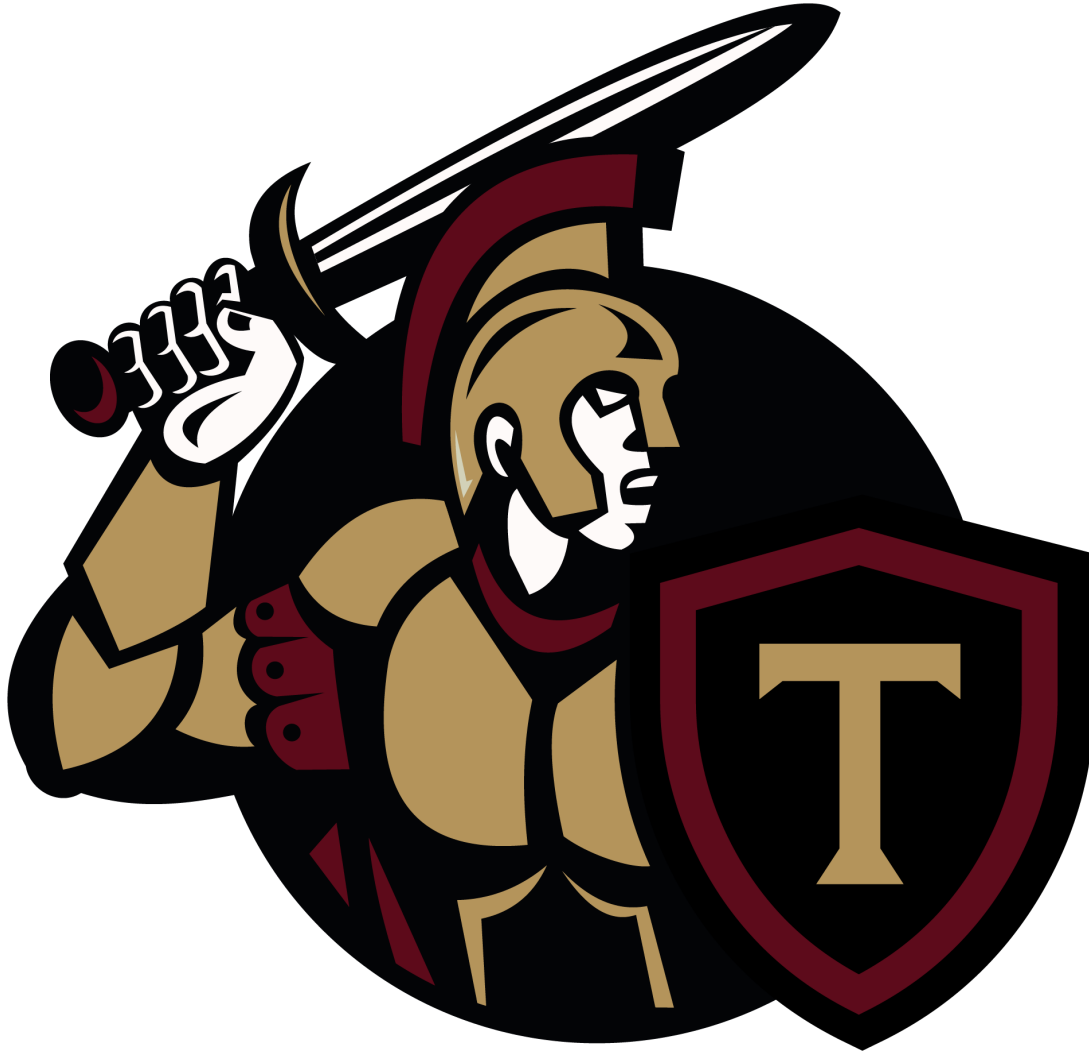


# TRIAD BAPTIST CHRISTIAN ACADEMY

*Embrace - Transform - Excel*



## Course Catalog

CURRICULUM GUIDE  
& COURSE DESCRIPTIONS

High School  
Grades 9-12

**TRIAD BAPTIST CHRISTIAN ACADEMY**

1175 South Main Street   Kernersville, NC 27284   (336) 996-7573 ext.112   (336) 996-9791 Fax   [www.tbcanow.org](http://www.tbcanow.org)



## **INTRODUCTION**

Triad Baptist Christian Academy has a strong academic program that meets the needs of our students academically, socially, and spiritually. We take great care and have carefully chosen our curriculum to magnify each learning experience. We are committed to helping each student to choose Christ as their personal Savior, increase academic knowledge with a Christian worldview, and develop talents according to his or her God-given potential. We give our students the opportunity to grow in areas that interest them and to be supported in areas where they excel.

### **To Students:**

Your time in high school helps to chart your production in life and for eternity. The classes we take and the decisions we make will determine where your time and efforts are invested for your future. This shows up in the college you attend, the job that you take, the scholarships you are able to apply for, and ultimately the field of work that you dedicate yourself to. It is our desire to help you to discover your spiritual gifts and to help you grow toward meeting your spiritual goals. In this course guide, you can see the courses that will be offered during your time at TBCA and you will be able to chart your path toward graduation.

TBCA takes seriously our role in partnering with parents in laying the foundation for their children. As it is the parents' responsibility to educate their children, it is TBCA's responsibility to provide opportunities that allow students to keep up with the latest trends in the workforce and prepare students for the challenges they will face. Through meeting with the guidance counselor we hope to keep you informed of the changes that are taking place in education, college entrance requirements, and charting a path to graduation. Feel free to contact Kandice Pringle, TBCA's Guidance Counselor, with any questions:

We are in this together! Let's make the Titan experience the experience of a lifetime.

Go Titans!

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TBCA is currently accredited by ACSI (Association of Christian Schools International) and COGNIA. TBCA is a member of the North Carolina Christian School Association. TBCA is dedicated to setting and meeting the highest of standards that promote a high standard of education and is committed to the accreditation and improvement process.

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## ACADEMIC INFORMATION

### High School Course of Study

#### TBCA

#### Graduation Requirements

23 Total Credits Required for Graduation

#### State of North Carolina Public Schools

#### Graduation Requirements

22 Total Credits Required for Graduation

# of Units	Area	Required Course Name	# of Units	Area	Required Course Name
4	Bible	Foundations I: Bible Doctrines/ Bible Study Methods Foundations II: OT Survey/ Spiritual Disciplines Foundations III: NT Survey/ Bible Exposition Foundations IV: Biblical Worldview/ Community Impact	0	N/A	
4	English	English I, II, III, IV	4	English	English I, II, III, IV
2	World Languages	Any no English language course offered (currently Spanish I, II)			
4	Math	Algebra I, Algebra II, Geometry, and a fourth mathematics course that aligns with the student's post-high school plans  One Math must be taken in Grade 12	4	Math	Math 1, 2, 3, and a fourth mathematics course that aligns with the student's post-high school plans
3	Science	One unit in Life or Biological Science (Biology)  One unit in Physical Science (Physical Science, Chemistry, Physics)  At least one laboratory course	3	Science	A physical science course  Biology  An earth/environmental science course
3	Social Studies	One unit in Government, World History & U.S. History,	4	Social Studies	Founding Principles: Civic Principles  Economics and Personal Finance  American History  World History

1	Fine/Performance Arts*	Possible options Intro to Art, Advanced Art, Drama, Theatre, Band, Speech, Praise Band, Audio/Video/Technical, Chorus, Sculpting	2	Combination/ Electives	Career and Technical Education or Arts Education or World Language
1	Digital Arts*	Digital Arts I, Digital Arts II, AP Computer Science Principles, Yearbook	4	Four-Course Concentration (Recommended)	Arts Education Career and Technical Education ROTC Any other subject area or cross-disciplinary course
1	Physical Education	Physical Education/Health	1	Physical Education/Health	Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.

- ❖ The TBCA graduation requirements are built considering the state recommendation and looking at the requirements to get into colleges in the UNC College System, including UNC-Chapel Hill.
- ❖ When selecting courses students should consult with the Guidance Counselor and an admissions representative from the college (s) that they plan to attend.

**Prior to graduating from TBCA, all students must score in the 30<sup>th</sup> percentile or above on a standardized test in reading and math.** Normally, this score will be the one achieved on the 11th-grade achievement tests. If a student fails to meet the minimum score at that time, the Director of Education will work with the student on alternative options. Parents of any student who does not meet the minimum in his/her junior year will be notified.

## **HONORS LEVEL COURSES**

Honors level classes are more rigorous than regular college preparatory courses. Honors courses are developed to meet the needs of talented and academically motivated students who want to be challenged at a level beyond the traditional college preparatory course. Qualifications to register for Honors level classes are determined by the following and subject to the review of the High School division leader

1. Required Prerequisite
2. B or higher in the previous course
3. A demonstration of the academic ability, interest, and organizational skills necessary to perform at the honors level
4. Teacher recommendations are based on standardized test scores, classroom performance, and report cards.

## **COLLEGE CREDIT/ DUAL ENROLLMENT PROGRAM**

In an effort to expand the educational opportunities for the students of TBCA, the Academy will enter into partnership arrangements with institutions of higher learning. The aim of this program is to provide dual enrollment and/or dual credit opportunities for qualified students during the junior/senior year of high school. Courses taken can be used to replace courses specific to their senior year. The benefits of this program are significant for our students. By participating, TBCA students have the privilege of

- Investigating areas of interest with courses that are not offered at TBCA.
- Studying at the collegiate level in preparation for full-time college instruction in the future.
- Gaining college credit hours prior to the completion of the high school diploma at a reduced college tuition rate.
- Depending on the class, receive quality instruction from qualified TBCA instructors to receive college credit.

Currently, TBCA partners with Forsyth Technical Community College and Southeastern Theological Seminary to offer these programs. The community colleges of North Carolina offer the Career and College Promise (CCP) program, as of Jan. 1, 2012, to all qualified high school juniors and seniors. These courses are tuition-free for all students who qualify with textbooks and other supplies being the responsibility of the parent/guardian of the student. Courses offered through the College at Southeastern require tuition to be paid to the school and the parent/guardian will be responsible for the costs of textbooks and other supplies.

## **DROPPING AND ADDING OF CLASSES**

Employee schedules and staffing are subject to the course demand. Once school begins, there is a one week drop/add period. Thoughtful consideration should be given to selecting classes for the upcoming school term. Students may only withdraw from a class in the event of significant extenuating circumstances and with the approval of the instructor, the parent, and the administration. Withdrawals of this nature are written to the permanent student transcript to reflect the grade at the time of withdrawal ("WP" -withdrawn passing or "WF"-withdrawn failing). Withdrawn courses are not used in the calculation of the student's cumulative grade point average.

## **NCAA ELIGIBILITY**

High School athletes planning to compete at the NCAA Division I or II levels must be aware of specific academic requirements established by the NCAA. To view the latest NCAA requirements as well as view the most up-to-date listing of ACS courses approved by the NCAA, go to <http://www.eligibilitycenter.org>. Follow the link for Prospective Student-Athletes then look for The List of Approved Core Courses. The 6-digit school code for ACS is 341540.

## ATHLETICS

Academics are students first and foremost. Students participating in athletics should anticipate the demands on their time and plan accordingly. All TBCA athletes will be required to have an overall average of C with no more than one F to participate in sports. To enforce this, there are eight checkpoints during the school year, at the midpoint (4 ½ weeks into the quarter) and at the end of the nine weeks.

Playing in a fall sport will be determined by the 4th report card from the previous school year. Students who transfer into the Academy must meet the same guidelines as current students of the Academy. Please see the Athletic Handbook for details.

## GRADING POLICY

Teachers grade all work in a timely manner. Tests, projects, papers, and graded homework are normally recorded within 5 workdays of the due date unless the teacher has notified parents that grading may take longer due to the length of the assignment. No academic credit (test, quiz, homework, projects, or bonus points) will be given to attend fine art or athletic event. No graded assignment (homework, quiz, or test) may exceed a score of 100. No extra credit will be given with a value of 5 points or more. All students in a class must have the opportunity to receive extra credit.

## GRADING SCALE FOR STUDENTS

Letter Grade	Numeric	Standard (Quality)	Honors	AP/College
Equivalence	Points	Classes	Classes	Classes
A+	98-100	4.3	4.8	5.3
A	93-97	4.0	4.5	5.0
A-	90-92	3.7	4.2	4.7
B+	87-89	3.3	3.8	4.3
B	83-86	3.0	3.5	4.0
B-	80-82	2.7	3.2	3.7
C+	77-79	2.3	2.8	3.3
C	73-76	2.0	2.5	2.8
C-	70-72	1.7	2.5	2.7
D+	67-69	1.3	1.3	1.3
D	63-66	1.0	1.0	1.0
D-	60-62	0.7	0.7	0.7
F	59 and below	0.0	0.0	0.0



\*WP Withdrawn Passing (can only withdraw during the first 4 weeks of a class)

\*WF Withdrawn Failing (can only withdraw during the first 4 weeks of a class)

\*I Incomplete (due to unfinished classwork because of an excused absence)

\*only under extenuating circumstances; administration should be notified

Letter grade and numeric equivalence will be shown on report cards in grades 6-12. Grade quality points for all classes (standard, honors, or AP/college) will be calculated at the end of each semester. Note: Students taking honors must earn at least a C (70%) in order to receive quality points for the class. Students taking dual enrollment classes must earn at least a C- in order to receive quality points for the class.

Grade point averages are calculated on a 4.0 scale and updated on a semester basis. The overall GPA is computed with weighted credits and includes all courses unless an exception is noted in the course description. In keeping with the common practice of other North Carolina schools, an honors class(es) earns 0.5 quality points, and a **dual enrollment class(es) will earn 1.0 quality points**. Such information will be noted on the transcript.

## ACADEMIC INTEGRITY STATEMENT

Students at TBCA are held to biblical standards in all that they do. Proverbs 20:15 states: *To do what is right and just is more acceptable to the Lord than sacrifice*. Based on this biblical mandate, all actions by TBCA students should reflect personal integrity, should respect other students' dignity, right, and property, and should help create and maintain an environment in which all students can succeed through their own efforts.

Dishonesty will not be tolerated which includes cheating, plagiarizing, and facilitating acts of academic dishonesty by other students. Acts of academic dishonesty will be viewed as an academic infraction and an infraction of the Christian beliefs held by all stakeholders of TBCA. These infractions may include but are not limited to:

- using another person's words or ideas without giving credit to that person.
- presenting as new and original an idea or product derived from another source.
- preparing a written assignment and allowing it to be copied and submitted by another student as his/her original work.
- accessing or altering a teacher's record of student grades.

For students who are found to be in violation of this policy, consequences are as follows:

- First offense—a zero on the assignment, one hour of detention with the appropriate administrator, and parent notification.
- Second offense—same consequence as a first offense, a personal conference with the student, parent(s), and administrator, and one year's academic probation.
- Third offense—same as a second offense with possible dismissal from TBCA.

# TRIAD BAPTIST CHRISTIAN ACADEMY

## HIGH SCHOOL COURSE DESCRIPTIONS

### *Bible*

Course Title	Grade Level	Graduation Credit	Weight
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#### **Bible I**

##### **Foundations I: Bible Doctrines/ Bible Study Methods**

**9**

**1 unit**

**4.0**

The purpose of this course is to explore doctrines in all the major doctrinal categories to help students apply principles of Bible study so they can learn how to formulate doctrinal positions according to biblical teaching and apply those positions to their own lives. Students' beliefs affect not only how they live in the world but also how they interact with their culture. With a strong foundation for a biblical worldview, students can go into the world confident in what they believe and why, so they can face unflinching all the snares of the Devil. Emphasis is placed on developing a structured approach to examining, understanding, and applying the Scriptures.

#### **Bible II**

##### **Foundations II: OT Survey/ Spiritual Disciplines**

**10**

**1 unit**

**4.0**

A comprehensive overview of the Old Testament in three sections: (1) Law; (2) Prophets; and (3) the Writings. The student should learn the cultural and historical background, introductory issues (author, provenance, date, destination, and purpose), contents, major themes, and critical issues (including some hermeneutical approaches) of each of the books covered. This course will introduce students to and allow them to practice spiritual disciplines.

#### **Bible III**

##### **Foundations III: NT Survey/ Biblical Exposition**

**11**

**1 unit**

**4.0**

This course will be a comprehensive view of the New Testament in three sections: (1) Gospels; (2) Acts and the Pauline Epistles; and (3) the General Epistles and Revelation. The student should learn the cultural and historical background, introductory issues (author, provenance, date, destination, and purpose), contents, major themes, and critical issues (including some hermeneutical approaches) of each of the books covered. Students will learn to study and interpret Scripture for themselves.

#### **Bible IV**

##### **Foundations IV: Biblical Worldview/ Community Impact**

**12**

**1 unit**

**4.0**

is an examination of science, the arts, government, gender, and history using the lenses provided by the biblical storyline of Creation, Fall, Redemption to encourage students to make positive and distinctively Christian contributions in God's world. A faith-centered approach focuses on developing a Christian worldview rather than critiquing false worldviews. Students will engage in mission projects, outreach opportunities, and school-wide leadership events.

# English

Course Title	Grade Level	Graduation Credit	Weight
<b>English I</b>			
<b>Introduction to Literature and Composition</b>	<b>9</b>	<b>1 Unit</b>	<b>4.0</b>
This course will provide students with a review and study of grammar, vocabulary, and writing skills. Students will compose literary, narrative, and persuasive works including a research paper. The course will also challenge students to be discerning readers by focusing on the fundamentals of literature—conflict, character, theme, structure, point of view, and moral tone. Students will study contemporary and classic American, British, and world authors in four genres: fiction, nonfiction, poetry, and drama. Major works may include the following: <i>To Kill a Mockingbird</i> , <i>Romeo, and Juliet</i> . Critical thinking skills are encouraged throughout the texts through discussion questions. Concepts and literary works are analyzed using scriptural applications.			
<b>English I Honors</b>			
<b>Introduction to Literature and Composition</b>	<b>9</b>	<b>1 Unit</b>	<b>4.5</b>
<b>Prerequisites: “B” average in English 8 and a teacher recommendation.</b>			
This course will provide students with a review and study of grammar, vocabulary, and writing skills. Students will compose literary, narrative, and persuasive works including a research paper. The course will also challenge students to be discerning readers by focusing on the fundamentals of literature—conflict, character, theme, structure, point of view, and moral tone. Students will study contemporary and classic American, British, and world authors in four genres: fiction, nonfiction, poetry, and drama. Major works may include the following: <i>To Kill a Mockingbird</i> , <i>Romeo, and Juliet</i> . Students shall demonstrate increased independence and competence in written and literary analysis as well as application of mechanical and grammatical usage. Students shall expect to respond to assignments with a higher level of thinking (according to Bloom’s Taxonomy). Students should anticipate higher expectations for the use of vocabulary, grammar, and essay writing. This could include in-depth responses to essay questions, additional reading outside of class, and different expectations for class discussions.			
<b>English II</b>			
<b>World/British Literature and Composition</b>	<b>10</b>	<b>1 Unit</b>	<b>4.0</b>
This course will strengthen students’ grammar skills by introducing advanced grammar concepts such as mood, objective complements, concrete and abstract nouns, and substantives. This course will also develop students’ writing skills as well as broaden their understanding of literature by focusing on advanced literary concepts. Students will be taught the method and importance of literary analysis by studying pieces from several genres and interpreting them in light of Biblical truth. Major works may include the following: <i>Macbeth</i> , <i>Canterbury Tales</i> , <i>Beowulf</i> , excerpts from <i>Gulliver’s Travels</i> , and excerpts from <i>Frankenstein</i> . Critical thinking skills are encouraged throughout the texts through discussion questions. Concepts and literary works are analyzed using scriptural applications.			
<b>English II Honors</b>			
<b>World/ British Literature and Composition</b>	<b>10</b>	<b>1 Unit</b>	<b>4.5</b>
<b>Prerequisites: “B” or higher average in English I and a teacher recommendation.</b>			
This course will strengthen students’ grammar skills by introducing advanced grammar concepts such as mood, objective complements, concrete and abstract nouns, and substantives. This course will also develop students’ writing skills as well as broaden their understanding of literature by focusing on advanced literary concepts. Students will be taught the method and importance of literary analysis by studying pieces from several genres and interpreting them in light of Biblical truth. Major works may include the following: <i>Macbeth</i> , <i>Canterbury Tales</i> , <i>Beowulf</i> , excerpts from <i>Gulliver’s Travels</i> , and excerpts from <i>Frankenstein</i> . Students shall demonstrate increased independence and competence in written and literary analysis as well as application of mechanical and grammatical usage. Students shall expect to respond to assignments with a higher level of thinking (according to Bloom’s Taxonomy). Students should anticipate higher expectations for the use of vocabulary, grammar, and essay writing. This could include in-depth responses to essay questions and different expectations for class discussions.			

### English III

#### American Literature and Composition

11

1 Unit

4.0

This course will analyze the classic works of American literature. The works will be studied by movement, covering “Literature of Native American Experience”, “Literature of the Settlement”, “Literature of Religious Experience”, “Literature of Revolution”, “American Romanticism”, “American Realism and Naturalism”, and “Modern American Literature”. Major works may include *The Crucible*, *The Scarlet Letter*, *The Great Gatsby*, and *Fahrenheit 451*. Students will develop vocabulary while polishing oral and written communication skills. Grammar instruction will focus on usage and will be heavily integrated into the writing instruction. Students will write analytical, expository, technical, and persuasive works. Students will continue to develop research skills through a research paper and will be introduced to APA citation in addition to the MLA citation, which they have covered in previous years.

### English III

#### American Literature and Composition Honors

11

1 unit

4.5

**Prerequisites: “B” or higher average in English II and a teacher recommendation.**

This course will analyze the classic works of American literature. The works will be studied by movement, covering “Literature of Native American Experience”, “Literature of the Settlement”, “Literature of Religious Experience”, “Literature of Revolution”, “American Romanticism”, “American Realism and Naturalism”, and “Modern American Literature”. Major works may include *The Crucible*, *The Scarlett Letter*, *The Great Gatsby*, and *Fahrenheit 451*. Students will develop vocabulary while polishing oral and written communication skills. Grammar instruction will focus on usage and will be heavily integrated into the writing instruction. Students will write analytical, expository, technical, and persuasive works. Students will continue to develop research skills through a research paper and will be introduced to APA citation in addition to the MLA citation, which they have covered in previous years. Students should anticipate higher expectations for the use of vocabulary, grammar, and essay writing. This could include in-depth responses to essay questions and different expectations for class discussions.

### English IV

#### Advanced Literature and Composition

12

1 unit

4.0

This course will analyze works from the major periods of World literature. In addition to excerpts from many classic works, major works may include *The Death of Ivan Ilyich*, *Jane Eyre*, *Julius Caesar*, and *Great Expectations*. Focus will also be given to a number of short stories and novels. Critical thinking skills are encouraged throughout the texts through discussion questions. Concepts and literary works are analyzed using scriptural applications. Vocabulary, research, and grammar continue to be developed through practical application in the frequent writing assignments and oral interpretations dealing with the themes of literature.

### English IV

#### Advanced Literature and Composition Honors

12

1 unit

4.5

**Prerequisites: “B” or higher average in English III and a teacher recommendation.**

This course will analyze works from the major periods of British literature, beginning with the Anglo-Saxon period and ending with twenty-first-century literature. In addition to excerpts from many classic works, major works may include *The Death of Ivan Ilyich*, *Jane Eyre*, *Julius Caesar*, and *Great Expectations*. Focus will also be given to a number of short stories. Critical thinking skills are encouraged throughout the texts through discussion questions. Concepts and literary works are analyzed using scriptural applications. Vocabulary, research, and grammar continue to be developed through practical application in the frequent writing assignments and oral interpretations dealing with the themes of literature. Courses are tailored for students who desire increased application of ideas and independence of work at the high school level. Students should anticipate higher expectations for the use of vocabulary, grammar, and essay writing. This could include in-depth responses to essay questions and different expectations for class discussions.

## World Languages

Course Title	Grade Level	Graduation Credit	Weight
<b>Spanish I</b>	<b>9</b>	<b>1 unit</b>	<b>4.0</b>

Spanish I is an introductory level Spanish class designed to introduce students to the Spanish language and the different cultures found throughout Spanish-speaking nations. The class has a focus on equipping students to share with Spanish speakers the gospel and the student's testimony. The class is taught using both the complete immersion and traditional approaches depending on the lesson and the time of year. Students are expected to have a wide vocabulary, be able to make conversation, and enjoy the beauty of Spanish music and fine arts by the end of the school year. In order to converse effectively, students are required to learn the grammatical rules of Spanish; however, the focus remains on communication, not memorization. These goals are accomplished through students' reading, writing, conversing, playing, eating, singing, laughing, listening, and acting in the language.

### Spanish II

**10                      1 unit                      4.0**

Spanish II is designed to take students deeper in their knowledge and appreciation of the Spanish language. Students will greatly increase not only their vocabularies but also their abilities to communicate in the language by learning the past, future, and perfect tenses. Students will study various countries and cultures as well learn different sayings and customs of each. Students should leave Spanish II able to understand native speakers and to hold up their end of the conversation in a wide variety of subject matters. Additionally, students must learn the language at a mastery level so that it will stick with them for life, not just until summer begins. This class is to be taught using the complete immersion method—only Spanish is to be spoken in class.

\*Other languages will be added as available.

## Math

(Math courses are offered based on student needs.)

Course Title	Grade Level	Graduation Credit	Weight
<b>Algebra 1</b>	<b>8</b>	<b>1 unit</b>	<b>4.0</b>

Algebra 1 is designed to give students the required skills needed as a foundation for all future mathematics courses. Students will explore writing and solving linear equations, powers and exponents, quadratic equations, polynomials and factoring, graphing, and solving linear inequalities, functions, and radical equations.

### Algebra 1 Honors

**8-9                      1 unit                      4.5**

**Prerequisite: B or higher in 8th Math or high standardized test score and teacher recommendation**

Honors Algebra 1 includes concepts and topics from the standard Algebra 1 course as well as additional topics in graphing, quadratics, exponential function, and different forms of data.

<b>Algebra 2</b>	<b>9-11</b>	<b>1 unit</b>	<b>4.0</b>
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This course is designed for college-bound students. In this course, the basic concepts from Algebra 1 are expanded. Topics studied include graphing, analyzing, and interpreting functions including polynomial, rational, exponential, and logarithmic functions; systems of linear equations and inequalities; exponents and radicals. This course will continue to prepare students for even higher-level math courses such as preCalculus, trigonometry, and college algebra.

### Algebra 2 Honors

**9-11                      1 unit                      4.5**

**Prerequisite: B or higher in Algebra 1**

Honors Algebra 2 includes concepts and topics from the standard Algebra 2 course as well as additional topics in Matrices, Periodic Functions, and Trigonometry. Emphasis will be on in-depth problem-solving.

<b>Geometry</b>	<b>9-11</b>	<b>1 unit</b>	<b>4.0</b>
Geometry includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include logic and proof, parallel lines and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, trigonometry, and analytic geometry. Emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument.			
<b>Geometry Honors</b>	<b>9-11</b>	<b>1 unit</b>	<b>4.5</b>
<b>Prerequisite: B or better in Algebra 1</b>			
Honors Geometry will include topics and concepts from the standard geometry course as well as more challenging, in-depth problem-solving and additional topics involving circles.			
<b>Pre-Calculus / College Algebra</b>	<b>11-12</b>	<b>1 unit</b>	<b>4.0</b>
In Precalculus, your introduction to many algebraic and trigonometric applications will first reinforce and then strengthen mathematical skills and reasoning. Upon successful completion of this course, you will have a strong base to pursue Calculus. To that end, the expectation is that you will not only learn how to do the math, but how to explain it as well. The course will cover Functions and Their Graphs; Polynomial and Rational Functions; Exponential and Logarithmic Equations; Trigonometric Functions; Analytic Trigonometry; Linear Systems and Matrices; Sequences, Series and Probability; Analytic Geometry Topics (2 and 3 dimensions); and Limits and an Introduction to Calculus.			
<b>Pre-Calculus / College Algebra Honors</b>	<b>11-12</b>	<b>1 unit</b>	<b>4.5</b>
<b>Prerequisites: B or better in Algebra II or Geometry</b>			
Honors Pre-Calculus will include topics and concepts from the standard pre-calculus course as well as more challenging, in-depth problem-solving, trigonometry, advanced functions, and additional topics.			
<b>Calculus</b>	<b>12</b>	<b>1 unit</b>	<b>4.0</b>
<b>Prerequisites: B or better in pre-calculus</b>			
This course is designed to reinforce advanced algebra and trigonometry skills while building an understanding of elementary concepts of calculus and statistics. Topics covered include the mechanics and some applications of finding limits, derivatives, and integrals.			
<b>Calculus Honors</b>	<b>12</b>	<b>1 unit</b>	<b>4.5</b>
<b>Prerequisites: B or better in pre-calculus</b>			
Honors Calculus will include topics and concepts from the standard calculus course as well as more challenging, in-depth problem-solving, differential calculus, and integral calculus.			
<b>Consumer Math</b>	<b>11/12</b>	<b>1 unit</b>	<b>4.0</b>
This course is designed to meet the needs of 11/12th-grade students, as they become independent consumers in our community. Students will use relationships between basic math skill principles and whole numbers, fractions, decimals, percentages, geometry, and algebraic reasoning to solve “real life” mathematical problems. The objective of the course is to prepare students for commerce in everyday life.			

## Science

Course Title	Grade Level	Graduation Credit	Weight
<b>Physical Science</b>	<b>9</b>	<b>1 unit</b>	<b>4.0</b>
This course offers a standard and laboratory-based study of fundamental physics and chemistry as seen from a Christian worldview. Content will include a study of the structure, composition, and interactions of matter. Students will also learn about the relationship between energy and matter, and utilize that understanding for practical application. Students will not only gain knowledge and understanding of the relationship between science, technology, engineering, mathematics, and society (STEMS) but learn to apply those concepts with a Christian worldview in a secular field. This class will prepare the student for a basic physical science class at the college level.			
<b>Physical Science Honors</b>	<b>9</b>	<b>1 unit</b>	<b>4.5</b>
<b>Prerequisites: B or better in 8th Science and teacher recommendation</b>			
This course will serve as preparation for future high school science classes. Students will explore finding their way in God's world, mechanics, electromagnetism, periodic phenomena, the structure of matter, and an introduction to Chemistry. Physical Science students will be expected to perform at a higher level on projects, in lab journals, and in response to essay questions on tests. In addition, the student may be called upon to act as a Lab tech/assistant.			
<b>Biology</b>	<b>10</b>	<b>1 unit</b>	<b>4.0</b>
This course is a standards-based study of the science of life from a Christian worldview. The students will begin by focusing on building a basic knowledge of cellular structure and processes, basic and advanced genetics, and biotechnology. Content will also include a study of the origin, anatomy, and physiology of the three domains of life. Lastly, we will specifically focus on basic human anatomy and physiology while differentiating between the many-body systems and their purposes. The course also provides students with laboratory-based learning with an independent investigation to aid in understanding fundamental biological content. This class will prepare students for basic biology classes at the college level.			
<b>Biology Honors</b>	<b>10</b>	<b>1 unit</b>	<b>4.5</b>
<b>Prerequisites: B or better in Physical Science and teacher recommendation</b>			
The course is to provide students with a study of the science of life from a biblical worldview, utilize the biology curriculum including clarification of organisms and the study of human life. Students will be expected to perform at a higher level of thinking on the Science fair project, and dissection logs, and will be asked to provide more sources on research papers. In addition, the student may be called upon to act as a Lab tech/assistant.			
<b>Chemistry</b>	<b>11-12</b>	<b>1 unit</b>	<b>4.0</b>
This course offers a brief introduction to the basics of chemistry and its relationship with the modern world from a biblical worldview. Each student will learn and strengthen his/her knowledge of the core scientific content of the chemical makeup of matter, and be able to demonstrate competency in the classification of the structure of matter, physical chemistry, acid-base chemistry, kinetics, thermodynamics, electrochemistry, and organic chemistry. Students will also build his/her knowledge of chemistry laboratory techniques and apparatus through hands-on experimentation.			
<b>Chemistry Honors</b>	<b>11-12</b>	<b>1 unit</b>	<b>4.5</b>
<b>Prerequisites: B or better in Biology and teacher recommendation</b>			
This course is designed for students that have an interest in Chemistry and who are strong mathematically. Chemistry is the study of matter and its structures, states, and reactions. Emphasis will be placed on laboratory techniques and more detail may be required when responding to essay questions on tests. In addition, the student may be called upon to act as a Lab tech/assistant.			

<b>Environmental Science</b>	<b>10-12</b>	<b>1 unit</b>	<b>4.0</b>
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This course is a study of the natural world and the interrelationships that exist in it. Our main goal is to equip learners to understand the role of science, stewardship, and sustainability in the natural world. Throughout this course, we will identify and analyze both natural and man-made environmental problems, along with the risks associated with each. Students will be introduced to alternative solutions for resolving and preventing problems that negatively affect the natural world. Emphasis will be placed on the utilization of mathematical, analytical, and communication skills as well as interdisciplinary approaches to discovery. Concepts and skills will be reinforced by emphasizing hands-on laboratory experiences and the integration of other branches of science. Applications to society, individuals, and the utilization of technology are taught and developed while maintaining and strengthening a Christian worldview.

<b>Environmental Science Honors</b>	<b>10-12</b>	<b>1 unit</b>	<b>4.5</b>
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**Prerequisites: B or better in previous science course and teacher recommendation**

This course is a study of the natural world and the interrelationships that exist in it. Our main goal is to equip learners to understand the role of science, stewardship, and sustainability in the natural world. Throughout this course, we will identify and analyze both natural and man-made environmental problems, along with the risks associated with each. Students will be introduced to alternative solutions for resolving and preventing problems that negatively affect the natural world. Emphasis will be placed on the utilization of mathematical, analytical, and communication skills as well as interdisciplinary approaches to discovery. Concepts and skills will be reinforced by emphasizing hands-on laboratory experiences and the integration of other branches of science. Applications to society, individuals, and the utilization of technology are taught and developed while maintaining and strengthening a Christian worldview. Students should expect to complete a Science Project, prepare for class discussions, and respond to more challenging essay questions. In addition, the student may be called upon to act as a Lab tech/assistant.

<b>Physics Honors</b>	<b>11, 12</b>	<b>1 unit</b>	<b>4.5</b>
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**Prerequisite: B or higher in Algebra II and Chemistry or Environmental Science**

The course is designed to cover measurement, classical mechanics, thermodynamics and matter, electromagnetics, geometric optics, and light, and modern physics. Students taking this course will utilize mathematical and scientific skills that can be utilized in the college setting.

<b>Anatomy</b>	<b>11, 12</b>	<b>1 unit</b>	<b>4.0</b>
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This course explores the inner workings of the human body and focuses on anatomical and medical terminology. Anatomy/Physiology is a study of the structure and function of the human body. Laboratory experiences and text based activities provide student learning in the following topics: the major body systems; how the body systems work together to provide homeostasis; body functions in the healthy and diseased states; blood typing; muscle action; cranial nerve functioning; and bioethics.



## Social Studies

<b>Course Title</b>	<b>Grade Level</b>	<b>Graduation Credit</b>	<b>Weight</b>
<b>American Government/Economics</b>	<b>9</b>	<b>1 unit</b>	<b>4.0</b>
This course is designed to present American government and economics from a Christian perspective and to make students aware of the duties and responsibilities of American citizens, as well as the privileges and blessings. Students learn about the operations of the American government and the protection and security provided by the Constitution and laws of the land within a small classroom setting. Basic economics from the home to the international scene are also examined. Students will complete research papers with special attention to court cases that affect public policy.			
<b>American Government/Economics Honors</b>	<b>9</b>	<b>1 unit</b>	<b>4.5</b>
<b>Prerequisites: B or US History and teacher recommendation</b>			
This course is designed to present American government and economics from a Christian perspective and to make students aware of the duties and responsibilities of American citizens, as well as the privileges and blessings. Students learn about the operations of the American government and the protection and security provided by the Constitution and laws of the land within a small classroom setting. Basic economics from the home to the international scene are also examined. Students will complete research papers with special attention to court cases that affect public policy. Students will be expected to be up to date on current politics, cultural events, and financial trends and actively participate in class discussions. This course will consider all aspects of the foundations and structures of the United States government along with the expectations of its citizens. Students should expect to answer additional questions on tests and quizzes. Students shall complete one research paper of 8-10 pages in length, with proper formatting and citations, on an approved topic. This course is intended for college-bound students and allows the earning potential to gain college credit.			
<b>World History</b>	<b>10</b>	<b>1 unit</b>	<b>4.0</b>
This course is designed to give an overview of human history from a Biblical perspective. Students will see God's perfect sovereignty at work in the events studied. In World History students will study the major ideas and events in world history from creation until the present. Students will be interacting through discussions, projects, and reports, and encouraged to express their ideas both verbally and orally. World History seeks to give an overview of human history from a biblical worldview.			
<b>World History Honors</b>	<b>10</b>	<b>1 unit</b>	<b>4.5</b>
<b>Prerequisites: B or 8th history and teacher recommendation</b>			
This course is designed to give an overview of human history from a Biblical perspective. Students will see God's perfect sovereignty at work in the events studied. In World History students will study the major ideas and events in world history from creation until the present. Students will be interacting through discussions, projects, and reports, and encouraged to express their ideas both verbally and orally. World History seeks to give an overview of human history from a biblical worldview. Projects vary from current events to writing historical fiction stories, connecting history to technology, and more. Tests often require additional knowledge, application, connection, and extension of ideas, including but not limited to, an additional exam question. Students shall complete two (4) research papers (one per semester) of 8-10 pages in length, with proper formatting and citations, on an approved topic.			
<b>American History</b>	<b>11</b>	<b>1 unit</b>	<b>4.0</b>
This course covers from 1877 until the present. Students will study the events leading into the 20 <sup>th</sup> century with an emphasis on the people and policies that shaped modern America. Students will see how the sovereignty of God has played out in the development of our country. Students will be challenged with high-level thinking in order to understand the causes and effects that developed the U.S. into its current form. Students will be given readings in addition to the textbook. Research papers and oral reports will also be required in this course.			
<b>American History Honors</b>	<b>11</b>	<b>1 unit</b>	<b>4.5</b>
<b>Prerequisites: B or Modern World History and teacher recommendation</b>			
This course covers from 1877 until the present. Students will study the events leading into the 20 <sup>th</sup> century with an emphasis on the people and policies that shaped modern America. Students will see how the sovereignty of God has played out in the development of our country. Students will be challenged with high-level thinking in order to understand the causes and effects that developed the U.S. into its current form. Students will be given readings in addition to the textbook. Research papers and oral reports will also be required in this course. During the first semester, they will create a			

presentation and in the second semester, they will complete two research papers 8-10 pages in length, with proper formatting and citations, on an approved topic. This course is intended for college-bound students and allows the earning potential to gain college credit.

## *Fine/ Performance Arts*

<b>Course Title</b>	<b>Grade Level</b>	<b>Graduation Credit</b>	<b>Weight</b>
<b>Praise Band/Audio Visual I</b>	<b>9-12</b>	<b>1 unit</b>	<b>4.0</b>
TCBA Praise Band-A/V is a class that focuses on the development of comprehensive worship & musicianship through the performance experience. Members will be exposed to a breadth of worship literature and techniques with an emphasis on excellent performance and a thorough understanding of worship leadership. This ensemble will lead throughout the year in weekly worship services. All students are expected to attend all required performances.			
<b>Praise Band/Audio Visual II</b>	<b>9-12</b>	<b>1 unit</b>	<b>4.0</b>
TCBA Praise Band-A/V will build on knowledge learned in Praise Band/Audio Visual I. Continued focus will be on the development of comprehensive worship & musicianship through the performance experience. Members will be exposed to a breadth of worship literature and techniques with an emphasis on excellent performance and a thorough understanding of worship leadership. This ensemble will lead throughout the year in weekly worship services. All students are expected to attend all required performances.			
<b>Drama/ Speech</b>	<b>9-12</b>	<b>1 unit</b>	<b>4.0</b>
This course is an introduction to techniques used in theater and to public speaking for high school students. Attention will be given to performance, theater history, acting, directing, stage management, improvisation, and playwriting in a hands-on learning environment. Students will participate in a performance during the course. The students will be practicing their public speaking through monologues, poems, and stories in order to develop their poise and delivery. Impromptu, personal testimonies, and extemporaneous devotionals will allow them to further develop their speaking skills.			
<b>Sculpture</b>	<b>9-12</b>	<b>1 unit</b>	<b>4.0</b>
This course provides an exploration of the creative and technical methods of sculpture with a focus on the traditional processes. Emphasis is placed on developing basic skills as they pertain to three-dimensional expression in various media. Upon completion, students should be able to show competence in a variety of sculptural approaches.			
<b>Visual Art I</b>	<b>9-12</b>	<b>1 unit</b>	<b>4.0</b>
Students learn how artists use the elements and principles of design to create a work of art. Art history, styles, and art from other countries are discussed and studied. Art is taught as a gift from God that can be used for worshipping the Creator. Grading is done based on creativity, craftsmanship, attitude, and the use of time. Students will learn about sculpture, graphic design, landscape, art appreciation, acrylic painting, and the basic elements and principles of art/design. Through experimentation and refinement, each person will create a body of work that includes observational drawing, mixed media, and a variety of self-chosen media. The studio environment of the class will be used to support analysis, reflection, and refinement of work.			
<b>Visual Art II</b>	<b>9-12</b>	<b>1 unit</b>	<b>4.0</b>
Students will build upon the skills learned in Visual Art I. This course will build on information learned in Visual Arts I. Attention will be given to watercolor painting, photography, pencil work, pen and ink work, and still life. Through experimentation and refinement, each person will create a body of work that includes observational drawing, mixed media, and a variety of self-chosen media. The studio environment of the class will be used to support analysis, reflection, and refinement of work.			

**Advanced Art: Intensive Painting****9-12****1 unit****4.0**

In Painting the student will develop skills and techniques in watercolor, acrylic, and mixed media. Activities will focus on two- and three-dimensional painting skills and techniques, color theory, and composition. Students will complete a series of exercises resulting in the ability to create a finished individualized project. In this class, students will keep an art journal to explore the artistic processes, experiment with materials, and analyze work. In Advanced Art, emphasis will be placed on contemporary art. Visits to local galleries and museums will provide inspiration and exposure to the current Triad area art scene.

*Digital Arts*

<b>Course Title</b>	<b>Grade Level</b>	<b>Graduation Credit</b>	<b>Weight</b>
<b>Digital Arts I</b>	<b>9-12</b>	<b>1 unit</b>	<b>4.0</b>

This course is designed to introduce students to the field of digital arts. The student will be introduced to robotics, coding, keyboarding, adobe creative, game animation, Microsoft Suite Tools, and Google Suite.

**Digital Arts II****9-12****1 unit****4.0**

This course will build upon applications learned in Digital Arts I. Focus will be given to producing items, using the 3D projector, graphic design, and photoshop.

**Digital Finance****9-12****1 unit****4.0**

This course will seek to help the student gain an appreciation for being good stewards of the resources that God allows us to have. Students will utilize a digital platform and print resources to understand the role of finance in this world. This course is designed to help students learn about various financial decisions they will be faced with in life. Some of the topics to be covered include: budgeting, savings, investments, insurance, and debt. This course will be built around Dave Ramsey's Foundations in Personal Finance high school curriculum.

**AP Computer Science Principles****9-12****1 unit****5.0**

This course is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

*Physical Education*

<b>Course Title</b>	<b>Grade Level</b>	<b>Graduation Credit</b>	<b>Weight</b>
<b>Physical Education/ Health</b>	<b>9</b>	<b>1 unit</b>	<b>4.0</b>

Physical Education highlights the importance of putting God first, then others, and finally yourself. Students will acquire the skills needed for individual and team sports. Students should be proficient in the knowledge of a game to teach others. Health's main goal is to show how fearfully and wonderfully we are made in God's image. Various health units include nutrition, diseases, first aid, and how to maintain fitness.

**Weightlifting****11-12****1 unit****4.0**

This course is on muscular strength, endurance, flexibility, and safety. Students will perform a variety of lifts. There will also be a variety of other workouts and activities done throughout the course that will contribute to the development of an intense repertoire of various exercises. Weight room safety, warm-up/cool-down procedures, lifting technique and safety for all lifts, major muscle identification, and individual goal setting are all important components in this course as well. In addition, students will have to monitor their eating habits, and develop a weight training program that they can use outside of class.

## *Electives*

<b>Course Title</b>	<b>Grade Level</b>	<b>Graduation Credit</b>	<b>Weight</b>
<b>AP Psychology</b>	<b>10-12</b>	<b>1 unit</b>	<b>5.0</b>
This course is designed to explore the ideas, theories, and methods of the scientific study of behavior and mental processes. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students will examine the concepts of psychology through reading and discussion and you'll analyze data from psychological research studies.			
<b>Introduction to Culinary</b>	<b>9-12</b>	<b>1 unit</b>	<b>4.0</b>
This course is designed to introduce students to the art of cooking. It will explore the importance of safe food handling from storing to cooking to cooling. It is designed with commercial standards in mind, but with useful applications for preparing meals at home. Students will spend over half the semester in the kitchen practicing techniques and different types of cuisine. Topics will include appetizers, sandwiches, side dishes, meats, and desserts. A tour of a local, upscale restaurant's kitchen will be taken.			
<b>Life Skills</b>	<b>11-12</b>	<b>1 unit</b>	<b>4.0</b>
This course will deal with topics related to responsible daily living in a Godly manner. The life skills class will cover the basics of home management, budgeting, job readiness, and etiquette. Major topics within those units include cooking, home care, car ownership, childcare, job seeking, and personal finance. This course emphasizes life application while teaching money principles. Students will learn about future goals such as investment and retirement, but there is a greater focus on present goals such as: how it is possible to pay cash for their first car, graduate from college debt-free, and give in generous and meaningful ways. All of these topics will be viewed from a Christian worldview with practical application of these skills.			
<b>SAT Prep/College Readiness</b>	<b>10-11</b>	<b>1 unit</b>	<b>4.0</b>
This course is designed to help students increase their knowledge and sharpen their test-taking skills on PSAT/SAT/ACT. Students will review the test formats and the concepts covered and will practice problems similar to those on these standardized tests. Students will link their CollegeBoard accounts to Khan Academy and utilize the SAT practice activities. Students will also explore their interests through career profiling surveys and investigate information on college and scholarship options.			
<b>Peer Mediation</b>	<b>9-12</b>	<b>1 unit</b>	<b>4.0</b>
This course seeks to help students learn to put the principles of Matthew 18 into practice and learn strategies to help other students resolve conflict. Students will learn how to do peer counseling. The course goal is to prepare a core group of students to be peer mediators, develop a successful and sustainable means for students to resolve conflicts peacefully, and impact the student body by promoting student responsibility and empathy. Trained mediators help other students through the conflict resolution process with the teacher.			
<b>Teacher Assistant</b>	<b>11, 12</b>	<b>Non Credit</b>	<b>4.0</b>
<b>Prerequisite(s): None. Must have a teacher recommendation and be administration-approved.</b>			
Students have the opportunity to gain hands-on experience with the routine tasks of a teacher. Students will be assigned to teachers and will aid these teachers in various activities such as paperwork, bulletin board help, tutoring other students, etc.			
<b>Office Assistant</b>	<b>11, 12</b>	<b>Non Credit</b>	<b>4.0</b>
<b>Prerequisite(s): None. Must have a teacher recommendation and be administration-approved.</b>			
Students have the opportunity to gain hands-on experience with the routine tasks of working in an office. Students are assigned to an office for one class period to assist with daily activities. Tasks are at the discretion of each individual supervisor but may include filing, paperwork, using the copier or fax machine, running errands, etc.			