

# **Bible Baptist Christian School Hampton, Georgia**

## **7 - 12 Curriculum Guide**



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# Physical Education

## II. Health 9

Transitional Expectations:

1. Have a general knowledge of basic body parts.
2. Have a general understanding of the body systems and how they work together.
3. The ability to care for basic first aid needs.
4. Have an understanding of proper hygiene.
5. Know how to construct a research paper based on school mandated guidelines.

### A. Description of course

This is a one semester course that gives a Christian view of how one should take care of his body physically, spiritually, emotionally, mentally, and socially. This course teaches student how to glorify God through the maintaining of his body to effectively serve Him.

### B. List of textbooks

Other resources that will be used include, but are not limited to: Webmd.com; Medicinenet.com; Mayoclinic.com; *Coach and Athletic Director*; Turner, Anna and Rhodes, David. *Health for Christian Schools*. 2th ed. Greenville, SC: BJU, 1999. Print.

### C. List of required reference materials and/or supplementary materials used

Parker, Gregory and Shimmin, Delores. *Health in Christian Perspective*, 1<sup>st</sup> Ed. Pensacola, FL: A Beka Books, 2012.

### D. Course outline

1. Quarter 1:
  - a. Differentiate between the five components of health – physical, mental, emotional, social, and spiritual.
  - b. Describe the development of an unborn child and discuss changes that occur during adolescence as it relates to each of the components of health.

- c. Identify the major functions and locations of the components with the main body systems.
- d. Discuss how the mind and will affect emotions and follow a defined thinking process when making decisions.
- e. Identify proper Biblical standards for relationships with parents, siblings, friends, and authorities.
- f. Identify the nutrients of the body and the proper requirements for a nutritious diet.

2. Quarter 2:

- a. List basic principles for handling an emergency situation and how to administer basic first aid for minor injuries.
- b. Identify precautions to consider in promoting safety in various settings.
- c. Differentiate between infectious and noninfectious disease.
- d. Explain basic principles for proper hygiene.
- e. Explain man's rule as a steward of God's creation.
- f. Identify harmful effects of drugs, alcohol, and tobacco on the body and ways these substances can be a danger to others.

### III. Fitness 9

Transitional Expectations:

1. Demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
3. Ability to assess and maintain a level of physical fitness to improve health and performance.
4. Must be able to complete a mile run – *adaptations will be made for those with special needs.*
5. Must complete other fitness skills as related to the following skill-related fitness components – *adaptations will be made for those with special needs:*
  1. Muscular endurance
  2. Muscular strength
  3. Speed

4. Agility

5. Core

A. Description of course

Fitness is a one semester class that deals with how to get your body into shape or how to stay physically fit and how to have an active lifestyle. Fitness meets two days a week in the classroom and three days a week in a physical education environment. The student will need to dress in the school PE uniform for days in the physical education environment. Much of the student's grade in Fitness will come from his/her ability to perform certain physical skills such as push-ups, weightlifting, mile run, etc. The classroom environment will cover: Making fitness a personal matter, Analyzing physical fitness, Goal setting in fitness, Guidelines for exercise, Principles for exercise, Evaluating exercise, Cardiovascular fitness, and Muscular fitness.

B. List of textbooks

There is not an official textbook for Fitness 9. Each chapter has an outline handout given to students. Along with the handouts for students, PowerPoints are available and worksheets to go with each chapter for advanced knowledge of the content. Each student is required to have a notebook to keep all required notes, tests, quizzes, handouts.

C. List of required reference materials and/or supplementary materials used

Other resources that will be used include, but are not limited to: Webmd.com; Medicinenet.com; Mayoclinic.com; *Coach and Athletic Director*; Williams, Charles and Harageones, Emmanouel. *Personal Fitness: Looking Good and Feeling Good*, 3<sup>rd</sup> Ed. Dubuque, IA: Kendall/Hunt, 1995.

D. Course outline with projects

Outline:

- Quarter 1
  - o Making fitness a personal matter
  - o Analyzing physical fitness
  - o Goal setting in fitness
  - o Guidelines for exercise
- Quarter 2

- o Principles for exercise
- o Evaluating exercise
- o Cardiovascular fitness
- o Muscular fitness.

Projects:

- Project #1 – Write a 700 word paper on a fitness related topic. Same guidelines will be followed for 1<sup>st</sup> semester Health.
- Project #2 – Write a 3 week workout program that includes a balance of all fitness components (4-5 days each week).

## IV. Physical Education 7/8

Transitional Expectations:

1. The ability to demonstrate good sportsmanship during competition.
2. Demonstration of proper motor skill development for individual and team sports
3. Will complete a mile run – *adaptations will be made for those with special needs.*
4. Must complete other fitness skills as related to the following skill-related fitness components – *adaptations will be made for those with special needs:*
  1. Muscular endurance.
  2. Muscular strength.
  3. Speed.
  4. Agility.
  5. Core.
5. The basic knowledge of different team and individual sports.

### A. Description of course

Physical Education for 7<sup>th</sup> and 8<sup>th</sup> grade is a semester course for each grade respectively. This class will emphasize and show students that exercising can be fun. The goal for this class is that each student will make exercise a part of his/her life and learn how to have an active lifestyle. According to I Corinthians 6:19-20,

our bodies are the temple of the Holy Spirit and we are to glorify God in our bodies. As a child of God, it is our responsibility to keep our body healthy and fit so that we may effectively serve Him.

B. List of textbooks

There is no official textbook for PE 7/8. Each student is required to complete assignments on each of the different units for class and other required assignments.

C. List of required reference materials and/or supplementary materials used

Casten, Carole. *Lesson Plans for Dynamic Physical Education for Secondary School Students*, 4<sup>th</sup> Ed. Boston, MA: Allyn & Bacon, 2002.; Throughout the course, there will be specific fitness days which the student will complete a specific fitness component tasks (i.e. mile run, agility, etc.)

D. Course outline with projects:

1. Badminton – Quarter 1

a. Objectives – The student will be able to:

- i. Know the history and rules of badminton.
- ii. Complete a worksheet with basic rules and history of badminton.
- iii. Know and demonstrate the appropriate body mechanics, form and skills for the following:
  - I. Grips
  - II. Footwork
  - III. Strokes
  - IV. Serves
  - V. Shots
- iv. Know and demonstrate basic strategy while playing badminton.

2. Basketball – Quarter 1

a. Objectives – The student will be able to:

- i. Know the history and rules of basketball.

- ii. Complete a worksheet with basic rules and history of badminton.
- iii. Know and demonstrate the appropriate body mechanics, form, and skill for the following phases of basketball:

- I. Passing and receiving the ball
- II. Dribbling
- III. Shooting
- IV. Pivoting
- V. Guarding
- VI. Rebounding

- iv. Demonstrate some basic offensive and defensive strategies, both man-to-man and zone.

3. Flag Football – Quarter 1

- a. Objectives – The student will be able to:

- i. Know the history and rules of flag football.
- ii. Complete a worksheet with basic rules and history of football.
- iii. Know and demonstrate the appropriate mechanics, form, and skill for the following:

- I. Passing
- II. Centering the football after every play
- III. Receiving
- IV. Punting
- V. Place Kicking
- VI. Blocking

4. Soccer – Quarter 1

- a. Objectives – The student will be able to do:

- i. Know the history, rules, and terminology of soccer

ii. Know and demonstrate the appropriate mechanics, form, and skill of the following:

I. Kicking

II. Passing

III. Trapping

5. Speedball – Quarter 1

a. Objectives – The student will be able to:

i. Know the history and rules of speedball

ii. Know and demonstrate the following speedball skills:

I. Throwing

II. Catching

III. Kicking

IV. Dribbling

V. Passing

VI. Trapping

VII. Blocking

VIII. Conversion maneuvers

iii. Know basic strategies

6. Volleyball – Quarter 2

a. Objectives – The student will be able to:

i. Know and satisfactorily demonstrate the basic skills in beginning volleyball

ii. Complete a worksheet with the basic rules and history of the game of volleyball

iii. Know and demonstrate advanced skills of volleyball:

I. Overhand serve

II. Passing

III. Setting

IV. Spiking

V. Digging

VI. Blocking

iv. Know and demonstrate strategies used in volleyball, both offensive and defensive.

7. Orienteering – Quarter 2

a. Objectives – The student will be able to:

i. Be able to navigate his way to a specific point by using a compass.

ii. Know and demonstrate knowledge of the different components of a compass:

I. Orienting arrow

II. Magnetic needle

III. Azimuth ring

IV. Sighting ring

V. Declination scale

VI. Vial

VII. Compass base

VIII. Protractor scale

8. Team Handball – Quarter 2

a. Objectives – The student will be able to:

i. Know the rules of team handball.

ii. Know and demonstrate the following skills:

I. Dribbling

II. Throwing

III. Attempting a goal

iii. Know basic offensive and defensive strategies.

9. Ultimate Frisbee – Quarter 2

- a. Objectives – The student will be able to:
  - i. Know the rules of ultimate Frisbee
  - ii. Know and demonstrate the following skills:
    - I. Proper grip
    - II. Passing
    - III. Receiving
    - IV. Moving with Frisbee and without the Frisbee

#### 10. Tennis – Quarter 2

- a. Objectives – The student will be able to:
  - i. Know the history, rules, definition of terms and methods of scoring of tennis.
  - ii. Know and demonstrate the appropriate body mechanics, form, and skill for different tennis strokes.
  - iii. Know the various strategies involved in doubles and singles.

#### 11. Golf – Quarter 2

- a. Objectives – The student will be able to:
  - i. Know the history, rules, definition of terms, and methods of scoring in golf.
  - ii. Know and demonstrate the appropriate body mechanics, form, and skills needed for different golf shots.
  - iii. Know and demonstrate knowledge of what type of club to use for a specific shot based on skill level, yardage from hole, and placement on the course (putter needed on the green, etc.)

Each student is required to do a research project on his/her favorite sport or recreational activity. Each student will be required to do assignments on the different units being performed.

# 7<sup>th</sup> Grade

## I. FUNDAMENTALS OF MATH

### A. Description of course

Fundamentals of Math uses problem centered classroom instruction. Students will investigate mathematical ideas within the context of a realistic problem, as opposed to looking only at numbers. Some problems involve real-world applications or situations, while others are purely mathematical. A problem's context provides a vehicle for understanding and remembering the mathematical concepts.

### B. List of textbooks

Tagliapietra, Ron, Kathy Kohler, and Hal C. Oberholzer II. *Fundamentals of Math*. 2nd ed. Greenville, SC: BJU, 2009. Print.

### C. List of required reference materials and/or supplementary materials used

Fundamentals of Math: Test Booklet

Fundamentals of Math: Student Activities Book and Answer Key

Teacher Tools Online for Fundamentals of Math

D. Course outline with projects

#### 1. First Quarter

a. Roman Numerals, Egyptian Numerals, Comparing, Estimating, Properties of Addition, Distributive Property, Properties of Multiplication, Exponents, Order of Operations, Repeating Decimals, Place Values, Rounding Decimals, Operations with Decimals, Multiplying and Dividing by Powers of Ten, Scientific Notation, Divisibility, Prime Numbers and Prime Factorization, The Euclidean Algorithm, GCF and LCM, and Number Bases.

#### 2. Second Quarter

a. Number Theory Terms, Comparing Fractions, Adding and Subtracting Fractions, Multiplying Fractions, Mixed Numbers, Unit Pricing, Proportions, Ratios, Percents, Sales Tax, Simple Interest, Customary Units Conversions, Elapsed Time, Mass, Metric Units of Length, Temperature, and Time Zones

#### 3. Third Quarter

a. Measuring Angles, Lines and Angles, Triangles, Pythagorean Theorem, Perimeter, Circles and Quadrilaterals, Geometry Terms, Area, Area of

Circles, Three-Dimensional Figures, Surface Area, Volume, Measures of Central Tendency, Circle Graphs, and Bar and Line Graphs.

4. Fourth Quarter

a. Comparing Integers and Absolute Value, Integer Applications, Operations with Integers, Using Multiple Steps, Evaluating Expressions, Using Algebraic Expressions, Writing Algebraic Expressions, Solving Two-Step Equations, Writing and Solving Equations, Graphs from Experimental Ordered Pairs, Coordinate Plane, Identifying Functions, Function Rules, Graphing Linear Functions, and Unions and Intersections.

## **II. LIFE SCIENCE**

### **A. Description of course**

Life Science provides practical information about life science from a biblical worldview. Students will investigate God's creation and learn how to think critically and biblically about the world we live in.

### **B. List of textbooks**

Lacy, Elizabeth A. *Life Science*. 4th ed. Greenville, SC: BJU, 2013. Print.

### **C. List of required reference materials and/or supplementary materials used**

Teacher Tools Online for Life Science

Life Science Lab Manual (Teacher and Student Edition)

### **D. Course outline with projects**

1. First Quarter: (Units 1-2)

- a. Foundations of Life Science: The World of Life Science, Characteristics and Classification of Life, Cell Structure, and Cell Activities
- b. Students will be able to describe the characteristics of a biblical view of science and explain why life science is a profitable study for the Christian.
- c. Students will be able to describe the basic functions that all cells perform and explain the reasons for classifying living organisms.
- d. Students will be able to list and describe the functions of cells and cell organelles.
- e. Students will be able to describe the levels of cellular organization within a multicellular organism and differentiate between aerobic cellular respiration and anaerobic cellular respiration.

f. Heredity and the Origin of Life: The Cell Cycle and Protein Synthesis

g. Students will be able to describe the stages of the cell cycle.

h. Students will be able to defend the idea that protein synthesis implies the existence of an intelligent Designer.

2. Second Quarter: (Units 2-3)

a. Heredity and the Origin of Life: Genetics of Organisms, Genetic Changes and Biotechnology, and In the Beginning

b. Students will be able to describe and explain the results of Mendel's experiments with the genetics of peas.

c. Students will be able to describe the accomplishments of the Human Genome Project and defend a biblical position regarding human embryonic stem cell research.

d. Students will be able to contrast biblical creationism with evolutionism and discuss a biblical response to the intelligent design movement.

e. Microbiology and Plant Biology: The Microscopic World and Structure and Function of Plants

f. Students will be able to defend the position that antibiotic resistance is not an example of biological evolution.

g. Students will be able to describe the main characteristics of plants.

h. Students will be able to describe and give examples of different tropisms.

3. Third Quarter: (Units 3-4)

a. Microbiology and Plant Biology: Plant Classification and Reproduction

b. Students will be able to name and describe the three main groups of plants and identify examples of each.

c. Students will be able to summarize the major differences between gymnosperms and angiosperms.

d. Students will be able to compare sexual reproduction and asexual reproduction.

e. The Animal Kingdom: The Invertebrates, The Cold-Blooded Vertebrates, The Warm-Blooded Vertebrates, Animal Behavior and Reproduction and Children's Animal Book Project.

f. Students will be able to describe the major characteristic of animals and give several examples of each phylum.

g. Students will be able to identify the structures of a vertebrate's digestive system, circulatory system, respiratory system, and nervous and describe the functions of each.

h. Students will be able to describe special characteristics of Birds and Mammals.

i. Students will be able to compare the three levels of animal behavior and give examples of each.

j. Students will be able to describe the different types of animal reproductions.

k. Students will be able to gather information about an animal of their choice and write and illustrate a children's book demonstrating a thorough understanding of the chosen animal.

#### 4. Fourth Quarter: (Units 5-6)

a. Interactions in the Environment: Relationships in Ecosystems, Relationships Among Organisms, and Man's Relationship with the Environment.

b. Students will be able to describe the main types of interactions studied by ecologists.

c. Students will be able to outline the levels of organization in an ecosystem.

d. Students will be able to differentiate between food chains, food webs, and ecological pyramids.

e. Students will be able to describe and give examples of natural resources.

f. The Complex Design of the Human Body: Support and Movement, Internal Balance, Energy, Control, and Health

g. Students will be able to explain why the study of the human body is important for Christians.

h. Students will be able to discuss the differences between humans and animals.

i. Students will be able to explain how the circulatory, immune, respiratory, nervous, endocrine, and excretory systems work in the body.

j. Students will be able to defend a biblical view of disease.

### **III. WORLD STUDIES**

#### **A. Description of course**

World Studies provides practical and important information about world history from a biblical worldview. Students will learn how to think critically and develop the ability to analyze information and learn more about culture and history.

#### **B. List of textbooks**

Bollinger, Dennis. *World Studies*. 3rd ed. Greenville, SC: BJU, 2011. Print.

#### **C. List of required reference materials and/or supplementary materials used**

Teacher Tools Online for World Studies

Student Activities Book (Teacher Edition)

#### **D. Course outline with projects**

1. First Quarter: (Units 1-2)

a. Foundation: Creation-800: Turning Points in World History and The Rise of Islam

b. Students should be able to explain how the biblical presentation of Creation, the Fall, and God's plan for redeeming this world affects one's view of human culture and civilization.

c. Students should be able to trace the emergence of Islam in the Arabian Peninsula and discuss the effects Islam had on this area.

d. Changes and Development in the Cultures of the World: Transition in Sub-Saharan Africa and The expansion of Asian Culture

e. Students should be able to explain key elements of African culture.

f. Students should be able to explain why China experienced growth of cities and commerce during the 10<sup>th</sup> centuries.

g. Students should be able to evaluate the consequences of the Mongol invasions and the Mongol's demise during the 11<sup>th</sup> through 17<sup>th</sup> centuries.

2. Second Quarter: (Units 2-3)

a. Changes and Development in the Cultures of the World: Emergence of European Culture, Renaissance and Reformation, and Topical Project with visual Aid, Paper, and Oral Report

b. Students should be able to explain the rise of the papacy and the decline into feudalism following the fall of Rome.

c. Students should be able to explain the major causes and the influence of the Renaissance.

d. Students should be able to contrast the Protestant Reformation with the Counter Reformation.

e. Students should be able to research a topic of their choice and give a thorough report on their research.

f. Dominant Powers in Europe and Asia: Age of Exploration, Europe Colonizes the Americas, Transformation in European Cultures, and Oceania and Australia

g. Students should be able to describe the development of complex societies in North America and Mesoamerica.

h. Students should be able to describe the colonization of Latin America and the difficulties of ruling the colonies from Europe.

i. Students should be able to describe the rising military and bureaucratic power of some European eighteenth centuries.

j. Students should be able to trace the development of English settlements into the nation of Australia.

3. Third Quarter: Units (3-4)

a. Dominant Powers in Europe and Asia: Empires Eurasia

b. Students should be able to describe the efforts to establish Chinese regional power under the Ming and Manchu dynasties.

c. Students should be able to trace the rise and expansion of the Mughal Empire.

d. The Revolutionary Age: Political Turmoil in Europe, Industrial and Social Revolution, Reform in Western Culture, and Colonial Africa

e. Students should be able to explain the causes and effects of the French Revolution on the world and especially on Europe.

f. Students should be able to describe early industrialization and the importance of industrial development in England.

g. Students should be able to explain how industrial economies expanded and societies experienced transformations in Europe.

h. Students should be able to explain the impact of new social movements and ideologies on nineteenth-century Europe.

i. Students should be able to explain the impact of slavery in Africa.

#### 4. Fourth Quarter: (Units 4-5)

a. The Revolutionary Age: Spread of Imperialism

b. Students should be able to evaluate how the Ottoman Empire responded to the challenges of territorial loss and imperialism.

c. Students should be able to describe how Japan transformed into a modern nation-state.

d. The 20<sup>th</sup> Century and Beyond: War, Instability, and Depression, World War II, The Cold War, and The Global Community

e. Students should be able to explain the causes and key events of World War I.

f. Students should be able to explain the causes of World War II.

g. Students should be able to analyze the philosophical and religious consequences of the two decades following the First World War.

h. Students should be able to describe major political and economic changes that accompanied post war recovery.

i. Students should be able to explain why global power shifts took place and why the Cold War broke out in the aftermath of World War II.

j. Students should be able to analyze and describe the major environmental, political, and religious trends.

## **Expectations for students entering 8th Grade**

**The students should be able to accomplish the following in Math:**

- Adding and Subtracting Integers
- The ability to use number properties.
- The ability to use order of operations.
- The ability to add, subtract, multiply and divide without a calculator.
- The ability to factor with prime factorization.
- The ability to round numbers to the appropriate place.

## **History (8-12)**

### **I. GEORGIA HISTORY (8<sup>TH</sup>)**

#### **A. Description of course**

The purpose of Georgia History is to increase student knowledge of Georgia History from its discovery to the modern day.

#### **B. List of textbooks**

Caldwell, Lee Ann. *Georgia: Its Heritage and Its Promise*. Atlanta, GA: Clairmont Press, 2011.

#### **C. List of required reference materials and/or supplementary materials used**

Jones, Frank. *Georgia: Its Heritage and Its Promise Student Workbook*. Atlanta, GA: Clairmont Press, 2011.

#### **D. Course outline with projects**

##### 1. Unit 1: Georgia Geography

###### Chapter 1: Georgia's Land and Climate

- a. Locates Georgia in relation to region, nation, continent, and hemisphere.
- b. Describes the Appalachian Plateau, Valley and Ridge Region, Blue Ridge Mts., Piedmont, and Coastal Plain regions.
- c. Describes Georgia's climate.

## 2. Unit 2: Native Peoples and Explorers

### Chapter 8: Native Peoples and Explorers

- a. Describes the Native Americans that lived in Georgia.
- b. Lists the reasons for European exploration and settlement.
- c. Describes the theories of how the Native American people came to the New World in a biblical worldview.

### Chapter 9: Georgia in the Trustee Period

- a. Explains the Charter of 1732.
- b. Explains the importance of which colonists were selected to go to Georgia.
- c. Describes life for the settlers.

### Chapter 10: Georgia in the Royal Period

- a. Discusses Georgia's first legislature and the effect of the early governors.
- b. Describes the economy of early Georgia.
- c. Explains religion and education in the colonies.

## 3. Unit 3: Georgia in the Revolutionary Era

### Chapter 11: The Road to Revolution

- a. Describes the events leading up to the split with England.
- b. States the battles that started the Revolutionary War
- c. Discusses Georgia's early role in the American Revolution.

### Chapter 12: Georgia in the American Revolution

- a. Discusses war in the backcountry.
- b. Describes the Battle for Augusta.

### Chapter 13: Georgia from Confederation to Constitution

- a. Discusses the Articles of Confederation.
- b. Describes religion in Georgia after the Revolutionary War.

## 4. Unit 4: Georgia from Constitution to Civil War and Reconstruction

### Chapter 14: Expansion and Growth

- a. Recounts Georgia's Role in the War of 1812
- b. Describes the discovery of gold in Georgia.
- c. Explains the workings of the Trail of Tears.

### Chapter 15: Slavery and Sectionalism

- a. Demonstrates knowledge of the slave system in GA
- b. Discusses the Compromise of 1850.
- c. Lists the result of the 1860 election.

### Chapter 16: Georgia in the Civil War

- a. Describes important battles: Antietam, Vicksburg, and Gettysburg.
- b. Examines the Emancipation Proclamation.
- c. Recounts the end of the Civil War.

5. Unit 5: Georgia from Reconstruction through WWI

Chapter 17: Reconstructing the State

- a. Describes the events of the Reconstruction.
- b. Lists the steps taken to rebuild GA's economy.
- c. Discusses the Reconstruction's effect.

Project: Students will prepare a project from a list of acceptable research topics. The project will include the following components: 3-4 page research paper, visual aid, and an oral presentation.

Chapter 18: Bourbons, Populists, and Progressives

- a. Defines the Bourbon Triumvirate.
- b. Discusses the rise and fall of the Populist Party
- c. Describes the progressive reforms in Georgia.

Chapter 19: A Step Backwards for Civil Rights

- a. Discusses the impact of Jim Crow laws.
- b. Describes the Leo Frank case.

Chapter 20: The Economy, Expansionism, and WWI

- a. Lists the growing industries in Georgia.
- b. Lists the reasons why the US entered WWI.
- c. Describes Georgia's contribution to the war.

6. Unit 6: Georgia from the Roaring Twenties through WWII

Chapter 21: The 1920s and the Coming of the Great Depression

- a. Discusses the cultural changes of the 1920s.
- b. Lists the causes of the Great Depression.

Chapter 22: The Great Depression and the New Deal in Georgia

- a. Lists the effects of the depression on Georgians.
- b. Discusses FDR's influence in the Great Depression.
- c. Describes the New Deal programs.

Chapter 23: Georgia and WWII

- a. Lists the reasons for WWII.
- b. Describes how Georgians contributed to the war effort.
- c. Discusses the effects of the Holocaust.
- d. Explains how WWII affected life in Georgia.

7. Unit 7: Modern Georgia

Chapter 24: The Civil Rights Movement in Modern Georgia

- a. Lists key people in the civil rights movement.
- b. Discusses important legislation.

Chapter 25: Modern Georgia's Changing Politics

- a. Discusses the end of the county unit system.

b. Describes the rise of the two-party system.

Chapter 26: The Economy of Modern Georgia

a. Explains the effect of interstate travel.

b. Discusses the effects of mechanization on the agricultural industry.

c. Describes the impact of modern businesses.

8. Unit 8: Government.

Chapter 2: Pillars of Government

a. Discusses important concepts such as popular sovereignty, limited government, federalism, separation of powers, and checks and balances.

b. Describes Georgia's constitution.

c. Explains the responsibilities of citizens.

Chapter 3: Georgia's Legislative Branch

a. Lists the qualifications for the members of the General Assembly.

b. Lists the leaders of the Georgia House and Senate and their roles.

c. Explains how a bill becomes a law.

Chapter 4: Georgia's Executive Branch

a. Lists the qualifications, term, and election of the governor.

b. Describes the powers and duties of the governor.

c. Explains the role of the lieutenant governor.

Chapter 5: Georgia's Judicial Branch

a. Describes the difference between civil and criminal law.

b. Explains the difference between a felony and a misdemeanor.

c. Describes how the court system is organized.

Chapter 6: Georgia's Juvenile Justice System

a. Discusses the consequences of committing an offense.

b. Lists the seven deadly sins.

Chapter 7: Local Government in Georgia

a. Lists the various county officials.

b. Describes the services provided by counties.

## II. WORLD HISTORY (10<sup>TH</sup>)

### A. Description of course

The purpose of World History is to increase student knowledge of world history from creation to the modern day.

### B. List of textbooks

Bollinger, Dennis. *World History*. 4th ed. Greenville, SC: BJU, 2013.

### C. List of required reference materials and/or supplementary materials used

Bollinger, Dennis. *World History: Student Activities*. 4th ed. Greenville, SC: BJU, 2013.

### D. Course outline with projects

#### 1. Unit 1: The Ancient World

##### Chapter 1: Foundations of World History

- a. Describes how historical accounts are written.
- b. Identifies the important people and events from Creation to the rise of nations.

##### Chapter 2: Early Civilizations

- a. Identifies key passages of Scripture related to the civilizations mentioned in the chapter.
- b. Identifies the main contributions of each civilization.
- c. Locates major cities, regions, and special features of these (Sumer, Amorite, Egypt, Canaan, Israel) early civilizations.

##### Chapter 3: The Greek Civilization

- a. Outlines the major periods in Greek History.
- b. Identifies the contributions made by the Greeks to government, philosophy, science, medicine, mathematics, literature, and the arts.
- c. Identifies ways in which the Greeks perverted God's truth.

##### Chapter 4: The Roman Republic

- a. Contrasts the Roman and Greek civilizations.
- b. Describes the government of the Roman Republic.
- c. Identifies the causes of the republic's downfall and the steps that led to the establishment of a dictatorship.

#### 2. Unit 2: The Eastern World

##### Chapter 5: The Roman Empire

- a. Lists the goals and reforms of Augustus.
- b. Shows from Scripture the errors of Epicureanism, Stoicism, and mystery religions.

- c. Discusses the circumstances surrounding the coming of Christ.
- d. Lists the factors leading up to the fall of the Roman Empire.

#### Chapter 6: The Byzantine and Islamic Empires

- a. Explains the causes that led to the split between the Eastern Orthodox and Roman Catholic churches.
- b. Lists important events in the life of Muhammad and the early history of Islam.
- c. Refutes the teachings of the Islamic religion with the truth of God's Word.
- d. Identifies the cultural contributions of the Byzantine and Islamic civilizations.

#### Chapter 7: The Civilizations of Asia and Africa

- a. Outlines the main periods in the early history of India, China, and Japan.
- b. Identifies the basic tenets of Hinduism, Buddhism, Confucianism, and Taoism, and use the Bible to point out the error in the teaching of each religion.
- c. Identifies the major geographical features of Africa, note the civilizations that flourished in the continent prior to imperialism.

### 3. Unit 3: The Medieval World

#### Chapter 8: The Making of Medieval Europe

- a. Outlines the history of the Frankish kingdoms from the reign of Clovis to the Treaty of Verdun.
- b. Explains the feudal structure.
- c. Describes the roles of the clergy, nobility, and peasants in medieval society.

#### Chapter 9: Church and States

- a. Explains the proper roles of the church and state in society.
- b. Discusses examples of church-state conflict in the Middle Ages.

#### Chapter 10: The Reshaping of Medieval Europe

- a. Explains how the growth of trade and towns affected medieval life.
- b. Identifies the causes, outline and major battles and events, and list the consequences of the Hundred Years' War.

### 4. Unit 4: The Awakening World

#### Chapter 11: The Renaissance

- a. Contrasts medieval and Renaissance attitudes toward life.
- b. Lists the major Renaissance writers, painters, sculptors, architects, and musicians, and identifies the major works of each.

- c. Contrasts the characteristics styles of medieval and Renaissance art.

#### Chapter 12: The Reformation

- a. Traces the steps in Luther's break with Rome.
- b. Discusses each reformer, the country in which he labored, his doctrinal emphasis, and the important works he published.
- c. Outlines the course of the Reformation in Tudor England, Switzerland, Scotland, the Netherlands, and France.
- d. Evaluates the Counter Reformation.

#### Chapter 13: Exploration and Discovery

- a. Evaluates the motives that led explorers to venture to the ends of the earth.
- b. Lists the major explorers, the countries for which they sailed, and the areas of the world that they explored.
- c. Discusses characteristics of each of the Amerindian civilizations.

### 5. Unit 5: The Enlightened World

#### Chapter 14: Pursuit of Power in Europe

- a. Defines *absolutism* and traces its development and spread in Europe.
- b. Lists the monarchs of France, England, Brandenburg-Prussia, Austria, and Russia who ruled in the late seventeenth and early eighteenth centuries, and briefly describe the highlights of the reign of each.
- c. Discusses the reign of Louis XIV.
- d. Describes the struggle between the monarchy and Parliament in seventeenth-century England.

#### Chapter 15: Age of Reason

- a. Summarizes the ideas of the philosophers of the Age of Reason.
- b. Outlines information about the men and movements associated with the spiritual awakenings in Germany, England, and America.

#### Chapter 16: Attempts at Liberty

- a. Evaluates reasons that settlers came to America.
- b. Identifies the factors that led to the American War for Independence.
- c. Discusses examples of the social and economic inequalities in France prior to the revolution of 1789.
- d. Outlines the various stages of the French Revolution, identifying the different French governments from 1789 to 1804 and the man or party in control of each government.

e. Describes Napoleon's rise to power, his conquests, his reforms, and his downfall.

Project: Students will prepare a project from a list of acceptable research topics. The project will include the following components: 4-5 page research paper, visual aid, and an oral presentation.

## 6. Unit 6: The European World

### Chapter 17: Reaction and Revolution

- a. Lists the revolts that occurred in Europe from 1820 to 1848, and give the results of each.
- b. Identifies examples of nationalism in Europe during the nineteenth century.
- c. Outlines the steps leading to the unification of Italy and of Germany, and cite significant dates and men.

### Chapter 18: Industrial Revolution and European Society

- a. Discusses factors that made the Industrial Revolution possible.
- b. Describes the conditions that contributed to the beginning of the Industrial Revolution in Great Britain.
- c. Identifies important inventors and their contributions to their respective fields.
- d. Outlines the social and political legislation passed by the British government in response to the needs of nineteenth-century workers.

### Chapter 19: Europe Expands Overseas

- a. Outlines the domestic expansion and the foreign involvement of the United States during the nineteenth century.
- b. Traces the steps toward independence and nationhood in Canada, Australia, South Africa, and Latin America.
- c. Evaluates the motives for European imperialism.
- d. Describes the impact of imperialism on Africa, India, China, and Japan.

## 7. Unit 7: The Modern World

### Chapter 20: The Great War

- a. Explains the underlying causes of WI.
- b. Discusses the events that led to WWI.
- c. Outlines the major events of WWI from 1914 to 1918.
- d. Identifies the various attempts to maintain the peace after WWI.

Chapter 21: Discontent and Experimentation

Chapter 22: The Second World War

- a. Outlines the steps leading to war in both Europe and the Pacific.
- b. Outlines the course of WWII, identifying significant dates, events, men and battles.
- c. Analyzes the consequences of WWII.

Chapter 23: The Cold War Era

- a. Identifies the regions of the world to which communism spread after WWII.
- b. Explains causes of the collapse of the Soviet Empire.
- c. Defines *perestroika* and *glasnost* and explain their effect on the Soviet empire.

Chapter 24: To the Present

- a. Identifies some of the issues currently confronting each industrialized nation.
- b. Describes the prevailing character and concerns of the modern age.

### **III. UNITED STATES HISTORY (11<sup>TH</sup>)**

#### **A. Description of course**

The purpose of United States History is to increase student knowledge of United States history from its discovery to the modern day.

#### **B. List of textbooks**

Keesee, Timothy, and Mark Sidwell. *United States History*. 4th ed. Greenville, SC: BJU, 2012. Print.

#### **C. List of required reference materials and/or supplementary materials used**

Garland, Lynn and Dennis L. Peterson. 4th. *United States History Student Activities 4th Edition*. 4th ed. Greenville, SC: BJU, 2012. Print.

#### **D. Course outline with projects**

##### 1. Unit I: Horizons

Chapter 1: New and Old Worlds Meet

- a. Identifies major explorers and the areas they explored.
- b. Describes the role of the Reformation in the immigration of Europeans to America.
- c. Tells why America developed traditions of Protestantism and representative government.

Chapter 2: Thirteen Colonies

- a. Names and describes the three types of colonial administration.

b. Identifies the early colonies and compares the manner in which they were founded.

#### Chapter 3: Colonial Life

a. Identifies the origins of cultural tradition of the US, including ethnic diversity, self-sufficient families, and emphasis on education.

b. Describes some of the diversity of housing, diet, education, occupations, and recreation in the colonies.

#### Chapter 4: Religion in the American Colonies

a. Describes the formation of the traditions of American religion, particularly denominational diversity, missions, and revivalism.

b. Identifies the causes of religious decline and recognizes the need for revival in every generation.

c. Analyzes the progress and the effects of the Great Awakening.

## 2. Unit II: Forge

#### Chapter 5: The Rising Storm (1689-1770)

a. Recalls major leaders and battles of the French and Indian War.

b. Outlines the causes, course, and consequences of the French and Indian War.

c. Discusses the factors that created a national consciousness among American colonists.

#### Chapter 6: Independence (1770-1783)

a. Reviews God's sovereign control of the events of the 1770s that led to America's War for Independence.

b. Identifies the major leaders in the struggle for independence, citing how their lives serve to inspire or to war modern Americans.

c. Outlines the sequence of events, including major battles, that led to American independence.

d. Evaluates the significance of the Declaration of Independence as a foundational document for American government.

#### Chapter 7: The Critical Period (1781-1789)

a. Describes the nature of the Confederation and identifies its weaknesses.

b. Lists and explains the key principles incorporated into the Constitution.

c. Compares the arguments of Federalists and Anti-Federalists during the ratification debates and assesses the relevance of these arguments in the current political scene.

#### Chapter 8: The Federalist Years (1789-1801)

a. Analyzes the significance of the Bill of Rights and its specific guarantees.

b. Compares the people and the policies of the two earliest political parties.

c. Describes the valuable precedents set during the elections after Washington.

### 3. Unit III: Nation

#### Chapter 9: The Jeffersonian Era (1801-1825)

- a. Contrasts the political views of the Jeffersonian Republicans and the Federalists.
- b. Describes American's problems with Europe during the Napoleonic Wars and analyzes the effectiveness of American's responses.
- c. Outlines the course and consequences of the War of 1812.
- d. Lists the two main principles of the Monroe Doctrine and identifies them as foundations of American foreign policy.

#### Chapter 10: The Age of Jackson (1820-1840)

- a. Explains the significance and evaluates the wisdom of the Missouri Compromise.
- b. Describes the rising political power of the common man during the Jacksonian era and explains the dangers of democratization.
- c. Evaluates Jackson's dealings with the American Indians.
- d. Analyzes the revolt against Jackson's leadership that led to the rise of the Whig party.

#### Chapter 11: The Growth of American Society (1789-1861)

- a. Identifies the key men and events in the transformation of the US into an industrial society.
- b. Describes the divisions caused by slavery.
- c. Discusses American activity in art, literature, and reform.
- d. Gives evidence that the Second Great Awakening and the Prayer Meeting Revival were instances of true revival and recognizes the need to depend on God for revival.

#### Chapter 12: Manifest Destiny (1840-1848)

- a. Tells how and why people migrated west during the era of Manifest Destiny.
- b. Identifies the causes, course, and consequences of the Mexican-American War.
- c. Recognizes the impact of politics on the conduct of war.

### 4. Unit IV: Crisis

#### Chapter 13: A House Dividing (1848-1861)

- a. Lists the course of events that led to the Civil War.
- b. Explains the sectional differences within the US.
- c. Evaluates both sides of the constitutional debate over states' rights.

Chapter 14: War Between States (1861-1865)

- a. Analyzes the causes of the American Civil War.
- b. Outlines the chronology of events of the war and identifies major battles.
- c. Describes the war's effects on people's daily lives.

Chapter 15: Reconstruction (1865-1877)

- a. Analyzes and evaluates each plan for Reconstruction.
- b. Evaluates the nation's postwar economic policy.
- c. Recognizes the greed and corruption arise whenever the government attempts to regulate society to remedy social problems.

Project: Students will prepare a project from a list of acceptable research topics. The project will include the following components: 4-5 page research paper, visual aid, and an oral presentation.

5. Unit V: Quest

Chapter 16: The Gilded Age (1877-1896)

- a. Explains why the US became the industrial giant of the world.
- b. Identifies the key leaders of industry and technology and illustrates the benefit and harm of their contributions.
- c. Discusses the interaction of labor with business and government.

Chapter 17: America Expands (1850-1900)

- a. Contrasts the perspectives of miners, ranchers, farmers, and Indians.
- b. Evaluates America's Indian policy from a biblical perspective and suggests solutions for the problems facing Indians today.
- c. Outlines the causes and course of the Spanish-American War.

Chapter 18: The Progressive Era (1900-1920)

- a. Examines the origins of progressivism.
- b. Compares the foreign policies of Roosevelt and Taft.

Chapter 19: The Great War (1913-1920)

- a. Explains Woodrow Wilson's philosophy of foreign policy and evaluates its success.
- b. Outlines the causes, course, and consequences of US intervention in WWI.
- c. Explains the political conflicts behind the Treaty of Versailles and the failure of the US Senate to ratify it.

6. Unit VI: Leadership

Chapter 20: The Twenties (1920-1929)

- a. Lists consequences of America's isolationist policy after WWI.
- b. Explains how economic prosperity encourages moral decay and illustrates this process through the events of the 1920s.

Chapter 21: The Thirties (1929-1939)

- a. Summarizes the major causes of the Great Depression.
- b. Judges the success of Roosevelt's early new Deal measures in improving the economy.

Chapter 22: The World at War (1939-1945)

- a. Explains the breakdown of the Versailles settlement and the League of Nations.
- b. Identifies major battles and leaders in the European and Pacific fronts.
- c. Identifies the importance of the Big Three conferences and evaluates the alternative strategies for conducting war.
- d. Finds evidence of God's providence in the rise and fall of the Fascist powers.

7. Unit VII: Challenge

Chapter 23: The Postwar Era (1945-1963)

- a. Identifies key regions and leaders involved in the advance of communism during the Cold War.
- b. Lists the strengths and weaknesses of the United Nations.
- c. Outlines the causes, course, and consequences of the Korean War.

War.

Chapter 24: The Shattered Society (1963-1973)

- a. Shows how the Great Society continued the movement toward reform begun by progressivism and evaluates the program's success.
- b. Outlines the causes, course, and consequences of the Vietnam War.
- c. Identifies Nixon's shift in foreign policy during the Cold War and evaluates the wisdom of his decisions.

Chapter 25: A Nation Adrift (1973-1980)

- a. Outlines the causes, course, and consequences of the Watergate affair.
- b. Discusses the economic woes of the 1970s, including explanation of the major causes.
- c. Identifies the factors behind the rising conservative tide in America during the 1970s, culminating in the 1980 election of Ronald Reagan.

Chapter 26: Resurgence (1981-1992)

- a. Outlines the political philosophy behind the Reagan revolution and evaluates Reagan's economic policies.
- b. Defines the Reagan Doctrine and describes its results.
- c. Explains the causes behind the collapse of the Soviet Empire.
- d. Outlines the causes, course, and consequences of the Gulf war.

## Chapter 27: New Challenges (1993-2011)

- a. Evaluates the impact of Clinton's character and administration on the direction of American culture, politics, economics, and society.
- b. Describes how American foreign policy changed after the Cold War.
- c. Identifies recurring problems in the American republic.

## IV. CIVICS (12<sup>TH</sup>)

### A. Description of course

The purpose of Civics is to increase student knowledge of American government on the national, state, and local.

### B. List of textbooks

Keesee, Tim, EdD. *American Government*. 3rd ed. Greenville, SC: BJU, 2014. Print.

### C. List of required reference materials and/or supplementary materials used

Garland, Lynn and Dennis L. Peterson. *American Government Act Man St*. Greenville, SC: BJU, 2014. Print.

### D. Course outline with projects

#### 1. Unit I: America's Foundations

##### Chapter 1: The Only Sure Foundation

- a. Explains why government is necessary.
- b. Explains government's obligations to its citizens.
- c. Explains a citizen's obligations to the government.

##### Chapter 2: Forms of the Government

- a. Identifies the differences between different forms of government.
- b. Understands the American system of government.
- c. Evaluates various forms of government in light of what the Bible reveals about government.

##### Chapter 3: Christianity, the Church, and Government.

- a. Traces the role that religion has played in providing society with a unified moral understanding.
- b. Evaluates different approaches to Christian involvement in the public square.
- c. Constructs a Christian response to the manifestation of pluralism in American society.

## 2. Unit II: The Constitution

### Chapter 4: Constitutional Beginnings

- a. Explains the historical events surrounding American independence, the creation of the Constitution, and the ratification process.
- b. Compares the Articles of Confederation with the Constitution.
- c. Explains the role of conflict in American politics through the example of the Federalists and Anti-Federalists.

### Chapter 5: The Constitutional Cornerstone

- a. Understands the flexibility built into the Constitution through the amendment process.
- b. Explains how limited government is achieved through the federal system outlined in the Constitution.
- c. Describes the changes made to the Constitution through the Bill of Rights and subsequent amendments.

### Chapter 6: Federalism

- a. Explains how the two major divisions in American federalism interact.
- b. Charts the developments in American federalism.
- c. Identifies problems in American federalism.

### Chapter 7: State and Local Government

- a. Identifies the major similarities and differences between the state governments.
- b. Names the chief officers in state government and explains the role of each.
- c. Identifies major organizational structures of county and municipal governments.

## 3. Unit III: The Legislative Branch

### Chapter 8: The Structure of Congress

- a. Describes the differences between the House and Senate, including both constitutional and operational differences.
- b. Discusses the importance of caucuses or conferences in Congress.
- c. Describes the most important leadership positions in Congress.
- d. Explains the role of committees in shaping legislation.

### Chapter 9: The Powers of Congress

- a. Explains the significance of enumerated powers.
- b. Describes how the Supreme Court has contributed to congressional power.

c. Describes, within the context of separation of powers, Congress's control over the federal courts, including the US Supreme Court.

#### 4. Unit IV: The Executive Branch

##### Chapter 10: The Road to the Whitehouse

- a. Gives a basic description of what a presidential candidate goes through as he seeks to be elected to the presidency.
- b. Lists the constitution requirements for the office of president.
- c. Describes the Electoral College's effect on campaign strategy.

##### Chapter 11: America's Highest Office

- a. States and briefly explains the six areas of presidential responsibility.
- b. Identifies the major constitutional restrictions on the president.
- c. Lists the basic duties of the office of the vice president.

##### Chapter 12: The Federal Bureaucracy

- a. Gives a brief description of US bureaucratic development.
- b. Identifies major executive bureaucratic offices.
- c. Explains why the bureaucracy is referred to as the fourth branch of government.

##### Chapter 13: Foreign Policy

- a. Lists and discusses the four main goals of foreign policy.
- b. Enumerates and defines the major influences on foreign policy.

#### 5. Unit V: The Judicial Branch

##### Chapter 14: The Judiciary

- a. Presents and defends a scriptural definition of justice.
- b. Explains the structure of the US judicial system.
- c. Differentiates between the selection and responsibilities of state and federal judges.

##### Chapter 15: Civil Rights and Responsibilities

- a. Identifies constitutional civil liberties.
- b. Identifies individual and state responsibilities in maintaining fundamental rights.

#### 6. Unit VI: Party Policies

##### Chapter 16: The Party System

- a. Gives the basic reasons for the US two party system.
- b. Describes party organization at national, state, and local levels.

##### Chapter 17: Campaigns and Elections

- a. Gives a description of how a person becomes a candidate.
- b. Lists the methods used to nominate a candidate.

c. Explains why the Federal Election Commission was established and briefly states what it does.

Chapter 18: Public Policy and Politics

a. Explains the difference between domestic policy and foreign policy.

b. Lists and explains the various states in the development of public policy.

c. Lists the major forms of mass media and describes their influence on public policy.

## V. ECONOMICS (12<sup>TH</sup>)

### A. Description of course

The purpose of Economics is to increase student knowledge of macro, micro, and personal economics.

### B. List of textbooks

Carper, Alan J., Roger Bradley, and Brad A. Payne. *Economics*. 2nd ed. Greenville, SC: Bob Jones UP, 1999. Print.

### C. List of required reference materials and/or supplementary materials used

Carper, Alan J., Roger Bradley, and Brad A. Payne. *Economics Grade 12 Student Activities Manual 2nd Edition*. 2nd ed. Greenville, SC: BJU, 2010. Print.

### D. Course outline with projects

1. Unit I: Economics: The Science of Choice

Chapter 1: What is Economics?

a. Defines economics.

b. Differentiates between economic goods and services, nuisance goods, and free goods and services.

c. Describes the opportunity benefits and opportunity costs of a purchase.

Chapter 2: Economic Models

a. Identifies the two purposes of economic models.

b. Explains the production possibilities curve.

c. Lists and describes the four factor costs.

d. Lists the participants in the circular flow model.

Chapter 3: Value and Demand

a. Identifies and explains the principles of diminishing marginal utility.

b. Describes the function of prices.

c. Defines demand and the law of demand.

d. Explains how changes in demand occur.

#### Chapter 4: Supply and Prices

a. Defines supply and the law of supply.

b. Explains how changes in supply occur.

c. Explains the existence of the market equilibrium point.

d. Describes the causes of a surplus and of a shortage.

### 2. Unit II: Economics of the Nations

#### Chapter 5: What is the Economic Problem?

a. Identifies the economic problem.

b. Lists the primary economic goals of most nations.

c. Explains the command and market solutions to each of the three economic questions.

d. Describes the egalitarian and libertarian concepts of fairness.

#### Chapter 6: Economic Systems

a. Describes mercantilism.

b. Describes Adam Smith's contribution to economics.

c. Defines laissez-faire liberalism.

d. Describes each of the major forms of capitalism and socialism.

### 3. Unit III: Economics of the Business Firm

#### Chapter 7: Forms of Business Ownership

a. Lists the advantages and disadvantages of a sole proprietorship.

b. Lists the advantages and disadvantages of a partnership.

c. Lists the advantages and disadvantages of incorporation.

d. Describes the two types of corporations.

#### Chapter 8: The Stock Market

a. Explains the difference between preferred and common stock.

b. Defines an initial public offering.

c. Lists and describes the differences between the NYSE, NASDAQ, and other regional stock exchanges.

d. Describes the purpose and function of the Securities and Exchange Commission.

#### Chapter 9: Market Structure and Competition

a. Distinguishes between differentiated and undifferentiated products.

b. Explains the conditions of perfect and imperfect competition.

c. Describes an oligopoly and a monopoly.

### 4. Unit IV: Economics of the Financial Market

#### Chapter 10: Money and the Financial Market

- a. Defines money and legal tender.
- b. Describes a commercial bank.
- c. Describes the existing dual banking system.

Chapter 11: Central Banking

- a. Explains the function of the Federal Reserve System.
- b. Describes the consequences of the Fed's attempt to control the supply of money.

5. Unit V: Economics of the Government

Chapter 12: Measuring the Wealth of the Nation

- a. Defines gross domestic product.
- b. Differentiates between final and intermediate goods.
- c. Defines trade deficit and trade surplus.

Chapter 13: Business Cycle and Unemployment

- a. Names and describes the phases of the business cycle.
- b. Lists and describes the possible causes of the business cycle.
- c. Lists and describes the types of unemployment.
- d. Explains how the market reacts to the dictates of supply and demand to deal with unemployment.

Chapter 14: Inflation

- a. Explains the reason for COLAs.
- b. Names the two measures used by economists to gauge inflation.
- c. Identifies the uses of the CPI.
- d. Describes cost-push and demand-pull inflation.

Chapter 15: Fiscal Policy

- a. Defines fiscal policy.
- b. Describes the marginal propensity to consume and its effect on the money supply.
- c. Contrasts proportional taxes, progressive taxes, and regressive taxes.
- d. Lists and explains the problems with taxation as a tool of fiscal policy.

# Mathematics (8-12)

## I. PRE-ALGEBRA (8<sup>TH</sup>)

### A. Description of course

Pre-Algebra introduces students to integers, expressions, basic inequalities and equations, rational numbers, percents, statistics, and probability. The students develop the ability to organize data with diagrams, explore and solve real-world application problems, apply mathematics with Scripture, devise how to properly and accurately apply formulas, solve problems using multiple strategies, and use area and volume to decipher the mass density of shapes.

### B. List of textbooks

Hall, Larry; Kohler, Kathy; Wetzel, Mark. A. *Pre-Algebra*. 2nd ed. Greenville, SC: BJU, 2010. Print.

### C. List of required reference materials and/or supplementary materials used

BJU Test/Quiz Booklets

### D. Course outline with projects

#### 1. First Quarter

- a. Opposites and Absolute Value
- b. Adding/Subtracting Integers
- c. Multiplying/Dividing Integers
- d. Exponents / Order of Operations
- e. Scientific Notation
- f. Properties of Addition & Multiplication
- g. Distributive Property
- h. Evaluating/Simplifying Expressions
- i. Translating Word Phrases
- j. Estimating
- k. Solving Equations by Adding/Subtracting/ Multiplying/Dividing
- l. Solving Two-Step Equations
- m. Simplifying before Solving

- n. Using Equations
- o. Sets of Numbers and Inequalities
- p. Solving Linear Inequalities

## 2. Second Quarter

- a. Prime and Composite Numbers
- b. Prime Factorization
- c. Greatest Common Factor/Least Common Multiple
- d. Arithmetic/Geometric Sequences
- e. Forms of Rational Numbers
- f. Comparing Rational Numbers
- g. Decimal Equivalents
- h. Ratio and Rate / Proportions
- i. **INDIVIDUAL PROPORTIONS PROJECT**
- j. Addition and Subtraction / Multiplication / Division
- k. Evaluating Algebraic Expressions
- l. Simplifying Algebraic Expressions
- m. Solving Equations with Rational Numbers
- n. Using Algebra
- o. Operations with Scientific Notation

## 3. Third Quarter

- a. Forms of Percents
- b. Solving Percent Equations
- c. Using Percents / Scales
- d. Discount and Markup
- e. Commissions and Tips / Interest / Percent Change
- f. Simplifying Equations
- g. Variables on Both Sides

- h. Applying equations
- i. Solving and Applying Inequalities
- j. The Coordinate Plane
- k. Relations / Functions
- l. Graphing Linear Functions
- m. Slope / Slope-Intercept Form
- n. Direct Variations
- o. Graphing Linear Inequalities

#### 4. Fourth Quarter

- a. Square Roots / Radical Equations
- b. Equations with Exponents
- c. The Pythagorean Theorem
- d. Products and Quotients of Radicals
- e. Sums and Differences of Radicals
- f. Cube Roots
- g. Areas of Parallelograms / Triangles and Trapezoids / Circles
- h. Lengths and Areas of Similar Regions
- i. Types of Polynomials
- j. Adding / Subtracting / Multiplying / Dividing Polynomials
- k. Applying Algebra

## **Expectations for students entering 9th Grade**

**The students should be able to accomplish the following in Math:**

- Understand the four-step problem solving plan.
- The ability to identify real numbers.
- Able to complete basic operations with integers.
- Able to complete and use formulas for simple geometric figures.

- Able to solve simple statistics using mean, median, and mode.

## II. ALGEBRA I (9<sup>TH</sup>)

### A. Description of course

Algebra I uses problem centered classroom instruction. Students will investigate mathematical ideas within the context of a realistic problem, as opposed to looking only at numbers. Many problems involve real-world applications or situations, while other problems are purely mathematical. These various problem types help provide a vehicle for understanding and remembering mathematical concepts.

### B. List of textbooks

Carter, Dr. John A., Dr. Gilbert J. Cuevas, Dr. Roger Day, and Dr. Carol Malloy.  
*Algebra I*. Columbus, OH: Glencoe/McGraw-Hill, 2010. Print.

### C. List of required reference materials and/or supplementary materials used

Exam View for Algebra 1  
Chapter 1-12 Resource Masters

### D. Course outline with projects

1. First Quarter
  - a. Plan for Problem Solving
  - b. Operations with Rational Numbers
  - c. Percent Proportion
  - d. Perimeter / Area / Volume / Surface Area
  - e. Simple Probability and Odds
  - f. Measures of Central Tendency
  - g. Variables and Expressions
  - h. Order of Operations
  - i. Properties of Numbers
  - j. The Distributive Property
  - k. Relations / Functions
  - l. Solving One/Multi- Step equations
  - m. Solving Equations with the Variable on Each Side

- n. Solving Equations Involving Absolute Value
  - o. Ratios and Proportions / Percent of Change
  - p. Dimensional Analysis / Weighted Averages
  - q. Graphing Linear Equations
  - r. Solving Linear Equations / Direct Variation.
2. Second Quarter
- a. Graphing Equations in Slope-Intercept Form
  - b. Writing Equations in Slope-Intercept Form
  - d. Parallel and Perpendicular Lines
  - e. Scatter Plots and Lines of Fit
  - f. Solving Inequalities
  - g. Graphing Inequalities in Two Variables
  - h. Graphing Systems of Equations, Substitution, Elimination, and Matrices.
3. Third Quarter
- a. Operations with Monomials
  - b. Scientific Notation
  - c. Polynomials
  - d. Special Products
  - e. Monomials and Factoring
  - f. Using the Distributive Property
  - g. Quadratic Equations / Graphing Quadratic Equations
  - h. Solving Quadratic Equations
  - i. Exponential Functions / Growth and Decay
  - j. Geometric Sequences
  - k. Analyzing Functions
  - l. Square Root Functions
  - m. Simplifying Radical Expressions
  - n. Operations with Radical Expressions
  - o. Pythagorean Theorem
  - p. Distance and Midpoint Formulas
  - q. Similar Triangles
  - r. Trigonometric Ratios
4. Fourth Quarter
- a. Inverse Variations
  - b. Simplifying Rational Expressions
  - c. Operations with Rational Expressions
  - d. Dividing Polynomials
  - e. Statistics and parameters
  - f. Designing a Survey
  - g. Analyzing Survey Results
  - h. Permutations and Combinations
  - i. Probability of Compound Events

j. Probability Distributions

k. Probability Simulations / Statistics Project.

# Expectations for students entering 10th Grade

**The students should be able to accomplish the following in Math:**

- The ability to represent functions using domain and range.
- Use the FOIL Method to factor quadratic equations.
- The ability to factor polynomials completely.
- Use the Fundamental Counting Principle to interpret data.
- Understand the basis of permutations and combinations.
- The ability to understand congruent and similar figures.
- Understand and be able to use the Pythagorean Theorem.

## III. ALGEBRA II (10<sup>TH</sup>)

### A. Description of course

Algebra II introduces students to linear relations and functions, quadratic, polynomial, and radical functions, polynomial equations, advanced functions, conic sections, sequences, and probability. The students develop the ability to explore and solve real-world application problems, devise how to accurately apply formulas, solve and apply matrices, find the slope and graph both linear and quadratic equations, and communicate mathematical ideas clearly.

### B. List of textbooks

Carter, John; Cuevas, Gilbert J.; Day, Roger; Malloy, Carol; Holliday, Berchie. *Algebra II*. Columbus, OH: McGraw Hill: Glencoe, 2010. Print.

### C. List of required reference materials and/or supplementary materials used

Exam View Test Generator (Test/Quiz writing Software)

### D. Course outline with projects

1. First Quarter
  - a. Expressions and Formulas
  - b. Properties of Real Numbers
  - c. Solving Equations
  - d. Absolute Value Equations
  - e. Solving Inequalities

- f. Solving Compound and Absolute Value Inequalities
- g. Relations and Functions
- h. Linear Relations and Functions
- i. Rate of Change and Slope
- j. Writing Linear Equations
- k. Scatter Plots / Piecewise Functions
- l. Parent Functions and Transformations
- m. Graphing Linear and Absolute Value Inequalities
- n. Solving Systems of Equations by Graphing
- o. Solving Systems of Equations Algebraically
- p. Solving Systems of Inequalities by Graphing
- q. Optimization with Linear Programming

## 2. Second Quarter

- a. Introduction to Matrices / Operations with Matrices
- b. Multiplying Matrices
- c. Transformations with Matrices
- d. Determinants and Cramer's Rule
- e. Inverse Matrices and Systems of Equations
- f. Graphing Quadratic Functions
- g. Solving Quadratic Equations by Graphing
- h. Solve Quadratic Equations by Factoring
- i. Complex Numbers
- j. Completing the Square
- k. The Quadratic Formula and the Discriminant
- l. Transformations with Quadratic Functions
- m. Quadratic Inequalities

### 3. Third Quarter

- a. Operations with Polynomials
- b. Dividing Polynomials
- c. Polynomial Functions
- d. Analyzing Graphs of Polynomial Functions
- e. Solving Polynomial Equations
- f. Remainder and Factor Theorems
- g. Roots and Zeros
- h. Rational Zero Theorem
- i. Graphing Exponential Functions
- j. Solving Exponential Equations and Inequalities
- k. Logarithms and Logarithmic Functions
- l. Solving Logarithmic Equations and Inequalities
- m. Properties of Logarithms
- n. Common Logarithms / Base e and Natural Logarithms
- o. Using Exponential and Logarithmic Functions
- p. Multiplying and Dividing Rational Expressions
- q. Adding and Subtracting Rational Expressions
- r. Graphing Reciprocal and Rational Functions
- s. Variation Functions

### 4. Fourth Quarter

- a. Sequences as Functions
- b. Arithmetic / Geometric Sequences and Series
- c. Infinite Geometric Series
- d. Recursion and Iteration
- e. The Binomial Theorem
- f. Proof by Mathematical Induction

- g. Experiments, Surveys, and Observational Studies
- h. Statistical Analysis
- i. Conditional Probability / Probability Distribution
- j. The Normal Distribution
- k. Hypothesis Testing

## **Expectations for students entering 11th Grade**

### **The students should be able to accomplish the following in Math:**

- The ability to change units of measure within systems.
- The ability to change units of measure between systems.
- Understand simple probability.
- Solve and simplify algebraic expressions.
- Understand the particulars of linear equations.
- Understand the particulars of linear inequalities.
- The ability to use and determine ordered pairs.
- The ability to solve systems of linear equations.
- Understand square roots and simplifying radicals.

## **IV. GEOMETRY (11<sup>TH</sup>)**

### **A. Description of course**

Geometry introduces student to linear measure, angle relationships, logic and deductive reasoning, parallel lines, angles, triangle relationships, quadrilaterals, proportions, circles, and proofs. The students develop the ability to explore and solve real-world application problems, use deductive reasoning to make informed decisions, devise how to properly and accurately apply formulas, draw relationships of triangles, circles, and other shapes, and find the probability of independent and dependent events.

### **B. List of textbooks**

Carter, John; Cuevas, Gilbert J.; Day, Roger; Malloy, Carol; Cummins, Jerry. *Geometry*. Columbus, OH: McGraw Hill: Glencoe, 2010. Print.

### **C. List of required reference materials and/or supplementary materials used**

Exam View Test Generator (Test/Quiz writing Software)

## **D. Course outline with projects**

### 1. First Quarter

- a. Changing Units of Measure within Systems
- b. Changing Units of Measure between Systems
- c. Simple Probability
- d. Algebraic Expressions
- e. Linear Equations
- f. Linear Inequalities
- g. Ordered Pairs
- h. Systems of Linear Equations
- i. Square Roots and Simplifying Radicals
- j. Points, Lines, and Planes
- k. Linear Measure
- l. Distance and Midpoints
- m. Angle Measure
- n. Angle Relationships
- o. Two-Dimensional Figures
- p. Three Dimensional Figures

### 2. Second Quarter

- a. Inductive Reasoning and Conjecture
- b. Logic / Conditional Statements
- c. Deductive Reasoning
- d. Postulates and Paragraph Proofs
- e. Two-Column Proofs
- f. Proving Segment Relationships
- g. Proving Angle Relationships
- h. Parallel Lines and Traversals

- i. Angles and Parallel Lines
- j. Slopes of Lines / Equations of Lines
- k. Proving Lines Parallel
- l. Perpendiculars and Distance
- m. Classifying Triangles
- n. Angles of Triangles
- o. Congruent Triangles
- p. Proving Triangles Congruent: SSS, SAS, ASA, AAS
- q. Isosceles and Equilateral Triangles

### 3. Third Quarter

- a. Bisectors of Triangles
- b. Medians and Altitudes of Triangles
- c. Inequalities in One Triangle / The Triangle Inequality
- d. Inequalities in Two Triangles
- e. Angles of Polygons
- f. Parallelograms / Tests for Parallelograms
- g. Rectangles
- h. Rhombi and Squares
- i. Trapezoids and Kites
- j. Ratios and Proportions
- k. **GOLDEN RECTANGLE INDIVIDUAL PROJECT**
- l. Similar Polygons / Similar Triangles
- m. Parallel Lines and Proportional Parts
- n. Parts of Similar Triangles
- o. Similarity Transformations

### 4. Fourth Quarter

- a. Geometric Mean

- b. The Pythagorean Theorem and its Converse
- c. Special Right Triangles / Trigonometry
- d. Angles of Elevation and Depression
- e. The Law of Sines and the Law of Cosines
- f. Areas of Parallelograms and Triangles
- g. Areas of Trapezoids, Rhombi, and Kites
- h. Areas of Circles and Sectors
- i. Areas of Regular Polygons and Composite Figures
- j. Areas of Similar Figures
- k. Circles and Circumference
- l. Measuring Angles and Arcs
- m. Arcs and Chords / Inscribed Angles
- n. Tangents, Secants, and Angle Measures
- o. Special Segments in a Circle
- p. Equations of Circles

## **Expectations for students entering 12th Grade**

**The students should be able to accomplish the following in Math:**

- The ability to write linear equations.
- The ability to solve systems of two and three variables.
- Understand matrices and their various operations.
- Recognize common families of graphs.
- Interpreting graph continuity and end behavior.
- Solving quadratic equations by various methods.
- Recognize basic trig identities.

### **V. PRE-CALCULUS (12<sup>TH</sup>)**

#### **A. Description of course**

Pre-Calculus introduces students to systems of equations in two and three variables, augmented matrices, polynomial equations, advanced and trigonometric

functions, vectors, conic sections, and probability. The students develop the ability to explore and solve real-world application problems, devise how to accurately apply formulas, measure central tendency, find the slope and area under a curve, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas clearly.

## **B. List of textbooks**

Holliday, Berchie; Cuevas, Gilbert J.; McClure, Melissa S.; Carter, John A.; Marks, Daniel. *Advanced Mathematical Concepts*. Columbus, OH: McGraw Hill: Glencoe, 2006. Print.

## **C. List of required reference materials and/or supplementary materials used**

Exam View Test Generator (Test/Quiz writing Software)

## **D. Course outline with projects**

### 1. First Quarter

- a. Relations and Functions
- b. Compositions of Functions
- c. Graphing Linear Equations
- d. Writing Linear Equations
- e. Writing Equations: Parallel and Perpendicular Lines
- f. Modeling Real-World Data w/Linear Functions
- g. Piecewise Functions
- h. Graphing Linear Inequalities
- i. Solving Systems of Equations w/Two Variables
- j. Solving Systems of Equations w/Three Variables
- k. Matrices and Real-World Data
- l. Modeling Motion with Matrices
- m. Determinants and Multiplicative Inverses
- n. Solving Systems of Linear Inequalities
- o. Linear Programming

### 2. Second Quarter

- a. Symmetry and Coordinate Graphs
- b. Families of Graphs
- c. Graphs of Nonlinear Inequalities
- d. Inverse Functions and Relations
- e. Continuity and End Behavior
- f. Critical Points and Extrema
- g. Graphs of Rational Functions
- h. Direct Variation
- i. Polynomial Functions
- j. Quadratic Equations
- k. Synthetic Division and Remainders
- l. The Rational Root Theorem
- m. Locating Zeros of a Polynomial Function
- n. Rational Equations and Partial Fractions
- o. Radical Equations
- p. Angles and Degree Measure
- q. Trigonometric Ratios in Right Triangles
- r. Trigonometric Functions on the Unit Circle
- s. Applying Trigonometric Functions
- t. Solving Right Triangles
- u. The Law of Sines / Ambiguous Case for the Law of Sines
- v. Law of Cosines

### 3. Third Quarter

- a. Angles and Radian Measure
- b. Graphing Sine and Cosine Functions
- c. Amplitude and Period of Sine and Cosine Functions
- d. Translations of Sine and Cosine Functions

- e. Graphing Other Trigonometric Functions
- f. Basic Trigonometric Identities
- g. Verifying Trigonometric Identities
- h. Sum and Difference Identities
- i. Solving Trigonometric Equations
- j. Introduction to Analytic Geometry
- k. Circles/Ellipses/Hyperbolas/Parabolas
- l. Rectangular and Parametric Forms of Conic Sections
- m. Transformations of Conics
- n. Systems of Second-Degree Equations and Inequalities
- o. Real Exponents / Exponential Functions / The Number  $e$
- p. Logarithmic Functions / Common Logarithms / Natural Logarithms

#### 4. Fourth Quarter

- a. Infinite Sequences and Series
- b. Convergent and Divergent Series
- c. Sigma Notation and nth Term
- d. The Frequency Distribution
- e. Measures of Central Tendency / Variability
- f. The Normal Distribution
- g. Sample Sets of Data
- h. Permutations and Combinations
- i. Probability and Odds
- j. Probabilities of Compound Events
- k. Conditional Probability
- l. The Binomial Theorem and Probability / Limits
- m. The Slope of a Curve

n. Derivatives and Antiderivatives

o. Area Under a Curve

p. The Fundamental Theorem of Calculus.

# ENGLISH (8-12)

## I. LANGUAGE ARTS (12<sup>TH</sup>)

### A. Description of Course

This course involves the teaching of grammar, literature, and vocabulary. A complete treatment of grammar, usage, and mechanics, with application of the aforementioned skills in the areas of composition and verbal communication.

God has given man the unique gift of communication, both oral and written, for the blessed opportunity of fellowship and communion with God. This gift also extends to communication among fellow human beings. This invaluable gift enables us to read, memorize, study, and “rightly divide the Word of Truth.”

This course is designed to provide students with the tools of grammar to aid in the use of effective learning and communication, and it is an aid to properly speak and do written communication. Definite growth should be seen in both the students’ speaking and writing abilities because of the areas of grammar, spelling, and vocabulary studied.

This course is designed to incorporate good literature into the program to expose the students to the thoughts of the world’s greatest minds and to evaluate the literature in the light of God’s Word. This will help the students develop discernment and gain insight into human nature, equipping them to recognize error and make proper choices for a successful life.

Through this course students will learn to enjoy good literature and learn to avoid bad literature.

Additionally, spelling and vocabulary are emphasized in the vocabulary units of this course to help the student to know and be able to use the words in context.

### B. List of Textbooks

Chapman, James A. *Handbook of Grammar & Composition*, 5<sup>th</sup> ed., Pensacola, FL: A Beka Book, 2015. Print.

Chapman, James A. *Workbook for Handbook of Grammar & Composition VI*, 4<sup>th</sup> ed., Pensacola, FL: A Beka Book, 2013. Print.

*English Literature: Classics for Christians*, Fourth Edition. Pensacola, FL: A Beka Book, 2013. Print.

*The Pilgrim's Progress* by John Bunyan . Pensacola, FL: A Beka Book.

*Macbeth* by William Shakespeare. Pensacola, FL: A Beka Book.

*Vocabulary Poetry VI*. 5<sup>th</sup> Ed., Pensacola, FL: A Beka Book. 2013.

### **C. List of required reference materials and/or supplementary material used:**

*Kahoot!* (<https://create.kahoot.it/>)

### **D. Course Outline with Projects**

#### 1. First Quarter

##### a. Goals

- i. Review basic definitions: the sentence, subject, predicate
- ii. Review sentence parts: verb, subject, complements, complements of the verb, complements of the subject, and compound sentence parts
- iii. Review the writing process
- iv. Review the writing of a paragraph, a character sketch, an essay answer, a compare/contrast, and poem analysis
- v. Review the eight parts of speech
- vi. Review verbals
- vii. Review phrases
- viii. Review clauses
- ix. Review simple, compound, complex, and compound-complex sentence structures
- x. Review writing an outline
- xi. Review writing an short critical book review
- xii. Review subject-verb agreement, pronoun-antecedent agreement
- xiii. Review principle parts of verbs
- xiv. Review six tenses of verbs
- xv. Review troublesome verbs/irregular verbs

##### b. Objectives

- i. To encourage the retention and use of complete sentences to include a subject and a predicate
- ii. To encourage the retention and use of the eight parts of speech and their definitions/functions
- iii. To encourage the use of planning, editing, proofreading, and publishing when writing
- iv. To write five paragraphs in an effort to demonstrate the ability to apply the principles of grammar and mechanics to a specific paragraph content

## 2. Second Quarter

### a. Goals

- i. Review the correct use of pronouns
- ii. Prepare and give an oral critical book review
- iii. Review the correct use of modifiers – degrees of comparison – adjectives and adverbs
- iv. Review sentence composition
  - a. Fragments
  - b. Run-on Sentences
  - c. Unity
  - d. Coordination
  - e. Subordination
  - f. Misplaced modifiers
  - g. Dangling modifiers
  - h. Pronoun reference
  - i. Clear and logical construction
  - j. Parallelism
  - k. Point of view
  - l. Conciseness
  - m. Emphasis
  - n. Variety

### b. Objectives

- i. To master the correct use of pronouns in the subjective, objective, and possessive cases.
- ii. To master the ability to construct sentences that convey thought and information.

3. Third Quarter
  - a. Goals
    - i. Review the avoidance of distractors such as incorrect use of idioms, gobbledygook and jargon
    - ii. Review the rules of capitalization, punctuation, manuscript form, abbreviations, word division, and numbers
  - b. To write a critical essay from “The Rime of the Ancient Mariner” by Samuel Taylor Coleridge.
4. Fourth Quarter
  - a. Goals
    - i. To review the mechanics of good writing
    - ii. To review the criteria of essays
  - b. Objectives
    - i. To write a comparison/contrast essay
    - ii. To write a character analysis
    - iii. To write descriptions
    - iv. To write a character sketch
    - v. To write a poem analysis
    - vi. To write an argumentative essay
    - vii. To write an extended definition

## **II. Language Arts (11<sup>th</sup>)**

### **A. Description of Course**

This course involves the teaching of grammar, literature, and vocabulary.

A complete treatment of grammar, usage, and mechanics, with application of the aforementioned skills in the areas of composition and verbal communication is explored.

God has given man the unique gift of communication, both oral and written, for the blessed opportunity of fellowship and communion with God. This gift also extends to communication among fellow human beings. This invaluable gift enables us to read, memorize, study, and “rightly divide the Word of Truth.”

This course is designed to provide students with the tools of grammar to aid in the use of effective learning and communication, and it is an aid to properly speak and do written communication. Definite growth should be seen in both the students’ speaking and writing abilities because of the areas of grammar, spelling, and vocabulary studied.

This course is designed to incorporate good literature into the program to expose the students to the thoughts of the world's greatest minds and to evaluate the literature in the light of God's Word. This will help the students develop discernment and gain insight into human nature, equipping them to recognize error and make proper choices for a successful life.

Through this course students will learn to enjoy good literature and learn to avoid bad literature.

Additionally, spelling and vocabulary are emphasized in the vocabulary units of this course to help the student to know and be able to use the words in context.

## **B. List of Textbooks**

Chapman, James A. *Handbook of Grammar & Composition*, 5<sup>th</sup> ed., Pensacola, FL: A Beka Book, 2015. Print.

Chapman, James A. *Workbook for Handbook of Grammar & Composition VI*, 4<sup>th</sup> ed., Pensacola, FL: A Beka Book, 2013. Print.

*American Literature: Classics for Christians*. Fourth Edition. Pensacola, FL: A Beka Book, 2013. Print.

*The Scarlet Letter* by Nathaniel Hawthorne A Beka Books, Pensacola, FL.

## **C. List of required reference materials and/or supplementary material used**

*Kahoot!* (<https://create.kahoot.it/>)

## **D. Course Outline with Projects**

1. First Quarter
  - a. Goals
    - i. Review basic definitions: the sentence, subject, predicate
    - ii. Review sentence parts: verb, subject, complements, and complements of the verb.
    - iii. Sentence structure
    - iv. "Type Sketch" Written
    - v. "Character Sketch" Written
    - vi. Written Critical Book Review
    - vii. Character Analysis
    - viii. Unity in writing
    - ix. Verbals
    - x. Clear and Logical Construction
    - xi. Conciseness

xii. Oral Critical Book Review

2. Second Quarter

- a. Goals
  - i. Phrases
  - ii. Narrative Essay
  - iii. Parallelism
  - iv. Misplaced Modifiers
  - v. Writing the Outline
  - vi. Point of View
  - vii. Clauses
  - viii. Coordination
  - ix. Subordination
  - x. Dangling Modifiers
  - xi. Variety in writing

3. Third Quarter

- a. Goals
  - i. Classification Essay – Written
  - ii. Agreement
  - iii. Critical Book Review – Written
  - iv. Argumentative Essay – Written
  - v. Correct Use of Verbs
  - vi. Exactness and Vividness
  - vii. Figurative Language
  - viii. Research Paper – Written
  - ix. Correct Use of Pronouns
  - x. Pronoun Reference
  - xi. Idioms
  - xii. Gobbledygook and Jargon
  - xiii. Triteness

4. Fourth Quarter

- a. Goals
  - i. Correct Use of Modifiers
  - ii. Emphasis
  - iii. Wordiness
  - iv. Review of Capitalization
  - v. Glossary of Diction
  - vi. Punctuation

**III. Language Arts (10<sup>th</sup>)**

## **A. Description of course**

Introduction: God has given man the unique gift of communication, both oral and written, for the blessed opportunity of fellowship and communion with God. This gift also extends to communication among fellow human beings. This invaluable gift enables us to read, memorize, study, and “rightly divide the Word of Truth.” This course involves the teaching of grammar, literature, poetry and vocabulary. This course is designed to provide students with the tools of grammar to aid in the use of effective learning and communication, and it is an aid to properly speak and do written communication. Definite growth should be seen in both the students’ speaking and writing abilities because of the areas of grammar, spelling, and vocabulary studied.

This course is designed to incorporate good literature into the program to expose the students to the thoughts of the world’s greatest minds and to evaluate the literature in the light of God’s Word. This will help the students develop discernment and gain insight into human nature, equipping them to recognize error and make proper choices for a successful life.

Through this course students will learn to enjoy good literature and learn to avoid bad literature.

Additionally, spelling and vocabulary are emphasized in the vocabulary units of this course to help the student to know and be able to use the words in context.

## **B. List of textbooks**

*Vocabulary and Poetry IV* - Fifth Edition; Pensacola, Florida; A Beka Book

*World Literature V* - Fourth Edition; Pensacola, Florida; A Beka Book

*Grammar and Composition IV* – Fourth Edition Pensacola, Florida; A Beka Book

*Silas Marner* by George Eliot – Pensacola, Florida; A Beka Book

## **C. List of required reference materials and/or supplementary materials used**

*Kahoot!* (<https://create.kahoot.it/>)

## **D. Course outline with projects**

### 1. Grammar skills

- a. To understand the orderly structure of the English language
- b. To use the English language effectively
- c. To become effective communicators both in speaking and in writing

## 2. Vocabulary skills

- a. To achieve higher-level reading proficiency
- b. To succeed at standardized tests
- c. To focus on words, their meanings, usage, and relationships to other works

## 3. Literature studies

- a. To develop thinking skills through brainstorming, comparison and contrast, classification, and visualization
- b. To develop comprehension by predicting, summarizing, and cause and effect
- c. To develop writing skills through research, narrative, and persuasion
- d. To develop vocabulary through literature (context clues, classification, and recognition)
- e. To develop listening/speaking
- f. To develop the understanding of literary elements (characterization, personification, similes, story elements, alliteration)
- g. To develop a love for literature of quality

## 4. Special projects

- a. Composition book assignments (Weekly writing assignments [five to ten minutes], teacher assigned topics, done in the classroom, poetry and prose, graded once every six weeks)
- b. Writing essays on various topics – 200-300 words each
- c. Term paper (informative or persuasive/ 700-800 words), minimum of three sources, preparation grade, final paper grade, six to eight weeks preparation time
- d. Biography book report; student's choice from supplied list; two to three weeks reading time; written report [one page about the character in comparison to the reader/ one page about how the character differs from the reader]
- e. Classic book report; student's choice from supplied list; two to three weeks reading time; written report



## IV. ENGLISH (9<sup>TH</sup>)

### A. Description of course

Introduction: God has given man the unique gift of communication, both oral and written, for the blessed opportunity of fellowship and communion with God. This gift also extends to communication among fellow human beings. This invaluable gift enables us to read, memorize, study, and “rightly divide the Word of Truth.”

This course involves the teaching of grammar, literature, and vocabulary.

This course is designed to provide students with the tools of grammar to aid in the use of effective learning and communication, and it is an aid to properly speak and do written communication. Definite growth should be seen in both the students’ speaking and writing abilities because of the areas of grammar, spelling, and vocabulary studied.

This course is designed to incorporate good literature into the program to expose the students to the thoughts of the world’s greatest minds and to evaluate the literature in the light of God’s Word. This will help the students develop discernment and gain insight into human nature, equipping them to recognize error and make proper choices for a successful life.

Through this course students will learn to enjoy good literature and learn to avoid bad literature.

Additionally, spelling and vocabulary are emphasized in the vocabulary units of this course to help the student to know and be able to use the words in context.

### B. List of textbooks

*Vocabulary and Poetry III*; Pensacola, Florida; A Beka Book

*Themes in Literature*; Pensacola, Florida; A Beka Book

*Grammar and Composition III*; Pensacola, Florida; A Beka Book

### C. List of required reference materials and/or supplementary materials used

*Kahoot!* (<https://create.kahoot.it/>)

*Grammar Wars* by Tom Ready; Merriweather Publishing Ltd.

*Fun with Grammar* by Laura Sunley; Scholastic Professional Books

*George-isms* by George Washington; Simon and Schuster Publications

### D. Course outline with projects

1. Grammar skills
  - a. To understand the orderly structure of the English language
  - b. To use the English language effectively
  - c. To become effective communicators both in speaking and in writing
2. Vocabulary skills
  - a. To achieve higher-level reading proficiency
  - b. To succeed at standardized tests
  - c. To focus on words, their meanings, usage, and relationships to other works
3. Literature studies
  - a. To develop thinking skills through brainstorming, comparison and contrast, classification, and visualization
  - b. To develop comprehension by predicting, summarizing, and cause and effect
  - c. To develop writing skills through research, narrative, and persuasion
  - d. To develop vocabulary through literature (context clues, classification, and recognition)
  - e. To develop listening/speaking
  - f. To develop the understanding of literary elements (characterization, personification, similes, story elements, alliteration)
  - g. To develop a love for literature of quality
4. Special projects
  - a. Composition book assignments (Weekly writing assignments [five to ten minutes], teacher assigned topics, done in the classroom, poetry and prose, graded once every six weeks)
  - b. Writing essays on various topics – 200-300 words each
  - c. Term paper (informative or persuasive/ 700-800 words), minimum of three sources, preparation grade, final paper grade, six to eight weeks preparation time

- d. Biography book report; student's choice from supplied list; two to three weeks reading time; written report [one page about the character in comparison to the reader/ one page about how the character differs from the reader]
- e. Classic book report; student's choice from supplied list; two to three weeks reading time; written report

## V. ENGLISH (8<sup>TH</sup>)

### A. Description of course

Introduction: God has given man the unique gift of communication, both oral and written, for the blessed opportunity of fellowship and communion with God. This gift also extends to communication among fellow human beings. This invaluable gift enables us to read, memorize, study, and “rightly divide the Word of Truth.”

This course involves the teaching of grammar, literature, and vocabulary.

This course is designed to provide students with the tools of grammar to aid in the use of effective learning and communication, and it is an aid to properly speak and do written communication. Definite growth should be seen in both the students’ speaking and writing abilities because of the areas of grammar, spelling, and vocabulary studied.

This course is designed to incorporate good literature into the program to expose the students to the thoughts of the world’s greatest minds and to evaluate the literature in the light of God’s Word. This will help the students develop discernment and gain insight into human nature, equipping them to recognize error and make proper choices for a successful life.

Through this course students will learn to enjoy good literature and learn to avoid bad literature.

Additionally, spelling and vocabulary are emphasized in the vocabulary units of this course to help the student to know and be able to use the words in context.

### B. List of textbooks

*Vocabulary and Poetry II*; Pensacola, Florida; A Beka Book

*Of Places*; Pensacola, Florida; A Beka Book

*Grammar and Composition II*; Pensacola, Florida; A Beka Book

### C. List of required reference materials and/or supplementary materials used

*Kahoot!* (<https://create.kahoot.it/>)

*Write Source*

*Grammar Wars* by Tom Ready; Merriweather Publishing Ltd.

*Fun with Grammar* by Laura Sunley; Scholastic Professional Books

## **D. Course outline with projects**

1. Grammar skills
  - a. To understand the orderly structure of the English language
  - b. To use the English language effectively
  - c. To become effective communicators both in speaking and in writing
2. Vocabulary skills
  - a. To achieve higher-level reading proficiency
  - b. To succeed at standardized tests
  - c. To focus on words, their meanings, usage, and relationships to other works
3. Literature studies
  - a. To develop thinking skills through brainstorming, comparison and contrast, classification, and visualization
  - b. To develop comprehension by predicting, summarizing, and cause and effect
  - c. To develop writing skills through research, narrative, and persuasion
  - d. To develop vocabulary through literature (context clues, classification, and recognition)
  - e. To develop listening/speaking
  - f. To develop the understanding of literary elements (characterization, personification, similes, story elements, alliteration) and to be introduced to literary criticism to provide a foundation for senior high literature studies
  - g. To develop a love for literature of quality, to learn to enjoy the reading and study of literature from which he can learn principles for Christian living
4. Special projects
  - a. Composition book assignments (Weekly writing assignments [five to ten minutes], teacher assigned topics, done in the classroom, poetry and prose, graded once every six weeks
  - b. Writing essays on various topics – 200-300 words each
  - b. Term paper (informative and about a famous author/ 700-800 words), minimum of three sources, preparation grade, final paper grade, six to eight weeks preparation time

- c.. Biography book report; student's choice from supplied list; two to three weeks reading time; written report [one page about the character in comparison to the reader/ one page about how the character differs from the reader]
- d. Classic book report; student's choice from supplied list; two to three weeks reading time; written report
- e. Mystery book report

## **VI. SPEECH (12<sup>TH</sup>)**

### **A. Description of course**

Fundamentals of speech, Semester 1: This course is designed to teach the basic principles of public speaking, to teach how to communicate effectively, and to instill in the students the desire to use their speaking abilities for the Lord. The class will work as a whole to perform a short play as a part of the Christmas program.

Drama, Semester 2: This course is designed to teach the basic principles of acting and dramatic productions and to teach how to discern what is worthy of performance. The course introduces the history of drama, the fundamentals of acting, stage terminology, as well as many basics of dramatic productions.

### **B. List of textbooks**

Teacher created curriculum (first semester)

*Performing Literature: Oral Interpretation and Drama Studies* by Diana Smith; BJU Press (second semester)

### **C. List of required reference materials and/or supplementary materials used**

*I Can Give a Speech.* Teacher Created Materials, Inc.

*Training the Speaking Voice.* Oxford University Press

*The Theatre and You: A Beginning* by Marsh Cassidy

*Communication Skills: A Teacher Resource Book for Middle and Upper Grades,* Frank Schaffer Publications, Inc.

### **D. Course outline with projects**

1. Fundamentals of Speech (first semester), general objectives
  - a. To develop speaking skills and attitudes that will encourage the students to use their speaking abilities for the Lord

- b. To define and understand the process of communication
  - c. To control the fear of public speaking
  - d. To understand and practice the techniques of good delivery
  - e. To understand the speaking voice, its characteristics
  - f. To be challenged by a variety of speaking assignments
  - g. To evaluate and be evaluated, resulting in improvement
  - h. To use speech games to improve a students' understanding of a speech concept
  - i. To utilize effective, professional visual aids and use them correctly
2. Fundamentals of Speech, special projects (required)

# SCIENCE (8-12)

## I. EARTH SCIENCE (8<sup>TH</sup>)

### A. Description of course

Earth science is the study of the physical universe beginning with matter forces and energy and moving from the earth outward to space exploration. The units of study reflect the different spheres of the universe: the lithosphere, hydrosphere, atmosphere, and celestial sphere. Each chapter includes Christian worldview integration in the forms of solving problems with dominion science. The textbook includes evolutionary claims with clear and precise creationist refutations. Students are encouraged in every chapter to look and see God's glory all around them.

### B. List of textbooks

Egolf, R. Terrance and Rachel Santopietro. *Earth Science*. 4th ed. Greenville, SC: BJU, 2012. Print.

### C. List of required reference materials and/or supplementary materials used

Earth Science Lab Manual paired with the above textbook

Planet Project: <http://solarsystem.nasa.gov/planets/>

Google Earth Explorations: <https://www.google.com/earth/>

### D. Course outline with projects

1. Unit 1: Introduction to Earth Science
  - a. Chapter 1: The World of Earth Science
  - b. Chapter 2: Matter, Forces, and Energy
  - c. Chapter 3: Maps and Mapping
2. Unit 2: The Restless Earth
  - a. Chapter 4: Geology – The Earth Speaks
  - b. Chapter 5: The Changing Earth
  - c. Chapter 6: Earthquakes
  - d. Chapter 7: Mountains and Hills
  - e. Chapter 8: Volcanoes and Volcanism
3. Unit 3: Earth's Rocky Materials
  - a. Chapter 9: Volcanoes and Volcanism

- b. Chapter 10: Rocks
  - c. Chapter 11: Fossils
  - d. Chapter 12: Weathering, Erosion, and Soils
4. Unit 4: The Water World
- a. Chapter 13: Oceans and Seas
  - b. Chapter 14: Ocean Motions
  - c. Chapter 15: Ocean Exploration
  - d. Chapter 16: Surface Waters
  - e. Chapter 17: Groundwater
5. Unit 5: The Atmosphere
- a. Chapter 18: Earth's Atmosphere
  - b. Chapter 19: Weather
  - c. Chapter 20: Storms and Weather Predictions
  - d. Chapter 21: Climate and Climate Change
6. Unit 6: The Heavens
- a. Chapter 22: The Sun, Moon, and Earth System
  - b. Chapter 23: Our Solar System
  - c. Chapter 24: Stars, Galaxies, and the Universe
  - d. Chapter 25: Space Exploration

## **E. Earth Science Transitional Expectations**

1. Adequate Study Skills
2. Eighth Grade Reading Skills

## II. PHYSICAL SCIENCE (9<sup>TH</sup>)

### A. Description of course

Physical science is an overview study of physics and chemistry. The majority of the study revolves around physics. The year begins with the study of matter and progresses through mechanics, electromagnetism, periodic phenomena, the structure of matter, and finally chemistry. Physical science shows God's order and rules within the universe.

### B. List of textbooks

Egolf, R. Terrance, and Donald Congdon. *Physical Science*. 5th ed. Greenville, SC: BJU, 2014. Print.

### C. List of required reference materials and/or supplementary materials used

Physical Science Lab Manual paired with the above textbook

Rube Goldberg Contest: <https://www.rubegoldberg.com/>

Vernier Logger *Pro*® software for graphing and comparing data series

Videos on each element: <http://ed.ted.com/periodic-videos>

### D. Course outline with projects

#### 1. Unit 1: Foundations

- a. Chapter 1: Modeling God's World
- b. Chapter 2: Matter
- c. Chapter 3: Measurement

#### 2. Unit 2: Mechanics

- a. Chapter 4: Kinematics: How Things Move
- b. Chapter 5: Dynamics: Why Things Move
- c. Chapter 6: Energy
- d. Chapter 7: Work and Simple Machines
- e. Chapter 8: Fluid Mechanics
- f. Chapter 9: Thermodynamics

RUBE GOLDBERG CONTEST BEGINS

#### 3. Unit 3: Electromagnetism

- a. Chapter 10: Electricity
- b. Chapter 11: Magnetism

- 4. Unit 4: Periodic Phenomena
  - a. Chapter 12: Periodic Motion and Waves
  - b. Chapter 13: Sound
  - c. Chapter 14: Electromagnetic Energy
  - d. Chapter 15: Light and Optics
- 5. Unit 5: The Structure of Matter
  - a. Chapter 16: The Atom
  - b. Chapter 17: Elements and the Periodic Table

RUBE GOLDBERG CONTEST ENDS

- 6. Unit 6: Introduction to Chemistry
  - a. Chapter 18: Bonding and Compounds
  - b. Chapter 19: Chemical Reactions
  - c. Chapter 20: Mixtures and Solutions
  - d. Chapter 21: Acids, Bases, and Salts

## **Expectations for students entering 10th Grade**

**The students should be able to accomplish the following in Science:**

1. Students should have an eighth grade reading level.
2. Students should be taking Algebra I concurrently with Physical Science.
3. Students should be able to following directions.
4. Students should have adequate study skills.

### **III. BIOLOGY (10<sup>TH</sup>)**

#### **A. Description of course**

Biology is the study of God's design of life. As in other subjects, we begin by learning about matter and progress through the building blocks of biochemistry to cellular processes. Halfway through the course a survey of the five living kingdoms is started. The survey begins with the simple organisms and progresses to the human body's design. Evolution is studied and well refuted by scripture and science.

#### **B. List of textbooks**

Batdorf, Brad R., and Elizabeth A. Lacy. *Biology*. 4th ed. Greenville, SC: BJU, 2011. Print.

#### **C. List of required reference materials and/or supplementary materials used**

Biology Lab Manual paired with the above textbook

FLINN ChemTopic™ Labs Volumes 1-18

Materials for dissection: gloves, pads, kits, specimens

#### **D. Course outline with projects**

##### 1. Unit 1: The Science of Life

- a. Chapter 1: The Science of Life and the God of Life
- b. Chapter 2: The Chemistry of Life
- c. Chapter 3: Introduction to Cells – Cytology Part I
- d. Chapter 4: Cellular Processes – Cytology Part II
- e. Chapter 5: Genetics – the Continuity of Life Part I
- f. Chapter 6: Advanced Genetics – The Continuity of Life Part II
- g. Chapter 7: Biotechnology

Ethical Argumentative Essay

- h. Chapter 8: The History of Life

##### 2. Unit 2: The Science of Organisms

- a. Chapter 9: The Classification of Organisms
- b. Chapter 10: Bacteria and Viruses – Microbiology Part I
- c. Chapter 11: The Kingdom Protista – Microbiology Part II
- d. Chapter 12: The Kingdom Fungi

- e. Chapter 13: The Plant Kingdom – Botany part I
- f. Chapter 14: The Life Processes of Plants – Botany Part II
- g. Chapter 15: The Invertebrates – Zoology Part I
- h. Chapter 16: The Arthropods – Zoology Part II
- i. Chapter 17: The Ectothermic Vertebrates – Zoology Part III  
Frog Dissection
- j. Chapter 18: The Endothermic Vertebrates – Zoology Part IV  
Cow Eye Dissection  
Fetal Pig Dissection
- k. Chapter 19: Ecology  
Owl Pellet Dissection Lab

3. Unit 3: The Study of Human Life

Blood Typing Lab

- a. Chapter 20: Introduction to Human Anatomy and Physiology
- b. Chapter 21: Incoming Substances
- c. Chapter 22: Internal Transport
- d. Chapter 23: The Nervous System Control Part I
- e. Chapter 24: The Nervous System Control Part II
- f. Chapter 25: Human Reproduction

## **Expectations for students entering 11th Grade**

### **The students should be able to accomplish the following in Science:**

1. Students should have an eighth grade reading level.
2. Students should be able to follow directions.
3. Students should have adequate study skills.

## IV. CHEMISTRY (11<sup>TH</sup>)

### A. Description of course

Chemistry is an in depth study of what makes up all of matter. The course begins with why we study chemistry, the foundations of matter, and the basics of measuring and calculating. The course continues and glides through atomic structure, elements, bonding theories, and chemical reactions. In the middle of the course we delve into the mathematical calculations used in learning about chemical reactions and gases. Molarity and molality are next as solutions are studied before beginning thermodynamics and kinetics. The last large section of the book covers chemical equilibrium, acids, bases, and oxidation-reduction. The year ends with chapters that survey organic and nuclear chemistry.

### B. List of textbooks

Batdorf, Brad R., and Lynne Woodhull. *Chemistry*. 3rd ed. Greenville, SC: BJU, 2009. Print.

### C. List of required reference materials and/or supplementary materials used

FLINN ChemTopic™ Labs Volumes 1-18

Videos on each element: <http://ed.ted.com/periodic-videos>

### D. Course outline with projects

1. Chapter 1: Foundations of Chemistry
2. Chapter 2: Matter
3. Chapter 3: Measuring and Calculating
4. Chapter 4: Atomic Structure
5. Chapter 5: Elements
6. Chapter 6: Chemical Bonds
7. Chapter 7: Bond Theories and Molecular Geometry
8. Chapter 8: Chemical Composition and Reactions
9. Chapter 9: Chemical Calculations
10. Chapter 10: Gases
11. Chapter 11: Solids and Liquids
12. Chapter 12: Solutions
13. Chapter 13: Chemical Thermodynamics
14. Chapter 14: Chemical Kinetics

15. Chapter 15: Chemical Equilibrium
16. Chapter 16: Acids, Bases, and Salts
17. Chapter 17: Oxidation-Reduction
18. Chapter 18: Organic Chemistry and Biochemistry
19. Chapter 19: Modern Materials
20. Chapter 20: Nuclear Chemistry

## **Expectations for students entering 12th Grade**

**The students should be able to accomplish the following in Science:**

1. Students should have completed an Algebra I course.
2. Students should be able to follow directions.
3. Students should possess adequate study skills.
4. Students should have at a minimum an eighth grade reading level.

## V. PHYSICS (12<sup>TH</sup>)

### A. Description of course

This course is a continuation of Physical Science with a more in depth study of Newtonian physics. This is the course where a student's ability to reason and his mathematical prowess meet together. Physics allows a student to see how orderly the universe is and how God designed the laws to make it all work.

### B. List of textbooks

Egolf, R. Terrance., and Rachel Santopietro. *Physics*. 3rd ed. Greenville, SC: BJU, 2010. Print.

### C. List of required reference materials and/or supplementary materials used

Physics Lab Manual paired with the above text book

Vernier Logger *Pro*® software for graphing and comparing data series

### D. Course outline with projects

1. Unit 1: A Framework
  - a. Chapter 1: Foundations of Physics
  - b. Chapter 2: Measurement
2. Unit 2: Classical Mechanics
  - a. Chapter 3: Motion in One Dimension
  - b. Chapter 4: Vectors and Scalars
  - c. Chapter 5: Motion in a Plane
  - d. Chapter 6: Dynamics
  - e. Chapter 7: Circular Motion
  - f. Chapter 8: Applying Newton's Laws
  - g. Chapter 9: Work and Energy
  - h. Chapter 10: Conservation of Energy
  - i. Chapter 11: Momentum
  - j. Chapter 12: Periodic Motion

3. Unit 3: Thermodynamics and Matter
  - a. Chapter 13: Properties of Matter
  - b. Chapter 14: Expansion and Temperature
  - c. Chapter 15: Thermal Energy and Heat
  - d. Chapter 16: Thermodynamic Laws
  - e. Chapter 17: Fluid Mechanics

## **Expectations for students entering Physics**

**The students should be able to accomplish the following in Science:**

1. Students should have at a minimum an eighth-grade reading level.
2. Students should either have already taken or concurrently take Geometry and/or Algebra II.
3. Students should have above-average study skills.

## V. ANATOMY (12<sup>TH</sup>)

### A. Description of course

This course is an introduction to the structure and function of the organ systems of the body along with labs that allow the students to discover the intricate workings of the human body. Emphasis will be placed on the order and design God created in the human body.

### B. List of textbooks

***Structure and Function of the Body, Thibodeau and Patton, 14th Edition.***

***Structure and Function of the Body Workbook, Thibodeau and Patton, 14th Edition.***

### C. Course outline with projects

1. Chapter One: An Introduction to the Structure and Function of the Body
2. Chapter Two: Chemistry of Life
3. Chapter Three: Cells and Tissues  
Lab: Shrinky/Dink Cells
4. Chapter Four: Organ Systems of the Body
5. Chapter Five: Integumentary System and Body Membranes
6. Chapter Six: The Skeletal System  
Lab: Identifying Bones
7. Chapter Seven: The Muscular System  
Lab: Muscle Identifying
8. Chapter Eight: The Nervous System  
Lab: Dissection of the Brain  
Lab: Construction of Nerves
9. Chapter Nine: The Senses  
Lab: Dissection of the Eye  
Lab: Dissection of the Tongue
10. Chapter Ten: The Endocrine System
11. Chapter Eleven: The Blood  
Lab: Blood Typing
12. Chapter Twelve: The Cardiovascular System  
Lab: Dissection of the Heart  
Lab: Blood Pressure/Pulse
13. Chapter Thirteen: The Lymphatic System and Immunity
14. Chapter Fourteen: The Respiratory System
15. Chapter Fifteen: The Digestive System
16. Chapter Sixteen: Nutrition and Metabolism  
Special Speaker: Dietician
17. Chapter Seventeen: The Urinary System  
Lab: Kidney Lab
18. Chapter Eighteen: Fluid and Electrolyte Balance

19. Chapter Nineteen: Acid-Base Balance  
Lab: Ph of Body Fluids
20. Chapter Twenty: The Reproductive Systems
21. Chapter Twenty-One: Growth and Development

Expectation for students taking Anatomy:

All students should have completed a course in Biology and Chemistry.

All students should have at least an eighth grade reading level.

All students should have completed Algebra I.

# Spanish (8-12)

## I. Spanish I

### A. Description of the Course

This course introduces students to the fundamentals of the Spanish language – the sounds, the vocabulary, the grammar, and the usage – and endeavors to acquaint students with the many possibilities available to those who pursue the rigorous study of a second language. Inherent in such a careful examination of a new language is the added benefit of learning more about one’s native tongue as well.

### B. List of Textbooks

**Por Todo el Mundo**, 1A and 1B, ABeka Book, 1986

### C. List of required reference materials and /or supplementary materials used

**Por Todo el Mundo**, Vocabulary, A Beka Book, 1987

### D. Course Outline with Projects

1. First Quarter
  - a. Introduction to the phonics of the language
    - i. Presentation of the Spanish alphabet
    - ii. Pronunciation of the Spanish vowels, consonants, and blends
    - iii. Drill salutations and farewells to practice sounds and peak student interest and encourage initial efforts
    - iv. Bible verse recitations daily
    - v. Spanish choruses to reinforce pronunciation
  - b. Identification of Nouns and Pronouns
    - i. Learn the gender and number of nouns with accompanying definite and indefinite articles
    - ii. Introduction of singular and plural subject pronouns to correlate with verb study
  - c. Introduction to common expressions with numbers
    - i. Counting in Spanish
    - ii. Telling time in Spanish and time expressions
    - iii. Presenting dates in Spanish
    - iv. Use of numbers before nouns
    - v. Weather expressions in Spanish
  - d. Introduction of the prepositions *de* and *a* in phrases
  - e. Identification of regular and irregular verbs

- i. Conjugation of irregular verbs *ser* and *estar* and their distinct uses
- ii. Conjugation and use of regular “ar” verbs in six persons of the present tense
- iii. Formation and translation of simple sentences and questions using regular and irregular verbs

## 2. Second Quarter

- a. Progression of verb study and use
  - i. Continued use of the irregular verbs *ser* and *estar* and introduction to new irregular verbs *dar* and *ir* in the present tense
  - ii. Oral and written practice continued with regular “ar” verbs
  - iii. Introduction and drill of present tense “er” and “ir” verbs in phrases and sentences
- b. Identification of adjective groups with proper placement and agreement in phrases and sentences
  - i. Definite and indefinite article adjectives reviewed
  - ii. Descriptive adjectives
  - iii. Quantitative adjectives
  - iv. Possessive adjectives
- c. Expansion of the use of *a* in sentences and phrases
  - i. The use of *a* before nouns
  - ii. The use of *a* following *ir* and distinguished from infinitives
  - iii. The use of the personal *a* before direct object nouns and pronouns
- d. Projects
  - i. Five to ten simple sentence paragraphs on assigned topics
  - ii. Readings for oral practice and translation
  - iii. Brief conversations with students and between students practicing vocabulary and grammar principles

## 3. Third Quarter

- a. Introduction of new irregular verbs and expanded use of previous regular and irregular ones
  - i. Review of *ar*, *er*, and *ir* regular verbs
  - ii. Review of irregular verbs *ser*, *estar*, *dar* and *ir*
  - iii. Introduction to irregular verbs *saber* and *conocer* in present tense and their distinct uses
  - iv. Presentation and drill of irregular “z” and “g” infinitives and conjugated forms
  - v. Conjugation and use of irregular “ie” and “ue” verbs in present tense
- b. Introduction of new pronoun groups and their uses
  - i. Review of personal subject pronouns
  - ii. Presentation of direct object pronouns with an emphasis on placement and agreement

- iii. Introduction to indirect object pronouns with an emphasis on placement and agreement combined with the use of double object pronouns in sentences
  - c. Identification of indefinite and negative words and proper use of double negatives
  - d. Use of adjectives in comparisons
  - e. Projects
    - i. Oral readings, translations, and dramatization of readings
    - ii. Brief compositions using vocabulary and grammar rules
    - iii. Identification of foods in ads, floor plan art, and home vocabulary labels
- 4. Fourth Quarter
  - a. Presentation, conjugation and use of past tense verbs
    - i. Introduction to past tense of regular “ar”, “er”, and “ir” verbs
    - ii. Introduction to past tense of selected irregular verbs: *ser, ir, ver, dar, oír, leer, creer, dormir, morir*
    - iii. Practice and use of present and past tenses of the highlighted verbs, regular and irregular
    - iv. Formation of simple, compound, and complex sentences using verbs in present and past tenses
  - b. Review of pronouns and the addition of prepositional pronouns
  - c. Distinguishing the usage of *por* and *para* in sentences
  - d. Projects
    - i. Listening exercises
    - ii. Creative writing using vocabulary and two verb tenses

## II. Spanish II

### A. Description of the Course

This course continues to review the first year’s concepts and presents additional fundamental skills to enhance the students’ understanding and use of the Spanish language. Students are given opportunities for translation, creative writing, listening to native speakers, and oral communication.

### B. List of Textbooks

**Más Que Vencedores**, 2A and 2B, A Beka Book, 1987

### **C. List of required reference materials and/or supplementary materials used**

Más Que Vencedores, Vocabulary, A Beka Book, 1987

### **D. Course Outline with Projects**

1. First Quarter
  - a. Review of Spanish I concepts
    - i. Verb forms in present and preterite tenses
    - ii. Additional practice with noun and pronoun groups
    - iii. Use of different kinds of adjectives
    - iv. Negative words
    - v. Use of *por* and *para*
  - b. Introduction of nominalization, including possessive and demonstrative pronouns
2. Second Quarter
  - a. Introduction to the conjugation and uses of the imperfect tense as distinguished from preterite tense
  - b. Introduction to the reflexive verbs and pronouns and their uses in all tenses already presented
    - i. Conjugation of reflexive verbs
      - a. Reciprocal action
      - b. Action done to oneself
      - c. Bodily movements
      - d. To express “get” or “become”
  - c. Present and use adjective comparisons
    - i. Comparative and superlative adjective forms
    - ii. Absolute superlative adjectives
    - iii. Introduce the use of certain descriptive adjectives before nouns
3. Third Quarter
  - a. Introduction to the future tense conjugations, regular and irregular ones
  - b. Presentation of perfect tenses
    - i. Formation of past participles
    - ii. Formation of present perfect, past perfect, and future perfect tenses
  - c. Review negative words and add additional ones in sentence types
  - d. Understand use of compound interrogatives and compound relative pronouns
  - e. Usage of the verb *gustar* in the verb tenses studied

f. Review and broaden uses of *por/para* in sentences

#### 4. Fourth Quarter

a. Presentation of the conditional tense for regular and irregular verbs

i. Conjugation of conditional tense

ii. Uses of conditional tense

iii. Comparison of future tense versus conditional tense in sentences with *if* clauses

b. Formation and use of diminutives of nouns and adjectives

c. Presentation of Progressive tense

i. Formation of present participles, regular and irregular

ii. Use of progressive and as review of tenses studied

d. Introduction of passive voice forms

i. Abbreviated passive usage

ii. True passive in sentences

e. Projects

i. Listening exercises

ii. Creative writing using vocabulary and verb tenses

iii. Read with understanding simple Bible story booklets in Spanish

iv. Translate personal testimonies

v. Memorization of Bible passages in Spanish

vi. Read cultural selections to acquaint students with historical and geographical facts about Spanish-speaking people and their countries

vii. Interact orally with other students and the teacher

## **BIBLE (7-12)**

### **I. Junior High Bible**

**A. Description of course**

A study comparing the spiritual and physical life in the five stages of birth, growth, breathing, communication and behavior. All five are essential to Dynamic Christian living.

**B. List of textbooks**

King James Version Bible  
Hamrick, Frank / Thornton, Champ *Dynamic Christian Living*, Whitaker, NC: Positive Action for Christ, 2010, Print.

**C. List of required reference materials and/or supplementary materials used**

Weekly Scripture Memorization  
Bible Dictionary

**D. Course Outline**

1. *First Quarter*

Lesson 1: What's Salvation All About? (Part 1)

Objectives: The student will be able to:

Define salvation

Lesson 2: What's Salvation All About? (Part 2)

Objectives: The student will be able to:

Understand salvation is necessary because of who God is and who man is.

Define terms: regeneration, redemption, remission, justification and reconciliation.

Lesson 3: What Must I do to be Saved?

Objectives: The student will be able to:

Understand the most important question concerning salvation.

Lesson 4: Assurance of Salvation

Objectives: The student will be able to:

Know for sure that they are saved.

Lesson 5: God's Inspired Word

Objectives: The student will be able to:

Understand the steps which gave us our Bible:

Inspiration, Organization, Collection and Preservation

2. *Second Quarter*

Lesson 6: Proofs of Inspiration

Objectives: The student will be able to:

Offer reasonable proofs for major tenets of the Christian faith.

Lesson 7: One Book of Many Books

Objectives: The student will be able to:

Recognize the Old and New Testaments.

Realize the Bible has many books, but One Author, God.

Lesson 8: Which Books are Inspired

Objectives: The student will be able to:

Identify the recognized books of the Bible called the “canon”.

Lesson 9: Can We Trust the Bible

Objectives: The student will be able to:

Realize we can trust the copies of the original manuscripts.

Lesson 10: Symbols of the Bible (Part 1)

Objectives: The student will be able to:

Identify the symbols in the Bible of:

Mirror, Lamp, Water and Sword.

Lesson 11: Symbols of the Bible (Part 2)

Objectives: The student will be able to:

Identify the symbols in the Bible of:

Gold, Fire and Seed

3. *Third Quarter*

Lesson 12: What Should We do with the Word

Objectives: The student will be able to:

Understand for the need to read, study, keep and hold for the Word of God.

Lesson 13: What is Prayer?

Objectives: The student will be able to:

Understand prayer is an act of worship.

Lesson 14: The Importance of Prayer

Objectives: The student will be able to:

Understand the prominent place prayer held in Christ’s life.

Lesson 15: How to Pray

Objectives: The student will be able to:

Understand prayer is personal, private, practised and persevering.

Lesson 16: Hindrances to Answered Prayer

Objectives: The student will be able to:  
Things that can hinder our prayers.

Lesson 17: Prerequisites for Answered Prayer

Objectives: The student will be able to:  
Realize we must have a proper relationship with God for answered prayers

Lesson 18: Lord, Teach us to Pray

Objectives: The student will be able to:  
Identify the purpose of the Lord's Model Prayer

#### 4. *Fourth Quarter*

Lesson 19: God's Name, God's Kingdom, God's Will

Objectives: The student will be able to:  
Understand why we honor God's name, Kingdom and Will.

Lesson 20: Give Us, Forgive Us, Deliver Us

Objectives: The student will be able to:  
Identifying key weapons in the fight against temptation.

Lesson 21: The Necessity of Witnessing

Objectives: The student will be able to:  
Identify the important motivations to witness and God's love for us!

Lesson 22: How to Witness

Objectives: The student will be able to:  
Witness by the five steps to witnessing.

Lesson 23: The Power of the Gospel

Objectives: The student will be able to:  
Realize that the Gospel is the most powerful force on earth.

Lesson 24: Sin and Its Penalty

Objectives: The student will be able to:  
Understand that all men are sinners and there is a penalty for sin.

Lesson 25: Trusting Christ as Savior

Objectives: The student will be able to:  
Christ's substitutionary death was for man's sin and we must:  
Admit, Believe and Commit.

# **I. BIBLE (7<sup>TH</sup>-8<sup>TH</sup>)**

## **A. Description of course**

A topical study of the book of Proverbs defining and applying wisdom to daily life.

## **B. List of textbooks**

King James Version Bible

Hamrick, Frank / Harris, CJ. *Proverbs, The Fountain of Life*. Whitaker, NC: Positive Action for Christ, 2009. Print.

## **C. List of required reference materials and/or supplementary materials used**

Weekly Scripture Memorization

Bible Dictionary

## **D. Course outline with projects**

### *1. First Quarter*

Lesson 1: Wisdom Defined and Categorized

Objective: The student will be able to define Wisdom, understand the benefits of studying Proverbs, grasp the key principles of understanding Proverbs

Lesson 2: Wisdom: The Fear of the Lord

Objective: The student will be able to establish how one develops a fear of the Lord, recognize whether or not they fear the Lord

Lesson 3: The Wisdom of God vs. The Wisdom of Man

Objective: The student will be able to contrast God's wisdom and man's wisdom, conclude that Christianity and humanism cannot coexist

Lesson 4: Wisdom: A Person

Objective: The student will be able to develop and embrace a Biblical philosophy, understand the errors of Gnosticism

Lesson 5: Wisdom: How it Acts

Objective: The student will be able to: illustrate that correct information is essential to wise actions, illustrate that correct information is useless unless followed

2. *Second Quarter*

Lesson 6: Wisdom: The Foolish Man

Objective: The student will be able to: describe the foolish man in contrast to the wise man, illustrate two different kinds of fools

Lesson 7: Wisdom: The Wise Man vs. The Foolish Man

Objective: The student will be able to use wisdom in choosing friends, conform to the principles of God's Word

Lesson 8: Wisdom: How it is Obtained

Objective: The student will be able to distinguish between negative ambition and positive aspiration, establish God-honoring goals and aspirations

Lesson 9: Wisdom on the Home: The Importance of the Home

Objective: The student will be able to: establish the home as the foundational institution of society, illustrate the importance of proper devotional time, choice of friends, and family life to one's spiritual well being

Lesson 10: Wisdom in the Home: Your Place in the Home

Objective: The student will be able to understand God's clearly stated chain of command in the home, honestly self-examine his attitude toward his place in God's chain of command

3. *Third Quarter*

Lesson 11: Wisdom in the Home: Understanding Your Parents

Objective: The student will be able to understand better their parents disciplinary measures, develop a correct attitude toward parental discipline

Lesson 12: Wisdom in the Home: Duties of the Parents

Objective: The student will be able to: understand the "leave and cleave" principle, differentiate in the duties of the husband and wife

Lesson 13: Wisdom in Companions

Objective: The student will be able to understand the impact that one's companions have upon their life, understand Scripture's warnings against certain kinds of companions

#### Lesson 14: Wisdom in Companions: Companions to Avoid

Objective: The student will be able to: realize the influence one's choice of friends can have, study the nine types of people the Bible commands us to avoid

#### Lesson 15: Wisdom in Companions: Characteristics of Wrong Companions

Objective: The student will be able to: recognize and avoid companions that exhibit unscriptural characteristics, to make a worthwhile contribution to the people with whom they associate

#### Lesson 16: Wisdom in Companions: Wrong Attitudes and Wrong Actions

Objective: The student will be able to: attain victory over a wrong attitude, develop a right attitude

#### Lesson 17: Wisdom in Companions: Why We Lose Friendships

Objective: The student will be able to: define true friendship, explain and illustrate the characteristics of friendship

#### Lesson 18: Wisdom in Companions: How to Gain Friends

Objective: The student will be able to develop qualities and traits to gain godly friends and be a witness to the unsaved, apply these qualities in daily life

### 4. *Fourth Quarter*

#### Lesson 19: Wisdom in Character: What is Character

Objective: The student will be able to define character and distinguish between character and Christian character, act on biblical Faith rather than on feelings or impulses

#### Lesson 20: Wisdom in Character: The Works of the Flesh

Objective: The student will be able to: define the feeling-oriented works of the flesh, submit in obedience to the Spirit

#### Lesson 21: Wisdom In Character: Love

Objective: The student will be able to: define the principle of love, exhibit Christ-like love on their daily lives

Lesson 22: Wisdom in Character: Joy

Objective: The student will be able to: define and establish the basis of true joy, identify what joy is not

Lesson 23: Wisdom in Character: Peace

Objective: The student will be able to: establish the basis of peace and explain the principle of peace, understand peace with God, of God and with man

Lesson 24: Wisdom in Character: Longsuffering (Patience)

Objective: The student will be able to: explain and define the principle of longsuffering, identify the benefits of Longsuffering

Lesson 25: Wisdom in Character: Gentleness (Kindness)

Objective: The student will be able to: identify the pattern of gentleness on the life of Jesus Christ, explain the basis and principle of gentleness

Lesson 26: Wisdom in Character: Goodness

Objective: The student will be able to: explain the basis and principle of goodness, identify the pattern of goodness in the life of Jesus Christ

Lesson 27: Wisdom in Character: Faithfulness

Objective: The student will be able to: explain the basis and principle of faithfulness, identify the example of faithfulness in the life of Jesus Christ

Lesson 28: Wisdom in Character: Meekness (Gentleness)

Objective: The student will be able to: explain the basis and principle of meekness, identify the example of meekness in the life of Moses and Jesus Christ

Lesson 29: Wisdom in Character: Self-Control (Temperance)

Objective: The student will be able to: explain the basis and principle of self-control , identify the pattern of self-control in the life of Jesus Christ

## **II. BIBLE (9<sup>TH</sup>-10<sup>TH</sup>)**

### **A. Description of course**

9-10<sup>th</sup> Grade Bible, from the Curriculum *Behold Your God*, introduces students to the nature and knowledge of God and His many attributes. Students will learn of their own individual roles in the process of understanding and developing a relationship with God, as well as what components are necessary in order to continually strengthen this relationship with God and share it with others. Students will complete weekly assignments that will help them be able to read and comprehend Scripture passages for themselves, as well as take part in weekly memory verse work.

### **B. List of textbooks**

Hamrick, Frank; Hedgepeth, Jeff. *Behold Your God*. Whitakers, NC: Positive Action Curriculum, 2013. Print.

### **C. List of required reference materials and/or supplementary materials used**

Student Workbooks (Behold Your God—purple binding)

### **D. Course outline with projects**

#### 1. First Quarter

- a. Laying the Foundation
- b. Getting a Right Focus
- c. Knowing God
- d. Instruments for Knowing God: His Word, His Providences
- e. The Man Who Knows God: His Priorities, His Characteristics

#### 2. Second Quarter

- a. The Nature of God: A Spirit and a Person
- b. God's Unity
- c. The Trinity

#### 3. Third Quarter

- a. The Attributes of God: His Omniscience

- b. The Attributes of God: His Omnipresence
- c. The Attributes of God: His Omnipotence
- d. The Attributes of God: His Eternality
- e. The Attributes of God: His Immutability
- f. The Attributes of God: His Holiness
- g. The Attributes of God: His Justice and Righteousness

#### 4. Fourth Quarter

- a. The Attributes of God: His Mercy and Grace
- b. The Attributes of God: His Love
- c. The Person of Christ: Prophet, Priest, and King
- d. Christ's Deity
- e. Christ's Humanity
- f. Christ's Names

## **Music (7-12)**

### **VI. JUNIOR HIGH/SENIOR HIGH CHOIR**

#### **A. Description of the course**

This course is designed to promote the correct use of the singing voice through a progressive study of good song literature and through correct interpretation; it is designed to develop appreciation of the art of singing and appreciation of fine music literature, from the standpoint of the listener as well as the choir member.

#### **B. List of textbooks**

*Vocalize! Accompanied Vocal Warm-ups and Techniques* by Andy Beck; Alfred Music, 2013

Course literature is varied repertoire of vocal literature, both secular and sacred.

**C. List of required reference materials and/or supplementary materials used**

*The Clippinger Class-Method of Voice Culture* by D. A. Clippinger; Oliver Ditson Company, 1933

*Expressive Singing* Volumes 1 and 2 by Van A. Christy; Wm. C. Brown Company Publishers, 1974

*Ready to Read Music: Sequential Lessons in Music Reading Readiness* by Jay Althouse; Alfred Music, 2003

*Applied Music* class notes; Ray and Ann Gibbs, instructors

## **D. Course outline with projects**

1. Main Objectives
  - a. To develop into habit good singing posture and breath support
  - b. To develop sight singing, an accurate and sensitive “ear,” and general musicianship
  - c. To produce clear, resonant, pleasing tones of expressive quality
  - d. To develop stage presence
  - e. To develop a greater understanding and appreciation of good music and to raise the general standard of singing
  - f. To encourage singing in the home, church, and community, particularly of the “better” music
  - g. To reveal and encourage vocal talent otherwise hidden
2. Special events
  - a. Grandparents day program
  - b. Yearly Christmas program
  - c. School chapel (occasionally)
  - d. Fine arts competition
  - e. Spring concert
    - a. Awards ceremony
    - b. Baccalaureate and/or Graduation services
    - c. Missions conferences (occasionally)
    - i. Community events (occasionally)

## **VIII. HIGH SCHOOL BAND (JR HIGH/ SR HIGH COMBINED)**

### **A. Description of course**

This course is designed to provide students with the opportunity to understand musical concepts, to acquire musical skills, to prepare literature for performance, and to focus on developing musicianship and enhancing their lives through their music experiences.

### **B. List of textbooks**

*Standard of Excellence Book 3* by Bruce Pearson; Neil A. Kjos Music Company

### **C. List of required reference materials and/or supplementary materials used**

Variety of published band work and arrangements suitable for grades 7 - 12

*Instrumental Music Teacher's Survival Kit* by Randy Navarre; Parker Publishing Company 2001

*Teaching Band with Excellence* A Comprehensive Curricular, Pedagogical, and Administrative Resource by Bruce Pearson and Rylan Nowlin; Neil A. Kjos Music Company

### **D. Course outline with projects**

1. Advanced band students:
  - a. First quarter: Review and learn new pep band music for sports season; Spirit week preparation, Grandparents Day preparation, Christmas program preparation; Review fundamentals learned in 4 – 6 band; concert music reading;
  - b. Second quarter: Christmas program preparation; fine arts and spring concert preparation; instrumental practice giving attention to individuals, sections and full band practice culminating in Christmas, fine arts competition, and spring concert; schedule will vary every year; continue to develop sight reading music skills; introduce articulations-marcato, tenuto (junior high); introduce advanced rhythms
  - c. Third quarter: Fine arts preparation; reinforce syncopation (junior high); reinforce advanced rhythms
  - d. Fourth quarter: Introduce mechanics of slow 6/8 and fast 6/8 (junior high); possible national competition preparation; begin preparation for next year's music; polishing for spring concert
2. Special events
  - a. Grandparents day program
  - b. Yearly Christmas program
  - c. Spirit week
  - d. Basketball games (occasionally)
  - e. Fine arts competition
  - f. National competition (to be determined)
  - g. Spring concert
  - h. Community events (if opportunity arises)

