

Welcome to Grace Christian Academy

Dear Students and Parents,

Welcome to Grace Christian Academy. We hope and pray that your time at this school may be spiritually beneficial, that you may grow in your academic knowledge, and that you will be increasingly seeking ways that you can serve all who enter your sphere of influence.

This Curriculum Guide contains information to help make decisions about courses and to explain some of the options available at our school. In addition, the people listed below are ready and interested in helping you with any questions about the registration process. Please feel free to contact them by phone, email, or in person with your questions.

With God's blessing, we seek to help you explore options and find your vocation, your calling. May God bless us as we work together as staff, parents, and students in this effort.

Academic Counselor:	Mrs. Kristin Meschke	Kristin.meschke@gcagr.org
Curriculum Director:	Mrs. Laura Ash	Laura.ash@gcagr.org
High School Principal	Mr. James Bazen	Jim.bazen@gcagr.org

Grace Christian Academy Contact Information

Phone (616) 290-0422

Web: gracechristianacademy.org

Email: office@gcagr.org

GCA Mission Statement

The mission of Grace Christian Academy is to be an instrument used by God for His glory through a Christ-centered education that integrates the truths of Scripture into all disciplines and immerses children and young people in the study of God's precious Word and the wonders of His creation. The necessity of a personal relationship with God through his Son, Jesus Christ, by the work of the Holy Spirit is most important. In addition, the development of the whole person is encouraged so that students recognize, develop, and use their unique, God-given gifts to cheerfully and wholeheartedly praise the Triune God, serve one another, and be discerning and responsible citizens in their communities.

GCA Motto

By grace, equipping and inspiring students to be life-long learners who know, serve, and glorify Jesus Christ.

Table of Contents

Welcome to Grace Christian Academy	2
Grace Christian Academy Contact Information	2
GCA Mission Statement	2
GCA Motto	2
Registration Information	7
Admissions	7
Discrimination	7
Credit for GCA Courses	7
Course Failure/Credit for Non-GCA Courses	7
Grade Point Averages (GPA)	7
Grading System	7
Grading Scale	7
Incomplete Course Work	8
Report Cards	8
Scheduling Classes	8
Schedule Changes	8
Transfer Students from another school	8
Transfer Students from home school	8
Required Curriculum	8
Courses – Seventh Grade	9
Courses – Eighth Grade	9
Courses – Ninth Grade	9
Courses – Tenth Grade	9
Courses – Eleventh Grade	9
Courses – Twelfth Grade	10
Special Opportunities	10
Academic Support –Educational Support Services Program (ESSP)	10
Auditing of Courses	10
CLEP (College Level Examination Program)/AP English College Credits	10
Dual Enrollment at GCA	10
Kent Career Technical Center (KCTC)	11
Senior Release	12

Teacher Aides	12
Graduation Requirements	12
Junior High Completions	12
Requirements for Graduation – Grade 12	12
Service Requirement	15
Valedictorian/Salutatorian Requirements	16
Grace Christian Academy Courses	17
Applied Technology	17
Woods 7	17
Woods 8	18
Do It Yourself 9-12	18
Engineering/Manufacturing 9-12	18
Mechanical Drawing CAD 9-12	18
Metals 9-12	18
Woods 9-12	18
Woods 9-12 (2-day)	19
For All Art Classes:	20
Drawing	20
Mixed Media	20
Painting	20
Bible Curriculum	20
Bible 7	21
Bible 8	22
Bible 9	22
Bible 10	22
Bible 11	22
Bible 12	22
Computer Curriculum	22
Computer 7	23
Life Skills 8	23
Computer Programming	23
Web Design	23
Yearbook	23
Home Economics	24

Home Economics 7	24
Home Economics 8	24
Foods (9-12)	24
Language Arts	25
English 7	26
Literature 7	26
English 8	26
Literature 8	26
English - 9	26
Classic Literature – 10	26
English Composition – 10	26
American Literature – 11	27
Speech – 11	27
AP Language and Composition – 12	27
British Literature – 12	27
Senior English – 12	27
World Literature – 12	28
Journalism 9-12	28
Mathematics	28
MATH OPTIONS AT Grace Christian Academy JR/SR HIGH	29
Algebra and Geometry Basics	31
Transition Math	31
Algebra I	31
Geometry	31
Applied Functions	32
Applied Statistics/Trigonometry	32
Algebra II	33
Functions/Statistics/Trigonometry	33
PreCalculus	33
Financial Literacy	34
Music	34
Choir – Junior and Senior High	34
Band – Junior High	34
Band – Senior High	35
Music Appreciation (7-12)	35
Orchestra (7-12)	35

Physical Education	35
Physical Education – Junior High	36
Physical Education – Senior High	36
PE – Senior High (2-day)	36
Science	37
Earth Science – 7/8	37
Life Science – 7/8	38
Physical Science – 9	38
Biology – 10	38
Chemistry – 11	38
Anatomy/Physiology – 11/12	39
Physics – grade 11 or 12	39
Social Studies	39
Geography 7	40
U.S. History 8	40
U.S. History – 9-12	40
World History 9-12	40
Business Law – 11/12	40
Economics – 12	41
Government – 12	41
Psychology – 12	41
World Languages	41
Spanish 7	42
Spanish 8	42
Spanish I	42
Spanish II	43

Registration Information

Admissions

Grace Christian Academy Junior/High School provides education for students in grades 7,8,9,10,11, and 12. Students must have completed grade 6 to be eligible for regular admission. For students entering Grace Christian Academy from another school, see an administrator for the admission process. After a student is admitted to Grace Christian Academy, the core courses necessary to graduate from GCA must be taken at Grace Christian Academy.

Discrimination

GCA does not discriminate on the basis of race, color, or national or ethnic origin in employment practices, admissions, policies, or school-related programs.

Credit for GCA Courses

Most GCA courses meet for five periods per week. Students who pass these courses earn five credits per semester. Two-day courses earn 2 credits per semester. Five-day ESSP Skills class and Teacher Aide courses earn 2.5 credits per semester. KCTC courses earn 10 credits per semester. In grades 9-12, all students must take a minimum of 24 credits per semester. KCTC or Early College students must take a minimum of 20 hours of credit (15 for seniors) at GCA concurrent with the off-campus classes. To graduate from GCA, students must earn a minimum of 220 credits in grades 9 – 12. Most students earn 250 – 270 credits.

Course Failure/Credit for Non-GCA Courses

If a student does not pass a course at Grace Christian Academy, he/she is allowed to take a similar course at an institution approved through our counseling office prior to the beginning of that course, and then transfer the credit to our school. These credits will be transferred in, but not the grade received. Students may take alternative courses due to an irresolvable scheduling conflict (per administrative approval) even if they did not first fail a GCA course.

Credit (not grade) will be given for pre-approved: (1) credit recovery courses, (2) alternate courses due to scheduling conflicts, and (3) course work taken at a traditional college (See Dual Enrollment Guidelines).

Grade Point Averages (GPA)

GCA uses the following scale for calculating GPA:

A	4.000	C	2.000
A-	3.667	C-	1.667
B+	3.333	D+	1.333
B	3.000	D	1.000
B-	2.667	D-	0.667
C+	2.333	E	0.000

Grading System

Each teacher will determine the weight of assignments, quizzes, tests, projects, and participation for their own classes.

Grading Scale

The school grading scale used by all teachers is:

95.0 - 100.0	A	73.0 - 76.9	C
90.0 - 94.9	A-	70.0 - 72.9	C-
87.0 - 89.9	B+	67.0 - 69.9	D+
83.0 - 89.9	B	63.0 - 66.9	D+
80.0 - 82.9	B-	60.0 - 62.9	D
77.0 - 79.9	C+	59.9 and below	E

Note: PowerSchool tracks grades to the nearest hundredth percent. PowerSchool assigns grades according to this chart (as if rounded to the nearest tenth). Example: 95.95% would round to 96%.

Incomplete Course Work

Students given an incomplete in any course must make up this work within one month after the marking period is completed. An Incomplete will appear as an **I** on a student's report card. Any student who does not complete unfinished work by this deadline will receive a failure for the semester in that particular class. To participate in the graduation ceremony, seniors must resolve all incompletes by the end of the last exam day.

Report Cards

Report cards are issued four times per year, at the end of each nine-week session. Semester report card grades are final grades that will appear on the academic records. Each marking period counts for 40% and the exam counts for 20% of the semester grade. Semester grades are used to calculate a student's cumulative grade point average.

Scheduling Classes

Thoughtful selection of the courses you take is a key part of planning for the future. Parents and students should discuss options each year. The information needed for scheduling will be sent home (generally electronically) prior to the students scheduling appointment. Parents are also welcome to join their child for the scheduling appointment. After the courses have been requested, any change to the classes must be signed by the parent.

Schedule Changes

At times students may change their minds about which elective courses they would like or perhaps prefer to take a required course another year due to a heavy load of classes. Students have five school days at the beginning of each semester to add a class and six weeks at the beginning of each semester to drop a class for a study hall. This more lengthy time to make the decision to drop a class gives students ample opportunity to experience the time needed to complete the work for the course. **EXCEPTION:** Two-day classes may not be dropped at the semester since they earn a semester credit for the entire year.

Specifically: To change a course after signing up for classes, a student must contact the counselor. No classes may be added after the first five school days of the semester. A student may drop a course under the following rules:

1. Up to six weeks into the semester, drop without penalty. (Unless class has a waiting list – then 5 days)
 1. After six weeks, an E is recorded for the semester grade on transcript.
 3. Drop/Adds may occur at the beginning of either first or second semester.
 4. Two-day classes may not be dropped at 2nd semester.

Students who drop a course must discuss this with the counselor. A Drop/Add slip (with parent signature) must be completed prior to the above deadlines. If a student retakes a course, the higher of the two grades will be recorded.

Transfer Students from another school

In general, when a student transfers into our school from a traditional high school, previous credits will be accepted and used to compute the student's GPA.

Transfer Students from home school

Grace Christian Academy will determine what credit will be granted for home school courses taken by a student who is applying for admission to Grace Christian Academy. Credit will be given for home school courses taken through an accredited institution. Courses completed at home (without the oversight of an accredited institution) will be evaluated individually. Grades for courses taken in non-traditional school setting will not be used in determining a student's GPA, but attached to the students' GCA transcript.

Required Curriculum

Although there is some variation in courses per grade level, the following lists of courses indicate the typical courses taken at that grade in order to meet the requirements for graduation. In the upper grades, students may choose electives in addition to these courses. Elective courses provide an opportunity to explore different areas or to learn more in one area based upon career goals.

Courses – Seventh Grade

Bible 7 (OT Studies)	one year	10 credits
English 7	one year	10 credits
Geography 7	one year	10 credits
Math (Transition Math, or Algebra I)	one year	10 credits
Science 7/8 (Earth or Life)	one year	10 credits
Computer 7	nine weeks	2.5 credits
Home Ec (girls), Woods (guys)	nine weeks	2.5 credits
Literature 7	nine weeks	2.5 credits
Spanish 7	nine weeks	2.5 credits
Physical Education (2 days/week)	one year	4 credits
Music (2 days/week) (Band, Choir, Orchestra, Music App.)	one year	4 credits

Courses – Eighth Grade

Bible 8 (Gospels)	one year	10 credits
English 8	one year	10 credits
Math (Algebra I, Geometry/Algebra Basics, or Geometry)	one year	10 credits
Science 7/8 (Earth or Life)	one year	10 credits
U.S. History 8 (Through Reconstruction)	one year	10 credits
Home Ec (girls), Woods (guys)	nine weeks	2.5 credits
Life Skills 8	nine weeks	2.5 credits
Literature 8	nine weeks	2.5 credits
Spanish 8	nine weeks	2.5 credits
Physical Education (2 days/week)	one year	4 credits
Music (2 days/week) (Band, Choir, Orchestra, Music Appreciation)	one year	4 credits

Courses – Ninth Grade

Bible 9 (OT Prophets and Church History)	one year	10 credits
English 9	one year	10 credits
Math (Algebra/Geometry Basics, Geometry, or Algebra II)	one year	10 credits
Physical Science	one year	10 credits
U.S. History (After Reconstruction) or World History	one year	10 credits
Physical Education (may also be taken a later year)	one year	10 credits
Music (2 days/week – or may be taken a later year) (Band, Choir, Orchestra, Music Appreciation)	one year	4 credits

Courses – Tenth Grade

Bible 10 (NT Acts through Revelation)	one year	10 credits
Biology	one year	10 credits
English Composition/Classic Literature	one year	10 credits
Math (App.Functions/Statistics, Algebra II, FST, or PreCalculus)	one year	10 credits
Spanish I	one year	10 credits
U.S. History (After Reconstruction) or World History	one year	10 credits
Fine Arts Elective (or a later year)	one year	6 credits

Courses – Eleventh Grade

Bible 11 (Apologetics/Bible Doctrine)	one year	10 credits
Chemistry, Anatomy, or Physics (or in grade 12)	one year	10 credits
American Literature/Speech	one year	10 credits
Math (Applied Functions/Statistics, FST, or PreCalculus)	one year	10 credits
Spanish II (or additional Fine Arts)	one year	10 credits

Courses – Twelfth Grade

Bible 12 (Apologetics/Bible Doctrine/Family Living)	one year	10 credits
English (British or World Literature plus AP or Senior English)	one year	10 credits
Government/Economics	one year	10 credits
Math	one year	10 credits

Special Opportunities

Academic Support –Educational Support Services Program (ESSP)

Grace Christian Academy is committed to helping students as God enables, to grow in knowledge, strive for wisdom, and learn to serve, for His glory. Some students, particularly in academic areas, need significantly more help with their course work. GCA will seek to serve students with lack of organization/responsibility, ESL, deficiencies in underlying knowledge, ADD/ADHD, LD, and other impairments on a case-by-case basis. Students needing assistance (other than LD students) will be served by a combination of teacher, resource room and aides/volunteers. If needed, short-term individualized goals will be developed.

A teacher or parent with a concern for a student/child should contact an ESSP teacher. The ESSP teacher gathers information (current classroom assessments, observations, information from parents and teachers) and determines the proper course of action. If testing is needed, parents will be contacted. For those students who need academic assistance, available resources will be evaluated to determine what assistance can be offered to the student.

For more detailed information, contact an administrator or ESSP teacher.

Auditing of Courses

Auditing of courses will be permitted only upon recommendation by the counselor/administrator and permission of the instructor. Students will then be permitted to audit any class for no credit, if, in the teacher's judgment, the student is adequately performing the required homework, and is not a discipline problem. Students auditing a class will not be permitted to take tests or exams.

CLEP (College Level Examination Program)/AP English College Credits

Students also may take courses at GCA and then take the CLEP test to exempt college requirements and/or get college credit depending on college requirements. GCA students have passed CLEP tests for: Government, US History I, Chemistry, Economics, Biology and Psychology. AP English (plus a passing test score) also earns college credit.

Dual Enrollment at GCA

Over the years a number of high school students have taken college courses while still in high school. This is called "dual enrollment." For students in public schools, the public school forwarded a portion of their state allotted dollars to the college to provide the college tuition payment. There was no option for private or home school students. College tuition was paid by the student. Recently, this has changed. The Michigan Legislature passed Public Acts 131-134 which allow nonpublic students to go to a college and dual enroll up to a maximum of 10 courses in four years. Colleges must bill the Michigan Department of Education directly for students in private schools. MDE calculates the correct payment amount (not necessarily full tuition).

If you are interested in considering a dual enrollment opportunity for the coming school year, here are some points of consideration:

1. Taking college courses does begin a college transcript – make sure you are ready!
2. Students must follow the college requirements...for example, if you change your mind about taking a course and you don't officially drop the course by the drop date, an "E" may be recorded on your transcript

– permanently for that college. Also, check with the college to see what their minimum GPA requirement is to be considered for dual enrollment.

3. To receive both college and high school credit, the college course must be at or above the level of courses offered at GCA and **preapproved** by the GCA Counselor. Credit (not grade) will be given for pre-approved (1) credit recovery courses, (2) alternate courses due to irresolvable conflicts, and (3) courses taken at a traditional college if the course is not offered by GCA.
4. Credit earned per (3-4 credit) college course will be equal to that of a semester course at GCA (typically 5 credits). For college foreign language courses (other than Spanish), the student will receive 5 credits and also an exemptions from one year requirement of high school foreign language.
5. Core GCA courses must be taken at GCA.
6. Eligible charges include tuition, course fees, registration fees, material fees up to a prorated percentage of the statewide pupil-weighted average foundation allowance (likely a maximum of \$600-\$700 per course).
7. Students must be in a public or state approved nonpublic school (GCA is state approved).
8. Students must complete required documentation (college enrollment form, transcript, permission form).
9. Courses that are considered a hobby, craft, recreational, physical education, or religious education are ineligible for State of MI reimbursement. In addition, each college has restricted classes.
10. For further information, see the State of Michigan website:
http://www.michigan.gov/documents/mde/9-12_Dual_Enrollment_FAOs_397781_7.pdf

Grace Christian Academy Core Courses are:

BIBLE

Bible 9
Bible 10
Bible 11
Bible 12

FOREIGN LANG.

Spanish I
Spanish II

LANGUAGE ARTS

English 9
Eng. Composition
Classic Literature
American Lit.
Speech
British Lit.
AP English
World Literature
Senior English

MATH

All Math Classes

MUSIC

Choir
Band
Music Appreciation
Orchestra

Physical Educ.

PE

SCIENCE

Physical Science
Biology
Chemistry
Anatomy
Physics

SOCIAL STUDIES

U.S. History
World History
Government
Economics
Psychology
Business Law

Kent Career Technical Center (KCTC)

The Kent Intermediate School District offers an opportunity for junior and senior students in the area of vocational training. This training takes place under the instruction of an expert tradesman in a setting designed specifically for each course.

KCTC offers one or two year courses meeting for 2-1/2 hours each day (usually 6:55 am – 9:05 am). Students who attend the KCTC will be required to take a minimum of three courses at Grace Christian Academy in addition to their KCTC course. Grace Christian Academy assigns 10 credits per semester for a course at the KCTC.

In order to pursue courses at the Kent Career Technical Center, interested students should contact the high school counseling office for more details. Listings of all available courses can be obtained from the counseling office.

Generally, these classes should not take place as substitutes for classes at GCA, but rather as supplements to classes at GCA. KCTC is a secular institution and as such will expose the students to unchristian conduct and lifestyles. Parents should discuss these concerns with their students.

Senior Release

Seniors who have earned this privilege may be released early each day, or come in later each day. However, once a senior is on campus, he/she may not leave until his/her school day is completed. While on campus, students must be in a class or in a study hall. The privilege of senior release is forfeited if the student is failing a class or has outstanding discipline. The student will lose senior release for a minimum of one week. The release may be reinstated after the student verifies his/her passing grade with the administrator. Seniors with incomplete grades (I) will also lose their senior release privileges.

Teacher Aides

Students who have a free period have the option of being teacher aides. Students choosing this option will assist an elementary or high school teacher in a variety of tasks. Aides will be graded on accuracy, punctuality, attendance, responsibility, and efficiency. One-half of a normal class credit will be given. Dishonest work is one ground for dismissal from this opportunity.

Graduation Requirements

Junior High Completions

To complete Grace Christian Academy Junior High, students must earn a minimum of 120 class credits in grades 7 and 8 combined. Every class taken earns some credits. Each 5-day class, for example, earns 5 credits per semester. “Graduates” will be recognized at the end of their 8th grade school year. In general, the day includes breakfast in the morning, and a field trip including lunch.

Students who transfer to Grace Christian Academy in grade 8 are required to earn 60 credits in grade 8 to complete junior high.

Requirements for Graduation – Grade 12

The mission of Grace Christian Academy is to be an instrument used by God for His glory through a Christ-centered education that integrates the truths of Scripture into all disciplines and immerses children and young people in the study of God’s precious Word and the wonders of His creation. The necessity of a personal relationship with God through his Son, Jesus Christ, by the work of the Holy Spirit is most important. In addition, the development of the whole person is encouraged so that students recognize, develop, and use their unique, God-given gifts to cheerfully and wholeheartedly praise the Triune God, serve one another, and be discerning and responsible citizens in their communities. To best meet the needs of the students who vary significantly in talents, interests, and learning styles, Grace Christian Academy offers two types of diplomas for students (plus a completion certificate for students with high special needs).

1. **A GCAA diploma with the Michigan Merit Curriculum (MMC) endorsement:** This means that students completing this diploma have earned passing grades in the courses designated by the State of Michigan as the “Michigan Merit Curriculum.” To assist students, there are a number of state-approved options and variations to help students fulfill the requirements. This is the curriculum we recommend for most students. It will provide a well-rounded education and, if continuing with further education, prepare students best for the college-admission tests, give the best chance for qualifying for academic scholarships, minimize costs for remedial level courses taken in the first year at college, and prepare students for the rigor of most college courses. We also recommend this for students planning to enter a technical field involving significant mathematics and science, whether directly after high school or through a technical education school.
2. **A GCAA diploma:** This diploma option is designed to give more options for fitting a curriculum to future plans that will not require advanced study as prescribed in the MMC. It allows more options for customizing a curriculum to explore personal interests and specialized studies through courses not offered at GCA. Since this diploma has a bit more leeway in fulfilling the requirements, a specific meeting is recommended to clarify the expectations and intentionally make a plan for meeting the graduation requirements. With this option, students and parents must be aware that if pursuing training beyond high school, the student may not qualify for government-based grants or scholarships. A parent-signed plan must be on file.

The purpose of a secondary education is to prepare students for life after high school. At times a variation of the requirements may be in the best interest of the student. See the counselor for the description of the requirements for each department, there are periodic references to a “Personal Curriculum” (PC) as a means to slightly vary the

requirements. Any modification of graduation requirements using a PC must be consistent with the purpose of secondary education. A PC may be requested for students to:

- Go beyond the academic credit requirements by adding more math, science, English language arts, or world languages credits.(PE/Arts requirement adjustment).
- Modify the mathematics requirement (of Advanced Algebra).
- Modify, if necessary, the credit requirements of a student with an Individualized Education Plan (IEP/504/ISP).
- Modify credit requirements for a student who transfers from out of state or from a nonpublic school (after grade 10) and is unable to meet the MMC requirements.

PC’s are written by ESSP staff and signed by a parent, ESSP staff member, and administrator. A PC must align with an EDP, IEP, ISP or 504.

Graduation of seniors will occur after all examinations have been completed. Students may not participate in the graduation ceremony without having completed necessary credits for graduation, including making up final semester incompletes before graduation. The graduation ceremony normally takes place the day after the last exam. Diplomas will be mailed or may be picked-up at the school office after the graduation ceremony.

Requirements

In order to graduate from Grace Christian Academy High, each student must attend at minimum the senior year on campus (full-time student) and fulfill all required coursework. Passing a regular (5 days per week) course earns 5 credits each semester. Senior students must have at least 24 credits each semester. Any deviation from the requirements must have Administration and/or Education Committee approval.

Note: Students coming for only one year (12th grade) to GCA and desiring to graduate from GCA must have 24 credits on campus each semester during that year (rather than 24 credits total with at least 15 on campus).

GCA GRADUATION REQUIREMENTS

	GCA DIPLOMA (with MMC Endorsement)	GCA DIPLOMA	CLASSES <i>Note that some are offered on an alternating basis and all are annually evaluated and periodically changed.</i>
BIBLE	40 CREDITS including 8 events of community service	40 CREDITS including 8 events of community service	Bible 9 * Bible 10 * Bible 11 * Bible 12 <i>any Bible class can be retaken for Bible credit recovery</i>
ENGLISH	40 CREDITS including at least one semester each of writing, literature and speech	30 CREDITS including at least one semester each of writing, literature and speech plus Senior English	English 9*English Composition*Classic Literature American Literature * Speech * World Literature Senior English * British Literature * AP English Journalism (2-day)
MATH	40 CREDITS including Algebra, Geometry, Adv. Algebra (or equivalents) and a minimum completion of two semesters of a math-related course in the senior year	30 CREDITS IN 9-12 including a minimum completion of one semester of a math-related course in the senior year	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>MATH SEQUENCE #1</p> <ul style="list-style-type: none"> Transition Math. Algebra Basics Geometry Basics Applied Functions* Applied Statistics* </div> <div style="width: 45%;"> <p>MATH SEQUENCE #2</p> <ul style="list-style-type: none"> Transition Math Algebra I Geometry Algebra II </div> </div> <p style="text-align: center;"><i>*Applied Functions/Statistics together count for Algebra II BASIC</i></p> <p>OTHER MATH/MATH-RELATED COURSES: FST(Functions/Statistics/Trig) * Financial Literacy * Accounting * PreCalculus * Chemistry * Physics * Web Design Programming * MCAD * KCTC with math credit</p>

	10 CREDITS <i>must be 10 credits of the 5-day PE to earn the health components of MMC</i>	10 CREDITS	PE (5-day) PE (2-day) <i>Personal Curriculum Options: may substitute an additional credit in ELA, mathematics, science, a language other than English, or KCTC program.</i>
SCIENCE	30 CREDITS • one year of Biology • one year of Chemistry, Physics or Anatomy • one additional year of science	30 CREDITS	Physical Science * Biology * Chemistry Physics * Anatomy/Physiology <i>KCTC program that contains science credit</i>
SOCIAL STUDIES	30 CREDITS <i>including US History, World History, Government, Economics</i>	30 CREDITS <i>including Government</i>	U.S. History * World History * Government Economics * Business Law * Psychology
VISUAL, PERFORMING OR APPLIED ARTS	10 CREDITS <i>including at least one year of music</i>	10 CREDITS <i>including at least one year of music</i>	Art – Drawing * Art – Mixed Media * Art - Painting Band * Choir * Music Appreciation * Orchestra Metal Tech * Wood Tech * Foods (4 credits max)
WORLD LANGUAGES	20 CREDITS	10 CREDITS	Spanish I * Spanish II <i>Students may substitute 10 credits of world language with a MDE-approved KCTC program or by completing additional visual or performing arts credits.</i>
BUSINESS AND TECHNOLOGY	0	10 CREDITS	Computers (Web Design) * Business Law * Yearbook Computers (Programming) * Accounting * KCTC Wood Technology * Economics * Architectural Drawing Basic Engineering/Manufacturing * Metal Technology Do-It-Yourself * MCAD* Financial Literacy
CREDITS NEEDED TO GRADUATE	220 CREDITS	220 CREDITS	Five-day courses earn 5 credits/semester (10 credits/year), Two-day courses earn 2 credits/semester (4 credits/year),
TOTAL CREDITS FROM REQUIREMENTS	220 CREDITS	200 CREDITS	
TOTAL POSSIBLE CREDITS	272 CREDITS	272 CREDITS	Based on 6 ten-credit classes and 2 two-credit classes each year for four years

<p>OTHER NOTES</p>	<p>Online experience which is incorporated throughout.</p> <p>MMC personal curriculum option allows substitution of courses for those who choose to exceed MMC requirements in English, Mathematics, Science, or World Languages. Courses displaced may be from PE, Arts.</p> <p>Other personal curriculum options may be discussed with the counselor.</p> <p>Community service requirement is 2 events/year with approx. 2 hours per event (16 hours)</p>	<p>Online experience which is incorporated throughout.</p> <p>Community service requirement is 2 events/year with approx. 2 hours per event (16 hours)</p>	<p>Courses may not count in two departments for the diploma</p> <p>High School courses taken in junior high exempt a student from particular requirements, but the total 220 credits must be taken in grades 9-12</p> <p>Courses for which students do not earn passing credit might not fit in the schedule in future years. Students are advised to take credit recovery courses in the summer.</p> <p>Dual Enrollment (College) courses may earn credits (see school handbook)</p>
---------------------------	---	--	---

Service Requirement

All students in grades 7 – 12 must complete two units of service (which consist of approximately 2 hours minimum per unit) before final Bible exams are taken each year as part of the Bible credit. A unit consists of one of the particular activities listed below. Students submit the traditional “blue cards” to their Bible teachers as they have completed service projects. The student and an adult, who will verify involvement in a particular activity, must sign the blue form. Bible teachers record each unit as part of the requirement to pass the Bible class then pass the blue cards to the counselor for documenting on a school record. Some activities might occur during the school day, but most of them will probably occur outside of the school day. Please note that these service projects should not include things done around a student’s own household, grandparents’ households, or places where he or she would normally be expected to help without pay. Students should keep track of their participation, as events occur.

The following items are listed as pre-approved, service experiences, but other items could be added, as they are brought to the attention of our Bible Department and/or administration. Note: Student Council members cannot claim the organization Student Council events for service projects since these are part of Student Council members’ responsibilities.

1. Helping the elderly at the home of the elderly person.
2. Helping at a local mission outreach, such as the Habitat for Humanity, or the Guiding Light Mission.
3. Delivering Thanksgiving baskets.
4. Singing for homes/hospitals, including the Veterans’ Facility.
5. Participating in church choir.
6. Involvement in mission trips/projects.
7. Passing out religious literature/tracts.
8. Helping in tape/tract ministry in a local church.
9. Volunteering at places of care.
10. Participation in any school sponsored Community Involvement activity.
11. Involvement in Fall/Spring cleanup of school grounds.
12. Helping at various school functions.

Student Council School activities (events for the student body like basketball, Fall Fling, football...) do not count toward the service requirement.

Valedictorian/Salutatorian Requirements

The valedictorian and salutatorian positions of a graduating class represent students of high academic achievement. Criteria for valedictorian/salutatorian must be fulfilled by the end of the first semester of senior year. Those fulfilling the requirements must maintain academic excellence to the end of their senior year. Any deviation of the requirements must have the approval of the Education Committee. Students must fulfill the following requirements to achieve one of these two positions:

1. Be a full-time student on our campus for at least three years, including the senior year.
2. Be a student in “good standing” which is defined as a student who upholds by precept and example the doctrines, policies, and standards of GCA (see Personal Conduct section under Lifestyle Regulations) and thus have no suspensions during their last 3 years at GCA.
3. Take a minimum of 10 semesters of the following college prep classes at GCA:
 - AP English (one semester)
 - Algebra II (one or two semesters)
 - American Literature (one semester)
 - Anatomy/Physiology (one or two semesters)
 - British Literature (one semester)
 - Chemistry (one or two semesters)
 - Foreign Language II (one or two semesters)
 - Functions/Stat./Trig. (one or two semesters)
 - Geometry (one or two semesters)
 - Physics (one or two semesters)
 - PreCalculus (one or two semesters)
 - Psychology (one semester)
3. Attain one of the two highest GPA’s in the group of senior students who have fulfilled requirement #1 and #2.
4. The valedictorian/salutatorian must each have a minimum cumulative GPA of 3.0.

Grace Christian Academy Courses

Grace Christian Academy offers a comprehensive educational program. Courses are available in the following areas: Bible, Business/Computers, Home Economics, Mathematics, Music, Physical Education, Science, Social Studies, Technology, and World Language.

Applied Technology

PHILOSOPHY

The Lord created the world and upholds and maintains it. “For by Him were all things created, that are in heaven, and that are in earth, visible and invisible, whether they be thrones, or dominions, or principalities, or powers: all things were created by Him, and for Him: And He is before all things, and by Him all things consist” (Col. 1:16-17). God placed the responsibility of dressing and subduing the earth upon man clearly in Genesis 1:28-29, “And God blessed them, and God said unto them, Be fruitful, and multiply, and replenish the earth, and subdue it: and have dominion over the fish of the sea, and over the fowl of the air, and over every living thing that moveth upon the earth. And God said, Behold, I have given you every herb bearing seed, which is upon the face of all the earth, and every tree, in the which is the fruit of a tree yielding seed; to you it shall be for meat,” and in Genesis 2:15, “And the LORD God took the man, and put him into the garden of Eden to dress it and to keep it.”

This Biblical mandate should be clearly seen in our Christian schools. The Christian use of technology must be to fulfill the biblical commands for the honor and glory of God and the welfare of mankind. While seeking to understand technology within a biblical framework, we must develop the God-given abilities of inventiveness, ingenuity, and creativity in all of our students. Our students should be encouraged to expand their abilities and interest in technological areas.

Our Applied Technology program is designed to help all students whether they plan on attending college or plan on full time employment after high school graduation. In various ways, the courses help students facing a highly technological society achieve a basic understanding of related topics and practice the skills that can be applied to many aspects of daily life. Our courses allow students to explore some practical areas so that they can gain the knowledge and experience necessary to make intelligent career decisions. They include intensive laboratory experience. The activities allow students to use instruments and equipment to produce tangible results that provide personal success and build self-confidence. Students actually see their ideas become reality!

GOALS

The student will:

1. Use technology to understand God’s creation and fulfill the command of subduing the earth.
2. Understand and apply pertinent safety rules
3. Use tools and machinery to develop creativity and their God-given talents in the various areas of applied technology.
3. Apply Biblical values and work ethic.
4. Develop creative thinking and planning skills as they complete projects.
5. Apply current technology in small group settings to develop problem-solving skills using real world situations.
6. Explore ways to use technology in the service of others.

Woods 7

This is a nine week course where students build a lamp/clock they designed and drew in Technology class. Students are exposed to different materials: wood, plastic, and screws. Basic electricity skills are taught to enable students to wire their lamps. Wood finishing products are used to complete the lamp and make it functional for many years. Teamwork, problem solving, and creativity are used throughout the process of this project. Students will see the order and beauty of God’s creation by working with different materials and processes.

Woods 8

This is a nine-week course where students select two wood projects to build. A plan of procedure and a drawing are given for each project and students using problem solving, teamwork, and his/her own creativity skills complete the project. Students see the order and beauty of God's creation by working with different materials and processes.

Basic Engineering/CAD 9-12

This course is designed to introduce students to the basics of Mechanical CAD work. Students will learn how to use SolidWorks to create 2D drawings and 3D models of various parts and objects. This course also seeks to develop students' problem solving skills through various design projects that are incorporated throughout the course. Students will also be introduced to 3D printing technology as they print out some of the models that they create. The final project for this course requires students to apply what they've learned to design a robot for an in class competition.

Do It Yourself 9-12

This course exposes students to a variety of skills used in home building and small repairs around the house. Topics covered in this course include: basic home wiring, basic framing, basic plumbing repair, drywall installation, finishing, and repair techniques. The basic purpose of the class would be to equip students with basic skills to make small repairs around the house. To learn these skills, students will complete various projects, including a scale model of a home and small wall sections.

Engineering/Manufacturing 9-12

The purpose of this class is to provide students with a hands-on practical introduction to various careers in engineering and manufacturing. Students will complete small "engineering" projects including robots and CO₂ cars. Occasionally, guest speakers will be arranged to talk to students about careers in these areas. If possible field trips will also be arranged to various local businesses so students can see and experience various aspects of these careers first hand.

Metals 9-12

This year-long course is broken into four units. Students are divided into five groups. The groups of students rotate through five different metal technology areas. One group begins in the welding area where they are taught stick welding and the mig welding. Basic joints are welded and the students must complete these to move on. Another group begins with foundry and casting skills. Here students are taught the skill of casting a drill press vise or a clamp. A third group learns sheet metal skills, and students make a small toolbox with a pullout tray. The fourth group of students learns basic machine skills. These students are taught to use the milling machine, grinder, drill press, lathe, and cut-off saw. A set of punches is a required project in this area. The fifth group will use the CNC lathe to make chess pieces. In working with these different projects, students are led to see the application of math and science principles using the different processes to drill, tap, and machine parts. Throughout this course students must demonstrate a Biblical work ethic while completing all projects. Projects must be completed to earn credit.

Woods 9-12

Woods is a course designed to create an interest in the industrial and technology field. After two weeks of safety instruction, students will be permitted to use machines to create their projects. Quality craftsmanship, problem solving, team work, and work skills will be encouraged. Basic skills in the use of hand tools and machine tools such as the lathe saw, jointer, band saw, lathe, planer, and shaper will be taught. Approximately 90% of the time will be spent working in the lab and the remainder in demonstration, discussion, and planning. Projects will be selected which will be conducive to a beginning wood technology class. Each student will be required to keep a portfolio, which will include a plan of procedure and bill of materials every nine weeks. Students will develop their God-given talents in designing and building their projects.

Additional years in the wood technology area are available to students who have an interest and/or ability in this area. To meet these needs, students are enrolled in the same class as first-year Woods. Students taking Woods for a second, third, or fourth time are expected to demonstrate a greater degree of competency and to do more toward

solving problems of design and utilizing construction techniques. Each student will be required to keep a portfolio, which will include a plan of procedure and bill of materials every nine weeks. Students will continue to develop their God-given talents in designing and building their projects.

Woods 9-12 (2-day)

Woods (2-day) is a course designed to create an interest in the industrial and technology field. This 2-day course offers the range of skills of the 5-day especially for students who do not have an available period every day. Due to limited time, the projects will be smaller. After two weeks of safety instruction, students will be permitted to use machines to create their projects. Quality craftsmanship, problem solving, team work, and work skills will be encouraged. Basic skills in the use of hand tools and machine tools such as the lathe saw, jointer, band saw, lathe, planer, and shaper will be taught. Approximately 90% of the time will be spent working in the lab and the remainder in demonstration, discussion, and planning. Projects will be selected which will be conducive to a beginning wood technology class and appropriate for the number of classes available. Each student will be required to keep a portfolio, which will include the following: plan of procedure, bill of materials, and working drawing. Students will develop their God-given talents in designing and building their projects. The class may be repeated with different projects.

Art Curriculum

PHILOSOPHY

Art is an important aspect of education. Man's first task on earth was to name the different creatures in God's creation. This naming meant that Adam had to see the different relationships and meanings of each creature in its surroundings. One of the first skills taught in art is learning to see. Good art education teaches us to see, recognize, and appreciate traditional meanings and it prepares us to discover new, unseen meanings. In this respect, art can serve a meaningful function in Christian education. The more we see of creation, the greater our respect for the Creator should become. Art education also helps us to express and communicate. Art is a mode of communication that even surpasses language. Where words fail, art can communicate and help us see and understand.

Appreciating and understanding art does not often come naturally. Christians need to be discerning and see God's handiwork where possible and also reject non-God glorifying expressions. This takes knowledge, practice, and inquiry. Knowledge of art comes from instruction in art history and theory. Art from different time periods and regions of the world provide insights into the values and beliefs of varied generations and cultures. Learning more about art teaches students to look for new meanings and perceptions. General knowledge may include Object-Background-Foreground division and Balance-Rhythm-Harmony.

Practice and inquiry are developed through lab sessions. Students are introduced to various techniques, materials, and styles. Ample time is provided during lab sessions for students to explore and use various media. Through hands-on projects students have the opportunity to investigate various mediums' capabilities and limitations, explore expression and communication of their own art, and enjoy the practice of God-honoring creativity.

GOALS

The student will:

1. See, recognize, and appreciate various styles of art with the goal of valuing differing God-given abilities in self and others.
2. Notice and describe aspects such as visual beauty, complexity, and integration in creation and develop greater respect for the Creator.
3. Discern between God-honoring and man-glorifying art.
4. Develop skills of discernment in critiquing/evaluating students and professional art in terms of execution, message, and alignment with Christian values and expression.
5. Study the history of art and the artifacts available to decipher culture and lifestyle of different generations and locations and discover ways art represents cultural views and values.
6. Communicate through art.

7. Develop understanding and application of the elements of art (line, shape, color, value, form, texture, and space)
8. Learn the techniques of drawing, painting, print making, commercial art, and 3-D art.
9. Explore and use various media (for example: pencil, pen, ink, crayon, pastel, charcoal, tempera, water color, oil, acrylic, cardboard, linoleum, wood, plant, grasses, advertisements, announcements, illustrations, clay, mosaic, soap, wood, stones).
10. Respond appropriately to classroom and lab learning situations.
11. Experience the joy of art and its possibilities for enhancing life while in school and throughout life.

For All Art Classes:

From early history, visual art is frequently one of the few remaining clues that give insight into the culture, daily life and values of a society. The pattern of human growth shows increasingly mature means of communicating values with multisensory means. A child discovers objects, those objects take on meaning, and this meaning is communicated through the various means of expression available to the child. Students are guided to observe in the traditional manner, but also encouraged to look beyond the obvious and discover new unseen meanings of art or our surroundings as a whole. Seeing the intricacies of creation gives a deeper respect for God as the Creator.

Art instruction is designed to help the visual literacy of students by using a wide range of subject matter, media, and means to express their ideas, emotions, and knowledge. Where words fail, art can communicate. Students learn to evaluate their own, others, and professional efforts with increasing discernment to form a basis for further growth. Art courses help develop the perceptual awareness, creativity, and ability to use materials expressively.

Drawing

Drawing is intended to give students some instruction in the fundamentals of drawing. The ability to draw is a gift from God, intended to be used for His praise and glory. As students learn more about drawing essentials, they also learn to appreciate the handiwork of God, the Perfect Artist. Specific units include the topics: line, value, space, composition, and perspective.

Mixed Media

“Mixed Media” is intended to give students exposure to and experience with a variety of art media including print-making, clay, and sculpture. Through these projects, students will gain the following:

1. Appreciation and increased awareness of the variety of artistic expressions available to them.
2. Increased awareness and ability to effectively employ the elements of design : line, shape, color, value, form, texture, and space.
3. Refine abilities in manual dexterity and manipulation of various tools and materials such as linoleum cutters, clay and clay tools, carving tools, etc.
4. Increased appreciation and attention to God's creativity in and around them.

Projects may include: optical line art, block printing, gyotaku fish prints, collage, carved sculpture, clay, and gourd art. Field trips to Meijer Gardens and Sculpture Park, Art Prize, and the Grand Rapids Art museum are included.

Painting

“Painting with the Masters” is intended to give students some instruction in painting and color theory, using various media and techniques. This class is also intended to teach some Art History as we learn about famous artists, their work, and the techniques they used. The ability to create art is a gift from God, intended for His praise and glory. As we learn more about painting essentials, we also learn to appreciate the handiwork of God, The Master Artist.

Bible Curriculum

PHILOSOPHY

The Bible teaching in our schools is distinguished from the other areas of the curriculum in its direct focus on the knowledge of Bible history, doctrine, and practice. We believe that the basis of truth and all education must be found

in the Triune God and His infallible Word. We believe that God has revealed Himself in general revelation through creation, providence, and conscience, but more clearly in special revelation through the Bible. Our supreme goal, then, must be to know God and to serve Him, which is truly the “one thing needful.” We were created to do this rightly, but through our fall into sin, we have lost God’s image of true knowledge, righteousness, and holiness. We believe that though we and our children are brought outwardly under a covenant relationship with God through baptism, we must experience personal regeneration to be made spiritually alive. Therefore, we need the Spirit of God to work savingly in our hearts, justifying and sanctifying sinners so that this image can be restored again in principle. We impress upon students that regeneration is a sovereign work of God, but we are responsible to use the means of grace which God has so abundantly provided for us – asking for His blessing and pleading God’s own promises including “seek and ye shall find.” In our Bible classes, we must address the need to develop an attitude of respect for God and His Word, the necessity of personal conversion to God through the merits of Jesus Christ alone, and the desirability of living more and more a life of obedience to God, all to the glory and honor of His name. We must also address the student’s academic, personal, and social development, since we are to be good stewards of our time and talents. Because all Scripture is “profitable for doctrine, for reproof, for correction, and for instruction in righteousness,” we must provide the opportunity for students to search that Word, and to apply the Biblical truth to “love God above all and thy neighbor as thyself” in every aspect of their lives, praying that their daily walk will exemplify Biblical principles. Our desire is that the Lord would bless Biblical instruction at Grace Christian Academy as an extension of the home and church, and that it may be for the welfare of our students, both in this life, and for all eternity, to the glory and honor of His name.

Goals

The student will, as God enables,

1. Be blessed by the directed study of God’s Word, with the desire that the Lord would use our Bible instruction as a means in His hands, so that our students are drawn and taught by the Holy Spirit, and brought to a saving knowledge of God the Father through the merits of His Son Jesus Christ.
2. Learn to communicate more openly with their peers regarding their personal, Reformed views of Biblical topics.
3. Acquire knowledge of the Bible (Genesis to Revelation) and its application in doctrine and practice [Ps. 78; I Cor. 10:11; Heb. 2:1-4].
4. Acquire an understanding of the Bible by learning to use Bible study tools (e.g. concordance, commentary) and methods (e.g. memorization of key passages).
5. Learn to appreciate meditating on memorized Scripture throughout their lives.
6. Understand and be able to effectively explain experiential Christianity, based on Reformed doctrine as found in the Heidelberg Catechism, Belgic Confession, and Canons of Dordt.
7. Be grounded in a thoroughly Biblical worldview, and able to apply knowledge of the practical teachings of God’s Word to moral and ethical issues in their daily lives.
8. Become acquainted with church history in general, various Christian writers and their works, and our Reformed heritage, including the doctrinal reasons that gave rise to the founding of the Netherlands Reformed denomination in particular.
9. Identify the influence of modern religions and philosophies on our society and refute error, using Scripture as the foundation for defending and promoting Biblical truth, that is, apologetics.
10. Develop a Biblical concept of self.
11. Seek out opportunities to serve others within and beyond the school community by applying their God-given talents.

Bible 7

This course is a study of all of the historical books of the Old Testament, from Creation through the return of a remnant of the Jews from their captivity in Babylon. Poetical and prophetic books may be mentioned in their historical context, but they are not studied in detail in this year. While students generally know the main events of these Bible books, a major goal of this course is to help them see the historical connections, especially the lines in history and prophecy leading to the coming of the Lord Jesus on earth. It is also a goal to motivate and guide students to study and profit from the Bible on their own as lifelong students of the Bible in addition to learning from teachers and pastors.

Bible 8

The primary focus of Bible 8 is the study of the Gospels. After a survey of the intertestamental period students will engage in a comparative study of the themes, messages, and lessons of the four Gospels and the miracles, parables and teachings of Jesus Christ in His earthly ministry and the establishment of the New Testament Church. Another major topic of study is the first half of the Heidelberg Catechism and its summary of Biblical Reformed truth. In addition, students engage in discussions of timely contemporary issues from the perspective of the Biblical Christian worldview.

Bible 9

Bible 9 covers the prophetic books of the Old Testament from Isaiah to Malachi. In addition to understanding the historical context of the prophecies, students will also be examining the teachings about the coming Messiah. Furthermore, students will learn about the idioms, expressions, figures of speech, etc., that are contained in these books in order to properly understand the prophets' messages. Students are also required to learn a memory verse on a weekly basis.

Bible 10

Students in Bible 10 learn Biblical truth while studying New Testament books from Acts through Revelation. The focus of this, as well as any Bible class, is on the need for the personal application of the Holy Spirit of the truth which is studied. Many of the deep doctrines contained in Romans and Galatians are especially discussed, along with the countless practical teachings in many of Paul's epistles. Near the end of the year, a unit is dedicated to the useful topic of human relations.

Bible 11

In order to assist students as they transition to adulthood and the social contacts that come with the world of work or post high school training, the course content of Bible 11 seeks to acquaint juniors with the teachings of predominant contemporary worldviews, major world religions, and commonly encountered "Christian" cults as well as the Biblical response to their various teachings and claims. A special focus of the class is studying the structure, themes, and rich spiritual lessons of the poetical books of the Bible. In addition, this course includes a survey of Reformed doctrine and practical Biblical applications for daily living.

Bible 12

In the first part of this course, students are challenged to develop a Biblical view of themselves, and their relationship to others. They examine doctrinal and moral issues like: "What is to be my view of self?" "How am I to relate to friends, to dating, to marriage, and to the family?" A proper view of man's relation to society is also discussed. In the second part, students examine and review the critical doctrines using Christian's experience in depth, as described in John Bunyan's Pilgrim's Progress. In the third part, students acquire knowledge of Reformed doctrine, as explained in our three Doctrinal Standards, using Bible Doctrine for Teens and Young Adults Book III. In the final section, students study an introduction to homiletics (how to interpret Scripture properly) and responses to supposed Bible contradictions/difficult Bible passages, as well as logical fallacies in the context of creation/evolution issues, and topics in Christian ethics.

Computer Curriculum

PHILOSOPHY

Computer technology is a basic resource for teaching and learning, for problem solving, communication, collaboration, and information exchange. The mission of the Computer Department is to develop within students the ability to responsibly and effectively use appropriate technology to communicate, solve problems, and access and share information for the purpose of improving learning in all subject areas.

GOALS

The student will:

1. Gain a basic knowledge of computer use and keyboarding and develop his/her keyboarding skill level to a minimum level by junior high to enable them to review and use the skill in junior high and beyond.
2. Confidently use applications including Word Processing, PowerPoint, simple programming and rudimentary Excel by the end of junior high.
3. Use technology to develop creativity and their God-given talents.
4. Develop Biblically-based criteria with which to evaluate the proper use of current and emerging technology, treat it with respect, and understand the dangers of inappropriate use.
5. Utilize current technology to become more effective communicators for various audiences.
6. Use technology in meaningful ways to enhance their skills in gathering, analyzing, and reporting information.
7. Use current technology in small group settings to develop problem-solving skills using real world situations.

Computer 7

In Computer 7 students are given a final review of the three applications used during elementary years in the Google Docs, Sheets, and Slides. Students will frequently use these applications, not only during their high school years, but also in college and the work world in the future. During the nine weeks this course is offered, students are taught how to produce and format in each of these applications.. The final weeks of the class are spent practicing programming with a visual editor. Opportunities are sought to use skills learned in computers in other course work. Throughout the course, students are given the opportunity to increase their typing speed and accuracy. Christian values with respect to technology are included.

Life Skills 8

During eighth grade Life Skills, students review and improve computer application and keyboarding skills, examine digital literacy/safety, and develop financial skills through budgeting and investing scenarios and activities. Students are also introduced to text based coding languages like python and javascript. the Junior Achievement program. God has given each student special talents, and the focus of Life Skills is to assist each student in discovering where his/her talents lie. This course will also include an emphasis on using the computer (including Google Sheets instruction) to provide a foundation for using technology in future classes.

Computer Programming

In this one-year course, students will develop a knowledge and understanding of a variety of programming concepts. Students will use the Java language to implement these concepts into functioning programs. They will learn to design efficient and effective programs to solve a variety of problems. Students will be able to implement libraries of functions and incorporate skeleton code into their own. Programs will be properly commented and stylized. Students will learn the value of programming in society and how to use it for God's glory.

Web Design

Computers are rarely used alone. Rather they are usually part of a greater network including other computers, printers, and even the Internet. The HS Web Design class has two overall goals:

1. become familiar with networking and the Internet
2. develop the skills and tools to design and implement effective websites.

All of the skills taught in this class will be addressed from a Christian viewpoint and will stress how students ought to view and use computers and technology.

Yearbook

The GCA Yearbook is a reflection of events of the school year, especially those that reflect learning and a Christian standard of helping, caring, sharing, cooperation, respect for others, community involvement, mission activities, etc. In Yearbook class, students develop skills in cooperative learning, computer design, communicating with others, and

running a business. They are responsible for obtaining the advertising revenue for the publishing of the book and for producing the book.

Home Economics

PHILOSOPHY

The mission of the Home Economics Department is to guide students in fulfilling a Biblical mandate to use and develop their talents wisely in providing for themselves and others, especially in acquiring knowledge and exploring interest in sewing and food preparation. God has provided each student with varying talents. The home economics courses seek to provide a basic introduction to both sewing and foods so that students have a basic understanding of these areas and those who have an interest in this area can explore further options. Food is a precious gift from God. Due to sin, disease and hunger have come into this world. We do not deserve the abundance which we enjoy and need to be good stewards to show thankfulness to God by using food in an appropriate manner. Learning to serve a variety of foods in interesting and appealing ways help to make meal time more enjoyable experiences. For basic sewing capabilities, students make simple projects so they are able to do basic clothing repairs and pursue more advanced sewing if they wish in the future.

GOALS

The student will:

1. Demonstrate a good work ethic.
2. Follow directions.
3. Learn good organizational skills, and principles of getting along well with others.
4. Develop creativity in making projects.
5. Acquire knowledge of the parts of a sewing machine, and the correct methods of sewing.
6. Complete a sewing project, from start to finish.
7. Learn and practice methods of safety, and sanitation.
8. Learn proper use of kitchen equipment and food ingredients, in order to properly complete a recipe.
9. Learn and practice good meal planning and management.
10. Set and monitor goals to properly care for their God-given bodies through health nutrition.
11. Learn that, whether they eat or drink or whatever they do, it must be for God's honor.
12. Respond appropriately to both classroom and lab learning situations.
13. Value and enjoy cooking and sewing.

Home Economics 7

Home Economics 7 is a 9-week course consisting of 4 1/2 weeks of foods and 4 1/2 weeks of sewing. In the foods portion, students are instructed in proper baking techniques using a variety of recipes. Cheese and milk cookery is also included. Safety guidelines, equipment identification, and etiquette are discussed. In the sewing portion of the class, students are required to complete a Sewing Booklet. The booklet includes machine and hand sewing techniques. A pillowcase is made to reinforce some of the techniques learned.

Home Economics 8

Home Economics 8 is a 9-week course consisting of 4 1/2 weeks of foods and 4 1/2 weeks of sewing. In the foods portion, students are required to design a poster advertising a favorite fruit or vegetable and to prepare a recipe using that fruit or vegetable. In the sewing portion of the class, students are required to sew a pair of “jammies” which would include pattern instructions and learning sewing terminology. Students also are given an opportunity in another “crafty” project.

Foods (9-12)

Foods is a year-long, two-day course where students learn a variety of cooking and baking skills. The students will use different recipes and ingredients to make wonderful masterpieces.

As a result of this course, the students will:

1. Be exposed to proper safety both in food creation as well as in personal behavior.
2. Have a broad knowledge of the five major food groups and how to prepare basic recipes in each one.
3. Work cooperative, every day, with a small group of classmates and demonstrate age-appropriate behaviors.
4. Increase in confidence and ability as it relates to food preparation.

Language Arts

PHILOSOPHY

The study of Language Arts focuses on the human ability to communicate through written and oral language, as well as non-verbal communication. We believe that human beings are created in the image of God, are fallen stewards of creation, and are redeemable by God's grace through the blood of Jesus Christ. Being created in God's image, humans possess the marvelous gift of language, which sets us apart from the rest of creation. The benefits of this unique gift are that we can communicate with our Creator and with each other. Language Arts studies should be focused on developing this skill through the four integrated areas of communication: reading, writing, listening, and speaking. Through the study of language we learn more about God, each other, and ourselves, along with the wonders of His creation. We strive to make language a useful gift for God's glory. We strive to cultivate in students discernment in all forms of communication, based on God's perfect and holy Word.

GOALS

The student will,

1. Value and enjoy effective reading, writing, listening, and speaking skills as a life skill.
2. Be exposed to many genres of literature so they can intelligently interpret, enjoy, and implement Biblical truths learned from literature into their world view and relationships with God and each other ("For in Him we live, and move, and have our being; as certain also of your own poets have said, For we are also his offspring." Acts 17:28)
3. Acquire the ability to analyze literary themes, using Biblical guidelines. Students will acquire, understand, and interpret ideas.
4. Develop the discernment necessary to confront ethical issues and shed the light of Scripture on literary characters and themes.
5. Become effective and influential writers by improving key aspects of their writing including: conventions, organization, ideas, word choice, voice, fluency, and Christian worldview, and presentation.
6. Be able to express and present a Christian worldview in everyday interactions and more formal presentations.
7. Learn to consider and communicate with various audiences.
8. Students will also develop their ability to speak confidently, using discernment in both written and spoken forms of communication. ("That we henceforth be no more children, tossed to and fro, and carried about with every wind of doctrine, by the sleight of men, and cunning craftiness, whereby they lie in wait to deceive; but speaking the truth in love, may grow up into him in all things, which is the head, even Christ" Ephesians 4:14-15).
9. Learn different study skills.
10. Learn how to create original work and cite other's work.
11. Be able to reflect on and critique his/her own writing and speaking.
12. Recognize and appreciate the perspectives of other people which may be from other time periods and/or region of the world.
13. Learn and practice uses of language to serve others.
14. Understand the benefits and limitations of using technology to enhance one's written or oral presentation.

English 7

English is God's gift of communication that 7th grade students use in speaking, listening, reading and writing. Seventh grade English places a strong emphasis on understanding the grammar behind the language. Weekly spelling, grammar instruction, analogies, writing, speaking, proofreading, and exposure to poetry and literature develop the student's use of language. Students will also participate in reading and analyzing two novels, (*Esperanza Rising*, *Call it Courage*).

Literature 7

Students experience quality literature in various genres such as short stories, poetry and Scripture, relating to the three themes of Courage, Nature, and generosity. Students write essays on a childhood fear they have overcome, a humorous story concerning an interaction with nature, and some poems following a given format. Students will examine the true nature of courage and see that the basis of our strength lies in the Lord. In the Nature unit, students are reminded that we see God's handiwork in nature, which points us to the Creator. The Generosity unit contains a component where students perform random acts of kindness.

English 8

The primary goal of the GCA English Dept. is to develop God's gift of language/communication. 8th grade emphasizes clarity, creativity and correctness in writing. 8th Grade English requires students to express themselves in a variety of weekly writing assignments, integrating knowledge and correct usage of English language in each assignment. Students will also participate in reading and analyzing two novels (*Souder*, *Number the Stars*).

Literature 8

Students experience quality literature in various genres such as short stories, poetry, and Scripture, relating to the three themes of Our Land, Humility, and Family. Students create a collage about America, write an essay about a hard lesson they had to learn and develop a family tree. Students will examine the blessings of living in a free country such as America and explore its diverse people. Understanding humility means looking inward and realizing all people must learn 'hard' lessons. The Family unit emphasizes God's wisdom in placing each of us in a particular family and the responsibilities we hold to the family.

English - 9

Students are required to master basic grammatical concepts through a review and continuation of the grammar learned in English 8. Students also spend much of the year integrating these skills into several composition assignments and a research paper. The end of the year is spent reading and studying William Shakespeare and his play, *Julius Caesar*.

Classic Literature – 10

Classic Literature uses novels of various genres to study literary techniques and the Christian worldview. Novels are long prose fiction in which humans encounter significant action, conflict, or problems in their world. The literary techniques that are studied are: theme (the abstract overall idea that is seen through actions, dialogues, symbols and recurring images), symbolism (familiar objects used to represent unfamiliar or unknown), plot (the progression of key events), characterization (the creation of believable fictitious personalities), conflict (the struggle of two opposing forces), and setting (the time and place of the novel).

The genres (novels) studied in this course are: Descriptive (*The Scarlet Letter*), Realism (*To Kill A Mockingbird*), Biography (*The Hiding Place*), Historic/Loss of Innocence (*Across Five Aprils*), Historical Fiction (*Cry, the Beloved Country*), and Journalistic (*Old Man and the Sea*). Students are also able to select a choice novel (*The Giver*, *Light in the Forest*, *Born Free*, *The Hound of Baskervilles*, *Where the Red Fern Grows*). In addition to these core novels, additional stories will also be used to study literary techniques and the Christian worldview.

English Composition – 10

Students are required to compose numerous pieces of writing throughout the semester. Students are taught and encouraged to write creatively. Their responsibility to communicate truthfully is emphasized on numerous levels.

The text and classroom discussions cover the proper way to write and revise in the four modes of writing: descriptive, narrative, persuasive, and informative, as well as theme-based writing. Weekly vocabulary lessons and a comprehensive grammar review are incorporated. This course also provides the opportunity for students to write a cover letter and resume.

American Literature – 11

Students will study major works and authors within the canon of American literature. Students study the literature within its historical context and read both fiction and non-fiction selections, while learning to discern the truth of natural depravity and man's dependence on God as opposed to the philosophy of Humanism. The novel *Huckleberry Finn* by Mark Twain and *The Pearl* by John Steinbeck will be examined in-depth. Also discussed and studied are literary techniques such as plot, character development, and themes.

Speech – 11

Students learn the mechanics of communication with application to real life. In all areas of life, there is to be a difference between the world and the church. This is also true in the area of language. Biblical principles direct us to be a different and separate people, and love for God and others is to be reflected in our careful use of language. Students will examine what the Bible has to say on the topic of speech and the tongue (e.g. speaking the truth in love, Eph. 4:9, Col 4:6). They are also required to study the art of speaking and to practice these theories through a variety of speech presentations taken from the following list: impromptu, introduction, informative, vocation, persuasive, debate, demonstration, vocation. Students' responsibility to communicate in truth and sincerity is emphasized throughout the course.

AP Language and Composition – 12

Advanced Placement English is a one semester college preparatory course offered to high school seniors. In this course students will read and analyze many rigorous texts including essays, speeches, and book excerpts as well as some poetry in preparation for the National College Board's AP English Language and Composition Examination. These students will develop perceptive reading skills and will increase their ability to communicate effectively through descriptive, expository, and persuasive writing methods. Students will write one essay per week. The essays have been taken from previous AP tests. This course also includes analyzing rhetoric, vocabulary study and a unit on mythology. Ultimately, AP English students will develop a great appreciation for the complexity of God's gift of language as they become skilled readers, writers, and thinkers.

British Literature – 12

British Literature is a one-semester course in which students study major works and authors within the canon of British literature. Students study the literature in its historical context; they will examine in-depth the play *Macbeth* by Shakespeare and one novel by both Dickens and Orwell. This course not only teaches students the most interesting and important literature in English over the past 1,000 years, it also prepares them for college reading, as the students' reading skills and comprehension levels will be improved. Students will become familiar with the history of the English language. Inferential and critical thinking are emphasized as students apply a Christian worldview to the major themes of the authors' works. Topics covered include courage, religious hypocrisy, disobedience to God's law and consequences, true freedom, pride and self-will, love in action for fellow man, and the need to limit political power due to man's total depravity. Students will put some ideas into action by participating in a debate about the nature of guilt, creating and sending an encouraging card to a fellow classmate, and serving at a local charity to help the less fortunate. Writing skills will also be broadened and enhanced through a variety of writing activities in conjunction with the literature, some of which are the following: satire, letter writing, persuasive essay, sonnet, interview, and newspaper.

Senior English – 12

Students review and develop a variety of concepts including grammar, mechanics and usage. This course focuses on teaching students to bring their high school writing and thinking skills to a college level. The end of the semester is devoted to reviewing the components of the research paper as well as writing a research paper. Thematic units include vocational vocabulary, speech, and business communication.

World Literature – 12

World Literature is a one-semester class in which students study a variety of literary works written during a span of almost 3,000 years. Students study this literature in its historical and cultural context. Studying *The Odyssey* introduces students to the Greek epic poem; likewise, *Antigone* exposes the students to one of the earliest forms of drama: the Greek tragedy. Set in the historical context of the French Revolution, *The Count of Monte Cristo* explores the concepts of justice, revenge, and God's Providence. *Oliver Twist*, one of Charles Dickens' most widely-read novels, deals with social justice at all levels. In the Netherlands Guinea in the 20th century, a missionary team seeks to bring the gospel to the native Sawi tribes. This non-fiction account is told in *The Peace Child*. Finally, *The Story of My Life* is an autobiography of a young Afghan girl who flees Afghanistan with her mother, and they eventually make it to the United States. This class not only prepares students for college by having them read, discuss, and write about literature, but it also provides the opportunity for students to understand the philosophies evident in other cultures of the world and compare these worldviews with Scripture.

Journalism 9-12

Students taking Journalism will learn various elements of journalistic writing and reporting while putting together the student newspaper. Emphasis is placed on writing stories from a positive, Biblical perspective, as well as producing high quality journalistic work.

Mathematics

PHILOSOPHY

The universe was created by God with perfect order. That perfection is an intentional revelation of God, reflecting His perfections in scales from the immense to the infinitesimal, in symmetries, in structural designs, and in patterns of all types. "The heavens declare the glory of God; and the firmament sheweth his handiwork. Day unto day uttereth speech, and night unto night sheweth knowledge" (Psalm 19:1-2). One of those languages in which all of Creation speaks is the language of mathematics, as Galileo recognized when he said, "Mathematics is the language in which God has written the universe."

Man, created in God's image, was given the unique ability to recognize and utilize that orderliness through mathematical patterns and reasoning. Mathematics is not merely a creative invention of the human mind; it is a gift of God intended to be used to glorify Him. This ability is dimmed and often misused by mankind since the Fall in Paradise, but a remnant remains in all people and can be restored to its proper use by God's grace.

The Grace Christian Academy Mathematics Department attempts to help students see and benefit from the order and organization of the universe as created and governed by God. Our hope is that our students will develop their God-given abilities, striving to reach a full potential in math as the Scriptures teach, "Whatsoever thy hand findeth to do, do it with thy might..." (Eccl. 9:10). As teachers, we desire our students to leave school with the basic skills in problem solving, critical thinking and logical reasoning, real-life applications, estimation, computation, and mental math, all of this facilitated by proficiency in appropriate technologies. Our goal is that our students develop and apply Biblical values as they explore mathematics, whether working independently or with others, realizing that we are responsible to our Creator for our use of time and talents in a way that honors Him.

We believe students will be challenged, since mathematics is a series of building blocks in which the concepts and skills build upon each other. Motivation and carefully designed practice and feedback are critical to developing proficiency. We recognize that students learn at various rates and in different ways, so the department offers a variety of courses and learning experiences to meet the needs of all students.

In all aspects of the students' lives, including their use of mathematics, we hope that students will seek to be a benefit to others, not seeking their own welfare only but also that of their neighbor and the advancement of God's kingdom.

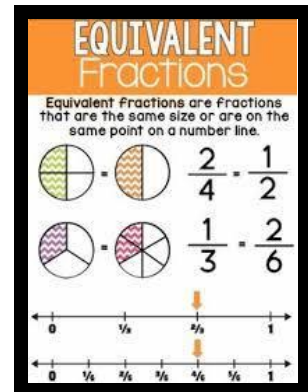
GOALS

1. Students will construct a body of mathematical knowledge and skills, selected from the broad scope of mathematics on the basis of relevance and utility for future needs.
2. Students will value mathematics as a way of understanding and interacting with patterns that are encountered in school and future pursuits.
3. Students will learn a variety of problem-solving strategies.
4. Students will learn elements of logic and logical reasoning, including inductive and deductive reasoning, and their uses in mathematics and other areas of thinking.
5. Students will appreciate and develop an ability to communicate mathematically.
6. Students will appreciate the order and perfection of God’s creation by seeing many of the mathematical relationships in the real world, both natural and man-made.
7. Students will be capable of using appropriate technology in every class (tools of measurement, calculator, computer, etc.).
8. Students will become familiar with a wide range of applications of mathematics to the real world.
9. Students will develop Biblical social and team skills by working cooperatively on math activities and problem solving, with appropriate accountability for individual responsibility.
10. Students will recognize the importance of orderliness, precision, organization, and consistency.
11. Students will learn and experience ways in which mathematics can be used to serve others.
12. Students will develop understanding that mathematics is a tool in many decision processes and develop habits of applying Biblical principles to evaluate mathematical thinking in these situations.
13. Learn Biblical principles and basic skills for financial planning, management, and record keeping for use in personal life or a future career.

MATH OPTIONS AT Grace Christian Academy JR/SR HIGH

The ability to perform many mathematical operations depends on the student’s current cognitive development (ability to think and reason). Elementary children typically think in concrete ways (add, subtract, divide, combine coins). These all can be done with objects – concrete things to aid understanding. In the elementary, all students are generally in the same math class and the ESSP teachers supplement math instruction or provide alternate instruction to close gaps. For additional information on cognitive development, visit: <https://www.cincinnatichildrens.org/health/c/cognitive>.

Cognitive development continues to occur at different rates for students and students gradually are asked to perform increasingly abstract functions in mathematics classes. By the time students approach adolescence, the gap in development sometimes affects the student’s ability to continue at a certain pace. Generally, all brains attain the “abstract thinking” mode, but some will be later than others and some will have more God-given aptitude than others who will excel in other areas. As a result, students benefit from different paces or a different presentation of mathematical concepts when they reach junior high.



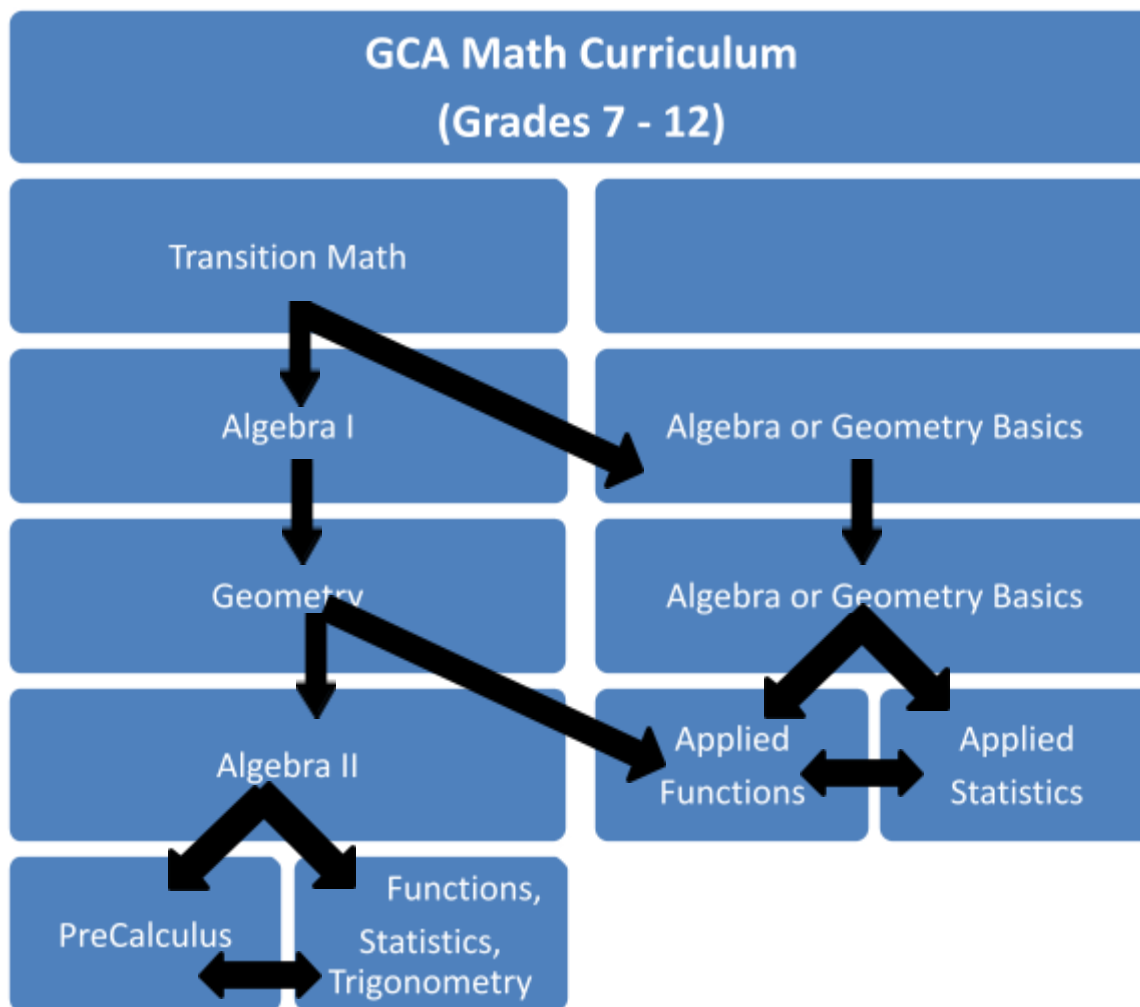
Thus, when students enter grade 7, the math classes they take will be one of two options:

- (1) Transition Math (reviews previous concepts and includes pre-algebra instruction)
- (2) Algebra I (requires proficiency on a designated test and teacher recommendation).

Math classes are offered at different times during the day. To still be able to take all the other classes that are needed, we offer grades 7 and 8 the same science and teach it two or three times each day. We also offer grades 9 -11 the same social studies class two-three times each year by alternating US History and World History. For this reason, science classes in junior high will have both 7th and 8th grade students included. In 9-11, the US and World History classes will have 9th, 10th, and 11th grade students in them.

Math recommendations for 7th grade are based on the 6th grade math teacher recommendation, AIMSweb scores, and the Algebra readiness test. Annual math recommendations for grades 7 – 12, are based on performance in GCA classes. Students will be placed in the class that fits best. Should the student and/or parent desire more information about the recommended placement or a different option, they should contact the math department chairperson. After that conversation, if a change is agreed upon, the math department chairperson will contact the counseling office. (Math Department Chairperson: Miss. Aimee Ash (Aimee.ash@gcagr.org))

The GCA diploma requires four years of math in high school. To earn the MMC endorsed diploma, students must successfully complete Algebra II as part of the four years. Following these classes, students may in addition take dual enrolled classes (college math classes) or an online Accounting or GCA’s Financial Literacy class. All students must take math in their senior year as required by the state of Michigan. See the chart below of all the math classes and the various options to achieve the math requirements at Grace Christian Academy.



Note: A student who takes both Applied Functions and Applied Statistics learns the basics of Algebra II. Together the courses equal an Algebra II BASIC credit.

Additional options:

- (1) Dual enrollment classes (college math classes at higher levels – Calculus and beyond)
- (2) Online Accounting or Financial Literacy

Algebra and Geometry Basics

This sequence of two mathematics courses is designed to give students an alternative pathway to the more traditional sequence of algebra and geometry. The intended audience is students who may have struggled with mathematics in elementary grades and who would benefit from a slightly less abstract and rather more hands-on approach to learning mathematics. These classes are typically smaller in size, which can also be helpful in individualizing for each student's needs.

By the end of this sequence, students will have the basic algebra skills of using and manipulating variables, solving equations and inequalities, and graphing functions. They will also have a good knowledge of geometric figures, measurement of area and volume of shapes, and spatial transformations. In order to explore these concepts and develop skills more gradually, some traditional topics in algebra and geometry are not covered, such as proof in geometry.

In the process of learning the mathematical content, students grow in ability to solve problems logically, communicate with mathematics, and work with precision.

Transition Math

Students will demonstrate knowledge and understanding of mathematics with the ability to communicate mathematically and learn God's order and perfection in creation through the systematic approach to solving problems. The calculator is to be used while making applications to the real world without negating the importance of problem set-up and mental computation. Problem-solving approaches and teamwork skills will be enhanced while continuing the study of mathematical knowledge using the deductive approach. Students will cultivate orderliness, honesty, and exactness through solving various real life story problems. They will exercise diligence, perseverance, and thoroughness. The students will also learn thrift and good stewardship and develop principles of Christian giving and receiving through projects emphasizing good use of money management.

In this one-year course students will cover all of the content of the transition math course. Students will cover such topics as the use of decimal notation, large and small numbers, measurement, and variables. Students will also cover patterns that lead to addition, subtraction, multiplication, and division. Students will learn problem-solving strategies and how to use graphs as displays.

Algebra I

In our first year algebra course, students explore the powerful ideas of representing relationships and patterns symbolically through the use of variables, and then manipulating those symbolic representations to make predictions and conclusions. The algebraic skills developed in this course are the foundation for many other fields of study and potential careers, such as the sciences and computer programming and business.

Topics of this course include algebraic expressions; linear equations and inequalities in one- and two-variables; systems of equations; exponential expressions; polynomials; quadratic equations; and functions. In the process of learning algebraic concepts and skills, students grow in awareness of the order of God's world as a reflection of the wisdom and goodness of the Creator. They also further their problem solving skills, organizational skills, and communication skills. Graphing calculators are introduced and used frequently to help students connect numerical, symbolic, and graphical representations of various situations that can be studied mathematically.

Geometry

In geometry, the spatial aspects of the creation are studied formally and systematically, so as to be able to better appreciate the detail and orderliness of God's work. Students will learn and analyze properties of basic geometric figures (such as point, lines, angles, polygons, and circles) and the relationships among figures (similarity, congruence, etc.). Measurement techniques will be developed for describing both two- and three-dimensional objects. Transformational geometry of reflections and scale changes will be taught as a dynamic approach to change in position and shape.

Geometry serves as an excellent course to teach formal deductive reasoning and communication skills. Students are introduced to logical reasoning forms, such as conditional statements, inverses, and contrapositives; and use logical skills in formulating mathematical proofs.

Throughout the course, algebraic concepts are interwoven and applied to solve a large variety of problems. Coordinate geometry is used extensively as the interface between the world of shapes and their algebraic descriptions. Trigonometry is also used as a tool to connect geometric and algebraic concepts.

As a reflection of the natural world, geometry provides an abundance of realistic applications. It is also a rich field for practicing problem-solving skills. Calculators and computer technology are used extensively to facilitate the study of applications.

Applied Functions

Between this course and the Applied Trigonometry/Statistics course, students study over two years the content of a traditional Advanced Algebra course, but at a pace that can be more comfortable for those who do not plan to progress through our FST or PreCalculus courses in high school. The slower pace also gives the opportunity to introduce and explore more of the applications of algebra.

In this half of the two-year cycle, the emphasis is on modeling real-world phenomena with mathematical functions. The study of sequences naturally leads to population and financial applications; the study of quadratic functions connects with projectile motion; and so on. As the function families (linear, quadratic, cubic, absolute value, rational, ...) are introduced, a common thread is the way transformations can be used to model variations of a basic pattern with each function. Graphing calculators are used extensively to show patterns in data, match functions to these patterns, and make conclusions and predictions based on the function representation. Some programming is introduced and used to simplify repetitive computations.

Along with the mathematical concepts and skills of this course, it is a desire that students learn to appreciate the beautiful order in Creation and the wonderful gift God has given in our ability to utilize mathematics.

Applied Statistics/Trigonometry

In meeting the Michigan Merit Curriculum requirement that all students successfully complete study of high school level mathematics content through Advanced Algebra, Grace Christian Academy provides two pathways through the Advanced Algebra content. Some students study all of the objectives in our one-year Algebra III/IV course, which is intended to provide the rigor needed to prepare for the challenges and pacing of more advanced courses in high school and college. Typically, these students will take FST the following year. Other students study the Advanced Algebra objectives in a two-course sequence, both of which are required to satisfy the MMC requirement at a slower pace. One of these two courses is called IM Trigonometry/Statistics, and the other is called IM Functions. These courses are offered in alternate years and may be taken in either order.

The IM Functions course emphasizes detailed study of function concepts and function families. The functions that are studied include linear, quadratic, higher order polynomial, root, power, exponential, logarithmic functions. In addition, sequences and matrices are explored.

The IM Trigonometry/Statistics course addresses the trigonometric family of functions that were not covered in IM Functions. The sine, cosine, and tangent functions, along with their inverse functions, are very significant in measurement, navigation, and modeling cyclic phenomena as varied as ocean waves and alternating electrical currents. Applications are the main emphasis. The second main focus of the course is collection and analysis of statistical data, with extensive exposure to the use of statistics in describing and making decisions in business, government, and many other areas of everyday life. As with the IM Functions course, students use TI graphing calculators extensively throughout the exploration of trigonometry and statistics. In addition to the main emphases on trigonometry and statistics, there are two additional topics that use the calculators: one is personal finance and teaches use of the financial functions of the calculator; the other is basic programming with the calculator's built-in programming language and used primarily as a tool for problem solving.

Algebra II

Students will gain a deeper knowledge of algebra and God's order and perfection in creation by building skills in several areas. They will learn the language of algebra, find explicit and recursive formulas, and use and find inverse and direct variations with their graphs, being able to take a multi-variable setting and fit a model to the data. Students will also understand linear concepts and equations with the different forms.

Students will also solve (2-D or 3-D) linear systems by substitution, linear combination, graphing, and matrices (knowing which is best for the given application), find minimum cost and maximum profit for a multi-variable system of linear equations. Students will be able to add and multiply matrices with all the given properties, work with and find quadratic equations and their graphs and find their roots whether real or complex. Throughout the course they will use function notation and compose their own functions. They will use applications of step functions and find inverse functions. Also, they will work with powers and roots in the context of compound interest, geometric sequences, and mortgages.

Students will become comfortable working with exponents and logarithms in the context of growth, decay, with their respective applications. They will also use and apply trigonometry using the law of sines and cosines. Students will study radian measure, being able to convert between degrees and radians. They will also use quadratic relations such as those used to describe circles, ellipses, hyperbolas and their applications.

Students will use and apply statistical data, and find probabilities of applied problems. Students will know how all these things work by hand or mentally and with the aid of a graphics calculator. Projects and labs which apply the concepts will be used in each section.

Functions/Statistics/Trigonometry

Building on the concepts introduced in Advanced Algebra, students will gain deeper insights into families of functions such as linear, power, exponential, logarithmic, trigonometric, quadratic, and other polynomial functions. Students will model real-life data with all these functions, experiencing how mathematical representation allows us to “see” the regularity of God's creation order. Graphing calculators and computer technology will be used extensively to enhance the interrelationship between visual and symbolic representations.

In the statistics sections, students will gain a working knowledge of one- and two-variable statistics. Students will be able to display the data in many different ways from a circle graph to a box-and-whisker. They will learn to use regression techniques to fit data with an equation of best fit, using appropriate technology. Valid and invalid (misleading or unethical) uses of statistics are addressed.

Closely connected with statistics is probability. Students will be able to simulate different probability situations using random variables and programming functions on the calculators. Applications that are studied include the sampling done by manufacturers, binomial and normal distributions, and the bell curve.

Finally, trigonometry is studied in detail. Students will gain a working knowledge of arc length, areas of sectors, and the properties, uses, and laws of sines and cosines. Students will learn a bit about GPS (Global positioning system) and why pilots fly the “great circle.”

PreCalculus

Students will gain a deeper knowledge of mathematical analysis, thus preparing them for future calculus courses by studying formal logic, including converses, inverses, arguments, and truth tables; analyzing exponential, logarithmic, and trigonometric functions; finding the maxima, minima, limits, and end behavior; learning to solve practically any equation or inequalities with different methods; performing division of polynomials and synthetic division; using and working with rational functions; using and applying the many trigonometric identities; proving theorems using math induction; using summation notation; finding polar coordinates; finding derivatives with the applied rates of change, acceleration, and velocity; using permutations and combinations for statistical analysis to solve probability problems; using vectors to solve motion problems; finding integrals and studying their application

to areas and volumes. Projects, which apply the concepts, will be used in each unit. Use of graphing calculator and computer technology is incorporated into many of the units.

Pre-Calculus content, particularly the concepts of derivative and integral, adds another tool to the students' capability to explore the created order of the universe. Calculus is historically significant as the mathematical underpinning of modern physics. It is also the gateway course to many careers in the sciences, engineering, and technology.

Financial Literacy

This full year course is a general introduction to the field of personal finance. Students will be taught the importance of making smart decisions with the gifts received from God. Students develop knowledge and understanding of a variety of topics which include paying for college, career, taxes, budgeting, banking, and investing

Music

PHILOSOPHY

In Psalm 150, we read the mandate, "Let everything that hath breath, praise the Lord. Praise ye the Lord." Although this command covers all life, it is directed to the Christian to use music as a medium of praise. Through the centuries, music has been and is an avenue to bring praise to God as well as a language for communicating ideas, feelings and Biblical beliefs. Music instruction provides opportunities for every student to use and develop his/her God-given talents in both vocal and instrumental areas. The study of music affects our daily life and engages the individual's intellect, emotions, and physical being. Music can draw the individual toward God and benefit others by sharing Biblical beliefs. In addition, music develops the essential workplace qualities of teamwork, collaboration, flexibility, appreciation and respect for the ideas of others, and personal expression.

GOALS

1. To challenge our students to recognize and develop their God-given musical talents and those in others and to use these talents to worship God in music.
2. To foster a love for the Psalms, hymns, and spiritual songs which are a part of our Christian heritage and to communicate the truths of God's Word in music both for the benefit of self and others.
3. To understand the basic elements of music (melody, rhythm, tempo, dynamics, pitch and lyrics) so that students can discern quality selections.
4. To develop an appreciation for and a sensitivity to the great classical and patriotic heritage available to us.
5. To provide instruction, guidance and supervision in the mastery of musical instruments and voice.

Choir – Junior and Senior High

Choir involves using our God-given vocal talents in singing in unison, 2-part harmony, 3-part harmony, and even 4-part harmony in selections from the Psalter, sacred hymns, and patriotic selections. The opportunity to share music includes chapel performances, assemblies, and three scheduled evening programs. Attendance at these programs is a requirement of the course.

Band – Junior and Senior High

Junior High Band involves increasing skills on the instrument, interpreting music, and playing the instrument in a group. We strive to accurately play pitches and rhythms independently of others. We also attempt to add musical qualities of phrasing and dynamics. Music, taken from Psalters, sacred and patriotic, and other selections as appropriate, may be shared in various chapel and assembly performances throughout the year as well as two to three scheduled evening concerts.

Small groups may play more advanced music with more challenging rhythms, greater demands in range, and more musicianship, in order to develop our God-given talents.

Music Appreciation (7-12)

Music Appreciation is a three-year cycle of content:

1. Elements of music, World Music
2. Music history (a survey of the time periods)
3. Instrumental music and hymnology

There is no required singing/playing at performances.

Orchestra (7-12)

The Orchestra curriculum is designed to promote mastery of the string instrument, interpretation of music, and the skills necessary to perform as an ensemble. Music is chosen from quality orchestral literature, classical arrangements, patriotic songs, hymns and Psalters. In grades 7 – 12, the curriculum is designed to build on the aspects of music that students have learned in their private lessons (usually at least two years of private lessons). In the junior high, students will begin by reviewing what they learned previously and begin learning more about third position. Students will continue developing their knowledge of music theory and will use this music theory in their composition work throughout the year. Along with composition, creativity will also be expressed through improvisation. Developing the students' ears will become very important in the junior high orchestra and at the beginning of the year, students will do this by learning a piece by rote. During the year, students will perform at four - five events: the December, March, and May High School Music Nights; the elementary Christmas program; and the graduation ceremony.

In the high school orchestra, the curriculum is designed to teach students to play more fluidly on their instruments by learning other positions such as half position and fifth position. They will also build on their musical knowledge with key signatures and analyzing chords. This musical knowledge, along with improvisation work done in the past, will assist the students in their composition unit.

Physical Education

PHILOSOPHY

The Bible gives a wonderfully detailed account of the creation of man (Genesis 1:26 – 27, 2:7, Psalm 139:14). Other creatures were created and made, but man was “formed,” which denotes a process accomplished with great accuracy. To express the creation of this “new thing,” God uses a word (some think) borrowed from the potter in forming his vessel upon the wheel; for we are the clay and God is the potter (Isaiah 64:8). The body of man is curiously wrought (Psalm 139:13, 16), “materiam superabat opus” – the workmanship exceeded the materials (Matthew Henry). When God created man, he created him as a living unity of body and soul. Because of man's willful disobedience in Paradise, he became an enemy of God and of himself. Man's depravity is evident in many physical actions (Romans 3:14-17). Paul explains that God did not leave man in his depravity, “Being justified freely by his grace, through the redemption that is in Christ Jesus” (Romans 3:24), and emphasizes that it is the Christian's duty to glorify and honor God in both body and spirit (I Corinthians 6:19, 20). This is also observed in the answer to the first question of our Heidelberg Catechism, “That I with body and soul, both in life and death, am not my own, but belong unto my faithful Savior Jesus Christ.”

One area of the curriculum that particularly addresses the development and biblical use of the body is Physical Education. Physical Education is distinguished from other areas of curriculum by its special emphasis on physical activity. Physical Education provides a special opportunity to develop knowledge of game rules and strategies, sequential coordination and skill improvement, positive social interaction (respect, encouragement, honesty, fairness, teamwork, confidence), and proper health and nutrition. Throughout the process students are encouraged to continue a life-long program of fitness. “Whether therefore ye eat or drink or whatsoever ye do, do all to the glory of God” (I Corinthians 10:31).

GOALS

The student will be able to:

1. Describe physical or health fitness and the Christian stewardship necessary in taking care of our bodies for service to God.
2. Accept and explain God-given differences in physical ability and realistic expectations of all individuals.
3. Develop one's own abilities to his or her best potential.
4. Demonstrate intellectual knowledge of games, rules, and strategies of many different activities to be able to participate in them for personal enjoyment.
5. Demonstrate competency and confidence in motor skills and movement patterns needed to perform a variety of physical activities that will enable the student to continue a life-long program of fitness.
6. Assess, achieve, and maintain (lifelong) a health-enhancing level of physical fitness to relieve the stress of modern student life and in so doing be able to function more effectively in all areas of life.
7. Exhibit responsible personal and social behavior (honesty, encouragement, fairness, teamwork, confidence) that respects self and others in physical activity settings.

Physical Education – Junior High

Junior High PE is an introduction to many of the same activities performed in the high school class. Unlike the high school classes which meet five days a week, junior high PE class meets two times a week. Grading is based more on participation and cooperation than in high school PE. There are no projects, quizzes, or tests given. All students must wear the required PE clothes.

Physical Education – Senior High

The high school physical education program is a 2 semester requirement for all students, and gives the physically gifted or interested student the opportunity for additional class credit. Students will participate and learn the skills and strategies of many different activities. Grading is based on performance, attitude-effort-sportsmanship, and objective quizzes, tests, and projects. Students will be tested in both the fall and spring in the Presidential Fitness Tests. All students must wear approved Grace Christian Academy PE attire to class.

<u>1st Semester</u>	<u>2nd Semester</u>
Football	Basketball
Golf	Bowling
Soccer	Table Tennis
Frisbee Games	Badminton
Volleyball	Pickleball
Floor Hockey	Track & Field
Team Handball	Softball
	Speedball
	Beach Volleyball

Besides the activities mentioned above, students will complete exercise calendars and other related projects during each marking period. All of these activities are structured to implement our goals for the P.E. department.

PE – Senior High (2-day)

This class gives students another option to continue to participate in PE. The schedule of activities is similar to the five day a week PE class, but a greater emphasis is placed on developing conditioning, skills, and strategies for lifetime activity. Grading is based on the student's attitude-effort-sportsmanship in the class, performance in the various activities, and a once-a-week outside of class student workout assignment. Students may take both the 2 and 5 day PE classes in the same year. All students must wear the approved Grace Christian Academy PE attire to class.

Science

PHILOSOPHY

God has revealed Himself in two ways, His Word and His works. In science, we explore the revelation of God through the creation and the natural laws embedded in Creation. From the grand immensity of the universe to the minutest details, we find that all “declare the glory of God” as expressed so beautifully in Psalm 19 and end in humble adoration like Job when confronted with God’s power and wisdom in the natural world. We realize that His hand was and is still at work in the upholding and governing of all things so that creation appears before us as a “most elegant book” causing us to “contemplate the invisible things of God, namely, His power and divinity” (Confession of Faith, Article II, quoting Romans 1:20). By God’s grace, we confess to the glory of God that “... all things were created by him [Jesus Christ], and for him: and He is before all things, and by Him all things consist” (Colossians 1:16-17).

Although everything was perfect in its original state, we also recognize the effects of sin in the world (both the original sin of mankind in the fall in Paradise and ongoing sin) as the cause of all corruption that we see in natural systems.

Science, properly understood, leads to worship. Yet we also recognize it as a gift of God that we are called to use responsibly for our own benefit and to help others. In order to develop this gift, we teach science to develop logical methods of exploration, inquiry, and problem-solving in our students. With the ever-increasing complexity of the decisions that need to be made, the proliferation of new technologies, and the promotion of new theories regarding the origin of life, we are striving to cultivate in our students an ability to make responsible, ethical, and moral decisions based on Scriptural principles. We are also striving to promote wise stewardship of the creational resources God has entrusted to our care, as mandated in Genesis 1:28.

GOALS

The student will:

1. Appreciate God’s creation as a revelation of His power and wisdom and goodness, to the end that God is glorified in the study of His works.
2. Be familiar with and evaluate the various theories pertaining to origins (cosmological and biological), from the basis of the inerrancy of Scripture and sound Biblical exegesis.
3. Understand and use scientific reasoning and problem solving methods based on verifiable evidence.
4. Communicate scientific processes, data, and conclusions in different formats and at a variety of levels.
5. Apply the body of scientific knowledge through various projects and investigative laboratory experiences, exploring technologies and techniques that will be useful in school and future pursuits.
6. Adopt healthy personal lifestyle choices that are based on sound science and rooted in biblical principles.
7. Develop Biblical principles and adopt practices of environmental stewardship, supported by sound scientific evidence.
8. Cultivate an awareness of our responsibility to glorify God in our use of the scientific knowledge and resources he has given us.
9. Learn to serve our fellow man with the scientific abilities and resources God has given.
10. Formulate positions on societal issues involving science, practicing discernment in making decisions that are supported by evidence as well as Reformed Biblical theology and ethics.

Earth Science – 7/8

Earth Science is an exploration of the non-living features of God’s creation. This course focuses on the four primary divisions of Earth Science: the hydrosphere (the water at or below the earth’s surface), the lithosphere (the solid part of the earth and its surface features), the atmosphere (the layer of gases surrounding the earth), and the celestial sphere (outer space). Students investigate the forces of God’s creation that are currently shaping the earth and the challenges these interactions bring as well as the resources they make available and how we are called to be stewards of God’s creation resources on a fragile and continually changing planet. A special study of hydrology and the Great Lakes ecosystem brings content to the local level. Students also learn about the evolution and creation models of the Earth’s origin. Gathering content and knowledge takes place through the application of the scientific method in various lab activities. Experimentation initiates questions and produces observations and inferences for still further study.

Major projects for the course include a research paper on some topic of creation/evolution and a moon journal. Students also develop and present projects to the rest of the class on some topic involving Great Lakes ecology. Field trips include a visit to the Muskegon County Wastewater Management System and Muskegon State Park to explore the dunes of Lake Michigan.

Life Science – 7/8

Science is about man's observations of the world God created and man's use of those observations to make decisions. This course explores several aspects of the world of living things that God has created, with a special emphasis on the organisms and ecosystems right around us in the Great Lakes region.

The first part of the class focuses on the tools of science, and the classification and characteristics of living things. Before fall dormancy sets in students study plants and the marvelous ways they are designed to exploit a variety of habitats and harsh conditions. We then study types of cells, cell division, DNA and basic Mendelian genetics. The next part of the class examines the basic ideas behind both the creation model as taught in the Bible and the evolution-based model of the life forms found on earth. A major unit follows on human body systems, with a special emphasis on the cardio-pulmonary system, the digestive system, and human nutrition. The last part of the class is designed around the theme of ecology. We study various groups of invertebrate and vertebrate animals and their interactions within ecosystems.

Physical Science – 9

Our ninth grade science course emphasizes the study of matter and energy, after the junior high life and earth science courses. The two semesters are differentiated as an introduction to Chemistry and an introduction to Physics. In the semester on chemistry, the emphasis is on the nature of matter, its variety of forms, and interactions involving matter. In the semester on physics, energy with its different forms and uses is the central theme.

This two-semester physical science course is intended to equip all students with a foundation for understanding and appreciating the regularity and complexity of God's creation. As future citizens, knowledge of scientific principles underlying modern technology and technological issues is also cultivated. For those students aiming at a career involving the sciences, physical science serves as a base for future studies in chemistry and physics.

Experiments and demonstrations are included frequently to provide personal and multi-sensory experience with the principles studied. Mathematical relationships are identified and used to solve problems, reinforcing algebraic and geometric skills. The course emphasizes everyday applications of physical laws and the many technological advances that we so often take for granted.

Biology – 10

Biology is designed as a year-long 10th grade science course in life science. In Biology, students take an in-depth look at living things and how they function. Some of the topics covered are the biochemistry of life, the study of cells, genetics, ecology, bioethics, and creation/evolution. Laboratory exercises and various hands-on activities are used throughout the course to further emphasize that which is taught in class. A field trip to the Creation Museum in Kentucky is also taken each spring.

Chemistry – 11

In Chemistry, we study the composition of matter and the changes that matter undergoes. In order to give an idea of what each element is like and what it does, a demonstration on each element is given. After introduction to atomic structure and the periodic table, we analyze periodicity, along with ionic and molecular compounds, which are made up of the elements of the periodic table. Next, we evaluate chemical reactions, both endothermic and exothermic. After analyzing what will react with what and why, we discuss stoichiometry to see how much of each compound or element will react with another. Hands-on labs are done throughout the year to give the student a practical picture of chemistry. Other topics include: the states of matter, behaviors of gases, solutions, acid-base equilibrium, titrations, oxidation-reduction reactions, and electrochemistry. We also take a brief look at organic and biochemistry.

Anatomy/Physiology – 11/12

Physiology is a class that studies the wonders of God's creation of the human body. It is held two semesters and is optional to Juniors and Seniors in high school. Physiology studies the structures that make up the various systems of the human body and especially focuses on the interrelatedness of the structures with their functions. Anatomy and Physiology, when studied together, give a full appreciation and understanding of the human body, the masterpiece of God's creation. This course is designed to give an in-depth study of the systems of the body, a comprehensive overview of health related problems, and an opportunity to investigate the miracle of life.

Physics – grade 11 or 12

Continuing where the one-semester ninth grade Intro to Physics left off, the full-year junior/senior level Physics explores at a deeper level the energy and forces experienced in the world in which we live and the universe beyond. As we study physics it is impossible not to notice the perfect order and harmony in the natural world, which is none other than the work of our great Creator. The main topics covered in physics are selected from the following: motion in one and two dimensions, Newton's laws for results of forces on motion, Einstein's theory of relativity, concepts of energy as a tool for analyzing interactions, energy transport by waves particularly in sound and light, optics, DC and AC electrical circuits, electromagnetism and its applications, fluid physics, and nuclear fission and fusion. Topics will be taught with mathematical models as preparation for those needing it for college courses, but wherever possible concepts will also be illustrated with labs and demonstrations and applications.

Social Studies

PHILOSOPHY

The Social Studies curriculum at GCA considers people in multiple relationships: with God, with others, with oneself, and with the broken world in which all people find themselves. Our program seeks to provide students with an intellectual framework of knowledge, the skills necessary to process information, and the capacity to understand and appreciate people from backgrounds and cultures different from their own. In this context we investigate civilizations, historical events and human culture, both past and present, with direct reference to good and evil, and explore emerging trends that appear likely to shape the future. Armed with this background our students are ready to assume the responsibilities of citizenship and to make moral and ethical decisions for the public good of citizens in a democratic society, with emphasis on justice, equality, freedom, and dignity.

GOALS

The student will be able to:

1. Using the reformed Christian worldview, differentiate between Christian and non-Christian cultural ideals, respectfully offering and defending Biblical viewpoints on historical and current issues.
2. Recognize the necessity to live, by grace, as Christian citizens which includes being informed on issues, voting, patriotism, being compassionate concerning those around us, respecting all people, especially our leaders, even if we disagree with their perspective - speaking the truth in love.
3. Read, with discernment, Social Studies textbooks and documents with understanding, evaluating their content, biases, and significance. Cite textual evidence to support ideas/conclusions/interpretations in writing or speaking.
4. When considering the Social Studies disciplines, they will identify people involved, describe settings, sequence events in major eras, while understanding God's sovereignty in controlling past and present events and how these events all work to fulfill His purposes.
5. Recognize through the study of history, government, psychology, etc. the unavoidable reality of the total depravity of man and how sin permeates every aspect of individuals and societies. Students will also see how God is the God of history, that He is in control (Jesus said, "be of good cheer, I have overcome the world" John 16:33b), and that He is even now orchestrating His redemptive plan to save sinners in the ongoing battle against sin, Satan and the world.
6. Understand how economics influences societies (location, wars over resources because of scarcity, etc.), how the societies are governed, and how individuals in societies work and accrue wealth within differing economic frameworks.

Geography 7

God blesses those who walk according to His commandments. This truth is evident in Geography, where students are shown God's sovereignty in geographical events and how the events shape the history of the country. Students are introduced to geography with a study of in map skills and geography themes. This is followed by a study of countries within each of the continents around the globe. A central theme is man's responsibility in the historical, cultural, societal, and political development of each country.

U.S. History 8

Students study American History in chronological order, starting with early civilizations in North America and concluding with the Reconstruction Era through the first twenty-seven weeks. The last nine weeks is a review of selected topics from the late nineteenth century to the end of the twentieth century. Students will recognize how the United States was established on Puritan morals and ethics and degenerated into becoming a post-Christian country. They will see how from the beginning of coming into being, the U.S. struggled to gain world recognition and has now become the most powerful country in the world. Students will understand how the varied geography of our land has affected her socially and economically, and how that economic influence continues to be a disruptive force in her history. Throughout the entire course, God's sovereignty and man's responsibility to God and his neighbor are emphasized.

U.S. History – 9-12

This is a one-year course that surveys the development of the United States from colonial times, revolution, progressivism, imperialism, and World Wars to the present. God has blessed America from the beginning with founders who were God-fearing and now we, as citizens, have the duty to preserve that foundation. Students will become more aware of the depth of responsibility Americans have to maintain the gift of our country to its citizens. Students who study America's past not only learn about their nation's history but also better appreciate their responsibilities as free individuals and then be able to face the challenges of the future. Students will also learn how important the U.S. has become over the last two centuries on an international level, and what events in history were used by God to reach this level. With this knowledge, the student will begin to ask questions regarding the purposes God has in the world for our powerful country.

World History 9-12

The World History course covers the following topics: the ancient worlds of Egypt, Greece and Rome, the Medieval World, Renaissance and Reformation, Exploration, Political and Industrial Revolution, the Enlightenment, Imperialism, World Wars, and on to the present. From a Biblical perspective this course considers what has happened in the past and why it has happened. The course intends to show God's hand throughout history, His care for those who worship Him, and also how man continues to turn against the God Who has blessed His creation with so much. Specifically, students will see time and time again the deep depravity of man and how man's desperately wicked and deceitful heart plunges people and nations into war, unspeakable suffering, etc. Through this course students discover their Christian and cultural heritage. They also are enabled to empathize with other cultures, yet distinguish between Christian and non-Christian ideals.

Business Law – 11/12

This course provides a foundation for students who hope to major in a business or law in college, valuable information for those who might start their own business someday, and interesting and practical applications to law for everyone. The first part of this course is an introduction to general law. This section includes the historical foundations of law and its development, both civil and criminal court systems and procedures, and ethical basis for law development. In addition to book material, the historical development of law and ethical reasoning are also viewed from a Christian perspective. The second part of the course studies contract law. The main parts of a valid contract explored in this section are offer and acceptance, genuine assent, consideration, legal capacity, legal purpose, and proper form. The third section of the course specifically deals with sales contracts and consumer protection. The final part of the course is property law. In this section both ownership and use of personal property and real estate are studied.

Economics – 12

God, who owns “the cattle upon a thousand hills” (Psalm 50:10), has enriched us with many blessings. Indeed, everything that we possess is a gift from Him, for He says in 1 Corinthians 4:7, “...what hast thou that thou didst not receive?” Yet, it is Biblically clear from II Thessalonians 3:10 that “...if any would not work, neither should he eat.” In the materialistic society in which we live, it is important to teach students the proper Biblical balance between seeking to provide for our outward needs while seeking first the kingdom of God (Matthew 6:33). The overarching theme in Economics is to equip students with a broad base of financial knowledge, while at the same time emphasizing that worldly wealth is not an end in itself, but should humble us and cause us to glorify the Giver of these good things. To that end, students in Economics learn basic business terminology and principles, and are given opportunities in which to apply what they have learned in realistic, simulated scenarios. Many topics related to personal finance are covered so that each student will have a foundation from which to make future life decisions in the areas of college, occupation, and family. Students also develop collaborative work skills through weekly activities led by a volunteer from the local business community.

Government – 12

Government studies the fundamentals of the political process of the United States. Throughout the class, students are encouraged to develop thoughtful Biblical positions on current political issues. The beginning weeks of the class focus on the proper role, from a Biblical and practical perspective, which government should play in our lives. A broad overview of the entire U.S. Constitution, with special focus on the three branches of government and Constitutional amendments, will arm students with an understanding of how our government functions as well as which rights they possess.

Psychology – 12

Psychology is an introductory course on human behavior. This semester class begins with the history of Psychology and its different schools of thought that provide a framework for how to understand human behavior. Students will also study research methods, biopsychology, intelligence, parenting, learning, memory, personality, mental disorders and their treatments, basic pharmacology, etc. Throughout the course, students will discover the complexities of human behavior, the amazing creation of the human body, how God’s laws are lovingly designed to protect man from danger, how to empathize with those who are suffering from mental disorders, and, in general, how to be a better person in the various roles God has and will place them in.

World Languages

PHILOSOPHY

Language is a wonderful gift which sets us apart from the animals, allowing us to commune with God and others. At the Tower of Babel, however, man fell into sin by not obeying God, and thus language came under a curse. Foreign language is a positive part of the curriculum which seeks to repair and build a bridge to what has been broken and alienated by sin. We live in a multi-racial and multicultural world. We realize that all areas need to acknowledge Christ as Lord; therefore, we focus on communicating with others who are different from us to promote understanding, to encourage serving others, and to help bring about the vision seen in Revelation 5 : 9, “out of every kindred, and tongue, and people, and nation.” Our purpose, as God enables, is to train students in the knowledge of God as Ruler of all people, and to promote knowledge of language and understanding of culture, so that we might be wiser decision-makers and more effective service-providers.

GOALS

The student will:

1. Communicate in languages other than English
 - a. Listen to the target language and comprehend meaning.
 - b. Make oneself understood in the target language and thereby expand one’s communicative ability.
 - c. Achieve literacy in the target language, both in reading and in writing.

2. Gain knowledge of and develop a Biblical attitude and ethical discernment toward the diverse cultures of God's world.
3. Reinforce and further one's understanding of other disciplines (history, geography, grammar, vocabulary, culture).
4. Compare the nature of language and another culture to one's own.
5. Participate in multilingual opportunities at home and around the world with the positive social skills needed to assimilate.
6. Be prepared to serve; equipped to respond to the Great Commission.

Spanish 7

Spanish Seven is a nine-week class of introductory Spanish. This is the first Spanish class for the majority of our students, so we study beginning vocabulary and very basic grammar. The students have a textbook and workbook. Along with this reading and writing, we do much speaking and listening within the classroom. Also, we sing one Psalm in Spanish each week. Concerning projects, the students make a weather poster and also draw a family tree. We end the nine weeks with a fiesta!

Beginning Vocabulary: Greeting and People, Numbers, Classroom Objects, Colors, Animals, Days of the Week, Places, Weather and Seasons, Months and Calendar, Adverbs, Tener Phrases, Telling Time, Question Words, Family, and School Subjects.

Basic Grammar: Articles, Agreement: singular and plural, masculine and feminine, Verb IR, -AR Verb endings, Future with IR and Infinitive, Gustar, Question Formation, Verb Tener, Tú versus Usted, Adjectives, Possessive Adjectives.

Spanish 8

Spanish Eight is a nine-week class of introductory Spanish. This is the second Spanish class for the majority of our students, so we continue to study beginning vocabulary and very basic grammar. The students have a textbook and workbook. Along with this reading and writing, we do much speaking and listening within the classroom.

Beginning Vocabulary: How do you spend your time?, The community, Knowing the city, Long distance travel, Trips, A trip by plane, In the hotel, The bank and restaurant, Going through the city, One place to another, Shopping, At the beach

Basic Grammar: Articles, Agreement: singular and plural, masculine and feminine, Verb IR, -AR, Verb endings, Future with IR and Infinitive, Gustar, Question Formation, Verb Tener, Tú versus Usted, Adjectives, Possessive Adjectives, Present Progressive tense, Commands, Direct Object Pronouns, Reflexive Verbs.

Spanish I

The Spanish I course introduces students to the basics of the Spanish language. As the students are exposed to Spanish, they begin to assimilate the language in the areas of speaking, listening, reading, and writing. Correct pronunciation is emphasized, and the student is expected both to speak and to understand relatively simple expressions and sentences in Spanish. After exposure to the language, students will stop viewing Spanish as "foreign" and instead become at ease as the language grows more "familiar". The teacher will often speak in Spanish throughout the class day. By the end of the first year, the students will have a high level of listening comprehension. They will be able to converse on a simple level using the fundamentals of Spanish grammar and vocabulary which have been taught. Of course, in a Christian school, language learning has an added component: namely, that of service to be used in God's kingdom, whether it be in foreign missions or here at home to help "the stranger within our gates". The student will memorize Bible verses, learn the Lord's Prayer and sing Psalms in Spanish. Lastly, students will gain in cultural discernment as aspects of American and Mexican culture are contrasted and examined through the filter of Scripture. The students will view videos which will acquaint them with Hispanic geography, manners, customs, and language usage in conversational situations. They will participate in projects about history, holidays, cooking, and fiestas!

Spanish II

The Spanish II course is a continuation of Spanish I. Second year Spanish spends the first month reviewing the concepts covered in the first year. Procedurally, the class is similar to Spanish I/II with a greater emphasis on speaking Spanish more and using English less. Second year emphasizes immersion in Spanish. A large segment of the class is conducted totally in Spanish with penalties for the use of English. The student will expand his oral abilities and listening comprehension by participating in conversation groups and doing some scripts/roleplay which are videotaped. As the students are exposed to Spanish, they begin to assimilate the language in the areas of speaking, listening, reading, and writing. Correct pronunciation is emphasized, and the student is expected both to speak and to understand intermediate level expressions and sentences in Spanish. By the end of the second year, the students will have an intermediate level of oral production and listening comprehension. They will be able to converse using the fundamentals of Spanish grammar and vocabulary which have been taught. Of course, in a Christian school, language learning has an added component: namely, that of service to be used in God's kingdom, whether it be in foreign missions or here at home to help "the stranger within our gates". The student will memorize Bible verses, learn the Apostles' Creed and sing Psalters in Spanish. Lastly, students will gain in cultural discernment as aspects of the culture of the United States and Spain are contrasted and examined through the filter of Scripture. The students will view DVD's which will acquaint them with Hispanic geography, manners, customs, and language usage in conversational situations. They will participate in projects about history, holidays, cooking, and fiestas!