

# COVENANT DAY SCHOOL

## JUNIOR COURSE DESCRIPTIONS

### COMPOSITION & LITERATURE – COLLEGE PREPARATORY

The College Preparatory Composition and Literature course consists of two parts. The first semester focuses on rhetorical analysis and essay writing. Students read and analyze a variety of essays and speeches by both past and contemporary speakers and writers recognized for their excellence in style and thought. Students then practice writing essays that reflect the styles and techniques they have learned from the close readings. During the second semester, students focus on literature, reading and analyzing modern and contemporary pieces of literature ranging from plays, to novels, to short stories. The aim of this course is to cap off the students' knowledge of literature by exposing them to pieces of literature not studied in the more traditional British and American literature courses. Texts are also chosen for the ethical, philosophical and theological questions they raise about human behavior, and students learn to evaluate these works from the perspective provided by the Christian faith.

*Prerequisite: Successful completion of previous English course*

Credits: 1.0      GPA: 4.0

### COMPOSITION & LITERATURE – HONORS

The Honors Composition and Literature course consists of two parts. We devote the first semester to mastering the written essay in several forms. This portion of the class consists of close readings of both past and contemporary essayists recognized for their excellence in style and thought. Students then practice writing essays that reflect many of the styles and techniques they have learned from the close readings. We will conclude the first semester with an in-depth study of rhetorical strategies for writing.

During the second semester, students focus on literature. Students study modern and contemporary pieces of literature ranging from plays, to novels, to short stories. The aim of this course is to cap off the students' knowledge of literature by exposing them to pieces of literature not studied in the more traditional British and American literature courses. Texts are also chosen for the ethical, philosophical and theological questions they raise about human behavior. Students learn to evaluate these works from the perspective provided by the Christian faith.

Please note that the course will begin with a rigorous review of grammar to refresh students' knowledge of these concepts and to establish expectations for written assignments.

The honors section of this course differs from the college preparatory section in the expectations, intensity, and depth of study. Students read additional books and complete more complex writing assignments. It is expected that students' thoughts and writing show advanced skills of analysis and expression. Their work is evaluated accordingly.

*Prerequisite: Successful completion of previous English course*

Credits: 1.0      GPA: 4.5

### ENGLISH LANGUAGE AND COMPOSITION – ADVANCED PLACEMENT

AP English Language and Composition will prepare students for the Advanced Placement Exam in English Language. The course is intended to take the place of a college freshman-level course, and students may earn college credit by receiving a qualifying score on the exams administered in May.

Students will practice reading and writing with the goal of better grasping such elements as diction, syntax, tone, structure, purpose and meaning. Writing will go beyond formulaic responses and will emphasize content, purpose, and audience with special attention paid to the traditional elements of rhetoric.

Upon completion of the course students should be able to:

- analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- apply effective strategies and techniques in their own writing;
- create and sustain arguments based on readings, research, and/or personal experience;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- write in a variety of genres and contexts, both formal and informal, employing appropriate conventions;
- produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions;

\* Adapted from Advanced Placement Program catalog for English Language and Composition.

Working from a perspective provided by the Christian faith, students will analyze the moral and ethical questions raised by the literature they read.

*Prerequisite: "B" average or higher in previous English course and teacher approval*

Credits: 1.0      GPA scale: 5.0

### ALGEBRA II – COLLEGE PREPARATORY

College Preparatory Algebra II is a course that builds on the basic skills acquired in Algebra I and the logic skills and spatial relationships attained in Geometry. Abstract thinking continues to be developed as the course examines functions through multiple representations, such as graphs, tables, and symbolic notation. Extensive work with transformations in each function family helps to prepare students for advanced courses where an extensive knowledge of functions is necessary. The use of graphing calculators is integral to this course for presenting, understanding, and reinforcing concepts. This tool also makes it possible to use "real" data in exercises and application problems. Throughout the course, emphasis is given to understanding the relationship between God and his created world as described in mathematics and the natural sciences. Also, as students develop the rational thinking necessary to understand algebra, they are also encouraged to use this same rational thinking in formulating theological arguments and defending their faith.

*Prerequisite: Successful completion of Geometry*

Credits: 1.0      GPA scale: 4.0

### ALGEBRA II – HONORS

Honors Algebra II is a course that builds on the basic skills acquired in Algebra I and the logic skills and spatial relationships attained in Geometry. Abstract thinking continues to be developed as the course examines functions through multiple representations, such as graphs, tables, and symbolic notation. Extensive work with transformations in each function family helps to prepare students for advanced courses where an extensive knowledge of functions is necessary. The use of graphing calculators is integral to this course for presenting, understanding, and reinforcing concepts. This tool also makes it possible to use "real" data in exercises and application problems. The honors section of this course includes additional topics such as conic

sections and trigonometry to prepare students for a full Pre-Calculus class the following year. Throughout the course, emphasis is given to understanding the relationship between God and His created world as described in mathematics and the natural sciences. Also, as students develop the rational thinking necessary to understand algebra, they are also encouraged to use this same rational thinking in formulating theological arguments and defending their faith.

*Prerequisite: "B" average or higher in Honors Geometry (or A in College Preparatory Geometry) and teacher approval*

Credits: 1.0      GPA scale: 4.5

### **PRE-CALCULUS – COLLEGE PREPARATORY**

College Preparatory Pre-Calculus is a course for the college-bound student who has completed Algebra II. A wide assortment of pre-calculus topics will be covered, including a solid introduction to trigonometry. The study of function families that was begun in Algebra II will be extended and new topics such as sequences and series, parametric equations, and probability will be added as time allows. Students will continue to use the graphing calculator as an essential tool for analyzing functions and problem solving. Emphasis again will be placed on a multi-representational approach for all concepts. As with all the advanced math courses that CDS offers, emphasis will also be placed on understanding the role of mathematics in describing and understanding God's created world, and on the development of rational thought as needed to formulate theological arguments.

*Prerequisite: Successful completion of Algebra II*

Credits: 1.0      GPA scale: 4.0

### **PRE-CALCULUS – HONORS**

This course is for students who have successfully completed Honors Algebra II and are preparing for a college program that will be demanding in the areas of mathematics and science. The objectives of this course are to help the students truly understand the fundamental concepts of algebra, trigonometry, and analytic geometry; to foreshadow many of the important ideas of calculus; and to show how algebra and trigonometry can be used to model real-life problems. The course includes a thorough development of all the major function families, and an integration of analytic geometry, trigonometry, vectors, parametric equations, and polar graphs. A multi-representational approach is emphasized (geometrical, numerical, analytical, and verbal) for all concepts, and the use of the graphing calculator is integral to the course. This course is a pre-requisite for students who plan to complete Calculus AB in their junior or senior year. As with all of the advanced math courses that CDS offers, emphasis will also be placed on understanding the role of mathematics in describing and understanding God's created world, and on the development of rational thought as needed to formulate theological arguments.

*Prerequisite: Successful completion of Honors Algebra II and teacher approval*

Credits: 1.0      GPA scale: 4.5

### **CALCULUS AB – ADVANCED PLACEMENT**

This course will be based on the topic outline produced by the College Board for Calculus AB. The culmination of the course will be the College Board Advanced Placement AB examination in Calculus. Students successful on this exam may be eligible to receive college credit for one semester of calculus. In this course, students will learn to evaluate limits, to differentiate and to integrate various elementary functions and to apply those skills in a variety of problem situations. This course will emphasize a multi-representational approach to calculus, with most concepts and problems being expressed graphically, numerically, analytically, and verbally. To that end, the use of a graphing calculator is integral to the course, as it is a vital tool in helping to link these different representations. As with all of the advanced math courses that CDS offers, emphasis will also be placed on understanding the role of mathematics in describing and understanding God's created world, and on the development of rational thought as needed to formulate theological arguments.

*Prerequisite: Honors Pre-Calculus and teacher approval*

Credits: 1.0      GPA scale: 5.0

### **STATISTICS - ADVANCED PLACEMENT**

Advanced Placement Statistics is based on the topic outline produced by the College Board with a culmination of the course being the College Board AP Exam where the student may receive college credit. These topics include the exploration of data, sampling, experimentation through simulation, observational and experimental studies, probability, and statistical inference. Technology used in the course will be an appropriate graphing calculator (TI-nSpire CX (preferred), TI-84 family), Microsoft Excel, Google Sheets and various web applets.

As with all of the advanced math courses that CDS offers, emphasis will also be placed on understanding the role of mathematics in describing and understanding God's created world, and on the development of rational thought as needed to formulate theological arguments.

*Prerequisite: Honors Algebra II or successful completion of a course for which Algebra II is a prerequisite, and teacher approval.*

Credits: 1.0      GPA scale: 5.0

### **BIOLOGY – ADVANCED PLACEMENT**

AP Biology is a full year TWO period course equivalent to the first semester introductory college-level biology course with a lab component. Students will cultivate their understanding of biology through inquiry-based investigations as they explore the following topics in detail and make valuable connections regarding the numerous relationships among these big ideas of life science: evolution, cellular processes—energy and communication, genetics, information transfer, ecology, and interactions regarding ecosystems. These topics will be approached through a biblical worldview as students evaluate and assess various biological theories through the lens of Scripture. This course includes a student-directed, inquiry-based lab in which each big idea is unpacked through cooperative process.

*Prerequisite: "B" average or higher in Honors Bio and Honors Chem or "A" average in CP Bio and CP Chem and teacher approval*

Credits: 1.0      GPA scale: 5.0.

### **CHEMISTRY – ADVANCED PLACEMENT**

AP Chemistry is designed to build upon the Chemistry I curriculum at the level of a first-year college chemistry course. It will be a two-period elective course. This course will meet the needs of students who wish to enter higher education in the sciences and prepare students to take the Advanced Placement chemistry exam. AP Chemistry will develop scientifically literate and Christian individuals who are capable of understanding principles of general chemistry and the order that it represents at an intricate level.

Objectives:

- To provide a body of knowledge, principles, and concepts which characterize chemistry
- To analyze scientific information critically and to recognize the limitations of scientific knowledge

- To gain conceptual and practical skills through involvement in scientific activity
- To improve in the ability to communicate scientific ideas both written and oral
- To make the Christian student aware of the impact of science on society and to prepare for life in a technological age
- To gain an ability to apply knowledge and skills in such a way as to generate new knowledge
- To develop, from a Christian worldview, an appreciation of the responsibilities facing the scientist

Prerequisite: Teacher approval and a solid A in a college preparatory chemistry I course or an “A” or “B” average in an honors chemistry I course. It is recommended that students have successfully completed Algebra II with a “B” or higher.

Credits: 1.0    GPA scale: 5.0

### **ENVIRONMENTAL SCIENCE – COLLEGE PREPARATORY**

College Preparatory Environmental Science is an interdisciplinary course, encompassing both natural and social sciences. Specifically, environmental science is the study of how humans affect and interact with the living and nonliving environment. The goal of the course is to acquire a general understanding of the natural environment and to assess how human activity alters this extremely complex system. Major themes throughout the year will be God’s omnipotence and creativity as Creator and Sustainer of Life, as well as man’s responsibility to be stewards over God’s creation. Given the wide scope of the course, the course will include topics such as ecology and biodiversity, energy, pollution, climate, populations, and earth’s resources.

*Prerequisite: none*

Credits: 1.0    GPA scale: 4.0

### **ENVIRONMENTAL SCIENCE - HONORS**

Honors Environmental Science is an interdisciplinary course, encompassing both natural and social sciences. Specifically, environmental science is the study of how humans affect and interact with the living and nonliving environment. The goal of the course is to acquire a general understanding of the natural environment and to assess how human activity alters this extremely complex system. Major themes throughout the year will be God’s omnipotence and creativity as Creator and Sustainer of Life, as well as man’s responsibility to be stewards over God’s creation. The course will include topics such as ecology and biodiversity, energy, pollution, climate, populations, and earth’s resources. As with other honors level courses, the expectations on the student will be higher.

*Prerequisite: “B” average or higher in previous year’s science course and teacher approval*

Credits: 1.0    GPA scale: 4.5

### **ENVIRONMENTAL SCIENCE - ADVANCED PLACEMENT**

In a word, this course is interdisciplinary, involving the study of units on ecology and biodiversity, energy, pollution, climate, populations, earth’s resources and more. Because of this blend of subject matter, this course is extremely relevant to our everyday lives, and is helpful for becoming a well-informed citizen and follower of Christ who has been charged with the task of stewarding God’s creation well. This course is designed to be the equivalent of a college introductory environmental science course, both in the range of topics studied, and in the depth, specificity and detail of course material. During this academic year, you will learn how to apply scientific processes to analyze and learn about the most important problems of our time by interpreting scientific data and drawing logical conclusions. The class will be unique in that the concepts learned can be widely applied to real life and hopefully inspire personal action.

*Prerequisite: “B” average or higher in previous year’s science course and teacher approval*

Credits: 1.0    GPA scale: 5.0

### **SPORTS & EXERCISE SCIENCE – COLLEGE PREPARATORY**

This course is designed to provide students with a hands-on learning experience as we take an in-depth look at the multi-layered and ever-growing field of exercise science. This class is interdisciplinary in the scope of material covered (athletic injury, energy systems, nutrition, biomechanics/kinesiology, psychology) and therefore will expose students to a wide array of fields of study that fall under the umbrella of exercise science. Additionally, this class provides a great opportunity to for students to apply much of the knowledge gained in classes such as biology, anatomy and physiology, chemistry, physical science, and psychology to practical and clinical settings within the lab component of this course.

*Prerequisite: none*

Credits: 1.0    GPA scale: 4.0

### **SPORTS & EXERCISE SCIENCE – HONORS**

This course is designed to provide students with a hands-on learning experience as we take an in-depth look at the multi-layered and ever-growing field of exercise science. This class is interdisciplinary in the scope of material covered (athletic injury, energy systems, nutrition, biomechanics/kinesiology, psychology) and therefore will expose students to a wide array of fields of study that fall under the umbrella of exercise science. Additionally, this class provides a great opportunity to for students to apply much of the knowledge gained in classes such as biology, anatomy and physiology, chemistry, physical science, and psychology to practical and clinical settings within the lab component of this course.

*Prerequisite: Successful completion of Biology*

Credits: 1.0    GPA scale: 4.5

### **PHYSICS 1 – ADVANCED PLACEMENT**

AP Physics 1 is an Algebra-based full year TWO period course that is equivalent to the first semester course of Algebra-based Physics. This will be a two-period course and will include hands-on laboratory work, with an emphasis on inquiry-based investigations. The course includes Kinematics, Dynamics, Circular Motion and Gravitation, Energy, Momentum, Work, Torque, Rotational Motion, Angular Momentum, and Simple Harmonic Motion. This course will help the student develop a deep understanding of the foundational principles that shape classical mechanics. They will learn to develop reasoning about physical phenomena using scientific practices, such as explaining relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data, and making connections across multiple topics.

*Prerequisite: Successful completion of Chemistry and teacher approval*

Credits: 1.0    GPA scale: 5.0

### **ANATOMY & PHYSIOLOGY – HONORS**

This course is designed to expand the students' knowledge of the structure and function of the human body. Emphasis will be placed on the interactions of organs as they work together to maintain balance or homeostasis. The student will be able to witness and appreciate the perfection of our Creator's plan and the importance to protect that which He has bestowed on us. Technology, dissections and research will supplement the text and presentations.

*Prerequisite: Successful completion of Biology I and Chemistry I*

Credits: 1.0      GPA scale: 4.5

### **US GOVERNMENT & CIVICS – COLLEGE PREPARATORY**

Students are given a basic knowledge of the fundamental workings of the U.S. government. Specifics include a general background on various types of government, the historical framework of the current U.S. government system, and the system of federalism. Students then do an in-depth examination of the three branches of the government: legislative, executive and judicial. Students are provided an introductory look at politics, but the focus is on the study of citizenship and government. Additionally, the course will primarily focus on what it means to be a Christian in 21<sup>st</sup>-century government and politics.

*Prerequisite: None*

Credits: 1.0      GPA scale: 4.0

### **US GOVERNMENT & CIVICS – HONORS**

Students are given a basic knowledge of the fundamental workings of the U.S. government. Specifics include a general background on various types of government, the historical framework of the current U.S. government system, and the system of federalism. Students then do an in-depth examination of the three branches of the government: legislative, executive and judicial. Students are provided an introductory look at politics, but the focus is on the study of citizenship and government.

Honors Government and Civics will cover the same material listed above but at a more in-depth level. This level will be accomplished by consideration of primary source material and more aggressive reading schedule. More substantial analysis will also be expected. Additionally, the course will primarily focus on what it means to be a Christian in 21<sup>st</sup>-century government and politics.

*Prerequisite: "B" average or higher in previous year's history course & teacher approval*

Credits: 1.0      GPA scale: 4.5

### **GOVERNMENT AND POLITICS: U.S. – ADVANCED PLACEMENT**

AP U.S. Government and Politics will give students an analytical and biblical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students will be introduced to important facts, concepts, and theories pertaining to U.S. government and politics. They will also be asked to explain typical patterns of political processes and behavior and their consequences for our world. Moreover, students will interpret basic data, theories, and concepts relevant to US government and politics.

*Prerequisite: "B" average or higher in previous year's history course and teacher approval*

Credits: 1.0      GPA scale: 5.0

### **HUMAN GEOGRAPHY – ADVANCED PLACEMENT**

- The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This course is designed to meet the criteria of an introductory college course in human geography. This course will also give students a unique understanding of the study of God's creation and providential work in history.

*Prerequisite: Successful completion of previous year's history course and teacher approval*

Credits: 1.0      GPA scale: 5.0

### **PSYCHOLOGY/SOCIOLOGY – HONORS**

This course will consist of one semester of Psychology and one semester of Sociology. The Psychology portion will engage students in the understanding, articulation, and dissemination of psychology as a science. Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. It emphasizes the empirical examination of behavior and mental processes and it infuses perspectives fostering students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, and solve problems. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior. The Sociology portion is designed to give students the tools necessary to concentrate on the systematic study of human society and human interaction. Students will develop a sociological imagination in which they will observe the connections between their personal lives within society, as well as public policy issues. Using observation, the scientific method, and cross-cultural examination, students will discover how patterns of behavior develop, culture is learned, and social predictions are made. The opportunity to study both disciplines from a Christian perspective will allow students to see God's design for His creation in these areas.

*Prerequisite: Successful completion of previous year's history course*

Credits: 1.0      GPA scale: 4.5

### **PSYCHOLOGY – ADVANCED PLACEMENT**

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Throughout the learning process the class will weave the understanding of God's design for human thought and behavior and how to address the issues that arrive from living in this fallen world.

*Prerequisite: Successful completion of previous year's history course and Mr. Jameson's signature*

Credits: 1.0      GPA scale: 5.0

## **BIBLE 11 – CHRISTIAN DOCTRINE**

Christian Doctrine introduces students to the basic elements of reformed Christian doctrine. It consists of a survey of Christian thought using the Westminster Confession of Faith and the Larger and Shorter Catechisms. The student will be exposed to the primary teachings of the Bible regarding the Holy Scriptures, God, man, creation, the fall, and redemption. Matters concerning the Christian life, as well as a consideration of the nature of the Church, the Christian family, the Law of God and the end times will be covered in this course.

*Prerequisite: None – required course for all 11<sup>th</sup> graders*

Credits: 1.0      GPA scale: 4.0

## **FRENCH I**

The text *Discovering French Nouveau! Bleu* is part of a carefully articulated three-level sequence of French instruction. Each level has its own special focus which builds in a spiraling progression across levels. The first level, *Bleu*, teaches basic communication with learned phrases, simple questions and answers, simple descriptions of people and things, simple narrations in the present tense (with an introduction to past narration), as well as simple explanations as to why something is done. Themes such as greeting and meeting people, time and weather, family and friends, food and restaurants, money and shopping, school and education, daily activities, getting around a city, describing oneself, home and furnishings, possessions and their description, sports, fitness, daily routines, medical and dental care, clothing and personal appearance, leisure activities, music and entertainment, vacation and travel, and transportation are introduced.

With the school's Christian mission in mind, familiar Bible passages, including the annual school verse, are presented in French as an introduction to theological vocabulary and as a reminder that the Word was sent to all people. Critical thinking from a Biblical worldview is encouraged, particularly in the area of cultural comparisons.

*Prerequisite: None*

Credits: 1.0      GPA scale: 4.0

## **FRENCH II**

The text, *Discovering French Nouveau! Blanc*, builds upon the foundation of the first year. This level teaches creative conversation with asking and answering of more complex questions, more detailed descriptions, including simple comparisons of people, things and actions, basic narration of past conditions and events (using passé composé and imparfait tenses) as well as future events, discussions of hypothetical conditions and events, and expression of personal wishes, needs and obligations. Themes introduced during the first year are reviewed and amplified. New themes such as jobs and professions, helping around the house, and nature and the environment are introduced.

With the school's Christian mission in mind, familiar Bible passages, including the annual school verse, are presented in French as a continued introduction to theological vocabulary and as a reminder that the Word was sent to all people. Critical thinking from a Biblical worldview is encouraged particularly, in the area of cultural comparisons.

*Prerequisite: Successful completion of French I and teacher approval*

Credits: 1.0      GPA scale: 4.0

## **FRENCH III - HONORS**

The text, *Discovering French Nouveau! Rouge*, once again builds upon the first two levels. By the third year, students will be able to participate in extended conversation, using complex sentences and appropriate pronouns. They will be able to make more complex comparisons of people, things and actions. They will be able to present extended narration of past, present and future events and corresponding conditions, as well as expressing emotions, wishes and hypotheses in complex sentences. Themes introduced during the first two years are revisited, using more complex vocabulary and situations. New themes such as services and repairs as well as hotel accommodations are presented. Students will be able to express doubts and emotions, and cause and purpose, in complex discussion situations. The cultural video segments correspond to the reading section at the end of each unit. The third-year text places an even stronger emphasis on reading and reading strategies, using a variety of authentic texts, as well as on culture, with extensive presentations about the French-speaking world.

With the school's Christian mission in mind, Bible passages, including the annual school verse, are studied in French and additional theological vocabulary is introduced, as a reminder that the Word was sent to all people. Critical thinking from a Biblical worldview is encouraged, particularly in the area of cultural comparisons. Regular writing assignments concentrate on analysis of ideas and situations from a Biblical perspective.

*Prerequisite: Successful completion of French II and teacher approval*

Credits: 1.0      GPA scale: 4.5

## **FRENCH IV – HONORS**

This course is intended for qualified students who are interested in continuing their study of French at an advanced level and is designed to provide students with a communicative ability in the French language. The course has the following objectives:

- to develop the ability to understand spoken French in various contexts
- to develop a French vocabulary sufficient for reading newspaper and magazine articles, literary texts, and other nontechnical writing, with occasional use of a dictionary
- to develop the ability to express oneself in French, both orally and in writing, coherently and with reasonable fluency and accuracy

The course focuses on the mastery of communicative language skills rather than on the content of specific texts. It is based on the study of materials from a variety of sources dealing with themes consistent with the revised AP French Language and Culture course: global challenges, science and technology, contemporary life, personal and public identities, families and communities, beauty and aesthetics.

Students must demonstrate the expected levels of proficiency in the four language skills: listening, speaking, reading and writing. The use of French in the classroom is a given.

Biblical passages are read and discussed each day and exposure to Biblical vocabulary is continued. Critical thinking from a Biblical worldview is encouraged, particularly in the area of cultural comparisons. Writing assignments and in-class discussions offer opportunities to develop and express a coherent Biblical worldview.

*Prerequisite: Successful completion of French III and teacher approval*

Credits: 1.0      GPA scale: 4.5

## **LATIN II**

In Latin II, students will consolidate skills learned in Latin I and will continue to acquire and develop reading and grammar skills using the *Cambridge Latin Course*. Instruction continues around the narrative of the daily lives of Romans to integrate additional cultural, historical, and geographical material into the Latin readings. These become more complex, utilizing all conjugations, participles, as well as subordinate clauses. Students may also read authentic Latin texts, both secular and theological. The study of Latin lends itself to a discussion of how the historical and geographical context of the Roman Empire affected the development of the Christian church. Latin students will have the opportunity to take the National Latin Exam, a nationally given exam, and medals and certificates are awarded for high scores in each level. In April, students attend the North Carolina Junior Classical League Convention, where they can compete in a variety of contests, including essay writing, graphic arts, and oral Latin competitions.

*Prerequisite: "B" average in Latin I (or in 8th Grade Latin at CDS) and teacher approval*

Credits: 1.0      GPA scale: 4.0

## **LATIN III – HONORS**

In Honors Latin III, students will consolidate skills learned in Latin II and continue to acquire and develop more complex reading and grammar skills using the *Cambridge Latin Course*. Instruction continues around the narrative of the daily lives of Romans to integrate additional cultural, historical, and geographical material into the Latin readings. The study of Latin lends itself to a discussion of how the historical and geographical context of the Roman Empire affected the development of the Christian church. Other texts, both secular and theological, may be read as well. Latin students will have the opportunity to take the National Latin Exam, a nationally given exam, and medals and certificates are awarded for high scores in each level. In April, students attend the North Carolina Junior Classical League Convention, where they can compete in a variety of contests, including essay writing, graphic arts, and oral Latin competitions.

*Prerequisite: Successful completion of Latin II and teacher approval; recommended "B" average or higher*

Credits: 1.0      GPA scale: 4.5

## **LATIN IV – HONORS**

This course is designed as a continuation of Honors Latin III. Students will complete the *Cambridge Latin Course* and begin reading selected Latin authors, while reviewing and consolidating grammar. As in earlier levels, attention is paid to the way that Latin enables us to appreciate the cultural setting in which the early church grew and developed the message of the Gospel. For example, students read a letter sent to the Emperor Trajan about 80 years after the death and resurrection of Christ. In it, the governor of Bythynia, Pliny, asks for advice on how to handle a puzzling group of troublemakers called Christians. In addition, we preview the AP curriculum and begin reading some of the required sections of Caesar's *Gallic War*.

Latin students will have the opportunity to take the National Latin Exam, a nationally given exam, and medals and certificates are awarded for high scores in each level. In April, students will attend the North Carolina Junior Classical League Convention, where they can compete in a variety of contests, including essay writing, graphic arts, and oral Latin competitions.

*Prerequisite: Successful completion of Latin III Honors and teacher approval*

Credits: 1.0      GPA scale: 4.5

## **SPANISH I**

The purpose of the Spanish I option at Covenant Day School is to provide a classroom experience that combines reading, writing, and speaking the language with elements of the Hispanic culture. The text, *Senderos, Nivel I*, is designed to provide both oral and written communication with vocabulary and grammar. Each chapter includes vocabulary coordinated with one or more grammar objectives. Students are encouraged to use new vocabulary in both previously learned and unfamiliar grammatical contexts, thus creating a spiral curriculum. Class time focuses on practicing listening comprehension and oral communication as well as reading comprehension and written exercises. Much of the class is conducted in Spanish, but grammatical concepts are taught in English. With the school's Christian mission in mind, some familiar Bible passages will be read and memorized in Spanish as an introduction to theological vocabulary and relevant topics in a unit to serve as a reminder that the Word was sent to all people.

*Prerequisite: None*

Credits: 1.0      GPA scale: 4.0

## **SPANISH II**

The purpose of the Spanish 2 course at Covenant Day School is to provide a classroom experience that combines reading, writing, and speaking the language with elements of the Hispanic culture. The text, *Senderos, Nivel II*, is designed to build upon and enhance the vocabulary and grammatical concepts that were learned in Spanish 1 by providing both oral and written communication. This book, with its basic subjects and experiences that occur in everyday life, provides a context to which students relate. Each chapter includes vocabulary coordinated with one or more grammar objectives. Students are encouraged to use new vocabulary in both previously learned and unfamiliar grammatical contexts, thus creating a spiral curriculum. Class time includes listening comprehension, reading comprehension, and both oral and written exercises. Most of the class is conducted in Spanish, but grammatical concepts are taught in English. As we seek to better understand another language and culture, we broaden our understanding of the God who made all of us in His image. Learning another language provides us with increased opportunities for service and affords us a wider sphere of influence in contributing to the building up of the kingdom of God.

*Prerequisite: Successful completion of Spanish I and teacher approval; recommended "B" or higher*

Credits: 1.0      GPA scale: 4.0

## **SPANISH III - HONORS**

The purpose of the Honors Spanish 3 course at Covenant Day School is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. The text, *Senderos, Nivel III*, continues to build upon and enhance vocabulary and grammatical concepts that were learned in levels 1 and 2 of Spanish. Students continue in development of listening, speaking, reading, and writing skills. Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course.

The content may include, but is not limited to, the following:

- conversational expression of feelings, ideas, and opinions in Spanish
- comprehension of spoken and written Spanish
- oral and written presentation of information and ideas, in Spanish, to an audience
- social interaction patterns within Hispanic culture(s)
- connections between the Spanish language and culture(s) and other disciplines
- communication patterns of languages

- Spanish language usage within and beyond the school

As we seek to better understand another language and culture, we broaden our understanding of the God who made all of us in His image. Learning another language provides us with increased opportunities for service and affords us a wider sphere of influence in contributing to the building up of the kingdom of God.

*Prerequisite: Successful completion of Spanish II and teacher approval; recommended "B" or higher*

Credits: 1.0 GPA scale: 4.5

#### **SPANISH IV - HONORS**

The purpose of the Honors Spanish 4 course at Covenant Day School is to provide a classroom experience that combines reading, writing, and speaking the language with elements of the Hispanic culture. The course continues to focus on vocabulary acquisition as well as increased proficiency in speaking, listening, reading, and writing. Students are encouraged to gain conversational fluency in Spanish. Heightened emphasis is placed on reading and discussing Latin American literature and on composition. Class is conducted in Spanish.

With the school's Christian mission in mind, some familiar Bible passages will be read and memorized in Spanish, as an introduction to theological vocabulary, and as a reminder that the Word was sent to all peoples.

*Prerequisite: Successful completion of Spanish III and teacher approval*

Credits: 1.0 GPA scale: 4.5

#### **SPANISH LANGUAGE – ADVANCED PLACEMENT**

AP Spanish Language is intended for students who wish to develop their proficiency in all four language skills: listening, speaking, reading, and writing. Students who enroll should already have a basic knowledge of the language and culture of Spanish-speaking peoples and should have attained a reasonable proficiency in listening comprehension, speaking, reading, and writing. Although these qualifications may be attained in a variety of ways, it is assumed that most students will be in the final stages of their secondary school training and will have had substantial work in the language. This course is designed to be comparable to advanced level (fifth- and sixth-semester or the equivalent) college/university Spanish language courses.

As we seek to better understand another language and culture, we broaden our understanding of the God who made all of us in His image. Learning another language provides us with increased opportunities for service and affords us a wider sphere of influence in contributing to the building up of the kingdom of God.

*Prerequisite: "B" average or higher in Spanish IV Honors and teacher approval*

Credits: 1.0 GPA scale: 5.0

## **11<sup>th</sup> Grade Elective Options**

**(Electives are one credit courses and 4.0 GPA value unless specified otherwise)**

*Courses noted with an "\*" meet the fine arts requirement for graduation.*

**ACADEMIC COACHING** – Academic Coaching is a service that is offered to lower, middle and high school students at CDS. The goal is to provide test-taking strategies, study skills, time management techniques and organizational help for students. It will also include "light tutoring." This is a 1:1 program which will be individualized toward a student's specific learning style, strengths, and weaknesses. There is a fee in addition to tuition for participation in this program. Session quantity varies with the grade and schedule of the student. Academic Coaching takes place during a required additional study hall. Space is limited. For more information, please contact Caron Lye in Academic Resources at [clye@covenantday.org](mailto:clye@covenantday.org).

**\*ART I** – This course is designed to introduce the beginning artist to various techniques of creating artworks and exploring how God's beauty is reflected in our world every day, and in the history of art-making. The basic elements of design, composition, and color-theory are introduced. Artworks are produced through drawing, painting, mixed-media, ceramics, and printmaking.

**\*ART 2D/3D** – This is a course designed to expand on the techniques and processes studied in Intro to Art. The focus of the class will be the creation of artwork while introducing new, more advanced mediums and ideas. In addition, greater emphasis is placed on creating an artist statement as they explore their purpose and intentions in creating art. Students are expected to take risks and use this art-related terminology for class critiques (both self-critiques and peer critiques).

*Prerequisite: Art I*

**\*HONORS ART** - Students in this course build upon media skills & design concepts learned in Art 2D/3D, (a prerequisite). Greater depth of skill development & creative thinking is encouraged in this course. Extended periods of time are allotted for production of drawings, sculptures & paintings to promote accelerated skill development with the emphasis upon art as expressive communication. The student begins developing a personal portfolio of art works. Weekly sketchbook drawings or independent art works are required.

*Prerequisite: Art 2D/3D*

Credits: 1.0 GPA scale: 4.5

**\*STUDIO ART – ADVANCED PLACEMENT** – This studio course is based upon the format of the higher-level Advanced Placement Studio art course. If the student is hoping to continue in Art, but does not wish to complete the AP portfolio, they may take Art IV as an alternative. However, it is highly recommended that students taking this course go ahead and complete the AP Portfolio. This is a portfolio production course that includes a series of works based upon a theme or concept, along with a series of works showing a breadth of media and techniques assigned by the teacher. This is an academically challenging course because of the amount of time outside of class required to prepare for, research and produce quality work. Emphasis is placed on developing and communicating a Christian worldview through the arts.

*Prerequisite: Honors Art. Portfolio submission required.*

Credit: 1.0 GPA: 5.0

**\*CHOIR** – Students will develop vocal technique and learn to read music through sight-singing in a fun, creative atmosphere. The choir performs a varied repertoire including classical, pop, jazz, and multicultural pieces. The choir performs at various events on and off campus, including a Christmas and Spring concert. Members of this group are eligible to audition for NC Honors Chorus. No previous choir experience required.

**\*CHOIR – HONORS** -This course is designed for the upper-class instrumentalists who have had 2 years prior experience in High School Choir. Students will develop vocal technique and learn to read music through sight-singing in a fun, creative atmosphere. The choir performs a varied repertoire including classical, pop, jazz, and multicultural pieces. The choir performs at various events on and off campus, including a Christmas and Spring concert. Members of this group are eligible to audition for NC Honors Chorus.

*Prerequisite: Successful completion of 2 years of High School Choir.*

**\*CREATIVE WRITING** - The Creative Writing elective will give students the opportunity to develop their voice and hone their writing skills. Students will read, interpret, and analyze several poems, short stories, and essays by a variety of authors in order to gain an understanding of assorted literary elements and techniques. Students will also be given ample class time to create their own literary pieces in varying genres including poetry, personal narrative, and short story. The class will be discussion-based and will rely heavily on peer review, so students will always be expected to be fully engaged and be able and willing to give and receive constructive feedback. This elective is open to students grades 9-12. (Pass/Fail semester course – ½ credit)

**\*DIGITAL PHOTOGRAPHY** – This course will be an introduction to basic digital photography. Students need to have a camera with the ability to shoot in manual, their own 32 GB SD card, and a computer compatible with Adobe Creative Suite 6 or higher (CS6 is provided by the school for the year). In this class, students will learn the basics of how to use their cameras, the functions of the camera (ISO, aperture, shutter speed), composition, and storytelling. They will view work by famous photographers as well as up and coming photographers, and they will learn about different ways to create captivating imagery.

**EUROPEAN HISTORY – ADVANCED PLACEMENT** - The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. The entire curriculum will be viewed from a biblical perspective, thus giving further understanding and insight into God’s working in and through history.

*Prerequisite: Successful completion of previous year’s history course and teacher approval*

Credit: 1.0            GPA: 5.0

#### **SPORTS & EXERCISE SCIENCE – COLLEGE PREPARATORY**

This course is designed to provide students with a hands-on learning experience as we take an in-depth look at the multi-layered and ever-growing field of exercise science. This class is interdisciplinary in the scope of material covered (athletic injury, energy systems, nutrition, biomechanics/kinesiology, psychology) and therefore will expose students to a wide array of fields of study that fall under the umbrella of exercise science. Additionally, this class provides a great opportunity to for students to apply much of the knowledge gained in classes such as biology, anatomy and physiology, chemistry, physical science, and psychology to practical and clinical settings within the lab component of this course.

#### **SPORTS & EXERCISE SCIENCE – HONORS**

This course is designed to provide students with a hands-on learning experience as we take an in-depth look at the multi-layered and ever-growing field of exercise science. This class is interdisciplinary in the scope of material covered (athletic injury, energy systems, nutrition, biomechanics/kinesiology, psychology) and therefore will expose students to a wide array of fields of study that fall under the umbrella of exercise science. Additionally, this class provides a great opportunity to for students to apply much of the knowledge gained in classes such as biology, anatomy and physiology, chemistry, physical science, and psychology to practical and clinical settings within the lab component of this course.

*Prerequisite: Successful completion of Biology*

Credits: 1.0            GPA scale: 4.5

**INDIVIDUAL RESEARCH PROJECT** - The CDS Portrait of a Graduate states that by God’s grace, our students will learn purposefully as they take the next steps for their lives and that they will have a passion for learning. It also states that our graduates will lead in serving their local and global communities, seeking to serve them selflessly. In concert with this, CDS offers an Individual Project Credit, which is a research-based opportunity where students are paired with a faculty mentor and allowed to pursue an interest in-depth; either academic or service oriented. Students will be required to provide updates throughout the year to the supervisor and project board to report on their progress and learning. The student will also be required to participate in an end of year ceremony in which they present their project to the faculty, family and community. The entire project assumes the integration of faith with learning in such a way that acknowledges all pursuits of truth and ultimately pursuing a better understanding of God and his creation. This class will be open to juniors and seniors by online application. The course will be worth 1 credit and will operate as a pass/fail, although quality work will be expected.

*Prerequisite: Juniors and Seniors will be selected for this elective by online application only. Access the application, save to your own documents, complete, and submit application via email to Miss Mills in the high school by February 4th. [hmills@covenantday.org](mailto:hmills@covenantday.org). The Individual Research Project application document may also be found on the Guidance page of the CDS website.*

**HUMAN GEOGRAPHY – ADVANCED PLACEMENT** - The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This course is designed to meet the criteria of an introductory college course in human geography. This course will also give students a unique understanding of the study of God’s creation and providential work in history.

*Prerequisite: Successful completion of previous year’s history course and teacher approval*

Credit: 1.0            GPA: 5.0

**\*INTRODUCTION TO JOURNALISM** – This course promotes the development of a skill set needed so that students can navigate and contribute to the world of news. Topics include an exploration of the role of the media and the communications industry in society, the development of the technical skills related to journalistic writing and interviewing, and the understanding of ethical and legal issues related to the field. Students are expected to have a strong work ethic to create excellent content that reflects a Christian worldview. Students will learn to define media and the functions of journalism/newsworthiness. They will also practice newswriting, interviewing, photojournalism, opinion writing and feature writing, while learning about the 1st Amendment and other important legal cases. Students will also learn the elements and principles of design as related to journalism and gain valuable 21st century skills in modern day journalism. Some of their writing may be chosen to be included in the school yearbook. (Pass/Fail semester course – ½ credit)

**INTRODUCTORY CONCEPTS IN ENGINEERING** – The purpose of this course is to learn how to effectively problem solve through project-based learning activities involving engineering, design, and technology, and to make a positive impact within our local and global communities. Students will experience real life situations, scenarios, and processes through a biblical worldview lens. Students and mentors will seek to honor God and further the kingdom as they work together to formulate and execute problem solving solutions. As a branch of our Restoration and Sustainability program, this class will explore ways to design, build, test, program, and problem solve through various methodologies including but not limited to: architecture and engineering workshops, apple applications, and designing and programming autonomous robots. Students will be actively involved in projects assisting the Restore525 and ContainIt teams. Additionally, students will be given the opportunity to meet and/or work alongside architects, engineers, and project managers. Throughout this course, students will cultivate life skills including planning, brainstorming, creative problem-solving, research and technical skills, collaboration, and teamwork.

*Prerequisite: Students are selected to participate in this course based on project ideas.* The student ideally will be self-motivated as well as interested in expanding their technical skills involved with programming Arduinos, 3D Printers, and CNC controlled machinery. The class size is limited, and student selection will be influenced by each applicant's responses to the [Engineering Project Ideas application](#). Application may be found on the Guidance page on the CDS website. Application must be submitted by February 21<sup>st</sup>. If you have any questions, please see Mrs. Willing [ywilling@covenantday.org](mailto:ywilling@covenantday.org). (Pass/Fail)

**PEER TUTORING** – Students will receive or give tutoring to another peer in specific areas. This is designed to assist students in either a specific subject area or with organizational skills. Specific responsibilities will vary depending on the student and the arranged pupil/tutor contracts. Indicate your desire to be a tutor or a pupil and in what specific subject or area. (Pass/Fail) NOTE- *No credit will be given for students receiving tutoring. Teacher approval required.*

#### **RESTORATION AND SUSTAINABILITY PRACTICUM: Augustine Literacy Project**

This course is a collaboration among CDS High School restoration and sustainability initiatives, The Augustine Literacy Project® Charlotte (ALP) and local elementary schools. ALP “works to improve the reading, spelling and writing skills of low-income children who struggle with literacy.” Students enrolled in this class will be given extensive training in the Orton-Gillingham approach and the five essential components of research-based reading instruction: phonemic awareness, phonics, vocabulary, fluency, and comprehension. They will also learn about the effects of poverty as it relates to language development and affiliated topics. Students will then develop an ongoing relationship with their assigned Augustine child (a student who is eligible for free or reduced-price lunch and identified by their school as at least one grade level behind in literacy skills) at an ALP-C partner school. Course requirements include writing lesson plans and tutoring at least twice per week. Student tutors represent CDS to the larger Charlotte Metro community through this direct and sustained tutoring/mentoring program. An [application](#), including [teacher recommendations](#), is required and may be found on the Guidance page on the CDS website. Save to your own documents and submit [online application](#) via email to Mrs. Caron Lye. ([clye@covenantday.org](mailto:clye@covenantday.org)) no later than February 8<sup>th</sup>. (Pass/Fail)

**RESTORATION AND SUSTAINABILITY PRACTICUM: ContainIt** - This practicum course embraces the challenge to care for God's world through integrated programs of instruction that seek to restore and sustain God's peace in nature and society. Students are engaged in lessons and activities that foster restoration of broken aspects of nature and humanity and develop problem-solving skills directed towards bringing transformation in those areas. It is a training ground for students to cultivate their unique gifts and talents in a learning environment that promotes creativity, innovation, and collaboration to explore the extraordinary. ContainIt is a student led program initially focused on repurposing secondhand shipping containers as housing units and is now expanded to include tiny houses for the homeless.

*Prerequisite: Student must have served as a club member for 1 year and demonstrated commitment to the project for consideration. Students are selected to participate in this course by [online application](#) only.* R&S application document may be found on the Guidance page on the CDS website. Save to your own documents and submit online application via email to Mr. Randles ([rrandles@covenantday.org](mailto:randles@covenantday.org)) by February 26<sup>th</sup>. (Pass/Fail) *Note: Class size is limited.*

**RESTORATION AND SUSTAINABILITY PRACTICUM: Restore 525** – This practicum is a unique opportunity for students to serve God's Kingdom by finding meaningful solutions to agricultural, economic, and educational problems within impoverished communities. This year's course will be part of Covenant Day School's longstanding commitment to mission work in Haiti and communities around Charlotte. A strong team of students will specifically continue a partnership with Mission of Hope International in Grand-Goâve, Haiti and participate in assisting local greenhouses and aquaponic systems. Each student in this class will play a unique and critical role as part of a multiyear strategic plan to develop a large-scale aquaponic industry. Students will engage in a range of class activities such as brainstorming sessions, architectural designing, business and marketing management tasks, STEM research, cultural research, an international trip to Haiti, and much more. This course is essentially a training ground for students to discover, cultivate and apply diverse gifts and passions toward Christ-centered restoration.

*Prerequisite: Students are selected to participate in this course by [online application](#) only.* The class size is limited, and student selection will be heavily influenced by each applicant's involvement in the club and existing mission work. R&S application document may be found on the Guidance page on the CDS website. Save to your own documents and submit online application via email to Mr. Blumenstein ([tblumenstein@covenantday.org](mailto:tblumenstein@covenantday.org)) by February 21<sup>st</sup>. (Pass/Fail)

**STRENGTH AND FITNESS TRAINING** - Students will learn in theory and practice the fundamentals of strength and fitness training. All students will learn push/pull movements: squat, bench press, deadlift and row. Returning students will continue to train the basic lifts as well as begin power techniques for athletic performance. (Pass/Fail)

*Prerequisite: Approval from Coach McSparin*

**STUDENT ASSISTANT** – Students will be assigned to a faculty member, staff member, administration member, or department to aide in daily tasks and/or special projects. Students will receive one credit for this service. Please indicate on your course selection form if you have a request for a particular assignment or department. (Pass/Fail)

**STUDY HALL** – This will be an independent study hall for students to complete work at school. Students will be required to sign and uphold a study hall contract. *No credit will be earned for study hall.*

**\*SYMPHONIC BAND** – This course is designed for instrumentalists who have had prior performance experience. Music fundamentals and performance techniques are emphasized and applied through ensemble performance. Large and small ensembles will also be used to enhance cooperative learning skills and musicianship. Traditional and popular band literature will be used to increase music understanding and technicality. Medium-easy to moderately difficult band literature of various styles is performed at two (2) required evening concerts and at least one (one) festival performance. Students will study basic music theory expanding their knowledge of scales of various modes, rhythms, and harmonic function. *Prerequisite: Band director approval is needed if you have not been involved in band at CDS before.*

**\*SYMPHONIC BAND – HONORS** – This course is designed for the upper-class instrumentalists who have had 2 years prior experience in high school band. Students in the Honors Band Program will be expected to perform at significantly high-performance standards and leadership roles as directed by the band director. A continuation of music fundamentals and performance techniques are emphasized and applied through ensemble performance. Large and small ensembles will also be used to enhance cooperative learning skills and musicianship. Traditional and popular band literature will be played. Medium to moderately difficult band literature of various styles is performed at two (2) required evening concerts and at least one (festival performance). Students will continue studies in basic music theory expanding their knowledge of scales of various modes, rhythms, and harmonic function. *Prerequisite: Successful completion of 2 years of Symphonic Band*  
Credit: 1.0            GPA: 4.5

**\*THEATRE I** – This is a beginning course in Theatre for which no previous experience is required. The objective of this course is to provide students with a comfortable and well-rounded sense of God’s relational design for them as performers, so they can begin to enhance their relation to other student actors/classmates, and to their environment. At the same time, students will develop skills of perception, awareness, and appreciation, for the craft of theatre as an art form and as a learning process. Students will also be immersed in theatre history, learning stage layouts and acting techniques used in Ancient Roman/Greek times, as well as the Medieval time era. They will perform in a one-act play during the spring semester. For those who are interested in technical aspects alone, the curriculum will be adjusted accordingly.

**\*THEATRE II** – This is an advanced level theatre course that comes after students have taken Theatre 1. Students will be challenged with acting, play analysis, and all aspects of technical theatre. For those who are interested in Technical Aspects Alone, accommodations will be made. There will be a strong focus on Shakespeare in the beginning of class. Students will perform in a Shakespeare Competition that have regional and national levels. All the while, students will begin to develop a deeper understanding for acting through a brief introduction into the Mesiner technique. During the spring semester of the course, students will perform in a one-act play. *Prerequisite: Theatre I*

**\*AUDITIONED THEATRE – HONORS** - Students will compete in The North Carolina Theater Competition in the Fall, as well as a Shakespeare Competition. After-school rehearsals and back-stage responsibilities may be a part of this course. This course involves the applied study of theatre vocabulary, acting, and technical theatre. Their acting experience will become refined through the exploration of concepts such as self, body and voice work, improvisation, acting techniques. Theatre study at this level places a greater emphasis on the execution of skills, ensemble work, and collaboration with other student artists. Students learn advanced Meisner Techniques and delve into all aspects of theatre on stage and behind-the scenes. *Prerequisite: Theatre II (Audition Based)*

**\*VIDEOGRAPHY** – Students will learn basic videography and editing skills as they produce three short films. While learning the mechanics of a digital camera, students will also learn how to properly frame a shot, conduct interviews, apply current trends in editing, and how to tell a story through film. Equipment is provided by the school, and there is no prior experience needed to take the class (Pass/Fail semester course – ½ credit)

**\*WORSHIP LEADERSHIP** – This course is designed not only to teach and encourage the qualities of a good Christian leader, but also to apply them through responsibilities in chapel planning and involvement. Students will plan, rehearse, and execute the weekly high school chapel service. This dynamic program uses onstage technology coupled with conventional instruments to provide a one-of-a-kind learning experience. Students should demonstrate proficiency in one of the following areas prior to taking this course: acoustic or electric guitar, bass, piano, violin, drums, or male/female lead vocals. *Prerequisite: Students are required to complete an in-person audition and must receive approval from the instructor before officially signing up for this course.*

**YEARBOOK** – Students in yearbook will publish the school yearbook as they learn real-world applications such as InDesign and PhotoShop in a team atmosphere. Students are required to complete an application and submit a writing sample to Mrs. Rego in the high school by the end of February. Despite being an elective, working outside of class will be necessary and mandatory, and grades reflect the fulfillment of these expectations. In return, staff members gain valuable 21st century skills in modern day journalism as they practice working as a team. *Prerequisite: Students are required to complete an online application (save to your own documents) and submit application and writing sample via email to Mrs. Rego in the high school by the end of February. [rego@covenantday.org](mailto:rego@covenantday.org) Yearbook application document may be found on the Guidance page on the CDS website.*

**CDS High School Graduation Requirements:**

**A student must accumulate the following Carnegie Units (CUs) to graduate from Covenant Day School: 25 credits (CUs) - 4 units of Math, 4 units of Language Arts, 3 units of Social Studies, 3 units of Science, Bible (must be enrolled in a Bible course each year at CDS), 1 unit of Fine Art, 1 unit of PE or 2 seasons of a CDS sports team, ½ unit of Health, 5 elective units. Note: Admission to most colleges requires a minimum of 2 years of the same world language.**  
Updated 12/2020