

# ANNAPOLIS AREA CHRISTIAN SCHOOL



## Course Catalog and Scheduling Procedures

# 2022- 2023

*But those who hope in the Lord will renew their strength.  
They will soar on wings like eagles; they will run and not grow weary,  
they will walk, and not faint.*

Isaiah 40:31

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## **INTRODUCTION**

This course description booklet is designed to aid both students and parents in understanding the course offerings for grades nine through twelve at Annapolis Area Christian School. Our upper school students should use this booklet to plan a program of study within the guidelines and requirements for graduation from AACCS.

## GRADUATION REQUIREMENTS

Credits for graduation are earned in grades 9 to 12 only, with the exception of Algebra 1 and Spanish 1 from AACS 8<sup>th</sup> grade. Each student must earn a minimum of 27.5 credits for graduation from AACS. Each student is expected to enroll in at least seven courses each semester; at least four of those must be core academic courses. One study hall per semester is allowed; study hall does not earn credit.

- **Note:** Students must earn at least 13 credits by the end of sophomore year in order to have junior status and stay on track toward graduation.

### Minimum Requirements by Department:

Department	Credits
Bible	4
English	4
Mathematics	4
Science	3 <i>must include Biology</i>
Social Studies	3 <i>must include U.S. History and American Government</i>
World Language	2 <i>of the same language*</i>
Physical Education	1 <i>must include Health &amp; Fitness</i>
Fine Arts	1
Technology	1
Electives**	4
Senior Practicum	0.5

**Status:**

Sophomore: 6.5 credits

Junior: 13 credits

Senior: 20 credits

**Special Note for Seniors:**

Graduation requirements include the successful completion of the minimum credits of academic courses and the year-long senior practicum.

*\* Please note that many colleges prefer students to have more than 2 credits of a foreign language.*

*\*\* Electives clarification: Note that elective credits can also be earned by completing a fourth science credit, third foreign language credit, etc. Each student must attain a total of 27.5 credits including the required credits in each area.*

## GENERAL FOUR-YEAR SCHEDULING PLAN

<b>Grade 9</b> <i>7 credits</i>	<b>Grade 10</b> <i>7 credits</i>	<b>Grade 11</b> <i>7 credits</i>	<b>Grade 12</b> <i>6.5 or more credits</i>
Bible 9	Bible 10	Bible 11	Bible 12
English 9	English 10	English 11	English 12
Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2, Algebra 3, or Precalculus	Precalculus, AP Calculus, AP Statistics, or other options
Enviro. Science or Biology	Biology or Chemistry	3 <sup>rd</sup> science	Elective (4 <sup>th</sup> science?)
Western Civilization + Found. of Tech.	World History	U.S. History	American Gov. + Elective (more social studies?)
World Language or English Workshops	World Language Level 2 or 1	World Language Level 3 or 2, or Elective (more World Language?)	Elective (more World Language?)
Health & Fitness or Fine Art	Phys. Ed., Fine Art, or Technology	Elective	Elective
Elective or Study Hall	Elective or Study Hall	Elective or Study Hall	Elective or Study Hall

**Note:** In the course options listed above, Study Hall does not earn credit.

## HONORS AND AP® COURSES

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**Honors Courses** meet the needs of students who have high aptitude, appetite, grit, and bandwidth for learning in a particular academic subject. Honors courses are distinguished by a high level of academic rigor and a high degree of independence in students' learning.

In general, an Honors student has these qualities:

- **Aptitude:** particular strengths in the subject area, typically demonstrated by past course grades, standardized test scores, independently pursued projects, and teachers' recommendations.
- **Appetite:** the desire to study the subject at a higher level, a readiness for more challenges, and the self-confidence to rise to the challenge.
- **Grit:** the tenacity to pursue a concept or a problem even when it may be confusing initially and even if extra help is required.
- **Bandwidth:** since even multi-talented students only get 24 hours a day, we need to guard against overscheduling our students. Does the student have time for the additional challenge of the Honors course, given other time demands such as daily commute, evening or weekend activities, and the need for 7-8 hours of sleep nightly?

Experience has shown time and again that when one of these qualities is missing, success in an Honors course is elusive and the student's struggles are compounded.

**AP® Courses** are college-level courses that culminate in taking the standardized AP® exam in May. Many colleges accept high scores in place of freshmen-level courses; this varies greatly by college. These AP® courses present significant content, skills, and depth at a fast pace. Here again, students are urged to consider all that is stated above for Honors courses – aptitude, appetite, grit and bandwidth are prerequisites for considering any AP® course. Many of these courses require an application process and/or teacher recommendation. All Advanced Placement® (AP®) Courses listed in this catalog have been authorized by the College Board.

GPA earned in Honors courses will be calculated with a 0.5 increase in weighting. GPA earned in AP® courses will be weighted with a 1.0 increase. **No extra weighting will occur for an earned grade lower than a B- (80%).** All honors courses are marked with "H" after the course number and Advanced Placement® courses are marked with "P" after the course number. See the chart below for grade points awarded:

<u>Grade</u>	<u>Standard</u>	<u>Honors</u>	<u>AP®</u>
<b>A</b>	4.0	4.5	5.0
<b>A-</b>	3.7	4.2	4.7
<b>B+</b>	3.3	3.8	4.3
<b>B</b>	3.0	3.5	4.0
<b>B-</b>	2.7	3.2	3.7

Throughout this catalog, honors courses are marked with "H" after their course number, and Advanced Placement® courses are marked with "P" after their course number.

## PROCEDURE FOR SELECTION OF COURSES

*for 2022-23 School Year*

1. Be aware of the graduation requirements and typical four-year path listed on pages 4-5.
2. Read this Course Catalog for an overview of the course offerings.
3. Review your student's previous courses and credits earned. Have them start a draft copy of their Course Selection Form, which will be emailed to them by late February.
4. By late February, students must complete auditions for any performing arts courses. Also have them start completing online applications for any Honors or AP® courses they plan to request (applications are usually requested for advanced courses in English, Social Studies and sometimes Science). Students who are not approved for a requested course will be scheduled for an alternate course or elective. Note that applications are not required if the student's current teacher has pre-approved them for the honors or AP courses; in these cases teachers will inform them. Note that if they do not receive approval for the requested course, they will be scheduled for an alternate course or elective.
5. By March 10, parents should cosign their student's Course Selection Form and then submit it to our Upper School office. You may submit a signed hard copy form, or email a scan to Mr. Nick Cherone at [ncherone@aacsonline.org](mailto:ncherone@aacsonline.org). **Your student should have entered 16 total courses (8 for each semester). They must include at least two alternate electives in case their first choices are blocked.** Students must submit Course Request Forms to us by March 10.
6. Please understand that an Honors or AP® course, once it has been scheduled with teacher approval, **should be viewed as a commitment your student will make for the entire year.** Also, note that all students in our AP® courses are expected to take the AP® exam in May.
7. Once all course request forms are received in the first week of March, they will be reviewed by the academic dean, department heads and other upper school support staff.
8. Student schedules for 2022-23 will be mailed in the spring to allow for the purchase of books. Course change requests based on a preference in teacher or period order cannot be entertained. Errors on a schedule can be addressed to the academic dean following the Policies for Schedule Changes and Course Transfers described on the next page.



## **POLICY FOR SCHEDULE CHANGES**

### *and Course Transfers*

Our desire is for scheduling to be done once, in the spring of the previous year, and to be done well, with every family thinking through choices carefully. To help minimize mistakes in scheduling and requests for changes, please critically review the course selection form to check for completion and to ensure that the classes listed are ones your student wishes to take.

Occasionally there are errors in the process which necessitate a schedule change. These we try to catch and resolve during the summer, before the school year starts. Some course selections are dependent on the final grade in current courses (particularly courses in Math and World Language); therefore, in mid-June we may require or recommend changes to students' course selections.

**During the summer**, if you suspect there has been a scheduling error in the copy you receive in June, parents should contact Mr. Nick Cherone ([ncherone@aacsonline.org](mailto:ncherone@aacsonline.org)) or Mr. Don Wiley ([dwiley@aacsonline.org](mailto:dwiley@aacsonline.org)). Include your daytime and evening phone number in your email and details concerning the error. We will reply to your inquiry as soon as possible.

**At the start of a semester**, if a legitimate schedule problem arises, a student may complete an AACS Upper School Course Transfer Form to appeal for a change and to determine if an error has been made. Such changes can only be processed before a course begins or within the first two weeks of the course.

In general, however, a student's course choices are not changed once they have been scheduled. This is particularly true for core courses and for special electives, which have selective enrollment. If your student was scheduled for an Honors, AP® or other selective enrollment course, other students may not have been selected, and therefore withdrawal from such a course is not normally allowed.

Please know that a course that is dropped after Q1 may receive a grade of "Withdrawn Passing" (WP) or "Withdrawn Failing" (WF), and the student's transcript would indicate that grade.

## BIBLE DEPARTMENT COURSES

Grade	Sem.1	Sem.2	Name of course	Core	Level / Credit	PreReq
9	137	138	Bible 9: Understanding the Faith 1	Core	1 credit	None
10	145	146	Bible 10: Understanding the Faith 2	Core	1 credit	None
11	159	160	Bible 11: Understanding the Times	Core	1 credit	None
12	169	170	Bible 12: Understanding the Culture	Core	1 credit	None

### **Course 137, 138**

### **Bible 9: Understanding the Faith 1**

### **Grade 9**

In this course students will explore the nature of God and what the Bible is all about. The course follows the first half of the Summit Ministries textbook *Understanding the Faith*, and helps students to understand the Bible's importance and to love the Lord with all their heart, mind, soul and strength.

### **Course: 145, 146**

### **Bible 10: Understanding the Faith 2**

### **Grade 10**

In this course students learn to answer the common challenges people pose in attempting to refute Christianity. Students are led through the second half of the Summit Ministries textbook *Understanding the Faith*, and learn to defend the Christian worldview and share their faith with an unbelieving world.

### **Course: 159, 160**

### **Bible 11: Understanding the Times**

### **Grade 11**

In this course students will learn the six major worldviews that drive today's major global events. Students also learn to respond to the worldviews that challenge the Christian worldview in ten academic areas that most students will face in college--and life. The course uses the Summit Ministries textbook *Understanding the Times*.

### **Course 169, 170**

### **Bible 12: Understanding the Culture**

### **Grade 12**

In this course students learn how to be intelligent, thoughtful Christians living in today's world. They will explore some of the most difficult issues of our day and apply to them an understanding of God, His revelation, and insights into other worldviews. The course uses the Summit Ministries textbook *Understanding the Culture*.

## ENGLISH DEPARTMENT COURSES

Grade	Sem.1	Sem.2	Name of course	Core	Level / Credit	PreReq
9	330		Intro to Academic Writing (elective)		.5 credit	
9	333	334	English 9: Foundations	Core	1 credit	
9	335H	336H	Honors English 9: Foundations	Core	Honors/ 1 credit	Yes
9		985S	Reading Workshop 9 (elective)		.5 credit	
10	343	344	English 10: Themes in World Literature	Core	1 credit	
10	345H	346H	Honors English 10: World Literature Survey	Core	Honors/ 1 credit	Yes
11	351	352	English 11: Themes in American Literature	Core	1 credit	
11	355P	356P	AP® English Language and Composition	Core	AP®/ 1 credit	Yes
11	985S		Reading Workshop 11 (elective)		.5 credit	
11		341S	Research Writing 11 (elective)		.5 credit	
12	361	362	English 12: Themes in European Literature	Core	1 credit	
12	365P	366P	AP® English Literature & Composition	Core	AP®/ 1 credit	Yes
12	341S		Research Writing 12 (elective)		.5 credit	
12	SenPrac	SenPrac	Senior Practicum Research Writing	Core	.5 credit	

### Course: 330

### Intro to Academic Writing

### Grade 9

This one-semester course takes a practical approach to language basics to help students improve their written communication. Students are placed in this class on the basis of placement or teacher recommendation. This course not only serves to supplement students' practical use of the English language, but also helps them acquire and develop the necessary writing and study skills to succeed

in high school. A student taking Intro to Academic Writing also takes English 9 and is usually encouraged to begin foreign language study as a sophomore.

**Course: 333, 334**

**English 9: Foundations**

**Grade 9**

This introductory course focuses specifically on students' abilities to 1) read deeply, 2) write clearly, and 3) think well. The first semester of English 9 introduces students to a foundational understanding of rhetoric, which will shape their ability to see reading as an act of engagement with the ideas and arguments of the author. The second semester of English 9 introduces the language and skills required for reading more challenging types of literature, with a focus on gaining insight into the human condition. Throughout the year, students engage in analyzing literature and exploring their own worldviews in the contexts of the works studied.

**Course: 335H, 336H**

**Honors English 9: Foundations**

**Grade 9**

This introductory course prepares students to understand and participate in mature conversations about literature and writing. Honors English 9 differs from English 9 in the amount and pace of reading, the depth of discussion, and the frequency and focus of writing assignments. Like English 9, this course helps students develop an understanding of rhetoric in order to engage with the ideas and arguments presented in the texts they read. Writing instruction in Honors English 9 emphasizes form, structure, and clarity of argument. Major works studied include *To Kill a Mockingbird*, *Dr. Jekyll and Mr. Hyde*, *Romeo and Juliet*, *Lord of the Flies*, and *The Hobbit*.

- **Prerequisite:** Placement testing, teacher recommendation.

**Course: 985S**

**Reading Workshop**

**Grade 9** (spring)

**Grade 11** (fall)

This one-semester class focuses on helping students comprehend all types of reading material, from textbooks to Shakespeare. Underlying skills such as vocabulary, drawing conclusions, making an inference, and active reading are intentionally taught and practiced. The literature selections from English class are incorporated whenever possible. Teacher recommendation and scores on standardized tests are used to guide placement in the class. Parent or student requests for the class are welcome.

**Course: 343, 344**

**English 10: Themes in World Literature**

**Grade 10**

This course builds on students' understanding of rhetoric and argument, but delves into literary tradition to provide a trajectory for the major concerns of literature from the Classical era, through the medieval period, the Enlightenment, and the modern world. The course uses *The Odyssey* as a foundational text and then examines how contemporary and subsequent texts address the ethical claims of the classical mode. The students will learn to evaluate and compare arguments of multiple texts as they read *The Apology*, *Oedipus the King*, *Sir Gawain and the Green Knight*, *The Merchant of Venice*, and *Things Fall Apart*, as well as selected poetry and short stories that are significant in the development of Western thought.

**Course: 345H, 346H                      Honors English 10: Themes in World Literature      Grade 10**

This sophomore honors course is for advanced students with a strong foundation in literary analysis, writing, and grammar. This course examines recurrent themes in works ranging from ancient and classical to contemporary literature. A highlight of inquiry is the study of ethics--what makes life good--and how the worldview of authors impacts the text. While Honors 10 studies many of the same texts as English 10, this course includes more reading, more student-led discussion, and more frequent writing assignments. Students study novels, short stories, nonfiction and poetry from around the world, including *Oedipus the King*, *Life of Pi*, and *Things Fall Apart*.

- **Prerequisite:** 80% or above in English 9 or Honors English 9 and recommendation of the 9<sup>th</sup> grade English teacher.

**Course: 351, 352                      English 11: Themes in American Literature      Grade 11**

This course explores themes in American literature. Students will examine historical writings to discern the values upon which the nation was founded, and then trace the development of these values through the major American literary movements. Students' reading is supplemented by written work, vocabulary studies, and class conversations. In the second semester, students will complete a research project, exploring a significant problem in the world today. Readings will consist primarily of works of short fiction, poetry, and essays from the *Norton Anthology of American Literature*, along with one major novel, F. Scott Fitzgerald's *The Great Gatsby*.

**Course: 355P, 356P                      AP® English Language and Composition      Grade 11**

This course is designed to help students become effective readers and writers of non-fiction at the college level. Course time and materials are organized around 3 distinct objectives: 1) to offer students a classroom experience in high school that is similar in form, expectations, and discipline to what they will experience at the college level; and 2) to prepare students for the AP® Language and Composition Exam. While this course studies some of the same texts as Honors English 11, it focuses more explicitly on rhetorical analysis of contemporary and historical texts and ideas in order to align with the AP® curriculum. Assessments will consist of timed essays, class discussions, practice AP® exams, and a research paper.

- **Prerequisite:** 80% or above in English 10 or Honors English 10 and recommendation of 10<sup>th</sup> grade English teacher.

**Course: 361, 362                      English 12: Themes in European Literature      Grade 12**

This course explores themes in European literature, focusing on major works like *Hamlet*, *Frankenstein*, and *1984*. After opening units focusing on independent reading and poetry analysis, students spend the rest of the year engaging with these complex works of literature. This course invites students to discern and analyze the arguments and themes of these texts, and to explore these ideas through regular writing assignments. Vocabulary practice and class conversations help students continue to grow as communicators.

**Course: 365P, 366P                      AP® English Literature and Composition      Grade 12**

Students in this course will interpret and evaluate novels, poems, and plays from a range of European authors including Shakespeare, Shelley, Bronte, Joyce, and Ellison in preparation for the AP® Exam. The course is aligned with the description offered by the College Board: “An AP® English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, and symbolism.” While this course studies some of the same texts as English 12 and Honors English 12, it is distinct in its focus on literary analysis, which helps students to build the skills that are evaluated by the AP® exam.

- **Prerequisite:** 80% or above in English 11, Honors English 11, or AP English 11 and recommendation of 11<sup>th</sup> grade English teacher.

**Course: 341**

**Research Writing**

**Grades 11-12**

This one-semester course is designed to help students improve the fluency and organization of their writing. Students are placed in this class on the basis of teacher recommendation. Through in-class and out-of-class writing assignments, students will practice formulating, developing, and supporting ideas through clearly structured arguments. This process will reinforce both grammar and research skills, while giving students strategies for planning, drafting, and revising academic writing. Students will demonstrate their acquired skills by producing either the junior research paper in the spring or the senior practicum paper in the fall. Available: Junior (Spring) and/or Senior (Fall). While teacher recommendations are considered in placing students in this course, parent or student requests are welcome.

**Course: SenPrac**

**Senior Practicum Research Writing**

**Grade 12**

This full-year, half-credit course is required for all seniors and is taught by their senior mentor. Students are asked to select a problem affecting our society, to research and write a paper on the root causes of that problem, and then to propose solutions. Following the completion of their paper, students must engage in a relevant project that in some way addresses their chosen problem, and at the end of the year must give an oral presentation of what they have learned before a review board.

- **Note:** Rising seniors, do not list this course on your Course Selection Form since it is already built into your schedule, meeting periodically during your Senior Bible class.

## MATHEMATICS DEPARTMENT COURSES

Grade	Sem.1	Sem.2	Name of course	Core	Level / Credit	PreReq
9	629	630	Algebra 1 Concepts	Core	1 credit	Yes
9	633	634	Algebra 1	Core	1 credit	Yes
10	661	662	Geometry Concepts	Core	1 credit	Yes
9-11	653	654	Geometry	Core	1 credit	Yes
9-10	655H	656H	Honors Geometry	Core	Honors/ 1 credit	Yes
11	693	694	Algebra 2 Concepts	Core	1 credit	Yes
10-11	643	644	Algebra 2	Core	1 credit	Yes
9-10	647H	648H	Honors Algebra 2	Core	Honors/ 1 credit	Yes
11-12	667	668	Precalculus (Standard)	Core	1 credit	Yes
11-12	667H	668H	Honors Precalculus	Core	Honors/ 1 credit	Yes
12	669	670	Introduction to Calculus	Core	1 credit	Yes
11-12	675P	676P	AP <sup>®</sup> Calculus AB	Core	AP <sup>®</sup> / 1 credit	Yes
12	691P	692P	AP <sup>®</sup> Calculus BC	Core	AP <sup>®</sup> /1 credit	Yes
12	683P	684P	AP <sup>®</sup> Statistics	Core	AP <sup>®</sup> /1 credit	Yes
12	689	690	College Prep Algebra	Core	1 credit	Yes
11-12	255S	255S	Personal Finance		0.5 elective	

**All courses require a TI-83 or TI-84 series graphing calculator.**

**Concepts Courses** are robust courses that allow students to reach the goals and learning outcomes of the standard course via a different path. The Concepts courses employ differences primarily in format and instruction to provide an opportunity for success. These differences include smaller class size, differentiated instruction, frequent hands-on in-class activities, regular presence of a teacher's

aide to facilitate frequent group work and activities, removal of memorization requirements and shorter and more focused homework assignments to “chunk” the information. Due to differences in pace, there is a slight difference in course content between standard and concepts courses.

**Suggested Mathematics Course Pathways:**

Below are suggested pathways for mathematics. These are not fixed “tracks”; movement between them is possible each year based on prerequisite achievement.

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Intro to Algebra (AACCS) <i>or</i> Pre-Algebra (elsewhere)	Algebra 1 Concepts	Geometry Concepts	Algebra 2 concepts	College Prep Algebra
Intro to Algebra (AACCS) <i>or</i> Pre-Algebra (elsewhere)	Algebra 1	Geometry	Algebra 2	College Prep Algebra
Algebra 1	Geometry	Algebra 2	Precalculus	Introduction to Calculus <i>or</i> AP® Statistics
Algebra 1	Honors Geometry	Honors Algebra 2	Honors Precalculus	AP® Calculus AB <i>or</i> AP® Statistics
Geometry	Honors Algebra 2	Honors Precalculus	AP® Calculus AB	AP® Calculus BC <i>or</i> AP® Statistics

**Course: 629, 630**

**Algebra 1 Concepts**

**Grade 9**

This course builds from and reinforces pre-algebra mathematical skills, and develops proficiency in the foundational algebraic concepts that are the gateway to success in future math courses. Algebra 1 content and skills are presented and developed, along with greater comfort with the abstract aspects of algebra. Tenacity and problem-solving skills grow along the way. Topics include operations with real numbers and algebraic expressions (review), solving single variable equations (one-, two-, and multi-step), proportions, percents, linear inequalities (graphs, solving), functions, linear functions (slope, slope-intercept form, standard form, parallel & perpendicular lines), systems of equations, exponents, polynomials and factoring, and quadratic functions (graphing with transformations, and



solving equations). This course leads to Geometry Concepts or the standard Geometry course. This course is designed to provide an avenue for success for those students finding significant challenges in current Pre-Algebra or Intro to Algebra courses.

- **Prerequisite:** 65% or above in Intro to Algebra or other pre-Algebra 1 level course.

**Course: 633, 634**

**Algebra 1**

**Grade 9**

Algebra concepts, reasoning, tenacity and problem-solving skills are developed. Topics include algebraic expressions, solving single variable equations and inequalities, rational expressions and polynomials, factoring, graphing linear equations, solving linear equations and inequalities (algebraically and graphically), solving systems of equations and inequalities (two-variables), proportions and percents, exponents and radicals, functions, linear functions (slope, various forms of equations, parallel and perpendicular lines), polynomials and factoring, quadratic functions (including graphing, transformations, and solving equations), modeling, and statistical concepts. This course is a critical foundation to future math courses.

- **Prerequisite:** 75% or above in Intro to Algebra or other pre-Algebra level course.

**Course: 661, 662**

**Geometry Concepts**

**Grade 10**

This course presents the essential components of Geometry, including properties and relationships among points, lines, planes, parallel and perpendicular lines, triangles, quadrilaterals, similarity, right triangles, circles, and two- and three-dimensional objects. Algebra applications complement the geometry concepts throughout the course. This course is designed to provide an avenue for success for those students finding success in Algebra 1 Concepts, or for those finding significant challenges in Algebra 1.

- **Prerequisite:** 70% or above in Algebra 1 Concepts or Algebra 1.

**Course: 653, 654**

**Geometry**

**Grades 9-11**

This course presents the standard components of Euclidean geometry, including properties and relationships among points, lines, planes, reasoning and proofs, parallel and perpendicular lines, triangles, quadrilaterals, similarity, transformations, coordinate geometry, right triangles and trigonometry, circles, and two- and three-dimensional objects. Algebra applications complement the geometry concepts throughout the course. Emphasis in this course is placed on more detailed and complex problems than the concepts level course.

- **Prerequisite:** 75% or above in Algebra 1 or 92% or above in Algebra 1 Concepts.

**Course: 655H, 656H**

**Honors Geometry**

**Grade 9-10**

This course covers the same content as the standard Geometry course with an emphasis on developing an argument through writing proofs within the axiomatic system of Euclidean geometry. Also highlighted are evaluating geometric relationships, trigonometry, constructions, transformations, circles, and applications. Algebra applications complement the geometry concepts throughout the course. Emphasis in this course is placed on reasoning, logic, and more detailed and complex problems requiring critical thinking and synthesis of concepts taught.

- **Prerequisite:** 90% or above in Algebra 1 and teacher recommendation.

**Course: 693, 694**

**Algebra 2 Concepts**

**Grades 11**

This course presents expressions, linear equations, inequalities, compound inequalities, functions, graphing, 2-variable linear systems, quadratic functions and equations, polynomial functions, radical functions and rational exponents, and probability & statistics. This course consolidates and extends algebraic skills and applies these to a variety of challenging problems.

- **Prerequisite:** 70% or above in Geometry Concepts or Geometry.

**Course: 643, 644**                      **Algebra 2**                      **Grades 10-11**

Algebra 2 consolidates and extends algebraic skills and develops an understanding of how to handle a variety of complex problems with algebra. Topics include expressions, linear equations, linear and absolute value inequalities, functions (including absolute value functions), graphing, modeling, transformations of graphs, 2 variable linear systems, quadratic functions and equations, polynomial functions and equations, radical functions and equations, rational exponents, exponential and logarithmic functions and equations, rational functions and equations, and probability. Algebra 2 is an important course for college-oriented students.

- **Prerequisite:** 75% or above in Geometry or 92% or above in Geometry Concepts

**Course: 647H, 648H**                      **Honors Algebra 2**                      **Grades 9-10**

Honors Algebra 2 consolidates and extends algebraic skills and develops an understanding of how to handle a variety of complex problems with algebra. Included are all the topics covered in Algebra 2, as well as conic sections, matrices, and sequences and series.

- **Prerequisite:** 80% or above in Honors Geometry and teacher recommendation, or 90% or above in Geometry and teacher recommendation.

**Course: 689, 690**                      **College Prep Algebra**                      **Grades 12**

This course is for rising seniors ONLY and focuses on first year college math, including the content of numerous college math placement tests, the SAT, and ACT standardized tests. The course serves to strengthen and extend algebra and geometry skills, as well as sequences and series; polynomial and rational functions; exponential and logarithmic functions; systems of equations; and matrices and determinants. Strategies and practice related to the college placement, SAT, and ACT tests are included.

- **Prerequisite:** 70% or above in Algebra 2 Concepts, Algebra 2, or Algebra 3.

**Course: 667, 668**                      **Precalculus**                      **Grades 11-12**

This fast-paced course is designed to prepare students for college calculus or an introductory calculus course. With an emphasis on graphing and the connection between numeric/verbal/mathematical/graphical representations, the course explores properties of functions and their graphs, polynomial and rational functions, common and natural logarithms and functions, exponential functions, sequences & series, probability, and extensive coverage of trigonometry, including periodic functions/graphs/transformations, radian measure, trig identities, trig ratios, trig equations and the Laws of Sines and Cosines.

- **Prerequisite:** 90% or above in Algebra 2 and teacher recommendation, or 80% or above in Algebra 3. The fast pace of the course and the need to prepare/review during the prior summer are key considerations.

**Course: 667H, 668H                      Honors Precalculus                      Grades 11-12**

This course is designed to prepare students for college calculus or AP Calculus AB. With an emphasis on graphing and the connection between numeric/verbal/mathematical/graphical representations, the course explores properties of functions and their graphs, polynomial and rational functions, common and natural logarithms and functions, exponential functions, sequences & series, polar graphs, vectors, and extensive coverage of trigonometry, including periodic functions/graphs/transformations, radian measure, trig identities, trig ratios, trig equations and the Laws of Sines and Cosines.

- **Prerequisite:** 80% or above in Honors Algebra 2 and teacher recommendation, or 93% or above in Algebra 2 and teacher recommendation. The fast pace of the course and the need to prepare/review during the prior summer are key considerations (*additional* summer work is mandatory for students desiring to transition from Algebra 2 to Honors Precalculus).

**Course: 669, 670                      Introduction to Calculus                      Grade 12**

This course is designed for rising seniors that have completed Precalculus or Honors Precalculus to serve as an alternative to AP® Calculus AB. The course includes an introduction to the calculus concepts of limits, integration, and differentiation, with applications.

- **Prerequisite:** 75% or above in Precalculus.

**Course: 675P, 676P                      AP® Calculus AB                      Grade 11-12**

This course presents the concepts of limits, differentiation and integration; these are presented graphically, numerically, analytically and verbally. The course focuses on the basic concrete and abstract aspects of the mathematical processes used in a first level college calculus class. Derivatives and integrals are applied to real life settings such as science and economics. All students are required to take a practice AP® exam in March or April and take the College Board AP® Calculus AB exam in May.

- **Prerequisite:** 80% or above in Honors Precalculus and teacher recommendation, or 93% or above in standard Precalculus and teacher recommendation.

**Course 691P, 692P                      AP® Calculus BC                      Grade 12**

The AP® Calculus BC course is an extension of and a follow-on to AP® Calculus AB that covers all of the topics taught in two semesters of typical college calculus courses, and prepares students to take the AP® Calculus BC exam. In addition to reviewing all of the topics from AP® Calculus AB, students learn additional applications of integration, advanced methods of integration, power series representations of functions, and the calculus of parametric, polar, and vector-valued functions.

- **Prerequisite:** 80% or above in AP® Calc AB and teacher recommendation.

**Course: 683P, 684P****AP® Statistics****Grades 11-12**

AP® Statistics is a non-calculus based course that introduces students to the fundamental concepts in probability and statistics. Topics covered in the course include sampling techniques, data display, sampling theory, probability distributions, and regression and correlation analysis. Reliability analysis through hypothesis testing and confidence intervals is introduced in the course through applications to real life problems in economics, business and industrial contexts. All students are required to take the College Board AP® Statistics exam in May.

- **Prerequisites:** 80% or above in Algebra 2 or 72% or above in Honors Algebra 2 and current math teacher's recommendation; should also have earned 80% or higher in English 11.

**Course: 255S****Personal Finance****Grades 11-12**

This one-semester course teaches the principles of Christian money management along with practical application.. The students will have hands-on experiences in planning a family budget, writing checks, and balancing accounts. Other topics will include depreciation and appreciation of assets, investment strategies, and support of local and international Christian activities. (**Note:** This course is not considered a core mathematics course.)

## SCIENCE DEPARTMENT COURSES

Grade	Sem.1	Sem.2	Name of course	Core	Level / Credit	PreReq
9	833	834	Environmental & Earth Science	Core	1 credit	
9-10	841	842	Biology	Core	1 credit	9 <sup>th</sup> - Yes
9-10	839H	840H	Honors Biology	Core	1 credit	Yes
11-12	851	852	Applied Science	Core	1 credit	
11-12	853	854	Anatomy and Physiology	Core	1 credit	Yes
10-12	855	856	Chemistry	Core	1 credit	Yes
10-12	857H	858H	Honors Chemistry	Core	Honors/ 1 credit	Yes
11-12	869P	870P	AP <sup>®</sup> Chemistry	Core	AP <sup>®</sup> / 1 credit	Yes
11-12	865	866	Fundamentals of Physics	Core	1 credit	Yes
11- 12	867P	868P	AP <sup>®</sup> Physics 1	Core	AP <sup>®</sup> /1 credit	Yes
11-12	843P	844P	AP <sup>®</sup> Biology	Core	AP <sup>®</sup> / 1 credit	Yes

**Honors and AP<sup>®</sup> Courses** - Students who meet the prerequisites stated below for Honors and AP<sup>®</sup> science courses do not need to complete any special application. If a student desires to take one of these courses but does not meet the prerequisites, they must complete an application and have the recommendation of their current science teacher. Teacher recommendations are based on evidence of the qualities listed in the Honors section on page 6 of this catalog.

**Suggested Science Course Pathways:**

Below are suggested pathways for science (3 or more credits).

Grade 9	Grade 10	Grade 11	Grade 12
Environmental Science	Biology Honors Biology	Applied Science	Anatomy & Physiology
		Chemistry	AP® Biology
		Honors Chemistry	Fundamentals of Physics
		Anatomy & Physiology	AP® Physics 1
			AP® Chemistry
Biology Honors Biology	Chemistry Honors Chemistry	Fundamentals of Physics Or AP® Physics 1	AP® Biology
			Anatomy & Physiology
			AP® Physics 1
			AP® Chemistry
		AP® Biology	Anatomy & Physiology
			Fundamentals of Physics AP® Physics 1
			AP® Chemistry

**Course: 833, 834**                      **Environmental and Earth Science**                      **Grade 9**

Being good stewards over the earth fulfills the first command in scripture. This course is designed to help students become good stewards over the creatures, plants, and the resources of this earth. Using field data, in-class laboratory assignments, and projects along with information presented in the class, the students will learn to appreciate God's creation and to manage it wisely. Topics include the ecosystems, biomes, biodiversity, populations, plate tectonics, atmosphere, minerals and renewable and nonrenewable resources.

**Course: 841, 842**                      **Biology**                      **Grades 9-10**

This class is a survey of introductory biological concepts such as scientific inquiry, cells, cell metabolism and functions, Mendelian and molecular genetics, creation and evolution, biological kingdoms, comparative plant and animal anatomy and physiology, and ecology. Throughout the year, Christian worldviews will be applied to the concepts. Laboratory investigations with laboratory reports are an integral part of this course, including dissections.

- **Prerequisite:** Concurrent enrollment in Geometry; teacher recommendation for freshman.

**Course: 839H, 840H**                      **Honors Biology**                      **Grades 9-10**

A fast-paced class with in-depth reading assignments and laboratory exercises, Honors Biology covers the same order and general information as General Biology with more thought-provoking applications and more difficult material. Inquiry based discussions and material will be the foundations of this class. This class provides good foundations for Honors and Advanced Placement® classes.

- **Prerequisite:** Concurrent Honors Geometry; recommendation from previous science teacher

**Course: 851, 852**                      **Applied Science**                      **Grades 11-12**

Applied science is a lab course designed to show students the science they see every day. Topics include (but are not limited to) chemistry concepts, physics concepts, meteorology, forensic science, geology, the science of cooking, and the combustion engine. Additional topics where student interest is high can be included, such as animal husbandry or gardening. This is an excellent choice for the student who may not be ready for a full chemistry or physics class but would like to expand their knowledge of God's creation! An excellent third science course that does not include a high math requirement.

- **Prerequisite:** Biology

**Course: 853, 854**                      **Anatomy and Physiology**                      **Grades 11-12**

This class involves studying the structure and function of the parts of the human body. Topics include an introduction to the human body, organization of the human body, a review of basic chemistry and cell structure and function, human tissues, skin, the skeletal system, human musculature, the nervous system, special senses the endocrine system, cardiovascular system, lymphatic, digestive, urinary, and reproductive systems. Dissections are essential to this class and are required for completion of the course. Dissections include the sheep brain, cow eye, sheep heart, and a rat. Students are required to participate in dissections.

- **Prerequisite:** Biology

**Course: 855, 856****Chemistry****Grades 10-12**

Chemistry is a lab-based course designed to give students a solid foundation in chemistry and help them to see and experience the intricacy, detail and order of God's creation. This course will focus on an atomic and molecular level study of the world as we explore the vital role that chemistry plays in students' daily lives. We will discuss topics such as atomic structure, states of matter, the periodic table, solutions, chemical reactions, chemical bonding, thermodynamics, gas laws, and acid-base chemistry. This course will place a strong emphasis on the continual development of critical thinking and problem solving skills. The laboratory portion of the class will provide hands on experience to help students become confident with the tools and techniques commonly used in the lab environment as well as give students the opportunity to analyze and interpret data, communicate scientific conclusions, and connect those conclusions to the larger context of the world of chemistry all around them.

- **Prerequisite:** Biology and completion of or enrollment in Algebra 2

**Course: 857H, 858H****Honors Chemistry****Grades 10-12**

Honors Chemistry is an advanced course designed to meet the needs of students who have shown both a proficiency, and enthusiasm for understanding the details of God's creation. This course will focus on an atomic and molecular level study of the world as we explore the vital role that chemistry plays in students' daily lives. We will discuss topics such as atomic structure, states of matter, the periodic table, solutions, chemical reactions, chemical bonding, thermodynamics, chemical gas laws, acid-base chemistry and chemical kinetics. The course will also include an introduction to organic, biochemical and nuclear chemistry. Quantitative calculations using balanced chemical equations are a major emphasis in both the lecture and laboratory portion of the course, so students ought to have a proficient knowledge of algebra, as well as strong writing and problem solving skills. The laboratory portion of the class will provide hands-on experience to help students become confident with the tools and techniques commonly used in the lab environment. Through both laboratory work and additional outside independent reading, students will be challenged to learn how to more effectively analyze and interpret data, communicate scientific conclusions, and connect those conclusions to the larger context of the world of chemistry all around them.

- **Prerequisite:** 80% or above in Honors Biology or 90% or above in Biology; Completion of or enrollment in Honors Algebra II or Algebra II with teacher recommendation.

**Course: 869P, 870P****AP® Chemistry****Grades 11-12**

AP® Chemistry is equivalent to a college level general chemistry course that provides rigorous study in four major areas: structure of matter, states of matter, reaction and descriptive chemistry. Students must be highly motivated to tackle this rigorous course. At the end of the year, students will take the Advanced Placement® Examination for potential college credit. Students taking this course may be required to complete laboratory work outside of the regular class time. The student will demonstrate a basic understanding of, and the ability to apply, mathematical solutions to problems involving atomic theory and structures, chemical bonding, nuclear chemistry, kinetic theory, solutions, reaction types, stoichiometry, equilibrium, kinetic, thermodynamics, and descriptive chemistry. Evaluation is



based on homework, lab reports and tests. Much of the class is “out of class homework” and in class lab based work.

- **Prerequisite:** 80% or above in Honors Chemistry or 90% or above in Chemistry. Must have a teacher recommendation

**Course: 865, 866**                      **Fundamentals of Physics**                      **Grades 10-12**

Fundamentals of Physics is a survey course that serves as an introduction to traditional physics content over a wide range of topics. Topics include mechanics, fluids, thermodynamics, waves, optics, and selected material in modern physics. This course is mathematics based and seeks to develop conceptual and problem solving skills enriched through a variety of laboratory experiences. Students are expected to be proficient in Algebraic and basic trigonometric functions. The course is designed for any student interested in the physical sciences or simply curious about the explanations behind the natural phenomena of everyday life.

- **Prerequisites:** Students must be at least concurrently enrolled in Algebra II. Completion of Chemistry or Applied Science is strongly encouraged. Proficiency in Algebra needed.

**Course: 867P, 868P**                      **AP® Physics 1**                      **Grades 11-12**

This course is designed for the strong math/science student interested in physics at a deeper level. AP® Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as kinematics, Newtonian mechanics (including rotational motion, work, energy, power and momentum); rotational equilibrium and dynamics. Through inquiry-based learning, including approximately 25% of time dedicated to labs, students will develop scientific critical thinking and problem solving skills. The course is structured around six “big ideas” of physics, which encompass core scientific principles, theories, and processes that emphasize enduring understandings, essential knowledge and science practices to cut across traditional boundaries and provide a broad and connected way of thinking about the physical world.

- **Prerequisites:** Concurrently enrolled in Precalculus or higher; completion of a chemistry course with an 80% or higher, and teacher recommendation.

**Course: 843P, 844P**                      **AP® Biology**                      **Grades 11-12**

An intensive course equivalent to an introductory college biology course, AP® Biology offers students an in-depth examination into main biological concepts that build upon those learned in Introductory Biology. A minimum of 12 laboratory investigations must be completed in preparation for the AP® exam in May. Students taking AP® Biology must be prepared for outside reading and laboratory work that requires time outside of class (mornings, afternoon, or possibly weekends). Students must have a good work ethic.

- **Prerequisite:** 80% or above in Chemistry, and teacher recommendation.



## SOCIAL STUDIES DEPARTMENT COURSES

Grade	Sem.1	Sem.2	Name of course	Core	Level / Credit	PreReq
9	931S		Origins of Western Civilization	Core	.5 credit	
10	941	942	World History	Core	1 credit	
10	943H	944H	Honors European History	Core	Honors/ 1 credit	Yes
11	951	952	United States History	Core	1 credit	
11	953H	954H	Honors United States History	Core	Honors/1 credit	Yes
11	955P	956P	AP® United States History	Core	AP®/ 1 credit	Yes
12		960S	American Government	Core	.5 credit	
12	969P	970P	AP® American Government & Politics	Core	AP®/ 1 credit	Yes
10-12	936S		Ethnic Studies		.5 credit	
11-12	962S	962S	Criminal Justice		.5 credit	

### Social Studies Credit Graduation Requirements:

Students must earn a minimum of 3.0 social studies credits in total for graduation. These credits must include 1.0 credit in world history, 1.0 credit in US history, and 0.5 credit in American Government.

### Course: 931S

### Origins of Western Civilization

### Grade 9

This fall semester course will provide a historical introduction to and trace the development of Western Civilization from Creation to the Early Middle Ages; will focus on the implementation of God's sovereign plan for humankind and emphasize the major events, people, and societies that impacted the evolution of Western ideas and societal structure; course incorporates tests, quizzes, research projects, classroom activities, and homework assignments as its basis of assessment. Whenever possible, other enrichment opportunities will be included to further student's understanding of the subject matter.

**Course: 941, 942****World History****Grade 10**

The course focuses on the emergence of modern nations, exploration, expansion, and revolution. The course deals with reform, nationalism and imperialism in Europe, Asia, Africa and Latin America, pursuing a chronological and regional emphasis. Moving into the 20<sup>th</sup> century, the course discusses the causes and effects of major events – World War I, the Great Depression, the rise of totalitarianism, World War II, the Cold War and the issues of the postmodernist. The historical impact of religion, especially Christianity, is emphasized throughout the course.

**Course: 943H, 944H****Honors European History****Grade 10**

The course initially addresses the impact of the classical Western Civilization on the development of Europe. The course then traces the evolution of Europe from the Classical Era to the Middle Ages. The course then deals with the Renaissance and Reformation and the changes they brought to European thinking. European exploration, Revolution and the Age of Imperialism propels the course into the 20<sup>th</sup> century. Discussion of the causes and effects of the major events of the 20<sup>th</sup> century –World War I, the Great Depression, the Rise of Totalitarianism, World War II, the Cold War, and the issues of the postmodernist society round out the course. Throughout the course, thematic issues will be introduced and analyzed. Multi-disciplined areas of study will be integrated into the class. Various research assignments are required.

- **Prerequisite:** 90% or above in Origins of Western Civilization; 80% and above with teacher recommendation.
- **Note:** This course may be offered in a concurrent learning environment with standard World History.

**Course: 951, 952****United States History****Grade 11**

A short overview of U.S. history from exploration/colonization through the Civil War introduces this course. The greater concentration, however, is on U.S. history after 1865. The units of study include the periods of the Reconstruction, the Industrial Revolution, the Age of Imperialism, the Roaring Twenties, the Great Depression and New Deal, World War II, the Cold War, new issues in American society, Vietnam, conservation and conservatism, and the U.S. movement into the 21<sup>st</sup> century. The study includes literature studies as well as fine arts (music, film, and art) reflections throughout the year. Written assignments involve critical thinking skills and interpretation and analysis of primary source documents.

**Course: 953H, 954H****Honors United States History****Grade 11**

Designed for the college-bound or the student who seeks a challenging academic curriculum in United States history. The year-long study covers American History from the earliest Americans into the 21<sup>st</sup> Century emphasizing study according to the social, cultural, ethnic, intellectual, economic, political, military, technological, and diplomatic themes with major emphasis on the development of American ideals and institutions. This one-year course is designed for highly motivated students and provides the opportunity for the development of critical thinking skills and concepts. The emphasis will be placed on research and writing to prepare the students for a successful college experience in U.S. History.

- **Prerequisite:** 80% and above in Honors European History and teacher recommendation; 90% and above in World History and teacher recommendation.

**Course: 955P, 956P****AP® United States History****Grade 11**

Advanced Placement® United States History is a two-semester examination of American history from the paleo-American era to the present. Solid reading and writing skills, along with a willingness to devote considerable time to reading and study, are essential to succeed. Emphasis is placed on critical, analytical, and evaluative thinking skills, essay writing, interpretation of primary sources, and historiography. The course also includes literature studies as well as fine arts (music, film, and art) reflections throughout the year. Students take the Advanced Placement® United States History exam in May. A summer reading project, supplemental readings throughout the year, and research projects are required.

- **Prerequisite:** 90% and above in Honors European History and teacher recommendation.

**Course: 960S****American Government****Grade 12**

This course is designed to give students a critical perspective on government and politics in the United States. This course involves both the study of general concepts and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the political life in the United States. This course, or AP® Government, is required for graduation.

**Course: 969P, 970P****AP® American Government/Politics****Grade 12**

The course will give the students an analytical perspective on government and politics in the United States. The 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 become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Topics covered include constitutional underpinnings of the U.S. government, political beliefs and behaviors, political parties, interest groups and mass media, institutions of national government, public policy, and civil liberties and civil rights. The acquisition of a thorough and systematic comprehension of U.S. government and politics requires that students learn facts and concepts and understand typical political processes. Students are also required to interpret basic data relevant to government and politics in sustained written arguments.

- **Prerequisite:** 80% or above in Honors or AP® US History and teacher recommendation; 92% or above in standard US History and teacher recommendation.

**Course 936S****Ethnic Studies****Grades 10-12**

This course will help our students understand God’s loving care for all the families of the earth and of all persons, each of whom He has made in His image. Students will learn about the origin of the human race (Acts 17:24-28), the peculiarity of our Christian “ethnos” (I Peter 2:9), and of the Lord’s desire to bless all nations (Gen. 12:1-3, Matthew 28:19-20). The course will give particular attention to the culture and beauty of ethnicities represented in our AACCS community, and will foster cultural humility and an equal respect for all others.

**Course: 962S**

**Criminal Justice**

**Grades 11-12**

This one-semester course presents an overview of the American justice system and how it attempts to deal with crime, and the justice system's goals, strengths, and weaknesses. The course will explore topics such as legal definitions of criminal acts, police on the job, criminal investigations, legal limitations on police conduct, and the functions of the criminal court system. The course will include debates over relevant topics, a unit simulating an active crime scene investigation, a jury deliberation simulation, and other activities designed to focus attention on the social and legal aspects of criminal justice.

## WORLD LANGUAGES DEPARTMENT COURSES

Grade	Sem.1	Sem.2	Name of course	Core	Level / Credit	PreReq
9-11	551	552	American Sign Language I (ASL I)	Core	1 credit	
10-12	553	554	American Sign Language II (ASL II)	Core	1 credit	Yes
11-12	555H	556H	Honors American Sign Language III (ASL III)	Core	1 credit	Yes
9-10	513	514	Spanish I	Core	1 credit	
9-11	523	524	Spanish II	Core	1 credit	Yes
9-11	525H	526H	Honors Spanish II	Core	Honors/1 credit	Yes
10-12	533	534	Spanish III	Core	1 credit	Yes
10-12	549H	550H	Honors Spanish III	Core	Honors/1 credit	Yes
11-12	537H	538H	Honors Pre-AP® Spanish IV	Core	Honors/ 1 credit	Yes
12	545P	546P	AP® Spanish Language and Culture	Core	AP/ 1credit	Yes

### Placement & Placement Testing:

Students who have taken Spanish at the middle school level and previously should not sign up for Spanish Level I. Incoming students desiring to enter the World Language program above Level II will have to take an Entrance Placement Test through the Guidance Office and receive World Language Department approval. Also, we recommend that freshmen taking Intro to Academic Writing postpone taking World Language courses until their sophomore year.

### Online World Language Options:

Other world language options are offered through our online partner school Sevenstar: French and German (levels I and II), and Latin and Chinese (levels I-III). Sevenstar courses carry an additional fee of approximately \$800 per year.

**Course: 551, 552**                      **American Sign Language I (ASL I)**                      **Grades 9-11**

This course provides an introduction to American Sign Language (ASL). Students will learn to communicate and comprehend using basic vocabulary, sentence construction and common phrases. In addition, students enrolled in ASL can expect to gain a better understanding of the deaf culture.

**Course: 553, 554**                      **American Sign Language II (ASL II)**                      **Grades 10-12**

ASL II is designed to build upon the language skills learned in ASL I and continue the development of ASL expressive and receptive skills, grammar, and cultural awareness. Students can expect to increase vocabulary, use ASL in a variety of settings, increase their knowledge of Deaf history and converse easily within the Deaf community.

- **Prerequisite:** A minimum final grade of **C-** in ASL I from AACCS or recommendation of teacher

**Course: 555H, 556H**                      **Honors American Sign Language III (ASL III)**                      **Grades 10-12**

ASL III continues to build upon the skills in ASL I & II. Students at this level will demonstrate interpretive, interpersonal and presentational communication skills used to communicate within the Deaf community.

- **Prerequisite:** A minimum final grade of **B** in ASL II from AACCS or recommendation of teacher.

**Course: 513, 514**                      **Spanish I**                      **Grades 9-10**

Spanish I offers an introduction into Spanish communication and culture, with practice in the four elements of listening, speaking, reading and writing. Spanish I encourages cultural awareness through information on the geography and people of Spain and Latin America. At this level the student will begin to understand the importance of speaking a second language.

**Course: 523, 524**                      **Spanish II**                      **Grades 9-11**

Spanish II continues the study of Spanish through the intermediate stages of interpersonal, interpretive and presentational communication. The skills of listening, speaking, reading, and writing are practiced through situational exercises and activities. Cultural emphasis continues through glimpses into the life and surroundings of young people in the Spanish-speaking world. At this level the student will begin to develop an awareness and empathy for other cultures.

- **Prerequisite:** A minimum final grade of **C-** in Spanish I from AACCS or recommendation of teacher

**Course: 525H, 526H**                      **Honors Spanish II**                      **Grades 9-11**

Honors Spanish II continues the learning of Spanish through an intense level of intermediate to advanced study, with a focus on writing and speaking as well as a higher level of reading and listening. Cultural emphasis continues through studies and comparisons of the lifestyles and



surroundings of people in the Spanish-speaking world. At this level the student will develop the ability to communicate at a basic level of Spanish.

- **Prerequisite:** A minimum final grade of **B** in Spanish I from AACCS or recommendation of teacher
- **Note:** This course may be offered in a concurrent learning environment with standard Spanish II

**Course: 533, 534**

**Spanish III**

**Grades 10-12**

Spanish III continues the study of Spanish through the advanced stages of communication and grammar, emphasizing the subjunctive mood. The skills of listening, speaking, advanced reading comprehension, and writing are practiced through situational activities on a more advanced level. Cultural emphasis continues through glimpses into the life and surroundings of young people in the Spanish-speaking world.

- **Prerequisite:** A minimum final grade of **C** in Span. II from AACCS or recommendation of the teacher

**Course: 549H, 550H**

**Honors Spanish III**

**Grades 10-12**

Honor Spanish III continues the study of Spanish through the advanced stages of communication and grammar, emphasizing the subjunctive mood. Intense focus on communication skills allows students to incorporate grammar concepts in context. Cultural comparisons, simulated conversations and oral and written presentations allow students to communicate more effectively in Spanish.

- **Prerequisite:** A minimum final grade of **B** in Span. II from AACCS or recommendation of the teacher

**Course: 537H, 538H**

**Honors Pre-AP® Spanish IV**

**Grades 11-12**

Further language study includes building on advanced interpersonal, interpretive and presentational communication skills. Contemporary reading selections are used to strengthen vocabulary and syntax. This is a course designed to prepare students for AP Spanish Language and Culture and includes preparatory AP activities. Students considering AP Spanish must take this course.

- **Prerequisite:** A minimum final grade of **B** in Honors Spanish II, Spanish III, or Honors Spanish III from AACCS or recommendation of the teacher

**Course: 545P, 546P**

**AP® Spanish Language and Culture**

**Grade 12**

AP Spanish Language and Culture continues with an emphasis on communication, being conducted almost entirely in Spanish. This college-level class incorporates an in-depth look at Spanish-speaking cultures with elements of listening, writing and speaking. Classic and contemporary reading selections are used to strengthen vocabulary and syntax. The students will learn how to use language to impact and influence culture through a biblical worldview. Students are required to take the AP® Spanish exam in May.

- **Prerequisite:** A minimum final grade of **B** in Pre-AP Spanish from AACCS.

## TECHNOLOGY DEPARTMENT COURSES

Grade	Sem.1	Sem.2	Name of course	Core	Level / Credit	PreReq
9		231	Foundations of Technology	Core	.5 Technology	
10-12	233S		Introduction to Engineering	Core	.5 Technology	
10-12	236H		Honors Engineering 2	Core	.5 Technology	Yes
11-12	250H		Honors Engineering 3	Core	.5 Technology	Yes
9-12	270		Introduction to Computer Science	Core	.5 Technology	Yes
10-12		274H	Honors Java Programming	Core	.5 Technology	Yes
11-12	277P	278P	AP® Computer Science Principles	Core	1 Technology	Yes

### **Course: 231**

### **Foundations of Technology**

### **Grade 9**

This course presents a multi-faceted collection of skills and information for both understanding and applying technology. The course begins with an overview of technology – its history, benefits, and shortcomings, along with assessing technology and its implications to global society. This is followed by hands-on practice with measurements, unit conversions, and applications to math and science. Subsequent project-based units include: use of Excel for formulas, calculations, etc.; use of PowerPoint; video making (various software used); bridge design (using West Point Bridge Designer); lab experiments in mechanical engineering (e.g., stress/ strain) and applying the data to an engineering design concept; computer-aided design (CAD) drafting using Google Sketch Up in which the students design a house. These problem-solving units provide students with an introduction to the world of STEM careers.

### **Course 233S**

### **Introduction to Engineering**

### **Grades 10-12**

This is a one-semester elective course designed for students exploring the world of engineering and technical careers. Students learn about the major areas of engineering (aeronautical, mechanical, automotive, electrical, robotics, along with chemical, civil/environmental, nuclear) through hands-on design projects and guest speakers from industry. The projects include airplane design, mechanical drawing, vehicle design, “simple machines” construction, electrical engineering applications, and robotics controls introduction. These students support the Engineering 2 students with their capstone project in hosting, designing and executing a “STEM Day” for the AACS Severn and Annapolis Lower Schools’ students.

### **Course 236H**

### **Honors Engineering 2**

### **Grades 10-12**

This advanced elective course dives deeper into aspects and components of engineering, including AutoCAD; biomechanical, aeronautical and electrical engineering; and video game production. The content is more math-intensive; the general approach is one of open-ended problem-solving via

hands-on projects. Projects include designing a human prosthetic device, a more advanced airplane design, and design of a “green” house. 3-D printing capabilities enhance the students’ design experience. This course culminates in the design and execution of a “STEM Day” for the AACIS Severn and Annapolis Lower Schools’ students.

- **Prerequisite:** Introduction to Engineering

**Course 250H    Honors Engineering 3    Grades 11-12**

This course builds upon the skills and content of Engineering 2. The course consists of three units presented alongside a semester-long design & build project that solves a real world problem. The project requires students to research, plan for costs, materials acquisition, logistics, regulatory compliance, etc. while establishing and working through a timeline, developing the charts necessary to track this information, and proceeds through design, construction, and installation. A final presentation to the organizations involved in the project is included. The three units augment information from Engineering 2, and expand into areas including drones and flight simulation, and may include areas such as statics, dynamics, materials science, and/or home wiring, particularly as they apply to the project.

- **Prerequisite:** Honors Engineering 2

**Course: 270    Introduction to Computer Science    Grades 9-12**

This introductory course is a lab-oriented course designed to teach students the fundamentals of programming and larger concepts of computer science. Topics and concepts covered include introduction to computer systems, variables, methods, decision-making, looping, and event-driven programming. Programming languages explored may include Scratch and Python.

- **Prerequisite:** Completion of Algebra I.

**Course: 274H    Honors Java Programming    Grades 10-12**

Programming in Java is an introduction to the Java programming language. It introduces students to object-oriented programming concepts and the Java syntax necessary to implement them. Students will be able to write Java applications that use both terminal and GUI components. Topics covered include the fundamentals of Java, data abstraction, encapsulation, polymorphism, and inheritance. Students will use predefined classes to design, implement, and analyze solutions to a wide range of mathematical and non-mathematical problems using the computer.

- **Prerequisite:** Prior programming experience, with department approval

**Course 277P, 278P    AP® Computer Science Principles    Grades 11-12**

This course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. This course will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together these aspects of the course make up a rigorous and rich curriculum. This course teaches the foundational concepts of computer science as it aims to broaden participation in the study of computer science.

- **Prerequisite:** Completion of Introduction to Programming, or Department Approval



## FINE ARTS DEPARTMENT COURSES

*(theatre, visual arts, choral music, instrumental music, media arts)*

Grade	Sem.1	Sem.2	Name of course	Core	Level and Credit	PreReq
9-12	377	377	Drama		.5 Fine Art	
9-12	389H	390H	Honors Dramatis		H/1 Fine Art	Yes
9-12	426S		2-D Design <i>(only Fall semester)</i>		.5 Fine Art	
9-12		428S	3-D Design <i>(only Spring semester)</i>		.5 Fine Art	Yes
10-12	423S	423S	Photography		.5 Fine Art	Yes
10-12	418F		Graphic Design		.5 Fine Art	Yes
10-12	433	434	Drawing <i>(one-semester course)</i>		.5 Fine Art	Yes
10-12	435	436	Painting <i>(one-semester course)</i>		.5 Fine Art	Yes
11-12	430H	430H	Honors Studio Art		H/1 Fine Art	Yes
9-12	495	496	Gospel Choir		.5/1 Fine Art	
9-12	491	492	Chorus		.5/1 Fine Art	
10-12	489H	490H	Honors Madrigal Singers		H/1 Fine Art	Yes
9-12	457S	457S	Music Theory and Appreciation		.5 Fine Art	Yes
10-12		486H	Honors Music Theory		H/.5 Fine Art	Yes
9-12	481	482	Symphonic Band		.5/1 Fine Art	Yes
10-12	495H	496H	Honors Symphonic Band		H .5 Fine Art	Yes

**Course: 377****Drama****Grades 9-12**

This semester course introduces students to the art of acting. Through a variety of acting exercises, improvisations, and scenes, students develop the skills of sense of memory, pantomime, improvisation, vocal projection, stage movement, and characterization. Students will work individually and in groups to create a variety of performances throughout the semester, culminating in a public performance near the end of the semester.

**Course: 389H, 390H****Honors Dramatis****Grades 10-12**

This is an auditioned, 10-member dramatic ensemble, known as Dramatis, that explores advanced theatrical material. Each ensemble member further develops techniques for acting, vocal projection, and character development. An emphasis is placed on building the ensemble into a cohesive unit, and the group performs regularly throughout the school year in a variety of contexts.

- **Prerequisite:** Drama, Placement audition, Teacher recommendation
- **Additional Expenses:** Students may be required to obtain appropriate “theatre blacks” as a base performance outfit. This ensemble takes a mandatory trip during the school year (cost is typically \$400). For more information, contact the Fine Arts Director.

**Course: 426S****2-D Design****Grades 9-12**

This is a one-semester art foundation course that is a prerequisite for all other visual art courses. Projects will focus on the elements and principles of design and their application in the design process. Projects will include working with different mediums including drawing, pencil, colored pencil, marker, chalk and oil pastels, and printmaking.

**Course: 428S****3-D Design****Grades 9-12**

This is a one semester art course for the student with a high level of interest in three dimensional design and sculpture. Projects will include 3D fiber art, ceramic sculpture, as well as additive and subtractive sculptural processes. Students will build off of knowledge gained in 2D Design in regards to translating the elements of art and principles of design into use with three-dimensional pieces.

- **Prerequisite:** 2-D Design

**Course: 423S****Photography****Grade 10-12**

This is an introductory class for the study of photographic processes. Use of the digital camera and the manipulation of student-generated images on the computer will serve as a basis for exploring various media. Students will be challenged to solve art problems by studying the work of master photographers and digital artists. A sketchbook will serve as a resource for technical information, processes, idea generation and written commentary. The goal is to have students develop and demonstrate knowledge of vocabulary and themes of photographic media.

- **Prerequisite:** 2-D Design
- **Note:** The offering of this course for the 2022-2023 academic year is contingent upon interest and may change based on enrollment and/or staffing.

**Course: 418F****Graphic Design****Grades 10-12**

This one-semester course will focus on the Elements and Principles of Design. Students will use the Elements to understand the building blocks of Graphic Design which will help them to create posters, flyers, and logos that incorporate images and text. Students will use Photoshop to design projects.

- **Prerequisite:** 2-D Design
- **Note:** The offering of this course for the 2022-2023 academic year is contingent upon interest and may change based on enrollment and/or staffing.

**Course: 433, 434                      Drawing                      Grades 10-12**

This is a one semester course for serious art students. This class will focus on using the Elements and Principles of design to draw still lifes, landscapes and portraits. Each project will help develop skills in craftsmanship, observation and develop conceptual ideas. Students will explore using different mediums such as charcoal, oil pastel, pen, pencil and mix media.

- **Prerequisite:** 2-D Design

**Course: 435, 436                      Painting                      Grades 10-12**

This is a one semester course for serious art students. This course focuses on the application of paint and the technique in brushwork. All projects have an emphasis on Color Theory and are designed to focus on how we see and use color, as well as incorporating Art History to understand cultural context. Students will use both acrylic and watercolor paint for projects.

- **Prerequisite:** 2-D Design

**Course: 430H                      Honors Studio Art                      Grade 11-12**

This is a full-year course for dedicated art students in grades 11-12 who want to advance their skills and techniques in various drawing and painting subjects and media. Emphasis is placed on problem solving, critical thinking, and conceptual development. Students will build artistic breadth by working with a variety of media, including ink, graphite, charcoal, pastels, colored pencils, watercolor pencils, and acrylics. Students will develop a concentration in an artistic medium, and will prepare a portfolio to submit to colleges or to an independent advisor.

- **Prerequisite:** 2-D Design; At least two other visual art courses; Portfolio and Application review; Permission of the instructor

**Course: 495, 496                      Gospel Choir                      Grades 9-12**

This is a performing ensemble that will explore repertoire from the Gospel music genre. Students will learn about the history of Gospel music, discuss the essential components of Gospel music, develop ensemble skills, and learn music primarily through rote teaching. Singers will explore repertoire from the Gospel music tradition including spirituals, anthems, and contemporary and traditional Gospel music. This group will perform regularly in chapel, in two annual school concerts, and possibly other community events. This class is non-auditioned and open to all students who would like to register.

- **Additional Expenses:** Students may be required to obtain the appropriate attire for concerts (\$99.50 for male attire; \$68 for female attire). This ensemble may take a trip during the school year (cost TBD). For more information, contact the Fine Arts Director.

**Course: 491, 492**                      **Chorus**                      **Grades 9-12**

This is a performing ensemble that will explore standard vocal literature for the adolescent voice. Each singer will learn the skills of good choral tone, rehearsal and performance etiquette, and vocal technique. This group will perform for two annual school concerts and possible additional community and school events. This class is non-auditioned and open to all students who would like to register.

- **Additional Expenses:** Students are required to obtain the appropriate attire for concerts (\$99.50 for male attire). This ensemble may take a trip during the school year (cost TBD). For more information, contact the Fine Arts Director.

**Course: 489H, 490H**                      **Honors Madrigal Singers**                      **Grades 10-12**

This performing ensemble explores a variety of advanced a cappella repertoire for mixed voices. They perform in annual school concerts and may represent the school in many local and regional events throughout the year. Each singer also studies music theory, melodic and rhythmic sight reading, and vocal technique.

- **Prerequisite:** Music Theory (concurrent or completed), Placement audition, Teacher Recommendation
- **Additional Expenses:** Students are required to obtain the appropriate attire for concerts (\$99.50 for male attire; \$68 for female attire). This ensemble may take a mandatory trip during the school year (cost: \$600). For more information, contact the Fine Arts Director.
- **Note:** Enrollment in Madrigal Singers does not exclude you from enrolling in Gospel Choir or Chorus..

**Course: 457S**                      **Music Theory and Appreciation**                      **Grades 9-12**

The goal of this one-semester course is to develop skills necessary to listen to and analyze music well. The course explores the fundamentals of music. Students learn the primary concepts of music theory, including notation, rhythm, meter, pitch, dictation, sight, singing, tonality, and basic chord structure.

- **Prerequisite:** Ability to read music in at least one clef (e.g. treble or bass) and math level of Algebra I or above.

**Course: 486H**                      **Honors Music Theory**                      **Grades 10-12**

In this advanced one-semester music course, students develop a deeper understanding of the various fundamentals of music: melody, harmony, texture, and form. Students will develop music composition skills through analysis, notation, context study, and original compositions. The student's ability to read and write musical notation is fundamental to this course, and the student must be able to sight sing in major and minor keys, dictate simple melodies in major and minor keys and possess adequate performance skills in either voice or on an instrument.

- **Note:** Students enrolled in Honors Music Theory may choose to take the AP® Music Theory test. In these cases, supplemental materials will be provided for the student to prepare independently. This course will only be offered if staffing and student enrollment are sufficient.



- **Required:** Textbooks are used for this fine arts elective course.
- **Prerequisite:** Music Theory & Appreciation, Teacher recommendation

**Course: 481, 482**

**Symphonic Band**

**Grades 9-12**

Students in this instrumental music ensemble will learn selections from the standard concert band repertoire, foster technique on their instrument, develop sight-reading skills, analyze music from all genres, identify musical arguments, and perform in concert, in Assembly, in Chapel, and at festivals. Symphonic Band is open to student musicians who play one of the following instruments: percussion, flute/piccolo, oboe, bassoon, clarinet, bass clarinet, saxophone (alto, tenor, baritone), French horn, trumpet, trombone, baritone/euphonium, or tuba.

- **Prerequisite:** Ability to read music in at least one clef (e.g. treble or bass), Basic performance abilities on a concert band instrument
- **Additional Expenses:** Students are required to obtain the appropriate attire for concerts (cost TBD). This ensemble may take a trip during the school year (cost TBD). For more information, contact the Fine Arts Director.

**Course: 495H, 496H**

**Honors Symphonic Band**

**Grades 10-12**

Honors Symphonic Band will meet concurrently with Symphonic Band, and students in Honors Symphonic Band will serve in leadership roles in that instrumental ensemble. Honors Symphonic Band is a full-year course for dedicated instrumental music students who want to advance their skills. Students will work on advanced etudes and advanced solo repertoire specific for their instrument. Students will prepare for all-state auditions and solo competition. Students will work on extended major scales and minor scales. Students will take bi-weekly lessons with the instrumental music teacher or from a private instructor.

- **Prerequisite:** Minimum of one semester of Symphonic Bands (or similar ensemble experience for transfer students), Placement audition, Teacher recommendation, Minimum of one full year of participation in Symphonic Band (or one semester of Symphonic Band and one season of Marching Band).
- **Additional Expenses:** Students are required to obtain the appropriate attire for concerts (cost TBD). This ensemble may take a trip during the school year (cost TBD). For more information, contact the Fine Arts Director.

**PHYSICAL EDUCATION & GENERAL ELECTIVE COURSES:**

Grade	Sem.1	Sem.2	Name of Course:	Core	Level / Credit	PreReq
9-12	706S	706S	Female Strength and Conditioning		.5 PE credit	
9-12	710S	710S	Male Strength and Conditioning		.5 PE credit	
9-12	716S	716S	Female Aerobic Fitness		.5 PE credit	
9-12	717S	717S	Health and Fitness <i>(this course is a graduation requirement)</i>		.5 PE credit	
9-12	718S	718S	Lifelong Fitness		.5 PE credit	
9	330		Intro to Academic Writing		.5 credit	
9		985S	Reading Workshop 9		.5 credit	
11	985S		Reading Workshop 11		.5 credit	
11		341S	Research Writing 11		.5 credit	
12	341S		Research Writing 12		.5 credit	
10-12	369	370	Yearbook <i>(full-year course)</i>		1 credit for year	
10-12	373S	373S	Speech <i>(one semester)</i>		.5 credit	
11-12	487S	487S	Worldviews in Film		.5 credit	Yes
11-12	255S	255S	Personal Finance		.5 credit	
9-12	991	992	Study Hall <i>(offered either semester)</i>		No Credit	
11-12	829	830	Student Aide		.25 credit per semester	

**Physical Education Credits Earned Outside the School Day:**

All students must earn at least one half credit of P.E. through an actual PE course that includes health components. The other required half credit of P.E. may be earned outside of the classroom via one season of Marching Band or of varsity/JV sports. This outside half-credit will not be awarded in the case of students who take two semester Physical Education courses. An outside

Physical Education half-credit will receive a grade of “Pass,” and will not factor into grade point average (GPA) calculations.

**Course: 706S**                      **Female Strength and Conditioning**                      **Grades 9-12**

This one-semester course will provide instruction and guidance in weight training for any student interested in maintaining or improving her general fitness, wellness and strength. The instructor will emphasize safety, variety, and balance in workout regimens, as well as nutrition and other concepts.

**Course: 710S**                      **Male Strength and Conditioning**                      **Grades 9-12**

This one-semester course will provide instruction and guidance in weight training for any student interested in maintaining or improving his general fitness, wellness and strength. The instructor will emphasize safety, variety, and balance in workout regimens, as well as nutrition and other concepts.

**Course: 716S**                      **Female Aerobic Fitness**                      **Grades 9-12**

Students will participate in a variety of aerobic workout activities that include components of dance, flexibility, balance, coordination and fitness. Workout sites include the weight room, the gyms and/or field house, and on some days the outdoors.

**Course: 717S**                      **Health and Fitness**                      **Grades 9-11**

Students will have a combination of classroom learning and fitness workouts. Classroom time would cover topics such as nutrition, components and principles of fitness, and developing a fitness program. Workouts serve as the lab for classroom learning. This coed class may split into gender-specific discussion groups occasionally.

- **Note:** This course is a graduation requirement, so we encourage students to take this PE course in grade 9 or 10.

**Course: 718S**                      **Lifelong Fitness**                      **Grades 9-12**

Students will be taught lifelong habits of staying active and enjoying healthy movement. Daily activities will often involve fun team-oriented activities with a mutually supportive atmosphere, not a highly competitive one. This class has coeducational enrollment.

**Course: 330**                      **Intro to Academic Writing**                      **Grade 9**

This one-semester course takes a practical approach to language basics to help students improve their written communication. Students are placed in this class on the basis of placement or teacher recommendation. This course not only serves to supplement students’ practical use of the English language, but also helps them acquire and develop the necessary writing and study skills to succeed in high school. A student taking Intro to Academic Writing also takes English 9 and is usually encouraged to begin foreign language study as a sophomore.

**Course: 985S**                      **Reading Workshop**                      **Grade 9 (spring)**

**Grade 11 (fall)**

This one-semester class focuses on helping students comprehend all types of reading material, from textbooks to Shakespeare. Students will practice a variety of skills including vocabulary development, drawing conclusions, making inferences, and active reading. Literature selections from English class are incorporated whenever possible. While the course is open to all students, teacher recommendation and scores on standardized tests are used to guide placement in the class.

**Course: 341S**

**Research Writing**

**Grade 11 (spring)**

**Grade 12 (fall)**

This one-semester course is designed to help students improve the fluency and organization of their writing. Students are placed in this class on the basis of teacher recommendation. Through in-class and out-of-class writing assignments, students will practice formulating, developing, and supporting ideas through clearly structured arguments. This process will reinforce both grammar and research skills, while giving students strategies for planning, drafting, and revising academic writing. Students will demonstrate their acquired skills by producing either the junior research paper in the spring or the senior practicum paper in the fall. Available: Junior (Spring) and/or Senior (Fall). While teacher recommendations are considered in placing students in this course, parent or student requests are welcome.

**Course: 369, 370**

**Yearbook**

**Grades 10-12**

This full-year course functions as an introduction to publishing. Students will design, organize, and produce content for the AACS Yearbook. Students will create and implement the theme for the yearbook, take and arrange pictures, gather and write interviews and articles, and design individual pages. Skills taught include writing, interviewing, layout design, and copy editing. Staff members must be willing to talk to different members of the AACS community, propose and evaluate designs and articles, and collaborate freely on a large, public project. The successful use of these skills, as well as ability to meet strict deadlines forms the basis for the student's grades. Students will also learn general functions of Adobe InDesign and may use Adobe Photoshop.

- **Prerequisite:** Application; Permission of the instructor
- **Alternative Credit Option:** This course may be taken for Technology credit

**Course: 373S**

**Speech**

**Grades 10-12**

This one-semester elective is similar in content and requirements to Freshman Speech, but it is geared toward students in grades 10-12. This course helps students further develop the speaking and listening skills necessary to become clear, thoughtful, and confident communicators. Students will plan, prepare, and deliver to the class a variety of speeches, ranging from two to ten minutes in length. These include autobiographical, informative, persuasive, impromptu, and inspirational speeches, demonstrations, and oral interpretations of literature.

**Course: 487S**

**Worldviews in Film**

**Grades 11-12**

In this one-semester course, students develop the ability to discern and evaluate worldviews as presented in film. Students will become better watchers of film by developing film analysis skills, appreciating excellent filmmaking, identifying objectionable content, discerning the function of



## EDUCATIONAL SUPPORT

Students are enrolled in Educational Support classes only after discussion with the Educational Support team. **Please contact Megan Lamb [MLamb@acsonline.org](mailto:MLamb@acsonline.org) to begin the process.**

**Course: 979, 980**

**Directed Studies**

**Grades 9-12**

Directed Studies is an elective course designed to equip students with school success skills. Class time is used to deliver whole group instruction on study skills, executive functioning skills such as organizing time, materials, setting and achieving goals and test preparation. A portion of class time is set aside for independent study and assignment completion. This course is taught by a member of the Education Support Department who partners with your child in collaborating with teachers. The Education Support Instructor will also collaborate with teachers using the student's Education Support Plan and documented accommodations should students have them. This level of support includes the Directed Studies teacher collaborating with classroom teachers using the student's Education Support Plan and documented accommodations should students have them.

- **Note:** An Educational Support Plan is NOT required.
- **Prerequisite:** Parents must discuss Directed Studies placement with the Educational Support Department by contacting Megan Lamb ([mlamb@acsonline.org](mailto:mlamb@acsonline.org)). The Academic Dean must receive Mrs. Lamb's approval for a student to take Directed Studies.

## ENGLISH AS SECOND LANGUAGE (ESL) COURSES

**Course 173, 174**                      **ESL/ELL Intro to the Bible**                      **Grades 9-11**

This course is designed to help ELL and/or international students with limited or no Bible background, to understand and make sense of the Bible and a biblical worldview. Fundamental concepts this course presents include the structure of the Bible, the story of the Bible and our place in it, the Speaker of the Bible and His thoughts toward us, and a biblical worldview.

**Course 381, 382**                      **ELL/ESL Level 1**                      **Grades 9-10**

ESL 1 provides practice in the four language skills of listening, speaking, reading and writing. Emphasis is placed on acquiring the grammar and vocabulary necessary to write an effective essay, give an oral presentation, and read for comprehension and analysis.

**Course 385, 386**                      **ELL/ESL Level 2**                      **Grades 9-11**

ESL 2 will continue practice in the four language skills of listening, speaking, reading and writing. Emphasis will be placed on acquiring the more sophisticated grammar and vocabulary necessary for transition to the mainstream AACCS English classes. Assignments will include weekly essays, oral presentations, reading comprehension and listening exercises.

## ONLINE COURSES

Beyond the many course options offered on campus at Annapolis Area Christian School's Upper School, additional courses are available online through our partnership with the Christian online school Sevenstar Academy ([www.sevenstar.org](http://www.sevenstar.org)). Sevenstar courses are approved for AACCS transcript credit.

### **Cost for Online Courses:**

There is an additional charge for these courses—\$570 for a one-semester course and \$770 for a full-year course; AP® and dual credit courses have a slightly higher cost. First time students also pay a \$45 one-time registration fee.

### **Some Sevenstar Course Options:**

#### **Science:**

Marine Science  
Forensic Science 1 & 2

#### **Social Studies:**

Global Studies  
Economics with Financial Literacy  
Psychology  
AP Psychology  
AP Macroeconomics  
AP Microeconomics

#### **World Languages:**

French 1, 2  
German 1, 2  
Latin 1, 2 & 3  
Chinese 1, 2 & 3

#### **Fine Arts Electives:**

AP Art History  
Music Appreciation  
Theater, Cinema, Film Production

#### **General Electives:**

Creative Writing  
Leadership Skills Development  
Social Problems

### **Registering for a Sevenstar Online Course:**

Students should indicate their desire for a Sevenstar course during the regular AACCS course registration season (February/March), designating one of the eight periods for a named “online



course” in one or both semesters. The start and end dates for these courses are flexible, so these can vary based on an individual student’s plans and schedule. However, once a course is begun, a set schedule of assignments, due dates and exams is set in motion. Note that one-semester online courses are 18 weeks long; two-semester courses take 36 weeks to complete.

## COLLEGE/DUAL CREDIT COURSES

### **Anne Arundel Community College College/Dual Credit Courses:**

AACS offers access to college courses (beyond the 11 courses offered in our AP® program) for qualified juniors and seniors at Anne Arundel Community College (AACC) through their Early College Access Program (ECAP). Proceed with caution: college courses place high demands and expectations on the student. Do not underestimate the impact of adding a college course to your high school schedule!

In order to qualify for one of the AACC options, a student must be a rising junior or senior with a GPA of 3.0, with an SAT score of 500 or above on the English portion and 500 or above on the Math portion (or ACT score of 18 or above for English, and 21 or above for Math). Students without SAT or ACT scores must take AACC's Accuplacer test and meet their criteria for acceptance.

Students would indicate their desire to take an AACC course during the regular registration season here at AACS (February/March), designating one of the eight periods for the college course. The start and end dates for these AACC courses correspond closely (but not exactly) with the AACS school calendar.

AACS will facilitate the enrollment and registration process for AACC courses selected by our students, as well as the Accuplacer testing, as needed. It is important to note that AACC uses their own learning management system (Canvas) rather than Veracross, and any request to drop a course must follow AACC's rules, which are very time sensitive and far less flexible than those of AACS or Sevenstar. Failure to follow their course drop rules may result in significant cost and negative transcript implications. To adhere to our priorities, mission and accreditation, AACS will add a biblical worldview module for each AACC course.

**Note:** Students who enroll in an ECAP course are expected to provide the AACS academic dean a copy of their ECAP course grade report. It is the student's responsibility also to request a copy of their AACC transcript, which colleges will want to see along with their AACS high school transcript.

AACC's course schedule for 2022/2023 is not yet available; in general, students may consider:

- entry level courses
- courses not already available through AACS
- courses consistent with our mission and educational goals
- sections of courses that pose minimal disruption to the AACS school day (including evening, online and hybrid options)

Examples of the types of courses available through the ECAP program are listed below:

- World Languages: French 1, German 1, Italian 1, Russian 1
- Humanities and Social Sciences: Interior Design, Architecture, Sociology, Social Problems
- Sciences: Horticulture, Nutrition, Oceanography, Public Health, Digital Forensics
- Business: Accounting, Entrepreneurship, Business, Marketing, Management, Global Economy
- Homeland Security; Hotel Management; Hospitality; Foundations of Education; Metal Fabrication;

- Paralegal Studies; International Law

The ECAP Program includes the option for summer courses at AACC campuses. **Registration** for AACC summer courses takes place in March. See the AACS Academic Dean in March to discuss.

Registration for a school-year ECAP course at AACC begins by listing “AACC Online Course” on your AACS Course Selection form in March. Name the desired ECAP course if that is known. Students will then need to register with AACC a few weeks before the course term begins; students may receive the ECAP registration form from the AACS academic dean.

**Sevenstar College/Dual Credit Courses:**

An option for dual credit online college courses is available through Sevenstar’s program with Gordon College and Taylor University. As with Sevenstar’s high school courses, AACS will facilitate the registration and oversight of these courses. For available courses please see this link: <https://sevenstar.org/dualcredit/>. Criteria for Sevenstar’s college options vary by course and college. These post-secondary institutions offer courses in English, History, Math, and Science, as well as Biblical Studies, Business, Communications, Education, Ministry, Philosophy, Psychology, Religion, Sociology, and other Electives. Students would indicate their desire to take a Sevenstar college course during the regular course registration season at AACS (February/March), designating one of the eight periods for the college course.