fellow students to better understand the aspects of music through history, geography, and media.

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.

Study Hall/Advisory

Study hall is used for the completion of assigned homework and/or for quiet study of lessons either already taught or forthcoming.

On selected Study Hall days, students will take part in an advisory period. Staff will identify and work with students who would benefit from additional instructional support.

Physical Education

This course is divided by gender 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.

Technology

This course will familiarize students with fundamental terminology and concepts of computers, including word processing, spreadsheets, presentation software, Internet skills, multimedia design and implementation, user-friendly applications, and utilization of digital audio/video for presentation purposes. Students will design and present computer-based multimedia interactive projects.

Extracurricular Activities

Sixth- 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)
Football (Boys-Fall)
Soccer (Coed-Fall)
Soccer (Girls-Spring)
Track (Coed-Spring)
Volleyball (Girls-Fall)

Fine Arts:

Art Club
Jazz Express
Jazz Warriors
Theatre Productions (Improv/Play/Musicals)
Visual Art Shows
Winter and Spring Concerts
Worship Team

ACSI Activities:

Art Festival
Creative Writing
Geography Bee
Math Olympics
Speech Meet

Other Activities:

Bible Study
Book Club
Chess Club
Faith in Action
Science Olympiad
Student Council

HIGH SCHOOL PROGRAM

General Course Information

Registration and Scheduling

A full-time student must be enrolled in a minimum of six courses, five of which must be courses taken at Westminster or a pre-approved dual credit institution. In the spring, parents may select student courses online through RenWeb. 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. A student who desires to participate in extra-curricular activities must be a full-time student at Westminster. In order 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. Earning a better grade does not eliminate the first-grade. Both the first course grade as well as the second course grade are reflected on the student's transcript, and both grades will be factored into the GPA calculation.

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. Application to ECC, tuition, fees associated with the desired course and transportation to and from the alternative campus are the responsibilities of the student's family. 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 of 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 in order 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 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 RenWeb 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 Courses Weighted at 5.0

Students who opt to complete AP courses or academic coursework at an approved college and earn a minimum grade of "C" may receive both high school and college credit for the class. Students must be recommended to take

advanced coursework. Recommendations imply that a student has the fundamental skills necessary to succeed in the rigor of college level coursework.

Academic courses denoted as college level receive a +1.0 increase to the grade point scale, as do academic courses taught at approved colleges. These courses afford students the opportunity to earn high school credit as well as college credit with the possibility of advanced college level placement. An advanced level course is equated in content and expectations to a freshman level college course.

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	2.50	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 average of “A-” (3.67) **or** Grade point average of 3.67 or higher.

Honors: Grade average of “B+” (3.33) **or** Grade point average of 3.33 or

Honorable Mention: Grade average of “B” (GPA 3.00) **or** Grade point average of 3.00 or higher.

Class Rank

Class rank is not reported by Westminster, 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 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. Students may be exempted 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 seven 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 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. Any 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

<http://www.westminsterchristian.org/guidanceofficeacademics.asp>.

Transcripts

Transcripts may be requested through the guidance office by using the online request form found at the following URL: <http://bit.do/WestminsterTranscript>.

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 of 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 - Juniors are recommended to register for and take the ACT college entrance exam. (See below.)
Seniors:	ACT - 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 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.

Westminster Christian School is a member of the Illinois High School Association (IHSA). We follow IHSA policies by monitoring student-athletes' academic status. These standards demonstrate that academic achievement takes precedence over athletic participation. Academic progress will be monitored continually, using the Westminster guidelines outlined below, to ensure that each participating athlete maintains good academic standing. Each week by noon on Thursday, teachers will be responsible to report grades for student-athletes to the athletic director. The athletic director will inform the athlete and his/her parents on Friday if there is a change in the student's eligibility. Students who are ineligible will not be permitted to participate in a athletic contest. IHSA Ineligibility is defined that each athlete shall be doing passing work (60% +) in 5 classes in order to be eligible. If a student completes work (test, quiz, homework, etc.) that has the potential to adjust a student's eligibility status, the teacher will be given 2 full days to grade and record the work. The teacher will notify the athletic director of a change in the grade status; the athletic director will then notify the parents, student, and coach. All eligibility requirements for extracurricular activities are specifically noted in the Athletic Handbook.

Art Club

This club is open to all high school students and is designed to further explore art tools, techniques, and expression in an informal setting. This allows students to experience art making above-and-beyond what the classroom experience can provide. The club meets twice a month throughout the year.

Bible Studies

Studies are organized by students and faculty and are held before/after school and during lunch; scheduling varies dependent on student interest and faculty availability.

Cheerleading/Pep Squad

The purpose of the cheerleading squad is to promote attendance at athletic events and to encourage school spirit. They cheer and perform at basketball games and school spirit assemblies.

Choral Groups

This is a choral opportunity outside of the classroom; students may audition for our ensemble group, Blues & Barbers, which performs at fine arts nights and at local community functions. Students meet once per week after school.

Community Outreach

This club is responsible for organizing projects and engaging the school community in participation of community service in the greater Elgin area. Students in this club will also learn to provide oversight to small groups and prayer groups on the school campus.

Crossroads

Crossroads Kids Clubs exist to provide after school evangelistic club opportunities to elementary children in local public schools. Junior and senior students travel to an area school one day per week to lead and teach as part of the club staff.

Future Teachers Club

This club is open to sophomores, juniors, and seniors who are interested in teaching as a career. Members meet regularly, usually during lunch, to learn the various facets of teaching. During the spring term, members will have the opportunity to participate in a two-day, hands on teaching experience at Westminster.

Instrumental Groups

Westminster offers two instrumental ensembles: *Jazz Express* is an ensemble for the experienced jazz musician. Students do need to audition for this group which meets once per week from 7:00-7:40 a.m. *Jazz Warriors* is an ensemble for new jazz students or those looking to learn more about jazz. Students meet once per week from 7:00-7:40 a.m.

National Honor Society

The National Honor Society is a national organization established to recognize outstanding high school students. The objective of the Westminster Christian High School Chapter, which is open to qualified juniors and seniors, is to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to encourage the development of character in its students.

Outdoor and Environmental Club

This club cultivates students' appreciation of creation. Students learn how to care for and enjoy God's world. The club involves students in a variety of outdoor activities such as camping, hiking, skiing, rock climbing, bike riding, as well as "clean up" days.

Science Olympiad

The Science Olympiad is an international non-profit organization that is devoted to providing opportunities for high school students to explore science outside of the daily classroom. Members of this club prepare for regional tournament competition that consists of a series of individual and team events. There is a strong balance between the various science disciplines and science applications.

Student Council

Student Council is the approved representation of the student body to the administration. Members of this council are responsible for planning some of the larger all-school social events as well as being a representation of the student body to the faculty and administration. Student Council is composed of students who are elected by their class to represent them in the governing council. Each class has two representatives on the council. In addition to class representatives, there are three officers in the Student Council: A president and vice-president, elected by the student body; and a secretary-treasurer who is appointed by Student Council members. See section on Student Council.

Theatre

Participation in dramatic productions provides an opportunity for students who want to be part of a theatre production at the high school level. Students are encouraged to use their artistic gifts to be a part of the annual play held in the fall and the high school musical presented in the spring. Auditions are held for acting parts. In addition to acting, students are needed to assist with set design, costuming, lighting, and production.

Warrior Prayer Army - High school students meet once per week, during lunch, to share prayer requests and pray for the needs of our students, school and community.

Westminster Shield (School Newspaper)

The student staff and editors of the Westminster Shield will collaborate to produce a monthly newspaper highlighting school news and feature articles relevant to students' interests. The staff will work under the guidance of a faculty adviser as they produce the paper. No experience is necessary, but students seeking editorial positions must have completed the Journalism course.

Worship Team

This group is for high school student leaders who are passionate about worshipping God and glorifying Him through music. Students do need to audition and interview for this group and meet once weekly before school.

Interim

The period between Christmas break and second semester is an opportunity to study subjects not typically taught in a regular classroom setting. Courses are academic, practical or service oriented. Other interim options include

internships, mission trips, backpacking trips and art exploration in Europe. Registration for interim occurs in the fall. Classes include a morning and an afternoon session. Students receive .25 credit per year of participation. This credit does show on the transcript but does not count toward graduation requirements. Interim is part of Westminster's curricular program and is calculated into student attendance days. Therefore, students are expected to participate in these courses.

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 all four years at Westminster (freshman through senior) and must complete the suggested college preparatory curriculum.

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 3.5
- 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 3.5
- 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. The guidance counselor meets with each family to offer course placement advice.

Following the list of course selections is a tentative four-year planning page. This sheet is 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 students and parents to review course prerequisites and teacher recommendations. An email alert is sent when schedules are available for viewing and printing online. Any mistakes, omissions, or oversights must be corrected 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 English Criteria:

- Earns and maintains an A average in general English coursework or a B average in honors English coursework
- Demonstrates strong self-motivation, discipline, and work ethic through the consistent completion of course work
- Demonstrates analytical and evaluative skills
- Presents ideas logically and persuasively in written and spoken word
- Identifies and summarizes key points and responds critically to the text
- Composes strongly organized essays
- Consistently incorporates correct grammar and mechanics
- Students will be evaluated for mastery of the content on their Measures of Academic Progress (M.A.P.)

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 a B average or higher in the previous science course
- Students will be evaluated for mastery of the content on their Measures of Academic Progress (M.A.P.)

In addition to the above criteria:

- 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 schools. 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:

- AP Biology (“B” or higher in English and/or teacher recommendation)
- AP Calculus AB (Pre-Calculus with a B average and/or teacher recommendation)
- AP English Literature and Composition
- AP Physics (Algebra 2 and teacher recommendation)
- AP Spanish Language and Culture (Spanish 3 with “B” or higher and/or teacher recommendation)
- 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 track can be found below*:

Core Requirements:	High School Diploma	College Preparatory Diploma	Scholars Diploma
Bible	3.0	3.0	3.0
Computer Sci/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	2.0	3.0	3.0
World Language	0	2.0	2.0
Additional Electives	6.0	4.0	4.0
Total Credits:	22	24	26c

a: this includes a minimum of Algebra 1 & Geometry

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.

*Considerations have been made for the class of 2018 & 2019 that make the Scholars diploma attainable for students in these classes. Information should be discussed with the Guidance Office if you are a member of one of these graduating classes wishing to pursue the Scholars diploma.

HIGH SCHOOL COURSES BY DEPARTMENT

BIBLE

- ___ Following Jesus
- ___ Ethics
- ___ New Testament Epistles
- ___ Doctrines of Salvation
- ___ Understanding the Times

COMPUTER SCIENCE/BUSINESS

- ___ Business
- ___ Computer Skills and Application
- ___ Programming 1
- ___ Programming 2
- ___ Robotics
- ___ Web Design

FINE ARTS

- ___ Ceramics 1
- ___ Ceramics 2
- ___ Chorus
- ___ Drawing
- ___ The Foundations of Art
- ___ Fundamentals of Design
- ___ Graphic Art
- ___ Instrumental Band
- ___ Photography
- ___ Theater 1
- ___ Theater 2
- ___ Yearbook

HUMANITIES

- ___ Psychology
- ___ Sociology

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[†]

MATHEMATICS

- ___ Algebra 1
- ___ Geometry
- ___ Honors Geometry*
- ___ Algebra 2
- ___ Honors Algebra 2*
- ___ Discrete Math
- ___ Probability and Statistics
- ___ Trigonometry*
- ___ Pre-Calculus*
- ___ AP Calculus AB**

PHYSICAL EDUCATION

- ___ Health
- ___ Physical Education
- ___ Personal Fitness

SCIENCE

- ___ Physics 1
- ___ Honors Physics 1*
- ___ Biology
- ___ Honors Biology*
- ___ AP Biology**
- ___ Chemistry
- ___ Honors Chemistry*
- ___ Anatomy and Physiology
- ___ AP Physics**

SOCIAL SCIENCE

- ___ World History
- ___ U.S. History
- ___ American Government
- ___ Economics
- ___ AP United States History**

WORLD LANGUAGE

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

STUDY HALL

- ___ Study hall
- ___ Teacher/Intern Assistant

* Indicates an honors class

**Indicates a college credit 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

Students are required to complete three years in Bible including one year of Following Jesus and one year of Understanding the Times.

Following Jesus

Course Description: An exploration of what it means to be a follower of Jesus, this course will introduce students to *who* Jesus is, *what* Jesus demands from his followers, and *how* Jesus empowers those who trust in Him to fulfill His calling.

Two Semesters/Credit: 1

Open to grades 9-12; fulfills grade 9 Bible requirement

Prerequisite: None

Ethics

Course Description: This course bases the Triune God of the Bible and His Law as the only ethical and moral standard. Students will explore the 10 commandments and their applications in the book of Deuteronomy as well as how the Law does the following: shows us our need as sinners, drives us to Jesus Christ as the fulfillment of the Law in the Gospel and instructs Christians about what it looks like to be conformed to the image of Jesus Christ in our daily lives.

One Semester/Credit: .5

Open to grades 10-12; fulfills grade 10/11 Bible requirement

Prerequisite: Following Jesus

New Testament Epistles

Course Description: This course explores the following: how the Apostle Paul communicates and applies the message of the Gospel in the book of Romans, how the Apostle James presses the claim of the Gospel in calling us to action as Christians, and how the Apostle Peter addresses the Gospel as the source of hope and strength in the midst of persecution and suffering.

One Semester/Credit: .5

Open to grades 10-12; fulfills grade 10/11 Bible requirement

Prerequisite: Following Jesus

The Doctrines of Salvation

Course Description: This course is devoted to students learning the following areas of theology in a systematic (topical) manner: *Theology Proper* – this is the doctrine of God the Father, the Son and the Holy Spirit; *Anthropology* – this is the doctrine of human beings made in God's image and the implications of the fall of man into sin; *Soteriology* – this is the doctrine of salvation in Christ with its various aspects such as regeneration, conversion, justification, and sanctification; *Eschatology* – the doctrine of the end times and the hope that we have as Christians.

One Semester/Credit: .5

Open to 10-12; fulfills grade 10/11 Bible requirement

Prerequisite: Following Jesus

Understanding the Times

Course Description: Understanding the Times is a course in apologetics. Through careful examination of a host of worldviews, religions, and philosophical perspectives, it teaches students to know how to present Christianity with conviction and intelligence in the world, and to be ready to respond effectively to any queries which may be made of them about the truth claims of Christianity.

Two Semesters/Credit: 1

Open to grade 12; fulfills grade 12 Bible requirement

Prerequisite: Following Jesus

Computer Science/Business

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 Semesters/Credit: .5

Prerequisite: None

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

Computer Skills and Application

Course Description: This course reviews and introduces students to the use of basic computer skills to gain familiarity with the Windows 2013 environment. Students will review and learn basic computer application such as word processing, spreadsheets, database and presentation software.

One Semesters/Credit: .5

Prerequisite: None

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

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

Prerequisite: None

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

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

Prerequisite: Programming 1

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

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

Prerequisite: Programming 1

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

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

Prerequisite: None

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

Fine Arts

Ceramics 1

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

Ceramics 2

Course Description: This course contains three components: lectures reviewing the scientific involvement of clay and glazes, review and mastery of the four basic methods of hand built construction, review and mastery of wheel thrown techniques. Students will use studio time to complete required projects.

One Semester/Credit: .5

Open to grades 9-12

Prerequisite: Ceramics 1

Chorus

Course Description: This course is designed to encourage students to develop their musical abilities through singing in a choral setting. Through intentionality and Biblical integration, students will gain greater understanding and skill in the areas of harmonic value, pitch, tone, sight-singing, ear training, and communicating Biblical principles through the art of music. Ultimately, through singing in a group of peers, participating under instruction and creating music together, students will have the opportunity to build into something which is greater than any individual can create by his or her own effort, which is the beautiful process of creating choral music all for the praise and glory of God.

One or Two Semesters/Credit: .5 (per semester)

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

The Foundations of Art

Course Description: This course explores the visual experience through various tools, techniques, and mediums from a studio perspective. Students will create projects that focus on studio art making in ceramics, drawing, design, painting, photography, design, and graphic arts to visually communicate and understand the fundamentals of visual expression.

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 10-12

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 10-12

Prerequisite: None

Instrumental Band

Course Description: This course is designed for students who would like to experience fun and growth in instrumental music. Requirements will include participation in high school concerts and occasional community performances. Any instrument is welcome to participate, including strings.

Two Semesters/Credit: 1

Open to grades 9-12

Prerequisite: Ability to read musical notation, play an instrument

Photography

Course Description: This course explores the visual and technical skills needed to produce art through 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 dark room process.

One Semester/Credit: .5

Open to grades 9-12

Prerequisite: None

Theatre 1

Course Description: This course focuses on developing the student as an actor, stage manager, and playwright. Students will discover the many-faceted world of theatre and their place within it. Students will have the opportunity to perform a monologue at the end of the semester. Through their studies and performances, students will learn the value of theatre. Students will grow in their knowledge of theatre and its implications for their individual performances. They will learn how their Heavenly Father has created them as aesthetic, emotional, and social creatures and the way theatre allows them to express that nature.

One Semester/Credit: .5

Open to grades 9-12

Prerequisite: None

Theatre 2

Course Description: This course focuses on developing the student as an improv player, actor, and director. Students will discover how to play theatre games and what makes group mind (actor unity) possible. The class will work to create unity through teamwork before moving into scene work. Through a Shakespeare adaptation students will apply their knowledge of props, set and costuming to make their scene come alive. After students perform their scenes from A Midsummer Night's Dream, the entire class will come together for a full one act play. Throughout the semester students will complete theatre work hours to help make Westminster productions a success.

One Semester/Credit: .5

Open to grades 9-12

Prerequisite: Theatre 1

Yearbook

Course Description: This is a yearlong course giving students a working knowledge and practical application of Jostens Yearbook Program. Students will plan, organize, design, and produce the high school yearbook utilizing the following: creating a ladder diagram, applying graphic design principles, creation of custom layout designs, identifying a production schedule, developing photographic skills, and growing in communication as well as leadership.

Two Semesters/Credit: 1
Prerequisite: None

Open to grades 9-12

Humanities

Psychology

Course Description: This course is a basic introduction to the discipline of psychology from a Christian perspective. Focus will include behavior and mental processes of humans and animals and the major theorists who have impacted this field of study.

One Semester/Credit: .5
Prerequisite: None

Open to grades 10-12

Sociology

Course Description: Sociology is the study of what shapes and influences people in industrialized societies. It examines culture, economics, politics, anthropology and psychology to discern and determine the patterns and parameters that inform and form people. 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.

One Semester/Credit: .5
Prerequisite: None

Language Arts

Freshman Literature and Composition

Course Description: The purpose of this course is to nurture understanding and appreciation for literature. Various authors and pieces of literature from different time periods and different cultures are studied to expand students' knowledge of the worlds around them. In using literature as a vehicle for Biblical integration, students study secular works from a Christian worldview. Additionally, vocabulary development and writing instruction in a variety of genres are integral components. In this course, emphasis will be placed upon students writing creatively and critically, drawing from personal experience, literary inspirations, and research. Another key component involves students collaborating to bring literary characters and themes to life through the use of technology.

Two Semesters/Credit: 1
Prerequisite: None

Open to grade 9, fulfills grade 9 English requirement

Honors Freshman Literature and Composition*

Course Description: The course focuses on deeper literary analysis and advanced writing skills. Honors students must be independent, voracious learners. Moreover, an honors student should be responsible, organized, engaged and self-motivated as he or she seeks to be a reflective, active participant in the classroom. The purpose of this course is to nurture an understanding and appreciation for literature. Various authors and pieces of literature from different time periods and different cultures are studied to expand students' knowledge of the world around them. In using literature as a vehicle for Biblical integration, students study secular works from a Christian worldview. Additionally, vocabulary development and writing instruction in a variety of genres are integral components. In this course, emphasis will be placed upon students writing creatively and critically, drawing from personal experience, literary inspirations, and research. Another key component involves students collaborating to bring literary characters and themes to life through the use of technology.

Two Semesters/Credit: 1 (Weighted Scale)
Prerequisite: See honors course information on page 36

Open to grade 9, fulfills grade 9 English requirement

Sophomore Literature and Composition

Course Description: This course focuses on literature by great American authors such as Hawthorne, Miller, Fitzgerald, and Bradbury. Students are instructed in the art of critical reading and asked 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 study vocabulary, grammar, and writing within the context of the literature and complete a variety of writing and speaking assignments.

Two Semesters/Credit: 1
Prerequisite: Grade 9 English

Open to grade 10; fulfills grade 10 English requirement

Honors Sophomore Literature and Composition*

Course Description: This course focuses on literature by great American authors such as Hawthorne, Miller, Cisneros, Fitzgerald, and Bradbury. Students are instructed in the art of critical reading and asked 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 study vocabulary, grammar, and writing within the context of the literature and complete a variety of essays in the different genres of writing. Students selected for the honors section are expected to be self-motivated and capable of reading more complex material and responding to the literature and ideas with interesting and fresh ideas.

Two Semesters/Credit: 1 (Weighted Scale)
Prerequisite: See honors course information on page 36

Open to grade 10; fulfills grade 10 English requirement

Junior Literature and 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, including Miller, Potok, and Golding. 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
Prerequisite: Grade 10 English

Open to grade 11; fulfills grade 11 English requirement

Honors Junior Literature and 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, Potok, Golding, and Hansberry. 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 and responding to the literature and ideas with interesting and original insight.

Two Semesters/Credit: 1 (Weighted Scale)
Prerequisite: See honors course information on page 36

Open to grade 11; fulfills grade 11 English requirement

Senior Literature and Composition

Course Description: This course focuses primarily on British Literature through various historical periods. Students will explore works of key authors from British literary movements 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 works studied. Students will also engage in literary criticism as they evaluate short stories, novels, and poetry of the given eras that are studied. Authors and poets studied may include: Shakespeare, Milton, Dickens, Lewis, and Orwell, among others.

Two Semesters/Credit: 1

Open to grade 12; fulfills grade 12 English requirement

Prerequisite: Grade 11 English

AP English Literature & Composition**

Course Description: AP English Literature and Composition is designed to give students a challenging intellectual experience as they prepare for 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. AP English Literature provides an honors-level option in place of Senior Literature and Composition.

Two Semesters/Credit: 1 (Weighted Scale)

Open to grade 12

Prerequisite: See AP course information on page 36

Creative Writing 1

Course Description: Creative Writing 1 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 also conduct peer review of one another's work to provide experience in evaluation of various writing styles.

One Semester/Credit: .5

Open to grades 9-12

Prerequisite: None

Creative Writing 2

Course Description: Creative Writing 2 will build on the skills practiced in the first semester of Creative Writing 1 in order to further develop student writing and encourage students to pursue publication and a wider audience for their works. Students will work with non-fiction, fiction, and poetry styles, both reviewing skills from Creative Writing 1 and practicing more advanced writing techniques. Students will also develop a significant work over the course of the semester, as they compile their choice of a collection of short stories, a collection of essays, or a novella. Examples of professional works in each style will be examined as mentor texts.

One Semester/Credit: .5

Open to grades 9-12

Prerequisite: Creative Writing 1

Journalism

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. 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. Journalism is a prerequisite for any student seeking an editorial position with the Westminster Shield school newspaper.

One Semester/Credit: .5 (per semester)

Open to grades 9-12

Prerequisite: None

Mathematics

Algebra 1

Course Description: Algebra 1 includes instruction in the following topics: signed numbers, integer exponents, solving equations, and systems of two linear equations in two unknowns. It also includes graphs and equations of linear functions, scientific notation, ratio, percent, variation problems, and unit conversion. The course focuses on systematic problem solving and challenges students in the abstract thought process.

Two Semesters/Credit: 1
Prerequisite: Pre-Algebra

Open to grade 9

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. Concepts include, but are not limited to the following: lines and angles, triangles, quadrilaterals and circles, area, and volume. Throughout these topics, formal and informal proof is explored including two column, paragraph, and flow proofs. Projects are incorporated in the second semester.

Two Semesters/Credit: 1
Prerequisite: Algebra 1

Open to grades 9-12

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. Concepts include, but are not limited to the following: lines and angles, triangles, quadrilaterals and circles, area, and volume. Throughout these topics, formal and informal proof will be explored including two column, paragraph, and flow proofs. This course differs from the regular geometry course in the depth of discussion and discovery students will engage in during the course. Projects are incorporated in the second semester.

Two Semesters/Credit: 1
Prerequisite: Algebra 1 with a teacher recommendation

Open to grades 9-12

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
Prerequisite: Algebra 1

Open to grades 9-12

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 (Weighted Scale)
Prerequisite: Algebra 1 with a teacher recommendation

Open to grades 9-12

Discrete Math

Course Description: This course takes topics learned in Algebra 1 and 2, as well as Geometry, and integrates them in order for students to explore a variety of real-life problems and their solutions. Discrete math is highly recommended for any students looking to deepen their understanding of mathematical concepts, as well as those hoping to pursue further study in the mathematical/computer sciences. Topics will include number theory, set theory, counting and probability, matrices, graph theory, and logic.

One Semester/Credit: .5
Prerequisite: Algebra 2

Open to grades 9-12

Probability and 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
Prerequisite: Algebra 2

Open to grades 9-12

Trigonometry*

Course Description: This course deepens and broadens understanding of trigonometry introduced in Geometry. Required for the student who plans to progress to Pre-Calculus and encouraged for any student who may pursue math or science after graduation from high school. 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.

One Semester/Credit: .5
Prerequisite: Algebra 2

Open to grades 11-12

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 include functions (linear, quadratic, exponential, logarithmic, radical, polynomial, and rational); polar coordinates; vectors; conic sections; and introduction to limits.

One Semester/Credit: .5
Prerequisite: Algebra 2

Open to grades 11-12

AP Calculus AB**

Course Description: This is a course in single-variable calculus that includes techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus. It is equivalent to at least a semester of calculus at most colleges and universities. Algebraic, numerical, and graphical representations are emphasized throughout the course. Students taking this course must have completed a solid foundation of mathematical courses that include algebra, geometry, trigonometry, analytic geometry, and elementary functions. Students are familiar with the properties, graphs, algebra, and language of linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piece-wise defined functions.

Two Semesters/Credit: 1 (Weighted Scale)
Prerequisite: See AP course information on page 36

Open to grades 11-12

Physical Education

Health

Course Description: This course instructs students on having a healthy foundation, which includes what health is, influences on your health, and taking charge of your health. As the year progresses, various aspects of health will be discussed including: mental and emotional health, healthy and safe relationships, nutrition and physical activity. Students will take part in an online CPR course and at the end of the semester students will also learn concepts dealing with abstinence education, specifically endocrine and reproductive health, sexually transmitted diseases, the world view and Biblical view of abstinence, dating and marriage, a video, "Life's Greatest Miracle" and a pastor's perspective of abstinence education.

One Semester/Credit: .5
Prerequisite: None

Open to grades 9-12

Physical Education (Team Sports)

Course Description: This course is based on playing some team sports and learning about different individual fitness opportunities. Activities will include: basketball, fitness stations, Tae Bo/aerobics, floor hockey, team handball, fitness (walking/jogging/relays, fitness practice and assessment), and Nerf baseball.

One Semester/Credit: .5
Prerequisite: None

Open to grades 9-12

Personal Fitness

Course descriptions: 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.

One semester/Credit: .5
Prerequisite: None

Open to grades 9-12

Science

Physics 1

Course Description: Physics 1 is a survey of God's physical creation. Students experience many of the phenomena of nature as they practice the methods of science. Students are introduced to the laws and concepts that are the foundation of biology, chemistry and physics, as well as being further instructed in the scientific process. Topics include scientific inquiry, motion and force, work, energy, electricity, heat, temperature, waves, matter, atoms, bonding and chemical reactions.

Two Semesters/Credit: 1
Prerequisite: Pre-Algebra

Open to grade 9; fulfills grade 9 science requirement

Honors Physics 1*

Course Description: Students experience many of the phenomena of nature as they practice the methods of science. Students are introduced to the laws and concepts that are the foundation of biology, chemistry and physics, as well as being further instructed in the scientific process. Topics include: scientific inquiry, motion and force, work, energy, electricity, magnetism, heat, temperature, waves, matter, atoms, bonding and chemical reactions. The material will have a definite math emphasis and its application to data interpretation. A greater depth of material coverage as well as real life Christian application will be stressed in all units.

Two Semesters/Credit: 1
Prerequisite: Requires a grade of "B" or higher in Algebra 1

Open to grade 9; fulfills grade 9 science requirement

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 grade 11-12; fulfills grade 11 science requirement

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 11-12; fulfills grade 11 science requirement

Prerequisite: Chemistry

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 (Weighted Scale)

Open to grades 11-12; fulfills grade 11 science requirement

Prerequisite: See AP course information on page 36

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: Physics 1 or Honors Physics 1

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 (Weighted Scale)

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

Prerequisite: See honors course information on page 36

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 12

Prerequisite: Biology, Chemistry and teacher recommendation

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 (Weighted Scale)

Open to grade 12

Prerequisite: See AP course information on page 36

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 10-11; fulfills grade 10

Prerequisite: None

social science requirement for 2017-2018 school year only

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 grade 11; fulfills grade 11 social science requirement

Prerequisite: None

This course will be offered again in the 2018-2019 school year

American 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; fulfills .5 of grade 12 social science requirement

Prerequisite: U.S. History and World History

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; fulfills .5 of grade 12 social science requirement

Prerequisite: U.S. History

Prerequisite: None

Open to grades 10-12

AP United States 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 President Obama's administration. 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 (Weighted Scale)

Open to grades 11-12

Prerequisite: See AP course information on page 36

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 grade 9-11; fulfills partial graduation requirement

Prerequisite: None

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
Prerequisite: Spanish 1

Open to grades 9-12 fulfills graduation requirement

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

Open to grades 10-12

AP Spanish Language and 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 (Weighted Scale)
Prerequisite: See AP course information on page 36

Open to grades 11-12

Study Hall

Study Hall

Course Description: This period is used for the completion of assigned homework and/or for quiet study. It is recommended that all freshmen include a study hall in their schedule. Students are limited to one study hall per semester.

One or Two Semesters/Credit: None
Prerequisite: None

Open to grades 9-12

Teacher/Intern Assistant

Course Description: This is a practical internship course that students may take in place of their study hall and is designed to team a staff/faculty member with a student expressing interest in exploring a career within the staff member's area of expertise. The student is assigned to and mentored by one staff member. The student may be responsible for administrative duties such as copying materials and grading but will also perform functions directly related to the occupational role. This may include instruction or business development or technical support. No credit is given for this course. The mentor and student are encouraged and welcome to meet to determine their own goals and objectives of this opportunity.

Two Semesters/Credit: None
Prerequisite: Guidance Counselor and Principal recommendation

Open to grades 9-12