

Westminster Christian School

Curriculum Guide

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

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

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

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

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

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

In His Service,

WCS Superintendent

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

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INSTRUCTIONAL PROGRAM GENERAL OBJECTIVES

Bible

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

Math

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

Reading

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

Listening

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

Handwriting

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

Spelling

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

Language Arts

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

Social Studies

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

Science

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

Art

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

Physical Education

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

Music

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

ACADEMIC SUPPORT PROGRAMS

Resource Services at WCS exists to provide support to students needing varied instruction and in partnering with parents of unique learners.

Tiered Programming Services

Programmed Instruction is coordinated with the program principal, classroom teacher and resource instructor. Programmed instruction at Middle School and High School are accomplished during study halls or per permission, in lieu of scheduled classes. The following are examples of programs offered:

SLANT (IMSLEC accredited reading program designed for the dyslexic student)
Math U See

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

Reading Reflex
Content area curricular support
Communication support
Strategic instruction specific to coursework

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

Individual progress reviews
Study skills training
Organizational training

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

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

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

PRESCHOOL PROGRAM

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

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

WCS offers separate classes for 3-year-old and 4-year-old students. Students turning 3 by September 1st attend classes on Tuesday and Thursday mornings from 8:00 AM – 11:20 AM. Students turning 4 by September 1st attend classes on Monday, Wednesday, and Friday mornings from 8:00 AM – 11:20 AM.

Bible

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

Enhanced Educational Opportunities

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

Math

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

Phonics and Preliminary Reading

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

Physical Education

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

Printing

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

Social Development and Work Skills

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

ELEMENTARY PROGRAM

Kindergarten

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

Bible

God's Wonders, Christian Schools International

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

Free Play

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

Handwriting

Kindergarten students learn to form each letter using the D'Nealian style of writing. Each letter is introduced, practiced, and reviewed. Daily letter writing encourages proper letter formation, pencil grip, and posture.

Math

Houghton Mifflin Math

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

Music

Music is taught for worship, for appreciation of some classics, for tone recognition, for body motion, for verbal instructions, and for fun. It is integrated throughout the curriculum as students sing songs related to subjects being studied. Lummi sticks and rhythmic band activities are included in the music program. Students have the opportunity to participate in school musicals with the elementary school.

Phonics and Reading

Scott Foresman Publishing

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

Guided Reading

In addition to the Scott Foresman Reading Program, WCS uses a guided reading approach to learning reading strategies. Students are given text at their individual reading level and are instructed in small groups. In addition to the Scott Foresman curricular assessments, students are given the Developmental Reading Assessment (DRA) in the fall and spring to monitor their reading progress.

Writing

Write Source/Great Source publication Group

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

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

Social Studies

My World, Houghton Mifflin Publishing

The kindergarten history units teach the importance of our family and community. We learn about our world and how God intends us for us to be responsible citizens.

Science

Science Companion, Scott Foresman Publishing

Students in kindergarten are given the opportunity to learn about specific topics that are found in Life, Physical and Earth Science. Students explore and learn what is being taught through a discovery-based approach that enables them to experience a learning environment that is “hands-on”. During their Kindergarten year, students learn more about themselves and the uniqueness that God has given to each individual. Students explore God’s creation, which is all around them and learn how things are put together and built from a physical science point-of-view.

First Grade

Bible

God’s Plan, Christian Schools International

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

Handwriting

D’Nealian Handwriting 1, Scott Foresman

The first-grade handwriting curriculum teaches students neat and correct formation of manuscript letters. Students will strive for mastery of all lower case and capital letters in D’Nealian style. Students are expected to utilize acceptable penmanship in all written work.

History

School and Family, Houghton Mifflin Publishing

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

Language

Scott Foresman Publishing

The first-grade language curriculum seeks to develop students’ communication skills in listening, speaking, and writing. Daily oral language activities are used to guide students in applying correct grammar usage to both oral and written work.

Writing

Write Source/Great Source Publication Group

Write Source provides students with numerous concrete and practical strategies for planning, revising, and editing their writing such as freewriting, gathering details, using graphic organizers, peer responding, improving word choice and sentence fluency, and using convention checklists. Each strategy is presented with models to illustrate

the strategy, Try-It activities to give students practice with strategies, and whole-class, small-group, and individual student activities to help students master the strategies and apply them independently.

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

Math

Houghton Mifflin Math

Our first-grade math students learn to understand and use numbers through 100. They practice addition and subtraction concepts, apply math skills and strategies to solve problems. Students explore and use patterns, shapes, fractions, time, and money. Our curriculum provides materials and instruction for first graders who need extra math support, who are on grade level, or who are advanced math learners. We also use “hands-on” materials as we explore, use, and master math concepts.

Reading

Scott Foresman Publishing

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

Guided Reading

In addition to the Scott Foresman Reading Program, WCS uses a guided reading approach to learning reading strategies. Students are given text at their individual reading level and are instructed in small groups. In addition to the Scott Foresman curricular assessments, students are given the Developmental Reading Assessment (DRA) in the fall and spring to monitor their reading progress.

Science

Science Companion, Scott Foresman Publishing

Students in first grade are given the opportunity to study specific topics that are found in Life, Physical and Earth Science. Students explore and learn what is being taught through a discovery-based approach that enables them to experience a learning environment that is “hands-on”. In first grade, students will study the following areas: *Collecting and Examining Life* (Life Science), *Motion* (Physical Science) and *Weather* (Earth Science).

Spelling

Scott Foresman Publishing

The first-grade spelling curriculum is based on a phonics approach, and is incorporated weekly throughout the reading curriculum in stories, phonics song charts, workbook pages, and classroom participation. Students are given word lists to study at home to begin a foundation of responsibility, and are tested weekly.

Second Grade

Bible

God’s Promises, Christian Schools International

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

Handwriting

D’Nealian Handwriting 2, Scott Foresman

Second-grade D’Nealian handwriting begins with an extensive review of all the manuscript letters. The review process allows each student to master the concepts of shape, size, slanting, and spacing taught in first grade. D’Nealian makes the transition from manuscript to cursive feel familiar and easy. The second semester focuses on the introduction to forming lower and upper case cursive letters.

History

Neighborhoods, Houghton Mifflin Publishing

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

Writing

Write Source/Great Source Publication Group

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

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

Math

Houghton Mifflin Math

The second-grade Houghton Mifflin math curriculum meets the diverse learning needs of all children. The math curriculum promotes structure and order. Through teacher guidance, students see that there is an absolute truth from God even in math. Students are taught introductory and mastery level concepts including addition and subtraction facts up to 20, place value to 1,000, graphing, money, 3-digit regrouping, fractions, geometry, measurement, time, and multiplication and division facts of 2, 5, 10.

Reading

Scott Foresman Publishing

The Scott Foresman reading curriculum incorporates four components each week: comprehension and vocabulary; phonics, word study, and spelling; writing and grammar; oral language, speaking, and listening. These four components are presented in many different fashions throughout the week, including whole group and small group interaction, center work, workbook pages, silent reading, reading buddies, games, and even songs. The goals for second grade are to instill a love for reading, to have students read fluently, and to have students comprehend reading material on an appropriate developmental level.

Guided Reading

In addition to the Scott Foresman Reading Program, WCS uses a guided reading approach to learning reading strategies. Students are given text at their individual reading level and are instructed in small groups. In addition to the Scott Foresman curricular assessments, students are given the Developmental Reading Assessment (DRA) in the fall and spring to monitor their reading progress.

Science

Science Companion, Scott Foresman Publishing

Students in the second grade are given the opportunity to study specific topics that are found in Life, Physical and Earth Science. Students explore and learn what is being taught through a discovery-based approach that enables them to experience a learning environment that is "hands-on". In second grade, students will study the following areas: *Life Cycles* (Life Science), *Sound* (Physical Science) and *Rocks* (Earth Science).

Spelling

Scott Foresman Publishing

The Scott Foresman second-grade spelling curriculum is interconnected with the reading curriculum. Phonics and word study components help students learn how to decode and read words that are unfamiliar. Weekly spelling lists are based upon new concepts that are being introduced each week in reading. Spelling practice is given at school through games, handouts, and centers. Reinforcement of weekly spelling words at home is very helpful.

Third Grade

Bible

Calling of God's Tribe, Christian Schools International

Bible in third grade focuses on the students being able to gain factual knowledge of the Bible and to grow in living to God's glory. Students develop a deeper understanding of God and His plan of redemption through the study of creation and God's covenantal relationship with His people. The course includes weekly Scripture memorization and classroom discussion.

Handwriting

D'Nealian Handwriting 3, Scott Foresman

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

History

Communities, Houghton Mifflin Publishing

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

Language

The Shurley Method

This course seeks to provide a solid foundation in the skills needed to communicate effectively. Students develop writing skills and gain knowledge of the parts of speech through the recitation of jingles and sentence classifications.

Writing

Write Source/Great Source Publication Group

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

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

Math

Houghton Mifflin Math

Third-grade students continue to improve addition and subtraction skills with multi-digit numbers, while learning multiplication and division facts. Throughout the year students also work with measurement concepts, place value, fractions, decimals, graphs, geometric figures, and word problems. The goal is to improve students' critical thinking skills and application of key math concepts.

Reading

Scott Foresman Publishing

This course focuses on building basic comprehension skills needed for greater understanding in all academic areas. Through the reading of high-interest stories in basal readers, students practice a variety of skills such as summarizing, cause and effect relationships, and character development. There is also time devoted to the review of phonics skills. Themes of the various stories highlight key concepts taught in science and history.

Guided Reading

In addition to the Scott Foresman Reading Program, WCS uses a guided reading approach to learning reading strategies. Students are given text at their individual reading level and are instructed in small groups. In addition to the Scott Foresman curricular assessments, students are given the Developmental Reading Assessment (DRA) in the fall and spring to monitor their reading progress.

Science

Science Companion, Scott Foresman Publishing

Students in the third grade are given the opportunity to study specific topics that are found in Life, Physical and Earth Science. Students explore and learn what is being taught through a discovery-based approach that enables them to experience a learning environment that is “hands-on”. In third grade, students will study the following areas: *Habitats* (Life Science), *Light* (Physical Science) and *Solar* (Earth Science).

Spelling

Scott Foresman Publishing

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

Fourth Grade

Bible

Record of God’s Nation, Christian Schools International

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

History

States and Regions, Houghton Mifflin Publishing

The fourth-grade Social Studies curriculum covers the states and regions of the United States. It begins with geography and the basic concepts of a region. Next, the approach is the exploration and living in each region. The East, the South, the Midwest, and the West, are the core of the text. Finally, there is a short section on connections to other places in the world.

Language

The Shurley Method

The fourth-grade Shurley Method is a study of how our language is put together. Students cover the eight parts of speech, learn how to classify sentences, and learn how to put together paragraphs with a topic, main idea, detail sentences, and a closing sentence. The three different kinds of paragraphs: expository, persuasive, and descriptive are also covered.

Writing

Write Source/Great Source Publication Group

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

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

Computer Keyboarding

Mavis Beacon Teaches Typing, Encore Software

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

Math

Houghton Mifflin Math

The fourth-grade math curriculum covers a variety of math concepts. Students review and expand on addition, subtraction, multiplication, and division and work on fractions and decimals in adding, subtracting, and multiplying. Place value, estimation, and rounding is also covered to help the student in all aspects of math class. Some higher-level areas of math that we will cover will be algebra, integers and rational numbers, mental math, graphs, inequalities, and patterns.

Reading

Scott Foresman Publishing

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

Guided Reading

In addition to the Scott Foresman Reading Program, WCS uses a guided reading approach to learning reading strategies. Students are given text at their individual reading level and are instructed in small groups. In addition to the Scott Foresman curricular assessments, students are given the Developmental Reading Assessment (DRA) in the fall and spring to monitor their reading progress.

Science

Science Companion, Scott Foresman Publishing

Students in the fourth grade are given the opportunity to study specific topics that are found in Life, Physical and Earth Science. Students explore and learn what is being taught through a discovery-based approach that enables them to experience a learning environment that is “hands-on”. In fourth grade, students will study the following areas: *Nature’s Recyclers* (Life Science), *Matter* (Physical Science) and *Watery Earth* (Earth Science).

Spelling

Scott Foresman Publishing

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

Fifth Grade

Bible

Witness to the Gospel, Christian Schools International

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

History

World History: Ancient Civilizations, McDougal Littell

Students in fifth-grade history are introduced to the ancient world. Beginning with the garden of Eden and ending with the fall of Rome, students discover the cultural developments that led to the first cities and civilizations. Connections between world history and biblical history are stressed to help students place the events of scripture in the context of world history. The beliefs and values of each civilization are noted and compared with Christianity. The roots of western ideas are identified in the ancient Hebrew, Greek, and Roman civilizations. Highlights of the year include the study of ancient Mesopotamia, Egypt, India, China, America, Greece, and Rome.

Language

The Shurley Method

Instruction in fifth-grade language is given from the Shurley Grammar textbook. Students continue to classify sentences using the eight parts of speech, and a fifth sentence pattern is added. In addition to classifying sentences, several writing opportunities are given including monthly book reports, research reports, and journal entries.

Writing

Write Source/Great Source Publication Group

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

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

Computer Keyboarding

Mavis Beacon Teaches Typing, Encore Software

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

Math

Houghton Mifflin Math

Fifth-grade math builds on the concepts taught in fourth grade. Students learn to add, subtract, multiply and divide decimals and fractions. Students become skilled in two-digit multiplication and will divide with two digit divisors. Geometry concepts include symmetry, congruence, and classifying and measuring angles, triangles and polygons. Algebra concepts include missing digits and factors. Coordinate graphing, percent, volume, mass, data collection, probability and problem solving is taught.

Reading

Scott Foresman Publishing

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

Guided Reading

In addition to the Scott Foresman Reading Program, WCS uses a guided reading approach to learning reading strategies. Students are given text at their individual reading level and are instructed in small groups. In addition to the Scott Foresman curricular assessments, students are given the Developmental Reading Assessment (DRA) in the fall and spring to monitor their reading progress.

Science

Science Companion, Scott Foresman Publishing

Students in the fifth grade are given the opportunity to study specific topics that are found in Life, Physical and Earth Science. Students explore and learn what is being taught through a discovery-based approach that enables the them to experience a learning environment that is "hands-on". In the fifth grade, students will study the following areas: *Human Body in Motion* (Life Science), *Energy* (Physical Science) and *Earth's Changing Surface* (Earth Science).

Spelling

Scott Foresman Publishing

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

Additional Elementary Courses

Elementary Art:

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

Elementary Physical Education:

Students in grades K-3 receive P.E. class twice a week for a period of twenty-five minutes each class. Students in grades 4-5 receive P.E. three times a week for a period of twenty-five minutes each class.

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

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

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

General Music – Elementary:

Students have music class twice a week for a period of twenty-five minutes each class.

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

Extracurricular Activities

Athletics: *5th grade only*
Soccer (Boys-Fall)
Volleyball (Girls-Fall)
Basketball (Boys and Girls- Winter)

Fine Arts:
Band
Instrumental Concerts/Recitals
Choir Concerts/Musical Production
Visual arts classes

ACSI Activities:

Art Festival
 Music Festival
 Math Olympics
 Speech Meet
 Spelling Bee

Clubs:

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

*Spanish Club: Gaining knowledge of other languages helps to nurture a bond between cultures. The goal of Spanish language instruction in the elementary program is to lay a general foundation, focusing on the use of vocabulary, grammar, and the study of Spanish culture at age appropriate levels. An interactive learning style is used that immediately engages the students and creates an environment of enthusiastic learners.

Grade Scale

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

Report Cards

Report cards are issued for each of the four quarters, and a final grade is reported as a year-end average. Report cards are posted on ParentsWeb following each quarter grading period and reflect letter grades. Students are expected to be aware of their ongoing grades, and parents are strongly encouraged to monitor academic progress on a more frequent basis between report cards. Westminster Christian School seeks to assist parents in this task by making teacher grade books available at all times on ParentsWeb and by encouraging frequent communication between parents and teachers.

Standardized Testing

All kindergarten through fifth-grade students take the Stanford Achievement Test during the spring semester in April.

MIDDLE SCHOOL PROGRAM**Examinations and Tests**

Comprehensive semester exams are given in English, math, history and Bible at the end of each semester to sixth through eighth grade students. Science testing is given during the same time, but are unit based rather than comprehensive. All sixth, seventh and eighth grade students are required to take first and second semester final exams. Semester exams, valued at no more than 15% of the semester grade, are to be counted only in the semester average and not in the quarter grade. Additional supports, and reduced percent values are given to sixth grades to give them a bridge to mastery of the examination process.

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

Grade Scale

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

Report Cards

Report cards are issued for each quarter, and semester grades are issued at the end of the second quarter and at year-end. Report cards are posted following each quarter grading period and reflect letter grades. Students are expected to be aware of their ongoing grades, and parents are strongly encouraged to monitor academic progress on a more frequent basis through ParentsWeb. Westminster Christian School seeks to assist parents in this task by providing on-line, realtime academic data and frequent communication between parents and teachers throughout the year.

Standardized Testing

All middle school students take the Stanford Achievement Test during April of each year.

MIDDLE SCHOOL COURSES BY DEPARTMENT

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

(* Indicates a high school level course "not credited")

BIBLE 3 Years Needed

6th Grade The House of Israel
 7th Grade The Day of the Lord
 8th Grade A Light to the Gentiles

LANGUAGE ARTS 3 Years Needed

6th Grade Write Source, Scott Forseman and
 Leveled Literature Studies
 7th Grade Write Source, Prentiss Hall and
 Leveled Literature Studies
 8th Grade Write Source, Prentiss Hall and Leveled
 Literature Studies

FOREIGN LANGUAGE Elective

7th/8th Grade Spanish I
 7th/8th Grade Spanish II

MATHEMATICS 3 Years Needed

TBD Middle School Math I
 TBD Middle School Math II
 TBD Pre Algebra
 TBD Algebra One*

(Determined by placement criteria)

PHYSICAL EDUCATION Elective

6th Grade Physical Education/Health (required)
 7th/8th Grade Physical Education (elective)

SCIENCE 3 Years Needed

6th Grade Earth History, Electronics, Diversity of
 Life
 7th Grade Planetary Science, Weather and Water,
 Chemical Interactions
 8th Grade Forces in Motion, Human Brain and
 Senses, Populations and Ecosystems

SOCIAL STUDIES 3 Years Needed

6th Grade World History
 7th Grade U.S. History I/Constitution
 8th Grade U.S. History II, World Geography

Additional Middle School Electives

All Grades Art (1 or 2 semester)
 7th/8th Grade Computer Skills & Application (1 year)
 All Grades Choir [1 or 2 semester]
 All Grades Band [1 year]

All courses listed that are not part of the required curriculum may be used to satisfy the elective requirement.

Sixth Grade

Bible

The House of Israel, Christian Schools International

Sixth-grade Bible is a survey of the Old Testament beginning with the Creation account in Genesis and continuing through the United Kingdom of Israel under Solomon as recorded in I Kings. The goal of this curriculum is to teach the Bible as God's covenantal story and to encourage its application to one's life through the use of critical thinking; the identification of physical picture/spiritual reality and by building a broad base of Biblical knowledge. To the end that students will hide God's Word in their hearts, students will memorize portions of Scripture and are quizzed weekly.

Language Arts

Students are challenged to a vigorous application of all aspects of writing and reading through a cross-curricular approach. Write Source curriculum is used to build solid foundational skills in written communication and critical thinking. The Scott Foresman curriculum used in sixth grade introduces students to many types of literature. The literary elements are put into practice in student workbooks and classroom discussions. Short stories with quizzes are given weekly to enhance listening comprehension. Students are also exposed to literary study through leveled reading units. These levels are monitored through DRA testing in the fall and spring of each year.

Middle School Math 1

Middle School Math: Course 1, McDougall Littell

This course is a transition between arithmetic and pre-algebra. It covers number sense, algebraic thinking, measurement, decimals, fraction concepts, number patterns ratio, proportion, percents, geometric, figures, integers, and probability.

Science

Full Option Science System, Delta Education

Students are introduced to the Full Option Science System (FOSS) in sixth grade. Students are exposed to concepts in Life, Earth and Physical science. During the sixth grade year, students will study the following areas: *Diversity of Life* (Life Science), *Electronics* (Physical Science) and *Earth History* (Earth Science).

Social Studies

World History: Medieval and Early Modern Times, McDougal Littell

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

Seventh Grade

Bible 7

The Day of the Lord, Christian Schools International

This is a survey of the Old Testament beginning with a review of the creation account in Genesis through the united Kingdom of Israel under Solomon; recorded in I Kings. The emphasis of this course focuses on the period between the Kingdom divided in 2 Kings and the return from captivity in Babylon. Also included are the intertestamentary era and the birth and ministry of Christ. The goal is to teach the Bible as God's covenantal story and to encourage its application to one's life through the use of critical thinking; the identification of physical picture/spiritual reality and by building a broad base of Biblical knowledge. To the end that students will hide God's Word in their hearts, students will memorize portions of Scripture and are quizzed weekly.

Language Arts

Students are challenged to a vigorous application of all aspects of writing and reading through a cross-curricular approach. Write Source curriculum is used to build solid foundational skills in written communication and critical thinking. Literature: Timeless Voices, Timeless Themes, Bronze Level, Prentice Hall is used to increase the students' appreciation, understanding, and usage of language. Students are also exposed to literary study through leveled reading units. These levels are monitored through DRA testing in the fall and spring of each year.

Science 7

Full Option Science System, Delta Education

Students in the seventh grade will continue working through the Full Option Science System (FOSS). During the 7th grade year, students will specifically study the following areas: *Populations and Ecosystems* (Life Science), *Mixtures and Solutions* (Physical Science) and *Weather and Water* (Earth Science).

Middle School Math 2

Middle School Math: Course 2, McDougall Littell

Middle School Math 2 helps move students from arithmetic to algebra. It is composed of exercises that help provide success for students in the areas of problem solving, note taking, and assessment strategies. Students focus on five basic areas of study: number sense, decimals and data; fractions and integers; algebra, proportions, and percents; geometry and measurement; and counting and probability.

Pre-Algebra

Middle School Math: Course 3, McDougall Littell

Pre-Algebra is an introduction to the processes found in algebra. It is made up of activities to help students achieve success in problem solving, note taking, and assessment strategies. Students focus on four specific areas of study: algebra, integers and equation solving; algebra and rational numbers; geometry and measurement; and advanced algebra topics.

U.S. History I

Creating America, McDougal Little

Seventh-grade students travel the walkways of America's heritage and history beginning with the "original" Americans and their interaction with the European explorers. From there, the journey continues through the thirteen colonies to the constructing of the United States by the colonists' revolution against England. A mandatory study of the U.S. and Illinois Constitutions is also presented. Exploration of the western expansion that led to an eventual and unstoppable Civil War, and its impact on the country's future, is also studied. The course concludes with a study of the Industrial Revolution, immigration, and the United States' involvement in World War I.

Eighth Grade

Bible 8

A Light to the Gentiles, Christian Schools International

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

Language Arts

Students are challenged to a vigorous application of all aspects of writing and reading through a cross-curricular approach. Write Source curriculum is used to build solid foundational skills in written communication and critical thinking. Literature: Timeless Voices, Timeless Themes, Silver Level, Prentice Hall is used to increase the students' appreciation, understanding, and usage of language. Students are also exposed to literary study through leveled reading units. These levels are monitored through DRA testing in the fall and spring of each year.

Science 8

Full Option Science System, Delta Education

6812300

Students in the eighth grade are exposed to topics that are found in Life, Physical and Earth Science while using the Full Option Science System (FOSS). Students will specifically study the following areas: *Human Brain and Senses* (Life Science), *Force and Motion* (Physical Science) and *Populations and Ecosystems* (Earth Science).

Pre-Algebra

McDougall Littell

Pre-Algebra is an introduction to the processes found in algebra. It is made up of activities to help students achieve success in problem solving, note taking, and assessment strategies. Students focus on four specific areas of study: algebra, integers and equation solving; algebra and rational numbers; geometry and measurement; and advanced algebra topics.

Algebra I

Algebra I, McDougall Littell

Algebra I allows students to master basic algebra concepts taught in Pre-Algebra and achieve beginning skills in more advanced algebra topics. This course uses many real-life applications to help bring math to life. Students focus on properties of real numbers; solving, graphing, and writing linear equations and inequalities; exponents and exponential functions; quadratic equations and functions; polynomials and factoring; rational equations and functions; and radicals and geometry connections.

U.S. History II (One Semester)

6842300

Creating America, McDougal Little

Eighth grade students study the conclusion of the United States' involvement with World War I to begin the year and progress through the Roaring 20's, the Great Depression and the New Deal. After a look at the sixties and the Civil Rights Movement with John F. Kennedy and Martin Luther King, students examine the Vietnam War. The two presidents that dealt with the impeachment issue, Richard Nixon and Bill Clinton, are also analyzed. The conclusion of this one semester class looks at the events from 9/11 and the impact they have had on our lives.

Geography (One Semester)

World Geography, Glencoe/ McGraw-Hill

This second-semester course spends time focusing on the United States and world geography. Students will review states and capitals of the U.S. and continue with the study of other continents, countries, and capitals. Mapping skills are also introduced and incorporated into each unit studied. The course is designed to focus on the climates and landforms of a region and on the culture, history, and environment of those regions. Special emphasis is placed on the resources produced by other countries and the impact they have or do not have on the United States. Religions found in each country and how they compare and contrast with Christianity are also studied.

Middle School Electives

Study Hall

Study hall is to be used for the completion of assigned homework and/or for quiet study of lessons either already taught or forthcoming. All eighth-grade students will have a study hall during both semesters.

Art

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

Chorus

The goals of this course are three-fold: first, to assist the student in developing an attitude of excellence in performance that glorifies God; second, to develop individual vocal technique and musicianship within the context of ensemble singing; and third, to help students grow in their appreciation of music through singing a variety of music in English and other languages. The students' grade is based upon their level of participation, attitude, and demonstrated progress in skills through quizzes and performances. Because of the nature of this course, students may elect to take this class either one or two semesters.

Band

The goals of this course are three-fold: first, to assist the student in developing an attitude of excellence in performance that glorifies God; second, to develop instrumental technique and musicianship within the context of ensemble; and third, to help students grow in their appreciation of music through learning and performing a variety of musical genres. The students' grade is based upon their level of participation, attitude, and demonstrated progress in skills through practice and performances.

Spanish One

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

Spanish Two

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

Computer Skills and Application

This course reviews and introduces students to keyboarding accuracy and the use of basic computer skills to gain familiarity with the Windows 2000 environment. Students will also learn effective use of storage devices in connection with word processing and other applications. Students will also review and learn basic computer application such as word processing, spreadsheets and presentation software.

Advanced Computer Skills and Application

This course takes the students into more advanced uses of the basic computer applications and adds the ability to design and use databases. There is increased emphasis on the integrated use of applications. The course is designed for students who want further computer experience but not necessarily computer programming.

Health

This course instructs 6th grade students in various areas of health and wellness appropriate for their developmental readiness. Areas covered include the following: physical fitness, nutrition, mental and emotional health, spiritual health, and family and social health.

Physical Education

This course is taught throughout the year and includes small and large group team sports, skills and strategies necessary to maintain lifetime physical fitness, and application of social interaction to physical activities.

Extracurricular Activities

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

Athletics:

Soccer (Coed-Fall)
Volleyball (Girls-Fall)
Basketball (Boys & Girls-Winter)
Soccer (Girls-Spring)
Track (Coed-Spring)

Fine Arts:

Yearly Play and Musical
Winter and Spring Concerts
Visual Art Shows

ACSI Activities:

Speech Meet
Creative Writing
Math Olympics
Art Festival
Music Festival

Other Activities

Middle School Student Government

HIGH SCHOOL PROGRAM

General Course Information

Registration and Scheduling

A full-time student must be enrolled in a minimum of six courses, five of which must be academic courses taught at WCS or a pre-approved dual credit institution. A student may be enrolled in up to two courses per semester outside of WCS. The guidance counselor will meet each spring with parents and their children to counsel students on course selection; however, we believe it is wise that parents also regularly review their student's progress toward the completion of graduation requirements. The guidance department will address questions, concerns, and special course requests made by parents and students.

Part time students are enrolled in classes as space and scheduling permits. A student who desires to participate in extra-curricular activities must be a full time student at WCHS. In order to graduate and receive a diploma from WCHS, a student must be enrolled on a full time basis during their senior year.

Assuming that deadlines have been met., priority on registration and scheduling will be given first to seniors, then to juniors, etc. Students register for the entire year in the spring. Two semester courses may not be changed at the end of the semester unless there are extenuating circumstances beyond the student's control and these circumstances must be reviewed by the administration and assessed as viable conditions for dropping a course.

Course Prerequisites

Students should check course descriptions and honors criteria section for specific prerequisites. Most courses must be taken in sequence, and some, especially honors courses, require a specific grade from a previous class to be enrolled in the class.

Schedule Changes

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

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

Repeating a Course

Students may repeat, one time, either a one semester or a two semester course that was previously passed with a grade of "C-" or lower. The class may be repeated to improve comprehension in the course content and to earn a better grade. Earning a better grade does not eliminate the first grade. Both the first course grade as well as the second course grade will be reflected on the student's transcript, and both grades will be factored into the GPA calculation.

Summer School and Correspondence Courses

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

Dual Enrollment

WCHS offers students, who are in process of completing their high school graduation requirements and who have a minimum GPA of 3.0 and meet course prerequisites, the opportunity to enroll in a maximum of two courses per semester at Judson University, Elgin Community College, or other approved institution. This is available as long as those courses do not conflict with their high school course schedule. Application to JU, ECC, tuition, fees

associated with the desired course and transportation to and from the alternative campus. remain the responsibility of the student's family. A college course is weighted only if it is a course that WCHS would weight if the course were taught at WCHS. Dual credit can be applied to the WCHS student transcript upon satisfactory completion of a course if the student had prior written approval from the guidance counselor and the high school principal. Students who want to have the course work credited to their high school transcript are responsible for contacting the registrar of the appropriate college or university to make necessary arrangements. Credits earned through coursework at other institutions remain on the college transcript and may be transferred to another college at the college's discretion. WCS students attending a college, as part of this dual educational opportunity, remain students of Westminster Christian School and are responsible for any expectations and standards applicable to regular full time WCS students.

Early Release

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

Independent Study

Independent study for a course that is not available at WCHS is possible in academic and activity areas for students in their junior and senior year who have a minimum GPA of 3.0. A written proposal must be made to the cooperating teacher who will evaluate the proposed course work as well as be the evaluating instructor. The teacher, parent, guidance counselor, and principal must approve the proposal. Proposals must be consistent with the academic standards of WCHS.

Academic and Grading Information

Grading System

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

Semester Grades

The semester grade is calculated by averaging both quarters. The semester exam is then factored in at 15% of the cumulative semester grade.

Report Cards

Report cards are posted for each quarter, and semester grades for each semester are issued at the end of the second quarter and at year-end. Report cards are available for viewing on Ren Web each grading period. Students are expected to be aware of their ongoing grades, and parents are strongly encouraged to monitor academic progress on an ongoing basis. Daily grades, as well as quarter grades, may be viewed using the school's online grading program.

Weighted Grade Policy

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

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

Courses designated as "Honors" courses shall receive a +.5 increase to the 4.0 grade point scale if they are taken at Westminster Christian High School. Honor credit received from another school for a course that is not available at Westminster will not be used in the calculation for GPA. Honors points are only applicable to a grade of C- or higher. An honors level course instructs students from the analysis, synthesis, and evaluative aspect. Students continue to build their understanding of a subject from the fundamental stages of increased subject knowledge and comprehension. They are expected to apply their knowledge and understanding through application of the learned material as well as use the knowledge in higher level thinking projects. In addition to using higher level thinking skills, students in an honors course should expect an increase in workload from the standard course responsibilities.

Advanced Placement and College Courses Weighted at 5.0

Students who opt to participate in the Judson University partnership program, or complete academic coursework at an approved college and earn a minimum grade of "C" may receive both high school and college credit for the class. Students must be recommended to take advanced coursework (whether AP or through the Judson partnership). Recommendations imply that a student has the fundamental skills necessary to succeed in the rigor of college level coursework.

Courses denoted as Advanced Placement receive a +1.0 increase to the grade point scale, as do academic courses taught at approved colleges. These courses afford students the opportunity to earn high school credit as well as college credit with the possibility of advanced college level placement. In order to earn college credit for an AP class, a student must attain a specific score on a national standardized examination, as well as attend one of the colleges or universities that recognize a student's participation in the College Board's Advanced Placement program. It is the student's responsibility to verify whether the college or university he plans to attend participates in the AP program. An advanced level course is equated in content and expectations to a freshman level college course.

Point Scale for GPA calculation

The following point scale is used for GPA calculations:

	<u>4.0</u>	<u>4.5</u>	<u>5.0</u>		<u>4.0</u>	<u>4.5</u>	<u>5.0</u>
A	4.0	4.5	5.0	C	2.0	2.50	3.0
A-	3.67	4.17	4.67	C-	1.67	2.17	2.67
B+	3.33	3.83	4.33	D+	1.33	1.33	1.33
B	3.0	3.5	4.0	D	1.0	1.0	1.0
B-	2.67	3.17	3.67	D-	0.67	0.67	0.67
C+	2.33	2.83	3.33	E	0.0	0.0	0.0

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

Honor Roll

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

High Honors: Grade average of "A-" (3.67) **or** Grade point average of 3.67 or higher and no grade lower than a "B" in any un-weighted class, academic or non-academic. This distinction shall include no grade lower than a "C" in any weighted class, academic or non-academic.

Honors: Grade average of "B+"(3.33) **or** Grade point average of 3.33 or higher and no grade lower than a B- in any un-weighted class, academic or non-academic. This distinction shall include no grade lower than a "C" in any weighted class, academic, or non-academic.

Honorable Mention: Grade average of "B" (GPA 3.00) **or** Grade point average of 3.00 or higher and no more than one "C" range in any weighted or unweighted class, academic or non-academic.

Standards for Credit

Credit is issued by semester on the student's transcript. Each course is worth .5 credit per semester. A student who fails a course must repeat the semester to earn credit for that semester. Credit is only given when a student attends 85% of each course per semester. When absences exceed 15% of the class days, a grade of "F" will be entered for the semester. *Specific arrangements must be made in cases of extended illness.* If an extended illness is the major cause of exceeding the 15% limit, special exemption will be considered based upon a written medical diagnosis and the student's history of making up work. Attendance for 85% of a semester is based on the number of days in the semester.

A student who fails the first semester of mathematics or a foreign language will be requested to drop that course for the year. Continuation may be considered only in consultation with the teacher, guidance counselor and principal.

Examinations and Tests

Final comprehensive semester exams are to be given in every core curricular course (English, math, science, history, Bible, and foreign languages) at the end of each semester, covering only that semester's work. All students are required to take first semester exams. All students are required to take second semester exams with the exception of seniors. A senior with a B average or above may be exempt from the second semester exam. Semester exams are to be counted only in the semester average and not in the quarter grade. They count as 15% of the semester grade. Semester exams are administered by each individual teacher during a scheduled time period and must be taken by the student only during this allotted time. Excused absences will need special consideration. The semester exam schedule is posted prior to exam week. Students will be required to remain in the classroom until the allotted time period has ended. Students may arrange with the teacher to stay longer.

Exams for courses such as art, physical education, music, and computer are treated as a regular test and are administered during regular class periods prior to exam week.

Academic Standing

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

Good: The minimum cumulative GPA required for *Good* standing is a 2.0 for all students.

Warning: Whenever the semester GPA of a student slips below a 2.0, the parents and student will be notified that the student has been placed on *Warning* status. The student is instructed to seek the counsel of the teachers in the course work in which he or she is doing poorly. The student is also counseled to seek tutoring. If a student on *Warning* status is unable to return to *Good* standing after one semester, the student is placed on *Probation*.

Probation: Whenever a student's GPA drops below 2.0 for two semesters, the student is placed on *Probation* status. If a student is unable to return to *Good* standing after two semesters on *Probation* status, the student and parents are requested to meet with the administration to discuss whether continuing at Westminster Christian High School is in the student's best interest. If the parents and the administration both recommend continuation at WCHS, the student is required to submit to a specialized plan. Additionally, the student will forfeit the privilege to participate in extracurricular activities such as athletics, school plays, choir, student government, leadership in chapel, and any other leadership positions.

Class Standing

9th must have completed 8th grade.

10th must have accumulated 7 credits in high school.

11th must have accumulated 14 credits in high school.

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

Transfer Credits

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

Transfer students will have their prior coursework evaluated for credit at WCHS at the time of enrollment.

Transfer credit for courses will be accepted providing the student received a passing grade from an approved instructional institution. Scholastic work accomplished through home-schooling will be evaluated on a case-by-case or upon receipt of an official transcript. All grades will be transferred to the WCHS grading scale by the most equitable method as determined by the administration. Transfer students are expected to take the number of Bible credits equal to the years enrolled at Westminster.

Guidance and Transcript Information

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

Areas in which the guidance department may help a student or family includes the following:

- *Course planning, registration, and scheduling (each student and his/her parents are required to meet annually with the guidance counselor for educational counseling as well as for course placement)*
- *Graduation progress*
- *Transcripts and college recommendations (please allow 7-10 business days for processing)*
- *Scholarships and financial information*

- *College selection and catalogs*
- *Career awareness*
- *Advanced Placement and Judson University partnership information*
- *ACT and SAT information*

Transcripts

To request a transcript using PrepHQ:

1. Log into PrepHQ; if you have not logged into PrepHQ prior to this follow the instruction directly below, if you already know how to log into PrepHQ move to number 2.
 - a. Log onto [://www.prephq.com/?id=westminster](http://www.prephq.com/?id=westminster)
 - b. Register by clicking the “Click here to register” link (gray box on the left)
 - c. Create a Username and Password to log-in (creating a user profile at the time of registration will be required for log-in access.
2. Click on the “Transcript Request” link
3. Click on the green “Add transcript Request”
4. Click on the college you are requesting a transcript for. If you do not see the college you are requesting listed or if you are requesting a transcript to be sent to an organization, such as a scholarship organization, type the name of the organization you would like the transcript sent to.
5. Type in the address and any notes you have for your counselor regarding the request
6. Click on “Submit Request”
 - a. You can check on the status of your request by clicking on the “Transcript Request” link and it will show you what the status is (i.e....in office, transcript sent, etc.)
 - b. You will be sent emails from your counselor when the status changes.

If you have any questions or need assistance please contact the guidance office.

College Visitations

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

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

- *Prior to the visit, the parent should call the attendance line to inform the school about the college visit.*
- *The student is expected to complete all assignments by the day they return to class.*

Standardized Testing Information

Standardized Testing by Grade

The following standardized tests are administered annually:

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

Special Accommodations for College Entry Testing

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

- *The student must have a current evaluation on file, which has been done within the last three years. This evaluation must include a diagnosis for eligibility for special services.*
- *An IEP or a 504 plan must be in the student’s permanent record file at the time the request is made.*

Please keep in mind that the process of requesting an eligibility status for special testing services may take many weeks.

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

Extracurricular Activities

The purpose of extracurricular activities is to develop gifts that God has given to students as well as to instill school spirit and allow opportunity for fellowship outside of the classroom. It is important to remember that the curricular program takes precedence over the extracurricular. Failure to represent WCHS within the framework of Biblical values will result in the loss of extracurricular privileges. Students must be in class by 11:00a.m. to participate in any extracurricular activities that day.

Westminster Christian High School is a member of the Illinois High School Association. This association requires weekly monitoring of all student-athletes' grades to evaluate academic progress. Each student-athlete will have academic performance evaluated each Monday, as a cumulative quarter/semester average while active in interscholastic athletic and/or extracurricular activities. If a student is declared ineligible by the principal and/or athletic director, the period of ineligibility will begin on Tuesday morning and will conclude on the following Monday afternoon. All eligibility requirements for extracurricular activities are specifically noted in the WCS Athletic Handbook. (*see athletic policy for additional eligibility policies and procedures.*)

Extracurricular Clubs

Bible Studies

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

Cheerleading/Pep Squad

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

Choral groups

Outside of the classroom choral opportunity, students may audition for our ensemble groups: Blues & Barbers, our blues and jazz ensemble and Voce, our classical ensemble. These groups perform at fine arts nights and at local community functions.

Crossroads

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

Community Outreach

This club is responsible for organizing projects and engaging the school community in participation of community service in the greater Elgin area. Students in this club will also learn to provide oversight to small groups and prayer groups on the school campus, as well as providing structure for a student-mentoring program.

Fine Arts Play and Musical

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

Future Teachers Club

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

National Honor Society

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

Newspaper

Students involved in the newspaper club will serve as the staff for the production of the *Westminster Shield*. They will learn and practice journalistic writing and production skills as they produce the newspaper on a regularly scheduled basis.

Outdoor and Environmental Club

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

Science Olympiad

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

Scholastic Bowl

The Scholastic Bowl is a club designed to promote academic scholarship through a competition format. Schools compete in approximately eight to ten interschool matches as well as several tournaments. The team practices between one and two hours weekly during the months of November through February. Competitions are structured in Jeopardy game show type format.

Spanish Club

Extracurricular opportunities for students of Spanish to explore the use of the Spanish language in the community are made available. Students are able to participate in community service projects, cross-cultural experiences, and field trips that reinforce their classroom instruction. They also are able to explore career opportunities and experience the importance of a second language in spreading God's love.

Student Government

Student Government is the approved representation of the student body to the administration. Members of this council are responsible for planning some of the larger all-school social and community service projects. Student Government is composed of students who are elected by their class to represent them in the governing council. Each class has two representatives on the council. In addition to class representatives, there are three officers in the student government: A President and Vice-President, elected by the student body; and a secretary-treasurer who is appointed by Student Government members. See section on Student Government.

Interim

The period between Christmas break and second semester is an opportunity to study subjects not typically taught in a regular classroom setting. Classes on campus include a morning and an afternoon session; students receive .25 credit toward graduation requirements per year. Courses are academic, practical or service oriented. Other interim options include internships, mission trips, backpacking trips and art exploration in Europe. Registration for interim occurs in the fall, with preference given by class seniority (assuming all deadlines are met).

Internet Access

In agreement with our educational mission and for enhancing the high school educational program, internet access is available to students in grades 9-12. Students must agree to abide by all WCS policies regarding appropriate usage of the internet.

Senior Class Information

College Preparation

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

Graduation Participation Standards

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

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

Valedictorian and Salutatorian

To be eligible for either Valedictorian or Salutatorian, a student must attend at least four full semesters at WCHS and must complete the suggested college preparatory curriculum, as well as attend WCHS the final semester.

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

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

1. Of the four years of High School experience, the student with the greater number of credits from Westminster Christian High School is declared the valedictorian.
2. If the honors of valedictorian and salutatorian are still not able to be determined, the students' transcripts are reviewed for the identification of upper level, honors, A/P, or college/university level classes. The senior with the greater number of upper level, honors, A/P, or college/university level classes is declared the valedictorian.
3. If the honors of valedictorian and salutatorian are still not able to be determined, the students' recorded scores on the ACT and SAT is reviewed. The senior with the highest recorded ACT or equivalent SAT score will be declared the valedictorian.
4. If the honors of valedictorian and salutatorian are still not able to be determined, the High School faculty will review the students' records and determine a valedictorian.

Graduation Honors and Awards

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

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

Graduating with Honor: High Honors, Honors, Honorable mention

Character Awards: Joshua Award, Solomon Award, Daniel Award

Department Awards: English, History, Art, Bible, Computer Science, English, Spanish,

Mathematics, Music, Physical Education, History

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

Student Government Information

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

Qualifications for the position of President and Vice-President

President

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

Vice-President

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

Course Information

The listing of course selections aids students and parents in selecting courses for high school. Both student and parents should be involved in the selection process since wise course selections are essential to preparation for ongoing education. The guidance counselor meets with each family to offer course placement advice.

Following the list of course selections is a tentative four-year planning page. This sheet assists in long range planning of course selections. As students and parents plan the four-year high school career, it is imperative to plan so that all required credits are in place. Failure to do so could delay graduation. When planning courses for the upcoming school year, the guidance counselor meets with students and parents to review course prerequisites and teacher recommendations. It is the responsibility of students and parents to enter their course choices in RenWeb so that a class schedule can be created. An email alert is sent when schedules are available for viewing and printing online. Any mistakes, omissions, or oversights must be corrected within the first five days of the quarter. No voluntary schedule changes will be made following the first five days of school.

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

Honors Course Information and Prerequisites

Honors level courses are designed to challenge students whose reading and writing skills are well developed and are able to move into class work that is based primarily on critical thinking as applied to the comprehension of new content knowledge, the synthesis of ideas, and the presentation of conclusions through a variety of communication media. Honors level courses are paced assuming that remediation of basic and general skills in class is unnecessary. Assignments and assessments in honors courses are graded with this assumption in mind and therefore require a commitment to detail and completeness.

Honors English Criteria:

Students must:

- Possess a strong grasp of English grammar as demonstrated through the Write Source grammar posttest.
- Demonstrate strong application of English grammar in writing samples
- Exhibit fluency and reading comprehension skills by scoring at or above the 70th percentile on the Stanford reading comprehension assessment (or equivalent test)
- Obtain teacher recommendation for honors level from the current teacher
- Earn and maintain a B average or higher in the current English class

Honors English students will:

- Demonstrate analytical and evaluative skills in response to essays, short stories, plays and poetry
- Analyze texts for author's worldview and compare to a Biblical worldview
- Participate in discussions by listening and presenting their own idea logically and persuasively
- Demonstrate self motivation from significant independent reading and writing experiences
- Write essays that demonstrate logical progression of ideas, clear coherence between ideas and commit to the process from the inception of ideas through the revisions
- Develop a voice that is personal and that varies according to the subject and audience
- Incorporate correct grammar in spelling, word usage and punctuation in all written work, as well as developing sophistication in word choice, vocabulary and sentence structure

Honors Science Criteria:

Students must:

- Possess strong problem solving skills
- Make connections leading to further exploration and discovery
- Draw conclusions based on data interpretation
- Consistently be prepared for class and demonstrate an interest in learning
- Willingly contribute to a positive learning environment through discussion and listening
- Earn and maintain a B average or higher in the previous science course
- Score above the 80th percent on the science placement exam

In addition to the above criteria:

Honors chemistry placement: students must have a B or higher average in algebra 1

Honors physics placement: students must have a B or higher average in algebra 2.

Judson University Prep Partnership

Westminster Christian School, in partnership with Judson University, offers qualified students the opportunity to begin college coursework while enrolled in high school. Westminster Christian High School students enrolled at Judson will receive dual credit. The credits are listed both on the high school and college transcripts. The following points must be noted:

- The cost of coursework at Judson University is not included in WCS tuition, but courses are offered to WCS students at a discounted rate of \$100 per credit hour.
- A grade minimum of C or higher is needed in order to receive 5.0 weighting on the high school transcript.
- All coursework must be pre-approved through the WCS guidance office.
- WCS teacher recommendation is necessary to waive or to take coursework in lieu of required core classes.
- Each course (as listed) provides at least 3 hours of college level credit- no AP exam is necessary.
- Check with the receiving college or university to ensure that the credit(s) will be accepted for transfer.
- Please check with the guidance office for any course prerequisites.

Listed below are sample course offerings currently offered during the regular school day. Other coursework may be taken as it fits into the student's schedule. See the guidance office for specific details.

Fall Semester

ENG 210 – Advanced Essay Writing

MAT 215 – Calculus w/Analytic Geometry I

BIO 171 – Principles of Biology w/Lab

PHY 237 – General Physics I w/Lab (Check prerequisite of test of Calculus)

HIS 171 – Rise of U.S. Until 1877

Spring Semester

ENG 211 – Non-Fiction Prose

MAT 216 – Calculus w/Analytic Geometry II

BIO 172 – Principles of Zoology w/Lab

PHY 238 – General Physics I w/Lab (Check prerequisite of test of Calculus)

HIS 172 – Rise of U.S. Since 1877

HIGH SCHOOL COURSES BY DEPARTMENT

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

(* Indicates an Honors class, **Indicates an Advanced Placement class)

BIBLE 4 Credits Needed

___9072000	Old Testament Survey
___9072100	Advanced Old Testament Survey
___9072050	New Testament Survey
___9072200	Advanced New Testament Survey
___9072300	Christian Doctrine
___9072400	Understanding the Times

CAMPUS MINISTRIES 0 Credits Needed

___9322700	Ministry Leadership
___9322240	Teacher/Intern Assistant

COMPUTER SCIENCE/BUSINESS I Credit Needed

___9142110	Computer Skills & Application
___9142210	Adv. Comp. Skills & Application
___9142220	Intro to Programming
___9142230	Advanced Programming
___9142240	Web Design
___9322210	Accounting

ENGLISH 4 Credits Needed

___9232100	Intro to Literature and Composition
___9232110	Honors Literature and Composition*
___9232300	American Literature
___9234200	Honors American Literature*
___9232400	British Literature
___9234300	Honors British Literature*
___9232200	Survey of World Literature
___9232300	Written & Oral Communication
___9232410	Honors Rhetoric*
___9232420	Honors Western Canon*
___9238400	Advanced Placement Literature**
___9322310	Creative Writing

FINE ARTS .5 Credits Needed

___9262120	Ceramics I
___9262125	Ceramics II
___9262110	Drawing
___9262140	Fundamentals of Design
___9142510	Graphic Art
___9262130	Painting
___9262150	Photography
___9322140	Yearbook
___9264300	Honors Art*
___9262210	Chorus
___9262410	Instrumental Band
___9262230	Music Appreciation
___9262240	Music Technology
___9382220	Music Theory

FOREIGN LANGUAGE 2 Credits Needed

___9282110	Spanish One
___9282120	Spanish Two
___9282130	Spanish Three
___9282140	Spanish Four*

HUMANITIES .5 Credits Needed

___9382231	Acting Appreciation
___9382410	Intro to Philosophy
___9382210	Mythology
___9262230	Music Appreciation
___9382220	Music Theory

MATHEMATICS 3 Credits Needed

___9382310	Art History
___9561500	Pre-Algebra
___9562100	Algebra One
___9562210	Geometry
___9564300	Advanced Geometry
___9562200	Algebra Two
___9562250	Honors Algebra Two*
___9564310	Pre-Calculus*
___9566400	Calculus*
___9562050	Applied Mathematics

PHYSICAL EDUCATION 2 Credits Needed

___9742110	Health
___9742100	Physical Education I
___9742200	Physical Education II
___9742300	Fitness/Weight Training

SCIENCE 3 Credits Needed

___9812100	Physical Science
___9812200	Biology
___9812250	Honors Biology*
___9812300	Chemistry
___9812350	Honors Chemistry*
___9814400	Physics*

SOCIAL STUDIES 3 Credits Needed

___9842100	World History
___9842300	American History
___9842400	American Government
___9842410	Economics
___9322150	Current Events
___9322320	Intro to Psychology
___9842200	Child Development

A total of 27 credits is required to graduate from Westminster Christian High School.

Elective courses afford students an opportunity to explore areas of interest or to study further a subject that interests them. All courses listed that are not part of the required curriculum may be used to satisfy the elective requirement

COURSE DESCRIPTIONS BY ACADEMIC DEPARTMENT

(Not all courses are offered each year.)

Courses designated by asterisks * are weighted courses. If the course has a single asterisk preceding the title, the course is weighted as 4.5 on a 4.0 scale. If the course has a double asterisk**, the course is weighted as a 5.0 on a 4.0 scale.

Bible

Students are required to earn 1 credit in Bible for each year they are enrolled in high school.

9072000: Old Testament Survey

Course Description: This course is a basic orientation of the Old Testament focusing on the thematic development of God's covenants with His people throughout history. Students are introduced to the major divisions and genres of the Old Testament with an emphasis on how these books connect together as God's Word. We will explore several important themes within the sections or books; our major focus will be on the nation of Israel through the books of the Pentateuch, Judges and the Kings.

Two Semesters / Credit: One

Open to grades 9-12; fulfills a Bible requirement

Prerequisite: None

9072050: New Testament Survey

Course Description: This course is a basic orientation of the New Testament books and history. Students study the major themes, divisions, and genres of the New Testament. We will investigate the particular emphases within each book and how they connect to create God's Word. The course begins with a focus on an introduction and orientation of the New Testament and moves to the fulfillment of God's covenantal promises in the person of Jesus Christ using key passages in the Gospels and Paul's missionary journeys.

Two Semesters / Credit: One

Open to grades 9-12; fulfills grade 10 Bible requirement

Prerequisite: Old Testament Survey

9072100: Advanced Old Testament Survey

Course Description: This course is designed for students who have had academic training in the study of the Old Testament. Students trace the thematic development of God's covenants with His people in the Old Testament and view how those covenants are fulfilled in the person of Jesus Christ. Special emphasis is placed on the Pentateuch and the study of the prophets with a historic, redemptive approach.

Two Semesters / Credit: One

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

Prerequisite: None

9072200: Advanced New Testament Survey

Course Description: This course is designed for students who have had academic training in the study of the Old and New Testament. Students study the fulfillment of God's redemptive plan through the person of Jesus Christ. Special emphasis is placed on the work of Christ as seen in the gospels and the application of grace in the epistles.

Two Semesters / Credit: One

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

9072300: Christian Doctrine

Course Description: This course introduces students to the basic tenants of orthodox Christianity. The focus is on a study of Romans, James and Revelation; providing students with a defense of Biblical theology, its practical application and our future hope in Christ's triumphant return. Students will be encouraged to formalize, document, and articulate their beliefs.

Two Semesters / Credit: One

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

Prerequisite: Old and New Testament

9072400: Understanding the Times

Course Description: This two-semester course is designed to acquaint students with current world-views and to equip them to formulate an intelligent defense of their faith.

Two Semesters / Credit: One

Open to grade 12; fulfills grade 12 Bible requirement

Prerequisite: Christian Doctrine

Campus Ministries

This is an elective category. Credits earned in Campus Ministry are applied to elective graduation requirements.

9322700: Ministry Leadership

Course Description: This course examines the philosophy of Christian leadership, teaching students how to internalize key principles so that they can serve more effectively in ministry. The course places a special emphasis on the practical side of leadership, including observing and interviewing both Christian and non-Christian leaders; making practical applications that can be incorporated into our service.

One Semester / Credit: one

Open to grades 10-12

9322240: Teacher/Intern Assistant

Course Description: This is a practical internship course designed to team a staff member with a student expressing interest in exploring a career within the staff member's area of expertise. The student is assigned to and mentored by one staff member. The student may be responsible for administrative duties, such as copying materials and grading, but will also perform functions directly related to the occupational role, such as instruction or business development or technical support. To receive credit, the student will also submit a quarterly reaction paper and meet with their assigned staff member for feedback. This is a pass/fail course open to juniors and seniors.

Two Semesters / Credit: .5 Per Semester

Open to grades 11-12

Prerequisite: Guidance Counselor and Principal recommendation

Computer Science/Business

Students must earn a minimum of 1 credit in this department. Additional credit earned will count as elective credit.

9142110: Computer Skills and Application

Course Description: This course reviews and introduces students to keyboarding accuracy and the use of basic computer skills to gain familiarity with the Windows 2000 environment. Students will also learn effective use of storage devices in connection with word processing and other applications. Students will also review and learn basic computer application such as word processing, spreadsheets and presentation software.

One Semester / Credit: .5

Open to grades 9-12; fulfills .5 graduation requirement

Prerequisite: none

9142210: Advanced Computer Skills and Application

Course Description: This course takes the students into more advanced uses of the basic computer applications and adds the ability to design and use databases. There is increased emphasis on the integrated use of applications. The course is designed for students who want further computer experience but not necessarily computer programming.

One Semester / Credit: .5

Open to grades 9-12; fulfills .5 graduation requirement

Prerequisite: Computer Skills and Applications or Teacher Approval

9142220: Introduction to Programming

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

Two Semesters / Credit: One

Open to grades 9-12; fulfills graduation requirement

Prerequisite: Computer Skills and Applications or Teacher Approval

9142230: Advanced Programming

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

Two Semesters / Credit: One

Open to grades 10-12; fulfills elective requirement

Prerequisite: Beginning Programming

9142240: Web Design

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

One Semester / Credit: .5 Open to grades 10-12; fulfills graduation requirement

Prerequisite: Computer Skills and Applications or Teacher Approval

9322210: Accounting

Course Description: This course introduces students to basic accounting principles, concepts, and activities. This is done first through establishing the accounting practices of a sole proprietorship service business, secondly, through a partnership merchandising, and thirdly, through a corporate business with additional practices necessary to a corporation.

One Semester / Credit: .5 Open to grades 11-12; business elective

Prerequisite: None

English**9232100: Introduction to Literature and Composition**

Course Description: This course develops an understanding of fundamental literary elements through the analysis of various types of literature. Additionally, students will develop skills in expository, persuasive, creative, and research writing by incorporating the six traits and by utilizing the editing process. Students will also learn how to write for assessments as well as how to write across the curriculum.

Two Semesters / Credit: One Open to grade 9, fulfills grade 9 English requirement

Prerequisite: None

9232110: Honors Literature and Composition*

Course Description: This in depth course develops an understanding of fundamental literary elements through the analysis of various types of literature. Additionally, students will develop skills in expository, persuasive, creative, and research writing by incorporating the six traits and by utilizing the editing process. Students will also learn how to write for assessments as well as how to write across the curriculum. This honors level class emphasizes analysis and critical thinking, and holds students to an above-grade-level standard for writing.

Two Semesters / Credit: One Weighted Scale Open to grade 9, fulfills grade 9 English requirement

Prerequisite: See Honors Requirements

9232300: American Literature

Course Description: This course is an overview of American literature beginning with texts and oral traditions from the colonization period and continuing through twentieth century writings. Students also further develop their written communication skills through research, expository, persuasive and creative writing. The course enables students to not only understand the texts, but also the historical events and literary philosophies that shaped and impacted the texts; the class also emphasizes making connections between the philosophies and events from the past to contemporary perspectives, both as Christians and as Americans.

Two Semesters / Credit: One Open to grade 10, fulfills grade 10 English requirement

Prerequisite: Grade 9 English

9234200: Honors American Literature*

Course Description: This course is an overview of American literature beginning with texts and oral traditions from the colonization period and continuing through twentieth century writings. Students further develop their written communication skills through research, expository, persuasive and creative writing. The class is primarily discussion oriented, and students must demonstrate fluency and excellent reading comprehension skills at the outset. Students study additional texts as part of the honors program, and are held to an above-grade-level standard for writing. Emphasis is placed on historical events and literary philosophies that shaped and impacted the texts; the class also emphasizes making connections between the philosophies and events from the past to our contemporary perspectives, both as Christians and as Americans.

Two Semesters / Credit: One Weighted Scale Open to grade 10; fulfills grade 10 English requirement

Prerequisite: See honors course information above

9232400: British Literature

Course Description: This course is designed to acquaint students with an overview of British Literature. The course begins with the Anglo-Saxon period, progresses through the medieval period, the English Renaissance, seventeenth century literature, the Romantic Age, Victorian Age, and into the twentieth century. The course steers the student through the historical events and literary philosophies that shaped the writing of British poets and novelists. The students study vocabulary, grammar, and writing within the context of the literature, and complete a major research project about a British author.

Two Semesters / Credit: One Open to grade 11; fulfills grade 11 English requirement

Prerequisite: Grade 10 English

9234300: Honors British Literature*

Course Description: Honors British Literature is an in-depth study of several of Britain's classical pieces of literature. The curriculum covers the span of British literature, from the Anglo-Saxon period to the modern age, and includes many of the early epics, acclaimed poetry, and dramatic pieces written by Shakespeare as well as other distinguished authors. This is an accelerated literature and composition course, and those who are participating are expected to meet the challenges of this comprehensive and fast-paced program that includes not only literature, but writing, vocabulary, research, and grammar within the context of the literature.

Two Semesters / Credit: One Weighted Scale Open to grade 11; fulfills grade 11 English requirement

Prerequisite: Teacher See honors course information above

9232200: Survey of World Literature

Course Description: Survey of World Literature is a general course that provides students with a knowledge of literature from ancient times to contemporary society from various world cultures. While students will read more familiar works of Western Europe, they will also be equally surveying works that range from India, Persia, Japan, to China. While surveying a variety of cultural works, students will learn about the many different people and societies God has created as well as appreciate each group's national literature. Students will view all materials with a Christian perspective as they sharpen and hone their analytical reading, thinking, and writing skills.

One Semester / Credit: .5 Open to grade 11-12; fulfills one semester of grade 12 English requirement

Prerequisite: Grade 11 English

9232300: Written & Oral Communication

Course Description: Written & Oral Communication provides students with a wide variety of experiences in conveying ideas to an audience. Students will learn to express themselves orally in practical contexts such as presenting an opinion, demonstrating a process, or relaying general information to serve in their community's everyday life. Equally important, students will use written expression for a variety of practical purposes that range from business correspondence, advertising, to editorializing, which again will be useful in day-to-day and/or work-related applications. In addition, students are taught to understand and appreciate how God's gift of communication is used to honor Him and serve others.

One Semester / Credit: .5 Open to grades 11-12; fulfills one semester of grade 12 English requirement

Prerequisite: Grade 11 English

9232410: Honors Rhetoric*

Course Description: Rhetoric is a senior level honors course designed to familiarize students with the art of persuasion and argumentation. This course teaches students to critically read and analyze rhetoric as well how to construct sound arguments of their own. Students learn to locate the thesis of the author's argument; locate the assumptions, stated and unstated; analyze and evaluate the strength of the author's argument; and analyze, evaluate, and account for discrepancies among various readings of the topic. Students also create their own arguments and participate in debates, write persuasive and analytical essays, and complete research projects. A strong emphasis is placed on strengthening and polishing the students' writing and speaking skills, and using these skills to glorify God.

One Semester / Credit: .5 Weighted Scale Open to grade 12; fulfills one semester of grade 12 English requirement

Prerequisite: See honors course information above

9232420: Honors Western Canon*

Course Description: Western Canon introduces the students to a few seminal authors who have influenced western literature. Students read and discuss some of these authors' works as well as write their own literary analyses. Students will compare and contrast the worldviews of these authors with a Christian worldview. A strong emphasis is placed on critical reading and writing for ongoing academic success.

One Semester / Credit: .5 Weighted Scale Open to grade 12; fulfills one semester of grade 12 English requirement

Prerequisite: See honors course information above

9322310: Creative Writing

Course Description: Creative Writing I explores the components of a students' own creative ability through writing and hands-on activities. This workshop encourages students to improve their writing skills through poetry and short stories. The culmination of the course is a final student portfolio.

One Semester / Credit: .5

Open to grades 9-12

Prerequisite: None

Fine Arts**9382231: Acting Appreciation**

Course Description: The course introduces advanced acting techniques through a study of various theatrical genres. Students read, research, and prepare dialogues and monologues from Greek and Roman theatre, medieval morality plays, Shakespeare, restoration theatre, and American Musical Theatre. Attention is given to understanding the basics of playwriting and technical theatre design.

One Semester / Credit: .5

Open to grades 9-12

Prerequisite: None

9262120: Ceramics I

Course Description: Through a studio experience, this course investigates the scientific aspect of clay and glaze, as well as the methods of hand-built and wheel thrown pottery.

One Semester / Credit: .5

Open to grades 9-12

Prerequisite: None

9262125: Ceramics II

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

One Semester / Credit: .5

Open to grades 9-12

Prerequisite: Ceramics I

9262110: Drawing

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

One Semester / Credit: .5

Open to grades 9-12

Prerequisite: None

9262140: Fundamentals of Design

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

One Semester / Credit: .5

Open to grades 10-12

Prerequisite: None

9142510: Graphic Art

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

One Semester / Credit: .5

Open to grades 10-12

Prerequisite: Fundamentals of Design

9262130: Painting

Course Description: This painting course explores the history of painting and the various mediums that encompass it. An emphasis on color mixing and painting techniques is covered in a studio experience.

One Semester / Credit: .5

Open to grades 9-12

Prerequisite: None

9262150: Photography

Course Description: This course explores the visual and technical skills needed to produce art through photographic medium. Students will apply learned skills through the shooting, digital editing and printing of photographs. Field trip experience will provide basic knowledge of the dark room process.

One Semester / Credit: .5

Open to grades 9-12

Prerequisite: None

9322140: Yearbook

Course Description: This class teaches students to write effective copy and captions as well as how to develop creative page layouts. Students contribute collectively and individually to the production of the High School yearbook. Because of the nature of this course, students may take the class all four years of High School.

Two Semesters / Credit: .5

Open to grades 10-12

9264300: Honors Art*

Course Description: This course is designed for students who excel in all areas of art and are self-motivated to maintain an independent curriculum. The course gives the students opportunity to study an area of interest as well as prepare a portfolio for college interviews.

One/Two Semesters / Credit: .5 per semester

Open to grades 11-12

Prerequisite: 2nd semester Jr. or a Sr. with an 4.0 in a previous art class

9262210: Chorus

Course Description: The goals of this course are three-fold: first, to assist the student in developing an attitude of excellence in performance that glorifies God; second, to develop individual vocal technique and musicianship within the context of ensemble singing; and third, to help students grow in their appreciation of music through singing a variety of music in English and other languages. The students' grade is based upon their level of participation, attitude, and demonstrated progress in skills through quizzes and performances. Because of the nature of this course, students may elect to take this class all four years.

Two Semesters / Credit: One

Open to grades 9-12

Prerequisite: None / fee

9262410: Instrumental Band

Course Description: This course is designed for students who would like to experience fun and growth in instrumental music. Requirements will include participation in high school concerts and some athletic competitions. Music will focus on jazz, pep and swing band styles.

Two Semesters / Credit: One

Open to grades 9-12

Prerequisite: Ability to play an instrument

9262230: Music Appreciation

Course Description: This course is designed for students with little or no background in music theory. It introduces how and what to listen for in music along with the fundamentals of music notation. Students explore and deepen their knowledge of what music is and how it has developed from its ancient Biblical roots. The course provides a general overview of music history, particularly Western European and American music traditions that influence music today.

One Semester / Credit: .5

Open to grades 9-12

Prerequisite: None

9262240: Music Technology

Course Description: Students will gain a working knowledge of how computer technology has been integrated into the recording and publishing industry. Students will work with the music notation software Sibelius and the recording software ProTools.

One Semester / Credit: .5

Open to grades 10-12

Prerequisite: None

9382220: Music Theory

Course Description: This course introduces the theory behind musical structure and performance practice. Topics covered include scales, key relations, chord structures, musical form, and common practice part-writing techniques. Students develop aural and sight-reading skills, and song writing skills using computer software. A final original composition project will be part of the grade for this course.

One Semester / Credit: .5

Open to grades 10-12

Prerequisite: minimum of one year experience studying an instrument.

Foreign Language**9282110: Spanish One**

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

Two Semesters / Credit: One

Open to grade 9-11; fulfills partial graduation requirement

Prerequisite: None

9282120: Spanish Two

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

Two Semesters / Credit: One

Open to grades 9-12 fulfills graduation requirement

Prerequisite: Spanish one

9282130: Spanish Three

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

Two Semesters / Credit: One

Open to grades 10-12

Prerequisite: 3.0 GPA in Spanish Two

9282140: Spanish Four*

Course Description: This course seeks to prepare students for further study of Spanish at the collegiate level and to equip them to converse with those who speak Spanish. Students complete the 15 verb tenses of Spanish. Reading Spanish literature, writing papers in Spanish, and oral presentations are a central part of the course. Students are expected to take notes and to participate in a variety of oral and written activities.

Two Semesters / Credit: One Weighted

Open to grades 11-12

Prerequisite: 3.0 GPA in Spanish Three

Humanities**9382231: Acting Appreciation**

Course Description: The course introduces advanced acting techniques through a study of various theatrical genres. Students read, research, and prepare dialogues and monologues from Greek and Roman theatre, medieval morality plays, Shakespeare, restoration theatre, and American Musical Theatre. Attention is given to understanding the basics of playwriting and technical theatre design.

One Semester / Credit: .5

Open to grades 9-12

Prerequisite: None

9382310: Art History

Course Description: A chronological exploration of art history introduces students to an understanding of the artist within the context of history and the motivation behind the created artwork. Students learn to recognize major works of art and periods of art through a studio experience that incorporates a textbook, lecture, visual aids, prints, and videos.

One Semester / Credit: One-half

Open to grades 10-12

Prerequisite: None

9382410: Introduction to Philosophy

Course Description: This course is an introduction to the major philosophers and the ideas they promoted, beginning with the pre-Socratics and continuing to the deconstructionist and post-modern literary theorists of the late twentieth century. Particular attention is paid to how these philosophies intersect with the Biblical worldview and how they enlarge, enhance, or undermine the Christian's understanding of it. In congruence with the studies of ontology, epistemology, and metaphysics, students learn to think critically and deeply about the intellectual and moral issues that have shaped humanity's perception of reality.

One Semester / Credit: One-half

Open to grades 11-12

Prerequisite: Christian Doctrine or Teacher approval

9262230: Music Appreciation

Course Description: This course is designed for students with little or no background in music theory. It introduces how and what to listen for in music along with the fundamentals of music notation. Students explore and deepen their knowledge of what music is and how it has developed from its ancient Biblical roots. The course provides a general overview of music history, particularly Western European and American music traditions that influence music today.

One Semester / Credit: .5
Prerequisite: None

Open to grades 9-12

9382210: Mythology

Course Description: The Mythology course seeks to familiarize students with mythology in order to provide a basis of understanding for the allusions they will encounter in future literature courses. Students are introduced to the topic of archetypes found within literature.

One Semester / Credit: One-half
Prerequisite: Freshman English

Open to grades 10-12

Mathematics**9561500: Algebra One**

Course Description: Pre-Algebra is an introduction to the processes found in algebra made up of activities to enable students to experience success in problem solving, note taking, and assessment strategies. Students focus on four specific areas of study: algebra, integers and equation solving; algebra and rational numbers; geometry and measurement; and advanced algebra topics.

Two Semesters /Credit: One
Prerequisite: Placement Test

Open to grades 9-10

9562100: Algebra One

Course Description: Algebra One includes instruction in the following topics: signed numbers, integer exponents, solving equations, and systems of two linear equations in two unknowns. It also includes graphs and equations of linear functions, scientific notation, ratio, percent, variation problems, and unit conversion. Attention is given to the use of math skills in taught concepts. Completion of this course will have students prepared for Geometry.

Two Semesters / Credit: One
Prerequisite: Pre-Algebra and Placement Test

Open to grades 9-10

9562210: Geometry

Course Description: This course is designed to solidify and enhance geometric concepts introduced in previous courses, to introduce new geometric concepts, and to teach students to apply algebra concepts in a geometric setting. Concepts include, but are not limited to the following: lines and angles, triangles, quadrilaterals and circles, area, and volume. Throughout these topics, formal and informal proof is explored including two column, paragraph, and flow proofs. Real life applications are explored wherever appropriate. Projects are incorporated in the second semester.

Two Semesters / Credit: One
Prerequisite: Algebra One

Open to grades 10-11

9564300: Advanced Geometry

Course Description: This course is an in depth study designed to solidify and enhance geometric concepts introduced in previous courses, to introduce new geometric concepts, and to teach students to apply algebra concepts in a geometric setting. Concepts include, but are not limited to the following: lines and angles, triangles, quadrilaterals and circles, area, and volume. Throughout these topics, formal and informal proofs are taught, including two column, paragraph, and flow proofs. Real life applications are linked wherever appropriate. This course differs from the regular geometry course in difficulty of the problems assigned for homework and on quizzes and tests. Projects are incorporated in the second semester.

Two Semesters / Credit: One
Prerequisite: Placement

Open to grades 9-10

9562200: Algebra Two

Course Description: This course is designed to complete the automation of the fundamental skills of algebra. Uniform motion problems, boat-in-the-water problems, and chemical mixture problems are addressed. Systems of two linear equations in two unknowns and three linear equations in three unknowns are practiced with systems on nonlinear equations included. Also included are algebra problems from chemistry, area and volume, and unit conversion problems.

Two Semesters / Credit: One

Open to grades 10-12

Prerequisite: Geometry or Advanced Geometry

9562250: Honors Algebra Two*

Course Description: This course is designed to complete the automation of the fundamental skills of algebra. Systems of two linear equations in two unknowns and three linear equations in three unknowns are practiced, with systems of nonlinear equations and matrices included. The study of functions include quadratic, polynomial, exponential, logarithmic, and rational functions. Also included are the algebra problems involving area and volume, right triangle trigonometry, trigonometric identities, graphing sine, cosine, and tangent functions and solving trigonometric equations. Students will apply these concepts in real-life situations and interpret the results to form conclusions. At this level students will proceed at a rapid pace and be expected to work many problems with minimal assistance.

Two Semesters / Credit: One

Open to grades 9-12

Prerequisite: Placement

9564310: Pre-Calculus*

Course Description: This course is designed to expand on concepts learned in Geometry and Algebra Two. The course starts with a general review of these courses. Pre-calculus is designed to prepare students to take Calculus at the college level.

Two Semesters / Credit: One-Weighted Scale

Open to grades 10-12

Prerequisite: Placement

9566400: Calculus*

Course Description: This course includes the concepts of: limits, continuity, differentiation of simple algebraic and transcendental functions, implicit differentiation, related rates, and maxima and minima problems. It also covers antiderivatives, definite integrals, the calculation of areas and volumes, lengths of curves, and logarithmic and exponential functions.

Two Semesters / Credit: One-Weighted Scale

Open to grades 11-12

Prerequisite: Placement

9562050: Applied Mathematics

Course Description: This course is designed to equip students to make wise decisions as a consumer. Concepts learned include: banking, taxes, budgeting, and investing. The purpose of this class is to learn how to be a wise steward of God's resources.

Two semesters / Credit: One

Open to grades 11-12

Prerequisite: 2 years of high school math

Physical Education**9742110: Health**

Course Description: This course instructs students in the various areas of health and wellness. Areas covered include the following: physical fitness, nutrition, mental and emotional health, and family and social health.

One Semester / Credit: One-half

Open to grades 9-12

Prerequisite: None

9742100: Physical Education I

Course Description: This beginning level course includes one semester of small group team sports. This class teaches the skills and strategies necessary to maintain lifetime physical fitness.

One Semester / Credit: One-half

Open to grades 9-10

Prerequisite: None

9742200: Physical Education II

Course Description: This course educates students on the importance of developing a lifelong pattern of physical exercise. The class is centered on individual sports, team sports, and personal fitness exercises. Due to the nature of the course, once physical education graduation requirements are met, this class may be taken may be taken in successive years.

Two Semesters / Credit: One

Open to grades 10-12

Prerequisite: Physical Education I

9742300: Fitness/ Weight Training

Course Description: This elective course enables students to acquire basic knowledge and skills in weight training. Goals include improving muscular strength and endurance through an individualized workout program combining free weights, weight machines, stationary bike, calisthenics and other exercises.

One or Two Semesters / Credit: One-half per semester

Open to grades 10-12

Prerequisite: 1.0 Physical Education credits

Science**9812100: Physical Science**

Course Description: Physical Science is a survey of God's physical creation. Students experience many of the phenomena of nature as they practice the methods of science. Students are introduced to several of the laws and concepts that are the foundation of chemistry and physics, and then consider how these understandings can help them become good stewards of all that God has made.

Two Semesters / Credit: One

Open to grade 9; fulfills grade 9 science requirement

Prerequisite: None

9812200: Biology

Course Description: Biology is an introductory course into the study of life and living organisms. Biology introduces students to the foundations of living organisms, their habits, their anatomy and physiology, and their purpose in God's creation. Students are encouraged to apply this knowledge to their personal environments enabling them to lead a more productive life for honoring God.

Two Semesters / Credit: One

Open to grade 10-11; fulfills grade 10 science requirement

Prerequisite: Physical Science

9812250: Honors Biology*

Course Description: Honors Biology is an in-depth, project/lab-based course in which students are provided the opportunity to organize and integrate the unifying themes of biology through the design and interpretation of scientific experiments, various research projects and written assignments. Students in this course will acquire knowledge which is not only consistent with individual biological interests, but that consistently builds upon previous learning.

Two Semesters / Credit: One-Weighted Scale

Open to grades 9-10; fulfills grade 9 **or** 10 science requirement

Prerequisite: See Honors Requirements

9812300: Chemistry

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

Two Semesters / Credit: One

Open to grades 10-12; fulfills grade 11 science requirement

Prerequisite: Biology or Honors Biology

9812350: Honors Chemistry*

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

Two Semesters / Credit: One-Weighted Scale Open to grades 9-10; fulfills grade 9 or 10 science requirement

Prerequisite: See Honors Requirements

9814400: Physics*

Course Description: This course is designed to expand on concepts learned in Physical Science, Algebra Two, and Geometry, by combining and expanding these concepts into the study of matter and energy. The primary focus of this course is the study and application of the physical laws of God's universe.

Two Semesters / Credit: One-Weighted Scale

Open to grades 11-12

Prerequisite: Geometry and 3.0 average in Chemistry

Social Studies**9842100: World History**

Course Description: This course is a survey of the major ideas and trends in cultural, intellectual, economic, and political history, beginning with the cultures of ancient Mesopotamia and continuing to the end of the twentieth century. Through careful study and analysis of original documents and other source material, the course encourages students to think critically about history as a measure of human achievement as well as an indicator and reflection of God's purpose and intentions for the world. It constantly invites students to look at history through a Biblical lens, and to learn to assess it against the fact of God's kingdom and His imminent return.

Two Semesters / Credit: One

Open to grade 10; fulfills grade 10 social studies requirement

Prerequisite: None

9842300: American History

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

Two Semesters / Credit: One

Open to grade 11; fulfills grade 11 social studies requirement

Prerequisite: World History

9842400: American Government

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

One Semester / Credit: One-half

Open to grade 12; fulfills .5 of grade 12 social studies requirement

Prerequisite: American History

TENTATIVE FOUR-YEAR PLAN

This guide is for planning purposes only. It does not reflect actual graduation requirements.

Freshman Year

Fall Semester:

Bible
Freshman English (by placement)
Math (by placement)
Science (by placement)
Health
Spanish
Elective
Study Hall

Spring Semester:

Bible
Freshman English (by placement)
Math (by placement)
Science (by placement)
Physical Education
Spanish
Elective
Study Hall

Sophomore Year

Fall Semester:

Bible
Sophomore English (by placement)
Math (by placement)
Science (by placement)
Spanish
World History
Physical Education or Elective
Study Hall or Elective

Spring Semester:

Bible
Sophomore English (by placement)
Math (by placement)
Science (by placement)
Spanish
World History
Physical Education or Elective
Study Hall or Elective

Junior Year

Fall Semester:

Bible
Junior English (by placement)
American History
Math (by placement)
Science
Elective
Elective
Study Hall or Elective

Spring Semester:

Bible
Junior English (by placement)
American History
Math (by placement)
Science
Elective
Elective
Study Hall or Elective

Senior Year

Fall Semester:

Bible
Senior English
American Government
Math or Elective
Science or Elective
Elective
Elective
Study Hall or Elective

Spring Semester:

Bible
Senior English
Economics
Math or Elective
Science or Elective
Elective
Elective
Study Hall or Elective