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# CHRISTIAN HIGH ACADEMICS

## HIGH SCHOOL COURSE DESCRIPTIONS

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# COURSE DESCRIPTIONS

## HIGH SCHOOL HUMANITIES

### **Philosophy**

The Humanities Department implements a Biblical worldview with an overarching pedagogy which emphasizes integration in the study of the Bible, literature, and history. Stressing the importance of context, the wholeness of the humanities as part of a liberal arts education imparts to students the ability to inquire, assess, analyze, and make possible opportunities to develop greater insight into the character of God and man. Utilizing elements of time-tested teaching methods, the Humanities Department is the cornerstone of academic learning at Christian High School. Students are imparted skills in knowledge, logic, and rhetoric for the praise of His glory.

### **The Mission and Philosophy of the Humanities Department is fulfilled by the following:**

#### *Text Driven Curriculum*

The Humanities Department models its curriculum according to selected texts of primary and secondary sources. Students recognize the wisdom and virtue in great works of the past and more recent works. The Humanities Department acknowledges that a great curriculum is not based on a textbook, but instead on exceptional educators and teaching practices. Part of these teaching practices is the use of texts through a Biblical worldview to instill education and values for students to appreciate and apply in their own lives.

#### *Rigor*

The Humanities is part of a liberal or “freeing” arts education and prepares students to pursue wisdom, virtue, meaning, purpose, and how to communicate effectively. This standard requires accountability of both teachers and students. Teachers and students together cultivate intellectual disciplines which produce a mind that can be educated.

#### *Historical Context*

History is used as the organizing theme in the Humanities Department. The Humanities Department trains students to read documents in their historical context. Students grasp a deeper understanding of literature and history through the use of God’s Word. By studying the Bible and literature in their original context students are able to develop the tools of discernment necessary to think logically.

#### *Socratic Seminars*

Rather than primarily lecturing or explaining a text, teachers employ a method of teaching named after the Greek philosopher Socrates in which questions are used to create a meaningful dialogue. Students prepare for a dialogue concerning their text of study, and teachers guide students into truths through appropriate questioning. Instead of passively receiving information, students engage in their own learning and foster their ability to think critically.

#### *Logic*

While logic is introduced generally in the math and sciences, it is an important aspect of a liberal arts education. Learning logic and logical fallacies is part of the Humanities Department curriculum. The dialectic component of a valuable education is threaded through the integrated curriculum of the Humanities Department. Students study the coherence of God’s Word, the structure of narratives in literature, and the causes, courses, and effects of human history.

#### *Rhetoric*

A vital component in a valuable Christian education is the student’s ability to communicate eloquently through writing and speech. As the Roman statesman Cicero once stated, rhetoric can be defined as the faculty to “sway men’s minds.” Through persuasive essays and presentations, students construct logical arguments with appropriate and effective rhetoric. Rhetoric is the culmination of one’s education in the Humanities Department as students apply what they learn to all subjects, and develop the essential communication skills necessary in articulating a Biblical worldview.

# COURSE DESCRIPTIONS

## HIGH SCHOOL HUMANITIES

### Bible Department

*The Bible Department seeks to instruct students in the historic Christian faith. This includes providing them a greater knowledge of the Bible, equipping them to defend and model the Christian faith, encouraging growth in wisdom, and a godly spiritual walk. Using the message of Jesus Christ, our purpose is to preserve, transform, and influence.*

#### **Hebrew History & Christian History I - Ninth Grade**

This survey course investigates God's story as it has been revealed through the Bible. With the aim of knowing God, students read and examine Scripture, explore its context, and study theological themes. In the first semester, students focus on Israel's narrative history as contained in the Hebrew Scriptures; in the second semester, students build upon their knowledge as they explore the life of Christ and early Church history.

**Text:** *The Bible*

#### **Christian Theological & Hermeneutical History - Tenth Grade**

Using the framework of history, this course explores two directions: how the Scriptures influenced Patristic, Medieval, Reformation, and Modern Christians, and subsequently how their written reflections on Scripture continue to influence Christian thought and practice today. Students will engage primary source documents from the 2nd to the 20th centuries, as the teacher leads them to recognize the development of Christian doctrine and practice as well as the contemporary significance of these historical texts.

**Texts:** *The Bible; Zondervan Handbook to the History of Christianity by Jonathan Hill, 2007; and a compilation of primary source documents*

#### **Christian Theology & Comparative Religions (11th grade)**

This course focuses on the reliability of the Bible and biblical interpretation. It also provides a systematic study of major Christian doctrines in light of Christian apologetics. Doctrinal issues covered include the existence of God, the deity/humanity of Jesus Christ, and issues of salvation. Major world religions and cults are examined and then compared with Biblical truth.

**Texts:** *The Bible; selections from sacred texts of major world religions; and a compilation of documents reflecting Christian apologetics*

#### **Philosophy and Worldviews - 12th grade**

Beginning with the understanding that everyone has a worldview, this course is designed to guide students in evaluating how their own worldview aligns with biblical truth. Students explore a variety of questions from major philosophical areas (ontology, epistemology, ethics, theology) and the possible answers to these questions. Students then investigate a variety of worldviews (theism, secular humanism, postmodernism, etc.), compare them with the biblical worldview, and determine the cultural influences of each worldview. As a culminating project, students read a secular novel, analyze the worldview presented, and compare it to Christianity. In addition, students also examine relationships and marriage in the light of worldviews, and explore related issues such as finances, communication, and divorce through the lens of God's Word.

**Texts:** *The Bible; Understanding the Times by David Nobel, 2006; How to Stay Christian in College by J. Budziszewski, 2004; and a compilation of documents reflecting Christian philosophy and thought*

# COURSE DESCRIPTIONS

## HIGH SCHOOL HUMANITIES

### English Department

*The English Department teaches students how to use the written and spoken word to influence others for Christ. Teachers utilize The Bible and other classical literature as the primary resource for reading, analyzing and responding with persuasive essays and Socratic Seminars. The selected texts parallel the same historical time periods as the History and Bible curriculum (8,000 B.C. to current day). As students learn these influential methods of communication, they are taught to emulate the strategies as exemplified in the words from the author of Psalms 45:1, "my tongue is the pen of a skillful writer."*

#### English I - Ninth Grade

This course engages students in reading and analyzing a variety of literary genres through the rhetorical approach. They learn to write critically while embracing *the Bible* as the source of truth. Knowledge of the English language and literature will prepare students to succeed academically and to think critically as followers of Christ, recognizing that all knowledge must be filtered through the lens of God's Word.

**Textbooks:** *Timeless Voices, Timeless Themes: Gold*, Prentice Hall, 2002; *The Bible*.

**Texts:** *Romeo and Juliet* by William Shakespeare; *The Epic of Gilgamesh*, Anonymous (translated by Andrew George); Genesis, from *The Bible*; *Introduction to Mythology*; *The Odyssey*, by Homer; *Antigone*, by Sophocles; Luke and Acts, from *The Bible*; *Gifted Hands*, by Ben Carson; *Inferno*, by Dante.

**Summer Reading:** *Watership Down*, by Richard Adams.

#### Honors English I – Ninth Grade

This class provides a more in-depth study of literature and writing through the rhetorical approach and builds on the student's acknowledged interest in the language arts. Students are encouraged to participate in meaningful class discussions and writing assignments. Additionally, a goal is set for students to read and analyze a variety of literary genres and learn to write critically while embracing the Bible as the source of truth. Knowledge of the English language and literature will prepare the students to succeed academically and to think critically as followers of Christ, recognizing that all knowledge must be filtered through the lens of God's Word.

**Textbooks:** *Timeless Voices, Timeless Themes: Gold*, Prentice Hall, 2002; *The Bible*.

**Texts:** *Romeo and Juliet* by William Shakespeare; *The Epic of Gilgamesh*, Anonymous (translated by Andrew George); Genesis, from *The Bible*; *Introduction to Mythology*; *The Odyssey*, by Homer; *Antigone*, by Sophocles; Luke and Acts, from *The Bible*; *Gifted Hands*, by Ben Carson; *Inferno*, by Dante.

**Summer Reading:** *Watership Down*, by Richard Adams and *Confessions*, by Augustine. Summer reading and assignments are due the first school day of the fall semester.

# COURSE DESCRIPTIONS

## HIGH SCHOOL HUMANITIES

### English II – Tenth Grade

This course encourages students to become critical readers, writers, and thinkers through the extensive study of world literature, with a specific emphasis on British dramas. Students will further develop their metacognitive skills through in-class discussions, including Socratic Seminars, writing, group projects and shared readings.

**Textbook:** *Timeless Voices, Timeless Themes: Platinum*, Prentice Hall, 2002; The Bible.

**Texts:** *Frankenstein*, by Mary Shelley; *Hamlet*, by Shakespeare; *Tale of Two Cities*, by Charles Dickens; *Julius Caesar*, Shakespeare; *Animal Farm*, George Orwell; *To Kill a Mockingbird*, Harper Lee.

**Summer Reading:** This course requires summer reading of *Screwtape Letters*, by C.S. Lewis and *Peace Like a River*, by Leif Enger.

### Honors English II – Tenth Grade

This class requires more in-depth study of the selected texts, a faster pace and more rigorous expectations. Students learn to become critical readers, writers, and thinkers through study of world literature, particularly emphasizing British dramas. In-class discussions, group projects, shared readings, writing and Socratic Seminars characterize this course. Students are accepted into Honors English because they have received 85% in previous advanced/honors level English class or 95% in previous regular English class.

**Textbook:** *Timeless Voices, Timeless Themes: Platinum*, Prentice Hall, 2002; The Bible.

**Texts:** *Frankenstein*, by Mary Shelley; *Hamlet*, by Shakespeare; *Tale of Two Cities*, by Charles Dickens; *Julius Caesar*, Shakespeare; *Animal Farm*, George Orwell; *To Kill a Mockingbird*, Harper Lee.

**Summer Reading:** This course requires summer reading of *Screwtape Letters*, by C.S. Lewis, *Peace Like a River*, by Leif Enger and *Candide*, by Voltaire. Required reading and writing projects are due the first school day of the fall semester.

### English III – Eleventh Grade

Students enrolled in English III will be immersed in the writings of the great American authors. Critical thinking, careful analysis and meaningful discussion of these works, including Socratic Seminars, are part of this course. A well-reasoned argument developed through use of the persuasive essay will also be taught.

**Textbook:** *The American Experience*, Prentice Hall; The Bible.

**Texts:** *The Scarlet Letter*, by Nathaniel Hawthorne; *The Adventures of Huckleberry Finn*, by Mark Twain; *The Crucible*, by Arthur Miller; *The Chosen*, by Chaim Potok; and various short stories and poems.

**Summer Reading:** Required summer readings are *The Old Man and the Sea*, by Ernest Hemingway and *The Pearl*, by John Steinbeck.

### Honors English III – Eleventh Grade

Honors English III is a deeper selected study of great American writers. Pace and rigor are more advanced and grading is more demanding. Students are also expected to critically read, analyze, and respond both in written form and during classroom discussions. Socratic Seminars are also an integral part of this class along with developing well-reasoned arguments through the writing of a persuasive essay.

**Textbook:** *The American Experience*, Prentice Hall; The Bible.

**Texts:** *The Scarlet Letter*, by Nathaniel Hawthorne; *The Adventures of Huckleberry Finn*, by Mark Twain; *The Crucible*, by Arthur Miller; *The Chosen*, by Chaim Potok; and various short stories and poems.

**Summer Reading:** Required summer readings are *The Old Man and the Sea*, by Ernest Hemingway, *The Pearl*, by John Steinbeck and *The Crucible*, by Arthur Miller. Required reading and writing projects are due the first school day of the fall semester.

# COURSE DESCRIPTIONS

## HIGH SCHOOL HUMANITIES

### English IV – Twelfth Grade

Building on the student's knowledge of The Bible, students will have the basis for comparison of God's Word to the authors of renowned British literature. Students will focus on literary selections, analyze and discuss opinions about the reading selections and then translate those thoughts into writing persuasive essays and oral discussions through Socratic Seminars. A Biblical worldview lays this foundation for the development and pursuit of excellence in academics, moral character, and lifestyle in service to God and others. Required summer reading selection is *Frankenstein* by Mary Shelley.

**Textbooks:** *The British Tradition Timeless Voices, Timeless*, Prentice Hall Literature; *Themes*, published 2002; The Bible.

**Texts:** *Beowulf*, Anonymous; *Canterbury Tales*, Geoffrey Chaucer; *Tragedy of Macbeth*, William Shakespeare; *Paradise Lost*, John Milton; *Gulliver's Travels*, Jonathan Swift; *Pride and Prejudice*, Jane Austen; *Abolition of Man*, C.S. Lewis.

### AP English IV – Twelfth Grade

AP students will use their writing to help improve their ability to understand issues and texts. They will also read critically and analytically and develop their own writer's voice. As they engage with the texts, they will see the relationship between various writings and how they relate to their own experiences. Students will also develop a repertoire of rewriting and rhetorical strategies, learn how to develop an argumentative thesis, master various research techniques, become proficient in developing a research paper, and monitor their writing for correct use of grammar and punctuation.

**Textbooks:** *The British Tradition Timeless Voices, Timeless*, Prentice Hall Literature; *Themes*, published 2002; The Bible.

**Texts:** *Beowulf*, Anonymous; *Canterbury Tales*, Geoffrey Chaucer; *Tragedy of Macbeth*, William Shakespeare; *Paradise Lost*, John Milton; *Gulliver's Travels*, Jonathan Swift; *Pride and Prejudice*, Jane Austen; *Abolition of Man*, C.S. Lewis.

**Summer Reading:** Summer reading will be required and includes *Jane Eyre* by Charlotte Bronte, *Tess of the d'Urbervilles* by Thomas Hardy and *Heart of Darkness* by Joseph Conrad. Required reading and writing projects are due the first school day of the fall semester.

# COURSE DESCRIPTIONS

## HIGH SCHOOL HUMANITIES

### History Department

*The purpose of the History Department is to abide by God's command in Psalm 78 to teach future generations about the past, in order, "...that they might set their hope in God, and not forget the works of God, but keep His commandments." If history is the Providence of God through the course of human events in demonstrating His Glory, then we as Christians must learn and teach history to future generations. The department's mission is to provide students with a biblical worldview that incorporates knowledge of the past. This helps them relate to and understand the current world. The History Department seeks to provide students with the historical tools of analysis to provide the skills necessary in forming this Biblical worldview of history. The desire of the History Department is to produce informed citizens and witnesses of God's redemptive plan for all mankind.*

#### **World History I, Pre-Modern World History, c. 8,000 B.C. - c. 1492**

This course focuses on the Origins of Civilization as according to a Biblical worldview, Ancient History, Classical History (e.g. Greece, Rome, Han China) and the Medieval Period. Non-Western history including China, Japan, India, Africa, the Middle East, and Latin America are also covered. Special emphasis is given to the legacies of Western civilization in the formation of the modern Western world.

**Textbook:** *World History: Patterns of Interaction.* McDougall Littell, 2007.

#### **World History II, Modern World History, c. 1492-Present**

This course focuses on what has been called the modern period in World History and examines the Renaissance, Reformation, Age of Discovery, Enlightenment, Age of Revolutions, Nationalism and Imperialism, the World Wars, and developments since World War II as the world has integrated into a more global society. Non-Western history including China, Japan, India, Africa, the Middle East, and Latin America will be covered also. Special emphasis is given to the legacies of Western civilization in the formation of the current Western world.

**Textbook:** *World History: Patterns of Interaction.* McDougall Littell, 2007.

#### **AP World History**

This college level course is a macro history course which studies the major developments globally from 8,000 B.C. to the present with an emphasis on the key themes of interaction between humans and the environment, development and interaction of cultures, state building, economic systems, and social systems. Special focus is placed on comparing, contrasting, and looking at change over time of civilizations in relation to social, technological, cultural, religious, and political aspects. This class is designed to provide students

with the ability to think critically, globally, and provide a Biblical worldview in relation to international issues which have and continue to affect history. The course prepares students to take the AP Exam in the spring by making global connections, developing writing skills, and analyzing primary sources.

**Textbook:** *World Civilizations: The Global Experience,* 6th ed. Pearson Longman, 2010.

#### **United States History, c. 1600s-1947**

This course is a study of the people, times, events, and contributions found in American traditions that have enabled our country to achieve greatness. This course begins with a focus on early American history, colonization, the American Revolution, establishing of government, growth in the 19th century, Civil War and Reconstruction, closing of the frontier, the Industrial Revolution, the World Wars, and the development of the United States as a global superpower. Studies in American government and economics are intertwined throughout the course.

**Textbook:** *The American Journey: A History of the United States,* Pearson, 2011

#### **AP United States History**

This college-level U.S. history class is designed to provide students with the analytical skills and factual knowledge necessary to form a better understanding of American history. It will teach students to assess evidence and interpretations in historical documents. Through analysis, students will be able to develop the skills necessary to arrive at conclusions on the basis of informed judgment and persuasively present ideas in writing. Also, the course is intended to provide students with the historical practices necessary to prepare for the AP exam in the spring.

**Textbook:** *Out of Many: A History of the American People. AP Edition,* 5th ed. Prentice Hall, 2007.

# COURSE DESCRIPTIONS

## HIGH SCHOOL HUMANITIES

### **U. S. History, Contemporary United States History, c. 1947-Present**

This one-semester course focuses on contemporary United States' history as the United States has increasingly become more involved in international affairs following World War II. Events and peoples are examined chronologically and include, but are not limited to, Postwar America, the Cold War, the Turbulent Sixties, Nixon and the Seventies, the Reagan Revolution, a Post-Cold War America, and current developments. Studies in American government and economics are intertwined throughout the course.

**Textbook:** *The American Journey: A History of the United States*, Pearson, 2011.

### **United States Government**

This one-semester course incorporates elements of basic political science, sociology, and world events into a comprehensive study of the U.S. Constitution. Students will also examine state and local governments and address issues relevant to southern California. Students will learn the philosophy, power structure, and processes related to American Federalism that have shaped and continue to shape the American political experience.

**Textbook:** *MacGruder's American Government*, Prentice Hall, 2004.

### **AP U.S. Government and Politics**

This college level course involves both the study of general concepts used to interpret United States politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute United States political reality. This class is designed to establish a foundation for students to better understand the American political system. During the course students will be asked to master key concepts as well develop a strong political science vocabulary. Students will implement the skills necessary to analyze and synthesize information to arrive at logical, well-thought-out conclusions from a Biblical worldview. One of the primary goals, aside from preparing for the AP exam, is to motivate student involvement in their government.

**Textbook:** *American Government: Institutions & Policies. AP*, 12th Edition. Wadsworth Cengage Learning, 2011.

# COURSE DESCRIPTIONS

## HIGH SCHOOL

### Mathematics Department

*The Mathematics Department recognizes that mathematics reflects the infinite and orderly nature of God, which demonstrates rationality, consistency and accuracy. The goal for the student is to know God, imitate Him and know that everything exists because of Him. The Mathematics Department plans for all students to have a solid foundation in mathematics so that as God reveals His will for their lives, they will be equipped to pursue that path.*

#### General Math Lab

General Math lab is a two-semester, individualized program designed to fulfill one year of mathematics credit.

#### Algebra IA

This one-year course focuses on the first half of Algebra 1 concepts and skills. Students study Ch.1-6 of the textbook as they explore and experience a variety of algebraic topics and language. These include the language and tools of algebra, solving linear equations, functions and patterns, analyzing linear equations, solving systems of linear equations, and solving linear inequalities.

**Textbooks:** *Algebra I Concepts, Skills and Pattern Solving.* Glencoe/McGraw Hill, 2008

#### Algebra 1B

This one year course focuses on the second half of Algebra 1 concepts and skills. Topics include polynomials, factoring, quadratic and exponential functions, solving quadratic equations, radical expressions and triangles, rational expressions and equations, statistics and probability.

**Textbook:** *Algebra 1 Concepts, Skills and Problem Solving.* Glencoe/McGraw Hill, 2008

#### Algebra I

This course introduces the language and methods of algebra. Included in this course are solving and graphing linear equations and inequalities; solving equations of two variables through graphic and algebraic methods; working with irrational numbers; reasoning and logic; and applying algebraic methods into practical situations.

**Textbook:** *Algebra I, Concepts, Skills and Pattern Solving,* Glencoe/McGraw Hill, 2008

#### Algebra II

This course is designed to challenge students in the application of various algebraic techniques. The course begins with a review of fundamental algebra skills and concepts. The sequence of material covered includes

solving equations, inequalities, and linear relations; systems of equations and inequalities; matrices; polynomial equations, inequalities, and radicals; quadratic functions including conic sections; exponential and logarithmic relations; topics in discrete mathematics including sequences, series, probability, and statistics; and basic trigonometric functions. Graphing calculator required.

**Textbook:** *Algebra 2.* Glencoe/McGraw Hill, 2003

#### Honors Algebra II

This is an in-depth extension of Algebra II with an added emphasis on writing, vocabulary, and articulation.

**Textbook:** *Algebra 2.* Glencoe/McGraw Hill, 2003

#### Geometry

This course of study begins with the language of geometry and the logic of geometry, followed by parallelism, congruent triangles, inequalities in triangles, quadrilaterals, similarity, right triangles, circles, constructions area, area and volume of solids, and transformation geometry. Use of geometry specific software and websites is emphasized.

**Textbook :** *Geometry.* Glencoe/McGraw Hill, 2003

#### Honors Geometry

This course of study begins with the language of geometry and the logic of geometry, followed by parallelism, congruent triangles, inequalities in triangles, quadrilaterals, similarity, right triangles, circles, constructions area, area and volume of solids, and transformation geometry. Use of geometry specific software and websites emphasized. Topics are treated in depth and alternative assessments are added to the traditional tests.

**Textbook:** *Geometry.* Glencoe/McGraw Hill, 2003

# COURSE DESCRIPTIONS

## HIGH SCHOOL MATHEMATICS

### Statistics

(offered when minimum class size is met)

This class is an introductory course in statistics. It stresses statistical literacy and thinking, probability, the assessment of credibility, and value of the inferences made from data. Emphasis is on data collection and analysis. Alternative assessments including surveys, projects, and analyses, are central.

**Textbooks:** *The Practice of Statistics*, W. H. Freeman and Co., 4th ed., 2008

### AP Statistics

(offered when minimum class size is met)

This course prepares students for the AP Statistics Advanced Placement examination. It introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference.

**Textbook:** *Picturing the World*, Larson

### Introduction to College Mathematics

This course is designed to expand on the mathematical content of Algebra II. In addition to the review of algebra, which is integrated throughout the course, the student will study advanced mathematical concepts in equations and inequalities, graphing relations, trigonometric, logarithmic and exponential function, linear programming, logic, set theory, probability, and descriptive statistics.

### Pre-Calculus

This course prepares students for college level mathematics courses by increasing their understanding of Algebra. Topics include polynomial, rational, exponential and logarithmic functions. Trigonometry is stressed, covering right angle trigonometry, graphs, using formulas and solving equations. Systems of equations are solved. Matrices, sequences, probability and statistics are touched upon. Limits are introduced. Emphasis is placed on using the graphing calculator.

**Textbook-** *A Graphical Approach to Precalculus with Limits*. Prentice Hall, 2003

### Honors Pre-Calculus

This course is designed to prepare students for the AP Calculus course. Topics include polynomial, rational, exponential and logarithmic functions. Trigonometry is stressed, covering right angle trig, graphs, using formulas and solving equations. Systems of equations are solved. Matrices, sequences, probability and statistics are touched upon. Limits are introduced. Emphasis is placed on using the graphing calculator.

**Textbooks:** *A Graphical Approach to Precalculus with Limits*. Prentice Hall, 2003

### Calculus

(Offered when minimum class size is met)

This is a college-level, first year calculus course. Topics include functions, limits, derivatives, anti-derivatives, and applications of all concepts. Students will be able to solve graphically, support numerically, confirm analytically, and interpret the results verbally. The course requires the entire year to cover the material, therefore it is not recommended to take the AP exam as not all the material needed to be successful on the exam will be covered by the testing deadline.

**Textbooks:** *Calculus: Graphical Numerical, Algebraic*. Prentice Hall, 2003

### AP Calculus A/B

This college-level course prepares students for the advanced placement examination. Topics include functions, limits, derivatives, anti-derivatives, and applications of all of these concepts. The study of the material will be based on a balanced approach. Students will be able to solve graphically, support numerically, confirm analytically, and interpret results verbally all while applying calculus to problem situations.

**Textbooks:** *Calculus: Graphical Numerical, Algebraic*. Prentice Hall, 2003

# COURSE DESCRIPTIONS

## HIGH SCHOOL

### Science Department

*The mission of the Science Department is to teach that God is the author of the truth concerning His Creation. The department seeks to instill an appreciation for what has been discovered and a passion to probe for a deeper understanding of God's creation.*

*Understanding that the scientific method limits itself to natural explanations for natural phenomena, students will be able to discern between facts and assumptions. The department will equip students with solid Biblical and scientific foundations so that they are capable of engaging in an intelligent and logical dialogue about the moral and ethical questions that arise with each new scientific discovery as they meet the challenges of an ever-changing world.*

#### Physical Science

Physical Science involves the exploration of matter and energy as they relate to chemistry and physics. The class is divided into two sections: one semester of chemistry and one semester of physics. In the chemistry unit, the topics include properties of matter, states of matter, atomic structure, periodic table, chemical bonds, and chemical reactions. In the physics unit, the topics include motion, forces and motion, forces in fluids, work, power and machines, energy, thermal energy and heat.

**Textbook:** *Physical Science: Concepts in Action*, Prentice Hall, 2006

#### Biology

Biology, the science of life, is a 2 semester lab survey course dealing with the origin, nature, and relationships of living organisms. The major topics of study include cell biology, genetics, the origins of life, classification, microbiology, the Five Kingdoms, ecology, and a brief introduction to the human body. Students perform many labs during the course, including microscopes, dissections, model-making, and identification.

**Textbooks:** *Prentice Hall Biology*, Miller/Levine, 2003

#### Honors Biology

This is a lab survey course covering the major areas of biology, emphasizing God's design. The major areas include microbiology, genetics, creation and evolution, the five kingdoms, ecology, and a brief introduction into human biology. Honors Biology requires that students attend several extra labs. Critical thinking and hands-on lab skills are required.

**Textbooks:** *Prentice Hall Biology*, Prentice Hall, 2003

#### AP Biology

AP Biology is a college-level course that expands on many of the topics taught in Biology. Cell biology, genetics, taxonomy, ecology, and the various kingdoms are covered in much more depth. Several extended labs are essential to understanding the scientific process as it applies to the study of life. Ultimately, the goal of this course is to prepare students for the AP Biology Exam in May.

**Textbook:** *Biology, 8th Ed*, Pearson, 2008,

#### Anatomy/Physiology

Anatomy/Physiology is the study of the structure and function of the human body. Students will use this knowledge and their science process skills to complete a variety of labs including dissections. Several small projects will be completed during the year.

**Textbook:** *Essentials of Anatomy & Physiology* by Martini/Bartholomew-2007

**Textbooks:** *Essentials of Anatomy and Physiology*, Martini/Bartholomew-2007

#### Honors Anatomy/Physiology

This class is designed to allow the student to learn about their own body, God's ultimate creation. Students completing this course will be able to describe and examine the human body as a composite of interrelated parts; describe and successfully demonstrate the use of tools appropriate to dissection; identify and analyze symptoms and treatments of major diseases; and demonstrate how best to care for their own bodies.

**Textbooks:** *Essentials of Anatomy and Physiology*, Martini/Bartholomew-2007

# COURSE DESCRIPTIONS

## HIGH SCHOOL SCIENCE

### Chemistry

This lab-based introductory course is designed to provide students with a challenging, relevant, “hands-on” and content rich introduction to chemistry. Students are encouraged to develop a thoughtful, systematic approach to problem solving as they apply skills essential to understanding the nature of the experimental sciences. The course is designed to meet and/or exceed the Chemistry Content Standards for the State of California. Advanced math intensive chemistry concepts will be approached from a more qualitative, conceptual framework.

**Textbooks:** *World of Chemistry*, McDougall Litell/Houghton Mifflin, 2002

### Honors Chemistry

This lab-based introductory course is designed to provide students with a challenging, relevant, “hands-on” and content-rich introduction to chemistry. Students are encouraged to develop a thoughtful, systematic approach to problem solving as they apply skills essential to understanding the nature of the experimental sciences. The course is designed to meet and/or exceed the Chemistry Content Standards for the State of California, and will provide students with a foundation for passing the SAT II Chemistry Exam.

**Textbooks:** *Chemistry, 6th edition*, Zumdahl, 2005

### Physics

**(offered when minimum class size is met)**

This is a two semester lab-based introductory course in general physics covering Newtonian Mechanics, Waves, Electromagnetism, Optics, Thermodynamics and Nuclear Physics. Emphasis is placed on the graphical, numerical and algebraic analysis of experimental data to model real world phenomena and develop insight into core concepts. Students are challenged to implement a thoughtful, systematic approach to problem solving which will equip them to use their factual knowledge as a starting point for developing creative solutions.

**Textbook:** *Holt Physics*, Holt, J, Houghton Mifflin and Harcourt, 2009

### AP Chemistry (Alternates with AP Physics)

This rigorous lab intensive course will provide students with the equivalent of a 1st year College Chemistry Course. Students are required to attend zero period lab sessions beginning at 6:00AM every other Thursday. Upon successful completion of the class students will be prepared to pass the College Board AP Chemistry exam.

**Textbook:** *Chemistry, The Central Science*, 10th ed., Prentice Hall.

### AP Physics (Alternates with AP Chemistry)

This course provides a rigorous lab intensive introduction to classical Newtonian Mechanics and Electromagnetism. Emphasis is placed on graphical, numerical and algebraic analysis of experimental data to develop insight into core concepts. Throughout the course students will also receive instruction in the use of introductory calculus as an additional tool for the analysis and description of physical phenomena. However, no previous experience with calculus is necessary. Students are required to attend zero period lab sessions beginning at 6:00AM every other Thursday. Upon successful completion of the class students will be prepared to pass both the College Board AP Physics-C Mechanics and Electromagnetism Exams.

**Textbook:** *Physics for Scientist and Engineers* Holt-McDougal, 2008

# COURSE DESCRIPTIONS

## HIGH SCHOOL

### Foreign Language Department

*Spanish for the Christian is an integral tool in allowing us to fulfill the great commission. The objective of all Spanish courses at CHS is to develop communicative competence and proficiency in comprehension, speaking, reading, and writing Spanish as well as cultural awareness, providing students with the skill set and cultural sensitivity to be able to minister to the Spanish speaking world.*

#### Spanish I

This introductory Spanish course emphasizes understanding and basic grammar. As students gain a foundation in Spanish grammar and vocabulary, they begin to develop listening, speaking, reading, and writing skills. Spanish culture is also introduced.

**Textbook:** *Ven Conmigo Level 1*, Holt, Rinehart, Winston, 2002

#### Spanish II

This is an intermediate-level Spanish course reinforcing the grammar taught in first-year Spanish. It helps each student develop listening comprehension, speaking, reading, and writing skills. Grammar, especially verb conjugation, is emphasized.

Additionally, students acquire an understanding and appreciation of Hispanic culture.

**Textbooks:** *Ven Conmigo Level II*. Holt, Rinehart, Winston, 2002

#### Spanish III

This is an advanced-level Spanish course utilizing grammar from Spanish I and II and completing the remaining verb tenses. Conversation and writing skills are reinforced with an emphasis on daily usage in and outside the classroom. Further study of Hispanic culture is gained through various media and activities.

**Textbooks:** *Ven Conmigo Level II & III*. Holt, Rinehart, Winston, 2002

#### AP Spanish IV

**(offered when minimum class size is met)**

The AP Spanish Language course is instructed exclusively in Spanish. Students are expected and encouraged to practice and speak Spanish throughout the entire school year with teacher, peers, and any Spanish-speaking person in the community. This will enable them to express themselves orally by implementing the foundation created during the past three years of Spanish study. The AP Spanish Language exam is taken at the end of the course.

**Textbooks:** *Breaking the Spanish Barrier*, Breaking the Barrier, Inc.; *Abriendo Paso Lectura*, Prentice Hall; *The AP Spanish, Preparing for the Language Examination*, Pearson/Prentice Hall

# COURSE DESCRIPTIONS

## HIGH SCHOOL

### Physical Education

*The Physical Education Department of Christian Junior and Senior High School is committed to the development and improvement of our students' physical fitness and the ongoing acquisition of sports-related skills. The curriculum is specifically designed to help students achieve and maintain active and healthy lifestyles. The goal of each class is for students to learn the value of teamwork, sportsmanship and perseverance. Students are taught to integrate a Christian worldview by demonstrating the fruits of the spirit in their daily interactions with classmates. Through hands-on instruction, students are able to maximize the advancement of their physical, social, mental and spiritual health.*

#### **Physical Education**

Physical education provides a program aimed at developing all physical fitness characteristics and fundamental skills, while teaching genuine Christian character and sportsmanship. Emphasis is placed on sports strategies and recreational activities.

#### **Marching Band**

This class consists of concert band students who march in parades and perform field shows during the first semester. Students enrolled in concert band receive a credit for physical education for the fall semester.

#### **Athletic Physical Education**

This course is designed to condition varsity athletes who are not in their athletic season.

# COURSE DESCRIPTIONS

## HIGH SCHOOL

### Electives

#### **Art I**

This is an introductory art elective that offers a variety of 2-dimensional and 3-dimensional experiences. Students develop observation and technical skills in drawing, painting, design, printmaking, and sculpture while developing confidence in creative and visual expression. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skills, art criticism, art history, and aesthetics.

#### **Art II**

This class is for those who are interested in further exploration of art by accomplishing more advanced projects and adding additional techniques to their artistic skills.

**Prerequisites:** Art I

#### **AP Art**

In this college-level course students will expand their art skills and experiences as they meet the criteria and prepare a portfolio for Advanced Placement Studio Art.

#### **Symphonic Ensemble (Orchestra)**

This is a performance-oriented class for advanced music students who are serious musicians. This group performs symphonic and chamber music. Advanced students have the opportunity to write original compositions and have them performed by this and other Christian High School performing groups.

#### **Concert Band**

This band consists of instrumentalists at intermediate-to-advanced playing ability, performing as individuals and as a group. Music theory is incorporated into this class.

#### **Jazz Band**

In this second semester class, students perform different styles of jazz music as well as explore the art of improvisation. This group competes in competition during the spring semester.

#### **Vocal Ensemble**

Vocal Ensemble is an intermediate/advanced level class designed to develop students' music theory knowledge and skills, to study and practice a wide range of vocal music, to learn and experience leadership, and to provide opportunities for performance proficiency. Students will become skilled at musical notation and sight-reading. They will develop vocal/instrumental skills and establish criteria to evaluate music through critical listening. The Vocal Ensemble is responsible for designing and leading chapel music each week for the whole student body and for performing with the Choir at all performances during the year.

**Prerequisites:** Audition, application, and recommendation.

#### **Choir**

Choir is a performance-oriented class designed to provide the singer basic training in music theory, vocal production, and performance proficiency through concert experiences.

#### **Drama I**

Drama I is an introductory class exploring many aspects of theatre. Students are given an overview of set-building, properties, costumes, and stage make-up. Basic theatre history and beginning acting skills will also be learned. Each student performs in a scene/monologue showcase and/or one-act play.

#### **Drama II**

Students in this class will present several major productions during the year. Class time is spent in rehearsal and preparation for these productions.

**Prerequisite:** Class enrollment is by audition.

#### **Speech**

This course is designed to prepare students to write and present short speeches using a variety of techniques, styles, and presentations. Major speeches include demonstrative, informative, persuasive, and speeches for entertainment.

# COURSE DESCRIPTIONS

## HIGH SCHOOL

### Electives

#### Technology Fundamentals

This class focuses on keyboarding and basic computer literacy. (*Successful completion of this course meets the typing competency requirement for high school graduation.*)

**Textbook:** *Century 21: Computer Applications and Keyboarding, 9th Ed.*, Cengage Learning, 2010

#### Computer A/Computer Applications

This course is designed to familiarize students with the following computer applications: *Word, PowerPoint, Excel*, and *Access*. The course also covers Internet research skills.

**Textbook:** *MS Office 2007 Introductory Concepts and Techniques, XP Ed.*, Cengage Learning, 2008

#### Computer Applications B/Web Design

This course teaches students to integrate the computer with scanners and digital photography and covers a variety of graphic computer applications including *Adobe PhotoShop* and *Adobe InDesign*. Students will also design web pages with *Web Studio* software.

**Textbook:** *MS Office 2007 Introductory Concepts and Techniques, XP Ed.*, Cengage Learning, 2008

#### Math Lab

The Math Department uses this lab environment to support student learning where math achievement has been below mastery. This class provides the extra math practice in skills and comprehension that often enables a struggling student to be successful in their regularly assigned math course.

**Textbook:** Technology based instruction via [www.aleks.com](http://www.aleks.com), Regular class math textbook

#### Read 360

This class is designed to teach reading strategies, to increase reading comprehension, to practice a variety of reading skills, and to provide students the opportunity to improve their reading abilities. (*This course is an elective option only for students who have been tested and invited to join the class.*)

#### Study Skills Class

This course is designed to support academic achievement by developing study skills. (*Criteria for acceptance in this class must be met for enrollment. An additional fee is incurred with enrollment in this class.*)

#### Creative Sewing

This is a hands-on lab class where students learn hand sewing and machine sewing techniques used in fashioning and repairing clothing and non-clothing. Students will learn to use a sewing machine to complete class projects. Students with more advanced skills and experience will have additional options.

#### Interior Design (Housing)

This course offers students an introduction to housing design principles in order to make skilled decorating choices. Topics include evaluating housing need factors, an exploration of housing exterior design, and a detailed study of the principles and elements of design. Specific topics include color, line, furniture, and basic drafting.

#### On Your Own

This project-oriented class is designed to teach students skills required for independent personal management. Through simulations, instruction, field trips, practice, and projects, students will learn about values and decision making, employment, personal finance, and informed consumer choices.

#### Food and Nutrition

This course will give students fundamental knowledge necessary for safe, healthy, and creative food preparation and enjoyment. The main objective of the class is for students to become comfortable in the kitchen – preparing food and following recipes.

#### Yearbook

Students will produce the Christian High School yearbook while developing skills using computers, photography, advertisements, writing copy, and designing layouts.

**Prerequisites:** Teacher approval.

#### Newspaper

# COURSE DESCRIPTIONS

## HIGH SCHOOL

### Electives

This course exposes students to the many facets of journalism, including the production of the school newspaper (*Genesis*). Areas of study include writing, editing, computer layout (*PageMaker* and *Photoshop*), and advertising.

**Prerequisite:** Minimum grade of B in English class and approval of advisor

#### **Library Science**

Students are trained to assist the librarian in the Library Media Center, including using computers for a variety of purposes and helping other students use the library.

#### **Digital Video Production**

In this class, students will learn the art of film production by way of DV (Digital Video). By studying script writing, cinematography, sound capturing, and video editing, students will gain an understanding of a professional work-flow implementing these skills. In addition, students will learn essential technical elements such as, digital vs analog, digital compression, green screening, etc.

#### **Advanced Digital Video Production**

Advanced Film Production will build significantly on the student's artistic understanding and skill as it applies to film-making. Students will also explore the artistic elements of film, including lighting, sound mixing, and direction. Students will go through the entire film-making process as they work both individually and in groups. Students will also study the impact of film and television on society from social, political, spiritual, and economic perspectives.

**Prerequisite:** Completion of the Digital Video Production Class and approval by the teacher.

#### **Introduction to Photography**

Photography for the Christian is an integral tool in allowing us to reveal the qualities and characteristics of God. The objective of the photography course is to learn the art of photography, so that with every image captured, God's qualities are revealed. Students will have technical mastery of their camera and be able to use those skills to create art quality photographs that utilize the elements and principles of design. Students need to have their own SLR (Single-Lens Reflex) digital camera. If the camera is not digital, the student will be responsible having their film developed at a lab outside of school, and the cost of the development/prints.

# INTERNATIONAL PROGRAM

## HIGH INTENSITY LANGUAGE TRAINING CLASSES (HILT)

### ESL - English as a Second Language

**High School English (ESL II)** This two-semester course is designed for beginner ESL students usually in grades 9 and 10. It covers listening, speaking, grammar, and vocabulary development. The course with one year of ESL Lab and one year of English American History is designed to fulfill one year college-prep English requirement. Students completing this course usually proceed to the intermediate level (ESL III)  
CREDITS: One each semester.

### High School English (ESL III)

This two-semester course is designed for intermediate students in grades 9-11. It covers listening, speaking, reading, and writing skills in the content area of English. The course with one year of English Lab is designed to fulfill one year, college-prep English requirement. Students completing this course should be able to succeed (in varying degrees) in regular English 9 and Advanced English.  
CREDITS: One each semester. This course may be used to meet the UC "B" or "F" requirement and the CSU English requirement.  
GRADE LEVELS: B = 9, F = 9, 10, 11, 12

### Content-Based English

#### English Reading, Writing and Advanced Grammar (ESL IV)

This two-semester course is designed for advanced students in grades 9-12. It covers listening, speaking, reading, and writing skills in the content area of English. This course is designed to fulfill one year, college-prep, English requirement. It is also designed to be used as an elective for students in mainstreamed English classes who need additional English as identified by the SLEP test. Students who complete this course should be able to succeed in most mainstreamed classes in grades 9-11.  
RECOMMENDED PREREQUISITES: ESL III  
CREDITS: One each semester. This course may be used to meet a UC "B" or "F" requirement and CSU English requirement.  
GRADE LEVELS: B = 10; F = 9, 10, 11, 12

**English American History for Content and Sheltered US History/Geography** (For students enrolled in English II and III) The lessons in these two levels of US History form the foundation for understanding US History and Government. The lessons include spiritual heritage interwoven throughout the text and activities. Students are challenged to compare world events, moral and ethical issues and historical decisions with Scripture.  
CREDITS: English American History - one each semester as an elective. Sheltered US one each semester as US History Credit (UC approved for college-prep credit).  
GRADE LEVELS: A = 9-12; F = 9-12

### Sheltered (Content Classes)

(Also includes English American History and United States History)

**Sheltered Bible I and Sheltered Bible II** - The Bible is the text, and these two classes lay the foundation for understanding the Way, the Truth and the Life. Old Testament survey is presented in Bible I. Students are taught God's promises and the fulfillment of prophecy in Christ's birth, death, and resurrection, including with creation, Jewish history, the prophets, the Exile and the Promised Land. Bible II challenges the thinking through topical studies, memory verses, and DICE exercises (Define, Inquire, Content and Emphasis) to analyze and make personal application of scripture. The teaching of the gospels with special emphasis in the book of Mark as well as discussion of issues is the focus of this class.  
CREDITS: One each semester as a Bible Credit.

### Individualized Instruction

**ESL Lab** The lab is an individualized, computer-enhanced approaches designed to improve basic skills and for SAT, ACT and TOEFL preparation.  
CREDITS: One each semester as an elective.

**University of California College-Prep A-G Class (All classes receive credit toward graduation)**

Also offer non-credit audit ~ Senior Tutor Class

# INTERNATIONAL PROGRAM

## TRANSCRIPT GUIDELINES AND CREDIT INFORMATION

### TRANSCRIPT GUIDELINES AND CREDIT INFORMATION

- A. Official transcripts are required of all students entering grades 9-12:
1. Grades 9-11: A copy of an officially STAMPED transcript will be accepted for initial screening
  2. **Official** Stamped transcripts must be included with the final application
    - a. a stamped original-language transcript
    - b. a stamped officially-translated English-language transcript
  3. **NO** reconsideration for past work will be given for **ALTERED or CHANGED** transcripts
  4. To play sports in 9-12, another **official** transcript must be submitted to CIF approved translators
  5. Grade 12 students are not presently being accepted. The following is for exceptional decisions:  
Officially STAMPED transcripts must be in with the application for initial screening
    - a. a stamped original-language transcript
    - b. a stamped officially-translated English-language transcriptIf exceptional acceptance is granted, senior must take a **full load** (14 credits) for a CHS diploma.  
**Minimal** college counseling/transcript assistance is available for senior transfer students.
  6. All students must be under age 20 at time of graduation to be accepted.
- B. Grades 9-11 Credits: (all subjects taken must be verified as to hours and content)
1. Out of Country Transcripts:
    - a. all **accepted** subjects will receive a “Credit” — not a letter or number grade \*
    - b. the maximum number of transfer credits for grade 9 is 7 classes (14 CHS credits) usually:
      - (i) EFL English
      - (ii) World History or a combination of at least 3 (usually geography, history and politics)
      - (iii) Math
      - (iv) Physical Science (combination of both physics and chemistry)
      - (v) ½ year credit Computer/Technology **OR** Fine Arts
      - (vi) Foreign Language II (if educated in 1<sup>st</sup> language for 2 semesters through grade 9)
      - (vii) ½ year credit Physical Education
    - c. the maximum number of transfer credits for grade 10-11 is 7 classes (14 CHS credits)
      - (i) only clearly defined course work will be accepted as equivalent
      - (ii) hours in class per week or units of credit must be equivalent to CHS
      - (iii) unmarked / undefined subjects will receive a credit only
      - (iv) honors or IB grades issued by accredited institution receive letter grades
    - d. all students must take a **full load** (14 CHS credits) to remain in SEVIS (I-20) status
    - e. second semester grade 11 transfer students must go to summer school for US History
  2. Out of State Transcripts:
    - a. all credits from regionally accredited schools will receive the letter grade issued
    - b. all credits from any non-accredited school will receive “Credit” – not a letter or number grade\*
    - c. the maximum number of credits for 9-11 is 7 classes (14 CHS credits)
    - d. all course work must be clearly defined to receive equivalent CHS credit
- C. Grade 12 Credits: (Grade 12 students not presently accepted) Exceptions only:
1. All Out of Country transfer rules above apply
  2. All Out of State transfer rules above apply
  3. All Official transcripts must be turned in with the application
- D. Grades 1-8
1. A copy of an officially STAMPED transcript will be accepted for initial screening
  2. Official transcripts must be included with the final application
  3. The past two years’ grades are required
- E. **Charges for Transcript Requests**
1. For presently enrolled students applying to college, no charge
  2. All other requests are \$10.00 each; must be paid for in advance. Special mailing charges apply.

# CHRISTIAN JUNIOR AND SENIOR HIGH

## ACADEMIC POLICIES

### **Non-Discrimination Policy**

Christian Unified Schools of San Diego admits students of any race, color, nationality, and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. CUSSD does not discriminate on the basis of race, color national and ethnic origin in administration of educational policies, admissions policies, scholarship and loan programs and athletic and other school-sponsored programs.

### **Hold Harmless Agreement**

Upon enrollment at CJHS/CHS parents, legal guardians, or Organizations, agree that they shall defend, indemnify and hold harmless Christian Unified Schools of San Diego (CUSSD) and its representatives from any and all claims, causes of action, demands, costs, damages including both direct and consequential damages, specifically including attorney's fees and costs, expert fees and cost and mediation and/or arbitration fees and costs incurred, arising in any way out of the actions of their student. They further agree at their own expense, to defend any suit or action brought against CJHS/CHS founded upon the claim of such damage to persons or property. This indemnity agreement applies to both active and passive negligence on the part of CJHS/CHS and its representatives to the fullest extent permissible under law. Choice of counsel remains solely that of CJHS/CHS.

### **Absence Policy**

Regular school attendance is required by law and is necessary for academic achievement. There are three types of absences at CHS:

- Excused: Due to (a) illness and (b) professional services in connection with student's health and welfare (medical, dental, optical) (c) approved absence in writing to the Attendance Clerk two days in advance for vacation, church retreats, college/university visits (d) emergencies with approval from the administration.
- Unexcused: Are all other absences. A student will not receive credit for work done or due the day of an unexcused absence(s).
- Truancy: Absence for reasons which are neither acceptable to the school or approved by the parents; or where evidence shows facts have been misrepresented regarding the absence or failure to bring a signed parent note. If a student is 10 minutes late to class without a pass, he/she is considered to be truant. A truancy will not be cleared after three days. Students will not receive credit for work due on day(s) he/she is truant. Truants are tracked by the semester.

**After an absence, a student returning to school** must report to the office with a signed excuse if a parent/guardian has not already notified the office. A student will not be re-admitted to a class if the office has not been notified by the parent. **NO ABSENCE WILL BE EXCUSED WITHOUT A NOTE SIGNED BY A PARENT/GUARDIAN OR DOCUMENTATION OF A PARENT/GUARDIAN PHONE CALL.** It is the student's responsibility to provide documentation of an excused absence before classes begin. A tardy will be given if the student is not in his/her first period class on time.

**Students can miss no more than two (2) periods in order to participate on his/her team, club, or performing arts groups, for any after-school practice or performance. Students who are sick with contagious diseases are not allowed to participate in any after-school performance/athletic event.**

## **Academic Integrity**

Honest behavior is expected for all students at Christian Unified Schools of San Diego. Our goal is to create and maintain an ethical academic atmosphere. All students and their parents are required to read, agree to, and sign the Plagiarism Contract each year.

Acts of academic dishonesty, which will not be tolerated at CUSSD, are listed below:

- Cheating on any classroom assignment, test or quiz
- Plagiarism: copying or representing another's ideas, words or work as one's own without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism.
- Fabrication (any falsification of or invention of date, citation, or other authority in an assignment)
- Theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

## **Academic Probation**

At the end of any semester, a student who has earned less than 2.0 GPA will be placed on academic probation. Students will be placed on contract and meet regularly with an administrator.

## **Class Placement**

### ***Requirements for AP Courses***

All AP summer work is due on the first day of the school year, unless previously approved by the administration. All students whose summer work is not turned in on the first day will be automatically dropped from the course.

Because the AP classes are at a college level, criteria for placement will be left to the teacher's discretion and will include evaluation of the following:

- Successful completion of prerequisite classes
- Previous teacher recommendation
- Score on an entry test at the beginning of the year.

At the end of 1<sup>st</sup> semester, students with less than an 83% will be given the option to drop the class or continue.

All students enrolled in an AP class are **REQUIRED** to take the AP test. Students will be required to pay for the test at a rate of \$100 per test taken. Students will be notified by March 31 as to whether or not a particular test will be offered in the current school year. If a student has an emergency situation, he/she must request to be excused from the test by the Vice Principal of Academics. If an AP student is excused by the administration from the test:

- There is a \$20 fee for the unused test
- No extra GPA point will be given for second semester grade.
- Student will be required to take a final exam in the AP subject and are not required to attend regularly scheduled classes on the day of the AP exam.

While CHS often proctors tests for courses not offered, the decisions to provide the extra testing opportunities are at

the discretion of the administration, taking into account the number of students requesting to take the test, space available for testing, and personnel available for proctoring.

### ***Definition of an Honors Class***

An honors class is one in which the atmosphere is further enhanced through additional materials, more depth in learning, extra labs, added opportunities for critical thinking, and a higher-level writing component, often culminating in an end-of-semester term paper or project.

### ***AP and Honors Requirements***

- For a student moving from an honors level to honors or AP class 83%  
*(Students must earn 93% in Algebra I to go to Honors Geometry.)*
- For student to continue in an honors class from 1st to 2nd semester. 83%
- For student moving from college prep to honors (2<sup>nd</sup> semester) 93%

### ***Department Academic Policies***

#### **Bible Department**

- Students who fail a Bible class must make up the course over the summer, after first having the summer course approved by the Vice Principal.
- Students who fail Bible class for two consecutive semesters may be expelled from this school for the following semester.

#### **English Department**

- Summer Reading is required to be complete the first day of school for all English classes.

#### **Foreign Language Department**

- A 90% average on the Spanish II entrance exam is required in order to take Spanish II without taking Spanish I
- Student must earn **63%+ on final exam and 73% each semester** in order to move to the next level or next semester.
- AP Spanish: Native speakers must pass the Entrance Exam with an 80% average
- To move to AP Spanish requires a **73%+** on the Spanish III final exam.

#### **History Department**

**All classes must be taken in the following progression.**

World History I

World History II or AP World History for class of 2015+

U.S. History (11th Grade)

Government (12th Grade)\*\*

Economics (12th Grade)\*\*

\*\*Note: Government and Economics must be taken in the senior year but may be taken in either semester, as offered.

Student in AP history classes must sign and turn in a *Contract to Pursue Academic Excellence*, complete summer work, and pass an entrance exam. Any break in the contract may cause the removal of the student by the teacher or administration.

## Mathematics Department

- Student must earn **63%+ on final exam and 73% each semester** in order to move to the next level or next semester.

## Science Department

### **Pre-requisites for courses and qualifying grades:**

- Honors Biology – 75%+ on Stanford Achievement Test in Science, ACT or SAT scores
- Honors Chemistry – 83%+ in Honors Geometry and/or Honors Algebra II or 93% in Geometry and/or Algebra II
- AP Chemistry – 93% in Chemistry, 83% in Honors Chemistry
- AP Biology – 83%+ in Honors Biology or 93% in Biology
- AP Physics – Completion of or concurrent enrollment in Pre-calculus
- Honors Anatomy – 83%+ in Honors Biology or 93% in Biology

## **Classroom Video Use**

The administration does not approve of the use of movies or videos that contain vulgar or profane language, nudity, sexually explicit scenes, and portrayal of drug use or violence which are educationally inappropriate for classroom purposes and for the particular student group. All video policies also apply to the classroom use of YouTube or other similar Internet-based video viewing sites. Teachers are instructed to also use caution related to the sidebar advertisements and videos showing while viewing an Internet-based video. The teacher must complete a Lesson Planning Guide for approval prior to showing the material in class.

- Movies and videos rated “PG-13” or “R” may only be shown to students in grades 9-12 for instructional purposes if found to be educationally suitable and with advance approval from the principal and the vice principal. Advance notification must be given to parents and guardians when such material will be used.
- Movies and videos rated “PG” may be shown for instructional purposes if found to be educationally suitable to students in grades 7-12 and require no advance administrative approval. Advance notification must be given to parents and guardians when such material is used. “PG” movies or videos may be shown for instructional purposes to students in grades 7-12.
- Movies and videos rated “G” may be shown for instructional purposes only to students in grades K-12. Advance administrative approval is not necessary, nor is advance notification to parents.
- Movies and videos that are not rated may also be considered unsuitable for particular student groups due to vulgar or profane language, nudity, sexually explicit scenes, portrayal of drug use or violence. In order to determine their suitability, such movies and videos shall be previewed by the principal and vice principal.
- Movies published and distributed as part of the curriculum do not require preapproval as long as they fall within the guidelines above. If a teacher is in doubt, he/she should verify the video with an administrator.

If necessary, final determination on the viewing of any movie will be made by the superintendent.

## **Controversial Issues**

CUSSD takes a strong stance on the essential issues of the Christian faith. Peripheral topics in controversial doctrine, on the other hand, are treated with care. Teachers are encouraged to explain both sides of any controversial issue, being careful not to put the other position down since we enroll students from a variety of denominations. We abide by the following statement: “In essentials, unity. In non-essentials, liberty. In all things, charity.”

## Credit for Late Assignments

(Subject to Absence Policy definitions for excused and unexcused absences)

Credit for daily homework assignments which are turned in late is at the discretion of the individual teacher. The teacher's classroom policy will be noted in his/her course syllabus, given to students at the beginning of the school year/semester.

Credit for major projects or essays which are late will be given according to the following scale. This is not the automatic grade for the assignment, but rather the maximum number of points that may be earned.

Project or essay turned in at the beginning of period on the due date (Day 1)	100%
Project or essay turned in from Day 1 through the next day/same class period (Day 2)	50%
Project or essay turned in from Day 2 through the next day/same class period (Day 3)	40%
Project or essay turned in from Day 3 through the next day/same class period (Day 4)	30%
Project or essay turned in from Day 4 through the next day/same class period (Day 5)	20%
Project or essay turned in from Day 5 through the next day/same class period (Day 6)	10%
Project or essay turned in after Day 6	0%

## Dropping Grades

Although not required, teachers have the authority to choose whether or not to allow students to drop a particular grade from the grade book once per semester, usually done at the end of the semester. The regulations for dropping grades are as follows:

- All students must be provided with equal access to drop grades.
- The teacher's policy on dropping grades should be noted in his/her syllabus, given to students at the beginning of the school year/semester.
- No test, exam, project, essay, or other major grade may ever be dropped from the grade book.
- If the teacher allows it, students may choose either one quiz or homework grade to be dropped per semester.

## Extra Credit

Extra credit is designed to assist students who, though generally progressing, have had a small number of assignments with which they have struggled. Teachers, at their discretion, have the option of providing extra credit for students. The regulations for extra credit are as follows:

- All students must be provided equal access to extra credit.
- The teacher's policy on extra credit should be noted in his/her syllabus, given to students at the beginning of the school year/semester.
- Extra credit assignments should be over and above the regular class assignments.
- At no point, should extra credit earned total more than 2% of a student's semester average.

## Final Exams

Finals will be given at the end of each semester in all classes. The exam will be comprehensive and will last approximately 90 minutes. While students may view a graded copy of their final exams, the exams themselves will not be returned to students for test security reasons. The weight of the exam is 20% of the semester grade in high school and 10% of the semester grade in junior high. There will be a charge of \$50 per final exam for rescheduling an exam for reasons other than verified illness.

### *Second Semester Senior Final Exams*

In the second semester of a student's senior year, he/she may be exempted from taking final exams if the following requirements have been met throughout the semester:

- The student may have no more than 5 absences in the class. This does not include absences related to school functions (i.e. sports, field trips, etc.). It does, however, include college visits, which CHS encourages seniors to make over one of the pre-scheduled breaks (i.e. Winter Break, Easter Break, etc.).

## Graduation Requirements – High School

A student must accumulate a minimum of 54 units of credit. One unit of credit is awarded upon successful completion of each course each semester.

Seniors can have no more than one semester of a course deficiency in order to walk at graduation. Students with any course deficiency will not receive a diploma.

### *College Preparatory Curriculum*

The College Preparatory Curriculum aligns with the requirements for entry into California state schools (i.e. University of California and California State University, etc.) and private colleges and universities.

English	4 years
Mathematics	3 years (Algebra I and II and Geometry, minimum)
Social Science	3 years (Class of 2015, 4 years)
Science	3 years (1 year of life science, 2 years of physical science)
Fine Art	1 year (same course)
Bible	Each semester at CHS
Health	1 semester (ends with Class of 2014)
P. E	3 semesters
Foreign Language	2 years (same language)
Technology Fundamentals	1 semester – student may test out
Extra academic class	1 year (Math, Foreign Language, or Science)
Electives	9 Semesters
Community Service	65 Hours (Freshman 10, Sophomore 15, Junior/Senior 20)

Students planning on attending a 2-year institution after high school complete the College Preparatory Curriculum with the following adjustments:

- No Foreign Language Requirement
- Three required elective classes included in the nine semester graduation requirement
- Take six semesters of Physical Education

## Graduation Requirements – Junior High

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

English 7  
Pre-Algebra Math 7/ Math Lab/  
Adv. Pre-Algebra  
United States History 7  
Science 7  
Bible 7  
Physical Education  
Elective

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

English 8/Advanced English 8  
Math 8/Advanced Math 8/Math Lab  
United States History 8  
Science 8  
Bible 8  
Physical Education  
Elective

Students may take Algebra 1 or Spanish 1 in 8<sup>th</sup> grade which will fulfill the High School requirement for that class. The Junior High Keyboarding elective class fulfills the High School technology requirement.

If a student fails two or more required classes and does not make up the classes in summer school, he/she will be required to repeat the grade.

## **Group Work**

In order to assure that work is distributed evenly among group members; all group projects must be done in-class, under the close supervision of a teacher or other qualified personnel.

## **Honor Roll**

Each semester, a Principal's Honor Roll and a regular Honor Roll are developed. Principal's Honor Roll requires the average score to be greater than or equal to a 3.6, with the lowest individual class grade greater than or equal to 3.6. To qualify for the Honor Roll, the student's average score must be greater than or equal to a 3.3 and the lowest individual class grade greater than or equal to a 2.6.

## **Honor Societies**

The California Scholarship Federation honors students who have achieved a high academic level of excellence. The Christian High School CSF chapter receives new members at the beginning of each semester. Students must apply for membership in CSF. A life membership pin is awarded to a senior who has been a member of CSF for four of the last six semesters (one qualifying semester must be in the senior year).

Eligibility requirements - earn 10 CSF points (A=3; B=1), 7 points must be earned in academic subjects while the remaining 3 may be earned from any other subjects which requires daily homework. A student is not eligible for

## **Make-up Work**

Students will be allowed time to make up work missed because of a pre-approved (excused) absence or an illness. The time will not exceed the number of days missed, plus one day. (e.g. 3 days absence may warrant 4 days to make up the work).

## **Make-Up Tests**

Make-up tests can be taken on campus. Teachers who have students needing to take make-up tests will deliver the test paper and all necessary documents (i.e. Scantron form, formula sheets, etc.) to the library no later than 12 noon on the day of the makeup testing. Any tests received after that time must be taken on the subsequent day. Once taken, the test will be returned to the teacher.

If a teacher gives a make-up test in his/her classroom, that is acceptable; however, the teacher is responsible for directly supervising the student who is testing. At no time will students be sent out of the classroom or be out of the presence of the teacher to take a make-up test.

## **Retesting**

While the bulk of categorical grade book decisions are left to the discretion of the individual teacher or each Academic Department, there are two categories which are regulated by policy. A teacher's grading policy should be noted in his/her syllabus, which is given to students at the beginning of each school year/semester.

In the Junior High, the grade book grade will count 90%, with the final exam counting the remaining 10% of the semester grade. In the High School, the grade book grade will count 80%, with the final exam counting the remaining 20% of the semester grade.

At no time should the category containing homework grades account for more than 15% of a student's average.

## **School Term**

The school term is divided into two eighteen-week semesters, with two semester grading periods, and two mid-semester progress reporting periods. There are seven fifty-minute classes per day, and an optional Bonus Period of 50 minutes.

## Standards/Format for Writing Papers

The standard format for all papers is MLA.

The Heading format is:

<i>Student name</i>	<i>Joseph Williams</i>
<i>Teacher name</i>	<i>Mrs. Johnson</i>
<i>Course name, period</i>	<i>English I, Period 3</i>
<i>Date</i>	<i>06 February 2011</i>

**Documentation Format:** All sources **must** be documented. All papers are submitted to SafeAssignment to check for plagiarism and to ensure that citations are formatted accurately. The Writing Lab link in Blackboard which is available in every course provides instruction in proper formatting. Students will be directed to this resource by their teachers.

## Summer Reading

Summer reading is an integral part of the academic program at CUSSD. Each summer, students are given a Summer Reading List. The books on this list have been selected by our English department and are correlated to the curriculum in the grade the student is entering. During the first week of school, students' knowledge of the book/s will be assessed. The Summer Reading List is available on the CUSSD website, beginning in mid-May each year.

## Take-Home Tests

In the interest of preserving the integrity of the testing environment, take-home tests are not allowed. Students must take all tests in a setting which is closely monitored by the instructor or other qualified personnel.

## Time on Tests

Unless a student has documented learning needs or meets criteria otherwise established by the administration, he/she, at no time, is to be given extra time in which to complete tests, quizzes or other assignments without permission from the administration.

## Transfer Credits

### **Currently Enrolled Students**

ALL courses taken outside of CHS must be pre-approved by the Vice Principal of Academics in order to receive credit towards a CHS College Preparatory Diploma. Courses must be WASC-approved (or from an equivalent accrediting body) in order to be considered for CHS credit. No online courses will be approved for credit towards a CHS College Preparatory Diploma without specific written pre-approval from the Principal. To replace a CHS required course, courses taken outside CHS must be comparable to the required CHS course.

In general, CHS will accept courses taken at a community college if the course is designated, by the community college, as a CSU/UC approved course. All courses which are sequential in nature (i.e. Foreign Languages and Mathematics) will require that the student pass the corresponding CHS final exam (with a 70% or better) in that subject in order to move into the next level class. College courses with a minimum of 3 units will be counted as a maximum of 2 semesters of high school credit per class. Extra GPA points will NOT be given for honors or AP courses taken outside of CHS which are not offered by CHS. Because of the uniqueness of the CHS Humanities program, courses in English, Bible and History must be taken at CHS each semester the student is enrolled. No outside courses will be approved.

### **Transfer Students**

Courses currently listed on the incoming student's transcript will be approved/denied upon review by the Vice Principal of Academics or the Director of Counseling. Upon entry to CHS, the beginning GPA, calculated using all approved incoming courses, will be noted on the student's record. Transfer courses which are non-WASC accredited (or from an equivalent accrediting body) will be noted as "Credit" only (CR) on the CHS transcript and will

not factor into a student's GPA. International Students should see the International Section of the catalog for transfer credits and guidelines

### **Valedictorian/Salutatorian and Top Ranking Juniors**

The **Valedictorian** is the student who, having attended CHS in 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades has academically achieved the highest overall ranking according to the following criteria:

- Highest grade point average (at the end of the third quarter)
- Number of semesters of high school credits earned
- Level of accomplishment in each academic area

The **Salutatorian** is the student who, having attended CHS in 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades has academically achieved the 2<sup>nd</sup> highest overall ranking according to the above criteria.

Students who are designated **Top Ranking Juniors** at the CHS graduation ceremony are students who, having attended CHS in 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades, have the 3 highest cumulative GPAs.

# CHRISTIAN UNIFIED SCHOOLS OF SAN DIEGO PHILOSOPHY STATEMENTS

## GENERAL PHILOSOPHY STATEMENT

Because we believe God's Word is the primary source of truth and meaning, Christian Unified Schools of San Diego (CUSSD) seeks to operate based on Biblical principles. From God's Word, perspective from the past, context for the present, and direction for the future is established.

Christian Unified Schools of San Diego believes that Jesus Christ is the Truth (John 14:6) and in Him as revealed in God's Word, lives can be sanctified (John 17:17) and set apart to glorify God (I Corinthians 6:20). In accordance with the Articles of Faith and Practice (attached), CUSSD seeks to integrate faith with life and learning from a Biblical point of view by providing a coherent academic foundation within a consistent method of thinking, which includes the concepts that all people are:

- Made in the image of God – physical and spiritual beings: creative, independent, thinking and capable of having a relationship with God and others
- Fallen and sinful
- Redeemable – saved by Jesus' crucifixion and resurrection
- Valuable – unique, having purpose and free will, able to pursue interests and love
- Flesh and blood – who possess physical, emotional, spiritual, intellectual, and social strengths and weaknesses

Our goal is to train students in the arts and sciences and to nurture them in the faith of Christ, so that they are challenged to think well and live well, and do both for the glory of God and in service to others. The Mission, Vision, Core Values, and Expected School-wide Learning Results (ESLRs) reflect this philosophy.

## CURRICULUM PHILOSOPHY STATEMENTS

### General Curricular Statement:

The curriculum is designed to produce rational, reasoning and responsible Christian citizens with a Biblical worldview as the foundations for thinking, doing, and being. With knowledge that God is the Giver of all Wisdom, Christian Unified Schools of San Diego seeks to:

- Incorporate a Biblical worldview into each unit, grade, class, and program in a purposeful, intentional, and pro-active manner
- Instill the Tools of Learning incrementally, by building on concepts one step at a time in ascending order
- Articulate, integrate, and align the content into the various disciplines and within each level
- Provide a balance of quality academic, arts, athletic, leadership, and service opportunities
- Meet educational needs so that the students will:
  - Have firm convictions based on a foundation of Biblical truth, sound thinking, and practical purpose
  - Be prepared to further their education
  - Become skilled, life-long, self-directed learners
  - Have a body of knowledge and skills
  - Be able to develop facts into logical arguments to solve problems
  - Be able to convey their critical thinking ability clearly, eloquently, and persuasively
  - Live well in two kingdoms simultaneously
  - Contribute to and influence the culture in which they live as salt and light
  - Lead with integrity
  - Serve with love

The **Curriculum** is rigorously developed, thoroughly documented, well-executed, and Biblically integrated. It is structured to provide interrelated disciplines. It incorporates the general philosophy, school-wide learning results, measurable objectives, instructional strategies, adequate resources, and appropriate assessments throughout. It is driven by policies and procedures. It includes a Biblical worldview and a Great Commission perspective.

The **Methodology** uses researched, best practices to incorporate knowledge with application through differentiated instruction aligned to cognitive development. It provides a dynamic, rich, creative, learning environment. It incorporates high-yield instructional strategies, technology, and activities to promote wisdom and understanding, essential skills and content knowledge, and critical and higher-level thinking ability.

The **Goal** is to provide for the educational needs of individual students while motivating them to attain to the best of their God-given ability within the framework of character development. It seeks to prepare students to live life from a Biblical worldview with strong moral and spiritual values. It hopes to see students who continue learning, leading, and serving with integrity and purpose. It desires that students glorify God by loving God and others with their whole hearts, minds, and souls.

### **Administration Philosophy Statement**

The administration is responsible to uphold the philosophy and foundational statements, provide a carefully developed curriculum, professionally support and serve the teachers, and work to ensure a God-honoring school where like-minded parents can expect their student to receive a quality Christian, college preparatory, liberal arts education.

### **Teacher Philosophy Statement**

The teachers are instruments of God in the redeeming and shaping process. As detailed in the Staff Code of Ethics, they model Christian behavior and strive to instill knowledge and the tools of learning in the student. The teachers are vital to the establishment of the spiritual and professional quality of the school. They are to be called by God to teach, train, discipline, and serve. They are to have a clear Christian testimony, be growing in their Christian faith, and be life-long learners. They are to model, integrate, and include a Biblical worldview and Great Commission perspective in lessons, activities, and assessments. They are to be professionally prepared and appropriately qualified. They are charged to:

- Support the school's philosophy, foundational statements, and school-wide policies
- Maintain professional conduct
- Possess and utilize effective classroom management skills
- Use developmentally appropriate, sufficiently challenging instructional strategies
- Be well-prepared for class
- Communicate clearly and effectively
- Assess learning accurately
- Reflect and improve continually
- Demonstrate God's character instructionally and relationally

### **Parental Philosophy Statement**

The parents and the church are the institutions charged with the education of children. Therefore, the parents are ultimately responsible for the physical, emotional, spiritual, mental, and social development of their child. The parents, by entrusting their students to the school, understand and support the philosophy, foundational statements, and school-wide policies. They strive to reinforce the school's values as ascribed in the Parental Agreement. They participate in activities, and they provide for the success of their student.

## **Student Philosophy Statement**

The students are uniquely created in the image of God and in need of discipleship to use their talents to full potential as they grow in grace, knowledge, and wisdom of the Lord and Savior Jesus Christ (II Peter 3:18). Students are to be prepared, principled, and creative life-long learners and well-educated, purposeful, Godly leaders and servants. They are to submit to the authority structure set in place by God not only while students but also as adults. They are to abide by the school-wide standards as outlined in the Student Agreement and handbook and strive to attain the Expected School-Wide learning Results by becoming:

Influential Christians who:

- Accept the Lord Jesus Christ as personal Savior.
- Apply Biblical principles as the foundation for moral and spiritual living.
- Develop and maintain an informed Biblical worldview that shapes their lifestyle choices.
- Demonstrate God's love through acts of service and sharing the gospel.

Investigative Learners who:

- Master a body of knowledge, vocabulary, and skills.
- Understand, analyze, and order relationships among facts.
- Assess their needs and apply appropriate strategies to learn concepts and skills.
- Actively use the tools of learning throughout their lifetime.

Perceptive Thinkers who:

- Identify, analyze, discriminate, prioritize, and apply information.
- Have the ability to solve problems by thinking independently and logically.
- Make responsible and well-reasoned decisions.
- Actively seek and apply absolute truths.

Effective Communicators who:

- Demonstrate the ability to accurately understand, interpret, and exchange information.
- Communicate with eloquence, creativity, and persuasion in writing and in speech.
- Develop and utilize artistic expression.
- Proclaim and defend the gospel with wisdom, wit and respect.

Quality Producers who:

- Demonstrate a growing knowledge of curriculum.
- Develop their God-given talents and abilities.
- Display standards of excellence in all pursuits.
- Work well with others toward a common goal.

Responsible Citizens who:

- Respect and submit to authority.
- Actively protect and promote freedom and democracy.
- Enjoy God's creation and live as good stewards within it.
- Recognize and contribute to meeting the needs of others.