

# Jupiter Christian School



## Grades 9-12 2024-2025 Course Guide



700 South Delaware Boulevard • Jupiter, FL • 33458

## Table of Contents

Mission, Vision, and Values	3
Expected Student Outcomes	4
Graduation Requirements	5
Academic Levels & Grading Scale	6
Schools of Distinction	7
High School Course Catalog	8
Bible	8
English	9
Social Studies	10
Mathematics	13
Science	15
World Languages	18
Health Science	18
Fine Arts	19
Electives	22

*JCS students are educated  
in a NURTURING  
COMMUNITY to EXCEL in  
life and to ENGAGE the  
world for Christ.*

### **Mission**

Jupiter Christian School is committed to excellence in teaching the mind, reaching the heart, and inspiring servant leaders who will impact the world for Jesus Christ.

### **Vision**

Jupiter Christian School's vision is for students to realize their full God-given potential in a unified and accessible multicampus community with modern academic, athletic, and performing arts facilities.

## **Core Values**

### **Biblical Calling**

- At JCS, I am known by name (Isaiah 43:1).
- At JCS, I am expected to do my best and reach my fullest, God-given potential (Colossians 3:23).
- At JCS, I am encouraged to learn and exemplify the life and teachings of Jesus (Romans 12:2)

### **Biblical Unity**

1. At JCS, we approach all aspects of community life from a Biblical Worldview (1 Corinthians 12:12).
2. At JCS, we are committed to biblical unity and service that mirrors the Kingdom of God (1 Cor. 1:10).
3. At JCS, we value parent-faculty partnership at every stage of student development (Proverbs 22:6).

### **Biblical Truth Seeking and Speaking**

- At JCS, we seek and search after the truth of God through His word. (Psalm 51:6; John 17:17)
- At JCS, we believe God's word is the source of infallible truth; all truth is His truth. (2 Timothy 3:16-17)
- At JCS, seeking truth is a daily discipline (Acts 17:11)

### **Biblical Stewardship**

1. JCS is devoted to making Christian education accessible in our community (Matthew 19:14).
2. JCS provides a rigorous liberal arts and college-preparatory academic program (Colossians 3:23).
3. JCS diligently stewards the resources God has provided to safeguard a lasting legacy (III John 4).

## **Expected Student Outcomes**

*A Jupiter Christian School Graduate will be able to...*

Incorporate biblical teaching of God-given identity and God-directed purpose to impact their community or potential career field through critical thinking, mathematical reasoning, problem solving, inquiry, and innovative solutions to overcome obstacles and carefully steward resources.

Through scholarly research, demonstrate the ability to critically read, apply, analyze, synthesize, and evaluate informational texts from a biblical lens.

Write routinely over a variety of time frames to produce clear and coherent writing for a specified purpose and audience by assessing, discerning and prioritizing use of applications and programs to complete tasks.

Employ both speaking and listening skills in a variety of contexts including thoughtful discussion, peer, teacher/advisor, and mentor conferences.

Demonstrate the ability to organize, create and deliver a formal presentation of one's own ideas based on research, experience and service-learning activity enhanced by technological skills and resources.

Understand their role in the global community to collaborate with others of diverse backgrounds and identify the value of an individual within a team to meet deadlines and achieve common goals.

Understand the importance of healthy choices, Christ-centered living, and a commitment to prayer as they positively impact the world around them.

Articulate the Gospel and think critically about biblical worldview as a lens for current events, world crises, cultural issues, and family relationships.

## High School Graduation Requirements

<b>ENGLISH</b>	<b>4 Credits</b>
<b>MATH</b>	<b>4 Credits <math>\Delta</math></b>
Algebra 1	1
Geometry	1
Algebra 2	1
Beyond Algebra 2	1
<b>SCIENCE</b>	<b>3 Credits <math>\nabla</math></b>
Physical Science or Chemistry (Lab course)	1
Biology (Lab course)	1
Beyond Biology or Chemistry	1
<b>SOCIAL STUDIES</b>	<b>3 Credits <math>\nabla</math></b>
World History	1
U.S. History	1
Government	0.5
Economics	0.5
<b>PHYSICAL EDUCATION</b>	<b>1 Credit</b>
Health	0.5
Physical Education	0.5
<b>BIBLE</b>	<b>1 Credit each year at JCS</b>
<b>WORLD LANGUAGE</b>	<b>2 Credits <math>\dagger</math></b>
<b>PERFORMING/FINE ART</b>	<b>1 Credit</b>
<b>PERSONAL FINANCE</b>	<b>0.5 Credit <math>\nabla\nabla</math></b>
<b>ADDITIONAL ELECTIVES</b>	<b>2 Credits</b>
<b>COMMUNITY SERVICE</b>	<b>100 hours total</b>
<b>TOTAL CREDITS REQUIRED</b>	<b>24</b>
<b>TOTAL CREDITS REQUIRED FOR HONORS DIPLOMA <math>\Delta\Delta</math></b>	<b>25</b>
<b>MINIMUM GPA</b>	<b>2.0</b>
<b>MINIMUM GPA FOR HONORS DIPLOMA</b>	<b>3.5</b>

$\Delta\Delta$  Students must complete at least 12 credits—honors level or beyond—and maintain at least a 3.5 GPA to qualify for the JCS Honors Diploma.

$\Delta$  At least 3 of the 4 credits must be earned in high school.

$\nabla\nabla$  Beginning with class of 2027, students must complete 0.5 credits in Personal Finance

$\nabla$  Beginning with class of 2027 and beyond, students must complete an additional Science or Social Studies credit beyond what is listed above. This will lead to a total of at least 7 credits between Science and Social Studies Categories.

$\dagger$  Must be the same language taken in consecutive years.

\*\* All Dual Enrollment courses will be assigned a half credit (0.5) per semester.

## Academic Levels and Grading Scale

High School students, with assistance from Guidance and College and Career counselors and in partnership with parents, will build a schedule of classes from the following academic levels. Some courses carry prerequisites that must be met prior to scheduling. Each student will meet with counseling staff to ensure a course of study that meets his or her individual academic plans, interests, and goals.

**College Prep** courses follow a core curriculum (English, math, science, world language, and social studies) that will prepare students for admission to most colleges.

**Honors Credits** are earned as part of a core curriculum that provides greater depth of subject matter and may include assignments that require more independent work effort. Honors level courses frequently carry prerequisites. Honors level coursework prepares students for admission to competitive colleges and are weighted by a factor of .5 (one-half point) for students who maintain a minimum of "C" average.

**Advanced Placement Courses** are available for high school students and are regulated by enrollment demands. These courses offer college-level curriculum, require prerequisite classes, grade point average minimums to enroll. AP courses are nationally recognized as academically challenging and are designed for the motivated student. Advanced Placement (AP) College credit may be earned at the end of the course by successfully completing a standardized test given in May for all students who have taken AP courses. Each AP course requires an additional exam fee not included in tuition. Advanced Placement courses prepare students for selective colleges with more rigid admissions standards and are weighted by a factor of 1.0 (one point).

**Dual Enrollment** is an opportunity for Jupiter Christian School students to enroll concurrently in college courses offered at JCS or at a local university. DE opportunities are encouraged and need to be approved through the Guidance Office to ensure proper credit. Each DE course requires an additional fee not included in tuition. Participation in the program is limited to the following guidelines:

- Student must have completed his/her freshman year
- Unweighted grade point average of 3.0 or higher
- Administrative Approval
- Adequate ACT, SAT, CPT, or entrance exam scores per the college requirements

**Students and parents are encouraged to engage the counseling staff in academic level course selection. In general, there is a limited "drop/add" period.**

### Grading Scale

Grade	% Range	Standard Quality Points	Honors Quality Points	AP/DE Quality Points
A	100-90	4.0	4.5	5.0
B	89-80	3.0	3.5	4.0
C	79-70	2.0	2.5	3.0
D	69-60	1.0	1.5	2.0
F	59-0	0	0	0

# Pathways Program

The JCS Pathways Program equips our educators and leaders to partner with parents in engaging the unique, God-given gifts and talents of their children. JCS Pathways Mission is to expose students to professional fields and career opportunities through specialized curriculum, mentoring relationships, and experiential learning, providing insight into God's calling on their lives. Students in the pathways program are challenged to make a higher level of academic commitment through engagement in a more rigorous and in-depth experience in an area that may be of interest for their future pursuits.

The JCS curriculum shapes the whole child for their whole life. We'll advise, encourage, and mentor each student as they develop their God-given potential to become a whole and effective Christian in college, family, career, and ministry. Participation in the Pathways Program increases skill, leadership competence, service, and experiences in the specific field of study. Additionally, the experience provides students opportunities to be in a community with peers who have similar talents and interests. Through this focused time of student in a discipline, deeper connections and relationships are also formed with staff members who teach, encourage, and advise students on their path to graduation. The investment and hard work of graduates are celebrated with a symbol on the students' diplomas and endorsement cord during their graduation ceremony.

Each Pathway culminates with an Honors Endorsement Course taken in the Senior year. This course gives students a focus on the practical application of research methods in real-world settings and on the development of soft skills and work-place skills. With the guidance of a pathway faculty mentor and a community, industry expert, students will conduct an independent action research project, which will provide them with the opportunity to apply the research methods and analysis techniques they have learned in previous coursework.

Students in grades 9-12 are eligible to make application to the Pathways Program each Spring.

Pathway Programs of study:

- Communications
- Medical Professions & Biomedical STEM
- Ministry Leadership
- Business & Entrepreneurship
- Fine Arts
- Computer Science

- *denotes pathway course*

---

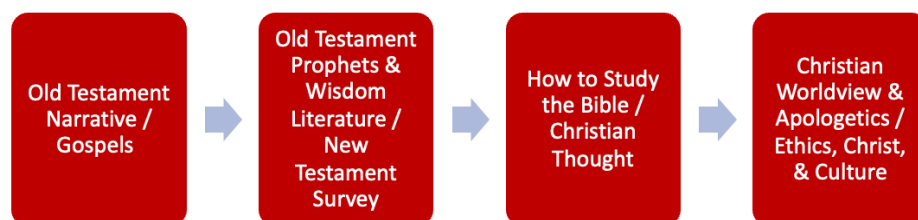
## 2024-2025 High School Course Catalog

### BIBLE

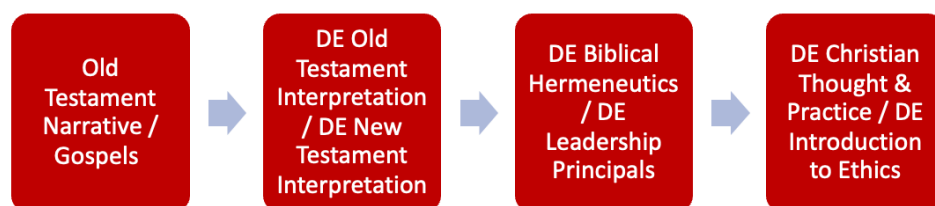
#### PHILOSOPHY OF THE BIBLE DEPARTMENT

The Bible Department's mission is to reach every student's heart and mind for Jesus. We provide our missional school with classrooms that are welcoming of students' questions, teachers who demonstrate genuine transparency and humility, and courses that are engaging, exciting, and academically profitable. We join JCS in commitment to excellence in teaching the mind, reaching the heart, and inspiring servant leaders who will impact the world for Jesus Christ.

#### Standard:



#### Honors



9th grade: Old Testament Narrative & Gospels

10th grade: Old Testament Prophets and Wisdom Literature & New Testament Survey

11th grade: How to Study the Bible & Christian Thought

12th grade: Christian Worldview and Apologetics & Ethics, Christ, & Culture

#### Old Testament Narrative - 0.5 credit

Old Testament Survey offers an overview of the books and key themes of the Old Testament. The course covers the historical and cultural context of the Old Testament and examines its major divisions, including the Pentateuch and historical books. Students will learn about the central characters and events of the Old Testament, as well as the theological and moral teachings that are found throughout the text. This class focuses in on the historical development of God's people, the foreshadowing of Jesus, and the progressive



revelation of God. Special emphasis is placed on texts that point towards Jesus as he fulfills the Old Testament.

### **Gospels - 0.5 credit**

This 9th grade course focuses on the New Testament Gospels, studied in chronological order from Christ's birth to His ascension and the beginning of the Church in Acts 1- 7. Emphasis is placed on the works of Jesus Christ for us in His faithfulness, death, and resurrection that Christ alone justifies believers and reconciles us with God. We will explore the opportunities for trusting Jesus every day if we chose to follow after Him.

### **Old Testament Prophets and Wisdom Literature - 0.5 credit**

This 10th Grade class focuses on Old Testament wisdom literature and prophetic books. Wisdom Literature and Prophetic books are a collection of texts in the Hebrew Bible that provide guidance on how to live a wise and virtuous life. Wisdom literature includes books like Proverbs, which offer practical advice on topics like integrity, humility, and honesty. The prophetic books, on the other hand, contain the messages and warnings of the prophets, who were called by God to speak out against injustice and call the people of Israel back to righteousness. This course will explore the themes and teachings of these texts and consider their relevance for our own lives. A special emphasis will be placed on passages that point to the New Testament and instruct Christians on how they should live each day in light of the revelation of God.

### **New Testament Survey - 0.5 credit**

This 10th grade course focuses on the New Testament Epistles, Romans through Revelation. The class is an introductory course that covers the main themes, books, and key figures of the New Testament. This class studies the historical context, literary structure, purpose, themes, and significance for Christian beliefs and practices. Students will learn about the spread of the Christian movement and the development of Christian theology through the life and letters of Paul. Emphasis is placed upon understanding the proper application of basic doctrines and the relevancy of a lifestyle of trusting God.

### **↑ DE Old Testament Interpretation (Southeastern University) - 0.5 credit offered to 10<sup>th</sup> grade students**

The course serves as an introduction to Old Testament interpretation. It provides an elemental framework for interpreting the Old Testament by exploring its ancient Near Eastern contexts; discussing literary, thematic, and theological constructs; and demonstrating how it informs Christian thought and practice.

### **↑ DE New Testament Interpretation (Southeastern University) - 0.5 credit offered to 10<sup>th</sup> grade students**

This course is an introduction to the New Testament in the context of its first century environments. The course examines the teachings and interpretations of the New Testament, as well as the role of the Scriptures in the Church.

### **How to Study the Bible - 0.5 credit**

This course is designed to acquaint the student with the biblical metanarrative and to enhance the student's appreciation of this narrative as both formative and normative for life. Exploration of the biblical metanarrative will include the stories and characters within the biblical text, with attention given to the interdependent relationships between the stories which connect to form the larger narrative. Focus will dwell on God's

interaction with humanity and his desire for a relationship with his creation, especially as demonstrated within the covenantal narrative. Attention will be given to the genre and form of the biblical text, to the theological content and intent drawn from the narrative, and to the meta-narrative's present-day significance.

### **History of Christian Thought - 0.5 credit**

This course introduces the key ideas, beliefs, and practices of Christianity. Students will study the central texts and figures of the Christian tradition, as well as the historical and cultural contexts in which Christianity has developed. The class will draw heavily on themes from the Apostle's Creed, a statement of faith that summarizes the core beliefs of Christianity. The course will focus on the major themes of Christian thought, such as God, creation, sin, redemption, and the nature of the church. The class will be conducted in an honors format, with a focus on critical thinking and in-depth analysis of the material. Students will be expected to engage with the texts and ideas discussed in class, and to participate actively in discussions and group activities.

### **↑ DE Biblical Hermeneutics (Southeastern University) - 0.5 credits offered to 11<sup>th</sup> grade students**

A course designed to familiarize the student with the science of interpretation as related to the Biblical text. Emphasis is placed upon the principles of exegesis, particularly the interpretation of scripture in light of its historical, grammatical and theological content.

### **↑ DE Principles of Christian Leadership (Palm Beach University) - 0.5 credits offered to 11<sup>th</sup>/12<sup>th</sup> grade students**

Designed with the emerging leader in mind and focuses on the important role of knowledge, skills, and character with respect to leadership effectiveness. Students will explore principles of self-leadership, examine and develop core leadership competencies, and discover how to function effectively as part of a larger leadership team.

### **Christian Worldview and Apologetics - 0.5 credit**

This 12th grade course focuses on examining opposing worldviews and critically analyzes opposing worldviews and compares them to a Christian worldview. Emphasis is placed on defending their faith while building bridges into the lives of other people's worldviews.

### **Ethics, Christ, and Culture - 0.5 credit**

This 12th grade course focuses on framing a biblical worldview that is useable and memorable in a world full of contrarian worldviews. Students will discover their own personal worldview and practice the application of a biblical worldview to today's cultural moral issues. Emphasis is placed upon the development and application of critical thinking skills to engage cultural issues of their day.

### **↑ DE Introduction to Ethics (Southeastern University)- 0.5 credits offered to 12<sup>th</sup> grade students**

This course examines the philosophical and theological principles and issues related to ethics. It addresses meta-ethical questions about the relationship between moral language and concepts and various

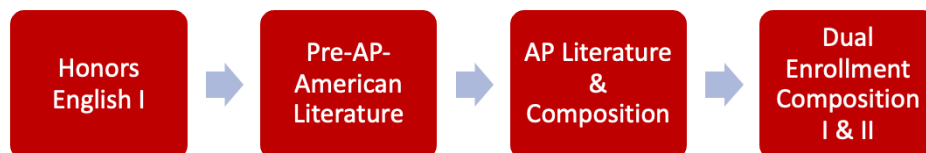
metaphysical and post-metaphysical views; normative ethical theories; theological structures and implications of ethics; and contemporary ethical issues.

## ENGLISH COURSE PROGRESSION:

### Standard:



### Honors:



## PHILOSOPHY OF THE ENGLISH DEPARTMENT

The JCS English Department believes in enriching the lives of students and preparing them for college and career success by offering a comprehensive study of language processes, literature, both verbal and written communication, and research.

We strive to challenge our students and equip them with the tools to be successful readers, writers, and thinkers in the 21st century. Problem and project-based learning, highly participatory discussions ranging from informal small-group contexts to Socratic Seminars, collaborative tasks and discussion, reflection, close-reading, and research emphasizing both informational and digital literacies define the English classroom at JCS.

Through this process, students are encouraged to listen, think, speak, and write critically about important issues raised by diverse texts, one another, and self.

### English I - 1.0 credit

English I is a freshman level course that introduces students to the various genres of literature and modes of writing. Students will explore works of fiction, nonfiction, poetry, drama and folk literature and examine the author's purpose, the historical and cultural context, and the literary devices. Using a gradual release of responsibility model, students will use various reading strategies to comprehend challenging text and make personal connections to Christian principles. Additionally, students will practice using texts of high

complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

### **Honors English I - 1.0 credit**

The purpose of this course is to provide freshmen students, using texts of high complexity, an advanced integrated language arts study in reading, writing, speaking, listening, and language for Advanced Placement preparation and college and career readiness. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning. Through frequent expository and argument writing, problem-based research, as well as literature and rhetorical analysis, students will master the standard conventions of grammar, usage, and mechanics and multi-genre text evaluation in preparation for Advanced Placement coursework.

### **English II - 1.0 credit**

***Prerequisite: English I***

This sophomore-level course focuses on study of world literature and informational texts, placing emphasis on critical analysis in reading and understanding. Continued study of composition and writing skills is implemented through varied purposes. Students develop effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in problem-based research, multimedia presentations, class discussions, and extended writing opportunities.

### **Honors American Literature & Composition - 1.0 credit**

***Prerequisites: "B" average in English I Honors***

This pre-AP course is designed to challenge students to apply a wide range of strategies as they grow in their understanding of American prose, poetry and drama from the American settlement to modern times. The student enrolled in this course should want to work at an accelerated pace. The literature and non-fiction readings enable students to examine several aspects of the American experience, including freedom and independence, judgment, dream vs. reality and racial/cultural issues. Students focus on the elements of style in writing and the use of persuasion and rhetoric. Students are also required to write and present a problem-based research paper, and projects are assigned that require outside preparation.

### **English III - 1.0 credit**

***Prerequisite: English II***

This course surveys American prose, poetry, and drama from the American settlement to modern times. The literature and paired informational selections enable the students to examine several aspects of the American experience, including freedom and independence, judgment, dream vs. reality, and racial/cultural issues. Students learn to analyze works through the use of literary devices such as tone, diction, mood and style. Students write often and focus on literary analysis, poetry analysis, narrative, descriptive, expository, persuasive and argumentation via the lens of problem-based research. The junior-level course prepares students for college-level work by sharpening their vocabulary, critical thinking and written analysis.

### **AP Literature & Composition - 1.0 credit**

***Prerequisites: Grade of "B" or higher in Honors American Literature***

This rigorous, college-level course engages advanced students in the careful reading of a broad variety of poetry, plays, and fiction with the deliberate objective to experience, interpret and evaluate the complexity

and richness of literature. These readings challenge students to explore and consider a wide range of worldviews and philosophies from a Biblical perspective. Significant out-of-class reading is required. Frequent writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Creative writing assignments allow students to sharpen their understanding of literary accomplishments and artistry. Students selected for this course should be accomplished writers and competent literary critics. Students in this course will be required to take the AP English Literature & Composition exam in May. Summer reading and work are required. College credit depends on exam results.

#### **English IV - 1.0 credit**

##### ***Prerequisite: English III***

This senior-level course is designed to hone critical reading and expository writing skills in preparation for the collegiate environment. This course allows greater and more focused practice with scholarly research and writing processes. Reading selections will incorporate fiction and nonfiction pieces, as well as high-interest titles with pacing appropriate to the typical college-bound student. Emphasis is placed on practical, real-world applications using reading and writing communication skills through collaborative and individualized assignments, such as standardized timed writings, the college application essay and academic resume, interviewing skills, media presentations, applied writing activities, and an interdisciplinary problem-based research project.

#### **DE Composition I (*Palm Beach Atlantic University*) - 0.5 credit (course paired with DE Composition II)**

##### ***Prerequisites: Average grade of 3.0 unweighted. A grade of "B" or higher in AP Literature***

Introduction to academic expository prose with emphasis placed upon the writing process: defining and developing topics, organizing information and writing drafts, and revising and editing to practice the fundamentals of expository structure and style. Practice in applying rhetorical patterns and reviewing grammar. The course also includes practice in the fundamental techniques of writing and revision.

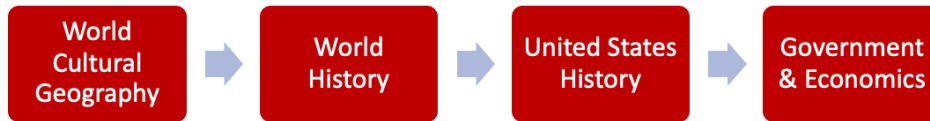
#### **DE Composition II - (*Palm Beach Atlantic University*) - 0.5 credit**

##### ***Prerequisites: Average grade of 3.0 unweighted. A grade of C or higher in DE Composition I***

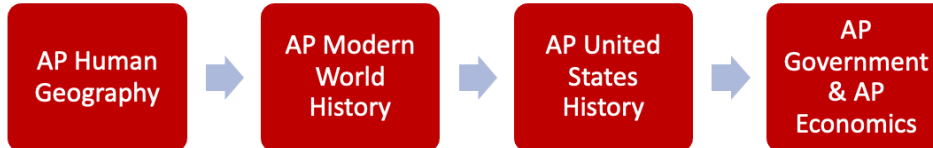
Intermediate expository and argumentative prose with emphasis placed on refining analytical reading skills, developing an informed approach to the research paper, and applying the rules and conventions of English prose.

## SOCIAL STUDIES COURSE PROGRESSION

### Standard:



### Honors:



## PHILOSOPHY OF THE SOCIAL STUDIES DEPARTMENT

The Social Studies Department of Jupiter Christian School believes that the social sciences should be utilized to develop the student's understanding of God's preeminence in the world and humanity's designated role therein, to ultimately further students' relationship with Jesus. Social Studies at Jupiter Christian is the integrated study of humanity from a Christian perspective that includes aspects of economics, geography, culture, history, civics, political science, and sociology. Through these studies, students will gain knowledge and perspective about different institutions of culture, and how it relates to their present lives. Ultimately, studying the social sciences at Jupiter Christian will help students learn vital skills of exploration, critical analysis, and problem solving, while preparing students to be active, productive, Christ-centered citizens.

At Jupiter Christian School, the Social Studies Department incorporates student-centered learning through engaging lessons using a variety of resources and strategies that equip students to approach problems and situations within society in a Christ-like manner. Students will move past just recalling facts to synthesis and application of their studies to be successful beyond the classroom.

### World Cultural Geography - 1.0 credit Elective

World Cultural Geography (sometimes referred to as Human Geography) primarily pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content includes, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

**AP Human Geography - 1.0 credit Elective**

AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes. Students in this course will be required to take the AP Human Geography course in May. College credit depends on exam results.

**World History - 1.0 credit**

This course will begin with the events following the Reformation and trace the unfolding of God's immutable plan through the present. Students will explore how God has providentially unfolded His sovereign plan as He moved in and through the lives of men and women across the globe to bring about His purpose. Students will be encouraged to view history as an outworking of His plan and to seek timeless lessons from the past that can and have impacted our present.

**AP Modern World History - 1.0 credit**

In AP Modern World History, students will study the cultural, economic, political, and social developments that have shaped the world from c. 1200 AD to the present. Students will interact with a variety of primary sources and secondary sources and will respond to these selections in a series of simulation activities, projects, round table discussions, and essay responses that enable students to integrate their understanding of history with the sources provided. As a College Board approved course, students will focus on the five Advanced Placement themes, paying particular attention to global interactions among world cultures and societies on a chronological basis. Students in this course will be required to take the AP Modern World History exam in May. Summer reading and work are required. College credit depends on exam results.

**United States History - 1.0 credit**

This course pertains to the study of United States history primarily from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic and sociological events which influenced the development of the United States and the resulting impact on world history from a Christian worldview. Classwork emphasizes the connection between current events and historical events.

**AP United States History - 1.0 credit**

In AP U.S. History, students will Study the cultural, economic, political, and social developments that have shaped the United States from c. 1491 to the present. Students will interact with a variety of primary sources and secondary sources and will respond to these selections in a series of simulation activities, projects, round table discussions, and essay responses that enable students to integrate their understanding of U.S. history with the sources provided. As a College Board approved course, students will focus on the Advanced Placement themes. Students in this course will be required to take the AP U.S. History exam in May. Summer reading and work are required. College credit depends on exam results.

**Economics - 0.5 credit**

This course covers the basic concepts of economics touching on personal finance, microeconomics,

and macroeconomics. Students will study marginal analysis, the relationship between scarcity and choice, utility theory, economic growth, and international trade markets. Success in this course depends on a student's ability to recognize cause-effect relationships.

### **United States Government - 0.5 credit**

United States Government is designed to give the students an in-depth understanding of the structure and function of U.S. Government. Throughout the course, we examine and evaluate our institutions of government, those who influence these institutions, the public policies made by these institutions, and the influences of the electorate on policies. In addition, students are able to connect concepts in Government with economic policies and procedures.

### **AP United States Government and Politics - 0.5 credit**

This course covers the structure and functions of the U.S. federal government in detail. Class discussions focus on the historical foundations of the Constitution, judicial precedents regarding the reach of the federal government, and the interaction of interest groups, bureaucracies, and elected government officials. Students in this course will be required to take the AP U.S. Government and Politics exam in May. Summer reading and work are required. College credit depends on exam results.

### **AP Macroeconomics - 0.5 credit**

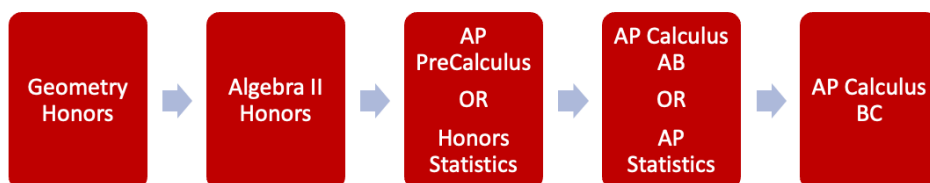
AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

## **MATHEMATICS COURSE PROGRESSION**

### **Standard:**



### **Honors:**





## PHILOSOPHY OF THE MATHEMATICS DEPARTMENT

The JCS math department exists to help students fully use their unique talents to advance the Kingdom of Christ. A wide variety of classes is offered to ensure that students will be both challenged and supported as they pursue their math careers at JCS. The common threads of all classes are

- an emphasis on finding order in the created universe
- real-world applications to mathematical thinking and problem solving
- preparation for standardized tests for college admission
- preparation for success in post-secondary education

### **Algebra I - 1.0 credit**

#### ***Prerequisite: Pre-Algebra***

Algebra I is the introductory course to high school mathematics. Algebra I reviews pre-algebra skills and introduces the following algebraic topics: operations with integers, functions and graphing, radicals and rational expressions, quadratic equations and functions, exponents, polynomials and linear equations. It is the bridge between arithmetic and abstract thinking. This course expects the student to learn algebraic processes, to solve problems and to think critically to use those processes in real world situations. Students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations and is the foundation for all future mathematics courses in high school and beyond.

### **Geometry - 1.0 credit**

#### ***Prerequisite: Algebra I***

This course studies the foundations of Geometry. Students are taught how to use Theorems and Postulates to answer questions about Geometric figures and to use them in basic proofs. The course requires students to do higher level thinking while applying concepts. Hands-on projects help students further understand the different concepts that are taught.

### **Honors Geometry - 1.0 credit**

#### ***Prerequisites: Grade of A or B in Honors Algebra I and teacher recommendation***

This course takes an accelerated study of the topics in Euclidean Geometry. Students are taught to be able to interpret diagrams and solve various items and prove their answers. In the Honors section, students can expect to do more proofs, word problems and high-level thinking questions to prepare them for upper-level math courses. Hands-on projects are part of the course that allows students to do work that isn't always in a textbook.

### **Algebra II - 1.0 credit**

#### ***Prerequisite: Geometry***

Algebra II will prepare students for careers where critical thinking and decision-making skills are needed for solving problems. Algebra II is a continuation of Algebra I and will lay the foundation for any higher-level math course the student wishes to pursue. This course will prepare the student for college entrance exams and entry level college math courses.

### **Honors Algebra II - 1.0 credit**

**Prerequisites:** *Grade A or B Honors Geometry and teacher recommendation*

Honors Algebra II is considerably more rigorous than Algebra II. The pace is faster and requires the student to master much more material than the regular Algebra II course. Algebra II Honors will prepare students for careers where critical thinking and decision-making skills are needed for solving problems. This course Standards and will prepare students for college entrance exams and more challenging math courses, such as Pre-Calculus.

### **Math for College - 1.0 credit**

**Prerequisite:** *Algebra II*

This course is targeted for students not yet "college ready" in mathematics or just need additional content instruction to prepare them for success in college level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

### **Honors Statistics - 1.0 credit**

**Prerequisite:** *Algebra II*

This course is designed to provide understanding of descriptive and inferential statistics. Topics include the measures of central tendency, standard deviation, combinations and permutations, probability, sampling, and various distributions. Emphasis is on applications of statistical concepts. This course is designed to offer an alternative to AP Pre-Calculus and/or AP Calculus AB-BC.

### **AP Pre-Calculus - 1.0 credit**

**Prerequisites:** *Grade of A or B in Algebra II or Honors Algebra II*

In AP Precalculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. This course prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

### **AP Calculus AB - 1.0 credit**

**Prerequisites:** *Pre-Calculus*

Calculus is the study of change, with the basic focus on the rate of change and the accumulation. This course emphasizes a multi-representational approach with concepts, problems and results being expressed graphically, algebraically and verbally. The graphing calculator is used regularly to reinforce the relationship among the multiple representations of functions, to confirm written work, to implement experimentation and to assist in interpreting results. Calculus tools are used in many branches of science, business and social science, and mathematics. Students who take AP Calculus will seek college credit, so all students are expected to take the Advanced Placement Exam.

## AP Calculus BC - 1.0 credit

**Prerequisite:** AP Calculus AB

AP Calculus BC is equivalent to the first-semester college calculus course and the subsequent single-variable calculus course. Calculus BC is an extension of Calculus AB rather than an enhancement; common topics require similar depth of understanding. The course is intended to be demanding and challenging. Students who take AP Calculus will seek college credit, so all students are expected to take the Advanced Placement Exam.

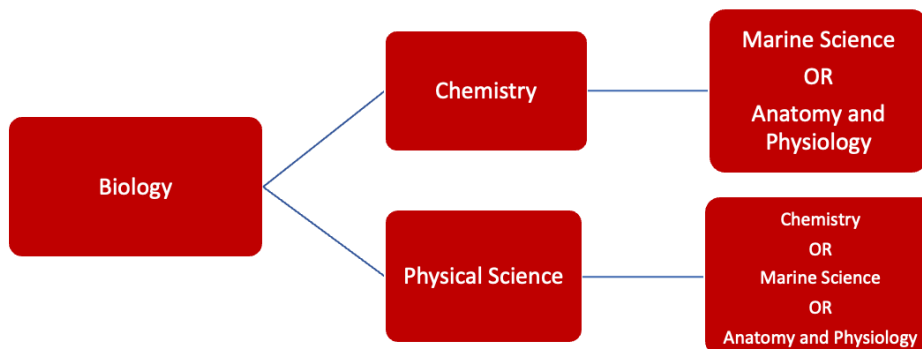
## AP Statistics - 1.0 credit

**Prerequisite:** Algebra II

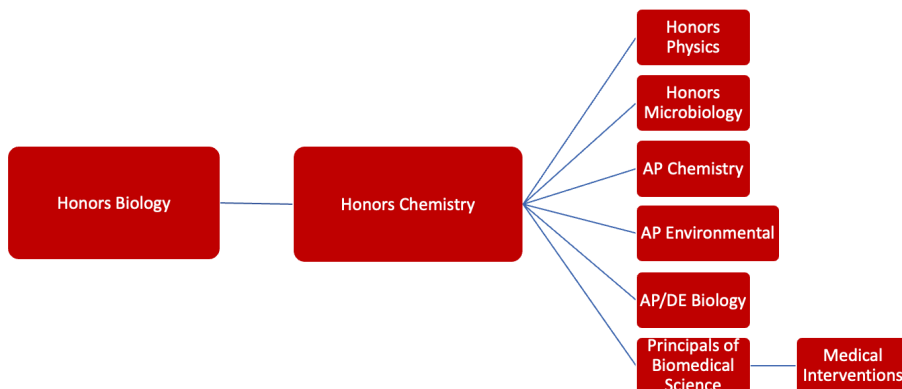
The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

## SCIENCE COURSE PROGRESSION

### Standard:



### Honors:



## PHILOSOPHY OF THE SCIENCE DEPARTMENT

The JCS Science department believes that scientific inquiry is a part of the God-given nature of a child. When children study the many aspects of God's creation, His glory and purpose are revealed (Psalm 19: 1). We also believe that students are created in the image of God and have been given a mandate to exercise dominion over the creation. Science is a tool to be used for that purpose (Genesis 1:28). Finally, we hold to the belief that learning involves doing. Student involvement is the essential component of the learning process (James 1:22).

We will work to prepare students for college so that upon graduation from JCS they will be ready to pursue opportunities in the areas of science and engineering. We will also give them a proper perspective on the discipline of science and will help them to understand how to conduct scientific inquiry in the service of the Creator, the Lord Jesus Christ.

To accomplish this, a curriculum challenges each student to reach their full potential. Each course will offer the student abundant opportunities to engage in meaningful learning activities. Hands-on instruction and enrichment is offered throughout the program. Students in the science department are encouraged to become self-directed and to take responsibility for their own learning. They are also pressed to develop higher level thinking skills. Many of the courses are integrated with technology, giving students the chance to build the kinds of skills that are marketable in the twenty first century economy. Finally, we are committed to helping each student develop a view of science that conforms to the pattern of truth revealed in Scripture.

*"Teach me to live according to your **truth**, for you are my God, who saves me. I always trust in you." Psalm 25:4-6*

### **Biology - 1.0 credit**

This course is designed to introduce the life science of Biology. Areas of concentration include organic molecules, cellular structure and function, biochemistry of respiration and photosynthesis, genetics, DNA, protein synthesis, evolution and creation, structure and function of plant and animal systems. School lab activities are investigations in the classroom or the field that provide students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models. An Honors component may be offered.

### **Honors Biology - 1.0 credit**

**Prerequisite:** *Department recommendation*

This course follows the same outline as Biology, but in greater depth and rigor. Topics in Honors Biology include scientific methods, biochemistry, cellular biology, photosynthesis, cellular respiration, genetics and DNA, biodiversity, evolution and an introduction to plants and animals.

### **Chemistry - 1.0 credit**

This standard level Chemistry course is the study of matter and the changes that it undergoes. In this introductory course, students examine a broad range of principles in chemistry and receive experience in a laboratory setting. Topics include dimensional analysis, atomic theory, periodic table, compounds, molar concept, equations/reactions, stoichiometry, states of matter, gas laws, solutions, acids/bases and an introduction to nuclear chemistry.

## **Honors Chemistry - 1.0 credit**

**Prerequisites:** *Physical Science, Algebra I Honors, Recommendation by Guidance Department and Science Department Head*

Chemistry is the study of matter- its properties, its structure, its composition, and the changes it undergoes. A study of chemistry reveals God's handiwork, his "... eternal power and divine nature" - Rom. 1:20. Chemistry is a laboratory science, and the concepts of this course can be brought alive and experienced within the classroom's four walls. Laboratory investigations that include scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are integral to this course. Students can expect to have opportunities for a lot of hands-on experience. Students will be challenged to think critically, and it will require a pre-requisite set of mathematical knowledge and skills.

## **Physical Science - 1.0 credit**

**Prerequisite:** *Algebra I*

Physical Science is a foundational course for high school Chemistry and Physics, which introduces great scientific discoveries of Newton, Boyle, Archimedes and many others, and students will explore these concepts in great depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are integral to this course. School lab activities are investigations in the classroom or the field that provide students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models. Through scientific inquiry, learners will see the intelligence and power of the Creator.

## **Marine Science - 1.0 credit**

**Prerequisites:** *Biology and Physical Science or Chemistry*

South Florida is the absolute best setting for this beginner's look into the waterways of our planet. The ocean's proximity allows for the opportunity to observe and directly experience the things discussed in the classroom. Marine Science builds on the physical science and life science concepts learned in previous science courses and applies that knowledge to the exploration of the living and nonliving environments of our bays and oceans. The first semester focuses on various aspects of oceanography: water chemistry, plate tectonics, sediments, ocean and atmospheric circulation, waves, tides, and coastal processes. The second semester will focus on marine biology: plankton, algae, plants, animals, marine ecosystems, and ecology. Students will participate in various learning experiences, including laboratory experiments, discussions, current events, and individual research into specific areas. Ethical and social issues related to the marine environment, ocean pollution, overfishing and climate change will be addressed.

## **- Anatomy and Physiology - 1.0 credit**

**Prerequisite:** *Biology and Physical Science or Chemistry*

Anatomy and Physiology is a course that will enable students to develop an understanding of the relationships between the structures and functions of the human body. An overall understanding of the cells, tissues, and anatomical terminology is achieved. Covers the basics of human anatomy and physiology including anatomical terminology, basic biochemistry, the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. Introduces common human disease processes.

## **Honors Physics - 1.0 credit**

**Prerequisites:** *Physical Science or Chemistry and Algebra II*

Physics is the study of the fundamental laws that God established to govern the way that the universe operates. These principles of matter and energy show his wisdom and power. "The heavens declare the glory of God; the skies proclaim the works of his hands." (Ps. 19:1) Honors Physics explores a broad range of principles including introductory kinematics, Newtonian mechanics, projectile motion, conservation of momentum and energy, fluid and wave properties, electromagnetism, and a brief introduction to nuclear physics. Students receive experience in a laboratory setting and are challenged to think analytically, creatively, and critically. In this honors-level class, an emphasis is placed on developing math skills to solve real-world problems. Students also investigate how the creation reflects the intelligent and ordered nature of its Creator.

## **- Honors Microbiology - 1.0 credit (Offered on alternating years)**

**Prerequisite:** *Junior or Senior level*

This course is designed to convey general concepts, methods, and applications of microbiology for health sciences. The role of microorganisms in the environment and in human disease is discussed. Topics include immunology, bacteriology, virology, and mycology; the morphology, biochemistry, and physiology of microorganisms including bacteria, viruses, and fungi; the diseases caused by these microorganisms and their treatments, and the immunologic, pathologic, and epidemiological factors associated with diseases. Laboratory portion of the course provides first-hand experiences that inform, illustrate, expand, and reinforce major concepts discussed in lecture. Studying microbiology will add immensely to the student's personal development, future career opportunities, and his or her ability to make informed decisions about their own health.

## **- AP Chemistry - 1.0 credit**

**Prerequisite:** *Honors Chemistry*

AP Chemistry provides the student with the same level of academic challenge and rigor as a first-year college General Chemistry course. Strong study skills and critical thinking skills are emphasized. AP Chemistry builds on the Honors Chemistry course but requires a much deeper understanding of the concepts. Students who take this course can take the AP Chemistry Exam at the end of the year and potentially earn college credit. Students will be well prepared for success in an equivalent chemistry course their first year of college. This course is strongly recommended for any student thinking of a career in science, engineering, or medicine. As with any science course, the study of chemistry will reveal the creator's intelligence and power.

## **AP Environmental Science - 1.0 credits**

Students cultivate their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four Big Ideas; energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability.

## **↑ Principles of Biomedical Science - Honors Level 1.0 credit**

Principles of Biomedical Science (PBS) is a full-year high school course in the PLTW Biomedical Science Program. This course serves to provide foundational knowledge and skills in fields such as biology, anatomy &

physiology, genetics, microbiology, and epidemiology as well as engage students in how this content can be applied to real-world situations, cases, and problems.

Analyze the evidence found at a crime scene and help the medical examiner uncover clues left on a body to solve a mystery. Question, diagnose, and propose treatment and care for patients in a family medical practice. Track down the source of a mysterious outbreak at a local hospital. Access and stabilize a patient during an emergency and prepare for medical surge and mobile medical care. Collaborate with professionals in other fields to innovate and design solutions to local and global medical problems. Whether seeking a career in medicine or healthcare or simply looking to for the challenge of real-world problems, students in Principles of Biomedical Science will practice how to think creatively and critically to innovate in science and will gain practical experience with experimental design and the design process.

#### ↑ **Medical Interventions - Honors Level 1.0 credit**

Medical Interventions, a PLTW course in the Biomedical Science Pathway, allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A "How-To" manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario will introduce multiple types of interventions, reinforce concepts learned in the previous two courses, and present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased across the generations of the family and will provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future.

## **WORLD LANGUAGES**

### **PHILOSOPHY OF THE WORLD LANGUAGES DEPARTMENT**

The philosophy of the JCS World Language Department is to prepare students to appreciate and understand the different cultures that God has created. Master the written and verbal language skills through Biblical principles integrated through each class. Understand and appreciate literature of different cultures and learn how to communicate your faith with other nations.

- Recognize God as creator of all nations
- Respect and appreciate different cultures
- Develop reading, listening, speaking and writing language skills
- Value the knowledge of world languages as a gift from God and use it to communicate respectfully and honestly with others

*"Therefore, go and make disciples of all the nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit."  
Matthew 28:19*

### **Spanish I - 1.0 credit**

Spanish 1 introduces students to the target language and its culture in daily life. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

### **Spanish II - 1.0 credit**

**Prerequisite:** *Spanish 1*

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

### **Honors Spanish III - 1.0 credit**

**Prerequisite:** *Spanish 2*

Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

### **AP Spanish - 1.0 credit**

**Prerequisite:** *Spanish 3*

This course is designed for students wishing to refine and enhance the language skills and cultural knowledge acquired in the prior years of study and to become more proficient readers, writers, and speakers of Spanish. While it is expected that students have been introduced to many of the main concepts of Spanish grammar and culture, the course will continue to thoroughly review and support the practice of these concepts, idiomatic expressions, and vocabulary in the context of instruction, games, and conversation, as well as reading and writing in the target language. New concepts introduced in level 4 are the perfect tenses, the subjunctive mood, and practical vocabulary.

## **HEALTH SCIENCE**

### **PHILOSOPHY OF THE HEALTH SCIENCE DEPARTMENT**

In the JCS Health Science Department, students will

- Improve sports skills, and results in fitness testing
- Improve knowledge and rules of various games/sports
- To improve cardiovascular, muscular endurance, flexibility, strength and overall health
- To formulate proper attitudes toward winning and losing, cooperation, self-control, personal awareness and respect.
- To improve positive leadership skills
- To demonstrate proper teamwork and problem-solving skills
- To experience enjoyment through physical activity



### **HOPE Health - 0.5 credit**

In Health Opportunities through Physical Education, students will develop a personal responsibility in areas related to spiritual, emotional and physical health. Topics are addressed from a distinctively Christian worldview and include routine preventive care, mental health, stress management, nutrition, CPR certification, exercise, Christian sexual values, sexually transmitted diseases, and addictions. This course is designed to inspire students to make wise choices and understand that the choices they make today will affect their future.

### **HOPE PE - 0.5 credit**

In Health Opportunities through Physical Education, students will learn proper fitness techniques through circuit training and cardiovascular training. In this class students will improve their overall fitness through basic weight training and boot camp style exercises. Students will also participate in activities such as tag rugby, tchoukball, matball, and various net games.

### **Team Sports - 1.0 credit**

Team sports is a course that will allow students the opportunity to participate in a variety of sports such as: volleyball, basketball, soccer, tag rugby, tchoukball, ultimate Frisbee, matball and softball. This course is offered to rising 10-12 graders who have met the HOPE Physical Education requirement.

### **Weight Training - (Levels 1-4) 1.0 credit course**

The emphasis in this course is understanding how to build muscular strength, endurance, flexibility, and safety. Weight room safety, warm-up/cool down procedures, lifting technique and safety for all lifts, major muscle identification, and individual goal setting are all important components in this course. In addition, students will monitor and improve their fitness levels by participating in assessments throughout the semester.

## **THE FINE ARTS**

### **PHILOSOPHY OF THE FINE ARTS DEPARTMENT**

Believing that God, the Great Creator, has blessed everyone with creative gifts to reflect His character, the JCS Fine Arts Department seeks to nurture and encourage each student in the discovery of their God-given talents, developing these talents to their fullest potential, to bring glory to God and His kingdom.

## **FINE ARTS (PERFORMING)**

### **Band I - 1.0 credit**

High School Band I will provide the opportunity for students to develop skills in basic instrumental techniques and musical literacy through structured rehearsals and performances. The purpose of this course is to discover the value of instrumental music as an expression of worship, to develop an appreciation of good music, to achieve a higher understanding of musical concepts, and to achieve an increasing understanding of musicianship.

### **- Band II - 1.0 credit**

***Prerequisites: At least one year of instrumental music and demonstrated fluency on instrument***

High School Band II will provide the opportunity for students to further develop skills in instrumental techniques and musical literacy through structured rehearsals and performances. The purpose of this course is to discover the value of instrumental music as an expression of worship, to develop an appreciation of good music, to achieve a higher understanding of musical concepts, and to achieve an increasing understanding of musicianship.

### **- Honors Band III - 1.0 credit**

***Prerequisite: Band 2 or by audition***

This year-long class is designed for students ready to build on skills and knowledge previously acquired in high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.

### **- Honors Band IV - 1.0 credit**

***Prerequisite: Band 3 or by audition***

This year-long, intermediate-level course, is designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire.

### **Choir I - 1.0 credit**

This is a choir for beginning singers. Emphasis is on defining the art and practice of choral singing. Training in basic musicianship, sight singing, and vocal production is an integral part of the class. Performance opportunities include in-school and off-campus venues. No choral experience or audition is required.

### **- Choir II - 1.0 credit**

***Prerequisites: Choir 1 and/or audition***

High School Choir II will allow students to further develop vocal production and musical literacy skills through structured rehearsal and performances. This course's purpose is to discover the value of vocal music as an

expression of worship, to develop an appreciation of quality literature, to achieve a higher understanding of musical expression, and to increase understanding of musicianship.

**- Honors Choir III - 1.0 credit**

*Prerequisite: Choir 2 or by audition*

This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills.

**- Honors Choir IV - 1.0 credit**

*Prerequisite: Choir 3 or by audition*

This year-long, intermediate-level class is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance.

**Theatre Arts (Levels 1-4) - 1.0 credit**

Students will develop acting skills and integrate them into individual and ensemble performances while applying biblical principles to their craft. Course content includes acting techniques, characterization and analysis, movement, script elements and analysis, vocal production, improvisation, theatre terminology and history, technical theatre and design, costuming, theatre etiquette, critique, auditioning, and show production. Students will visit local theatres for tours and performances. Students will be introduced to the various roles in the theatre and write their own short scenes. This course requires students to participate in outside rehearsals, performances, and production responsibilities beyond the school day.

**- AP Music Theory - 1.0 credit**

This is an introductory college-level music theory course. Students cultivate their understanding of music theory through analyzing performed and notated music as they explore concepts like pitch, rhythm, form, and musical design.

**FINE ARTS (VISUAL)**

**2-D Art Studio 1 - 0.5 credit**

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

### **3-D Art Studio - 0.5 credit**

Students will design and construct realistic and abstract sculptural forms using a variety of materials, tools and techniques. They will examine, analyze, and interpret traditional and contemporary works of art and artifacts while their understanding of the elements and principles of design are reinforced. Individual and group experiences will promote problem-solving, creative thinking, and formal expression.

### **- Honors 2-D Art Studio 2 - 1.0 credit**

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

### **- AP Studio Art 2D Design - 1.0 credit**

*Prerequisites: Honors 2-D art studio and Art Department recommendation*

Students who are serious about pursuing an art/design career will study in a master/apprentice relationship. An internship-like or professional application of student's talents and gifts will be emphasized. A specialized portfolio will be created for submission at the end of the year to the Advanced Placement (AP) College Board. In building the portfolio, students will learn techniques and approaches which demonstrate their abilities, versatility, problem solving, and ideation.

### **- AP Studio Art Drawing - 1.0 credit**

*Prerequisites: Honors 2-D art studio, AP Studio Art 2D Design, and Art Department recommendation*

Students who are serious about pursuing an art/design career study in a master/apprentice relationship. An internship-like or professional application of student's talents and gifts is emphasized. A specialized portfolio is created for submission at the end of the year to the Advanced Placement (AP) College Board. In building the portfolio, students will learn techniques and approaches which demonstrate their abilities, versatility, problem solving, and ideation.

### **Videography I - 1.0 credit**

Students will begin to explore different elements of videography including storytelling, video editing, camera techniques, technical aspects of different equipment, and how to get better shots, to name some topics. Elements of photography will be covered as well.

### **- Yearbook Journalism (Levels 1-4) - 1.0**

Yearbook oversees publication of the school yearbook. Students are taught basic journalism skills and then research, gather facts and photograph JCS events to chronicle the year for the student body. Students will gain experience in photography, design and layout, editing, and marketing skills. Students participating in this class will have the opportunity to experience firsthand all the challenges and rewards journalists, photographers and editors face in the business world. This course seeks to foster a love of writing, reporting, photography, and design in our student body by presenting students gifted in these areas with a forum in which to see their work published and distributed. Class members should have a natural love of and ability to write, as well as a

desire to seek out and tell great stories. As a class, we will seek to produce a student newspaper to tell the stories of our school and community. Additionally, we will study the journalism profession, including ethics in journalism, the history of journalism and freedom of the press, a journalist's responsibility to the truth, modern technology used in telling stories, and ultimately, career paths available in journalism.

## **ELECTIVES**

### **COMPUTER SCIENCE**

#### **↑ AP Computer Science Principles - 1.0 credit**

This junior and senior level course is based directly off the College Board AP Computer Science Principles Framework. This course utilizes a blended classroom approach. The content is a mix of web-based and physical activities. Students write and run code in a browser. Students also create websites and digital artifacts. Each unit of the course is broken down into lessons consisting of video tutorials, short quizzes, example programs to explore, written programming exercises, free response exercises, collaborative creation projects, and research projects to prepare students for the AP Computer Science Principles test.

#### **↑ Computer Science Essentials - 1.0 Honors credit**

Collaborate to solve problems and create value for others through innovation and creativity. Through programming mobile apps, self-driving vehicles, and authentic day-to-day solutions, students learn computational thinking skills and put their designs into practice. Whether these are your first steps in computer science, or a continuation of your journey, Computer Science Essentials will give you confidence to succeed today and beyond.

### **BUSINESS & ENTREPRENEURSHIP**

#### **- DE Introduction to Business – 0.5 credit Palm Beach Atlantic University**

***Prerequisites: Sophomore, Junior, or Senior standing and 3.0 Cumulative GPA***

Designed to provide students with a background in the major areas of business, such as accounting, finance, marketing, manufacturing, information systems, human resourced management, business law, and international business. This provides the basis for business terminology and concepts taught in other coursework.

#### **↑ Personal Finance - 0.5 credit**

The purpose of this course is to give students an overview of personal, family, and Christ like finance concepts including the American economic system, personal and family management of resources including income, money management, saving and investing, tithing, spending and credit, the role of financial institutions and the consumer, consumer information and taxation and financial planning. This curriculum is intended to

provide students with robust real-world content to support the maturing process as they learn to become adults.

↑ **Intro to Entrepreneurship - 0.5 credit**

In this course, students will learn to develop the entrepreneurial mindset which covers, growth mindset, developing grit, redefining failure, seeking opportunity. Students will also develop a mock business venture through ideation, collaboration, launch and growth. The course will conclude in a shark tank style business presentation.

↑ **Introduction to Business - 0.5 credit**

Students will develop the business skills of entrepreneurship which include developing a mission and vision statement, introduction to operations, finance, marketing, sales, technology, and customer of a business. This provides the basis for business terminology and concepts used in the field of business.

↑ **Business as a Mission - 0.5 credit**

The purpose of this course is to explore the opportunities that business provides for ministry, evangelizing, and personal spiritual growth while contributing to the local communities and economies. Students will look at how to develop Christian mission statements, goals, values, and businesses and investigate how Christian businesses impact the economies, secular and Christian communities, and the environment.

↑ **Junior Management Internship - 1.0 credit**

Students will be introduced to the current on campus businesses and can take in various management roles related to the business such as finance, operations, sales, marketing, technology, and customer service under the leadership of a Senior business intern.

Students will continue to work in their management roles in the on-campus businesses along with working toward their Initium Novis- "new beginning" by creating and planning future campus business. The student will then go through a process of pitching their business with the goal of being the next business to open on campus.

↑ **Senior Management Internship - 1.0 credit**

***Prerequisite: Junior Management Internship***

Students will be the leaders of the on-campus businesses holding the roles of CEO, COO, CFO, Sales, Marketing, Technology, and Customer service. They will be responsible for all areas of the businesses day to day operations. Students will also be responsible for working to improve the business operations and performance. They will also work on the implementation of selected I.N. projects.

Students will continue as leaders of the on-campus business during the second semester and begin the process of training the leadership team for the next school year along with being involved in the process of interviewing the future pathway students. They will partner with Juniors as advisors for the Initium Novis Project.

## **COMMUNICATIONS**

### **Introduction to Journalism - 1 Credit**

The Introduction to Journalism course will foster a love of writing, truth in reporting, art, and design by presenting students gifted in these areas with a forum in which to see their work published and distributed. Our primary goal throughout the year will be the production of a sustainable student newspaper highlighting the events of our school and community. Coupled with this effort will be the development of professional skills such as meeting new people, scheduling, and keeping appointments, conducting interviews, using various forms of technology, collaborating in groups, and meeting deadlines. Students could study the journalism profession as a possible career choice in the future.

### **- Journalism (Levels 2-4) - 1 credit**

These courses enable students to extend fundamental skills in writing, reporting, art, design, and editing. The main goal is producing a sustainable student newspaper highlighting the events of our school and community. Coupled with this effort will be the development of professional skills such as meeting new people, scheduling, and keeping appointments, conducting interviews, using various forms of technology, collaborating in groups, and meeting deadlines. Students could study the journalism profession as a possible career choice in the future.

## **GENERAL ELECTIVES**

### **DE General Psychology - 0.5 credit Palm Beach Atlantic University**

*Paired with DE Lifespan Development*

***Prerequisites: Sophomore, Junior or Senior Standing and 3.0 Cumulative GPA***

Surveys the major sub-disciplines of psychology as a science and as a helping profession, including physiology of behavior, learning, motivation, and abnormal and social psychology. Provides a reasonable understanding of the field; enables the student to follow up in areas of interests. Includes Christian perspective of psychology.

### **DE Lifespan Development - 0.5 credit – Palm Beach Atlantic University**

*paired with DE General Psychology*

***Prerequisites: Sophomore, Junior or Senior Standing and 3.0 Cumulative GPA***

Focuses on human growth and development throughout the life cycle. Examines normal developmental stages with emphasis on the physical, intellectual, social, and emotional processes.

### **- Honors Pathway Endorsement - 1.0 Credit- Online course**

The Pathway Endorsement course is a culminating experience for students, designed to integrate and apply the knowledge and skills they have acquired throughout their studies. The course will focus on the practical application of research methods in real-world settings and on the development of soft skills and employment skills.

With the guidance of a pathway mentor, students will conduct an independent action research project, which will provide them with the opportunity to apply the research methods and analysis techniques they have learned in previous coursework. They will also develop and present their research findings in a professional format and reflect on the research process and its implications.

Students will also develop a range of soft skills, such as communication, teamwork, and problem-solving, that are essential for success in any field. These skills will be emphasized through group projects and other collaborative activities, and in an internship. The internship will provide students with hands-on experience in a professional setting and the opportunity to apply the research and soft skills they have learned in the course.

Requirements: Acceptance into the Pathway Program of Choice; completion or projected completion of Pathway Endorsement Courses; adherence to the JCS Community Guidelines.