

BIBLE

Freshmen Year Bible Course

Old Testament Studies 9 (year-long)

This course will explore the foundations of our Christian faith through the lens of the Old Testament. Students will be encouraged to experience God through His Word and taught how to correctly interpret the Word of Truth. Emphasis will be placed on learning the redemptive story and thread of God's plan for mankind and His creation as revealed through each Old Testament book. Key matters of historical background, authorship, sociological context, etc., are also addressed.

Sophomore Year Bible Course

New Testament Studies 10 (year-long)

New Testament Studies is a course designed to introduce students to the person and work of Jesus Christ. The course utilizes the New Testament to answer four key questions: "Is the New Testament reliable?" "Who is Jesus?" "Did Jesus really rise from the dead?" and "What does it mean to be a Christian?"

Junior Bible Courses:

An Introduction to Apologetics (year-long)

This course will introduce the students to the very basics of a defense of Christianity. The subjects covered will be sorted by worldview position contrasting Christianity and Secularism's position on human origin, meaning/purpose, morality, and destiny with a rudimentary comparative religion module appended to this basic course structure.

Senior Bible Course

Study of Romans (year-long)

Virtually unanimously agreed upon by Biblical scholars is the fact that the book of Romans is perhaps the most significant letter in the New Testament and has often proven to be life-changing for many. This course will take a narrative approach and will include a conceptual study of Paul's exhortation to the church in Rome. Students will be presented with a course outline of what will be taught and will be expected to understand on a basic level the broader Biblical truths and principles presented in the text. The instructional nature of the class will be lecture, in-class reading and discussion, followed by guided factual and reflective questions. This class is designed to get students more familiar with the content of Romans from an introductory standpoint. This class will cover the entire epistle. An introductory study on hermeneutical principles will precede the study of Romans.

Bible 101 (9-12 year-long)

A year-long survey of the Bible, the course is designed to provide students with a foundational knowledge of scripture. Students will examine the lives of key Bible personalities, learn skills for effective study of Scripture, and review God's plan for mankind, as revealed through study of His word. The course is designed for tenth - twelfth grade students who are new to MPCS.

ENGLISH

Genre Studies 9

Genre Studies combines biblical teachings with a selection of novels, short stories, nonfiction, drama, and poetry to build confidence in language development and literary analysis. Within the context of this literary focus, students will improve reading comprehension abilities, accomplish high-level critical thinking skills, and refine skills related to written expression. Periodic mastery checks will ensure proficiency in grammar basics upon conclusion of the freshman school year. The course also embodies an intense study of grade-level vocabulary designed to enhance verbal expression and writing. The research assignment and other shorter timed writing assignments will be given to help students develop clear positions and express them in a powerfully concise manner. Prerequisites: none

Genre Studies Honors 9

Genre Studies Honors encompasses the same literary and grammatical material as Genre Studies, with additional emphasis on these distinguishing characteristics: independent inquiry, creative expression, complementary research, interdisciplinary study, exceptional oral and written expression, group collaboration, in-depth discussion, and increased processing speed. Although students will cover more information than the core course, depth rather than volume of work is used to define the honors-level class. Prerequisites: teacher recommendation; 95 in on-level or 90 in advanced-level English 8; placement test available

World Literature 10

Building upon skills developed in Genre Studies, the World Literature course emphasizes critical thinking skills from a biblical perspective as students examine literature from different cultures. Independent and group projects will enhance students' multi-media reactions to literature. Particular emphasis is given to developing analytical writing skills. Attention is given to vocabulary usage and the application of grammar skills in writing. Speaking and listening skills are fostered through group and individual work. Prerequisite: Genre Studies

Pre-AP English 10

Pre-AP English 10 is a rigorous course focused on challenging highly motivated students to improve their critical reading, writing, and thinking skills to prepare them for success in AP Language and AP Literature as well as in college. Students will experience practice AP exams and essays and are expected to read at an accelerated pace. While this course is preparation for future AP English courses, it does not guarantee nor demand placement in either AP English course. Students will earn an honors credit for taking Pre-AP English 10. Prerequisite: 95 in Genre Studies with a placement test or 90 in Genre Studies Honors; teacher recommendation

American Literature 11

This course prepares students for college level work through both independent and guided research, analysis, and oral/ written expression. The complex study of drama, novels, poetry, and related writings is

intended to give students a thorough understanding of some of America's greatest authors and works, while challenging them to higher levels of critical thinking and reading comprehension. Essay types and a research paper will incorporate advanced grammar and vocabulary studies to further mature the students' compositions. Most importantly, the course will encourage scriptural integration, where appropriate, to promote a conscious and deliberate biblical worldview. *Prerequisites: World Literature*

American Literature Honors 11

Though the curriculum is similar to American Literature, the daily teaching methods suited for honors students' learning styles focus on the following distinguishing characteristics: independent inquiry, creative expression, complementary research, interdisciplinary study, exceptional oral and written expression, group collaboration, in-depth discussion, and increased processing speed. These objectives are observable through not only an increase in workload (such as independent readings, movie reviews, multi-modal projects, and lengthier compositions), but primarily through class dialogue, independent discovery and group research, timed writing assignments, and creativity in synthesis of oral/written responses to literature. *Prerequisites: 92 or higher in World Literature or 88 or higher in World Literature H; diagnostic assessment; teacher recommendation*

AP English Language and Composition & American Literature 11

This course has a heavy focus on nonfiction with an integration of key fictional works representing the movements of American Literature. The course assists students in becoming skilled independent readers of various texts and in becoming skilled composers who write for various audiences and purposes. In addition to understanding and demonstrating the conventions of grammar and style, students will develop an awareness and understanding of rhetorical devices used in effective writing. The course will emphasize synthesis, analytical, and argumentative essays that prove foundational in both academic and professional communication. Students will become more diligent readers in order to become more knowledgeable writers. *Prerequisites: 93 writing average in English 10 Honors and demonstrated success in AP World History; placement test offered; teacher recommendation*

British Literature 12

This course prepares students for collegiate work through guided research, close reading, literary analysis, digital learning, and oral/written expression with precision of language. The experiential study of novels, plays, poetry, short stories, and nonfiction writings and how they morphed through the nation's history is intended to give students a thorough understanding of some of England's greatest authors and works while challenging them to mature levels of critical thinking and reading comprehension. Literary analyses,

personal narratives, descriptive writings, devotional articles, college application essays, and a career research paper will incorporate grade-level grammar and vocabulary studies to refine student compositions. The course will appropriately integrate scriptural truths to promote a conscious and deliberate biblical worldview. *Prerequisites: American Literature*

British Literature Honors 12

While the course content parallels British Literature, the methodology is suited for honors students' learning styles identified through distinguishing characteristics: independent inquiry, creative expression, complementary research, interdisciplinary study, exceptional oral and written expression, group collaboration, and in-depth discussion. These objectives are observable through not only increased workload (such as supplemental readings, projects, and lengthier compositions) but also class dialogue, independent discovery and group research, timed writing assignments, and creative synthesis evidenced in oral/written responses to literature. *Prerequisites: 92 in English 11 or 88 in English 11 Honors; teacher recommendation*

AP English Literature and Composition 12

Using British literature as the vehicular content, students in this advanced course will hone their skills in intensive reading and analysis of literature and will develop stylistic maturity and sophistication of critical interpretation as evidenced in their compositions. Writings must demonstrate

linguistic fluency, domain-specific vocabulary, and creative insight supported with substantial evidence. Students may potentially earn college credit for the coursework with a passing score on the national AP examination. With that in mind, some of the course content will be devoted to enhancing test-taking skills and to preparing for the exam through trial questions and mock essays. Grammatical studies will hinge on student mastery as determined in writing samples throughout the year. *Prerequisites: 90 in English 11 Honors or 88 in AP Language; teacher recommendation*

ENGLISH ELECTIVES

Creative Writing (9-12 one semester)

The creative writing student will understand motivations, inspiration, a common language, and habits of exemplary writers. Journaling and reading will help improve writing skills, as will projects in editing, revising, and publishing. The student will read, analyze, and write various types and forms of poetry and short stories and will complete a plethora of original compositions such as a children's book, an autobiography, a devotional article, and fan fiction.

FINE ARTS

Performing Arts

Concert Band (9-12, year-long)

Concert Band is a college preparatory music performance class. Emphasis is placed on the instrumentalist's development of characteristic tone, proper intonation, technical facility, and musical

interpretation as it applies to ensemble and chamber performance. Students will read music at an advanced level of proficiency. Students will learn appropriate etiquette in rehearsal and at concerts. Each semester includes performances on and off campus as indicated in the course syllabus. *Course may be taken for honors credit with teacher approval.*

Orchestra (9-12, year-long)

Orchestra is a college preparatory music performance class. Emphasis is placed on the development of characteristic tone, proper intonation, technical facility, and musical interpretation as it applies to ensemble and chamber performance. Students will read music at an advanced level of proficiency. Students will learn concert and rehearsal etiquette. Each semester includes performances on and off campus as indicated in the course syllabus. Course may be taken for honors credit with teacher approval. *Prerequisites: Interview or audition.*

Concert Choir (9-12, year-long)

Concert Choir is open to all high school students who desire to study and sing vocal music in an ensemble. Students in Concert Choir will learn basic music skills with emphasis on sight-reading, tonal memory, rehearsal techniques and four-part singing. Class time includes sight-singing by Solfege, rhythmic counting, melodic and rhythmic dictation, major, minor and chromatic scales and a varied choral repertoire ranging from spirituals and folk songs to larger choral works along with lighter, more contemporary music. All students will perform in concerts on and

off campus as indicated in the course syllabus. *Course may be taken for honors credit with teacher approval.*

Contemporary Chapel Band (9-12, year-long)

This course is open by audition and interview to any student desiring to participate in an actively performing contemporary music ensemble that focuses on Christian praise and worship music. Instrumentalists must demonstrate proficiency of technical skills and the ability to read rhythm section chord charts. Vocalists must demonstrate proficiency of vocal control. Students interested in being considered for this group will be asked to prepare one to two pieces on their strongest instrument or voice. Students must provide their own instrument. Students must demonstrate a strong desire and aptitude to serve our Lord through leading others in the area of worship music. *Prerequisites: Audition, interview, and permission of the instructor.*

Percussion Ensemble (9-12, year-long)

Percussion Ensemble is a study of various musical genres and techniques in percussion performance. The percussion ensemble performs at seasonal MPCS concerts and participates in local district percussion symposiums. Students must have music reading skills and previous percussion experience. *Permission of the instructor is required.*

Introduction to Dance/Health (9-12, year-long)

Dance instruction focuses on movement skills in ballet and modern technique.

Fundamental studies include conditioning, strengthening, flexibility, and other related exercises. Students will study dance vocabulary, dance history, influential choreographers, and improvisation. Students will learn choreography in ballet, modern, jazz, and other styles that will lead to main stage concerts each semester. Students will be placed according to experience and ability. Students will be required to wear appropriate attire for traditional ballet classes as indicated in the course syllabus. This course introduces students to beginning concepts of life fitness, wellness, and health. This includes threshold of training, cardiovascular fitness, muscular strength, muscular endurance, flexibility, exercise for weight control, health problems related to inadequate fitness levels and will provide students with the knowledge and ability to create personal exercise programs. The final objective of this course is for each student to have thorough understanding of health related topics and their life long impacts. Course may be taken for honors credit with teacher approval. Dance at any level may be used as the equivalent for the physical education graduation requirement.

Introduction to Dance (9-12, year-long)

Dance instruction focuses on movement skills in ballet and modern technique. Fundamental studies include conditioning, strengthening, flexibility, and other related exercises. Students will study dance vocabulary, dance history, influential choreographers, and improvisation. Students will learn choreography in ballet, modern, jazz, and other styles that will lead

to main stage concerts each semester. Students will be placed according to experience and ability. Students will be required to wear appropriate attire for traditional ballet classes as indicated in the course syllabus. Dance at any level may be used as the equivalent for the physical education graduation requirement. Course may be taken for honors credit with teacher approval.

Advanced Dance (9-12, year-long)

Dance instruction focuses on movement skills in ballet and modern technique. Fundamental studies include conditioning, strengthening, flexibility, and other related exercises. Students will study dance vocabulary, dance history, influential choreographers, and improvisation. Students will learn choreography in ballet, modern, jazz, and other styles that will lead to main stage concerts each semester. Students will be placed according to experience and ability. Students will be required to wear appropriate attire for traditional ballet classes as indicated in the course syllabus. Dance at any level may be used as the equivalent for the physical education graduation requirement. Course may be taken for honors credit with teacher approval

Theater Arts/ Acting – Fundamentals of Acting and Advanced Acting (9-12, year-long)

These courses will provide an overview of basic theatre concepts. Students will learn basic skills and fundamentals such as character development, stage movement, vocal techniques, and improvisation. There will also be an emphasis on

playwrights and their works. Students will have multiple performance opportunities in class to refine these skills. Course may be taken for honors credit with teacher approval. A junior or senior student with significant theatre credits to their resume may be allowed, with teacher permission, to exempt the Fundamentals of Acting and proceed to Advanced Acting. In order to be eligible students must read and complete the Fundamentals of Acting workbook over the summer and submit it prior to the end of the drop/add date at the start of a school year. Should the student fail to complete the required pre-requisite work by the due date, they will be placed in the Fundamentals of Acting course.

Introduction to Technical Theater (9-12, year-long)

Focuses on the multiplicity and depth of technical theatre design and production. Students will develop and design stage plots and set pieces, learn aspects of costume design and construction, study lighting design and techniques, and examine audio design and sound board operation supportive of theatrical productions.

Advanced Stagecraft (10-12, year-long)

Intermediate and advanced skill development in design and fabrication techniques for scenography, to include scene design, scenic painting, set construction, stage management, stage lighting and sound. *Prerequisite: Introduction to Technical Theatre or by permission of instructor.*

Advanced Costuming (10-12, year-long)

Intermediate and advanced skill development in design and fabrication techniques for theatrical costuming and stage props. *Prerequisite: Introduction to Technical Theatre or by permission of instructor.*

Music Theory (9-12, year-long)

This introductory course will explore the history of music, studying various composers, cultures, styles, and the influences they have on music today. Students will have the opportunity to bring in selections of music with which they are familiar and discuss societal impact and relevance. This course will include the fundamental basics of music theory, including reading and writing music. This course is intended as a primer course for AP Music Theory. *Prerequisites: Participation in band, chorus, orchestra, or chapel band.*

AP Music Theory (10-12, year-long)

AP Music Theory is designed to develop musicianship skills - ear training, sight singing and keyboard harmony - along with cognitive knowledge of the elements of music and the foundation of tonal harmony. For those students considering majoring in music in college, this course is essential to the development and exposure of basic music theory college freshmen will need to have. Some of the topics covered will include: notation of rhythmic patterns; scales; intervals; basic principles of chord progressions; dictation: melodic, rhythmic, and harmonic; sight-reading; elementary formal concepts and basic analysis of harmony. Students will take

the AP Music Theory test in the spring.
Prerequisites: 90 in Music Theory or permission of instructor.

Fine Arts Independent Study (9-12, year-long)

This course provides unique learning opportunities for students who seek to engage in research topics or other arts related study that goes beyond the traditional classroom experience.
Prerequisite: Prior deep engagement in traditional arts-related coursework and teacher approval

Public Speaking (9-12, one semester)

This elective offers study and practice of speech communication in interpersonal, small group, and a variety of public communication situations. The course introduces skills that students can use to communicate more effectively in their everyday lives. The course concentrates on practical experience in developing speaking and listening abilities.

Visual Arts

Foundations of Art (9-12 one semester)

This is an introductory course for students interested in pursuing an advanced study of art. Content includes an introduction to art appreciation, art history, in-depth instruction in the elements and principles of art. Students study drawing, painting, and 3-dimensional art works on basic levels to develop strong foundational skills. Projects include dry media works and a brief introduction to painting through the study of color theory. *Prerequisites: None*

Drawing (9-12 one semester)

An intermediate level course for students with previous art experience who wish to further develop their knowledge and skills. It will include a brief refresher on basic art foundations and progressive study of various art materials and the techniques for using those materials. Emphasis placed on skill mastery and creative development. Media study focuses primarily on graphite, charcoal, pastel, and pen & ink.
Prerequisites: B or above in Foundations of Art or by permission of instructor.

Pottery (9-12 one semester)

Students will explore a broad range of techniques and approaches to art through hand-built clay. Students will learn to approach pottery artwork as both functional and decorative sculptural objects. Development of technical skills and artistic vocabulary will include scoring, slipping, hand-building (slab, coil, and pinch techniques), painting, and glazing, plus the endless alternative possibilities involved with clay. Students are also required to keep a personal sketchbook and study specific artists, cultures, and art historical movements.
Prerequisites: B or above in Foundations of Art, or by permission of instructor.

Painting (9-12 one semester)

This course is designed as an intermediate level course for students with previous experience who wish to further develop their knowledge and skills. It includes a brief refresher on basic art foundations and a progressive study of various art materials and the techniques for using those materials. Emphasis placed on skill mastery and creative development. Media

study focuses primarily on watercolor, acrylic, and oil paints. *Prerequisites: B or above in Foundations of Art, or by permission of instructor.*

AP Studio Art (Drawing or 2D Design) – (11-12, year-long)

This course is an advanced course for students who are highly motivated and committed to art. Students are required to develop a portfolio of work according to specific guidelines. At year's end the completed portfolio is to be submitted to The College Board for evaluation. Course includes summer assignments and occasional meetings outside of regularly scheduled class times. Attendance at the National Portfolio Day in November is required. *Prerequisites: Junior or senior with a B or above in Drawing or Painting and instructor approval*

Visual Arts and Technology

Graphics I—Introduction to Graphics Applications (9-12 one semester)

A course developed as an introductory course for students wishing to develop a basic knowledge of graphic design software applications. Instruction will primarily be focused on Adobe Photoshop and Adobe Illustrator, with a basic introduction to Adobe InDesign.

Pre-requisite: None

Advanced Graphics: Digital Illustration (9-12 one semester)

A course developed as an intermediate level course for students who are proficient in the use of graphics applications and who wish to further develop their knowledge and skills. Primary focus of the

course will be on creative concept development and current practices in Graphic Design. Will include advanced study of Adobe Photoshop and Adobe Illustrator, especially in regards to creating original designs and illustrations. Throughout the course the student should also demonstrate a progressive development of software skills. *Pre-requisite: B or above in Graphics I or instructor approval*

Advanced Graphics: Typography and Print Design (9-12 one semester)

A course designed as an intermediate level course for students who are proficient in the use of graphics applications and who wish to further develop their knowledge and skills. Primary focus of the course will be on the study of typography (designing with type), identity design and publication design. Instruction will include software instruction on the use of Adobe InDesign. Throughout the course the student should also demonstrate a progressive development of software skills. *Pre-requisite: B or above in Graphics I or instructor approval*

Photography I – Introduction to Photography (9-12 one semester)

A course designed as an introductory course for students wishing to develop a basic knowledge of digital photography. Instruction will cover the history of photography, technical aspects of the camera (and other equipment), aesthetics of the shot, and post-production editing. Projects will focus on various styles and techniques of shooting. A digital SLR camera or a digital point-and-shoot with manual exposure controls is required for this course. *Pre-requisite: None*

Photography II – Photojournalism & Visual Storytelling (9-12 one semester)

A course designed as an intermediate level course for students who are proficient in the use of the digital camera and who wish to further develop their knowledge and skills. Course will focus on the study of photojournalism (including the history of great photojournalists, past and present), creativity in shooting, and developing aesthetic style. Emphasis placed on skill mastery and creative development. Instruction will also include some aspect of the non-photo related work, including file management, post-production editing, captioning, and portfolio creation. Projects will primarily consist of live assignments for school publications and the creation and execution of a documentary-style shoot. A digital SLR camera is required for this course. *Prerequisite: B or above in Photography I or instructor approval*

Publication Photography (10-12, year-long)

A course designed as an intermediate/upper level course for students who are proficient in the use of a digital camera and who wish to work in conjunction with the yearbook staff as photographers. Instruction will include a brief study of photojournalism, specific shooting techniques for various assignments; file management, post-production editing, and captioning. All projects will consist of live field assignments for yearbook. Staff photographers are expected to learn teamwork, to treat all equipment with extreme care, and to complete all assignments promptly and thoroughly. Staff photographers must also use time efficiently and be highly self-motivated.

Students should expect a considerable amount of work outside of normal class hours for event photography and working towards deadlines. Staff photographers will be selected through an interview process. *Prerequisite: B or above in Photography I or instructor approval; students must also pass the photographer interview process.*

Publication Design (10-12, year-long)

A course designed as an intermediate/upper level course for students who are proficient in the use of graphics applications and who wish to work in conjunction with the yearbook staff as designers. Instruction will include advanced study of publication design theory (with an emphasis on magazine design) as well as advanced instruction in the use of Adobe InDesign software. All projects will consist of publication design assignments for yearbook. A creative and cohesive look is a critical part of the yearbook branding, so staff designers are expected to learn teamwork and to complete all assignments promptly and thoroughly. Staff designers must also use time efficiently and be highly self-motivated. Students are required to complete a considerable amount of work outside of normal class hours for working towards deadlines. Staff designers will be selected through an interview process. *Prerequisite: B or above in Advanced Graphics: Typography & Print Design or instructor approval. Students must also pass the designer interview process.*

Yearbook (10-12, year-long)

A course designed as an upper level course for producing the MPCS yearbook. To

ensure the development of a successful book, potential yearbook staff members must possess above-average skills in one or more of the following areas: writing, photography, design, interviewing, and organization. Staff members are expected to learn teamwork, to complete all assignments and to sell a specified amount of advertisements. Staff members must also use time efficiently and be highly self-motivated. Students are required to complete a substantial amount of work outside of normal class hours for interviews, event photography, and working toward deadlines. Staff members will be selected through applications and an interview process. *Prerequisite: Sophomore, junior, or senior who has passed the application and interview process*

Yearbook Honors (11-12, year-long)

This course is designed as an upper-level course for producing the MPCS yearbook. To qualify for the honors distinction, a student must be in their second or third consecutive year as a staff member and be looking to take a leadership role in the production of the yearbook and the management of the yearbook staff. The staff member must also be willing to take on additional responsibilities, including advanced decision-making, a heavier workload and the training and mentorship of new staff members. *Prerequisite: Junior or senior who is entering second (or third) consecutive year as a staff member, is taking a leadership role, and has received adviser's nomination/approval*

Video Production I (9-12 one semester)

An introductory course for students wishing to develop a basic knowledge of

video production. Instruction will include a brief history of cinema, and the three major aspects of the video production process: pre-production (idea creation, storyboarding, proper usage of equipment), production (shot composition, basic audio, basic lighting), and post-production (software instruction and editing techniques). Projects will focus on various styles and techniques of filming and editing through independent and collaborative work. A portable external hard drive (firewire-based) is required for this course. *Prerequisite: None*

Video Production II (9-12 one semester)

A continuation of skills developed in Video Production I. Students will refine film and video editing techniques using Adobe Premiere Pro software. Small group collaborative projects relevant to today's industry will be engaged to provide hands on experience with lighting and production equipment. Students will be introduced to the film making aspect of Video Production with a focus on scripting and storyboarding. *Prerequisite: Video Production I*

Recording Arts

Introduction to Recording (9-12, one-semester)

This is a prerequisite for any other recording arts class. This course is for students who are either new to music production, or have a limited knowledge of recording music. Introduction to Recording provides an overview of the recording industry standard software, Pro Tools, in which students learn various

techniques to capture, edit, and mix recorded instruments/sounds into a digital format. As a part of the class, students will learn how to produce songs from scratch, hear from industry professionals regarding their professional experience, and gain insight into the business of the recording industry.

Introduction to Music Business (Grades 11-12, year-long)

This course will walk a select number of students through various aspects of the music industry to gain basic knowledge of studio recording, creating products to market, artist management, concert promotion, and online media marketing.

Songwriting & Music Production (10-12, year-long)

Advanced class that focuses on song development by/for artists we are developing. Students will learn how to write and produce music in a studio environment, and take a song from concept to final product. *Prerequisite: completion of Music Theory and Introduction to Recording*

WORLD LANGUAGES

Spanish I

This course focuses on the basic foundational structure of the Spanish language, including both grammar and conversational skills. Students begin to develop listening, writing, reading, and speaking abilities, as well as become acquainted with the Hispanic culture. As vocabulary grows, speaking in English in the classroom is discouraged. In addition, students memorize Bible verses in Spanish.

Spanish I Honors

The basic structure of the Spanish language is presented. Students begin to develop all four skills: listening, writing, reading, and speaking. As vocabulary is learned, speaking in English in the classroom is discouraged. In addition to vocabulary and grammar, students will become acquainted with the Hispanic culture. In each chapter, we establish a connection with another discipline such as fine arts, social studies, etc. Also, students memorize key Bible verses.

Spanish II

This course builds on the foundations of Spanish I, allowing students to increase proficiency in spoken and written Spanish. Students continue to focus on communicating about their immediate world and daily activities, as well as broadening their knowledge of various aspects of Spanish cultures. Students will also continue to memorize key Bible verses. *Prerequisites: Spanish I*

Spanish II Honors

Building on the foundation of Spanish I, students develop proficiency in spoken and written Spanish. They continue to focus on communicating about their immediate world and daily activities, as well as broadening their knowledge of various aspects of Spanish cultures. Other disciplines continue to be integrated through readings and discussions. Also, students continue to memorize key Bible passages. *Prerequisites: 85 average in Spanish I Honors and a teacher recommendation*

Spanish III

Building on the foundation of Spanish II, students develop proficiency in spoken and written Spanish. They continue to focus on communicating about their immediate world and daily activities, as well as broadening their knowledge of various aspects of Spanish cultures.

Prerequisites: Spanish I and II.

Spanish III Honors

Students continue to develop their proficiency in the four skills: listening, writing, reading, and speaking. They will use more complex structures in Spanish on a variety of topics. The students will comprehend the main ideas of the authentic materials that they read and hear and identify significant details when the topics are familiar. Spanish is used almost exclusively in the class as students develop the ability to discuss topics related to historical and contemporary events and issues. Also, they continue to read, discuss, and memorize Bible verses.

Prerequisites: 85 average in Spanish II Honors and a teacher recommendation

Spanish IV Honors

This course is designed for advanced students to continue the study of the Spanish language. Students will review and reinforce grammatical concepts that they have learned in the previous Spanish honors classes. The varied activities will enable them to improve the four skills: listening, writing, reading, and speaking. The second component, which is equal to that of the grammar, is literature. Students will read authentic works and learn about their authors. Discussions will take place in Spanish. In addition to the grammar and literature, students will

continue to read, discuss, and memorize Bible passages. *Prerequisites: 85 in Spanish IIIH, or an 85 in Spanish III AND a teacher recommendation*

AP Spanish Language

The main objective of this course is to prepare students for the AP exam. The program provides activities needed to continue their proficiency in the four skill areas. There is an overall review of the Spanish grammar which is a tool for communication. In addition, students read selections of a wide variation in genre, theme, style, length, and degree of difficulty. Students practice all types of activities that will be included in the AP exam. *Prerequisites: 85 average in Spanish III Honors and a teacher recommendation*

AP Spanish Literature Students will read, discuss, and analyze all authentic works listed on the required reading list for the AP Spanish Literature Exam. These literary works which cover prose, poetry, and drama are representative of Hispanic authors from the Medieval and Golden Age to the twentieth century. Through this course, students will develop vocabulary, comprehension, and analytical skills that will prepare them for further study in the future. During the course of the academic year, they will learn literary terms and concepts. In addition, they will improve their speaking and writing skills by speaking only Spanish in class and writing analytical essays. *Prerequisites: 85 average in Spanish IV Honors and teacher recommendation*

French I

This class provides a strong foundation in the basic skills of pronunciation, grammar, oral communication, reading, and written expression. The study of the culture and geography of French-speaking countries is also emphasized. A variety of activities are used to teach the language, including videos and audios that accompany the text and software and web sites that give the students the opportunity to practice the language and receive instant feedback. The relationship between French-speaking countries and Christianity are discussed throughout the year with cultural teachings, and discussions of both French history and current events.

French I Honors

In French I Honors, students will exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. Students will develop an understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. Students will present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs. While listening and speaking skills are a primary focus, students also develop reading and writing skills adequate for level I. The relationship between French-speaking countries and Christianity are discussed throughout the year as are cultural teachings, and discussions of both French history and current events. Additional readings, projects, and assignments will be assigned to French II Honors students in order to meet the requirements of an honors level course.

Prerequisite: Teacher recommendation

French II

Students will develop the five skill areas learned in French I to a greater depth, as well as offering a more thorough study of the history and culture of all French speaking peoples. Students continue to develop their proficiency in the three modes of communicative competence: interacting with their peers and other speakers of the language, understanding oral and written messages in the target language, and making oral and written presentations in the target language. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the language and communicate in the present, past (*passé composé* and *imparfait*), future and conditional tenses. They read materials on familiar topics and produce short writing samples. Students continue to explore as they study the themes of home life, student life, leisure time, and vacation and travel. Emphasis continues to be placed on the use of the target language in the classroom as well as on the use of authentic materials to learn about the culture of the French-speaking world.

Prerequisites: French I

French II Honors

In French II Honors, students will develop listening comprehension and oral communication skills by performing various life functions and tasks. More complex grammatical and syntactical forms are addressed as students acquire language proficiency at a basic level and are able to assimilate additional vocabulary, steps, tasks, and concepts.

While listening and speaking skills are a primary focus, students also develop reading and writing skills adequate for level II. The relationship between French speaking countries and Christianity are discussed throughout the year as are cultural teachings, and discussions of both French history and current events. Additional readings, projects, and assignments will be assigned to French II Honors students in order to meet the requirements of an honors level course.

Prerequisites: 85 average in French I Honors and a teacher recommendation

French III Honors

Students will continue to develop their proficiency in the three modes of communicative competence: interacting with their peers and other speakers of the language, understanding oral and written messages in the target language, and making oral and written presentations in the target language. They communicate using more complex structures in the language on a variety of topics, moving from concrete to more abstract concepts and communicate in the present, past, future, imperfect, conditional tenses and in the subjunctive mood. They comprehend the main ideas of the authentic materials that they read and hear and are able to identify significant details when the topics are familiar. They gain a deeper understanding of the world around them while studying the themes of rights and responsibilities, future plans and choices, teen culture, environment and humanities. French is used almost exclusively in the class as students develop the ability to discuss topics related to historical and contemporary events and

issues. *Prerequisites: 85 average in French II and teacher recommendation*

French IV Honors

For students who would like to continue their French studies, but do not necessarily wish to take the AP French Exam, the French IV course will explore literature, culture, and the diversity within the French speaking world more in depth than they have been able to in the lower levels. While grammar will not be the focus of this course, we will continue to improve upon and develop complex structures of the target language. Students will study plays, short stories, fables and novels in the target language. The relationship between French-speaking countries and Christianity are discussed throughout the year as are cultural teachings, and discussions of both French history and current events. *Prerequisite: Successful completion of French III*

AP French Language The AP French Language course is an intensive and rigorous French study designed to develop students' proficiency in four integrated language skills: listening, speaking, reading and writing. It covers the equivalent of a third year college course in advanced French composition and conversation. The course prepares students for taking the AP French Language Exam; successful performance on the exam is equivalent to the performance of students who have completed five or six semesters of college French language courses at postsecondary institutions. The class is conducted entirely in French and authentic texts and supporting materials - films, TV programs, newspapers and magazines - are presented and discussed entirely in the

language. The course integrates a variety of topics related to world cultures and current global issues. The study of the Francophone world is emphasized.

Prerequisites: Satisfactory completion of three levels of French, reasonable proficiency in using the language, and a teacher recommendation

Latin I

This course provides a basic grammar and vocabulary study of classical Latin with drills in simple Latin reading. The focus of this course will be to build a sufficient vocabulary base and understand how the Latin grammatical cases work. The emphasis of this course pertains more to grammar than culture. Attention also will be paid to English derivatives. The instructional style of the course naturally adapts a classical method with emphasis given to written and oral assignments.

Latin I Honors

This course provides a basic grammar and vocabulary study of classical Latin with drills in simple Latin reading. The focus of this course will be to build a sufficient vocabulary base and to understand how the Latin grammatical cases work. The emphasis of this course pertains more to grammar than culture. Attention also will be paid to English derivatives. The instructional style of the course naturally adapts a classical method with emphasis given to written and oral assignments. *Students enrolled in the honors option will face more rigorous assessments, more extensive vocabulary and cultural knowledge requirements, and additional assignments.*

Latin II

Building off of Latin I, Latin II will deal specifically with the advanced grammatical structure and patterns of Latin grammar including but not limited to participles, the subjunctive mood, etc. Additional emphasis will be given to reading comprehension. Attention will continue to be given to derivatives. The instructional style of the course naturally adapts a classical method with emphasis given to written and oral assignments.

Latin II Honors

Building off of Latin I, Honors Latin II will deal specifically with the advanced grammatical structure and patterns of Latin grammar including but not limited to participles, the subjunctive mood, etc. Additional emphasis will be given to reading comprehension. Attention will continue to be given to derivatives. The instructional style of the course naturally adapts a classical method with emphasis given to written and oral assignments. *Prerequisites: 85 in Latin I; demonstration that student grasps concepts, completes homework, has desire, motivation, initiative, and positive attitude*

Latin III Honors

Building off of Latin II, Honors Latin III will deal specifically with the advanced grammatical structure and patterns of Latin grammar including but not limited to advanced participles, the subjunctive mood, gerundives etc. Additional emphasis will be given to reading comprehension. The cultural setting will be in Roman occupied Britain and Rome. Attention will continue to be given to derivatives. The instructional style of the

course naturally adapts a classical method with emphasis given to written and oral assignments. *Prerequisites: 85 in Latin II; demonstration that student grasps concepts, completes homework, has desire, motivation, initiative, and positive attitude*

Latin IV Honors

This course builds on the students' firm grasp of Latin grammar and strengthens their reading comprehension of classical literature like Ovid, Martial, Pliny, Vergil, Catullus, Ovid, and Cicero, among others. The emphasis of the course will be to study excerpts from these authors discussing both their literary style and socio-historical context, while paying close attention to grammar. Attention will also be given to English derivatives and a broadening of the student's understanding of the cultural context of the Latin-speaking world of antiquity. *Prerequisites: 85 in Latin III; demonstration that student grasps concepts, completes homework, has desire, motivation, initiative, and positive attitude.*

AP Latin

This course is the culmination of a student's Latin studies, strengthening the student's ability to read, understand, translate, and analyze Latin poetry and prose. The students will spend most of their time on Vergil's Aeneid and Julius Caesar's The Gallic Wars. The course focuses on translating Latin passages with a high level of accuracy. Students will learn to analyze grammar, syntax, and style, and to connect the texts they read with the people, practices, and events that shaped the Roman world. *Prerequisites: 85 in Latin IV Honors; demonstration that student grasps concepts, completes homework,*

has desire, motivation, initiative, and positive attitude.

MATHEMATICS

Algebra I

This class provides students with tools to deal with quantitative aspects of their environment. Considered to be the most important foundational math course in high school, the primary aim of Algebra I is to enable the student to learn, communicate, and apply algebraic concepts. Emphasis is given to problem solving strategies, especially with the ability to analyze; and if necessary, to apply alternative strategies to solve problems. While mastering working with linear equations, the conceptual base for dealing with all polynomial and other rational expressions is carefully developed. Algebra I culminates with the study of radical expressions and their application to the solutions of quadratic equations. *Prerequisites: eighth grade math or pre-Algebra*

Geometry

Geometry is a course designed for students who have successfully completed Algebra I. Geometry is the study of lines; angles; plane figures such as triangles, circles, and quadrilaterals; and solids. Basic principles of two and three-dimensional figures, algebraic skills, and coordinate geometry will be used in problem-solving situations. Algebra concepts such as factoring and two-variable equations are reviewed and applied to geometric situations. A main purpose of the study of geometry is the development of reasoning ability. Inductive and deductive reasoning are specifically taught through pattern

recognition, formal development of mathematical proof (paragraph, flowchart and two-column), and construction of geometric figures using only a compass and straightedge. Technology is utilized and integrated into lessons and exercises throughout the course in order to improve students' overall understanding. *Geometer's Sketchpad* and computer graphing software are an essential part of the course.

Prerequisites: Algebra I

Honors Geometry

Building on the non-honors course, Honors Geometry will be faster paced and will provide a deeper and broader study of concepts taught. The honors class will do more explorations and projects than the regular class.

Prerequisites: Algebra I and teacher recommendation.

Algebra II

Algebra II reviews the linear functions and equations from Algebra I and continues with an in-depth study of quadratic equations and conics. Algebra II continues with a study of higher-degree polynomial functions, along with other advanced topics such as rational, logarithmic and exponential functions. Matrices, sequences and series, and trigonometric functions are introduced.

Prerequisites: Algebra I and Geometry

Algebra II Honors

In addition to the information covered in Algebra II, the honors course will be more extensive and go into deeper levels of study than the regular course. This includes the extensive use of word

problems and practical applications.

Prerequisite: Algebra I, Geometry, and Teacher recommendation.

Algebra III

Algebra III is a one year course that continues the study from Algebra II with an extensive review of Algebra I and Geometry. Emphasis is placed on student use of algebraic, graphical, numerical, and geometric reasoning to model information and solve problems. The text, *Modeling with Mathematics*, will focus on modeling real-world applications with a function approach. Besides looking at algebra and geometry, the text will also look at data analysis, probability, and finance. This course will solidify the student's algebra skills in preparation for taking mathematics in college. Students must have teacher recommendation to take this course.

Prerequisite: Senior who has Geometry, Algebra II, and only by teacher recommendation

Pre-calculus

Pre-calculus is a continuing study of polynomial and other various functions from Algebra II, along with study of trigonometry. The study is taken from three perspectives: algebraic, numerical, and graphical with extensive use of the graphing calculator. Composition of functions continues to grow more in-depth as students realize that modeling real world data is typically complex with many constraints and variables. Conics, sequences, sums, and probability are introduced. *Prerequisites: Algebra II*

Pre-calculus Honors

In addition to the information covered in Pre-calculus, the honors class will study more challenging problems and move at a faster pace. The honors class will also study vectors in two and three dimensions along with limits and an introduction to calculus. Polar and parametric equations are introduced. *Prerequisites: Algebra II, teacher recommendation, and willingness to work diligently.*

Statistics

Statistics is a one-year course of study. It is designed to introduce students to statistical thinking, particularly as it relates to medicine, education, environmental science, business, psychology, sports, politics, and entertainment. Throughout the text activities, applications, and data explorations are presented, giving students the opportunity to investigate, discuss, and make use of statistical ideas and methods. *Prerequisites: Algebra II. This course may not substitute for Algebra III or Pre-calculus.*

AP Statistics

AP statistics is a one-year high school course equivalent to a one-semester, introductory, non-calculus-based, college course in statistics. To paraphrase the College Board AP Statistics Course Description, the purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students will take the AP Statistics exam in May. Students will use

computer software and graphing technology as an integral part of this course. *Prerequisites: Willingness to work diligently and teacher recommendation*

AP Calculus AB

AP Calculus AB is a one-year high school course equivalent to a one-semester college course in Calculus. The first semester will cover limits, derivatives, applied derivatives, graph theory, particle motion, optimization, and related rates problems. We take an analytical, graphical, numerical, and written approach to calculus. In the second semester students will build upon the previous semester and learn about definite and indefinite integrals, solving for the area under curves, finding the volume of a rotated solid, and solving differential equations. Students will take the AP Calculus AB exam in May. *Prerequisites: Pre-calculus Honors, willingness to work diligently, and teacher recommendation*

AP Calculus BC

AP Calculus BC is a one-year high school course equivalent to a one-semester college course in Calculus II. We will continue taking the analytical, graphical, numerical and written approaches to calculus. Students will build upon their calculus knowledge in learning about more complicated integration techniques, solving improper integrals, revisiting differential equations and looking at the logistic equation, revisiting area and volume and learning about surface area, and arc length. We will then explore calculus in the realm of parametric and polar planes. Second semester will be spent primarily on learning about sequences and series, learning all the tests to determine

the behavior of infinite series, and building their own powers series for particular functions. Throughout the year we will review much of what was taught in AP Calculus AB. The remainder time in second semester will be spent on extensive review and exam practice to prepare students to be successful on the AP Calculus BC exam, which students will take in May. *Prerequisites: AP Calculus AB, willingness to work diligently, and teacher recommendation*

PHYSICAL EDUCATION

Physical Fitness & Health (year-long) This course introduces students to beginning concepts of life fitness, wellness, and health. This includes threshold of training, cardiovascular fitness, muscular strength, muscular endurance, flexibility, exercise for weight control, health problems related to inadequate fitness levels and will provide students with the knowledge and ability to create personal exercise programs. The final objective of this course is for each student to have thorough understanding of health related topics and their life long impacts. Meets physical education and health requirement for graduation.

Female Fitness & Health (year-long) This course is designed for female students and introduces them to beginning concepts of lifetime sports, team sports, wellness, and health. This includes learning the rules and regulations common team sports, lifetime recreational sports, and individual life sports and activities that can be beneficial for a lifetime of physical activity. The class also introduces basic weight room exercise and techniques as well as the

ability to develop an individualized workout plan. The final objective of this course is for each student to have thorough understanding of health related topics and their life long impacts. Meets physical education and health requirement for graduation.

Team and Life Sports & Health (year-long)

This course introduces students to beginning concepts of lifetime sports, team sports, wellness, and health. This includes learning the rules and regulations common team sports, lifetime recreational sports, and individual life sports and activities that can be beneficial for a lifetime of physical activity. The class also introduces basic weight room exercise and techniques as well as the ability to develop an individualized workout plan. The final objective of this course is for each student to have thorough understanding of health related topics and their life long impacts. Meets physical education and health requirement for graduation.

PHYSICAL FITNESS ELECTIVES

Strength Training (one semester)

Strength training is a combination of weight training, cardiovascular fitness, plyometrics and core fitness activities. Students will also take part in activities that will enhance cardiovascular fitness, muscular strength and endurance, flexibility and body composition. The benefits of exercise and its effect on the systems of the body will be introduced.

Female Strength Training (one semester)
Same course description as above, but tailored to females only.

Advanced Strength Training and Sports Conditioning (one semester, meets before school)

The scope of this course is to work in conjunction with players, coaches, and teams to reach their personal and corporate goals with regard to the sport(s) that they are involved. Our training protocols are designed to be sport-specific and functional for those who train. The training that our athletes undergo is designed with the central theme: Within the Strength Program build athleticism to enable every student to reach their athletic potential regardless of sport, gender, or age. This course will meet before school on Mondays, Tuesday, and Thursday from 6:45-7:30a.m. If attendance requirements are met students will earn .5 credit.

Sports Medicine (9-12, year-long)

This is an introductory course in the basics of taping, injury-prevention techniques, and recognition of sports injuries, emergency care skills, basic rehabilitation skills, and sports medicine careers. It is designed to give the student an overview of the area of athletic training and related fields.

SCIENCE

Biology (9th)

Biology is a survey course that focuses on the foundational principles of the Life Sciences. Particular emphasis will be given to aspects of cell structure and function, genetics, life origins, change and

adaptation, and animal survey. Skill set development includes classifying, specimen collection, interpreting data, experimenting, formulating hypotheses, microscope skills, making and using data tables, and dissection. Biology is a laboratory science that promotes independent discovery and exploration.

Biology Honors (9th)

Honors Biology is a survey course that focuses on the foundational principles of the Life Sciences. Particular emphasis will be given to aspects of cell structure and function, genetics, life origins, change and adaptation, and animal survey. Skill set development includes classifying, making and using data tables, specimen collection, experimenting, formulating hypotheses, interpreting data, microscope skills, and dissection. Particular emphasis will be placed on laboratory protocols. Honors Biology is a lab science that promotes independent inquiry, creative discovery, development of exceptional communication skills through interdisciplinary study and research which exceed the breadth and depth of the on-level counterpart. *Prerequisite: Teacher recommendation required.*

AP Biology (11th or 12th) AP Biology is a demanding college-level course, designed to be the equivalent of a year-long Biology course taken during the first year of college. This course builds on the foundation of knowledge acquired in the prerequisite Biology class. Topics include scientific inquiry, life origins, energy transfer, cellular structure and function, heredity, molecular genetics, change and adaptation, structure and function of plants and animals, and ecology. AP

Biology will have a substantial laboratory component requiring detailed observation and data recording, generation of ideas and hypotheses, interpreting and manipulating data, statistical analysis, operation of technical equipment, and experimental design. *Prerequisites: Biology, Chemistry Teacher recommendation required.*

Human Anatomy and Physiology (11th or 12th)

This is a lab-oriented course that will use dissection, physiology experiments, models, computer software, cooperative grouping, and lecture to learn the structure and function of the human body. First semester will cover the following topics: introduction to anatomy and physiology, skin, the skeleton, and muscles. Second semester will cover the nervous, cardiovascular, respiratory, digestive and reproductive systems.

Prerequisites: Biology, Chemistry

Human Anatomy and Physiology Honors (11th or 12th)

Human Anatomy and Physiology is a course in which students will study the structure and the function of the human body from both a cellular and systemic perspective. Studies include an examination of disease within each of the human body systems. Concepts will be reinforced by appropriate laboratory activities including extensive dissection. Outside work, research and field studies are integral parts of the course. Honors students are expected to have a track record of science and math proficiency, be self-motivated, and demonstrate a work-ethic worthy of an honors course.

Prerequisites: Biology, Chemistry Teacher recommendation required.

Environmental Science (11th or 12th)

This course provides students with a foundation of understanding and knowledge in environmental concerns such as acid rain, endangered species, invasive plants and animals, and man's role in the environment. Students will learn a variety of basic laboratory and field techniques including soil and water sampling. The course incorporates both academic and applied studies that include field trips to the local area watershed for a firsthand look at sampling techniques, wastewater treatment, and other environmental issues. The structure and function of natural ecosystems, as well as the impact of legal, economic and political systems on environmental concerns is presented. An emphasis is placed on students using critical thinking and analytical skills to make a positive impact on the environment. *Prerequisites: Biology, Algebra I*

Oceanography (10th or 11th)

Marine Science is a focused course of study in which students will recognize that the ocean is a dynamic system reflecting interactions among organisms, ecosystems, chemical cycles, and physical and geological processes, on land, in air, and in the oceans. Students will investigate oceanography concepts, with special emphasis on marine plants and animals, through experience in laboratories and fieldwork using the processes of inquiry. As part of this course, students will spend five days in the Florida Keys for an intensive, hands-on study of the marine environment. *Prerequisite: Biology; there is an additional cost for this course.*

Chemistry (10th)

Chemistry is the study of the composition, structure, properties, and transformations of matter. General Chemistry is an introductory course that covers all or most of the following topics: stoichiometry, nomenclature, atomic structure, periodicity, bonding, states of matter, gas laws, equilibrium, and acid base. Students will develop and use science process skills in laboratory or field investigations including observation, classification, communication, metric measurement, prediction, inference, collecting and analyzing data. Links to real-world chemical processes and issues, experiment design, and consumer chemistry are woven into the fabric of the course to produce student citizens of competent chemical literacy. *Prerequisite: Algebra I*

Chemistry Honors (10th)

Chemistry is the focused study of the composition, structure, properties, and transformations of matter. Chemistry Honors is an introductory course that covers all or most of the following topics: stoichiometry, nomenclature, atomic structure, periodicity, bonding, states of matter, gas laws, kinetics, equilibrium, acid-base, redox, and thermodynamics. Students will develop and use science process skills in laboratory or field investigations including observation, classification, communication, metric measurement, prediction, inference, collecting and analyzing data. Links to real-world chemical processes and issues, experiment design, and chemistry in research and industry are woven into the fabric of the course to produce student investigators of competent chemical literacy. Honors students are expected to

have a track record of science, math, and English proficiency, be self-motivated, and demonstrate a work-ethic worthy of an honors course. *Prerequisite: Algebra I Teacher recommendation required.*

AP Chemistry (11th or 12th)

This second year chemistry course is very demanding, both in time and effort required. Students will utilize their first year chemistry course content as a foundation for discussion of the following topics: chemical kinetics, equilibrium, thermodynamics, electrochemistry, buffers, coordination complexes, nuclear chemistry, and organic chemistry. This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Laboratory investigations are on the college level and are an integral part of AP Chemistry. Self-motivation, strong English and mathematical skills, and a consistent work-ethic in study skills are keys to success in the course. Students are expected to have a track record of science and math proficiency, be self-motivated, and demonstrate a work-ethic worthy of an advanced placement course. *Prerequisite: Honors Chemistry Co-requisite: Precalculus or AP Calculus AB*

Physics (11th or 12th)

Physics is a course which focuses on the study of Kinematics, Dynamics, Energy, Momentum, Gravitation, Waves and Sound, Light, and Electricity. Students will develop and utilize the following science process skills in laboratory or field investigations: observing, classifying, mathematical modeling, communicating, measuring, predicting, inferring, using space/time relationships, sequencing,

comparing and contrasting, recognizing cause and effect, and interpreting scientific illustrations. Concepts will be reinforced by appropriate laboratory activities including computerized data sampling and mathematical solutions. Self-motivation, strong English and mathematical skills, and a consistent work-ethic in study skills are keys to flourishing in the course. *Prerequisites: Chemistry, Algebra I Corequisite: Algebra II*

AP Physics I Algebra-based (11th or 12th)

AP Physics I is a college-level course which focuses on the study of kinematics, dynamics (Newton's Laws), circular motion and universal law of gravitation, simple harmonic motion (simple pendulum and mass-spring systems), impulse, linear momentum and conservation of linear momentum: collisions, work, energy, and conservation of energy, rotational motion: torque, rotational kinematics and energy, rotational dynamics, and conservation of angular momentum, electrostatics: electric charge and electric force, DC circuits: resistors only, mechanical waves and sound. Students will develop the ability to read, understand, and interpret physical information - verbal, mathematical, and graphical. Students will describe and explain the sequence of steps in the analysis of a particular physical phenomenon or problem; that is a) describe the idealized model to be used in the analysis, including simplifying assumptions where necessary; b) state the concepts or definitions that are applicable; c) specify relevant limitations on applications of these principles; d)

carry out and describe the steps of the analysis, verbally or mathematically; and e) interpret the results or conclusions, including discussion of particular cases of special interest.

Students will also use basic mathematical reasoning - arithmetic, algebraic, geometric, trigonometric, or calculus, where appropriate - in a physical situation or problem. Lastly students will perform experiments and interpret the results of observations, including making an assessment of experimental uncertainties. Concepts are reinforced by appropriate laboratory activities including computerized data sampling and mathematical solutions. Self-motivation, strong English and mathematical skills, and a consistent work ethic are keys to success in the course. AP students are expected to have a track record of science and math proficiency, be self-motivated, and demonstrate a work ethic worthy of a college-level course. Students must apply for consideration for placement in the course in February, complete summer work prior to the course, and take the AP Physics I test in May. *Prerequisites: Chemistry, Algebra II and teacher recommendation; Corequisite: Precalculus*

AP Physics 2 (12th)

AP Physics 2 is a full-year course, equivalent to a second-semester introductory college course in physics. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields;

electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics.

The course is based on seven 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. The following are big ideas:

- Objects and systems have properties such as mass and charge. Systems may have internal structure.
- Fields existing in space can be used to explain interactions.
- The interactions of an object with other objects can be described by forces.
- Interactions between systems can result in changes in those systems.
- Changes that occur as a result of interactions are constrained by conservation laws.
- Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.
- The mathematics of probability can be used to describe the behavior of complex systems and to interpret the behavior of quantum mechanical systems.

This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Each student should complete a lab notebook or portfolio of lab reports. *Prerequisites: Students should have successfully completed AP Physics 1. Students should have taken or be concurrently taking precalculus. Teacher recommendation required*

STEAM COURSES

Introduction to Engineering Design (9-12, year-long)

Introduction to Engineering Design (IED) is a high school level foundation course in the PLTW Engineering Program. In IED students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common engineering design and development protocols such as project management and peer review. Students will develop skill in technical representation and documentation of design solutions according to accepted technical standards, and they will use current 3D design and modeling software to represent and communicate solutions. In addition, the development of computational methods that are commonly used in engineering problem solving, including statistical analysis and mathematical modeling, are emphasized. Ethical issues related to professional practice and product development are also presented.

Prerequisite: completion of or current enrollment in Geometry is highly recommended

Engineering Concepts (10-12, year-long)

Engineering Concepts is the second course in the Engineering and Technology Pathway. Students will learn to design technical solutions to engineering problems using a whole systems approach to engineering design. Students will demonstrate the application of mathematical tools, teamwork, and communications skills in solving various design challenges, while maintaining a safe work environment. *Prerequisite: Introduction to Engineering Design and Geometry and IED teacher recommendation.*

AP Computer Science Principles (9-12, year-long)

AP Computer Science Principles is a PLTW course to implement the College Board's new AP CS Principles framework. This course aims to build students' awareness of the demand for computer specialists and for professionals in all fields who have computational skills. It does not aim to teach mastery of a single programming language but aims instead to develop computational thinking. Each unit focuses on one or more computationally intensive career paths. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. The course emphasizes object-oriented and imperative problem solving and design using Python as well as an introduction to HTML and JavaScript. It is planned for a rigorous pace. Problems aim for ground-level entry with no ceiling so that all students can successfully engage the problems. Students with greater

motivation, ability, or background knowledge will be challenged to work further. *Prerequisite: completion of or current enrollment in Algebra II is highly recommended AND current science teacher recommendation*

SOCIAL STUDIES

AP Human Geography (9) This freshman level course is designed as the equivalent to an introductory college course in human geography. The purpose is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial analysis to examine human social organization and its environmental consequences. The course emphasizes the interpretation of maps, charts, and other data, as well as written communication skills to prepare for the AP Human Geography exam.

Prerequisites: completion of 8th grade social studies with a final grade of 95 or higher and teacher recommendation, language arts grade of 90 or higher and placement exam. Priority space for this course is for 9th grade.

World History I (9)

This course is designed to provide an introductory understanding and interpretation of facts and events of World History from the period of ancient civilizations to the 1300s. The course will utilize a number of different types of teaching and testing techniques to enhance learning, critical thinking, writing, communication skills, study habits, and organization to prepare students for additional history courses.

World History I Honors (9)

In addition to the information covered in the non-honors course, instruction in this class emphasizes the development of analytical skills. Students enrolled in this course will be required to do additional reading and writing. *Prerequisites: teacher recommendation and 90 in eighth grade Social Studies*

World History II (10)

This course is designed to provide an introductory understanding and interpretation of facts and events of World History from the period of the 1300s to present day. The course will utilize a number of different types of teaching and testing techniques to enhance learning, critical thinking, writing, communication skills, study habits, and organization to prepare students for additional history courses.

World History II Honors (10) In addition to the information covered in the non-honors course, instruction in this class emphasizes the development of analytical skills. Students enrolled in this course will be required to do additional reading and writing. *Prerequisites: 95 in WH I or 85 in WH I Honors and teacher recommendation.*

AP World History (9)

The AP World History course is a college-level course designed to help students develop a greater appreciation for global issues through the study of history. To quote the College Board course description, the course “highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons

among major societies. *Prerequisites: 95 in WH I or 90 in WH I Honors and teacher recommendation*

United States History (11)

This course is designed to provide a basic understanding and interpretation of facts and events of U.S. History from the period of pre-discovery to present day. The course will utilize a number of different types of teaching and testing techniques to enhance learning, critical thinking, writing, communication skills, study habits, and organization and to help students think like a historian. Emphasis will be placed on the Christian foundations of U.S. History and the role religion plays in our history. In addition, the curriculum works in close conjunction with the English and Bible departments in the presentation of some materials. *Prerequisites: Completion of World History I and II*

United States History Honors (11)

This course is designed to provide an advanced understanding and interpretation of facts and events of U.S. History from the period of pre-discovery to present day. The course will utilize a number of different types of teaching and testing techniques to enhance learning, critical thinking, writing, communication skills, study habits, and organization and to help students think like a historian. Emphasis will be placed on the Christian foundations of U.S. History and the role religion plays in our history. In addition, the curriculum works in close conjunction with the English and Bible departments in the presentation of some materials. *Prerequisites: Completion of WH II with 95 average or WH II H with 85 and a teacher recommendation*

AP United States History (11)

This course is designed as a college-level course in United States history. It provides an advanced understanding and interpretation of facts and events of U.S. History from the period of pre-discovery to present day. The course will utilize a number of different types of teaching and testing techniques to expand upon the individual students' critical thinking, writing, and communication skills. The course emphasizes written communication skills and the effective analysis of primary and secondary documents to prepare the students for the AP History Exam. *Prerequisites:*

Completion of WH II with a 95, 90 in WH II Honors or AP World History with an 85 and a teacher recommendation

Economics (one semester) (12)

This course is designed as a semester-long course in economics. It provides a basic understanding of the capitalist system of economics, the U.S. Constitution, and the structure of the federal government as it relates to economics from a Christian worldview. Students should be able to explain the basic foundations of economics and discuss the primary vocabulary associated with economics. In addition, students should be able to interpret, evaluate and examine ideas, themes, policies, and important key concepts pertaining to our economy. Students will also learn about personal investing and financial planning. *Prerequisites: Completion of US History*

Economics Honors (one semester) (12)

In addition to the on-level economics

class, Honors Economics will have a more in depth focus which includes advanced writing, practicum based learning, and a deeper investigation of current events associated with the study of Economics. *Prerequisites: Completion of U.S. History with a 90, US History H with an 85, or AP US History with an 80.*

AP Micro Economics (12)

Unlike the other Economics courses, AP Micro-Economics is a year-long course. This course is for advanced students interested in college-level work in economics and/or gaining advanced standing in college. The course begins with a study of fundamental economic concepts such as scarcity, opportunity costs, production possibilities, specialization, and comparative advantage. Major topics include the nature of functions of product markets; factor markets; and efficiency, equity, and the role of government. The course will be taught from a Christian world-view perspective. *Prerequisites: Completion of AP US History with an 85 or US History Honors with a 90 and a teacher recommendation*

United States Government (one semester) (12)

This course is designed as a semester-long course and examines the legal foundations and major institutions of the state and nation: constitutions, laws and officials. Students will analyze informal as well as formal institutions: political parties, interest groups and the formation of public opinion on government officials and processes. The course is taught from a biblical worldview using Scripture as the basis of truth. Students should be able to

actively discuss and define the National Standards for Civics and Government as well as explain how God's purpose in the process of American government exists today. A major goal of this course is to make students aware of how government affects their lives and to teach them how they can influence its operation. *Prerequisites: Completion of US History*

United States Government Honors (one semester) (12)

In addition to what is covered in the non-honors U.S. Government course, this class includes additional opportunities to demonstrate a grasp of the American political system through a variety of methods, including essays, research projects, and in-class discussions. *Prerequisites: Completion of U.S. History with a 90, US History H with an 85, or AP US History with an 80.*

AP United States Government (11 or 12)

The objective of the AP United States Government Course is to enable students to be able to do the following: know and understand important concepts, facts, and theories as they relate to United States government and politics; understand political processes and behaviors, including the various political behaviors, principles of government structures, and the political effects of these systems and procedures; analyze and interpret data as it relates to U.S. government and politics. *Prerequisites: 95 in US History and 90 in US History H, or 80 in AP US History and a teacher recommendation.*

SOCIAL STUDIES ELECTIVES

History through Film (9-12, one semester) The goal of this course is to understand and comprehend the major historical events of United States history through the medium of film. This semester-long course will examine major political, social, and cultural significances within the confines of United States history. (No *pre-requisite necessary*)

Psychology (9-12, one semester)

This course introduces students to the origin and history of psychological thought as well as the theories of several of the discipline's key figures. As with all courses, the study of psychology is approached and critiqued from a biblical perspective. Students will study issues in psychology and discuss how these relate to Christians and how Christians function in the field of psychology. This course is a survey of the field of psychology and includes the major orientations (neurobiological, psychoanalytic, cognitive, behavioral, and humanistic), views of personhood, writing and research, and relevance of psychology to everyday life. This course will also introduce students to the methods, concepts, and terminology of the field of psychology. (No *pre-requisite necessary*)

AP Psychology (12th grade only)

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also study the ethics and methods

psychologists use in their science and practice. *Prerequisite: completion of core psychology or current approval to enroll in other AP social studies courses.*

GENERAL ELECTIVES

Tutor (9-12)

Students taking this course are assigned to a lower school classroom where they engage with the students to assist in reading and math curriculum. The students serve as mentors for the lower school students and support the academic goals of the classroom.

Personal Finance (grades 11 and 12, one semester)

Students are introduced to the basic principles of personal finance. Students are given the knowledge needed to create and maintain a budget. Students are also introduced to the principles of investing.

Introduction to Sports & Entertainment Marketing (grades 9-12, year-long)

This course introduces the student to the major segments of the sports and entertainment industry and the social and economic impact the industry has on the local, state, national, and global economies. The products and services offered to consumers and the impact of marketing on these products and services are examined. Students will have the ability to apply the marketing skills learned to situational issues at MPCS—with the focus on improving sport and entertainment events, and enhancing the awareness of MPC's athletic and performing arts to the local community. Units include: Business Fundamentals,

Product Knowledge, Interpersonal Skill, Selling, Advertising, Publicity/Public Relations, Sales Promotion, Business Risks, and Organization.

Business Communications (grades 10-12, year-long)

What message are you sending when you speak, write, and listen? As one of the most important skills for employers, students will explore the value of communication in their personal and professional life. Students will create, edit, and publish professional appearing business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication. Leadership development and teamwork skills will be stressed as students work independently and collaboratively. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry

Introduction to Business and Entrepreneurship (grades 10-12, year-long)

In this course students will study the concepts, principles and operations of private enterprise. Comparing and contrasting sole proprietorships, partnerships, and corporations – and the advantages and disadvantages of each. Students will explore the functions of modern business management, marketing, and ethics and social responsibility that can improve or tarnish a brand. In addition, this course is designed to help students evaluate the business skills and commitment necessary to successfully operate an entrepreneurial

venture and review the challenges and rewards of entrepreneurship. Students will learn about themselves, their decisions, and their goals to determine how entrepreneurship can play a role in their lives. The ability to have guest speakers on a regular basis will enable the students to ask questions to those who have gone through the process—this will permit students to hear the difficulties and the rewards of starting your own business.

Executive Internship (seniors only) This course is designed to provide highly qualified seniors a hands-on field experience focused on personal interest or career aspirations. The MPCS Executive Internship program encourages all eligible seniors to participate who are interested in pursuing career opportunities in government, business, education, health, church, community or civic affairs, journalism and other related fields. Executive Internship is open to all seniors who possess a cumulative 3.5 GPA at the end of their junior year, have strong faculty/ administration recommendations, and have demonstrated the expected behavior and character to participate in such a program. Students are selected based on their maturity, initiative, leadership potential, and capacity to assume responsibility and to get along with others. Interns are not paid because it is the objective of the program that students experience and learn more about their field of interest instead of just “working” at a job.

Study this week's lesson to prepare for Sabbath, September 14 [For personal in-home #Bible study #courses contact us by email: biblestudycoursesfree@gmail.com with your Postal Mailing Address information so we can begin mailing lessons to you either within the USA/CANADA area or from one of our associated schools around the world. The Society for Old Testament Study (SOTS) is a learned society, based in the British Isles, of professional scholars and others committed to the study of the Hebrew Bible / Old Testament. SOTS was inaugurated at King's College, London on 3 January 1917, in response to a felt need for better public engagement with the Hebrew Bible / Old Testament and greater collegiality among those studying it. There were 30 original members, but this soon grew to over 100 in the 1920s, and subsequently grew to over