



**Secondary  
Course Descriptions  
2020-2021**



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# SECONDARY ELECTIVES

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## FINE ARTS

### GENERAL PURPOSE

*At Grace Preparatory Academy, the primary goals of the Fine Arts Program are to promote among our students a more godly approach to both the practice and the enjoyment of the arts and to prepare them for more effective ministry to others. We hope to accomplish this not only by encouraging the development of technical and artistic skills, but also by promoting a greater understanding of the value of the arts in developing critical thinking skills and an improved ability to employ the communicative power of the arts as a means of reaching out to others.*

### COURSE DESCRIPTIONS

#### ART

#### **Junior High Art**

**Course ID: FAAP801**

Prerequisite: Junior high classification

#### **Course Description:**

Junior High Art is an art and design class that includes some pottery. Students will explore a broad range of techniques and approaches to art through drawing and painting and adapting the learned skills to pottery. Development of technical skills and artistic vocabulary will include color wheel theory, basic drawing skills, and basic hand-building in clay. Students will be required to keep a personal sketchbook for design ideas and notes.

**Parent Role:** Project assistant: The primary responsibility of the parents is to track the progress of their students and to monitor how well they are doing. They need to have a sincere interest in their children's class activities and express that interest to them. Furthermore, help at home might be needed occasionally in support of a particular project. If problems should develop, the teacher needs to know immediately.

#### **High School Art I**

**Course ID: FAAR231**

Credit: 1.0

Prerequisite: High school classification

#### **Course Description:**

The first year of high school art is an introductory course for students who have had little experience with art. The main emphasis of this course is to develop drawing skills using several media, i.e., pencil, watercolor, pen, and basic printmaking. There will also be lessons in art

theory, covering design concepts such as visual movement, balance, contrast, and texture. Students may take multiple years of the course, working with the instructor individually to develop advanced skills.

**Parent Role:** Project Assistant: The primary responsibility of the parents is to track the progress of their students and to monitor how well they are doing. They need to have a sincere interest in their children's class activities and express that interest to them. Furthermore, help at home might be needed occasionally in support of a particular project. If problems should develop, then the teacher needs to know immediately.

## **High School Art II**

**Course ID: FAAR242**

Credit: 1.0

Prerequisite:

- High School Art I, or
- Department recommendation based on a review of the student's portfolio or "body of work"

### **Course Description:**

The second year of high school art is a course for students who have had some experience with art. This course allows the students to improve their artistic skills in several media, including, but not limited to pencil, watercolor, pen, and printmaking. They will be introduced to new concepts and techniques. They will expand their artistic knowledge and skill level and apply these to their body of work. Students may work with the instructor individually to develop advanced skills. Participation in the TAPPS Art Competition is possible.

**Parent Role:** Project Assistant: The primary responsibility of the parents is to track the progress of their students and to monitor how well they are doing. They need to have a sincere interest in their children's class activities and express that interest to them. Furthermore, help at home might be needed occasionally in support of a particular project. If problems should develop, then the teacher needs to know immediately.

## **High School Art III**

**Course ID: FAAR342**

Credit: 1.0

Prerequisite:

- High School Art II, or
- Department recommendation based on a review of the student's portfolio or "body of work"

### **Course Description:**

The third year of high school art is a course for students who have had extensive experience with art. This course allows the students to continue to practice their artistic skills in several media, including, but not limited to pencil, watercolor, acrylic, pen, and printmaking. They will begin perfecting learned techniques. They will expand their artistic knowledge and skill level and apply these to their body of work. Students will work toward developing a senior portfolio as well. Students may work with the instructor individually to develop more advanced skills. Participation in the TAPPS Art Competition is required.

**Parent Role:** Project Assistant: The primary responsibility of the parents is to track the progress of their students and to monitor how well they are doing. They need to have a sincere interest in their children's class activities and express that interest to them. Furthermore, help at home might

be needed occasionally in support of a particular project. If problems should develop, then the teacher needs to know immediately.

### **Pottery and Ceramics**

**Course ID: FAPC231**

Credit: 1.0

Prerequisite: High school classification

#### **Course Description:**

Pottery and ceramics is a course in which students will explore a broad range of techniques and approaches to art through hand-built and wheel-thrown clay. Student will learn to approach pottery artwork as both functional and decorative. Development of technical skills and artistic vocabulary will include slipping and scoring, wedging, hand building (pinch, slab, and coil techniques), wheel throwing, bisque firing, painting, and glazing. The use of the slab roller and the extruder will be explored as well. Students will be required to keep a personal sketchbook for design ideas and notes.

**Parent Role:** Project assistant: The primary responsibility of the parents is to track the progress of their students and to monitor how well they are doing. They need to have a sincere interest in their students' class activities and express that interest to them. Furthermore, help at home might be needed occasionally in support of a particular project. If problems should develop, the teacher needs to know immediately.

### **Christian Hospitality**

**Course description:** (11<sup>th</sup>-12<sup>th</sup> grade)

Required textbook: The Gospel Comes with a House Key, by Rosaria Butterfield

Credit hours: 3

This high school level course is designed for those with an interest in learning basic cooking skills, meal planning, food prep, etiquette, table setting, and eating! The main focus will be on preparing easy, yet delicious meals to share with family, friends, and others. The course will also focus on "ordinary" Christian hospitality; welcoming others into our homes by living out the gospel in an inviting way. "They broke bread in their homes and ate together with glad and thankful hearts."

## **PERFORMING ARTS**

### **Junior High Choir**

**Course ID: JHVOC100**

Prerequisites: Junior high classification

The Junior High Choir offers a performance medium for students in 7<sup>th</sup>-8<sup>th</sup> grades that are interested in vocal performance. Similar to our high school choir, studies will include sacred and secular music, standard choral repertoire (Ancient to Contemporary), and sometimes may be in languages other than English (Latin, Italian, German, etc.), vocal development, sight-reading, music appreciation, and music theory. Students should anticipate a concert each semester and performing at selected school functions.

**Parent Role:** Project Assistant: The primary responsibility of the parents is to track the progress of their son or daughter and to monitor how well they are doing. They need to have a sincere interest in their child's class activities and express that interest in their children. Furthermore, help at home might be needed occasionally in support of a particular project or performance. Every effort to attend class and be on time for performances is expected as one person's absence or tardiness affects the rest of the group. If problems should develop, then the teacher needs to know immediately.

### **High School Choir**

**Course ID: HVOC300**

Credit: 1.0

Prerequisites: High school classification

High School Choir offers a performance medium for students in 9<sup>th</sup> - 12<sup>th</sup> grades who are interested in vocal performance. Studies will include sacred and secular music, standard choral repertoire (Ancient to Contemporary), and sometimes may be in languages other than English (Latin, Italian, German, etc.), vocal development, sight-reading, music appreciation, and music theory. Along with a concert each semester and participation in selected school functions, the TAPPS organization will provide competitive goals that will move the select choir toward excellence in musical performance.

**Parent Role:** Project Assistant: The primary responsibility of the parents is to track the progress of their son or daughter and to monitor how well they are doing. They need to have a sincere interest in their child's class activities and express that interest in their children. Furthermore, help at home might be needed occasionally in support of a particular project or performance. Every effort to attend class and be on time for performances is expected as one person's absence or tardiness affects the rest of the group. If problems should develop, then the teacher needs to know immediately.

### **Junior High Theater Arts**

**Course ID: FATOA701**

Prerequisite: Junior high classification

#### **Course Description:**

As a course for beginning and trained actors and speakers, Junior High Theatre and Oratory Arts is designed to introduce and/or re-familiarize students with the practice of theatrical performance and public speaking. There will be in-class instruction, quizzes, and tests, etc., but the emphasis will be placed on acting and speaking skills and techniques. Students will be exposed to costuming, technical aspects, set and prop design and construction, and history. Students may take two years of this class.

**Parent Role:** Parents will monitor the progress of their student's preparation for performances, including memorizing lines and practicing speeches. Parents will also encourage commitment to the group dynamic by ensuring students are on time for class, called rehearsals, set and prop building days, etc.

**Theater Arts 1****Course ID: FATH232**

Credit: 1.0

Prerequisites: High school classification

**Course Description:**

As a course for beginning and trained actors and speakers, Theatre Arts 1 is designed to introduce and/or re-familiarize students with the practice of theatrical performance and public speaking. There will be in-class instruction, quizzes and tests, etc., but the emphasis will be placed on acting and speaking skills and techniques. Students will also learn set and prop design and construction, costuming, technical aspects, and history. Studies will include performances of monologues, scene work (typically 2-3 students), pantomime, and improvisation. Students will participate in the TAPPS One Act Play competition in the fall. Students will be encouraged to participate in tournaments during the year and TAPPS competitions in the spring. Students will learn different aspects of acting in the theatre.

**Parent Role:** Parents will monitor the progress of their student's preparation for performances, including memorizing lines and practicing speeches. Parents will also encourage commitment to the group dynamic by ensuring students are on time for class, called rehearsals, set and prop building days, etc.

**Theater Arts II****Course ID: FATH332**

Credit: 1.0

Prerequisites:

- High school classification, *and*
- Successful completion of Theater Arts I, or
- Department recommendation

**Course Description:**

Students who have completed Theatre Arts 1 will enjoy the next level of theatrical performance and public speaking in this course. There will be in-class instruction, quizzes, and tests, but the emphasis will be placed on acting and speaking skills and techniques. With the approval of the instructor, students will assist in directing, designing, and creating sets; choosing/making props and costumes; and learning more about technical aspects, play production, and history of theatre. Acting selections, roles in the annual play, and speeches will be more challenging than those expected of beginning students. Students will participate in the TAPPS One Act Play competition in the fall. Advanced students will be expected to prepare for and compete in tournaments during the year and TAPPS tournament(s) in the spring.

**Parent Role:** Parents will monitor the progress of their student's preparation for performances. This includes, but is not limited to, memorization of lines, staging, and speeches. Parents will also encourage commitment to the group dynamic by ensuring students are on time for class, called rehearsals, set and prop building days, and other activities necessary for the success of the group.

**GENERAL ELECTIVES****GENERAL PURPOSE**

*The goal of General Electives is to encourage the exploration of other subjects within the*



*secondary school and to encourage our students to be well-rounded academically as they begin to think about life after Grace Prep. We believe that exposure to different electives can spark a student's interest and help them begin to develop thoughts and ideas about college and career.*

## **COURSE DESCRIPTIONS**

### **JOURNALISM**

#### **Journalism 1: Journalism and Broadcast**

**Course ID: FAJN231**

Credit: 1.0

Prerequisite: High school classification

#### **Course Description:**

This course will provide students the opportunity to learn the four basic print journalism writing styles: news, feature, editorial, and review. Students will also learn interviewing and research techniques, photography, videography (both on and off camera), and social media management.

Students in Journalism 1 will be able to assist with the newspaper staff members in the creation of the school publication of The Mane Post online at [www.themanepost.com](http://www.themanepost.com). Some of their writing may also appear in the yearbook. In addition, students will get a basic introduction to photography, page design, law and ethics, advertising, journalism history, and broadcast journalism. Students will be introduced to Adobe → InDesign → , Adobe → Photoshop → , and Adobe → Premiere → basics. Students will assist in the production of student broadcasts with writing for broadcast, filming and video editing, to be posted to the school's website and shown during school hours and on our online newspaper at [www.themanepost.com](http://www.themanepost.com). Some students may be asked to post to our social media and help manage those messages to our student body through Instagram, facebook and twitter.

In this course, students will have the opportunity to compete in TAPPS, UIL, and The Dallas Morning News contests if selected by teacher, and learn all media outlets at the entry level.

**Parent Role:** Guide to Independent Study: Parents have the opportunity to monitor the independent school work performed by their children and to provide additional guidance if needed. Courses offered by GPA at this level will mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary.

#### **Journalism 2: Journalism and Broadcast**

**Course ID: FAJN331**

Credit: 1.0

Prerequisites:

- Sophomore classification or above
- One year of Journalism 1 or Yearbook 1 with a grade of 80 or above and teacher approval

#### **Course Description:**

This course will mimic that of Journalism 1, with the addition of more student responsibility. Students may be responsible for page design, or web design and web posting at [www.themanepost.com](http://www.themanepost.com), and editing online publications which are posted every 6 weeks minimum, and broadcast productions, all while contributing to those publications and productions. This class is designed for students interested in continuing on newspaper staff without taking a leadership role. These students will collect information, write stories on school activities, choose photos, and learn the process of layout for newspaper production for our one printed newspaper per year. They will learn Adobe → InDesign → , Adobe → Photoshop → basics and Adobe → Premiere → in more depth. They will collect information, write storyboard scripts, and help film, edit, or perform in broadcast videos.

In this course, students will have the opportunity to learn all media outlets at a mid level, compete in contests for UIL, The Dallas Morning News, and TAPPS. Students in this level may specialize their media focus to sports broadcasting, writing, opinions, photography or reviews. They will be exposed to scholarship opportunities and gain the ability to create a portfolio of work for college review.

**Parent Role:** Guide to Independent Study: Parents have the opportunity to monitor the independent school work performed by their children and to provide additional guidance if needed. Courses offered by GPA at this level will mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary.

### **Journalism Editor: Journalism and Broadcast**

#### **Course ID: FAJN331**

Credit: 1.0

Prerequisites:

- Sophomore classification or above
- One year of Journalism 1 or Journalism 2, with a grade of 80 or above and teacher approval

#### **Course Description:**

This course will mimic that of Journalism 1 and 2, with the addition of more student responsibility. Students may be responsible for teaching one class period once every semester, for final web page design, web posting at [www.themanepost.com](http://www.themanepost.com), social media posting on Instagram, twitter or facebook, and editing online publications which are posted every 6 weeks minimum, and broadcast productions, all while contributing to those publications and productions. This class is designed for students interested in continuing on newspaper staff and taking a leadership role. These students will collect information, write stories on school activities, choose photos, and learn the process of layout for newspaper production for our one printed newspaper per year. They will learn Adobe → InDesign → , Adobe → Photoshop → basics and Adobe → Premiere → in more depth. They will collect information, write storyboard scripts, and help film, edit, or perform in broadcast videos.

In this course, students will have the opportunity to learn all media outlets at a higher level, compete in contests for UIL, The Dallas Morning News, and TAPPS. Students in this level may specialize their media focus to sports broadcasting, writing, opinions, photography or reviews. They will be exposed to scholarship opportunities and gain the ability to create a portfolio of work for college review.

**Parent Role:** Guide to Independent Study: Parents have the opportunity to monitor the independent school work performed by their children and to provide additional guidance if needed. Courses offered by GPA at this level will mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary. Work outside class time may be necessary.

### **Journalism 1: Yearbook**

**Course ID: FAJY231**

Credit: 1.0

Prerequisites: High school classification

#### **Course Description:**

This class is designed for students interested in being on the yearbook staff without taking a leadership role. Students will be responsible for taking 99% of all photos used in the yearbook and newspaper. Students will learn photo composition and camera skills, as well as PhotoShop and may need to take photos outside of class at various school events. Students will be responsible for collaborating with the other media classes to interview students for the yearbook, compile information, write photo captions, and develop graphics for the yearbook. Students will learn the basics of Adobe → Photoshop → , InDesign, and utilize a web-based yearbook publishing program in conjunction with the yearbook publisher Balfour. Students will help sell and design senior ads for the yearbook supplement as well, using InDesign, once the yearbook is finished in March.

**Parent Role:** Guide to Independent Study: Parents have the opportunity to monitor the independent school work performed by their children and to provide additional guidance if needed. Courses offered by GPA at this level will mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary.

### **Journalism 2: Yearbook**

**Course ID: FAJY331**

Credit: 1.0

Prerequisite: Successful completion of Journalism 1: Yearbook or Journalism 1: Newspaper and Broadcast

#### **Course Description:**

This course will build on the *Journalism 1: Yearbook* course with the addition of increased student responsibility but not to the degree of the editor position. This class is designed for students interested in being on the yearbook staff without taking a leadership role, although may be asked to assist students or allow others to shadow them. Students will be responsible for taking 99% of all photos used in the yearbook and newspaper. Students will learn photo composition and camera skills, as well as PhotoShop and may need to take photos outside of class at various school events. Students will be responsible for collaborating with the other media classes to interview students for the yearbook, compile information, write photo captions, and develop graphics for the yearbook. Students will learn the basics of Adobe → Photoshop → , InDesign, and utilize a web-based yearbook publishing program in conjunction with the yearbook publisher Balfour. Students will help sell and design senior ads for the yearbook supplement as well, using InDesign, once the yearbook is finished in March.

**Parent Role:** Guide to Independent Study: Parents have the opportunity to monitor the independent school work performed by their children and to provide additional guidance if needed. Courses offered by GPA at this level will mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary.

### **Journalism Editor: Yearbook**

**Course ID: FAJY341**

Credit: 1.0

Prerequisite: Successful completion of Journalism 1: Yearbook or Journalism 1: Newspaper and Broadcast, and teacher approval.

#### **Course Description:**

This course will build on the *Journalism 1: Yearbook* course with the addition of increased student responsibility in order to obtain editor position. This class is designed for students interested in being on the yearbook staff and taking a leadership role. Students will be asked to teach a lesson at least once per semester, and will be asked to assist students or allow others to shadow them. Students will be responsible for editing pages in the areas of writing, spelling, content, design, and applying an editing checklist to each page. Students in this class will be working with their staff in taking 99% of all photos used in the yearbook and newspaper. Students will learn photo composition and camera skills, as well as PhotoShop and may need to take photos outside of class at various school events. Students will be responsible for collaborating with the other media classes to interview students for the yearbook, compile information, write photo captions, and develop graphics for the yearbook. Students will learn the basics of Adobe → Photoshop → , InDesign, and utilize a web-based yearbook publishing program in conjunction with the yearbook publisher Balfour. Students will help sell and design senior ads for the yearbook supplement as well, using InDesign, once the yearbook is finished in March.

**Parent Role:** Guide to Independent Study: Parents have the opportunity to monitor the independent school work performed by their children and to provide additional guidance if needed. Courses offered by GPA at this level will mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary.

## **PSYCHOLOGY**

### **Psychology**

**Course ID: PSYCH200**

Credit 1.0

Prerequisite: Sophomore, Junior or Senior classification

#### **Course Description:**

This elective course focuses on the study of human behavior. As an introduction to the field of psychology, this course serves to introduce the student to the psychological principles, terminology, theories, careers, methods of experimentation, and practical applications. Special topics include personality development, problem-solving, group dynamics, and motivation. This course stresses the application of academic content to the student's life.

**Parent Role:** Guide to Independent Study: Parents have the opportunity to monitor their child's independent school work and to provide additional guidance if needed. Courses offered by GPA at this level mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary.

## TECHNOLOGY

### **Graphic Arts**

**Course ID: CGART200**

Credit: 1.0

Prerequisite: High school classification

#### **Course Description:**

The Graphic Arts focuses on design and is a class that will teach principles of design and will examine trends in modern graphic design. The students will learn Adobe Photoshop and InDesign. Projects include social media graphics, digital signage, print materials and more. A basic understanding of computers is required.

**Parent Role:** Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, parents should consistently help their child achieve the stated unit goals by supervising study, ensuring that assignments are completed in a timely fashion, reviewing and discussing content as may be necessary, and by communicating with the teacher if difficulties should arise.

### **Technology Applications (Keyboarding/Intro to Microsoft® Office)**

**Course ID: CSTECH801**

Prerequisite: Junior high classification.

#### **Course Description:**

The primary focus of this junior high class is to build the foundational skills needed for using a keyboard in a PC computing environment. Students will learn the anatomy of the keyboard and the proper placement and techniques for keyboarding effectively. Students will continue to improve their speed and accuracy through exercises designed to assess and challenge the students to become more proficient typists. This class is designed to introduce students to the fundamentals of PC computing. Students will be introduced to the basics of the PC anatomy and its functions. Students will learn how to navigate in a Windows® environment. Students will be introduced to Microsoft® Office applications to learn skills in Word, Excel®, PowerPoint® and Access®. Students will learn basics of graphic design elements with Adobe® InDesign®, Adobe® Photoshop® and Adobe® Premiere®. Students will also be introduced to some "Office Alternatives" such as Google Docs. Students will learn how to safely navigate the Internet and how to remain faithful in their surfing habits.

**Parent role:** Guide to Independent Study: Parents have the opportunity to monitor the independent school work performed by their children and to provide additional guidance if needed.

**General**

**Personal Training**

**Course ID: ATHPERTR**  
**Credit: 1.0**  
**Prerequisite: High School Classification**

**Course Description:**

The Personal Training class is designed to encourage and equip students to achieve a lifestyle goal of personal fitness. Under the direction of qualified personnel, students learn about fitness and practice the skills and activities necessary to achieve personal fitness. Students of all fitness levels are welcome in this class. Coaches will meet a student right where they are and help them begin/continue their fitness journey. Coaches will assess students, help them set achievable goals, and then design a plan to meet those goals.

**Junior High Personal Training**

**Course ID: ATJHPTR**  
**Prerequisite: Junior High School Classification**

**Course Description:**

The Junior High Personal Training class is similar to the high school class in that it is designed to encourage and equip students to achieve a lifestyle goal of personal fitness. Under the direction of qualified personnel, students learn about fitness and practice the skills and activities necessary to achieve personal fitness. All class activities and skills taught are appropriate for junior high students. Students of all fitness levels are welcome in this class. Coaches will meet a student right where they are and help them begin/continue their fitness journey. Coaches will assess students, help them set achievable goals, and then design a plan to meet those goals.

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## **SECONDARY ENGLISH AND LANGUAGE ARTS**

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### **GENERAL PURPOSE**

*The two major goals of Grace Preparatory Academy's English and Language Arts Program is to develop and refine student skills in both oral and written communication and to promote an understanding of and appreciation for fine literature. We believe that the first goal can best be accomplished through an instructional emphasis on reading and writing proficiencies and a utilitarian approach to the study of language structures (i.e., grammar), and that true achievement in the second can come about only as students are taught to evaluate the world's great literature against the standard of scriptural truth and wisdom. Thus the department seeks to balance the development of communications proficiencies with training in a biblically based approach to critical thinking skills.*

*It is highly recommended that parents who are considering PAP and AP course offerings for their students review the Recommended Academic Standards information located on the Grace Prep website at [graceprep.org](http://graceprep.org). The document is located under <Resources; <Secondary. Please contact the Advising Office should you have any questions about your student's potential success in PAP and AP classes.*

### **COURSE DESCRIPTIONS**

## **7th Grade English**

### **Course ID: GESG701**

#### Course Prerequisite:

- Satisfactory performance on the appropriate English placement test, or
- Successful completion of the previous course in the GPA English sequence during the preceding school year, or
- Permission of the administration

Students will be introduced to the five-paragraph composition, including an original thesis, an outline, and introductory and concluding paragraphs. They will also have the opportunity to use new grammar concepts and reading vocabulary in their writing, and to correct and revise their compositions using a dictionary and thesaurus. Emphasis will be placed on the concept that biblical principles should govern everything the Christian writes. In a similar vein, the principles that literature should be evaluated by biblical standards and that lessons learned through the study of literature should be applied to life will also be stressed. Grammar instruction will include a review of the eight parts of speech and their functions, an emphasis on skills related to editing for sentence fragments and run-ons, the use of correct punctuation in simple, compound, and complex sentence structures, the use of correct agreement with verbs and pronouns, proper use of comparative and superlative modifiers, and correct utilization of the six basic verb tenses in original writing. An important element of the curriculum is its stress on vocabulary development and word study skills, preparing the students for increased reading comprehension in all academic subjects. Students will have the opportunity to develop some public speaking skills through expressing opinions during class discussions and giving informative speeches to a class audience.

**Parent Role:** Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, parents should consistently help their child achieve the stated unit goals by supervising study, ensuring that assignments are completed in a timely fashion, reviewing and discussing content as may be necessary, and by communicating with the teacher if difficulties should arise.

## **8th Grade English**

### **Course ID: GEEG801**

#### Course Prerequisite:

- Satisfactory performance on the appropriate English placement test, or
- Successful completion of the previous course in the GPA English sequence during the preceding school year, or
- Permission of the administration

Students will be given the opportunity to refine their ability to write a standard five-paragraph composition with outline and thesis, using the text, classic literature, and research to support the thesis and to provide interesting and relevant introductions and conclusions. They will also have the opportunity to develop skills in taking notes over literature, use them as a source for their writing, and as a study tool for tests. They will continue to use new grammar concepts and reading vocabulary in their writing, and to correct and revise their compositions using a dictionary and thesaurus. Students will be introduced to many genres of literature through short stories and novels and learn to evaluate them by biblical standards and principles. Literary terms and analysis of literature studied will also be emphasized. Grammar instruction will focus on different types of phrases, utilizing an appropriate consistency of verb tense in writing, and learning to avoid ambiguous, implied and indefinite usage of phrases and pronouns. In addition, vocabulary

development and word study skills will be stressed to help prepare students for increased reading comprehension in all academic subjects. Students will have the opportunity to develop some public speaking skills through expressing opinions during class discussions and giving an informal speech to a class audience.

**Parent Role:** Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, parents should consistently help their child achieve the stated unit goals by supervising study, ensuring that assignments are completed in a timely fashion, reviewing and discussing content as may be necessary, and by communicating with the teacher if difficulties should arise.

## **English I Ninth Grade**

**Course ID: GEFR131**

Credit: 1.0

Prerequisite:

- Satisfactory performance on the appropriate English placement test, or
- Successful completion of the previous course in the GPA English sequence during the preceding school year, or
- Department recommendation

### **Course Description:**

English I provides instruction on expanding the five-paragraph composition to include subtopic paragraphs and factual evidence for support, recognizing and avoiding the use of common fallacies of logic in communication, and being able to correct and revise original writing. Students will also be given the opportunity to become more familiar with different genres and sub-genres of literature, as well as the opportunity to study a few famous authors of each. They will also develop and refine their skills in evaluating themes, characters, conflicts, and structures of literature by biblical standards. The purposes and terms related to points of view will be treated as students study selected literature from the ninth grade anthology and two or three assigned "classics." An important element of the curriculum is its stress on vocabulary development, preparing the students for increased reading comprehension in all academic subjects. Students will continue to receive instruction in grammar and also have the opportunity to develop some public speaking skills through the use of oral reading and impromptu speeches.

**Parent Role:** Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, parents should consistently help their child achieve the stated unit goals by supervising study, ensuring that assignments are completed in a timely fashion, reviewing and discussing content as may be necessary, and by communicating with the teacher if difficulties arise.

## **English II Tenth Grade**

**Course ID: GESOP232**

Credit: 1.0

Prerequisite:

- Satisfactory performance on the appropriate English placement test, or
- Successful completion of the previous course in the GPA English sequence during the preceding school year, or
- Department recommendation



**Course Description:**

English II focuses on using a Biblical worldview to examine literature. The year begins with a “Bible as Literature” Unit that emphasizes biblical archetypes and motifs. During this unit, the students’ primary text is the Bible. Universal themes of redemption, salvation, forgiveness, and love become the connection to the rest of the literature studied. Students will read Victor Hugo’s *Les Miserables* and Elie Wiesel’s *Night*. In addition, course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Through close reading and frequent writing, students enhance their ability to master language and text with a greater awareness of purpose and strategy, all while fostering a genuine understanding of establishing a purpose, identifying an audience, and creating an argument while developing their own essays. In addition, students will analyze both primary and secondary sources, and they will learn to synthesize the information from these sources in their own compositions. Finally, students will learn the format for proper attribution of these sources, primarily with the documentation guidelines outlined by the Modern Language Association (MLA).

**Parent Role:** Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students’ growing awareness of personal consequences. In order for these classes to be successful, parents should consistently help their child achieve the stated unit goals by supervising study, ensuring that assignments are completed in a timely fashion, reviewing and discussing content as may be necessary, and by communicating with the teacher if difficulties should arise.

**English II Pre-AP****Tenth Grade****Course ID: GESOP232**

Credit: 1.0

Prerequisite:

- Satisfactory performance on the appropriate English placement test, or
- Successful completion of the previous course in the GPA English sequence during the preceding school year, or
- Department recommendation

**Course Description:**

English II Pre-AP is a theme-based course which reinforces the reasoning and analytical skills needed for success in the upper-level AP English classroom. Students will continue to develop close reading skills, to analyze challenging texts, to write for a variety of purposes, and to develop as a critical thinker. English II Pre-AP also focuses on using a Biblical worldview to examine literature. The year begins with a “Bible as Literature” Unit that emphasizes biblical archetypes and motifs. During this unit, the students’ primary text is the Bible. Universal themes of redemption, salvation, forgiveness, and love become the connection to the rest of the literature studied. Students will read Victor Hugo’s *Les Miserables* and Elie Wiesel’s *Night*. In addition, course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Through close reading and frequent writing, students enhance their ability to master language and text with a greater awareness of purpose and strategy, all while fostering a genuine understanding of establishing a purpose, identifying an audience, and creating an argument while developing their own essays. In addition, students will analyze both primary and secondary sources, and they will learn to synthesize the information from these sources in their own compositions. Finally, students will learn the format for proper attribution of these sources, primarily with the documentation guidelines outlined by the Modern Language Association (MLA). . Honors weight will be applied to final semester grades of 85% or higher.

**Parent Role:** Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students’ growing awareness of personal consequences. In order for these classes to be

successful, parents should consistently help their child achieve the stated unit goals by supervising study, ensuring that assignments are completed in a timely fashion, reviewing and discussing content as may be necessary, and by communicating with the teacher if difficulties should arise.

### **English III**

#### **Eleventh Grade**

**Course ID: GEJR331**

Credit: 1.0

Prerequisite:

- Satisfactory performance on the appropriate English placement test, or
- Successful completion of the previous course in the GPA English sequence during the preceding school year, or
- Department recommendation

#### **Course Description:**

English III is a college preparatory English course covering proper English usage, composition of logical, coherent essays, and critical analysis of American literature. Students will continue the development of their academic vocabulary, critical reading, and writing ability, as well as their understanding of literary and rhetorical devices. This course will challenge students to examine texts critically from a biblical worldview, to write creatively and analytically, and to formulate interpretations based on their prior knowledge and understanding of literary devices. This survey of American literature will cover works from the Puritan period to the 21<sup>st</sup> century and will cultivate an understanding of the elements of effective writing and critical reading. The second semester will focus on writing the research paper.

**Parent Role:** Guide to Independent Study: Courses offered by GPA at this level will mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary. Parents have the opportunity to monitor the independent school work performed by their children and to provide additional guidance if needed.

### **English III AP® - Language and Composition**

#### **Eleventh Grade**

**Course ID: GEJAP332**

Credit: 1.0

Prerequisites:

- Satisfactory performance on the appropriate English placement test, or
- Successful completion of the previous course in the GPA English sequence during the preceding school year, or
- Department recommendation
- Please note: AP courses are college-level courses taught in a high school setting. Students and their parents should seriously consider the increased workload and homework time required to successfully complete an AP class *before* enrolling in the class. Please contact the course instructor should you have any questions about course workload.

#### **Course Description:**

The core of the English III Language and Composition course is writing and reading for analysis, synthesis, and argument. Through immersion in a variety of sources, students will learn to think critically about a written text's purpose, particularly in relationship to the Christian worldview. This course will focus on the study of American literature. Students will focus on the major literary forms of the emerging nation, analyze the literary themes and trends, and research and compose papers, speeches, and presentations. The students will develop an understanding of how

historical context in American literature affect its structure, meaning, and rhetorical stance. In accordance with the AP Language Course Description, students will explore the ways that rhetoric shapes their lives inside and outside of the classroom. In this course, students will prepare for college, career, and real life experiences through a rigorous examination of rhetoric. In order to achieve this goal, they will learn the necessary tools to write analytically, read critically, and communicate effectively. In addition to the regular class schedule, students will be required to attend two writing workshops every six weeks, which will be held on Tuesday or Thursday mornings. Students will also need to meet individually with the course instructor twice a semester for individual writing conferences. Honors weight will be applied to final semester grades of 85% or higher. Any additional course fees such as AP Exam fees will be charged to the student's Family Account. It is highly encouraged that students take the AP Exam in May.

**Parent Role:** Guide to Independent Study: Courses offered by GPA at this level will mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary. Parents have the opportunity to monitor the independent school work performed by their children and to provide additional guidance if needed.

#### **English IV Twelfth Grade**

**Course ID: GESR431**

Credit: 1.0

Prerequisite:

- Satisfactory performance on the appropriate English placement test, or
- Successful completion of the previous course in the GPA English sequence during the preceding school year, or
- Department recommendation

#### **Course Description:**

English IV prepares students for the writing and research tasks encountered in college class work. In this writing-focused classroom, students will read, analyze, and synthesize complex literary works and non-fiction prose to formulate their own academic arguments. The study of British literature will provide students with the opportunity to sample literature from the middle ages to modern times. Through this study, students will hone critical thinking skills so they can comprehend and evaluate the ideological frameworks of discourse from an ethical Christian standpoint. Communication of these types of analyses will take place through class discussion, writing, and oral communication. Special stress will be placed on communicating in a manner worthy of a Christian who desires to influence a world in need of Christ.

**Parent Role:** Guide to Independent Study: Courses offered by GPA at this level will mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary. Parents have the opportunity to monitor the independent school work performed by their children and to provide additional guidance if needed.

#### **English IV – AP® Literature and Composition Twelfth Grade**

**Course ID: GESAP433**

Credit: 1.0

Prerequisites:

- Satisfactory performance on the appropriate English placement test, or
- Successful completion of the previous course in the GPA English sequence during the preceding school year, or
- Department recommendation

- Please note: AP courses are college-level courses taught in a high school setting. Students and their parents should seriously consider the increased workload and homework time required to successfully complete an AP class *before* enrolling in the class. Please contact the course instructor should you have any questions about course workload.

**Course Description:**

The Advanced Placement Literature and Composition course is designed to adhere to the standards of a beginning-college writing course. Primarily, an AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature with a focus on British Literature. Intertwined with study of the fundamentals of rhetorical theory through critical readings of a variety of literature, composition work will emphasize students' ability to explain clearly, cogently, and elegantly an understanding and interpretation of literary works through the prism of a biblical worldview. Students will develop their skill in timed writings, working toward exhibiting higher sophistication in both style and critical thinking. Homework commitment time exceeds the high school norm and is commensurate with college level coursework. This course will culminate with the AP Literature and Composition exam given in May. Honors weight will be applied to final semester grades of 85% or higher. Any additional course fees such as AP Exam fees will be charged to the student's Family Account. It is highly encouraged that students take the AP Exam in May.

**Parent Role:** Guide to Independent Study: Courses offered by GPA at this level will mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary. Parents have the opportunity to monitor the independent school work performed by their children and to provide additional guidance if needed.

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## SECONDARY FOREIGN LANGUAGES

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### GENERAL PURPOSE

*The primary goals of the Foreign Languages Department are to help students gain proficiencies in the use of a second language, to encourage the development of skills which will help students better understand and utilize the communicative power of languages in general, and to help students develop a greater awareness of, interest in, and increased appreciation for the people of other cultures. Ultimately, it is hoped that by achieving these goals, our students might become better students of the Word and more concerned and effective ambassadors for Christ.*

### COURSE DESCRIPTIONS

#### American Sign Language

**ASL I**  
**Course ID: FLASL100**  
 Credit: 1.0

Prerequisite: High school classification

**Course Description:**

ASL I is an introductory course designed to equip students with a fundamental understanding of American Sign Language. Students will learn basic ASL communication. The course includes sign vocabulary, finger spelling, numbers and expressive/ receptive signing activities. Students will also learn Deaf Culture and History of ASL which are an integral part of meaningful language use. ASL 1 is designed to give students a good basis for signed communication. Beginning with an introduction of commonly used expressions, this course goes on to include basic coverage of nouns, pronouns, adjectives, adverbs, verb tenses, and interrogatives in the context of simple expression and conversation.

**Parent Role:** Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, parents should consistently help their child achieve the stated unit goals by supervising study, ensuring that assignments are completed in a timely fashion, reviewing and discussing content as may be necessary, and by communicating with the teacher if difficulties should arise.

**ASL II**

**Course ID: FLASL200**

Credit: 1.0

Prerequisite:

- Successful completion of the previous course in the GPA ASL sequence during the preceding school year, or
- Satisfactory performance on the appropriate placement test, or
- Department recommendation

**Course Description:**

ASL II is a continuation of the ASL I program. ASL II is designed to provide a thorough foundation of using ASL as a second language. Students will expand their basic ASL communication skills. The course continues to include sign vocabulary, fingerspelling, numbers and expressive/ receptive signing activities. Students will also be exposed to different types of ASL literature and will learn to use spatial organization. They will also discover new strategies in conversational ASL and understand how social changes affect the Deaf World.

**ASL III**

**Course ID: FLASL300**

Credit 1.0

Prerequisite:

- Successful completion of the previous course in the GPA ASL sequence during the preceding school year, or
- Satisfactory performance on the appropriate placement test, or
- Department recommendation

**Course Description:**

ASL III is designed to continue to provide a thorough foundation of using American Sign Language as a second language and advance student's receptive and expressive use of ASL. ASL III students should expect to continue to learn new and expanded versions of the previously learned vocabulary as well as further their knowledge of Deaf Culture. This course will continue to

study and converse in a regular, consistent manner. Activities are varied to allow students to expand visualization and description skills using their prior knowledge. This class will include activities in which ASL must be used/practiced outside of the classroom. Honors weight will be applied to final semester grades of 85% or higher. Honors weight will be applied to final semester grades of 85% or higher.

**Parent Role:** Course Monitor: Some courses will involve equipment or expertise which necessitates that teaching be done in the classroom and leaves little for the parent at home. This role, therefore, will require the least amount of time by the parent, but its importance cannot be overstated. The primary responsibility of the parents is to track the progress of their children and to monitor how well they are doing. Parents need to show an interest and express this to their children. If problems should develop, then the teacher needs to know immediately.

## SPANISH

### Spanish I

**Course ID: FLSP131**

Credit: 1.0

Prerequisite: High school classification

#### **Course Description:**

Spanish 1 is an introductory course designed to equip students with a fundamental understanding of Spanish. Beginning with an introduction of commonly used expressions, this course goes on to include basic coverage of nouns, pronouns, adjectives, adverbs, present and preterite verb tenses, and interrogatives in the context of simple expression and conversation.

**Parent Role:** Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, parents should consistently help their child achieve the stated unit goals by supervising study, ensuring that assignments are completed in a timely fashion, reviewing and discussing content as may be necessary, and by communicating with the teacher if difficulties should arise.

### Spanish II

**Course ID: FLSP231**

Credit: 1.0

Prerequisite:

- Successful completion of the previous course in the GPA Spanish sequence during the preceding school year, or
- Satisfactory performance on the appropriate placement test, or
- Department recommendation

#### **Course Description:**

Spanish 2 is the second year of a proficiency-oriented Spanish program, the major goal of which is to enable students to become capable of creative self-expression in Spanish. Beginning with an introduction designed to review the major elements of the student's first year of Spanish, the course goes on to cover more advanced grammar concepts and numerous Spanish verb tenses.

**Parent Role:** Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, parents should consistently help their child achieve the stated unit goals by supervising study, ensuring that assignments are completed in a timely fashion, reviewing and discussing content as may be necessary, and by communicating with the teacher if difficulties should arise.

### **Spanish III: Conversational Spanish (Honors)**

**Course ID: FLSH331**

Credit: 1.0

Prerequisite:

- Successful completion of the previous course in the GPA Spanish sequence during the preceding school year, or
- Satisfactory performance on the appropriate placement test, or
- Department recommendation

#### **Course Description:**

Spanish 3 is a practical course designated to direct the student toward advanced oral and written expression of the Spanish language. Although Spanish grammar will be reviewed, students will develop proficiency in Spanish communication through making conversation in everyday life scenarios and through writing about various experiences in Spanish. This class includes activities in which Spanish must be practiced outside of the classroom. Honors weight will be applied to final semester grades of 85% or higher.

**Parent Role:** Course Monitor: Some courses will involve equipment or expertise which necessitates that teaching be done in the classroom and leaves little for the parent at home. This role, therefore, will require the least amount of time by the parent, but its importance cannot be overstated. The primary responsibility of the parents is to track the progress of their children and to monitor how well they are doing. Parents need to show an interest and express this to their children. If problems should develop, then the teacher needs to know immediately.

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## **SECONDARY MATHEMATICS**

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### **GENERAL PURPOSE**

*The Mathematics Department exists to help students learn to appreciate the orderliness of the creation and, by extension, the Creator, even as they learn to think logically and analytically using highly structured mathematical systems. A concurrent focus on the development of problem-solving skills and methodologies gives the math program an important applications emphasis.*

*It is highly recommended that parents who are considering PAP and AP course offerings for their students review the Recommended Academic Standards information located on the Grace Prep website at [graceprep.org](http://graceprep.org). The document is located under <Resources; <Secondary. Please contact the Advising Office should you have any questions about your student's potential success in PAP and AP classes.*

### **COURSE DESCRIPTIONS**

#### **7<sup>th</sup> Grade Math**

**Course ID: MASG701**

Prerequisite:

- Satisfactory performance on the appropriate math placement test, or
- Successful completion of the previous course in the GPA math sequence during the preceding school year, or

- Permission from the administration

**Course Description:**

7<sup>th</sup> Grade Math is designed to build a strong math foundation before beginning Pre-Algebra. The text used equips students to properly work with fractions, mixed numbers, decimals and integers in all operations. It is also designed for automating procedures for solving simple word problems. The concepts of area, perimeter, percent, ratio, and order of operations will be introduced. The basic math functions will be practiced thoroughly.

**Parent Role:** Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parents to make certain that their children keep up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

**Pre-Algebra**

**Course ID: MAPA801**

Course Prerequisite:

- Satisfactory performance on the appropriate math placement test, or
- Successful completion of the previous course in the GPA math sequence during the preceding school year, or
- Permission from the administration

**Course Description:**

Pre-Algebra serves as the transition course from arithmetic to algebra. The text used equips students to automate the use of fractions, mixed numbers, decimals and integers in all operations. It is also designed for automating procedures for solving simple word problems. The concepts of exponents, proportion, percent, ratio, and order of operations will be practiced, as well as the beginning concepts of algebra, including equation solving, inequalities and linear graphing, in addition to the beginning concepts of geometry.

**Parent Role:** Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parents to make certain that their children keep up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

**Algebra 1**

**Course ID: MAAL131**

Credit: 1.0

Prerequisite:

- Satisfactory performance on the appropriate math placement test, or
- Successful completion of Pre-Algebra during the preceding school year, or
- Department recommendation

**Course Description:**

Algebra I is the first required course in the high school math sequence, and it is designed to provide the student with a solid foundation for more advanced math courses. Course content will include a review of variables and expressions, integers and rational numbers, and properties of numbers; solving equations and inequalities; linear and non-linear functions; systems of equations and inequalities; exponents and exponential functions; polynomials and factoring;



quadratic functions and equations; radical expressions and equations; as well as data, statistics, and probability.

**Parent Role:** Guide for Dependent Study: 7th -10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parent to make certain that their children keep up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

## **Geometry**

**Course ID: MAGE231**

Credit: 1.0

Prerequisite:

- Satisfactory performance on the appropriate math placement test, or
- Successful completion Algebra I, or
- Department recommendation

### **Course Description:**

This course introduces an in-depth analysis of plane, solid, and coordinate geometry as they relate to both real-world circumstances as well as abstract mathematical concepts. Students will use technological tools and manipulatives to discover and understand course content. Topics in this course include a thorough introduction to geometry, including definitions and postulates, an introduction to proofs, including two-column proofs, the geometry of parallel lines and planes, and congruent triangles. Students will also learn to use congruent triangles with other figures, similarity, right triangles, circles, constructions, area and perimeter of polygons, surface area and volume, coordinate geometry, and transformations.

**Parent Role:** Guide for Dependent Study: 7th -10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parent to make certain that their children keep up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

## **Algebra II**

**Course ID: MAAL331**

Credit: 1.0

Prerequisite:

- Satisfactory performance on the appropriate math placement test, or
- Successful completion of Geometry, or
- Department recommendation

### **Course Description:**

The student will use algebraic properties and symbols to analyze, evaluate, and solve mathematical situations. Course coverage includes real numbers and problem solving; equations

in inequalities; relations, functions and graphs; systems of equations; polynomials and polynomial equations; rational expressions and equations; powers, roots, and complex numbers; quadratic equations; quadratic functions and transformations; polynomial functions; exponential and logarithmic functions; rational functions; quadratic relations and conic sections; sequences and series; probability and statistics; and an introduction to finite math. The use of graphing calculator technology is incorporated into this course.

**Parent Role:** Guide to Independent Study: Parents have the opportunity to monitor the independent school work performed by their children and to provide additional guidance if needed. Courses offered by GPA at this level will mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary.

### **Algebra II Pre-AP**

**Course ID: MAL2P332**

Credit: 1.0

Prerequisite:

- Satisfactory performance on the appropriate math placement test, or
- Successful completion of Geometry, or
- Department recommendation

#### **Course Description:**

Algebra II Pre-AP is a designated honors course that has a three-fold purpose. First, the course is designed for the student to learn the basic concepts of Algebra II (see course description above) as well as periodic functions, trigonometric functions and identities. Secondly, it is designed to help the student understand the real-life value of algebra as a problem-solving tool. Third, the course is designed to prepare the student for continuation in the Pre-AP course sequence that culminates in AP<sup>®</sup> Calculus. The use of graphing calculator technology is heavily incorporated into this course. Algebra II Pre-AP will be taught at a more challenging level and students will be asked to use higher level thinking skills on a daily basis. Honors weight will be applied to final semester grades of 85% or higher.

**Parent Role:** Guide to Independent Study: Parents have the opportunity to monitor the independent school work performed by their children and to provide additional guidance if needed. Courses offered by GPA at this level will mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary.

### **Pre-Calculus**

**Course ID: MAPR431**

Credit: 1.0

Prerequisite:

- Satisfactory performance on the appropriate math placement test, or
- Successful completion of Algebra II or Algebra II Pre-AP during the preceding school year, or
- Department recommendation

#### **Course Description:**

Course coverage includes functions and their graphs; polynomial and rational functions; exponential and logarithmic functions; analytical trigonometry and other trigonometric topics; systems of equations and inequalities; sequences and probability; and topics in analytical geometry. The use of graphing calculator technology is often incorporated into this course.

**Parent Role:** Guide to Independent Study: Parents have the opportunity to monitor the independent school work performed by their children and to provide additional guidance if needed. Courses offered by GPA at this level will mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary.

### **Pre-Calculus Pre-AP**

**Course ID: MAPRP432**

Credit: 1.0

Prerequisite:

- Satisfactory performance on the appropriate math placement test, or
- Successful completion of Algebra II or Algebra II Pre-AP during the preceding school year, or
- Department recommendation

### **Course Description:**

The Pre-Calculus Pre-AP course consists of higher level math skills designed for the college-bound student or as a prerequisite for AP<sup>®</sup> Calculus. In this designated honors course, students will survey advanced algebraic concepts, probability, sequences, and limits. They will build a strong foundation and knowledge of trigonometric functions and their graphs. Proficiency in algebra is expected in order to delve more deeply into families of graphs and their mathematical tendencies. Students will use technology applications to enhance their learning. This course is designed to help the student understand the real-life value of pre-calculus as a problem-solving tool. Honors weight will be applied to final semester grades of 85% or higher.

**Parent Role:** Guide to Independent Study: Parents have the opportunity to monitor the independent school work performed by their children and to provide additional guidance if needed. Courses offered by GPA at this level will mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary.

### **AP<sup>®</sup> Calculus**

**Course ID: MACH531**

Credit: 1.0

Prerequisite:

- Grade of 90% or higher in Pre-Calculus Pre-AP, or
- PSAT AP<sup>®</sup> Potential Qualifier, or
- Department recommendation

- Please note: AP courses are college-level courses taught in a high school setting. Students and their parents should seriously consider the increased workload and homework time required to successfully complete an AP class *before* enrolling in the class. Please contact the course instructors should you have any questions about course workload.

**Course Description:**

This designated honors course provides an algebraic, graphical, and numerical approach to calculus and covers all the topics required for the AP® Calculus AB exam for which students may earn college credit. Topics include limits and their properties; differentiation and applications of differentiation; integration to include the Fundamental Theorem of Calculus; logarithmic, exponential and other transcendental functions; applications of integration; and integration techniques, L'Hopital's rule, and improper integrals. Honors weight will be applied to final semester grades of 85% or higher. Any additional course fees such as AP Exam fees will be charged to the student's Family Account. It is highly encouraged that students take the AP Exam in May.

**Parent Role:** Guide to Independent Study: Parents have the opportunity to monitor the independent school work performed by their children and to provide additional guidance if needed. Courses offered by GPA at this level will mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary.

**College Prep Math**

**Course ID: MACP441**

Credit: 1.0

Prerequisite:

- Successful completion of the previous course in the GPA math sequence during the preceding school year, or
- Department recommendation

**Course Description:**

The goal of this course is to extend and broaden the students' mathematical knowledge and skills and to help focus on the practicality of mathematics in college, career, and life. College Prep Math is a high school senior-level course that covers a variety of topics including: logic and problem solving, measurement conversions, algebra equations and graphs, consumer math, geometry, probability and statistics, and quantitative information in everyday life.

**Parent Role:** Guide to Independent Study: Parents have the opportunity to monitor the independent school work performed by their children and to provide additional guidance if needed. Courses offered by GPA at this level will mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary.

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## **SECONDARY SCIENCE**

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### **GENERAL PURPOSE**

*The primary goals of the Science Department are to teach essential scientific concepts, to encourage the development and appropriate use of higher-level thinking skills, and to help*

*students better understand the Creator-creation relationship, all while balancing the acquisition of scientific knowledge with the application of valid problem-solving skills and methodologies.*

## **COURSE DESCRIPTIONS**

### **7th Grade General Science**

**Course ID:**

Course Prerequisite: 7<sup>th</sup> grade classification

**Course Description:**

This course will provide students with an overview of various science topics, with a primary focus on Life - including fossils, DNA, and organ systems of the human body. This course will not simply be a collection of facts, but a presentation of the interesting processes, structures, and actions that can be observed in the world around us and in our own bodies. The course is designed to answer the student's questions about themselves and the world around them. It will begin by discussing the history of science, scientific inquiry, analyzing and interpreting experiments, technology in science, and moves on to the history of life-including archaeology, geology, and paleontology. Students will then be introduced to what life is and how we are all created in God's image and how He designed our organ systems to function.

**Parent Role:** Guide for Dependent Study: 7<sup>th</sup>-10<sup>th</sup> grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parent to make certain that their son or daughter keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

### **8th Grade Physical Science**

**Course ID: SCIPS801**

Course Prerequisite: 8<sup>th</sup> grade classification

**Course Description:** This course provides students an understanding of physical processes, forces, and forms of energy in the world around us from a Christian worldview, by gradually building the student's understanding of chemistry and physics concepts in a logical sequence. Beginning with the basic structure of atoms and molecules and progressing into our atmosphere, hydrosphere, and lithosphere, students will learn how weather is affected and predicted, as well as the physics of motion, forces in Creation, sound and light energy, and an introduction to astrophysics. Students are introduced to the scientific process and lab safety through numerous exercises and activities.

**Parent Role:** Guide for Dependent Study: 7<sup>th</sup>-10<sup>th</sup> grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parent to make certain that their son or daughter keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

### **Biology**

**Course ID: SCBI231**

Credit: 1.0

Prerequisite:

- Freshman classification or higher, or
- Department recommendation

**Course Description:**

In this introductory look at biology, students will explore the created world as God designed. They will be engaged in reading, discussion, and lab experiments that focus on the “tools” used in the study of life, the scientific method, classification, biological keys, the cell, DNA/RNA, genetics, ecosystems, and a survey of the five major kingdoms.

**Parent Role:** Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parent to make certain that their son or daughter keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

**Chemistry****Course ID: SCCY331**

Credit: 1.0

Prerequisite:

- Successful completion of Biology and Algebra 1, or
- Department recommendation

**Course Description:**

This basic chemistry course will present foundational ideas behind atomic structure, bonding, stoichiometry, nomenclature, kinetic theory, solutions, equilibrium, thermochemistry, acid-base chemistry, and electrochemistry. It will also stress chemistry applications, identify marvels of design in creation, and promote the development of organized problem solving.

**Parent Role:** Guide to Independent Study: Parents have the opportunity to monitor the independent school work performed by their children and to provide additional guidance if needed. Courses offered by GPA at this level will mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary.

**Chemistry - Honors****Course ID: SCCH331**

Credit: 1.0

Prerequisites:

- Grade of 90% or above in Geometry and Biology, *and*
- Successful completion of or concurrent enrollment in Algebra 2, or
- Department recommendation

**Course Description:**

The prospective student for this class should be a self-directed learner. As with Chemistry, Chemistry Honors will thoroughly address foundational chemistry concepts, including atomic structure, periodic law, compounds, bonding, reactions, the mole, stoichiometry, gas laws, solutions, equilibrium, acids and bases, redox, electrochemistry, organic chemistry, and nuclear chemistry. Lab time will be more extensive than the regular classes, with a heavy emphasis on successful setup, analysis, problem solving, and completion of detailed write-ups. The teacher role in the lab will be to guide groups, who will have much more independence than those in regular chemistry. As individual learners, a higher level of problem-solving ability must be demonstrated by honors students. Honors weight will be applied to final semester grades of 85% or higher.

**Parent Role:** Guide to Independent Study: Parents have the opportunity to monitor the independent school work performed by their children and to provide additional guidance if

needed. Courses offered by GPA at this level will mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary.

## **Physics**

### **Course ID: SCSP431**

Credit: 1.0

Prerequisites:

- Successful completion of Biology and Chemistry during the preceding school years, *and*
- Junior or Senior classification, or
- Department recommendation
- *Completion of Algebra II recommended prior to enrolling in Physics.*

### **Course Description:**

This course offers algebra-based physics from a Christian world-view perspective. Subject areas include measurement, classical mechanics, thermodynamics and matter, electromagnetics, geometric optics and light, and an overview of modern physics. Student problem-solving abilities will be enhanced through real-world applications of the introduced physics principles.

**Parent Role:** Guide to Independent Study: Parents have the opportunity to monitor the independent school work performed by their children and to provide additional guidance if needed. Courses offered by GPA at this level will mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary.

## **Physics - Honors**

### **Course ID: SCPH433**

Credit: 1.0

Prerequisites:

- Grade of 85% in Honors Algebra 2 or a 90% in Standard Algebra 2, *and*
- Grade of 85% in Honors Chemistry or 90% in Standard Chemistry, or
- Department recommendation
- *Completion of Pre-Calculus strongly recommended prior to enrolling in Physics - Honors*

### **Course Description:**

This designated honors course is an algebra-based course covering concepts of physics from a Christian world-view perspective. Specifically, it addresses the basic laws of motion and kinematics, linear and rotational statics and dynamics, work and energy, impulse and momentum, harmonic motion and elasticity, heat and heat transfer, kinetic theory, waves and sound, electricity and magnetism, electrical circuits, light and optics, as well as an introduction to modern physics. Honors weight will be applied to final semester grades of 85% or higher.

**Parent Role:** Guide to Independent Study: Parents have the opportunity to monitor the independent school work performed by their children and to provide additional guidance if needed. Courses offered by GPA at this level will mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary.

## **Forensic Science**

**Course ID: SCFSC331**

**Course ID: SCFSE331**

Credit: 1.0

Prerequisite:

- Junior or senior classification, or
- Department recommendation

### **Course Description:**

This class is an academic or elective laboratory science designed for students interested in the science of criminalistics. The course focuses on the collection, identification and analysis of crime scene evidence. Emphasis will be placed on the methods that link suspect, victim, and crime scene. Laboratory exercises will include finger printing, handwriting analysis, ballistics, blood typing, hair and fiber examination, and DNA analysis. Case studies and current events will be explored. This course will satisfy the required fourth year of science on the recommended diploma plan or may be taken as an elective for distinguished diploma plan students. Please note: Forensic Science may not be used to fulfill a fourth year of science for distinguished diploma candidates.

**Parent Role:** Guide to Independent Study: Parents have the opportunity to monitor the independent school work performed by their children and to provide additional guidance if needed. Courses offered at GPA at this level will mimic that of a college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary.

## **Anatomy and Physiology Honors**

**Course ID: SCBH431**

Credit: 1.0

Prerequisites:

- Grade of 85% or higher in Honors Chemistry or 90% in Standard Chemistry, *and*
- Grade of 90% or higher in Biology and successful completion of Algebra II, or
- Department recommendation

### **Course Description: (11<sup>th</sup>-12<sup>th</sup> grade)**

Anatomy and Physiology is a comprehensive and thorough introduction to human anatomy and physiology. This designated honors course includes a study of cytology, histology, body systems, and the balance and interrelationships among the body's structures and functions. It is geared toward those students preparing for careers in health-related professions, the biological sciences, science technology, science education, or physical education, or those with an interest in learning the intricacies of the human body. This course supplements content with lab skills and direct applications to related anatomy and physiology careers. Honors weight will be applied to final semester grades of 85% or higher.

**Parent Role:** Guide to Independent Study: Parents have the opportunity to monitor the independent school work performed by their children and to provide additional guidance if needed. Courses offered by GPA at this level will mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary.

## **Health and Environment Science**

**Course Description (11<sup>th</sup>-12<sup>th</sup> grade)**



The Health and Environmental Science course at Grace Preparatory Academy will fulfill a standard science credit. It is a discussion based, interactive class covering a biblical worldview of the human body, the physical world and how the two interact. The ways Christians are called to care for the body as a temple of God and care for the earth He has given us to steward will be the focus of the course. Some topics will include: exercise and nutrition, first aid, addiction, sexual health, body systems, common diseases and disorders, child development, climate change, pollution, energy resources and conservation, clean water solutions, recycling and sustainable farming.

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## SECONDARY SOCIAL STUDIES

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### GENERAL PURPOSE

*At Grace Preparatory Academy, the primary goal of the Social Studies Program is to prepare students for effective ministry and responsible citizenship. As students consider key people, places, events, and ideas of the past, they will be equipped with critical thinking, problem-solving, and decision-making skills to analyze and interpret the past based on a Christian worldview. Emphasis is placed on the ability to communicate effectively by developing reading, writing, and speaking skills. The social studies department seeks to help students develop the knowledge, skills, and civic values to meet the challenges of the 21st century with excellence and integrity.*

*It is highly recommended that parents who are considering PAP and AP course offerings for their students review the Recommended Academic Standards information located on the Grace Prep website at [graceprep.org](http://graceprep.org). The document is located under <Academics; <Secondary; <Academic/College Advising. Please contact the Advising Office should you have any questions about your student's potential success in PAP and AP classes.*

### COURSE DESCRIPTIONS

#### **7th Grade Texas History**

**Course ID: SSTXH701**

Prerequisite: 7<sup>th</sup> grade classification

#### **Course Description:**

Texas History students will study the geography, culture, and history of Texas from early times to present with a focus on key individuals, events, and issues that have impacted the development of Texas. This course will include an emphasis on Christian leaders and the influence of their faith and godly character on Texas history. Students will examine the rich and diverse cultural background of Texas and begin to develop independent study skills. Students will analyze maps, data, primary documents, and secondary sources to begin developing the critical thinking skills, document analysis skills, and social studies writing skills needed in high school.

**Parent Role:** Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parent to make certain that their son or daughter keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

## **8<sup>th</sup> Grade U.S. History**

**Course ID: SSWS801**

Prerequisite: 8<sup>th</sup> grade classification

### **Course Description:**

This course provides students with a survey of American history (from exploration to the Reconstruction) from a Christian worldview. The focus of the course is to lay a foundation for more in-depth study of U.S. history and government in the upper grades and to explore the connections between America's history, geography, economics, government, citizenship, and current events as students develop independent study skills. Students will analyze maps, data, primary documents, and secondary sources to develop the reading skills, critical thinking skills, document analysis skills, and social studies writing skills needed in high school.

**Parent Role:** Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parent to make certain that their son or daughter keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

## **World Studies 1**

**Course ID: SSWS133**

Credit: 1.0

Prerequisite: High school classification

### **Course Description:**

This course is a survey of history from Creation through the Reformation with an in-depth look at the geography, history, economy, society, and culture of the earliest civilizations, the Greek and Roman world, Eastern civilizations, Medieval Europe, and the awakening world during the Renaissance and Reformation. Students will develop essential social studies concepts and skills, along with specific geographical, historical, and socio-cultural concepts relating to the development of world history and geography. Key events and ideas are explored from a Christian perspective. The development and impact of the history of Christianity is woven into the curriculum to enable students to recognize God and the impact of the Christian church throughout history. Students will develop higher-level critical thinking and writing skills as they begin to analyze the development of western civilization and their Judeo-Christian heritage while also surveying the contributions of Eastern, African and Latin American cultures.

**Parent Role:** Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parent to make certain that their son or daughter keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

## **World Studies II**

**Course ID: SSWS232**

Credit: 1.0

Prerequisite:

- Sophomore or higher classification, or
- Successful completion of World Studies 1, or
- Department recommendation

### **Course Description:**

This course combines a broad overview of world history and geography with a more in-depth look at the geography, history, economy, society, and culture of Europe and her daughter cultures in the Americas. Key events and ideas of early explorers, the American and French Revolutions, the Industrial Revolution, World War I and II, the Cold War, and current history are explored from a Christian perspective. Students will develop essential social studies concepts and skills along with specific geographical, historical, and socio-cultural concepts relating to the development of western civilization. The development and impact of the history of Christianity is woven into the curriculum to enable students to recognize God and the impact of the Christian church throughout history. Students will develop higher-level critical thinking and writing skills in order to analyze the significance of the past on the modern world.

**Parent Role:** Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parent to make certain that their son or daughter keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

## **World Studies II Pre-AP**

**Course ID: SSWSP335**

Credit: 1.0

Prerequisite:

- Sophomore or higher classification, or
- Successful completion of World Studies 1, or
- Department recommendation

### **Course Description:**

The Pre-AP World History course is designed to help students begin to develop and apply the content knowledge and skills they will need to succeed in AP History courses. This course combines a broad overview of world history and geography with a more in-depth look at the geography, history, economy, society, and culture of Europe and her daughter cultures in the Americas. Students will study chronological periods of history viewed through key concepts and course themes, accompanied by a set of skills that clearly define what it means to think historically. Students will begin to develop the skills of: crafting historical arguments from historical evidence, chronological reasoning, comparison and contextualization, and historical interpretation and synthesis which are necessary for success in college level work. The development and impact of the history of Christianity and key Christian leaders are woven into the curriculum to enable students to recognize the hand of God and the impact of the Christian church throughout world history. Honors weight will be applied to final semester grades of 85% or higher.

**Parent Role:** Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parent to make certain that their son or daughter keeps up with the course material assigned and to communicate to the teacher if difficulties

should arise. In some cases, private tutoring might even be necessary.

### **United States History**

**Course ID: SSUS334**

Credit: 1.0

Prerequisite:

- Junior classification, or
- Successful completion of World Studies II, or
- Department recommendation

#### **Course Description:**

With an emphasis on the underlying causes and issues behind historical events, this course provides a survey of American history from The Gilded Age to the present, after a brief survey of discovery through Reconstruction. Students study the major events, people, and ideas in the development of our nation's history through the lens of a biblical worldview and the analysis of primary documents, images, political cartoons, quantitative data, and other primary sources. An emphasis is placed on the biblical ideological roots of the founding of our representative government and an understanding of the continuity and change over time of the founding principles. Students will engage in higher level critical thinking skills and develop proficient writing skills needed to craft historical arguments as they explore the political, economic, social, and religious aspects of previous generations which will prepare them to analyze and understand the issues of their own generation.

**Parent Role:** Guide to Independent Study: Parents have the opportunity to monitor the independent school work performed by their children and to provide additional guidance if needed. Courses offered by GPA at this level will mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary.

### **AP United States History**

Course ID#

Credit: 1.0

Prerequisite:

- Junior classification, or
- Department Recommendation
- Please note: AP courses are college-level courses taught in a high school setting. Students and their parents should seriously consider the increased workload and homework time required to successfully complete an AP class *before* enrolling in the class. Please contact the course instructor should you have any questions about course workload.

**Course Description:** The AP U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. It allows teachers some flexibility across nine different periods of U.S. History to teach topics of their choice and depth, therefore the Christian worldview will also be developed in this course alongside the required information guidelines for the AP course. Students will develop a mastery of a broad body of historical knowledge, use historical evidence to defend and support basic arguments and positions, and differentiate between various schools of historical thought and interpretation. Students will be expected to read for comprehension and recall, improve study skills in preparation for assessments, and improve their formal writing skills. Since historical work at a

collegiate level requires students to write proficiently, writing is emphasized in each unit of this course and measured by the degree to which they fully and directly answer the question, the strength of thesis statement, level and effectiveness of analysis, amount and quality of supporting evidence, and organizational quality. Students will interpret and draw conclusions from various pieces of historical data including original documents, cartoons, graphs, etc. and demonstrate an effective use of analytical skills to evaluate cause-and-effect relationships, compare and contrast, as they note the style, language, intent, and effect of primary and secondary source material. Course content, curriculum, materials, and expectations are designed to prepare students for the rigorous 3 hour exam in May. Honors weight will be applied to final semester grades of 85% or higher.

### **Government and Economics**

**Course ID: SSGE432**

Credit: 1.0

Prerequisite:

- Senior classification, or
- Department recommendation

#### **Course Description:**

This course is designed to give the students an in-depth understanding of the structure and function of the U.S. Government, the Constitution, and federalism. Students will examine and evaluate the workings and influence of various institutions, public policies, political parties, interest groups, and the mass media. Students will be able to connect concepts in government with economic policies and practices. Students will analyze the interaction of supply and demand, types of business ownership, and the impact of economic ideas and government policies on the national economy. This course will prepare students to understand the responsibility of Christians to become informed and active participants in protecting and preserving the economic, political, and religious freedoms established by our forefathers.

**Parent Role:** Guide to Independent Study: Parents have the opportunity to monitor their child's independent school work and to provide additional guidance if needed. Courses offered by GPA at this level mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary.

### **AP® United States Government and Politics**

**Course ID: SSGAP433**

Credit: .5

Prerequisite:

- Senior classification, or
- Department recommendation
- **Both AP® United States Government and AP® Macroeconomics must be taken to satisfy one honors credit.**
- Please note: AP courses are college-level courses taught in a high school setting. Students and their parents should seriously consider the increased workload and homework time required to successfully complete an AP class *before* enrolling in the class. Please contact the course instructor should you have any questions about course workload.

#### **Course Description:**

This honors-level course is a college-level class that examines the United States Constitution, the three branches of government, and Federalism. Students will learn about the role of political parties, elections and campaigns, interest groups, and the media. Students will be exposed to

governmental policy concerning the economy, the military, and foreign affairs. This course will prepare students to understand the responsibility of Christians to become informed and active participants in protecting their political and religious freedoms established by our forefathers. Daily readings of a college-level text are essential to grasp the vocabulary and concepts tested on the AP Exam given in May. The AP Exam is 50 % essay, so a great deal of time and effort will be devoted to writing AP Free Response Essays. AP Credit may be rewarded for scores of 3, 4, or 5 depending on the standards of the university the student chooses to attend. AP classes are rigorous college-level courses; a strong work ethic and good time management skills are essential for success. Honors weight will be applied to final semester grades of 85% or higher. AP Government will be taught in the fall semester and must be taken in conjunction with AP Macroeconomics, which will be offered in the spring semester.

**Parent Role:** Guide to Independent Study: Parents have the opportunity to monitor their child's independent school work and to provide additional guidance if needed. Courses offered by GPA at this level mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary.

### **AP® Macroeconomics**

**Course ID: SSMAP434**

Credit .5

Prerequisite:

- Senior classification, or
- Department Recommendation
- **Both AP® United States Government and AP® Macroeconomics must be taken to satisfy one honors credit.**
- Please note: AP courses are college-level courses taught in a high school setting. Students and their parents should seriously consider the increased workload and homework time required to successfully complete an AP class *before* enrolling in the class. Please contact the course instructor should you have any questions about course workload.

#### **Course Description:**

This course is a college-level class that examines basic economic concepts, the measurement of economic performance, and national income and price determination. Students will learn about economic growth, the financial sector, and price determination/stabilization policies. Students will be exposed to international trade and finance. The proper use of finances from a biblical world view will be emphasized. Daily readings of a college-level text are essential to grasp the vocabulary and concepts tested on the AP Exam in May. The AP Exam is one-third essay, so a great deal of time and effort will be devoted to writing AP Free Response Essays. AP Credit may be rewarded for scores of 3, 4, or 5 depending on the standards of the university the student chooses to attend. AP classes are rigorous college-level courses; a strong work ethic and good time management skills are essential for success. Honors weight will be applied to final semester grades of 85% or higher. AP Macroeconomics will be taught in the spring semester and must be taken in conjunction with AP US Government, which will be offered in the fall semester.

**Parent Role:** Guide to Independent Study: Parents have the opportunity to monitor their child's independent school work and to provide additional guidance if needed. Courses offered by GPA at this level mimic that of college freshman-level work where independent study skills and disciplined planning for completing homework assignments are necessary.

#### **Debate/Speech**

**Course Description: (9<sup>th</sup>-12<sup>th</sup> grade)**

Do you like winning arguments and being right? Do you like discussing current events and controversial subjects? Do you hate speaking in front of other people and want to be better at it? Then Speech and Debate is for you. Public speaking is a life skill that students will use throughout their academic and professional careers. In this class, students will learn how to use logic and ethics to think critically about important issues through a faith-based lens. Additionally, students will also learn important communication skills and learn how to present in a variety of formats. Formal debate will also be a focus of the class as we learn to engage with the world around us. Competitive debate events will be encouraged but not required.

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## **REQUIRED SENIOR CLASS**

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### **Worldview Perspectives**

**Course ID: SRS431**

Credit 1.0

**Course Prerequisites:** Senior classification.

### **Course Description:**

This course is intended to more fully prepare students with a biblical worldview foundation. Students will gain a fuller knowledge of a Christian worldview and how the Christian worldview stands strong when examined against other worldviews. Students will address significant life issues and social issues from a Christian worldview and gain an understanding of how other worldviews address these same issues. Students will receive instruction in speech preparation and delivery, culminating in each student's speech on a significant worldview issue. Through the biblical worldview lens, students will also receive guidance in college and career assessments, the college application process, time management college preparation, and finances. Parent Role: Guide to Independent Study: Parents have the opportunity to monitor the independent school work performed by their children while it is still possible to provide encouragement and additional guidance if needed. Independent study skills, effective time management, and personal discipline to complete assignments are necessary.