



HIGH SCHOOL COURSE SELECTION GUIDE

**Academic Year
2018-2019**

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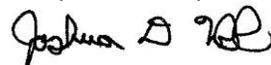
Dear Students and Parents:

This guide is designed to help you make informed decisions as you select courses for the 2018-2019 school year. You will find information about graduation requirements, courses available, and important factors to consider while making your decisions. Before making course selections, **every family should read through the first seven pages of this handbook**, as they will equip you for the task at hand. The remainder is filled with course descriptions and a few resources and forms.

Using the instructions in Appendix A of this guide, **please submit your course requests online through ParentsWeb no later than April 6**. Feel free to contact anyone in the Guidance Office if you have questions about this information or need assistance with course selections. Mrs. Roberts, Mrs. Cannon, and I will all be glad to help any way we can. If you have specific questions about a course for next year, you should begin with a teacher in that subject area who can help advise you.

I encourage you to approach this process with prayer and thoughtful consideration. Class schedule changes will be permitted with approval within the first 2 weeks of the fall semester. After the first 2 weeks, they will only be made due to extreme circumstances and with approval. I wish you the best in this process.

For your family and God's glory,

A handwritten signature in black ink, appearing to read "Joshua D. Roberts".

Director of College Guidance

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Graduation Requirements

GCS offers two programs of study for high school students. The Required Program includes the standard number of credits students must earn in order to graduate from GCS and corresponds to the Texas Foundation High School Program with a Multidisciplinary Studies Endorsement (formerly called the Recommended High School Program). The Distinguished Scholars Program requires additional courses and advanced measures for students pursuing a more rigorous, college-preparatory curriculum.

<u>Subject Area</u>	<u>Required Program</u>	<u>Distinguished Scholars Program</u>
Bible	1/year	1/year
English	4	4
History	4	4
Math	4	4
Science	4	4
Foreign Language	2	3
Physical Education	1.5	1.5
Fine Arts	1	1
Speech	.5	.5
Elective	1	1
Total Credits	26	27 (at least 4 advanced)

Regarding the Distinguished Scholars Program:

- Valedictorian and Salutatorian will be selected from among the Distinguished Scholars. While other students may rank high in their graduating class after completing only the required program, they will not be eligible for Valedictorian or Salutatorian recognition.
- At least 4 of the 27 total credits must be earned in advanced courses, including all courses designated as AP® (English 11, English 12, US History, Government, Calculus, Physics, Spanish 4) and ADV (College Statistics, Cell Biology), along with Anatomy & Physiology-H and Advanced Art-H.

In the event that special circumstances prohibit a student from completing the Required Program, the high school Principal may authorize a Minimum Program on an individual basis. Students or families should meet with the high school Principal or College Guidance Counselor to discuss any specific circumstances or needs.

Typical High School Schedules

9TH GRADE

1. Bible 9
2. English 9 H
3. History 9 H
4. Algebra 1 or Geometry
5. Biology
6. Spanish 1
7. Required Elective (see below)
Study Hall

11TH GRADE

1. Bible 11
2. English 11
3. US History
4. Algebra 2, Pre-Calculus, Foundations of College Math, or Statistics/College Algebra
5. Physics
6. Required Elective (see below)
7. Elective (see below)

10TH GRADE

1. Bible 10
2. English 10 H
3. History 10 H
4. Geometry or Algebra 2
5. Chemistry
6. Spanish 2
7. Required Elective (see below)
Study Hall

12TH GRADE

1. Bible 12
2. English 12
3. Government/Economics
4. Pre-Calculus, Calculus AP[®], Foundations of College Math, or Statistics /College Algebra
5. Physics AP[®], Cell Biology, Anatomy & Physiology, or Forensic Science
6. Elective (see below)
7. Elective (see below)

Elective options

FINE ARTS (1 credit required)

- Intro to Art (9-12)
- Intermediate Art (10-12)
- Advanced Art (10-12)
- Beginning Ceramics (10-12)
- Intermediate Ceramics (11-12)
- Treble Choir (9-10)
- Concert Choir (9-12)
- Concert Band (9-12)
- Chamber Orchestra (9-12)
- Philharmonic Orchestra (9-12)
- Acts of Grace Co. (9-12)
- Stagecraft (9-12)
- Technical Theater (9-12)

PE (1.5 credits required)

- Weights & Conditioning* (9-12)

SPEECH (.5 credit required)

- Speech* (10-12)
- Debate (10-12)

FOREIGN LANGUAGE

- College Spanish (12)
- Spanish 3 Pre-AP (11-12)
- Spanish 4 AP[®] (12)

SCIENCE

- Intro to Engineering Design (11-12)

ADDITIONAL ELECTIVES

- Computer Science (10-12)
- General Psychology* (11-12)
- Office Aide* (9-12)
- Test Prep* (10-12)
- Video Production (9-12)

* Denotes courses that are one semester in length.

High School Planning Worksheet

Student Name _____

9th Grade		10th Grade	
1	Bible 9	1	Bible 10
2	English 9 H	2	English 10 H
3	History 9 H	3	History 10 H
4	Spanish 1	4	Spanish 2
5	Biology	5	Chemistry
6	Math:	6	Math:
7	Required Elective:	7	Required Elective:
	Study Hall		Study Hall

11th Grade		12th Grade	
1	Bible 11	1	Bible 12
2	English 11	2	English 12
3	US History	3	Government/Economics
4	Physics	4	Science:
5	Math:	5	Math:
6	Required Elective:	6	Elective (optional):
7	Elective (optional):	7	Elective (optional):

Students in 9th and 10th grades are required to have seven regularly-scheduled courses. Students in 11th grade must have at least six courses, and students in 12th grade must have at least five courses.

Scheduling With College in Mind

There are a number of ways to earn college credit while still in high school. Whether it is wise for a student to do so depends on a number of factors, and it is always recommended to meet with a guidance professional before making your decisions. Following are brief explanations of the four ways GCS students can earn college credit.

1. Advanced Placement® courses. For college admission, accelerated courses stand out on the high school transcript because they indicate that a student is willing to work harder and at a higher level than the majority of high school students in the nation. While grade average is one of the most important factors considered by colleges, rigorous course selection can also play a significant role in distinguishing students with similar GPA's, especially for students who are applying to highly competitive schools or programs.

Advanced Placement® courses are taught at the college level and offer the opportunity to demonstrate subject mastery through an AP® exam. The exam is not mandatory, but it is the only way college credit can be granted. Colleges may grant credit, assign a grade, and/or provide placement based on AP® exam scores, but each institution has its own policies for making those decisions. Scores range from 1 (lowest) to 5 (highest), usually with a score of 3, 4, or 5 necessary for college credit. AP® exams cost \$94 each and are administered at Grace in May.

Advantages: Saving costs on college tuition; taking fewer courses in the college years; taking challenging courses while still in high school; getting a feel for what college-level material is like.

Disadvantages: Taking the AP® exam does not guarantee college credit since each college has unique policies; AP® courses are more difficult and usually require more time for study.

If you want college credit for an AP® class, check the catalog of that college or go to www.collegeboard.org to see what the college AP® policy is. Also check to see if that course is even a requirement for your major. If you don't know what you want to major in or what school you want to attend, this will only be speculation. The experience of taking the courses and exams can be enriching to you, even if you don't use them in college.

2. Dual credit courses. Select courses in the 2018-19 school year will be offered by GCS through partnerships with Tyler Junior College, The University of Texas at Tyler, and The University of Texas at Austin in which students will be able to enroll simultaneously for high school and college credit. In most cases, students will earn 3 college credit hours and .5 high school credit during a semester-long dual credit course taught by a Grace instructor. Some are offered only during select semesters, others every semester. Students must meet admission and testing requirements and pay tuition for each college in which they choose to enroll.

Anticipated dual credit classes at Grace for 2018-19 include:

TJC – Math 1314, Math 1342, Speech 1315, Spanish 1411, Spanish 1412

UT Tyler - English 1301, Biology 1306/1106

UT – Computer Science 302

Advantages: Reducing costs on college tuition; taking fewer courses in the college years; gaining early exposure to college-level material.

Disadvantages: Taking a dual credit course does not guarantee a college will grant credit or that the credit received will count toward your degree plan; poor performance in the dual credit course may adversely affect the college GPA; earning an excessive number of college hours early may disqualify a student from earning freshman scholarships.

Contact the guidance office for more details, and perhaps most importantly, **check with your prospective colleges to find out which courses will transfer.** One helpful resource for transfer information on all colleges in Texas can be found at www.tccns.org.

To maintain our biblical distinctive, all courses required for graduation must be taken at GCS.

3. Early Admission Program at Tyler Junior College. Grace students may take classes at TJC after the sophomore year with permission. These courses may be taken on the TJC campus during the summer, after school, at night, or online. Detailed information about Early Admission is available in the TJC Dual Credit office and the GCS guidance office. **Courses taken at TJC by early admission students will not count for high school credit.**

4. CLEP exams. Through the College Level Exam Program by College Board, high school students may be able to skip basic college courses if they have taken rigorous high school classes. CLEP tests are computerized tests administered by appointment at the TJC Testing Center and cost about \$85 each. As with AP® exams, CLEP exams are not automatically accepted at all colleges. Check with the colleges you are considering or go to www.collegeboard.org to find CLEP policies at specific schools. It is wise to take a CLEP test immediately upon completion of the high school subject course. For example, if a student would like to “CLEP out” of both college U.S. History courses, he should take the first History CLEP test at the middle and the second at the end of the junior year when the material is fresh on his mind, instead of waiting until the senior year or later. CLEP exams are available in a wide range of subject areas.

Advantages: Saving costs on college tuition; taking fewer courses in the college years.

Disadvantages: Taking the CLEP exam does not guarantee college credit. Students may be disadvantaged in higher-level college classes if they do not participate in the entry-level courses.

2018-19 Course Descriptions

H = Honors – Accelerated course.

Pre-AP = Accelerated course designed to prepare students for an Advanced Placement® course. Grades are weighted by 3 percentage points.

AP® = Advanced Placement® – Rigorous, college-level course approved by the College Board. Grades are weighted by 5 percentage points. AP® exams are administered on the GCS campus in May but are not required.

ADV = Advanced – Rigorous, college-level course not affiliated with the College Board. Grades are weighted by 5 percentage points.

BIBLE

1 credit required for each year of attendance in the high school

BIBLE 9 – The Life of Christ (2 semesters; 1 credit)

Do we really understand the words of Jesus? In this class, students will explore the chronological life of Jesus, the Old Testament understanding of the Messiah, and his life and work on our behalf. Students confront the teachings of Christ and make modern application of Christ's word to their lives. This two-semester class will open the eyes of students to the great truths of our Lord and Savior. This will include an intensive study of the Gospels as they relate to the life of Christ.

BIBLE 10

Spiritual Formation (1 semester; .5 credit)

Christ commands us to grow in the grace and knowledge of the living God. In order to grow as a mature disciple of Jesus Christ, the Scriptures compel us to know, understand and practice Spiritual Disciplines that lead us to godliness. The purpose of this class is to help the student understand how the inner man is strengthened spiritually so that we are conformed to the image of Jesus Christ. Through the study of Scripture and the practice of the Spiritual Disciplines by the power of the Holy Spirit, we are assured of our transformation into the likeness of our Savior. We are striving in this class to make mature disciples as we “teach Jesus” in all aspects of this class.

Apologetics (1 semester; .5 credit)

I Peter 3:15 tells us to, “always be prepared to make a defense to anyone who asks you for a reason for the hope that is in you.” Apologetics is the study of how to give reasons for our Christian hope. In this class students will study topics such as the existence of God, the reliability of the Bible, miracles, the problem of evil, science and religion, the resurrection, world religions, cults and new religious movements. Students will be prepared to enter the post-high school world equipped to understand and defend historic Christianity.

BIBLE 11

Systematic Theology (1 semester; .5 credit)

Systematic Theology is about students coming to an understanding of the basic doctrines taken from the Bible held in common by all groups of believers within the orthodox Christian faith. This class explores Bibliology, Theology (proper), Anthropology, Soteriology, Christology, Ecclesiology and Eschatology. Students will be able to understand their own theological traditions as well as other traditions with which they are not as familiar. Whereas the senior-level Christian Worldview class teaches a worldview from the perspective of what

students will encounter in other worldviews that oppose Christianity, the junior-level class teaches worldview from the perspective of historic, Biblical Christianity. This provides the needed foundation for students to evaluate other religious views.

Walking In His Word (1 semester; .5 credit)

Walking in His Word is an effort to engage students into the process of connecting with the Word of God. One of the most important aspects of building a relationship with God is immersion in the Bible as God's direct revelation of His character, nature and desires. The direct involvement of a student learning to read God's word encourages them to recognize that there is an external, authoritative truth rooted in the infinite and holy nature of God. Walking in His Word lays the foundation and practice for students to study God's Word in a hands-on and systematic manner that they may personally explore what God has to say to them from the primary source of His revealed truth, the Bible.

BIBLE 12 – Worldview, Philosophy, & Ethics (2 semesters; 1 credit)

The goal of this course is to prepare senior students to communicate Truth in an intelligent, confident, and humble manner with those in the workplace and university who advocate false philosophies. The curriculum will first give students an understanding of the postmodern culture through the study of current philosophies. The curriculum will then guide students through the history of Western culture up through the postmodern period, enabling them to trace the rise of the philosophies that drive the postmodern era. Equipped with these tools, students will have the capability to discern what is false and to stand firm for the Truth found only in the Christ of the Bible.

HUMANITIES

English – 4 credits required

History – 4 credits required

In the 9th, 10th, and 11th grades, history and English curricula are combined in a humanities approach as an introduction to our rich heritage of Western Civilization. Freshmen study ancient literature along with ancient world history (Creation to Renaissance), and sophomores do the same with modern world history and literature (Reformation to present). Juniors combine a study of American literature with American history.

ENGLISH 9 (H) – Literature of the Humanities I (2 semesters; 1 credit)

Literature of the Humanities I provides a thorough introduction to the primary genres of literature, poetry, prose, and drama, represented by various literary selections. The mission of the class lies in further educating students in the discipline of seeking truth through literary texts; in other words, poetry is a mode of knowledge that has the power to show us who we are and what we ought to be. In the discipline of reading, students will continue to cultivate the skills of close reading and interpretation by immersing themselves into the great works of literature from the classical tradition of the West and by connecting the imagery of the poetic world to the landscape of history. The course follows a chronological structure in regards to literature that seeks to explore and integrate historical, political, theological, and artistic considerations along with literary analysis. Works studied span from the early Greek era through the late Medieval and early Renaissance period. In the discipline of writing, students will work to enhance their rhetorical skills through critical thinking, logic, and persuasion. This course also offers a review of grammar, provides a solid foundation for formulating well-written, multi-paragraph essays, and introduces the elements of research

culminating in a research paper. Students are required to read various literary selections and write literary analyses over several works.

ENGLISH 10 (H) – Literature of the Humanities II (2 semesters; 1 credit)

Literature of the Humanities II provides a challenging approach to the study of classic pieces of literature, including prose, poetry and drama. Coinciding with world history, the works span from the latter half of the Renaissance to Modern Times and focus primarily on the historical influences of the Age of Exploration, the Reformation, the Enlightenment, the French Revolution, industrialization, imperialism, the Russian Revolution, and World War II. Along with five required novels, other works studied consist of various essays, poems, and short stories. Students participate in an in-depth analysis of each work studied and are expected to participate in discussion of the text. Students produce literature-based papers and are guided and monitored through an advanced researching process that produces a culminating research paper coinciding with a historical time period. Students are constantly challenged as Christians to evaluate “What is truth?” in the light of varied philosophies presented in literature.

ENGLISH 11 (H) (2 semesters; 1 credit)

This course provides a challenging approach to the study of American literature from the colonial period through the present. While reading and evaluating American literature, students will examine how growth and changes in American government, industry, society, and culture influenced writers of each era. Emphasis is placed on writing skills, grammar in writing, critical thinking, persuasive styles and techniques, and literary analysis. Required reading includes four novels. Various poems, essays, and short stories are also required reading. Most writing assignments are literature-based or history/literature-based, including a research paper. See Appendix B for course comparison.

ENGLISH 11 (AP® English Language and Composition) (2 semesters; 1 credit)

Prerequisites: Previous grades, recommendation from English 10 teacher, parental approval through a signed contract agreeing to AP-level expectations, and completion of the summer reading and writing assignment.

The AP® Language curriculum is designed to build a student's skills, understanding, and discipline in reading, writing, and critical thinking through a variety of classic and modern literature. While reading and evaluating American literature from colonial times through the present, students will examine how growth and changes in American government, industry, society, and culture influenced writers of each era. Students will write extensively in the MLA typed format and handwritten work while mastering literary elements. It is important to note that students taking this class should be competent in reading comprehension, solid in composition, and must meet all Humanities department recommendation requirements. Students are expected to read at least one novel and complete a corresponding packet of requirements for each novel during the summer. Most reading for this class is homework, thus not done during class. Emphasis is placed on persuasive styles and techniques, literary analysis, and synthesis. Students will also complete a history/literature-based research paper, as well as course work designated on the class syllabus. Grade is weighted by 5 points each grading period. See Appendix B for course comparison.

ENGLISH 12 (H) (2 semesters; 1 HS credit; 6 hrs college credit)

This course provides an intense study of British literature ranging from the Old English period to the postmodern period. It is reading and writing intensive with one outside novel read during the year, leading to a literary analysis; an examination of four styles of writing,

resulting in a formal essay; and a MLA-documented research paper examining a thematic purpose of a classic piece of British literature then establishing an argumentative thesis defended by primary and secondary sources. Students will read two in-class novels, as well as a full Shakespearean play and various pieces from British Literature's most referenced works. Grammar is incorporated into the writing process and discussed within literary selections. See Appendix C for course comparison.

Students may register to earn concurrent credit from UT Tyler. Course requirements are the same for all students, whether they are enrolled for dual credit or not.

ENGLISH 12 (AP® English Literature and Composition) (2 semesters; 1 credit)

Prerequisites: Previous grades, recommendation from English 11 teacher, parental approval through a signed contract agreeing to AP-level expectations, and completion of the summer reading and writing assignment.

This college-level course centers on literary analysis and criticism of classical texts, primarily British literature, along with a selection of in-class novels. Students study numerous texts in depth, write essays in MLA style, master literary and poetic terminology, and apply all knowledge to timed exams and essays. It is reading and writing intensive with one outside novel read during the year leading to a literary analysis; an examination of four styles of writing, resulting in formal essays, as well as several creative pieces throughout the year; and a MLA-documented research paper examining a thematic purpose of two classic British literature novels then establishing an argumentative thesis defended by primary and secondary sources. Students taking this class should be competent in reading comprehension and solid in composition skills, as well as meet all Humanities department recommendation requirements. Students are expected to read at least one novel/play and complete a corresponding packet of requirements for each during the summer, read seven additional novels/plays as in-class works, as well as course work designated on the class syllabus. Grade is weighted by 5 points each grading period. See Appendix C for course comparison.

HISTORY 9 (H) – Ancient World History and Geography (2 semesters; 1 credit)

This course covers the beginning of recorded history through the Renaissance. The history, literature, geography, religion, culture, and art of each civilization are studied. The classical Greek and Roman roots of Western culture are highlighted, along with a study of major world religions and their influence on today's society.

HISTORY 10 (H) – Modern World History and Geography (2 semesters; 1 credit)

Beginning with the Reformation and continuing through the present age, this class examines the past events that have shaped our present world. A fully integrated study of political and church history, geography, music, literature, and art focuses primarily on our European heritage.

U.S. HISTORY (2 semesters; 1 credit)

This course begins with the colonization of North America, focuses on this nation's Christian heritage of self-government, and spans the entire length of American history, including the current events that impact the students of today. Using primary sources, the ideals that formed America's core values are thoroughly examined. See Appendix D for course comparison.

U.S. HISTORY (AP®) (2 semesters; 1 credit)

Prerequisites: Completion of History 10 and English 10, recommendations from the History 10 and English 10 instructors, parental approval, and completion of the summer reading and writing assignment.

This college-level course is a survey of American History from 1491 to the present. The course has students investigate the content of the U.S. history for significant events, individuals, developments, and processes in 9 historical periods and develop and use the same thinking skills and methods employed by historians when they study the past. The course will focus on preparing students for the AP® US History exam offered every spring. Grade is weighted by 5 points each grading period. See Appendix D for course comparison.

U.S. GOVERNMENT & POLITICS, FREE ENTERPRISE & ECONOMICS (2 semesters; 1 credit)

American Government is a study of the origins, institutions, and policies of national, state, and local government in the United States. The course promotes better citizenship through understanding and appreciation of American self-government. Students will also become familiar with the various Judeo/Christian influences on the development of U.S. government, as well as the role of virtue in the success of a republic. Free Enterprise and Economics is designed to provide young adults with an understanding of individual and national economic decisions and their consequences. Students will study opportunity costs, supply and demand, microeconomics, government policy, macroeconomics, foreign trade, and personal finance, including a personal financial responsibility unit. Students will be challenged to engage government, politics, and economics as a disciple of Jesus Christ to better understand the role and obligations of a Christian in a pluralistic and capitalist society. See Appendix E for course comparison.

U.S. GOVERNMENT & POLITICS (AP®), MACROECONOMICS (AP®) (2 semesters; 1 credit)

Prerequisites: Completion of U.S History or AP US History, personal recommendations from the History 11 and English 11 instructors, parental approval, and completion of the summer reading and writing assignment.

AP® Government is a college-level course in which students will be presented with an analytical perspective on government and politics in the U.S. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires a familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Students will also become familiar with the various Judeo/Christian influences on the development of U.S. government, as well as the role of virtue in the success of a republic. AP® Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students will be challenged to engage government, politics, and economics as a disciple of Jesus Christ to better understand the role and obligations of a Christian in a pluralistic and capitalist society. The course will focus on preparing students for the AP® United States Government & Politics exam as well as the AP Macroeconomics exam offered every spring. Grade is weighted by 5 points each grading period. See Appendix E for course comparison.

MATHEMATICS

4 credits required

*Required courses are Algebra 1, Geometry, Algebra 2, and one additional math credit.

Math Track Suggestions:

- Basic – Algebra 1, Geometry, Algebra 2, Foundations in College Math.
- Standard – Algebra 1 (8th or 9th), Geometry (or Pre-AP), Algebra 2 (or Pre-AP), Pre-AP Pre-Calculus or Statistics & College Algebra or Foundations in College Math.
- Advanced – Algebra 1 (8th grade), Pre-AP Geometry, Pre-AP Algebra 2, Pre-AP Pre-Calculus, AP[®] Calculus or Statistics & College Algebra

Calculator Policy: Calculator use in math classes will be at the discretion of the teacher. A graphing calculator such as the TI-84 or TI-NSPIRE is required for **ALL high school math classes**. The TI-89, TI-92, or any other CAS system will not be allowed for student use.

ALGEBRA 1 (2 semesters; 1 credit)

Algebra 1 is the foundation for all future mathematics courses. Topics covered include the number system, functionality, solving and graphing linear equations and inequalities, combining and factoring polynomials, and solving and graphing basic quadratic equations. Graphing calculators are used periodically to increase students' understanding by comparing algebraic and graphical representations.

GEOMETRY (2 semesters; 1 credit)

Prerequisite: Algebra 1

In Geometry, students explore the properties of various geometric figures and the concepts of congruency and similarity. These topics will include application of area, volume, basic trigonometry, transformations, logic and proofs. See Appendix F for course comparison.

GEOMETRY (Pre-AP) (2 semesters; 1 credit)

Prerequisites: Satisfactory grades in Algebra 1 or teacher recommendation

Pre-AP Geometry is an in-depth study that moves at a faster pace than Geometry. Students will explore properties of various geometric figures and the concepts of congruency and similarity. These topics will include application of area, volume, basic trigonometry, transformations, logic and proofs. Grade is weighted by 3 points each grading period. See Appendix F for course comparison.

ALGEBRA 2 (2 semesters; 1 credit)

Prerequisites: Algebra 1 and Geometry (or Pre-AP)

The Algebra 2 content is designed to extend the concepts presented in Algebra 1 and Geometry and to explore a variety of functions. Time will be spent studying polynomial, rational, exponential and logarithmic and trigonometric functions, matrices and conics (as time allows). See Appendix G for course comparison.

ALGEBRA 2 (Pre-AP) (2 semesters; 1 credit)

Prerequisites: Satisfactory grades in Algebra I and Geometry (Pre-AP), or teacher recommendation

Pre-AP Algebra 2 is an in-depth study that moves at a faster pace than Algebra 2. The Algebra 2 content is designed to extend the concepts presented in Algebra 1 and Geometry, and to explore a variety of functions. Time will be spent studying polynomial, rational, exponential and logarithmic and trigonometric functions, matrices and conics. Grade is weighted by 3 points each grading period. See Appendix G for course comparison.

FOUNDATIONS OF COLLEGE MATH (2 semesters; 1 HS credit; 3 hrs college credit)

Prerequisite: Algebra 2

Foundations of College Math (FCM) will provide a strong foundation of algebraic concepts, techniques and applications to prepare students for college level courses. Stress will be placed on strengthening algebra skills in the context of polynomial, exponential, and logarithmic functions. The fall curriculum of FCM covers the foundational concepts to prepare students for College Algebra. The spring semester is the same course as Tyler Junior College's MATH 1314, except it is taught on the GCS campus by a GCS instructor and will allow students to receive both high school and college credit simultaneously. Students will be responsible for registration with TJC and required software and/or books. Admission into TJC, including testing requirements and tuition, must be completed at the beginning of the spring semester.

COLLEGE ALGEBRA (1 semester; .5 HS credit; 3 hrs college credit)

Prerequisites: Algebra 2 (or Pre-AP)

College Algebra covers a variety of algebraic topics, including linear, quadratic, polynomial, rational, exponential and logarithmic functions; systems of equations and inequalities; and matrices. This is the same course as Tyler Junior College's MATH 1314, except it is taught on the GCS campus by a GCS instructor. It will be offered in the spring only and will allow students to receive both high school and college credit simultaneously. Admission into TJC, including testing requirements and tuition, must be completed at the beginning of the spring semester. Students will be responsible for registration with TJC and required software and/or books.

STATISTICS (ADV) (1 semester; .5 HS credit; 3 hrs college credit)

Prerequisites: Algebra 2 (or Pre-AP) and teacher recommendation

Statistics will introduce students to the major concepts and tools used for the presentation and interpretation of data, probability, sampling, correlation and regression, analysis of variance, and the use of statistical software. This is the same course as Tyler Junior College's MATH 1342, except it is taught on the GCS campus by a GCS instructor. It will be offered in the fall semester only and will allow students to receive both high school and college credit simultaneously. Admission into TJC, including testing requirements and tuition, must be completed at the beginning of the fall semester. Students will be responsible for registration with TJC and required software and/or books. Grade is weighted by 5 points in the fall semester.

PRE-CALCULUS (Pre-AP) (2 semesters; 1 credit)

Prerequisites: Satisfactory grades in Algebra 2 (Pre-AP) or teacher recommendation

Pre-Calculus is an in-depth study of the various families of mathematical functions, their properties, and their graphs. Additional topics include trigonometry, sequences and series, probability, conic sections, and an introduction to limit of a function. Grade is weighted by 3 points each grading period.

CALCULUS (AP®) (2 semesters; 1 credit)

Prerequisites: Pre-Calculus (Pre-AP) and teacher recommendation

The AP® Calculus curriculum is designed to prepare students for the AP® Calculus AB exam given each May. Students study the major concepts of first-semester college Calculus, including limits, derivatives, and integration. Grade is weighted by 5 points each grading period.

SCIENCE

4 credits required

*Required courses are Biology, Chemistry, Physics, and one additional science credit.

BIOLOGY 1 (2 semesters; 1 credit)

Biology 1 is a survey course in general biology emphasizing the life sciences as God created them. It is organized around five basic themes: cellular and molecular biology, taxonomy, natural history, scientific investigation and basic anatomy and physiology. See Appendix H for course comparison.

BIOLOGY 1 (Pre-AP) (2 semesters; 1 credit)

Biology 1 (Pre-AP) is an accelerated survey course in general biology emphasizing the life sciences as God created them. It is organized around five basic themes: cellular and molecular biology, taxonomy, natural history, scientific investigation, and basic anatomy and physiology. Grade is weighted by 3 points each grading period. See Appendix H for course comparison.

CHEMISTRY (2 semesters; 1 credit)

Prerequisites: Biology and Algebra 1

Chemistry is a survey course in general chemistry that seeks to develop an appreciation of God's creation and to help develop verbal and mathematical skills for describing natural events. General topics include matter, atomic structure, the periodic table, chemical bonding, stoichiometry, thermodynamics, chemical kinetics and chemical equilibrium. Projects and lab experiments are utilized to enhance the understanding of the concepts being discussed. See Appendix I for course comparison.

CHEMISTRY (Pre-AP) (2 semesters; 1 credit)

Prerequisites: Biology, Algebra 1, and previous grades

Chemistry (Pre-AP) is an accelerated survey course in general chemistry that seeks to develop an appreciation of God's creation and to help develop mathematical skills for describing natural events. General topics include matter, stoichiometry, thermodynamics, the periodic table, atomic structure, chemical bonding and intermolecular forces, chemical kinetics and chemical equilibrium. Hands-on experience with lab experiments and analysis enhance understanding of the concepts covered. See Appendix I for course comparison. Grade is weighted by 3 points each grading period.

PHYSICS (2 semesters; 1 credit)

Prerequisites: Biology and Chemistry

Physics is a conceptual course that explores a broad range of principles including introductory kinematics, Newtonian mechanics, projectile motion, conservation of

momentum and energy, fluid and wave properties, electromagnetism, and a brief introduction to nuclear physics. Students receive experience in a laboratory setting and are challenged to think analytically, creatively, and critically. See Appendix J for course comparison.

PHYSICS (Pre-AP) (2 semesters; 1 credit)

Prerequisites: Biology, Chemistry, and strong math skills

Pre-AP Physics covers the major topics found in a first-year college physics course. It is a lab-based course that includes the topics of mechanics, energy, matter, heat, sound and light, electricity, magnetism, and modern physics. Students must have a strong background in math and will be challenged to think critically and creatively. Grade is weighted by 3 points each grading period. See Appendix J for course comparison.

PHYSICS (AP[®]) (2 semesters; 1 credit)

Prerequisites: Physics (Pre-AP) and concurrent enrollment in Calculus

AP[®] Physics is the equivalent of a calculus-based, first-year college physics course that prepares students to take the AP[®] Physics C exam. It is a lab-based course which will include Newtonian and modern physics with sections of electricity and magnetism. Students must be strong in study habits, math, and critical thinking skills. Students will be in preparation mode for the AP[®] exam. A detailed lab book will be required, along with four projects. Grade is weighted by 5 points each grading period.

FORENSIC SCIENCE (2 semesters; 1 credit)

Prerequisites: Biology and Chemistry

Forensic Science is a course designed to develop and understand the techniques, problem solving skills and science behind forensics. Throughout the course, concepts from biology, chemistry, earth science, mathematics and physics will be explored as students investigate how forensic scientists utilize these disciplines to solve crimes. This is a lab-based class where students will be exposed to the following topics: crime scene investigation; collection, handling and examination of trace evidence such as hair, fibers, soil, pollen and glass; fingerprint, blood and blood splatter examination; DNA, drug, handwriting, and tool mark analysis; impressions, ballistics, forensic anthropology; and the cause and determination of death. This course is intended for students who are interested in a broad exposure to a variety of scientific disciplines and their applications in the study of criminology.

ANATOMY AND PHYSIOLOGY (H) (2 semesters; 1 credit)

Prerequisites: Biology and Chemistry

This is an accelerated course that uses a college text and is designed around three major unifying themes: 1) interrelationships of body organ systems; 2) homeostasis; and 3) complementarity of structure and function. It is designed to help students gain an appreciation for the intricate engineering designs God used to create the human body and a proficiency in vocabulary and knowledge in order to relate to and pursue a field of study in a medical profession.

CELL BIOLOGY (ADV) (2 semesters; 1 HS credit; 4 hrs college credit)

Prerequisites: Biology and Chemistry, along with admission into the University of Texas at Tyler PACE program

Cell Biology, or Biology 1306/1106 (UT Tyler) is the study of life at the cellular, microscopic level. It is the first part of a normal collegiate two-semester survey through the biological sciences that begins with atoms and ends with studies on ecosystems and the environment. Throughout this course, you will learn how scientists do science, and then you will see how these methods have been applied throughout the centuries of research in biology. The intricacies of life will be explored, from the smallest of subatomic particles to the most complex pathways of cellular energy metabolism to the molecules, DNA, and genes that control the expression of our inherited traits. Our time in this course and our examination of these details will show why all of creation glorifies God. This college-level course will give students the necessary background to succeed in a science-related field in college and/or provide college credit for a lab science course to students that are not planning to major in science. GCS Grade is weighted by 5 points each grading period.

INTRODUCTION TO ENGINEERING DESIGN (Grades 11-12; 2 semesters; 1 credit)

Introduction to Engineering Design is a foundation course in the *Project Lead The Way* engineering program. Students will be introduced to the engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real problems. They will work both individually and in collaborative teams to develop and document design solutions using engineering notebooks and 3D modeling software.

FOREIGN LANGUAGE **2 credits required**

SPANISH 1 (2 semesters; 1 credit)

Spanish 1 is an introduction to the basic foundation of the language. It offers the development of communicative abilities through the integration of skills in listening, speaking, reading, viewing and showing. Students focus on vocabulary groups and a presentation of grammar, which is provided with comprehensible language input through six themes. Class activities combine communication of culture and cross-curricular content.

SPANISH 2 (2 semesters; 1 credit)

Spanish 2 is a continuation of Spanish 1. A recursive Scope and Sequence is used to revisit the themes from Spanish 1. This class provides language practice and activities that develop all four language skills and focus on relevant language tasks. Students expand their vocabulary, grammar and cultural understanding in greater depth.

SPANISH 3 (Pre-AP) (2 semesters; 1 credit)

Prerequisites: Spanish 2 and teacher approval

Spanish 3 offers thought-provoking themes that integrate rich vocabulary groups and a thorough presentation of grammar. Class activities combine communication, culture, and cross-curricular content with authentic literature and poetry. This level provides a solid foundation for advanced Spanish study. Grade is weighted by 3 points each grading period.

SPANISH 4 (AP®) (2 semesters; 1 credit)

Prerequisites: Spanish 3 (Pre-AP), previous grades, teacher recommendation, and parental approval through a signed contract agreeing to AP-level expectations

Spanish 4 offers thought-provoking themes that integrate rich vocabulary groups and a thorough presentation of grammar. Class activities combine communication, culture, and cross-curricular content with a special emphasis on more advanced literature and poetry. Strong emphasis is placed on preparing for the AP® Spanish Language and Culture exam through the use of AP®-specific activities, including reading, writing, speaking, and listening. Students will complete an activity packet during the summer to be submitted the first day of class. Grade is weighted by 5 points each grading period.

COLLEGE SPANISH (2 semesters; 1 HS credit; 8 hrs. college credit)

Prerequisites: Spanish 2 and TJC admission. **Note: This course is open to seniors or to those who have completed Spanish 3 (Pre-AP).

This is the same course as Tyler Junior College's Spanish 1411 & 1412, except that it is taught on the GCS campus by a GCS instructor. This full-year course will allow students to receive both high school and college credit simultaneously. Admission into TJC, including testing requirements and tuition, must be completed at the beginning of each semester. Grade is weighted by 3 points each grading period.

PHYSICAL EDUCATION/ATHLETICS

1.5 credits required

The P.E. requirement may be met through any combination of activities listed below:

1. **Weights & Conditioning Class**. This class is available to all grades and can be one or two semesters in length. It helps students improve athletic performance through a speed and strength program designed to increase strength, explosiveness, quickness, and endurance. Completion of one semester will earn .5 PE credit. Men's classes will be scheduled during the regular school day like other academic classes, and a women's class will be scheduled immediately after school Monday through Thursday. Attendance is mandatory in order to earn grades for the course.
2. **Participation in school-sponsored, high school sports and spirit groups**. Successful completion of one athletic season earns .5 PE credit.
3. **Participation in an approved extra-curricular activity**. A minimum of 30 hours of physical activity is equal to a one-semester P.E. credit. It is recommended that students meet with a College Guidance Counselor in advance to ensure the activity will meet requirements, and students must submit a ***Physical Education Alternative Credit*** form upon completion of the activity. Examples of activities are dance classes, horseback riding, tennis, karate, club sports, yoga, etc. PE Alternative Credit forms are available in the high school office and on RenWeb ParentsWeb under School Information > Resource Documents.

FINE ARTS

1 credit required

INTRODUCTION TO ART (Grade 9-12; 2 semesters; 1 credit)

Introduction to Art is designed to take the beginner artist through the basic principles of art and elements of design. Students are given projects using color theory, design, and composition, with an emphasis on drawing and painting, including a variety of other projects and media. Regular sketchbook assignments are required homework.

INTERMEDIATE ART (Grade 10-12; 2 semesters; 1 credit)

Prerequisite: Introduction to Art

Intermediate Art is an in-depth study of color theory, design, and composition. Students will create challenging projects in a variety of media *and learn to use the language of design in talking about their own and their peers' work*. Projects may include painting, printmaking, pastels, pen and ink, clay, sculpture and mixed media design. Meaningful investment in sketchbook homework is a significant component of the class.

ADVANCED ART (H) (Grade 10-12; 2 semesters; 1 credit)

Prerequisites: Introduction to Art and teacher recommendation

Advanced Art is a course for higher-level art students. Students will be guided through projects that will help them develop a visual language, a creative process, and a collaborative approach to thinking about, talking about and producing art. Students will be expected to independently generate a significant quantity of work quickly, and to be responsible for the completion of work for a deadline. Meaningful sketchbook work, gallery visits and critiques will be required. This is for art students interested in furthering their art studies to have a completed art portfolio for college or career.

BEGINNING CERAMICS (Grade 10-12; 2 semesters; 1 credit)

Prerequisite: Introduction to Art

In Ceramics I, students will learn all the foundational skills for ceramic hand building that, once mastered, can be used to create an infinite variety of forms, both functional and non-functional. An emphasis on the elements and principles of design as they relate to 3-dimensional work is a strong component of this class. Students will explore coil, slab and pinch construction, as well as a variety of surface embellishments including glaze, sgraffito, slip trailing, applique', incision, impression, textural options, stain and engobe. Students will create individual work that will be kiln-fired and glazed. Students will also be introduced to the historical context and contemporary applications of the medium.

INTERMEDIATE CERAMICS (Grade 11-12; 2 semesters; 1 credit)

Prerequisite: Beginning Ceramics and teacher approval

Ceramics II is an intermediate course in which students will further explore and develop hand-building skills as they relate to the expression of ideas in abstraction. Students will also be introduced to basic wheel-throwing techniques. A rotation schedule will have students working alternately on these skills throughout the year. Students will view professional ceramic work and respond in writing, as well as participate in the semester's Art Gallery.

TREBLE CHOIR (Girls only; Grades 9-10; 2 semesters; 1 credit)

This choir is for girls who desire to excel in their musical abilities by learning more about singing and desiring to grow musically. Each student must purchase performance attire. The GCS Treble Choir will compete in TAPPS competitions, as well as perform in community and school programs with the Concert Choir. Occasional outside-of-class practices will be scheduled prior to major performances, concerts, and TAPPS competition.

CONCERT CHOIR (Grade 9-12; 2 semesters; 1 credit)

Prerequisite: Director approval based on previous year's artistic discipline and progress.

The Concert Choir is for students who exhibit a serious interest in choir and a commitment to excellence in work ethic and attitude. Each student must purchase performance attire,

and those making auditioned ensembles may have additional attire fees for optional show choirs. The Concert Choir will compete in TAPPS competitions, as well as perform in community and school programs. Occasional outside-of-class practices will be scheduled prior to major performances, concerts, and TAPPS competition. Students desiring to excel in their musical abilities can earn the opportunity to audition for one of two small ensembles that will rehearse once a week, either one afternoon after school or one morning before school. These ensembles are The Cougar Chorale (a mixed ensemble, SATB), and The Tapestry Singers (an SSA ensemble.)

CONCERT BAND (Grade 9-12; 2 semesters; 1 credit)

Prerequisites: Basic proficiency on instrument and music reading.

This band explores various genres of music and performance, including ensemble performances at various events, competitions and concert performances. Jazz Band and Full Orchestra are auxiliary ensembles available to selected students from the Concert Band.

CHAMBER STRING ORCHESTRA (Grade 9-12; 2 semesters; 1 credit)

Prerequisites: Director approval based on previous year's performance and progress.

The Chamber Orchestra will concentrate on individual and appropriate on-level group development. Students will improve dexterity, tuning, speed, volume, tone production, etc. TAPPS competition is required in the spring semester. Emphasis will be on developing the necessary tools to move into the Philharmonic Orchestra in the future as space allows, and/or on enjoying music production without the added demands of the Philharmonic Orchestra.

PHILHARMONIC STRING ORCHESTRA (Grade 9-12; 2 semesters; 1 credit)

Prerequisites: Director approval based on previous year's performance and progress.

The Philharmonic Orchestra will concentrate on advanced skills and repertoire. Students must already have a mastery of shifting, sight-reading, and intonation. Students are expected to prepare selected music for TAPPS and the TMEA All-Region audition process in the fall. The group has many school and community performance opportunities. Emphasis on helping the students prepare for college auditions is also an integral part of the class.

HIGH SCHOOL DRUM LINE (Grade 9-12; .5 PE credit in fall; .5 fine arts credit in spring)

Prerequisite: Selection by audition

The after-school activity develops skills on various percussion instruments and gives the students opportunity to play various styles of percussion music. The fall semester focuses on marching by participating in a drum line festival and performing at many football games and other community events, while the spring semester focuses on the TAPPS music contest and the drum line concert.

ACTS OF GRACE COMPANY (Grade 9-12; 2 semesters; 1 credit)

Prerequisites: Instructor or Department Chair approval

This course is performance-based and will teach and reinforce acting and production skills through scene work and the production of shows. The company competes in the TAPPS One-Act Play contest (Fall), produces a spring show, competes in the TAPPS Speech meet, produces student directed shows, and participates in a 6-12 grade showcase at the end of each year. **Outside rehearsals are Mondays 4-6pm and Fridays 1-4pm and are a required**

graded extension of the class. Students who are committed to stage performance whose schedules do not accommodate the class schedule may be enrolled through independent study if cast in a show.

STAGECRAFT (Grade 9-12; 2 semesters; 1 credit)

Prerequisites: Instructor or Department Chair approval

Stagecraft is a hands-on introduction to the understanding, designing, crafting and execution of theatrical productions. Our objective is to learn the basics of theater terminology and to obtain the hands-on skills to properly execute the basic theatrical production. Students will be introduced to Set Construction, Scenic Painting, Maintaining/Cleaning the theater, Set Design, Props, Theater Appreciation, Tools/Equipment, Costumes, and Lights/Sound.

TECHNICAL THEATRE (Grade 9-12; 2 semesters; 1 credit)

Prerequisites: Instructor or Department Chair approval

TECH students design lights, sound, and projections for every JH and HS production, as well as work in the booth and backstage. The class also is in charge of running lights, sound, and projection every other week for JH and HS chapels, as well as all other Fine Arts events, such as choir, orchestra, band, and drumline concerts. The class is scheduled to meet during the school day, but most work will occur before or after school. Meeting and rehearsal schedules will be determined throughout the semester with advanced notice.

SPEECH

.5 credit required

SPEECH (Grade 10-12; 1 semester; .5 HS credit; 3 hrs TJC credit)

This course focuses on principles of speech preparation and delivery. Students may register to receive concurrent credit from Tyler Junior College. Course requirements are the same for all students, whether they are enrolled for dual credit or not. Students enrolled for dual credit will earn 3 hours college credit for Speech 1315 through TJC.

DEBATE (Grade 10-12; 2 semesters; .5 credit)

Prerequisite: Teacher approval

Students will develop public speaking skills through competing in the extra-curricular activities of Extemporaneous Speaking, Student Congress and Lincoln/Douglas style Debate, while utilizing various skills associated with the art and science of rhetoric. Students will also be introduced to and required to discuss both local and global current issues and events. Students will be required to attend and compete in at least 2 academic meets in the fall and 2 meets in the spring.

ADDITIONAL ELECTIVES

COMPUTER SCIENCE: Thriving in Our Digital World (Pre-AP) (Grade 10-12; 2 semesters; 1 HS credit; 3 hrs UT credit)

Thriving in Our Digital World is a dual enrollment course that teaches computer science principles, a set of core ideas that shapes the landscape of computer science and its impact on our society. In addition to learning about the magic and beauty of computing,

students will acquire essential Texas College and Career Readiness skills such as critical thinking, problem solving, and communication. The course is organized around 8 modules: impact, programming, representation, digital manipulation, computers, big data, artificial intelligence, and innovations.

The course will be taught by a GCS instructor, and qualifying students will be eligible to earn 3 hours college credit for Computer Science 302: Computer Fluency through the University of Texas at Austin. Grade is weighted by 3 points each grading period.

GENERAL PSYCHOLOGY (Grade 11-12; 1 semester; .5 HS credit; 3 hrs college credit)

General Psychology is a college-level course taught by a GCS instructor and will allow students to receive both high school and college credit simultaneously. General Psychology is a survey of the major psychological topics, theories, and approaches to the scientific study of behavior and mental processes. Emphasis is placed on major areas of study in the field of psychology such as learning, memory, personality, health and stress, child and adult development, and psychological disorders. Students will be responsible for college registration and required books.

TEST PREP (Grade 10-12; 1 semester; .5 credit)

This elective course is designed to give students practical instruction and test practice for the PSAT, SAT, and ACT. It will meet on a regular course schedule, will be one semester in length, and will be offered during both the fall and spring semesters. Instructors will vary time between math and critical reading preparation, focusing on test-taking strategies, general review of test content, and regular practice tests.

VIDEO PRODUCTION (Grade 9-12; 2 semesters; 1 credit)

Prerequisites: Instructor or Department Chair approval

Through viewing, analyzing, and discussing classic and modern films, students will learn the basics of making their own movies. Emphasis will be placed on narrative, cinematography, and editing, as well as evaluating and critiquing professional and student-produced films. Weekly requirements include viewing one film outside of class and being able to describe and discuss it and keeping a film journal.

Appendix A - Requesting Courses Through Renweb

After reviewing the Course Selection Guide and deciding which courses you'll need for the coming year, follow the instructions below to submit your requests online.

- Login to ParentsWeb.
- Click the Student Information tab on the left side.
- Click the Course Request button in the menu on the left.
- Click on the tab of the student for whom you would like to submit course requests.
- Carefully read the instructions on the request form and make selections from the drop-down menus as required.
- When complete, click Save at the bottom of the request form and watch for the phrase, "Updated Course Requests!" to appear at the top left of the page.
- After submitting your initial course requests, you may make changes to those requests by following the same procedures each time you go back. The online course request form will be closed after the submission deadline.

APPENDIX B - WHAT'S THE DIFFERENCE BETWEEN
ENGLISH 11 HONORS & ENGLISH 11 AP®

	ENGLISH 11 HONORS	ENGLISH 11 AP
PACE AND DEPTH OF COURSE	Covers material less in-depth than in English 11 AP.	This course moves quickly, exploring literature and writing more deeply focusing on why authors choose the diction and language they use.
HOMEWORK	On average, 30 minutes of homework per night.	On average, 45 minutes of homework per night.
PAPERS	Five or six papers during the year.	Six to eight major papers during the year plus numerous multi-paragraph timed writings.
WRITING SKILLS TO BEGIN COURSE	Must be able to write well, succinctly, and critically.	Must be able to write well, succinctly, critically, and analytically.
WEIGHTING OF GRADES	Tests and Papers: 60% Quizzes and Literary Packets: 30% Daily: 10%	Tests and Papers: 60% Quizzes, Literary Packets, and Timed Writings: 30% Daily: 10%
PREREQUISITES FOR THIS COURSE	Completed English 10 or English 10 Honors.	<ol style="list-style-type: none"> 1. Completed English 10 or English 10 Honors with an earned overall average of 85 or higher. 2. Personal recommendation from the English 10 or English 10 Honors instructor. 3. Parental approval. 4. Completion of the summer reading and writing assignment. 5. Prayerfully consider challenging yourself by taking this course, but think through all you are already responsible for as well (academic load, co-curricular activities, church, family, relationships, future goals, etc.).
EXPECTATIONS OF STUDENTS	Students need to be able to think critically, fully comprehend written material, and clearly express ideas through their writing.	Students need to be able to think critically, fully comprehend written material, think independently, possess strong deep-thinking skills, and enjoy significant independent reading.

APPENDIX C - WHAT'S THE DIFFERENCE BETWEEN
ENGLISH 12 HONORS & ENGLISH 12 AP®

	ENGLISH 12 HONORS	ENGLISH 12 AP®
PACE AND DEPTH OF COURSE	Covers material less in-depth than in English 12 AP.	This course moves quickly, exploring literature and writing more deeply, and has more focus on critical thinking.
HOMEWORK	On average, 15 minutes of homework per night.	On average, 30 minutes of homework per night.
PAPERS	Six papers during the year.	Six papers during the year.
WRITING SKILLS TO BEGIN COURSE	Must be able to write well, succinctly, and critically.	Must be able to write well, succinctly, critically, and more in-depth.
WEIGHTING OF GRADES	Tests and Papers: 70% Quizzes and Homework: 25% Freewrite: 5%	Tests and Papers: 70% Quizzes and Homework: 25% Freewrite: 5%
PREREQUISITES FOR THIS COURSE	Completed English 11 or English 11 AP.	<ol style="list-style-type: none"> 1. Completed English 11 or English 11 AP®. 2. Personal recommendation from the English 11 or English 11 AP® instructor. 3. Parental approval. 4. Completion of the summer reading and writing assignment. 5. Prayerfully consider challenging yourself by taking this course, but think through all you are already responsible for as well (academic load, co-curricular activities, church, family, relationships, future goals, etc.).
EXPECTATIONS OF STUDENTS	Students need to be able to think critically, fully comprehend written material, and clearly express ideas through their writing.	Students need to be able to think critically, fully comprehend written material, think independently, possess strong deep-thinking skills, and enjoy significant independent reading.

APPENDIX D - WHAT'S THE DIFFERENCE BETWEEN
U.S. HISTORY & U.S. HISTORY AP®

	U.S. HISTORY	U.S. HISTORY AP®
PACE AND DEPTH OF COURSE	This class will cover events more topically and not as in-depth as in the AP course.	This course moves extremely fast covering an average of 30 pages each week.
HOMEWORK	Homework will occur weekly but not necessarily daily. Analysis of both primary and secondary sources will be required with each topic along with occasional writing assignments.	Students are responsible for textbook and primary analysis readings, as well as taking daily notes. Students will either take a reading quiz or turn in their reading notes. The work in class is student-driven and largely based on coming to class prepared to discuss the readings.
PROJECTS	There will be a number of both individual and group projects including the Junior English/History Research Paper.	There is one major project per semester including the Junior English/History Research Paper.
WRITING SKILLS TO BEGIN COURSE	Ability to write short answers as well as research and identify reliable sources.	Strong in-depth writing skills for completing short answers and document analysis.
WEIGHTING OF GRADES	Major Quizzes, Tests, Projects, and Essays: 60% Homework and In-Class Activities: 40%	Major Quizzes, Tests, Research Paper, and Essays: 60% Homework and In-Class Activities: 40%
PREREQUISITES FOR THIS COURSE	Completion of History 10 and English 10.	<ol style="list-style-type: none"> 1. Completion of History 10 and English 10. 2. Personal recommendation from your History 10 and English 10 instructors. 3. Parental approval. 4. Completion of the summer reading and writing assignment. 5. Prayerfully consider challenging yourself by taking this course, but think through all you are already responsible for as well (academic load, co-curricular activities, church, family, relationships, future goals, etc.).
EXPECTATIONS OF STUDENTS	Students need to be self-motivated, self-disciplined, prepared daily with materials, and ready to participate in class and think critically.	Students need to be self-motivated, self-disciplined, have a strong desire for a very broad (yet in-depth) study of the major developments in American History, and have higher-order thinking skills.

APPENDIX E - WHAT'S THE DIFFERENCE BETWEEN
GOVERNMENT/ECONOMICS & GOVERNMENT/ECONOMICS AP®

	GOVERNMENT/ECONOMICS	GOVERNMENT/ECONOMICS AP®
PACE AND DEPTH OF COURSE	Fewer ideas and concepts are covered without as much detail as in the AP course.	This course moves extremely fast covering an average of 30 pages each week.
HOMEWORK	Homework will occur weekly but not necessarily daily. Students will also be required to do current issues and events analysis weekly. Analysis of both primary and secondary sources will be required with each topic along with occasional writing assignments.	Students are responsible for textbook and primary analysis readings, as well as taking daily notes. Students will either take a reading quiz or turn in their reading notes. The work in class is student driven and largely based on coming to class prepared to discuss the readings. Students will be required to do current issues and events analysis weekly.
PROJECTS	There is one major cross-disciplinary project which will require a political and biblical analysis of a topic; the final component of which will require political engagement of some sort.	There is one major cross-disciplinary project which will require a political and biblical analysis of a topic; the final component of which will require political engagement of some sort.
WRITING SKILLS TO BEGIN COURSE	Ability to write short answers and conduct document analysis.	Strong in-depth writing skills for completing short answers and document analysis.
WEIGHTING OF GRADES	Tests, Discussion Questions, and Longer Writing Assignments: 60% Daily Grades: 40%	Tests, Discussion Questions, and Longer Writing Assignments: 60% Daily Grades: 40%
PREREQUISITES FOR THIS COURSE	Completion of History 11 and English 11.	<ol style="list-style-type: none"> 1. Completion of History 11 and English 11. 2. Personal recommendation from your History 11 and English 11 instructors. 3. Parental approval. 4. Completion of summer reading and writing assignment. 5. Prayerfully consider challenging yourself by taking this course, but think through all you are already responsible for as well (academic load, co-curricular activities, church, family, relationships, future goals, etc.).
EXPECTATIONS OF STUDENTS	Students need to be self-motivated and self-disciplined to follow up on reading assignments in the text and in the news.	Students need to be self-motivated and self-disciplined, have higher order thinking skills as well as a strong desire for a very broad (yet in-depth) study of the major developments in American Government and Politics.

APPENDIX F - WHAT'S THE DIFFERENCE BETWEEN
GEOMETRY & GEOMETRY PRE-AP

	GEOMETRY	GEOMETRY PRE-AP
PACE AND DEPTH OF COURSE	Two or three sections covered per week.	Three or four sections covered per week and more in-depth than they are covered in the other Geometry course; as a result, this course moves at a quick pace.
HOMEWORK	On average, 15 minutes of homework per night.	On average, 15 minutes of homework per night.
PROJECTS	Rare, if ever.	One project each semester.
WEIGHTING OF GRADES	In-class Work & Quizzes: 30% Homework & eBackpack: 20% Tests: 50%	In-class Work & Quizzes: 30% Homework & eBackpack: 10% Tests: 60%
PREREQUISITES FOR THIS COURSE	Completion of Algebra 1.	<ol style="list-style-type: none"> 1. Completion of Algebra 1 with an earned test average of 85 or higher. 2. Completion of Algebra 1 with an earned overall average of 90 or higher. 3. Prayerfully consider challenging yourself by taking this course, but think through all you are already responsible for as well (academic load, co-curricular activities, church, family, relationships, future goals, etc.).
EXPECTATIONS OF STUDENTS	Students need to be able to learn concepts, put those concepts into practice, keep up with assignments, and turn in all work on time.	Students need to be self-motivated, accept the challenges of high-level problem solving, and turn in all work on time showing the whole process of solution determination.

APPENDIX G - WHAT'S THE DIFFERENCE BETWEEN
ALGEBRA 2 & ALGEBRA 2 PRE-AP

	ALGEBRA 2	ALGEBRA 2 PRE-AP
PACE AND DEPTH OF COURSE	Two or three sections covered per week.	Three or four sections covered per week and more in-depth than they are covered in the other Algebra 2 course; as a result, this course moves at a quick pace.
HOMEWORK	On average, 15 minutes of homework per night.	On average, 25 minutes of homework per night.
WEIGHTING OF GRADES	In-class Work & Quizzes: 35% Homework & eBackpack: 15% Tests: 50%	In-class Work & Quizzes: 30% Homework & eBackpack: 10% Tests: 60%
PREREQUISITES FOR THIS COURSE	<ol style="list-style-type: none"> 1. Completion of Algebra 1. 2. Completion of Geometry or Geometry Pre-AP. 	<ol style="list-style-type: none"> 1. Completion of Algebra 1 with an earned test average of 85 or higher. 2. Completion of Algebra 1 with an earned overall average of 90 or higher. 3. Completion of Geometry or Geometry Pre-AP with an earned test average of 85 or higher. 4. Completion of Geometry or Geometry Pre-AP with an earned overall average of 90 or higher. 5. Prayerfully consider challenging yourself by taking this course, but think through all you are already responsible for as well (academic load, co-curricular activities, church, family, relationships, future goals, etc.).
EXPECTATIONS OF STUDENTS	Students should be able to learn the concepts, put those concepts into practice, keep up with assignments, and turn in all work on time.	Students should be self-motivated, accept the challenges of high-level problem solving, and turn in all work on time showing the whole process of solution determination.

APPENDIX H - WHAT'S THE DIFFERENCE BETWEEN

BIOLOGY & BIOLOGY PRE-AP

BIOLOGY

BIOLOGY PRE-AP

PACE AND DEPTH OF COURSE	Survey course that covers basic concepts with less depth than Biology Pre-AP.	Very fast and in-depth; we will cover the same topics as in Biology just at a deeper level, thus this class will move quite fast.
HOMEWORK	On average, 20 minutes of homework nightly.	On average, 30 minutes of homework nightly.
PROJECTS	None.	One research project and several abstracts over science articles.
LABS	Guided labs.	Inquiry based labs.
WRITING SKILLS TO BEGIN COURSE	On-level writing skills.	Above-level writing skills.
WEIGHTING OF GRADES	Tests: 50% Labs: 35% Homework and Quizzes: 15%	Tests: 50% Labs: 35% Homework and Quizzes: 15%
PREREQUISITES FOR THIS COURSE	Successful completion of 8 th grade Science course.	<ol style="list-style-type: none"> 1. Strong skills from 8th grade Science course evidenced by an earned overall average of 85 or higher. 2. Strong self-initiative and self-discipline. 3. Above average reading and comprehension skills. 4. Prayerfully consider challenging yourself by taking this course, but think through all you are already responsible for as well (academic load, co-curricular activities, church, family, relationships, future goals, etc.).
EXPECTATIONS OF STUDENTS	Students need to be organized and able to keep up with assignments.	Students need to be organized, self-motivated, and able to keep up with assignments.

APPENDIX I - WHAT'S THE DIFFERENCE BETWEEN
CHEMISTRY & CHEMISTRY PRE-AP

	CHEMISTRY	CHEMISTRY PRE-AP
PACE AND DEPTH OF COURSE	Traditional Chemistry that covers material with less depth than Chemistry Pre-AP.	Traditional Chemistry that covers material more in-depth, thus this course will move quite fast.
HOMEWORK	On average, 30 minutes of homework nightly.	On average, 45 minutes of homework nightly.
PROJECTS	Two small projects per semester.	Two small projects per semester; one formal lab writeup per semester; one research project.
LABS	Guided hands-on labs.	Guided hands-on labs with deeper analysis and thinking to make strong connections with classroom concepts.
WRITING SKILLS TO BEGIN COURSE	Must be able to write well.	Must be able to write well and write analytically.
WEIGHTING OF GRADES	Tests & Projects: 40% Labs: 30% Quizzes: 15% Homework: 15%	Tests & Projects: 40% Labs: 30% Quizzes: 15% Homework: 15%
PREREQUISITES FOR THIS COURSE	<ol style="list-style-type: none"> 1. Biology or Biology Pre-AP. 2. Algebra 1. 	<ol style="list-style-type: none"> 1. Biology or Biology Pre-AP. 2. Algebra 1 with an earned overall average of 85 or higher. 3. Strong self-initiative and self-discipline. 4. Prayerfully consider challenging yourself by taking this course, but think through all you are already responsible for as well (academic load, co-curricular activities, church, family, relationships, future goals, etc.).
EXPECTATIONS OF STUDENTS	Students need to be able to think abstractly and fully comprehend written material.	Students need to be able to think abstractly, fully comprehend written material, be able to think independently, and possess strong problem-solving skills.

APPENDIX J - WHAT'S THE DIFFERENCE BETWEEN
PHYSICS & PHYSICS PRE-AP

	PHYSICS	PHYSICS PRE-AP
PACE AND DEPTH OF COURSE	Average pace with basic concepts that are taught on day 1 and 2 with a lab on the following day. Weekly quizzes evaluate level of understanding.	Fast pace and in-depth. Terms and formulas are taught on day 1 and 2 with a lab on the following day. Weekly quizzes evaluate level of understanding.
HOMEWORK	Concept Development questions usually two per week. Lab write-up each week usually with four conclusion questions.	Practice Problems each week. Algebra based problems that require about 2 to 3 hours to solve. Lab write-up each week usually with six conclusion questions.
LABS	Hands-on labs that take generally 45 minutes to complete giving you a small sample of the concept for that week.	Hands-on labs that take about 1½ hours to complete giving you a more detailed look at the topic of study for that week.
WEIGHTING OF GRADES	Tests: 40% Labs: 25% Weekly Quizzes: 15% Concept Development: 20%	Tests: 40% Labs: 25% Weekly Quizzes: 15% Practice Problems: 20%
PREREQUISITES FOR THIS COURSE	Completion of Algebra 1 with a good understanding of math skills with the ability to use formulas and concepts	<ol style="list-style-type: none"> 1. Completion of Algebra 2 with a very good understanding of math skills (instructor approval may be sought if Algebra 2 has not been completed). 2. Ability to pick up new math terms and formulas at a fast pace. 3. Prayerfully consider challenging yourself by taking this course, but think through all you are already responsible for as well (academic load, co-curricular activities, church, family, relationships, future goals, etc.).
EXPECTATIONS OF STUDENTS	Students need to be able to learn the concept and put it into practice, keep up with assignments, and turn in all work on time	Students need to be self-motivated, accept the challenges of college level problem solving, and turn in all work on time showing the whole process of solution determination.

Appendix K - 2018-19 High School Bell Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Tutorials <small>8:00-8:50</small>	Tutorials <small>8:00-8:45</small>	Tutorials	Tutorials	B
B <small>8:55-9:45</small>	F <small>8:50-9:40</small>	E	D	C
	Life Groups <small>9:40-10:00</small>			
C <small>9:55-10:45</small>	B <small>10:00-10:48</small>	F	E	D
D <small>10:50-11:40</small>	C <small>10:52-11:40</small>	B	F	E
E <small>11:45-12:35</small>	D	C	Chapel	F
Lunch <small>12:35-1:00</small>	Lunch	Lunch	Lunch	
G <small>1:05-1:55</small>	I	H	G	
H <small>2:00-2:50</small>	G	I	H	
I <small>2:55-3:45</small>	H	G	I	