

2016-17



**chcs**  
**COURSE DESCRIPTION GUIDE**  
MIDDLE SCHOOL • HIGH SCHOOL

College Heights  Christian School

## **Curriculum Vision Statement**

College Heights Christian School focuses on providing a quality spiritual, academic and extracurricular education to its students. Biblical truths are a part of all academic disciplines at CHCS. Our goal is to produce students who know and model a Biblical worldview. Our teachers assist our students in acquiring the skills and attitudes necessary to be successful in higher education and in life.

Classes are taught with the college-bound student in mind. The administration and guidance department will assess students with professionally diagnosed mild learning differences to determine if CHCS can provide an appropriate education for the student.

CHCS provides opportunities for the student to participate in a quality extracurricular program that includes mission activities, academic competitions, vocal and instrumental music, drama, student government and athletics.

## **Mission Statement**

College Heights Christian School glorifies God through excellence as a Christ-centered learning environment that produces servant leaders with a Biblical worldview.

*College Heights Christian School is accredited by the North Central Association of Colleges and Schools and is a member of the Association of Christian Schools, International (ACSI).*

# Diploma Choices

## College Preparatory

- 26 total credits consisting of
  - 4 credits in Bible
  - 4 credits in Literature & Composition
  - 3 credits in Social Science including:
    - World History (1)
    - US History (1)
    - Government ( $\frac{1}{2}$ )
  - 3 credits in Mathematics
  - 3 credits in Natural Science
  - 1 credit in Foreign Language
  - 1 credit in Practical Arts
  - $\frac{1}{2}$  credit in Speech
  - 1 credit in Fine Arts
  - 1 credit in Physical Education
  - 4  $\frac{1}{2}$  credits in other electives courses

## Honors

- 26 total credits consisting of
  - 4 credits in Bible
  - 4 credits in Literature & Composition including:
  - 3 credits in Social Science
    - World History (1)
    - US History (1)
    - Government ( $\frac{1}{2}$ )
  - 4 credits in Mathematics
  - 3 credits in Natural Sciences
  - 2 credits in the same Foreign Language
  - 1 credit in Practical Arts
  - $\frac{1}{2}$  credit in Speech
  - 1 credit in Fine Arts
  - 1 credit in Physical Education
  - 2 $\frac{1}{2}$  credits in other electives courses

### ***Honors Requirements***

The student must have a cumulative GPA of 3.5 and a “B” or better (both semesters) in one AP course taken at CHCS and three Honors courses.

### **Honors Courses:**

Trigonometry/Math Analysis	AP Literature
Anatomy	AP Biology
Physics	AP Calculus
Honors US History	
Spanish 3	

# Middle School Course Requirements

## 6<sup>th</sup> Grade

The Story  
English  
New World History  
General Science  
Mathematics  
Physical Education & Health  
Computer Keyboarding (half year)  
Physical Education (half year)

### ***Exploratory Courses:***

- Vocal or Instrumental Music
- Study & Communication Skills
- Art

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

Biblical Survey I  
English  
World History  
Life Science  
Mathematics or Pre-Algebra  
Spanish (half year)  
Reading (half year)

### ***Exploratory Courses:***

- Vocal or Instrumental Music
- Art
- Study & Organizational Skills
- Physical Education
- Drama

## 8<sup>th</sup> Grade

Biblical Survey II  
English  
U.S. History  
Earth Science  
Pre-Algebra or Algebra 1  
Spanish or Beginning Microsoft Office all year

### ***Exploratory Courses:***

- Vocal or Instrumental Music
- Art
- Physical Education
- Drama

# Four Year Plan for High School

## Grade 9

1	2	3	4	5	6	7

## Grade 10

1	2	3	4	5	6	7

## Grade 11

1	2	3	4	5	6	7

## Grade 12

1	2	3	4	5	6	7

Verify total credits in each departmental requirement.

The Guidance Office maintains a credit worksheet for each student as each course is completed. Any student or parent may cross-check the credit worksheet at any time.

# Department of Bible

## Philosophy

*Confronted with multiple worldviews, today's Christian must be prepared to evaluate competing philosophies in light of God's word. It is the goal of the College Heights Christian School Biblical Studies Department to teach students the content of the Bible, providing them with tools to comprehend it, and the passion to learn and apply its truths to their lives. It is of primary importance that students be encouraged to consider the claims of Jesus Christ and to build a relationship with Him. Christian students should be supported and challenged to increased commitment and maturity. No other book has the capacity for affecting eternity for those who know and apply it.*

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## Curriculum Presented

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### **The Story (6<sup>th</sup> Grade) – 1 year**

#### **A study in God's love for humanity**

The sixth grade Bible course is designed to help students understand the Bible as the story of God redeeming the human race. Using Zondervan's *The Story*, the students will study thirty-one chapters that cover Genesis to Revelation. Students will learn the chronology of the Biblical timeline, memorize key passages from each chapter, and learn to look for God's interaction with man in each part of the story.

#### Textbook

*The Story (New International Version)*

### **Biblical Survey I (7<sup>th</sup> Grade) – 1 year**

#### **Foundations for a relationship with God**

The seventh grade Bible course is designed to help students develop a deeper understanding of the character of God through the study of both the Old and New Testament. The first semester will cover Genesis through Judges, giving special attention to how God desires a relationship with the human race. Second semester will cover the life of Christ by looking at the harmony of Matthew, Mark, Luke and John. Students will be shown how Christ fulfills the Old Testament law and prophecies.

#### Textbook

*The Holy Bible (New International Version)*

### **Biblical Survey II (8<sup>th</sup> Grade) – 1 year**

#### **Communicating with God**

The eighth grade Bible course is designed to show students how God not only speaks to his people but also through his people. The first semester will be spent studying Old Testament poetry and prophets, learning how God speaks through these specific genres. The second semester will be spent studying the book of Acts and how God works with and through his Church. Special attention will be given to learning how to observe, interpret, and apply God's word using the book of Hebrews.

#### Textbook

*Holy Bible (New International Version)*

## **Knowing What You Believe and Why (9<sup>th</sup> Grade) – 1 year** **A Study of Christian Evidences**

This course is designed to help students grow in their knowledge and understanding of the character and nature of God. Students will study God's wisdom through the book of Proverbs and God's nature through the study of Ephesians, Philippians, Colossians, Philemon, James, 1 & 2 Peter and 1, 2 & 3 John. In addition, students will be introduced to key evidences for the Christian faith including evidence of God's existence, the reliability of scripture and evidence for the deity of Christ and Christ's resurrection. These evidences will be coupled with basic evangelism techniques and how to build relationships with non-believers in order to better prepare students to help lead others to accept the grace of Jesus Christ.

### Textbooks

*The Holy Bible* (New International Version)  
*The 21 Indisputable Qualities of a Leader*, John Maxwell  
*When Skeptics Ask*, Geisler and Brooks

## **Character Development (10<sup>th</sup> Grade) – 1 year** **The Christian Life: Practical Christianity**

This course is designed to give a biblical understanding of Christian character and conduct. The first semester students will study the gospel of Mark, as well as review and build upon the evidences for the Christian faith introduced during the freshman year. During the second semester, students will be exposed to a scriptural view of themselves, their interpersonal relations, and their relationship to God. Emphasis will be given to the spiritual disciplines of prayer, fasting, journaling, meditation, confession and worship. Students will engage in studies to enhance their Christian life and devotion to God.

### Textbook

*Holy Bible* (New International Version)  
*On Guard*, David C. Cook  
*When Skeptics Ask*, by Geisler and Brooks

## **Personal Finance (11<sup>th</sup> Grade) – 1 semester** **A Godly view of money**

This class is designed to help students learn to plan, manage and take responsibility for their personal finances from a Biblical perspective. Emphasis will be placed on developing habits for managing their resources, understanding the dangers of credit and being God's faithful steward.

### Textbook

*The Holy Bible* (New International Version)  
*Foundations in Personal Finance*, Dave Ramsey

## **Personal Relationships (11<sup>th</sup> Grade) – 1 semester** **A Godly view of relationships**

This class is designed to help the student form godly relationships in every aspect of the Christian life from the family to the world. It is taught by ministers from College Heights Christian Church and each section focuses on a different practical application of the Christian life. The first three weeks are spent on the covenant relationship in the Bible and in modern life. The three covenant relationships that will be developed are the relationship between Christians and Jesus, the relationship of Christian marriage, and the relationship of Christian parenting. This will be followed by how Christianity is lived out in the context of community. The students will study examples of Biblical relationships, re-examine standard accepted dating practices, and understand the Biblical command of community-based relationships. The third section will focus on how Jesus should always be our model for life and leadership. The students will discuss practical principles of discipleship. In the fourth section, students learn how to study the ministry and lives of several Old Testament prophets, as well as the different writing styles they used. Basic principles of interpretation will be taught to understand the different prophetic genres. The last session will help broaden the students' perspective of global Christianity and our role in discipling the nations. Biblical foundations for Christian missions will be studied and practical application will be applied so that each student can feel motivated to help carry out the Great Commission.

### Textbook

*The Holy Bible* (New International Version)

## **Comparative Religions (12<sup>th</sup> Grade) – 1 year** **Understanding and changing the times**

Every person bases his or her thoughts, decisions, and actions on their view of the world. Because worldviews are significant to the way we think and act, this study will help seniors to understand how certain ideas comprise a worldview's content and give it structure. Because ideas have consequences, students will learn how to refute the false ideas of non-biblical worldviews. In addition, students will study the gospel of John to deepen their Christian worldview and will build upon the Christian evidences learned from previous years.

### Textbook

*The Holy Bible* (New International Version)

*Understanding the Times*, David Noebel

*When Skeptics Ask*, Geisler and Brooks

*New Evidence That Demands a Verdict*, Josh McDowell

# Department of Applied Technology

## Philosophy

*In a society that relies heavily on business and technology in many different areas of life, it is necessary for students to have a general working knowledge of computers. A program of study in computer technology equips the student to progress in several specific directions in the realm of computer science. The basic concepts taught will supply a general base of skills that can be applied to the world of business and computer technology. The curriculum will provide enough information and familiarity to enable the student to enhance scholastic opportunities.*

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## Curriculum Presented

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### **Keyboarding (6<sup>th</sup> Grade) – 1 semester**

Mastery of essential keyboarding skills with emphasis on touch typing of alphabetic, numeric keys and symbols, as well as mastery of the numeric keypad are the primary objectives of this course. Formatting research reports will also be completed.

#### Textbook

*Basic Keyboarding and Formatting*, Southwestern Publications

### **Beginning Microsoft Office (8<sup>th</sup> Grade) - all year**

This course will cover the orientation in the basic use of Microsoft Office—Word, Excel and PowerPoint. Emphasis in Word will be to create, format and edit various documents—letters, memos, research reports, columnar reports tables and flyers. Emphasis in Excel will be creating, basic formatting, and editing spreadsheets, including graphing and using formulas and function expressions. Emphasis in PowerPoint will be to create, format and edit presentations.

Prerequisite: keyboarding skills

#### Textbook

*Introductory Office 2010*, Pasewark and Pasewark

### **Advanced Microsoft Office (9<sup>th</sup> – 12<sup>th</sup> Grade) – 1 semester**

The course is designed to complete advanced applications in Microsoft Office Word and Excel. In addition, orientation in the basic use of Microsoft Publisher and Access will be completed.

#### Textbook

*Advanced Office 2010*, Cable and Morrison

## **Computer Programming (11<sup>th</sup> – 12<sup>th</sup> Grade) – 1 year**

The students will learn to write computer programs in C++, Visual C++, and Greenfoot. Programming logic, flow-charting, arrays, data structures and file handling are among the subjects which will be addressed. By the end of the year students will be able to write programs to run in C++ dos, C++ Windows, and Greenfoot game programming.

Prerequisite: B or above in Geometry

### Textbook

*A Guide to Programming in C++, Corica, Brown, Presley*

## **Multimedia Applications (9<sup>th</sup> – 12<sup>th</sup> Grade) – 1 year**

This course is designed as a practical technology class. The goal is to give students skills that may be used in high school, college, business, and in life. Students will participate in activities including but not limited to; editing and creating audio and video files, the manipulation of pictures through editing software such as Gimp2, creating and running Power Point, Prezi, and Easy Worship presentations, using various Google Docs applications, and using projectors with Doceri applications. The class will also cover basic digital photography and scanners. Students will need an email account through gmail or Renweb.

### Textbook

*Digital Media Concepts and Application, South-Western Cengage Learning*

## **Web Page Design (9<sup>th</sup> – 12<sup>th</sup> Grade) – 1 semester**

The creation and maintenance of web page design will be taught using Dreamweaver and basic HTML. Emphasis is on and exposing students to proper Web site design and management techniques. The text uses a project oriented approach which encourages independent learning.

Prerequisite: B or better in 8<sup>th</sup> grade Microsoft Office to take as a Freshman

### Textbook

*Adobe Dreamweaver CS5 – Comprehensive, Shelly, Wells, and Campbell*

## **Yearbook (9<sup>th</sup> – 12<sup>th</sup> Grade) – 1 year**

The yearbook class creates a history of the school year by creating a yearbook through computer usage. The goal is to produce a quality yearbook in a timely manner.

## **Professional Development (10<sup>th</sup> – 12<sup>th</sup> Grade) – 1 semester**

This course is designed to assist students on two fronts. Part of the course will encompass strategies and techniques that provide students the opportunity to achieve their potential in the world of standardized testing and academic accountability. Other course areas include skills for college and scholarship applications, resumes, and learning presentation of professionalism.

### Textbooks:

*Cracking the ACT, Princeton Review, and other professional resources*

# Department of English

## Philosophy

*Language is a gift from God and believers should seek to develop this gift and use their native language with skill and thus, glorify Him. The English curriculum will integrate grammar, literature, and composition. The individual student will be challenged to think rationally, study effectively, reach valid conclusions, and develop sound values. The courses will help each student to reach his/her potential in mastering skills in reading and written communication as well as problem solving.*

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## **Curriculum Presented**

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### **English (6<sup>th</sup> Grade) - 1 year**

The focus of this course will be on written organization and communication skills. Key skills will be reviewed in reading, writing, spelling, grammar and vocabulary. English grammar is reviewed and applied to written skills of communication. Reading and writing assignments will provide a foundation for paragraph development as well as critical thinking. Major projects will be assigned each semester.

Textbook

*God's Gift of Language – Level C, Abeka Books*

### **English (7<sup>th</sup> Grade) – 1 year**

Organization and key skills in reading, writing, grammar, spelling and vocabulary will be taught in this course. Students will be exposed to different literary genres designed to teach Christian character and principles. Reading and writing assignments will provide opportunities to enhance critical thinking. The student will learn to develop a five-paragraph essay. Major projects will be assigned each semester.

Textbook

*Grammar & Composition I, Abeka Books*

### **English (8<sup>th</sup> Grade) – 1 year**

This class focuses on organization and the key skills of reading, writing, grammar, spelling and vocabulary. Students will be integrating these skills in different literary genres. Students will be exposed to the classical genre of literature through the book *The Adventures of Tom Sawyer*. This activity will broaden and enhance students' reading and writing skills. Reading and writing assignments will provide opportunities to increase in critical thinking and thematic writing skills through a five-paragraph essay. Semester projects will be assigned.

Textbook: *Grammar & Composition II, Abeka Books*

### **Introduction to Literature & Composition (9<sup>th</sup> Grade) – 1 year**

This course offers opportunities to review and practice grammar skills, learn literary techniques and terms, and practice the process of writing well developed paragraphs. Students will read poems, short stories, plays, and novels as well as work on several writing projects. Emphasis is also given to developing critical reading skills and vocabulary in preparation for the NMSQT and ACT.

## **World Literature and Composition (10<sup>th</sup> Grade) – 1 year**

This course offers opportunities to improve reading, writing, and critical thinking skills through the study of common themes in literary selections by authors from all over the world. Students will read poems, short stories, plays, and novels. Writing emphasis will be on developing skills in analytical expository writing (thesis support) using the MLA format. Emphasis is also given to developing critical reading skills and vocabulary in preparation for the NMSQT and ACT.

## **American Literature and Composition (11<sup>th</sup> Grade) – 1 year**

This course focuses on American Literature ranging from the colonial to contemporary periods. This will include in depth literature and poetry analysis. Writing in this course focuses on the writing process. We will explore various types of writing and emphasize MLA research. Attention will be given to vocabulary and the mechanics of English usage, with an emphasis on ACT/SAT preparation skills.

## **British Literature and Composition (12<sup>th</sup> Grade) – 1 year**

British Literature includes a chronological study from the beginnings of English literature to the 20<sup>th</sup> century including the Renaissance, Romanticism, Victorian, and Modern eras. Advanced grammar, composition, and research skills will also be emphasized. This course is designed to meet the standards of the College Board CLEP for English literature.

## **AP Literature and Composition (12<sup>th</sup> Grade) – 1 year**

AP Literature is a critical study of British and American literature. Advanced grammar and writing skills will also be emphasized. Writing in this course will focus on the writing process as students write honors essays. This class will include extensive writing, reading, testing, research, and literary criticism. All research will use the MLA method. Substantial outside reading and writing is required.

This course is designed to meet the standards of the AP College Board. Students have the option of obtaining college credit through the AP examination.

Prerequisite: B or above in American Literature and Composition  
Students will incur an additional cost if they elect to take the AP Examination

## **Journalism (9<sup>th</sup> - 12<sup>th</sup> Grade) – 1 semester, repeatable**

The course is designed as an introduction to the world of journalism and potential careers within that field. All aspects of mass media journalism will be studied with an emphasis on story concept through production. This course is repeatable with subsequent years becoming Journalism 2, Journalism 3, or Journalism 4.

## **Great Literature (11<sup>th</sup> – 12<sup>th</sup> Grade) - 1 or 2 semesters**

Great Literature takes an in-depth look at the thematic elements and development of the world's classic literature. Students will read a variety of short stories, novels, and plays in different genres of literature. This class *cannot* be taken to replace a core English class. It may be taken first or second semester as a one semester elective or both semesters as a one year elective.

Prerequisite: World Literature and Composition)

## **Speech (10<sup>th</sup> – 12<sup>th</sup> Grade) – 1 semester**

This course is an introduction to communication and public speaking skills, it will provide students with an understanding of the basic concepts of human communications including the importance of active listening and feedback, verbal and nonverbal communication, personal communication, and small group communication, as well as the skills and processes involved in effective public speaking. Students will learn the importance of audience analysis, topic selection, research, organization, language choice, harnessing nervous energy, effective delivery, and constructive evaluation of self and others.

### Textbook

*Exploring Communication (4<sup>th</sup> edition)*, J. Regis O'Connor/ National Textbook Company/ 1996/ Chicago

# Department of Fine Arts

## Philosophy

*Training in fine arts is essential to the educational experience of all students. It involves five essential elements of personal development: awareness of God, self and others; discipline; confidence; creative/critical problem-solving skills and self-esteem. By creating an environment of artistic excellence students will: develop their talents through quality training; have access to varied performance/contest opportunities and experiences; understand and appreciate the creative process and how God influences it; and reinforce a Christian worldview regarding creative expression.*

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## **Curriculum Presented**

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### **Elements of Art (6<sup>th</sup> Grade) – 1 semester, 2 or 3 days a week**

This course is designed for students to be given a variety of art experiences that will introduce them to new art skills and concepts, including the principles of design and the elements of art. Students will also be provided with a glimpse of art history including information about European, American, and Global Multicultural artistic contributions. The curriculum consists of informational PowerPoints, handouts, 2D and 3D student projects with drawing, painting, ceramics, and other art media.

### **Rudiments of Art (7<sup>th</sup> Grade) – 1 semester, 2 days a week**

This course is designed to provide students with an introduction to art, as a continuation of their Middle School art experience. The curriculum is made up of primarily drawing and 2D design related projects. Pertinent art history and design theory information will be included with some projects.

### **Fundamentals of Art (8<sup>th</sup> Grade) – 1 semester, 3 days a week**

This course is designed to give students further fundamental skills in art. The student will learn intermediate techniques in several 2D design and 3D media. Selected studies in art history and design theory will be interwoven throughout the course.

### **Art Appreciation (Grades 9-12) OR Dual Credit Art Appreciation – 1 year**

This course is a dual credit college course that covers the fundamentals of design theory and equips the student to better perceive and understand the world of visual art. A condensed unit on art history will also be completed. Additional reading, study, and discussion of outside texts and articles supporting a Christian worldview of the arts will be provided. Also, the student can look forward to several simple hands-on projects that correspond to material covered in the text.

Students will incur an additional cost if taken for dual credit.  
Text: Artforms 8<sup>th</sup> edition, by Preble & Frank (Prentice Hall/Pearson)

### **Art 1 (Grades 9-12) – 1 year**

This course is a basic art course that provides instruction and projects for students to explore and create within various 2D (design, drawing & painting) and 3D (sculpture & ceramics) media. There will be a regular integration of design theory, art history, and a Biblical understanding of the arts into the curriculum. On-going sketchbook assignments should also be anticipated.

## **Advanced Art Studio (Grades 10-12) – 1 year, repeatable**

**Prerequisite: Art 1** In this course, the student will learn specific techniques and be given opportunity for expression in painting (water color, acrylics, and oils), drawing (still life and portraits), and printmaking. In the Spring semester, the focus will shift to different additive and subtractive sculptural methods, ceramics, and casting. Maintaining a personal sketchbook will be expected.

Students will incur an additional \$70 cost for supplies for this class.

### Textbook

*Artforms: An Introduction to the Visual Arts 7<sup>th</sup> Ed.*, Prentice Hall/Pearson

## **Band (6<sup>th</sup> Grade) – 1 year**

This class is a continuation of the 5<sup>th</sup> grade band, but is open to students who did not start band in the 5<sup>th</sup> grade. Students will learn more about their instrument and how to play music. By the end of the year students will have finished the second book of the course and will be playing full band arrangements. There will also be a concert at the end of the year to feature songs worked on in class.

### Textbook

*Essential Elements 2000*

## **Middle School Band (7<sup>th</sup> – 8<sup>th</sup> Grade) – 1 year, repeatable**

The student is given a greater understanding of music, their instrument, and musical styling through performing various pieces of music. Students are given the option to play solos and perform in small ensembles for various contests throughout the year including, auditioning for the District Honors. The band will perform a Christmas concert and a spring concert.

## **High School Band (9<sup>th</sup> – 12<sup>th</sup> Grade) – 1 year, repeatable**

The student is given a greater understanding of music, their instrument, and musical styling through performing various pieces of music. Students are given the option to play solos and perform in small ensembles for various contests throughout the year including, auditioning for the District Honors band, State Honors band, District and State solo/ensemble contest. The band will perform a Christmas concert and spring concert. A jazz band and pep band may be selected to play for basketball games and other performances.

Prerequisite: Middle School Band or Instructor Approval

## **Contest Drama (9<sup>th</sup> – 12<sup>th</sup> Grade) – 1 year, repeatable**

This course is designed to prepare students to compete in MSHSAA Speech and Debate contest events including Dramatic and Humorous Interpretation, Prose and Poetry reading, Radio speaking, Storytelling, Duet Acting, Duo Interp, and Original Oratory. Participation in inter scholastic contests occurring outside of the school day is required. No previous experience is necessary

## **Drama I (9<sup>th</sup> – 12<sup>th</sup> Grade) – 1 semester, repeatable**

This is an introductory level class open to all high school students. This course will provide students with a brief overview of the history of theatre and its role in our society, an appreciation of the aesthetic elements of live theatre production, and an understanding of basic theatre terms and job descriptions of the creative artists involved in producing live theatre. Students will also have the opportunity to develop beginning acting skills including improvisation, character development, and the basics of stage movement, auditioning, rehearsal techniques, memorization techniques, and theatre etiquette.

### **Film Study (9<sup>th</sup> – 12<sup>th</sup> Grade) – semester, repeatable**

Necessary knowledge will be gained for the appreciation and critical analysis of the artistic, cinematic, and thematic elements of film. Students will learn to recognize, appreciate, and critically analyze the elements of acting, directing, design, cinematography, screen writing, literary adaptation, and editing. Students will recognize and evaluate thematic content that is contrary to biblical teachings and will analyze the level of infiltration of worldly views into seeming harmless entertainment. Lessons will be taught through the viewing of films in class, participating in class discussion, and written critical analysis.

### **MS Drama (7<sup>th</sup> – 8<sup>th</sup> Grade) – 1 semester, repeatable**

This course is open to 7-8 grade students and will provide students with an introduction to basic theatre terminology and job descriptions of the creative artists involved in producing live theatre. Students will have the opportunity to develop beginning acting skills including improvisation, character development, stage movement, auditioning, rehearsal techniques, memorization techniques, and theatre etiquette.

### **Technical Production (9<sup>th</sup> – 12<sup>th</sup> Grade) – 1 semester, repeatable**

Technical Production is a project based class within the theatrical arts curriculum. Students learn lighting basics, audio design, effective make-up application, construction techniques, as well as costume design and construction. Students desiring to excel in skills related to technical theatre are welcome to participate in activities occurring outside the academic school day. No prior theatre experience is required to be eligible.

### **Elements of Music (6<sup>th</sup> Grade) – 2 days a week, all year**

This is a general music class that performs at two concerts. Basic elements of music will be covered including melody, harmony, rhythm, theory, and history. Attendance is required at all performances. Students will be encouraged to pursue singing as a life-long act of service and worship to God.

### **Music Survey (7<sup>th</sup> Grade) – 3 days a week, all year**

This is a general music class that performs at two concerts. Units of study include basic music theory, music, history, composers, and the fundamentals of singing and performing. Attendance is required at all performances. Students will be encouraged to pursue singing as a life-long act of service and worship to God.

### **Music Survey (8<sup>th</sup> Grade) – 2 days a week, all year**

This is a general music class that performs at two concerts. Units of study include basic music theory, music, history, composers, and the fundamentals of singing and performing. Attendance is required at all performances. Students will be encouraged to pursue singing as a life-long act of service and worship to God.

### **HS Choir (9<sup>th</sup> – 12<sup>th</sup> Grade) – 1 year, repeatable**

This is a yearlong course that may be taken for one semester with instructor approval. Outreach is a non-select performing choir, which performs several times throughout the year. Students are required to attend each performance. The focus will be on refining musicianship skills and vocal techniques. Students will sing three-four part choral literature of various musical styles and eras. Students will be encouraged to participate in solo and ensemble opportunities through concerts and contests, and will be encouraged to pursue singing as a life-long act of service and worship to God.

# Department of Foreign Language

## Philosophy

*The philosophy of the foreign language department is based on Matthew 28. Our goal is to open our students' minds and hearts to all nations. CHCS desires to foster an attitude of love, compassion and mission to share the gospel to the world. We strive to focus on communication so that our students will desire to "... go and make disciples of all nations, baptizing them in the name of the Father, Son and Holy Spirit".*

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## **Curriculum Presented**

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### **Spanish (7<sup>th</sup> Grade) – 1 semester**

This course will continue with the basic beginning language acquired in the previous course and build upon the principles of learning a second language. The confidence and skills acquired will now be put into practice with reading, writing and speaking.

Textbook: Realidades 1, Pearson Prentice Hall

### **Spanish I (8<sup>th</sup> Grade) – 1 year**

This course is specifically designed to challenge students in the language structures they have acquired in the previous years. It will continue to develop student skills such as listening to native speakers, speaking to groups, reading in the target language and writing short creative stories. Focus will be on present tense verb conjugation. This course will also require a study and report on a Spanish speaking country as well as an overview of Spanish speaking countries.

Textbook: Realidades 1, Pearson Prentice Hall

### **Spanish I (9<sup>th</sup> – 12<sup>th</sup> Grade) – 1 year**

This course is specifically designed to meet the needs of beginning language learners and prepare them for upper level course work. Its communicative approach to language learning fosters a comfortable atmosphere and develops students' skills in the areas of listening, speaking, reading, and creative writing. This course focuses on developing the basic vocabulary and language structure and present tense regular and irregular verbs.

Textbook: Realidades 1, Pearson Prentice Hall

## **Spanish II (9<sup>th</sup> – 12<sup>th</sup> Grade) – 1 year**

Emphasis will be placed on intensive vocabulary acquisition, verb tenses such as preterit and imperfect, other grammatical points, pronunciation, and culture. Classes will be taught partly in Spanish to encourage ease of conversation and understanding of the target language. Students will be required to communicate and complete various writing, oral and group assignments in Spanish.

Prerequisite- B or above in 8<sup>th</sup> Grade Spanish or Spanish I in HS  
Textbook: *Realidades 2*, Pearson Prentice Hall

## **Spanish III (10<sup>th</sup> – 12<sup>th</sup> Grade) – 1 year**

Spanish III will be taught primarily in Spanish to facilitate the understanding of the language. This course will cover a large amount of vocabulary, advanced grammatical structures, verb tenses such as preterit, imperfect, future, conditional, subjunctive, and perfect tenses. Students will be required to primarily use Spanish, read literature from Spanish writers, write essays and creative pieces in Spanish, and study the culture of Spanish speaking countries.

Prerequisites- B or above in Spanish II  
An additional cost will be incurred if taken for dual credit  
Textbook  
*Realidades 3*, Pearson Prentice Hall

## **Dual Credit Spanish 203 (11<sup>th</sup> – 12<sup>th</sup> Grade) – 1 semester**

Spanish III will be taught primarily in Spanish to facilitate the understanding of the language. This course will cover a large amount of vocabulary, advanced grammatical structures, verb tenses such as preterit, imperfect, future, conditional, subjunctive, and perfect tenses. Students will be required to primarily use Spanish, read literature from Spanish writers, write essays and creative pieces in Spanish, and study the culture of Spanish speaking countries.

Prerequisites- B or above in Spanish II  
An additional cost will be incurred if taken for dual credit  
Textbook  
*Realidades 3*, Pearson Prentice Hall

## **Spanish IV (11<sup>th</sup> – 12<sup>th</sup> Grade) – 1 year**

The course is a possible dual credit course through Missouri Southern State University

# Department of Mathematics

## Philosophy

*Mathematics is a field of study focused on enhancing the student's ability to think rationally, study effectively, and reach valid conclusions. The student will learn problem-solving strategies and organizational skills and will be exposed to the desire to seek understanding and become a life-long learner.*

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## Curriculum Presented

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### Math (6<sup>th</sup> Grade) – 1 year

Students will be introduced to the concepts of geometry and algebra through the development of decimal numbers, percent, integers, and whole numbers. An understanding of statistical data is developed through the recognition of mathematical relationships and represented in graphs and charts.

#### Textbook

*Arithmetic 6*, Abeka Books

### Math (7<sup>th</sup> Grade) – 1 year

Students will be introduced to the mathematical concepts of ratio and proportion with a review of percents, fractions, decimals, integers, and whole numbers. Simple algebraic concepts are developed through the order of operations and solving one and two-step equations. Probability, statistics, measurement, and plane geometry are developed throughout the course. Students will cover  $\frac{1}{2}$  of the text in 7<sup>th</sup> and the other  $\frac{1}{2}$  in 8<sup>th</sup> grade.

#### Textbook

*Pre-Algebra*, McDougal Littell

### Pre-algebra (7<sup>th</sup> – 8<sup>th</sup> Grade) – 1 year

The Pre-Algebra course is designed to give students a firm foundation in algebra. Pre-Algebra will also prepare students for future courses in geometry, probability, and data analysis. Topics include: solving equations and inequalities, rational numbers, proportions, functions, geometry, measurement, transformations, polynomials, and data analysis.

Prerequisites: 7<sup>th</sup> grade students - B or above in 6<sup>th</sup> grade Math and 80<sup>th</sup> percentile or above on Math components of SAT10

#### Textbook

*Pre-Algebra*, McDougal Littell

### Algebra I (8<sup>th</sup> – 9<sup>th</sup> Grade) – 1 year

Algebra I lays the foundation for future math courses. This course is designed to introduce the strategies, skills and vocabulary involved in algebraic problem solving including the application of algebraic concepts. Topics include equations, inequalities, polynomials, factoring, and graphs.

Pre-requisite: For 8<sup>th</sup> grade students B or above in Pre-Algebra & teacher approval

#### Textbook

*Algebra 1*, Holt McDougal Larson

## **Geometry (9<sup>th</sup> – 12<sup>th</sup> Grade) – 1 year**

The purpose of Geometry is to prepare students to be able to utilize geometric concepts in the real world and in future studies. Students will use reasoning and logic to study the Euclidean system of lines, angles, triangles, quadrilaterals, polygons, circles, areas, and volume. Special projects may include constructions, transformations, origami and trigonometry.

Pre-requisite: Algebra I

### Textbook

*Discovering Geometry*, Key Curriculum Press

## **Algebra II (10<sup>th</sup> – 12<sup>th</sup> Grade) – 1 year**

This course develops and expands upon the skills presented in Algebra I working toward the conceptual understanding of algebraic processes. The new topics introduced include conic sections, polynomial, exponential and logarithmic functions, matrices and determinants, sequences and series, and probability.

Pre-requisite: C or above in Algebra I

### Textbook

*Algebra 2*, Holt McDougal Larson

## **Advanced Algebra (11<sup>th</sup> – 12<sup>th</sup> Grade) – 1 year**

This course reviews and expands on topics covered in Algebra 1 and 2. Topics include algebraic operations, equations, inequalities, functions and their properties, number systems and operations, conics, exponential functions, sequences and series and probability.

Pre-requisite: Algebra II

### Textbook

*Advanced Mathematical Concepts*, Glencoe

## **Trigonometry or Dual Credit Trigonometry (11<sup>th</sup> – 12<sup>th</sup> Grade) 1 semester**

Trigonometry is dual-credit course following the syllabus set by Missouri Southern State University for Math 135: Trigonometry. It is a course that prepares students to solve numerous real-world problems and provides a foundation for the study of calculus. Students will learn to apply trigonometric functions, trigonometric graphs, and triangular relationships to solve a variety of problems. Students will integrate the algebraic skills and geometric concepts acquired in previous courses.

Pre-requisite: Geometry & a B or above in Algebra II or teacher recommendation  
Students will incur an additional cost if they elect to take the class for dual credit.

### Textbook

*Analytic Trigonometry with Applications 2nd ed.*, Wadsworth Publishing

## **College Algebra or Dual Credit College Algebra (11<sup>th</sup> – 12<sup>th</sup> Grade) 1 semester**

Math Analysis is a dual-credit course following the syllabus set by Missouri Southern State College for Math 130: College Algebra. The purpose of Math Analysis is to prepare students for future study in college mathematics and math-related careers. Students will solve problems analytically. The course will cover linear, polynomial, rational, quadratic, exponential and logarithmic functions as well as systems of equations and conic sections.

Pre-requisite: B or above in Algebra II or teacher recommendation

Students will incur an additional cost if they elect to take the class for dual credit

### Textbook

*College Algebra: Concepts Through Functions*, Prentice Hall

## **Probability and Statistics (11<sup>th</sup> - 12<sup>th</sup> Grade) - 1 year, offered on odd numbered years**

This course is designed to help understand factors that determine outcomes, from wait time in line, to winning a board game. The class will study the applications of probability; rolling dice, figuring odds in card games, learning basic statistics, central tendency measures, measures of dispersion, and statistical significance. This will be a hands-on course where students will learn the basics of probability and statistics through exploration and experimentation. Students will attend a baseball game and will examine the stats. Students will have a quarter long project where they design a survey. They will collect data, and report the results of their survey. Statistical statements and conclusions will be examined and interpreted within periodicals and professional journals.

Pre-requisite: C or better in Algebra II

Textbook *Stats: Data and Models*, Pearson, Addison-Wesley

## **AP Calculus or Dual Credit Calculus (12<sup>th</sup> Grade) – 1 year**

Calculus is dual-credit course following the syllabus set by Missouri Southern State University for Math 150: Calculus with Analytic Geometry 1. This course will cover functions, graphs, limits, derivatives, and integrals. In addition, the Fundamental Theorem of Calculus will be taught along with techniques and applications of anti-differentiation, and numerical approximations to definite integrals. All students will be given the opportunity to take the AP Examination upon completion of the course for possible college credit.

Prerequisite: B or above in Trigonometry and College Algebra

Students will incur an additional cost if they elect to take the AP Examination or take the class for dual credit.

Textbook

*Calculus: Early Transcendentals*. Addison-Wesley

# Department of Physical Education

## Philosophy

*The healthy, physically active person is more likely to be academically motivated alert and successful in school. They are more likely to establish habits of behavior that will foster good health throughout life, thereby enhancing the quality of life. Taking care of our bodies is a God-given responsibility. Students will be offered the opportunities and challenges to reach their full potential not only intellectually spiritually and socially, but physically.*

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## Curriculum Presented

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### **Middle School P.E. (6<sup>th</sup> – 8<sup>th</sup> Grade) – 1 semester**

This class will help students recognize the importance of their physical, emotional, social and mental wellness. Emphasis will be placed on the development of good sportsmanship, good teamwork and exercise skills that will benefit them throughout life. Students will be required to dress out and actively participate in all activities. Middle School P.E. will be co-ed.

### **Physical Fitness and Health or Dual Credit Lifetime Wellness (9<sup>th</sup> – 12<sup>th</sup> Grade)**

**1 semester, repeatable**

**1 year for Dual Credit**

Students participate in a variety of physical activities, including power, strength and cardiovascular fitness, as well as activities for injury prevention and treatment. The purpose of Physical Fitness is to develop muscular strength, speed, agility, flexibility and an appreciation of a healthy lifestyle through personal physical fitness and wellness. Health class prepares students to understand health and wellness with special emphasis on nutrition, mental, social and physical health, the prevention of illness, basic care of the ill, life management skills, risk reduction skills and how these behaviors can improve the quality of life and life expectancy. Health meets each Chapel day and is Co-ed. Dual credit is available to juniors and seniors only. If taken for dual credit students are required to attend (2) two-hour, fitness evaluations at MSSU each semester.

Students will incur an additional cost if they elect to take Wellness for dual credit and must be a junior or senior. (2 credit hours)

Textbook

*Fit and Well, Fahey, Insel, and Roth*

### **High School P.E. and Health (9<sup>th</sup> – 12<sup>th</sup> Grade) – 1 semester, repeatable**

Health class prepares students to understand health and wellness with special emphasis on nutrition, mental, social and physical health, the prevention of illness, basic care of the ill, life management skills, risk reduction skills and how these behaviors can improve the quality of life and life expectancy. Health meets each Chapel day and is Co-ed. Physical Education will help students recognize the importance of their physical, emotional, social, and mental wellness. Emphasis will be placed on the development of good sportsman-ship, good teamwork and exercise skills, which will benefit them throughout life.

Students will incur an additional cost if they elect to take Wellness for dual credit and must be a junior or senior. (2 college credit hours)

Textbook

*Fit and Well, Fahey, Insel, and Roth*

# Department of Science

## Philosophy

*Science education is vital for preparing today's students for responsible and informed participation in our occupationally diverse society. It directs students to a creative and magnanimous God who designed the universe in such a way that an in-depth study of the creation reveals the wisdom, righteousness, goodness and holiness of the Creator. The approach to the study of science at CHCS is from the creationist worldview. This viewpoint holds that all matter and the laws that govern its behavior, and the wide diversity of life, especially human life, were created in the past and have theological significance. Matter and its governing laws, and life, having been created and having a purpose, can be examined, understood, and used for the betterment of mankind. Students can have confidence in what has been discovered about science and use this knowledge to better understand the operation of the world around us.*

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## **Curriculum Presented**

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### **General Science (6<sup>th</sup> Grade) – 1 year**

This class focuses on a survey of a variety of scientific disciplines including the study of plants, invertebrate organisms, earth science, space, matter and chemistry. The fourth nine weeks will focus on basic first aid, anatomy, and physiology. Students will understand and apply concepts and principles used in these areas of science.

#### Textbook

*Observing God's World*, A Beka Books  
*Choosing Good Health*, A Beka Books

### **Life Science (7<sup>th</sup> Grade) – 1 year**

Life Science focuses on the large diversity of life on planet Earth and specifically includes the study of the scientific method, creationist vs. evolutionary theory, cellular biology, genetics, botany, zoology, and human anatomy. Students will understand and apply concepts and principles used in these areas of science. Students will also be required to complete a science fair project.

#### Textbook

*Life Science*, Bob Jones University Press

### **Space and Earth Science (8<sup>th</sup> Grade) – 1 year**

The first semester of this course focuses on astronomy- earth's motions, stars, the sun, the planets, and the moon. The second semester covers weather, geology, and water processes. Students will understand and apply concepts and principles used in these areas of science. Students will also be required to complete a science fair project.

#### Textbook

*Space and Earth Science*, Bob Jones University Press

## **Physical Science (9<sup>th</sup> Grade) – 1 year**

This course is designed as a basic introduction to the laws and principles of physics and chemistry. Students will have opportunities to learn theories and skills that explore and demonstrate the physical principles that govern the environment God has placed us in. It is hoped that students will become comfortable with building natural problem-solving skills to address the structure and nature of matter, and the forces at work when matter is in motion as well as the chemical properties of matter. An engineering project will be part of an individual research assignment involving either a bridge building project or the building of a Rube-Goldberg device.

### Textbook

*Physical Science*, Bob Jones University Press  
*The Physical World Lab Book*, Bob Jones University Press

## **Biology (10<sup>th</sup> – 12<sup>th</sup> Grade) – 1 year**

This course is designed as a general survey of the plant and animal kingdoms, anatomy and physiology, cellular biology, origins and genetics. An inquiry approach will emphasize the thought processes necessary for the development of logical thinking skills. Microscopy, dissection and explorations in the laboratory will allow students to become familiar with laboratory equipment and the scientific method. A science or engineering project will be part of an individual research assignment involving either a traditional science fair experiment or the building of a Rube-Goldberg device.

Pre-requisite: Physical Science

### Textbook

*Biology - A Scientific Inquiry*, Ron Thompson  
*Biology: God's Living Creation*, Abeka Books

## **Anatomy and Physiology or Dual Credit Anatomy and Physiology (11<sup>th</sup> – 12<sup>th</sup> Grade)**

### **1 year, offered on even numbered years**

This course is designed to allow the student to explore at a deeper level, the complexities of the human body—to further develop an appreciation of the design inherent in living beings. This course will also involve students in the comparison of structures of various animals (crayfish, starfish, shark) to that of a larger mammal (cat) through extended dissection. Beginning at a cellular level, we will examine structures and function of tissues, organs, and the eleven organ systems in the context of these organisms.

Pre-requisite: Biology

Students will incur an additional cost if they elect the option for dual credit (4 college credit hours)

### Textbook

*Anatomy & Physiology, An Integrative Approach*, McKinley

## **Chemistry (11<sup>th</sup> – 12<sup>th</sup> Grade) – 1 year**

This course introduces students to general chemical principles, which include atomic structures, stoichiometry, gas laws, acids and bases. Application of stoichiometric principles requires students have a good understanding of basic algebra, which is used extensively through the class. Demonstrations and laboratory work are an essential part of the class and will introduce and reinforce chemical principles covered in lecture.

Pre-requisite: Biology, Algebra II with a grade "C" or better, or concurrent enrollment in Algebra II with instructor approval

### Textbook

*Chemistry, Precision and Design*, Abeka

## **Physics (11<sup>th</sup> – 12<sup>th</sup> Grade) – 1 year**

This course introduces basic physics concepts. Coursework examines fundamental laws of matter and energy, velocity and acceleration, thermodynamics and heat, acoustics and sound waves, reflection and refraction of light, electricity, magnetism, and quantum theory. Understanding of physics requires mastery of numerous arithmetic and algebraic principles. The principles of physics are illustrated by everyday experience and practical devices. Students will learn about Physicists who were also strong Christians.

Pre-requisite: Algebra II with a grade of B or better

### Textbook:

*Physics: The Foundational Science – A Beka Books*

## **Forensics (11<sup>th</sup> -12<sup>th</sup> Grade) – 1 year**

This course is designed to familiarize students with the basic principles of forensic investigation applied to crime scenes. Techniques and processes used by police investigators will be explained, demonstrated and modeled as students study topics such as: hair and fibers, fingerprints, DNA, blood spatter, ballistics, handwriting, soil and many more. As the class becomes familiar with proper procedures, students will take on the role of investigative teams as they collect and examine evidence at mock crime scenes, and then apply critical and logical thinking skills to solve the mystery of 'who done it'. Forensics is an active class with lots of hands-on experience, which by its very nature allows for the development of multiple skills (observation, collection, deductive and inductive reasoning) and disciplines (biology, math, physics, language, chemistry, etc.) in crime scene investigation.

Pre-requisite: Biology

### Textbook

*Forensic Science Fundamentals & Investigation*, Anthony J. Bertino

## **Environmental Science (10<sup>th</sup> – 12<sup>th</sup> Grade) – 1 year**

This course is intended to create awareness on the part of the students for the environment and their place in that environment, all from a biblical world view. The course addresses many of the environmental problems facing society today. Also studied are concepts from ecology, biology, geology, physical science, business, and the social sciences that relate to Environmental Science.

Pre-requisite: Physical Science and Biology

### Textbook

*Environmental Science*, K. Arms

## **AP Biology or Dual Credit General Biology (11<sup>th</sup> – 12<sup>th</sup> Grade 1 year, offered on odd numbered years**

This course is designed to give the student the opportunity of earning 4 hrs of Biology credit from MSSU and/or preparing the student for taking the AP Biology exam, which can earn them up to 8 hrs of Biology credit (dependant upon the University the student attends). Topics will include a review of basic chemistry, molecules and an overview of mitosis, meiosis, and genetic crosses. An overview of biological evolution will be studied in the context of current scientific theory. Populations and communities will be studied in their environment and molecular studies of DNA will give the student an introduction to cloning and molecular biology. Additional lab time will be required each week.

Pre-requisite: B or better in Biology I

Students will incur an additional cost if they elect to take the AP Examination or elect to take the class for dual credit (4 college credit hours)

### Textbook

*Biology*, Campbell & Reece

# Department of Social Science

## Philosophy

*History is not the record of random cause and effect, but rather the effect of the ultimate cause working through the events and persons of history. Aristotle described this concept of God when he described the force in control in the universe as the “unmoved mover”. To understand the world we live in we must view the history of man, as God perceives it. We can only truly comprehend who we are today when we understand that this is His story. The study of history is not just the study of the past, but it explains our present condition and gives us a guide for the future. People and their relationships with each other are the essence of any social science study. Since God created man, comprehension of human relationships, whether historical, geographical, sociological, or psychological can only be attained by an eternal perspective.*

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## **Curriculum Presented**

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### **Western Hemisphere History & Geography (6<sup>th</sup> Grade) – 1 year**

This class is the study of the New World from its beginning up to the present. Areas of concentration are the history and geography of Canada, the United States, Mexico, and South America. Students, with the aid of maps, illustrations, and videos will examine the economic, social, and political aspects of the Western Hemisphere. Students will be able to relate lessons from history to current situations through a variety of class activities. Some of these activities will include a Canadian poster, a national park written project, a Civil War comparison poster, a Mexican Fiesta, and a guest speaker who will clarify highlights of Missouri history.

#### Textbook

*New World History and Geography, Abeka Books*

### **World History and Geography (7<sup>th</sup> Grade) – 1 year**

This class provides the student with an account of world history from creation of the world up to the present day with a strong emphasis on eastern hemisphere geography. This course enables the student to see God as the Creator and controller of all history. The student will acquire knowledge and an appreciation of people and cultures around the world and throughout time. They will be able to identify geographic locations and differentiate the five themes of geography. Finally, they will be able to explain, assess, and critique the major historical world events. Students will do several projects including a Debate over Greek Cities, a Bibliography Book Report, a European Map project, and an Asian Map Project.

#### Textbook

*World History and Cultures, Abeka Books*

## **American History and Geography (8<sup>th</sup> Grade) – 1 year**

This class is the study of U.S. History from the Age of Exploration and Discovery up to Contemporary times with a strong emphasis on the creation and success of the U.S. Constitution. Students will develop an understanding of the role the U.S. has played in the world, identify U.S. Geography, and analyze the cultural diversity within our country. Major projects throughout the year include a Revolutionary War Notebook and a World War I Project Board.

### Textbook

*America, Land I Love*, Abeka Books  
*American History Activities Book*, Center For Applied Education  
*Our Living Constitution, then and now*, Good Apple Inc  
*The Constitution of the United States Workbook*, McDonald Publishing Co.

## **World History (10<sup>th</sup> – 12<sup>th</sup> Grade) – 1 year**

World History will be presented as His-story; that is God's working in history. The class will begin with God's creation of the world and move through the development of civilizations, governments, and empires. Emphasis will be on the major components of cultures and how they affected history, with a strong focus on the geography of Asia, the Middle East, and especially Europe and the Mediterranean.

Recommended 10<sup>th</sup> grade year

### Textbook

*World History & Cultures*, Abeka Books

## **United States History (11<sup>th</sup> – 12<sup>th</sup> Grade) – 1 year**

This course is a survey of the history of the development of the United States from the first European explorers to the emergence of modern diplomatic, economic, and political problems. Students will write a research paper on a topic related to an annual theme and/or participate in History Day. Students will be encouraged to think by participating in the class discussions and attempting to see the connectivity in the progression of history.

Pre-requisite: World History

### Textbook

*United States: Heritage of Freedom*, Abeka Books  
*American Vision and Revisions*, Copley Publishing Group

## **Honors US History (11<sup>th</sup> – 12<sup>th</sup> Grade) – 1 year**

In addition to the United States History course stated above the Honors student will be required to complete a research element, compete in History Day, meet outside of class for a book discussion group, complete a reading/response assignment, and complete an additional essay on each classroom examination.

Pre-requisite: B or above in World History

### Textbook

*United States: Heritage of Freedom*, Abeka Books  
*American Vision and Revisions*, Copley Publishing Group

## **American Government (9<sup>th</sup> – 12<sup>th</sup> Grade) – 1 semester**

American government is the study of our federal government as well as a forum to have a discourse on issues applicable to our society. This study is intended to encourage students to participate in local and federal government, to challenge the students to exercise their God given rights, and take personal responsibility as citizens of the United States of America. Students will study and be tested over state and federal constitutions in order to meet federal guidelines for all US students.

### Textbook

*American Government in Christian Perspective*, Abeka Books

## **Geography (9<sup>th</sup> – 12<sup>th</sup> Grade) – 1 semester**

Geography is the study of the earth and its people. Students will be familiar with various countries and cultures of the world as well as geographical locations and contours.

### Textbook

*World Geography in a Christian Perspective*, Abeka Books

## **Psychology (9<sup>th</sup> – 12<sup>th</sup> Grade) – 1 semester**

This course is designed to introduce students to the vast and diverse field of psychology. The curriculum is based on the high school standards established by the American Psychological Association. Students will learn the principles, concepts, and theories of psychology. Students will be given tools to better understand themselves, their lives, and their communities.

### Textbook

*Psychology: A Christian Perspective*, Rocking R Ventures

## **OUR MISSION**

College Heights Christian School glorifies God through excellence as a Christ-centered learning environment that produces servant-leaders with a Biblical worldview.



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