



2016-2017 High School Course Offerings

Course Title: English I

Credits: 1

Prerequisite: 8th Grade English

Course Description: The English I course is organized around the following strands: reading, where students read and understand a wide variety of literary and informational texts; writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; listening and speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and oral and written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. In English I, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. [Description based upon Texas Essential Knowledge and Skills, Chapter 110.31.]

Course Title: English II

Credits: 1

Prerequisite: English I

Course Description: The English II course is organized around the following strands: reading, where students read and understand a variety of literary and informational texts; writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; listening and speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversation and in groups; and oral and written conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. Students of English II read literature from world literature from a variety of genres. [Description based upon Texas Essential Knowledge and Skills, Chapter 110.32.]

Course Title: English III

Credits: 1

Prerequisite: English II

Course Description: The English III course is organized around the following strands: reading, where students read and understand a variety of literary and informational texts; writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; listening and speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversation and in groups; and oral and written conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. Students of

English II read American fiction from each major literary period. [Description based upon Texas Essential Knowledge and Skills, Chapter 110.33.]

Course Title: Advanced Placement Language and Composition

Credits: 1

Prerequisite: English II

Course Description: This full-year Advanced Placement® English Language and Composition course requires students to become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. Both their reading and writing should make students aware of interactions among a writer’s purposes, reader expectations, and an author’s propositional content, as well as the genre conventions and the resources of language that contribute to effectiveness in writing. The course is designed to be consistent with the expectations of top universities. Curricular and instructional decisions are made in accordance with high standards of the College Board® Advanced Placement® English Language and Composition Course Description.

Course Title English IV

Credits: 1

Prerequisite: English III

Course Description: The English IV course is organized around the following strands: reading, where students read and understand a variety of literary and informational texts; writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; listening and speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversation and in groups; and oral and written conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. Students of English IV read literature from British and world literature from a variety of genres. Students will demonstrate familiarity with works of fiction by British authors from each major literary period. [Description based upon Texas Essential Knowledge and Skills, Chapter 110.34.]

Course Title: Advanced Placement English Literature & Composition

Credits: 1

Prerequisite: English III or AP English Language & Composition

Course Description: This full-year Advanced Placement® English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Students read widely and deeply, concentrating on works of recognized literary merit. Reading deliberately and thoroughly is accompanied by thoughtful discussion and writing. Students write to evaluate, to explain, and to understand. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Students will write both informally to better understand the texts they are reading and more formally with writing developing through several stages or drafts with revision aided by teacher and peers. The course is designed to be consistent with the expectations of top universities. Curricular and instructional decisions are made in accordance with high standards of the College Board® Advanced Placement® English Literature and Composition Course Description.

Course Title: Algebra I**Credits: 1****Prerequisite: Pre-Algebra (either at 7th or 8th grade level)**

Course Description: Algebra I is a study of mathematical principles including evaluation of expressions, solutions of equations, polynomials and rational expressions, graphical solutions, geometric solutions, functional notation, quadratic equations and exponential growth. The student will recognize the relationship between God's principles and mathematics, through which the character of God is illustrated. God has perfect order. His precision is repeatedly set forth, showing that He is indeed unchangeable. Malachi 3:6, Jeremiah 31:35-36, Hebrews 13:8

Course Title: Geometry**Credits: 1****Prerequisite: Algebra I**

Course Description: Students will begin to focus on more precise terminology, symbolic representations and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions, proof and congruence, similarity, proof and trigonometry; two and three dimensional figures, circles, and probability. Geometry emphasizes rational reasoning and proof. It shows the order and magnificence of God's creation and the essential unity of thought that applies to all areas of a student's life.

Course Title: Algebra II**Credits: 1****Prerequisite: Algebra I and Geometry**

Course Description: Algebra II builds on the concepts taught in the 1st year of algebra. Students will broaden their knowledge of linear, quadratic and exponential functions, as well as systems of equations. Students will study logarithmic, square root, cubic, cubic root, absolute value, rational functions and their related equations. Students will also extend their knowledge of data analysis and numeric methods. Algebra, like all mathematics, explores the ordering and the logic of God's creation and His activity in the universe.

Course Title: Pre-Calculus**Credits: 1****Prerequisite: Algebra I, Geometry, Algebra II, Trigonometry**

Course Description: This course is designed as a preparation for Calculus I. Topics include elementary functions and their graphs, including polynomial, rational, exponential, logarithmic, and trigonometric functions. This course also includes topics from analytical geometry. The student will recognize the relationship between God's principles and mathematics through which the character of God is illustrated. God has perfect order. His precision is repeatedly set forth, showing that He is indeed unchangeable. Malachi 3:6, Jeremiah 31:35-36, Hebrews 13:8

Course Title: Calculus**Credits: 1****Prerequisite: Algebra I, Geometry, Algebra II, Trigonometry, Pre-Calculus**

Course Description: Calculus is the study of functions and how rate of change and the area under a curve are related to the function. Calculus allows the student to work with non-linear and transcendental functions to

find how rate of change and area under the curve effect real-world applications. The student will learn to apply the rules of derivatives and integration along with solving first order differential equations and volume and flow problems. The student will recognize the relationship between God's principles and mathematics, through which the character of God is illustrated. God intrinsically has perfect order, which can be seen in the created realm. Malachi 3:6, Jeremiah 31:35-36, Hebrews 13:8

Course Title: Quantitative Reasoning

Credits: 1

Prerequisite: Algebra I, Geometry and Algebra II

Course Description: Advanced Quantitative Reasoning (AQR) is a scenario based method of applying the mathematical concepts that the students learned in algebra and geometry. These scenarios include the analysis of information using numerical data, statistical methods and probability, modeling change and mathematical relationships, and spatial and geometric modeling for mathematical reasoning. Students learn to become critical consumers of real-world quantitative data, knowledgeable problem solvers who can use logical reasoning and mathematical thinkers who can use their quantitative skills to solve authentic problems. The student will recognize the relationship between God's principles and mathematics, through which the character of God is illustrated. God intrinsically has perfect order, which can be seen in the created realm. Malachi 3:6, Jeremiah 31:35-36, Hebrews 13:8

Course Title: Biology I (9th Grade)

Credits: 1

Course Description: This course provides a detailed introduction to the concepts, methods, and vocabulary of general biology. Topics covered include the following: 1) the scientific method [observation/theorization/experimentation], 2) the five-kingdom classification scheme [Monera, Protista, Fungi, Plantae, Animalia], 3) basic microscopy, 4) introductory biochemistry, 5) cellular biology, 6) molecular and Mendelian genetics, 7) invertebrate and vertebrate dissection, 8) ecosystems and food chains/webs, and 9) a critical evaluation of the philosophy of evolutionism from the perspective of a Christian worldview showing the scientific supremacy of creationist interpretations.

Course Title: Chemistry (10th Grade)

Credits: 1

Prerequisite: Biology, Algebra I

Course Description: This is a first-year inorganic chemistry class (with a brief introduction to organic chemistry and biochemistry at the end of the school year). The course will begin with a general history of chemistry, followed by a general description of the atomic nature of chemical reactions, and a review of the mathematics required for proper measurement and methodology. The periodic nature of elements, the IUPAC nomenclature for compounds, the chemical equation, and stoichiometric calculations will also be addressed. In addition, the course will provide instruction regarding thermochemistry and electrochemistry, gases, solutions, the nature of acids, bases, and salts, chemical equilibrium, and nuclear chemistry.

Course Title: Physics (11th Grade)

Credits: 1

Description: This is a first year physics course designed to help students with a wide range of backgrounds and abilities to learn physics. In this course there will be hands-on and minds-on activities and applications that

relate physics to everyday life from realistic numbers in sports problems to interactions between physics and today's technology and society.

Course Title: Anatomy and Physiology (12th Grade)—[Honors class option is available] Credits: 1

Prerequisite: Biology, Chemistry

Description: Anatomy and Physiology is an advanced biology course with prerequisites of Biology and Chemistry. In this course the student will explore the human body. Sixteen modules will be studied over two semesters, which also include corresponding lab experiences. The study introduces the organizational levels of the human body from the cell to the eleven major systems. The student will learn the anatomy and physiology of all eleven systems and the efficiency with which each system works and complements the homeostasis of the entire body. The seamless integration of one system with the others and the intricacy at the molecular level represents an engineering and design feat that could only come from God.

Course Title: Advanced Physics (12th Grade)—[Honors class] Credits: 1

Prerequisite: Physics, Alg. 1, Alg. 2, Geometry, Pre-Calculus

Course Description: Advanced Physics is a one-year algebra-based physics course designed to help students better understand and apply the synergistic relationship between conceptual understanding [offered in (Conceptual) Physics] and mathematical computation. This is accomplished not by evaluating given “plug-in and solve” equations, but by mastering the concepts involved and grasping how they associate together to provide a coherent description of God's physical creation. The course thus seeks to introduce learners to God's universe by engaging them in a balance between principles and problems— between the concepts and laws of physics and their practical and relevant quantitative application to the students' lives and world.

Course Title: Creation-Science (12th Grade)—[Bible/Science Apologetics class] Credits: 1/2

Course Description: A survey of the main tenets of Creation-Science will be compared and contrasted with those of Biblical creationism, as well as the sub-models of evolutionism. Scriptural truths concerning the relationship between faith and reason, philosophy and science, scientific knowledge and absolute knowledge will be addressed. Scientific disciplines supporting the concepts of supernatural (*ex nihilo* and/or *Fiat*) creation by God, creative design, and cosmic/global catastrophism will include cosmology, astronomy, physics, chemistry, geology, paleontology, biology, botany, zoology, and anthropology. The course thus defends and promotes Biblically and scientifically the young-Earth creation model of origins in keeping with the literal rendering of the Genesis account of origins, a Biblical worldview, and empirical scientific evidence.

Course Title: World Geography Credits: 1

Course Description: Students will study the earth and its resources as God has created them, the use of those resources by man, and the geographic/cultural features of the people in the various regions of the world. Students will gain a basic knowledge of geography from a Christian perspective as they study how physical geography affects the political and economic features of countries. As stewards of the geographic resources God has provided, the students will gain an appreciation for the wonders of God's creation and the

responsibilities of the dominion God has given them.

Course Title: World History

Credits:1

Prerequisite: World Geography Course

Description: This course is designed to familiarize students with both the most important and most interesting aspects of world history. History is a sophisticated quest for meaning about the past, beyond the effort to collect and memorize information. This course will continue to deal with the facts—names, chronology, events, and the like, but it will also emphasize historical analysis. This will be accomplished by focusing on four historical thinking skills: crafting historical arguments from historical evidence, chronological reasoning, comparison and contextualization, and historical interpretation and synthesis. This course will explore the five major themes (social, political, interaction, cultural, and economic) across the five major geographic regions (Africa, Asia, Oceania, Europe, and the Americas). We will explore the messiness of history and its ideas, both noble and flawed, within a safe Christian environment. Christian principles, especially compassion, for our fellow humans, past and present will be strongly emphasized.

Course Title: Advanced Placement World History

Credits: 1

Prerequisite: World Geography

Course Description: Advanced Placement World History is structured around the investigation of five themes woven into 19 key concepts covering six distinct chronological periods. History is a sophisticated quest for meaning about the past, beyond the effort to collect and memorize information. This course will continue to deal with the facts— names, chronology, events, and the like but it will also emphasize historical analysis. This will be accomplished by focusing on four historical thinking skills: crafting historical arguments from historical evidence, chronological reasoning, comparison and contextualization, and historical interpretation and synthesis. World history requires the development of thinking skills using the processes and tools that historians employ in order to create historical narrative. Students will also be required to think on many different geographical and temporal scales in order to compare historical events over time and space. The course relies heavily on college-level resources. This includes texts, a wide variety of primary sources, and interpretations presented in historical scholarship. These resources are designed to develop the skills required to analyze point of view and to interpret evidence to use in creating plausible historical arguments. These tools will also be used to assess issues of change and continuity over time, identifying global processes, comparing within and among societies, and understanding diverse interpretations. We will explore the messiness of history and its ideas, both noble and flawed, within a safe Christian environment. Christian principles, especially compassion, for our fellow humans, past and present will be strongly emphasized.

Course Title: Dual Credit US History

Credits: 1 HS (college credit – 3 hours for HIST 1301 & 3 hours for HIST 1302)

Prerequisite: World Geography, World History

Course Description: DC US History - History 1301-United States History I examines human migration, environmental changes, exploration, the Revolutionary era, and the development of competing visions of

American identity leading up to the U.S. Civil War. Themes that may be addressed in History 1301 include the following: environmentalism, colonialism, revolutions, the development of American culture, religion, slavery, technological change, economic change, immigration and migration, the expansion of the federal government, and the study of U.S. foreign policy. The course meets three hours of the state requirement for United States History I, as well as degree requirements for Navarro College, and other colleges and universities to which students may transfer. We will explore the messiness of history and its ideas, both noble and flawed, within a safe Christian environment. Christian principles, especially compassion, for our fellow humans, past and present will be strongly emphasized.

Course Title: Theology (9th grade)

Credits: 1/2

Course Description: Students will study and evaluate the basic biblical doctrines as espoused by the Protestant reformers. Students will examine the doctrines of revelation, the triune nature of God, the doctrine of creation and nature, the doctrine of the fall, sin and the need and means of salvation, the doctrine of the church and the doctrine of the end times and consummation of the age. Students will also be introduced to some alternative theologies and critique those theologies in light of Scripture.

Course Title: Christian Ethics (10th grade)

Credits: 1/2

Course Description: Students will study the formation of ethical thinking and examine the ideas of ethical thought through beginning with the Old Testament and New Testament. From there the course will look at the development of a framework of thinking about virtue and vice through the paradigm of the seven deadly sins and the seven beatific virtues. Students will examine and critique alternative ethical theories such as moral relativism, situation ethics and nihilism as it applies to contemporary issues. Finally, students will look at contemporary ethical issues and evaluate those issues using a biblical frame of reference.

Course Title: World Religions (11th grade)

Credits: 1/2

Course Description: Students will learn about the different religious world views and their impact on the development of culture and society. The major religions will be addressed and will be compared to the Christian worldview. Discussions about the impact of specific religious world views will be addressed to include the impact of the atheistic worldview. Students will be able to compare and contrast the tenets of the major world religions with the tenets of the Christian faith.

Course Title: Introduction to Philosophy (Dual Credit or non-dual credit) – 12th grade

Credits: 1 HS (college credit – 3 hours)

Course Description: Students will study the basic tenets of philosophy and the questions associated with being, knowledge and knowing the good that leads to the “good life”. Students will be exposed to the different disciplines in philosophy and will examine the rules of thinking and logic. Students will get a historical perspective of the philosophical traditions and will examine those positions in light of Scripture. Students will learn to analyze arguments and to use the rules of logic and evidence to defend the student’s position. Students will develop a defense of the Christian faith using philosophical categories and developing arguments

to support a Christian worldview. Students taking this class on-line through Navarro College will complete the assignments as specified in the Navarro on-line syllabus.

Course Title: High School Technology

Credits: 1/2

Course Description: Computer I is a full-year course including basic computer literacy, terminology, and basic skills in word processing, Excel spreadsheets, and presentations. The course is taught with the understanding that much of what a person does on the computer reflects who they are and what they consider important. God's Word teaches us right from wrong, Godly character traits, and wisdom. We need to apply God's instruction to our use of the computer. Many scriptures could apply. A few include Proverbs 10:9, Proverbs 11:3, Proverbs 23:12, Mark 8:34, John 13:35, and Philippians 1:27.

Course Title: 3D Modeling & Design

Credits: 1

Prerequisites: Computer I (Information Technology)

Course Description: This course will introduce 3-Dimensional modeling with the emphasis on architecture, mechanical, graphic design and topographical disciplines. This class is intended to familiarize students with all aspects of the basic version of Sketchup Make 2014 software. SketchUp is a 3D content creation tool and was envisioned as a software program "that would allow design professionals to draw the way they want by emulating the feel and freedom of working with pen and paper in a simple and elegant interface, that would be fun to use and easy to learn, and that would be used by designers to play with their designs in a way that is not possible with traditional design software. It also has user friendly buttons to make it easier to use."

Course Title: Spanish I (9th grade)

Credits: 1

Course Description: Spanish I is a yearlong course which examines and develops skills in the area of listening, reading, writing, and speaking in the Spanish language. Emphasis is placed on creative oral practice of Spanish in the classroom to actively promote speaking proficiency. Mastery of grammatical structures is also highly emphasized for enhanced communication and comprehension. The teacher will mainly speak in English but will encourage usage of the Spanish language through practice and review. The Spanish I class endeavors to equip students with the basic vocabulary and grammar necessary to speak the Spanish language. This class utilizes different media resources such as videos, apps, games, projects, music and conversation, all within an environment that is engaging, interactive, and fun.

Course Title: Spanish II (10th grade)

Credits: 1

Course Description: Spanish II is a yearlong course that builds upon the basic grammar and communication skills mastered in the Spanish I course. Students will be studying advanced vocabulary and grammatical concepts, focusing on mastery of vocabulary, reading and writing. Students will be expected to use these skills in communication within situations studied and translation from one language to another. In addition, students will study aspects of Hispanic culture and history via a variety of media. This class utilizes different media resources such as videos, apps, games, projects, music and conversation, all within an environment that is engaging, interactive, and fun.

Course Title: Spanish III (11th grade)**Credits: 1**

Course Description: Spanish III is a yearlong course that builds on concepts mastered in Spanish II. Students will study advanced vocabulary and grammatical concepts. After a quick review, Spanish III will be conducted entirely in Spanish in order to immerse the students in the Spanish language. Students will learn to interact with others in Spanish and how to communicate about their personal daily lives. They will also learn about the cultures of Spanish speaking countries and communicate about those cultures in Spanish. This class utilizes different media resources such as videos, apps, games, projects, music and conversation, all within an environment that is engaging, interactive, and fun.

Course Title: High School Choir**Credits: 1**

Course Description: High school choir is a vocal ensemble that explores a diverse range of choral music through study and performance. Students will demonstrate comprehensive musicianship by implementing proper vocal technique, interpreting musical notation, practicing sight-reading, and discovering the music of diverse cultures and time periods. The choral classroom provides a welcoming environment for students to engage in creative expression through the medium of music.

Course Title: High School Theatre**Credits: 1**

Course Description: High school theatre is a group and individual class that explore a diverse range of theatre through study and performance. Students will demonstrate theatre and performance skills by implementing proper vocal technique, interpreting and developing characters, rehearsing, and discovering what type of methods work best for them individually in regards to preparing for a performance. Students will also be introduced to basic directing and writing skills, and have the opportunity to be critiqued by peers. The theatre class provides a welcoming environment for students to engage in creative expression through the medium of fine arts and theatre.

Course Title: High School Art I**Credits: 1**

Course Description: The Art I course is organized around the following four basic strands to provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire:

1. observation and perception;
2. creative expression;
3. historical and cultural relevance; and
4. critical evaluation and response.

Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. By analyzing artistic styles and historical periods, students develop knowledge, comprehension, and appreciation for the western tradition and context for the contributions of diverse

cultures. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments. [Description based upon Texas Essential Knowledge and Skills, Chapter 117.302.]

Course Title: High School Honors Art (Art II, III, IV)

Credits: 1

Prerequisite: High School Art I

The Honors Art course is organized around the following four basic strands to provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire:

1. observation and perception;
2. creative expression;
3. historical and cultural relevance; and
4. critical evaluation and response.

Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. By analyzing artistic styles and historical periods, students develop knowledge, comprehension, and appreciation for the western tradition and context for the contributions of diverse cultures. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments. [Description based upon Texas Essential Knowledge and Skills, Chapter 117.303-305.] Students in Honors Art respond to and analyze the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. Students of Honors Art will work on the development of a portfolio of personal original artwork to provide evidence of learning.