



# Hilton Head Christian Academy

## Academic Course Guide and Policies

Middle and Upper School

John 6:68 *"Speak Life"*

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2024-2025 Academic School Year

[www.hhca.org](http://www.hhca.org)

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## **Hilton Head Christian Academy Guidance Team**

**HHCA Guidance Team**'s Mission: *To equip students with the knowledge, tools and confidence to embrace their identities in Christ and use their gifts to change the world for God's glory.*

HHCA's Guidance Team aims to ensure that every family is equipped with the knowledge and encouragement to make prayerful decisions concerning the direction of their student's life. The team is committed to resourcing students with the necessary tools to identify, embrace and chase their individual passions so that they may engage the world for God's glory. Guidance support begins as early as lower school and continues through graduation from upper school.

HHCA's Guidance Team partners with students and families to provide personalized academic, social and emotional, and career counsel. Utilizing yearly, individualized planning meetings, students and their families formulate curricular and career plans with the Guidance team based on student aptitudes and interests. Assessments and interest inventories begin during middle school and continue through the early upper school years. The identified strengths, interests and assessment results are utilized to chart student academic pathways, course selections, and community connections that provide exposure to appropriate professional fields. This comprehensive, pre-graduate counseling assists upper school students in discovering their "best-fit" colleges and career paths, owning their learning processes and advocating for their personal and academic bests.

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*\*Hilton Head Christian Academy is accredited through the Southern Association of Independent Schools (SAIS), Cognia (formerly AdvancED), and South Carolina Independent School Association (SCISA).*

**Guidance and Course Policies** (Please reference the HHCA Student Handbook for all policies)

**Inquiry-Based Learning** - Academic pursuits from Kindergarten through 12th grade are immersed in inquiry- and project-based design. Students engage in authentic challenges built upon curricular standards and objectives to solve real world problems through the use of collaboration, creativity, communication, critical thinking, and a Christian worldview. To assess learning outcomes, five competencies have been identified that contribute to student grades: knowledge and thinking (content understanding and utilization), agency (student ownership and efficiency in learning process), collaboration (group contributions in planning, discussion, and execution of projects), oral communication (articulation of learning outcomes to peers and mentors), and written communication (explanations and written expressions that reflect learning outcomes). Project rubrics are constructed utilizing these competencies; each content area has ownership on the relative weighting of the five competencies to produce department-wide assessment consistencies.

**Course Selections-** Student course selections are finalized after careful guidance and input from a multitude of sources. Previous class performance, mentor recommendations, standardized test scores, career trajectories, interest inventories and individual scheduling meetings all inform course placements. Academic record is heavily considered in determining matriculation to Honors, Advanced Placement® and Dual Enrollment courses. HHCA's Guidance team works hard to position students in courses that best merge academic challenge with a student's ability to excel, given an appropriate investment of effort. Families, counselors, and mentors partner to uphold the best interests of each student.

**Upper School Courses in Middle School** - To extend the challenge of accelerated coursework, middle school students may enroll in certain upper school math courses upon recommendation from mentors and confirmation of intent from parents. This opportunity allows eligible students to enroll in further Honors, Advanced Placement® and Dual Enrollment courses, potentially earning college credits while enrolled in upper school (students may not graduate early from HHCA). Mentors consider academic grades, course performance, and test scores before making recommendations; the Guidance team communicates any potential advancement early in the scheduling process. Recommended students must maintain requirements for placement.

**Adding or Dropping a Course** - Students may drop or add a class during the schedule change period only. No grade or credit will be given for classes dropped prior to that time. Upper school classes dropped after that time period will be marked Withdraw Passing (WP) or Withdraw Failing (WF) on the student transcript. In order to request a course change, students must complete a "[Course Request Change Form](#)" available in the Guidance office. This form requires

the signature of the student, two mentors (for the added and dropped courses) and a parent before changes are made.

**Transfer Credits** - Credit for high school classes, including those taken in middle school, are accepted for students transferring to Hilton Head Christian Academy from private, public or home schools with an official transcript issued directly from the student's previous school or from the school-approved home school association. Grades are converted using the South Carolina Uniform Grading Scale and in accordance with HHCA's GPA calculation policies. In the event only letter grades are available, GPA will be calculated using a conversion chart provided by the state. Credits from previous schools are listed on the HHCA transcript with the issuing school designated. In some instances, a college or athletic organization may request transcripts be provided directly from the institution a student attended prior to enrolling at HHCA.

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# Hilton Head Christian Academy Graduation Requirements

SUBJECT	CREDITS	REQUIREMENTS
English (Language Arts)	4	<b>Yearly enrollment in an English course is required in grades 9-12.</b> For graduation, successful completion of English 1 and World Literature are necessary; American and British Literature courses are required if students do not pursue AP/ Dual Enrollment English. If English offerings are exhausted, Dual Enrollment is expected.
Social Studies	3	<b>Three Social Studies courses are required in grades 9-12.</b> For graduation, successful completion of one U.S. History (AP or CP) credit, one half credit of Government (CP) and one half credit of Economics (CP) are required. Students completing AP Government satisfy the Government and Economics half credits. Completion of Human Geography, World History or AP European History can achieve the third credit.
Mathematics	4	<b>Yearly enrollment in a Math course is required in grades 9-12.</b> For graduation, math courses must include Algebra 1, Geometry, and Algebra 2. Additional upper-level math offerings include Algebra 3, Precalculus, AP Calculus AB, AP Calculus BC, or AP Statistics.
Science	4	<b>Yearly enrollment in a Science course is required in grades 9-12.</b> For graduation, science courses must include Biology and Chemistry. Additional upper-level science courses include Marine Biology, Environmental Science, Human Anatomy and Physiology, Physics, AP Biology and AP Chemistry. Physics is strongly recommended for students interested in medical, engineering, or math-oriented fields.
World Languages	2	<b>Students are required to complete two credits of World Language (in the same language).</b> A third year of the studied language is strongly recommended for college-bound students for a solid foundation in grammar, history, culture, and literature.
Bible	4	<b>Yearly enrollment in a Bible course is required in grades 9-12.</b>
Physical Education	1	<b>Students are required to complete one credit each in Physical Education, Computer Science, Fine Arts, and 0.5 credit in Personal Finance (starting with Class of 2027) electives.</b>  For the Classes of 2025, 2026 and 2027, Physical Education credits may be fulfilled through two seasons of varsity sports (0.5 per season); JV sports count 0.25 credit per season. Beginning with the Class of 2028, PE credit may be earned through a scheduled PE class only.
Computer Science	1	
Fine Arts	1	
Personal Finance	.5	
<b>TOTAL CREDITS</b>	<b>24.5</b>	Completion of 24.5 credits satisfies the requirements set forth by the State of South Carolina; fulfillment of the above expectations achieves a Diploma from Hilton Head Christian Academy*.

*\*Note: Required courses are often different from recommended courses. In general, the more selective the college, the higher the expectation that you've taken additional courses beyond your basic high school graduation requirements. Make sure to check the specific requirements of the colleges that you are interested in.*



# Student Credit Planning Worksheet

<b>STUDENT:</b>	<b>CLASS OF</b>
<b>GPA: Weighted:</b> _____ <b>Unweighted:</b> _____ <b>PSAT/ SAT:</b> _____ <b>ACT:</b> _____	
<b>Career Interest:</b> _____ <b>College Interest:</b> _____	
<b>4-year college</b> _____ <b>2-yr degree/trade</b> _____ <b>Workforce</b> _____ <b>Military</b> _____ <b>ROTC/Service Academy</b> _____	
<b>Intends to play a collegiate sport?</b> _____ <b>Registered w/NCAA?</b> _____ <b>Division I and II worksheets completed?</b> _____	

School/Year						
Transfer School						
		MS	9	10	11	12
English	4					
Math	4					
History	3					
Science	4					
Language	2+					
Bible	4					
Computer <input type="checkbox"/>	1					
Fine Arts <input type="checkbox"/>	1					
PE <input type="checkbox"/>	1					
Elective						
Elective						
Elective						
<b>Total Credits</b>	<b>24</b>					

## GRADUATION CREDIT REQUIREMENTS

Bible & Req. Electives	Math	English	Social Studies	Science	World Language
4.0 Bible Credits 1.0 Computer Science 1.0 PE HHCA PE class starting with the class of 2028 1.0 Fine Arts 0.5 Personal Finance Starting with the class 2027	4.0 Credits Algebra 1 Geometry Algebra 2 Plus 1.0 +	4.0 Credits	3.0 Credits US History Government (0.5) Economics (0.5) Plus 1.0 +	4.0 Credits Biology Chemistry Plus 2.0 +	2.0 Credits required 3.0 Recommended

**NOTES**

## Hilton Head Christian Academy Course Offerings

- **Dual Enrollment:** Qualified students may pursue dual enrollment opportunities with the University of South Carolina Beaufort, the Technical College of the Lowcountry, or online university programs approved by HHCA. These courses accrue both high school and college credits, are incorporated in high school and college GPA calculations, and are found on both high school and college transcripts. Students seeking a Dual Enrollment Course must be pre-approved by the Guidance team and will be responsible for additional tuition and course fees. See the [Dual Enrollment Policy Handbook](#) for further information:
- **Advanced Placement® (AP):** AP courses are taught at a college level and are audited by the College Board to ensure rigor and adherence to college level curriculum standards. Students completing AP courses have the opportunity to earn college credit during their high school years (9-12) and are required to take the corresponding Advanced Placement® test in May. Individual universities define their policy regarding the awarding of credit. Students enrolling in AP courses must demonstrate an academic history that is indicative of the ability to achieve success, as well as a recommendation from a previous class mentor in the same discipline.
- **College Preparatory (CP):** College preparatory courses provide students with the content exposure, academic experience, and collaboration and communication skills to find immediate success at a four-year college. Built upon the five competencies and inquiry-based strategies, these courses pose authentic challenges for students to use standards-based thinking to solve real world problems. All college preparatory courses meet credit expectations and are counted toward a South Carolina High School Diploma.
- **Honors (H):** Honors courses challenge students with heavy outcome expectations, broad, deep content exposures, and frequent community requirements, while sharing the same student-driven, project-based designs of the college preparatory courses. The Honors curriculum is direct preparation for the rigors of Advanced Placement® and Dual Enrollment opportunities. Students who pursue Honors placements must demonstrate an academic history that is indicative of the ability to achieve success, as well as a recommendation from a previous class mentor in the same discipline.
- **Online Virtual High School Courses:** Qualified students may take approved online courses via VirtualSC or other HHCA-approved online programs. Students enrolled in online courses may be scheduled for an academic period during the school day to accommodate their additional workload. Students will have an online learning orientation as part of each course to gain familiarity with the online platform and necessary time management for success. Online opportunities are coordinated through Guidance to ensure credits, course sections, and offerings meet the expectations of an HHCA graduate. See the Student Handbook for further online course policies and information.





# Hilton Head Christian Academy Course of Study

English	Social Studies	World Languages	Mathematics	Science
<b>Upper School Courses</b>				
<i>* Juniors and seniors with a 3.0 GPA (unweighted) may enroll in dual enrollment courses with one of our college partners.</i>				
AP English Literature <hr/> British Literature (CP/H)	AP Government & Politics <hr/> Government (CP/H) + Economics (CP/H)	AP Spanish Literature & Culture (not offered in 2024-25)	AP Calculus BC (not offered in 2024-25)	AP Biology
AP English Language <hr/> American Literature (CP/H)	AP US History <hr/> US History (CP/H)	AP Spanish Language & Culture (offered online in 2024-25)	AP Calculus AB	AP Chemistry
World Literature (CP/H)	AP European History <hr/> World History (CP/H)	Spanish 3 (CP/H)	AP PreCalc	Physics (H) <hr/> PLTW Human Body Systems (H)
English 9 (CP/H)	AP Human Geography <hr/> Human Geography (CP/H)	Spanish 2 (CP)	AP Statistics <hr/> Statistics (CP)	PLTW Biomedical Sciences (H)
	Personal Finance (CP)	Spanish 1 (CP)	Algebra 3 (CP)	Environmental Science (CP/H)
			Algebra 2 (CP/H)	Marine Biology (CP/H)
			Geometry (CP/H)	Chemistry (CP/H)
			Algebra 1 (CP/H)	Biology (CP/H)
<b>Middle School Courses</b>				
<i>Upon recommendation, middle school students may enroll in upper school courses.</i>				
English 8	American Studies 8		Prealgebra	Physical Science & Technology 8
English 7	Social Studies 7		Math 7	Science & Technology 7
English 6	Social Studies 6		Math 6	Science & Technology 6



# Hilton Head Christian Academy Course Descriptions

*Course descriptions are grouped by department.*

Upper School Departments					
<p style="text-align: center;"><b><u>BIBLE</u></b></p> <p>Bible H: Understanding the Times Worldviews and Romans New Testament Letters Worship Leadership</p>	<p style="text-align: center;"><b><u>ENGLISH</u></b></p> <p>AP English Literature AP English Language British Literature American Literature World Literature English 1</p>	<p style="text-align: center;"><b><u>SOCIAL STUDIES</u></b></p> <p>AP Government &amp; Politics AP Psychology AP US History AP European History AP Human Geography Government Economics US History World History Human Geography</p>	<p style="text-align: center;"><b><u>WORLD LANGUAGES</u></b></p> <p>AP Spanish Language (online) AP Spanish Literature* Spanish 3 Spanish 2 Spanish 1</p>		
<p style="text-align: center;"><b><u>MATHEMATICS</u></b></p> <p>AP Statistics AP Calculus BC* AP Calculus AB Statistics AP Precalculus Algebra 3 Algebra 2 Geometry Algebra 1</p>	<p style="text-align: center;"><b><u>SCIENCE</u></b></p> <p>AP Chemistry AP Biology Physics PLTW Human Body Systems PLTW Biomedical Science Environmental Science Marine Biology Chemistry Biology</p>	<p style="text-align: center;"><b><u>ELECTIVES</u></b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <p>AP Seminar AP Research AP Music Theory* Art 1/2/ 3 Beginner / Intermediate Band Eagles Jazz Band Forensics Introduction to Business Journalism Mock Trial</p> </td> <td style="width: 50%; border: none; vertical-align: top;"> <p>Personal Finance PLTW Computer Science PLTW Engineering Sports Medicine Strength &amp; Fitness 1/2/3 Strings Theater Design Theater Production Teacher Aide Yearbook 1/2/3/4/5</p> </td> </tr> </table>		<p>AP Seminar AP Research AP Music Theory* Art 1/2/ 3 Beginner / Intermediate Band Eagles Jazz Band Forensics Introduction to Business Journalism Mock Trial</p>	<p>Personal Finance PLTW Computer Science PLTW Engineering Sports Medicine Strength &amp; Fitness 1/2/3 Strings Theater Design Theater Production Teacher Aide Yearbook 1/2/3/4/5</p>
<p>AP Seminar AP Research AP Music Theory* Art 1/2/ 3 Beginner / Intermediate Band Eagles Jazz Band Forensics Introduction to Business Journalism Mock Trial</p>	<p>Personal Finance PLTW Computer Science PLTW Engineering Sports Medicine Strength &amp; Fitness 1/2/3 Strings Theater Design Theater Production Teacher Aide Yearbook 1/2/3/4/5</p>				
Middle School Departments					
<p style="text-align: center;"><b><u>BIBLE</u></b></p> <p>New Testament Survey Life of Christ</p>	<p style="text-align: center;"><b><u>ENGLISH</u></b></p> <p>English 8 English 7 English 6</p>	<p style="text-align: center;"><b><u>SOCIAL STUDIES</u></b></p> <p>American Studies 8 Social Studies 7 Social Studies 6</p>	<p style="text-align: center;"><b><u>MATHEMATICS</u></b></p> <p>Prealgebra Math 7 Math 6</p>		
<p style="text-align: center;"><b><u>SCIENCE</u></b></p> <p>Physical Science &amp; Technology 8 Science &amp; Technology 7 Science &amp; Technology 6</p>		<p style="text-align: center;"><b><u>ELECTIVES</u></b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <p>Musical Theater Dramatic Theater Chorus Band Strings Art</p> </td> <td style="width: 50%; border: none; vertical-align: top;"> <p>Life Skills 6/7 Broadcast Journalism Strength &amp; Fitness 8 Physical Education Robotics 1/2 Sports Medicine</p> </td> </tr> </table>		<p>Musical Theater Dramatic Theater Chorus Band Strings Art</p>	<p>Life Skills 6/7 Broadcast Journalism Strength &amp; Fitness 8 Physical Education Robotics 1/2 Sports Medicine</p>
<p>Musical Theater Dramatic Theater Chorus Band Strings Art</p>	<p>Life Skills 6/7 Broadcast Journalism Strength &amp; Fitness 8 Physical Education Robotics 1/2 Sports Medicine</p>				

*\* Not offered in 2024-25 school year*

## Upper School Bible

*Students are required to take one Bible credit per school year. Bible is taught in sections of 9th/10th grade and 11th/12th grade in a 45-minute, yearlong course.*

*Worship Leadership fulfills one Bible credit.*

9th & 10th Grade	11th & 12th Grade
New Testament Letters	Worldview Through the Book of Romans Bible H: Understanding the Times
Worship Leadership	Worship Leadership

**New Testament Letters (1.0 Credit).** In this 9th and 10th grade course we will study the letters of the apostles Paul, Peter, James, John and Jude to the believers and Churches of the 1st century. Emphasis is placed upon the authorship, key figures, and major stories and events throughout the pages of the Bible. Students will learn to dissect and interpret these ancient letters within their historical context and be able to appropriately apply these theological treatises to their own lives'. In doing so, they'll learn of God's plan and purpose throughout the writings, the history, and culture of the Bible and find a greater sense and understanding of His plan and purpose.

**Worldview Through the Book of Romans (1.0 Credit).** This 11th and 12th grade course combines a worldview curriculum with the book of Romans from the New Testament. In doing so, students will gain insight into how ancient Christians interacted with the worldviews of their own time. In learning about how these Christians dealt with the differing dominant views of their day, they'll be able to then extrapolate core principles to help them interpret, understand, and interact with the different worldviews we experience today from a Christian perspective. The worldview curriculum helps identify 6 major worldviews and how a Christian can respond in truth through love when faced with competing thoughts regarding the Christian faith.

**Bible H: Understanding the Times (1.0 Credit).** This is a worldview class. A worldview is a lens through which we see, interact with, and interpret the world around us. Everyone has a worldview. There is a Christian worldview, but there are also other worldviews: Islam, Secularism, Marxism, New Spirituality, and Postmodernism. This course teaches how the Christian worldview makes sense of the reality around us while interacting with other worldviews on topics such as stem-cell research, abortion, transgenderism, human rights, and other ongoing, philosophical topics that our current culture wrestles with in the public square. Though we all face moral and ethical quandaries in matters of life and faith, Christians can face these issues head on knowing that we have God and his word as a guiding source. Open to juniors and seniors.

**Worship Leadership (1.0 Credit).** This course develops worship leaders and their ability and responsibility to build relationships connecting Christ with themselves, family, peers, faculty, community and the worship team itself. This course is designed to bolster the profession of contemporary music and to create a worshipful dynamic within the student body as whole. This class requires practical principles of contemporary music and its theory, as well as strong time management skills. Also integral to the course are developing skills in collaboration, creative integration, writing and rehearsal, as well as time to grow as an individual with Christ.

Upper School English				
College Prep	English 1 CP	World Literature CP	American Literature CP	British Literature CP
Honors / Advanced Placement	English 1 H	World Literature H	American Literature H AP English Language and Composition	British Literature H AP English Literature and Composition

**English 1 CP | H (1.0 Credit).** English 1 focuses on the central themes of maturation, diversity, and the development of compassion, empathy, and respect for others from a Christian worldview. The curriculum provides students with the basic foundations for studying literature by focusing on six particular areas: reading, writing, literature, grammar, vocabulary, and listening and speaking. Students will be introduced to various genres of classical and contemporary narrative and informational texts, while developing and enhancing their grammar and writing skills. Writing assignments range from autobiographical, expository, and creative writing to literary analysis, argumentative/persuasive, and researched writing. Students practice using text evidence to support their ideas and further practice MLA style and documentation for research papers/projects. Students in English 1 read short stories (fiction and nonfiction), poetry, drama, and novels. This course is co-taught with Human Geography.

**World Literature CP | H (1.0 Credit).** World Literature is a survey course in which students will study a variety of literary works from both western and non-western cultures, from ancient to contemporary times. As they approach literature from diverse backgrounds, students will consider these works from the perspective of a Christian worldview. Students will develop skills in comprehension and interpretation of literature through class discussions, exercises, and projects. They will also spend time developing composition techniques, vocabulary, grammar, and writing mechanics. Assessment in this course is mostly project-based. There will occasionally be tests, but most formal assessments will consist of projects such as: long-term revised essays, short essays, creative projects, presentations, research projects, and Socratic seminar discussions. This course is co-taught with World History.

**American Literature CP | H (1.0 Credit).** American Literature covers the major periods, authors, and works of American history. Throughout the course, students will explore and research the relationship between historical events and the literature of the periods. The time periods covered include the Civil and Reconstruction Era, Jazz Age, World War II, the Harlem Renaissance, and the Civil Rights Movement. In addition to reading great authors and great works, students will learn how to read, think, and write critically through the lens of literature. This course is co-taught with United States History.

**AP English Language and Composition (1.0 Credit).** An equivalent to a first-year, college composition course, AP English Language focuses on rhetoric and composition, argument, and research with an emphasis on non-fiction texts. Students analyze and study rhetoric from various times, places, and discourse communities to identify and discuss the ways in which authors create purpose and meaning through language. Students gain mastery in analyzing subject, purpose, audience, occasion, context and tone in any given text, as well as the rhetorical and stylistic techniques authors employ in their texts. This course is writing intensive, and students will compose a variety of essays and complete multiple revisions that will be stored in portfolios. Students will grow in their writing and revising skills through peer reviews, teacher conferences, and revisions. Students will also read a selection of full literary works to enhance their understanding of the rhetorical and stylistic techniques used and study SAT vocabulary. Lastly, students will learn test-taking strategies and complete a

multitude of practice tests throughout the year. This course prepares students to take the AP English Language exam in May and begins an introduction to the stylistic analysis of AP English Literature.

**British Literature CP | H (1.0 Credit).** The British Literature course is a survey of British literature with an emphasis on reading, writing, the use and application of research, collaborative group work, and presentation/communication skills. Students explore major British literary periods and texts in a thematic approach that relates to the Rise of a Nation with a focus on the individual's role in the shaping of a nation. Students will explore how major texts in British literature correlate to its history and development of people and society. Major projects correlate to each quarterly text and allow students to reach out into the school community for collaborative work across disciplines and within the community at large. A variety of other writing assignments and vocabulary exercises supplement this course.

**AP English Literature and Composition (1.0 Credit).** AP English Literature and Composition is a college-level, introductory course that builds students' foundations in reading, analyzing, and writing about fictional texts, poetry, and dramas from various periods. Students examine a range of imaginative texts through reading and critically analyzing how language brings meaning and joy to written works. Investigations into structure, style, and themes, in addition to the utilization of figurative language, imagery, and symbolism allow students to formulate expository, analytical, and argumentative essays to textually substantiated arguments. Within the curriculum, students will be equally exposed to short fiction, poetry, and longer fiction or dramas to connect the six big ideas of the course: character, setting, structure, narration, figurative language, and literary argumentation. This course has a strong writing component, used to substantiate the writing process while developing and reinforcing grammatical structures and vocabulary integration. Students will grow in their analytical, composition, and oral and written argumentative skills through peer studies and reviews, mentor conferences and feedback, and multiple revision frameworks. Finally, students will continue to develop test-taking strategies and prepare for the AP exam with passages, essay response, and full-length practice exams throughout the year. Successful completion of the AP exam in May has the opportunity to provide college credit for students in English and builds a strong foundation for further literary analysis work in students' college careers.

## Upper School Social Studies

*All students must take US History, Government and Economics.*

College Prep	Human Geography CP	World History CP	US History CP	Government CP Economics CP
Honors / Advanced Placement	Human Geography H  AP Human Geography	World History H  AP European History	US History H	AP Government Government H Economics H

**Human Geography CP | H (1.0 Credit).** Human Geography is a course designed with emphasis on providing students with an understanding of the distribution, processes, and effects of the human population on our planet through the use of maps, data sets, and geographic models and viewing events through a spatial perspective. Students develop skills to appreciate the diversity of landscapes, people, and cultures and to think critically about the complexities of place in connection with human movement and interaction. Incorporating the five themes of geography, the course covers human migration patterns, the concept of culture and the cultural landscape, economies and their relationship to place, and the influence of social, political and economic processes on places and regions. Students will use information from case studies and a variety of primary sources to recognize cause and effect, make generalizations and inferences, evaluate relevance, identify differences and similarities, evaluate decisions and course of action, think critically, and recognize problems and solutions. The ultimate goal is to stimulate interest in global issues and to develop geoliteracy and an appreciation for world cultures. This course is co-taught with English 1.

**AP Human Geography CP | H (1.0 Credit).** AP Human Geography introduces students to college-level introductory human geography. The course content follows the curricular outline prescribed in the *AP Human Geography Course and Exam Description* published by the College Board. Content is presented thematically rather than regionally and is organized around the main subfields of geography: economic, cultural, political and urban geography. The goal for the course is for students to become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. Students develop skills in critical thinking, interpreting cultural landscapes, and to be able to apply geographic concepts such as scale, region, diffusion, interdependence, and spatial interaction. Students will be qualified and expected to sit for the AP Human Geography exam at the end of the course in May.

**World History CP | H (1.0 Credit).** World History examines human development from pre-civilization to the present day. Students learn about the socioeconomic conditions, political institutions, and ideological attitudes that have marked various time periods throughout history. Using primary and secondary sources, students conduct problem-based research to examine historical events, cultural developments, and social and family systems. Students will analyze statistics and data from maps, charts, and graphs to identify trends and patterns throughout history. Students are encouraged to use critical-thinking and problem-solving skills to evaluate the achievements of civilizations in the fields of science, technology and the arts. This course is co-taught with World Literature.

**AP European History. (1.0 Credit).** In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among

historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. Students will be qualified and expected to sit for the AP European History exam.

**US History CP | H (1.0 Credit).** U.S. History is a course designed for furthering student knowledge and appreciation of our nation's past, present, and future. The course will develop an understanding of social, political, economical, cultural, and military experiences that have played a crucial role in shaping the history of our country. Throughout the course, students will explore and research the relationship between historical events and the literature that came about during those periods. The time periods we will cover include the Civil and Reconstruction Era, Progressive Era, Roaring '20s, World War I, the Great Depression, World War II, the Harlem Renaissance, and the Civil Rights Movement. Upon successful completion of this course, students will be better prepared to understand the significance of our country's history. This course is co-taught with American Literature.

**AP United States History (1.0 Credit).** In AP US History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will be expected to sit for the AP US History exam in May.

**Government CP | H (0.5 Credit).** American Government incorporates the organization and function of the American political system. Topics included are foundations of the U.S. Government, the three branches of government, and the Constitution. Students will use problem-based inquiry to study the details of the political system at the national, state, and local levels. Students will also use comparisons of foreign governments to analyze and examine the policy making of the American Government.

**Economics CP | H (0.5 Credit).** Students will study human choices in the face of limited resources. The course covers basic market concepts such as scarcity, supply and demand, government regulation, and trade. Students will learn useful life skills in the personal finance section of the course. Students will examine modern issues in economics and apply them to the stock market and investing. This course will cover the basics of both macro- and microeconomics.

**AP United States Government and Politics (1.0 Credit).** AP US Government and Politics is taught as a year-long, college level class. This course will prepare students for success on the AP exam, as well as provide them with the ability to debate and participate in meaningful discussions through assessment of political knowledge gained in class. Students will be able to identify and analyze important political ideas that are shaping American culture today. AP U.S. Government and Politics accomplishes these goals by framing the acquisition of political knowledge around enduring understandings and big ideas about American government and politics. Through the development of this set of political knowledge, disciplinary practices, and reasoning processes students will be able to analyze current and historical political events like a political scientist and develop factually accurate, well-reasoned, thoughtful arguments and opinions that acknowledge and grapple with alternative political perspectives. Students will be expected to sit for the AP Government exam in May.

## Upper School World Languages

*Students must fulfill two credits of the same language; three credits are recommended.*

Spanish 1 CP	Spanish 2 CP	Spanish 3 CP  Spanish 3 H	AP Spanish Language & Culture ( <i>online</i> )  *AP Spanish Literature & Culture
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*\*Not offered in 2024-25 school year*

**Spanish 1 CP (1.0 Credit).** Spanish 1 focuses on the development of communicative competence, vocabulary, and structure in Spanish and the understanding of the various Spanish-speaking cultures around the world. Students are not required to have any prior knowledge of the language and culture when they arrive in the class. Students will be expected to respond to questions and construct sentences in Spanish. By the end of level 1, students will exhibit Novice-Mid level proficiency in speaking and writing and Novice-High level proficiency in listening and reading (ACTFL Proficiency Guidelines, 2012).

**Spanish 2 CP (1.0 Credit).** Spanish 2 focuses on the continued development of communicative competence, vocabulary, and structure in Spanish and the understanding of the various Spanish-speaking cultures in the world. It assumes that students have successfully completed a level 1 course or are at a Novice-Mid level of proficiency. Students begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the language. The major means of communication between students and teachers is in Spanish. By the end of level 2, students will exhibit Novice-High level proficiency in speaking and writing and Intermediate-Low level proficiency in listening and reading (ACTFL Proficiency Guidelines, 2012).

**Prerequisite:** Spanish 1.

**Spanish 3 H (1.0 Credit).** Spanish 3 is an honors level course focusing on the continued development of communicative competence, vocabulary and grammatical construction in Spanish and the understanding of the various Spanish-speaking cultures in the world. It assumes that students have successfully completed a level 2 course. Students use basic language structure with accuracy and recombine learned material to express their thoughts. They are exposed to more complex features of the language, moving from concrete to some abstract concepts. The major means of communication between students and teachers is in Spanish. By the end of level 3, students will exhibit Intermediate-Low level proficiency in speaking and writing and Intermediate-Mid level proficiency in listening and reading (ACTFL Proficiency Guidelines, 2012).

**Prerequisite:** Spanish 2.

**Spanish 3 CP (1.0 Credit).** Spanish 3 CP focuses on the continued development of communicative competence, vocabulary and grammatical construction in Spanish and the understanding of the various Spanish-speaking cultures in the world. It assumes that students have successfully completed a level 2 course. Students use basic language structure with accuracy and recombine learned material to express their thoughts. There is a heavy focus on application and communication in this course, with students being expected to produce Spanish speaking with accuracy. The major means of communication between students and teachers is in Spanish. By the end of level 3, students will exhibit Intermediate-Low level proficiency in speaking and writing and Intermediate-Mid level proficiency in listening and reading (ACTFL Proficiency Guidelines, 2012).

**Prerequisite:** Spanish 2.



## Upper School Mathematics

*All students must take Algebra 1, Geometry and Algebra 2.*

*Juniors and seniors have flexibility in choice of upper-level math courses aligned with postgraduate goals. Precalculus must be taken before AP Calculus AB and AP Calculus BC.*

College Prep	Algebra 1 CP	Geometry CP	Algebra 2 CP	Algebra 3 CP Statistics CP
Honors / Advanced Placement	Algebra 1 H	Geometry H	Algebra 2 H	AP Statistics AP Precalculus AP Calculus AB AP Calculus BC*

*\*Not offered in 2024-25 school year*

**Algebra 1 CP | H (1.0 Credit).** In Algebra 1, students build on their ability to recognize and develop patterns using tables, graphs and equations. They are introduced to variables, algebraic expressions, equations, inequalities, functions, and all their multiple representations. In this class, students will develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing, and communicate mathematical ideas clearly. This course lays the foundation for mathematical literacy that will help students be successful in every subsequent course in mathematics.

**Geometry CP | H (1.0 Credit).** Geometry involves the study of points, lines, planes and other geometric figures as they relate to our physical world. Students will develop analytical skills through the examination of real-world math applications, guided practice, structural design activities, and lab inquiries. Studies will focus on a review of algebra skills and Euclidean thinking; reasoning and theorem utilization in sequential builds; parallel and perpendicular characteristics, similarities and congruence of lines and shapes, and properties and attributes of triangles, polygons, quadrilaterals, and circles; examinations and calculations of perimeter, circumference, area, and volume; and an introduction to right triangle trigonometry. This course prepares students with the analytical thinking and inductive and deductive reasoning necessary for future mathematical courses, along with SAT/ACT tests.

**Prerequisite:** Algebra I.

**Algebra 2 CP | H (1.0 Credit).** Algebra 2 is designed to build upon the skills learned in Algebra 1 and Geometry. This course provides an in-depth study of functions, patterns, relations, and concepts of number systems and is designed to prepare students for a comprehensive Precalculus course. The course integrates standard topics of Algebra 2 with data analysis and graphing calculator technology. Critical thinking is stressed as well as graphical and analytical analysis of linear, quadratic, exponential, logarithmic, and rational functions. A review of trigonometry is also provided.

**Prerequisites:** Algebra 1 and Geometry.

**Algebra 3 CP (1.0 Credit).** Algebra 3 is designed to reinforce math skills necessary for success in college-entry level mathematics courses. Content in this course will focus on solving functions, modeling function behaviors, and applying algebra concepts to higher level thinking and solving real-world problems. Characteristics and behaviors of linear, quadratic, polynomial, exponential, logarithmic, rational, radical, and trigonometric functions will be studied, in addition to solving functions and inequalities, sequences and series, trigonometric relationships, and systems of equations and matrices. The foundational aspects of Algebra, Geometry, and Trigonometry will be reviewed, while constructing an appreciation of the strategies and connections to other areas of study. The goal is to build confidence, establish an appreciation of the role math plays in other content areas, and expose

students to the preparations and studies necessary to ensure success in their math entrance exams and subsequent major, or non-major, college math course selections.

**Prerequisites:** Algebra 1, Geometry, and Algebra 2.

**Statistics CP (1.0 Credit).** In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance phenomena. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students will learn to use Statistics to make Inferences about populations.

**Prerequisites:** Algebra 1, Geometry, and Algebra 2.

**AP Precalculus (1.0 Credit)** This course provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college level mathematics courses. This course explores a variety of function types and their applications—polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, vector-valued, implicitly defined, and linear transformation functions using matrices. Throughout the course, the mathematical practices of procedural and symbolic fluency, multiple representations, and communication and reasoning are developed. Students experience the concepts and skills related to each function type through the lenses of modeling and covariation and engage each function type through their graphical, numerical, analytical, and verbal representations

**Prerequisites:** Algebra 1, Geometry, and Algebra 2.

**AP Calculus AB (1.0 Credit).** This course is designed to be the equivalent of a first semester college-level course, as well as to prepare students to take the AP® Calculus AB exam. It is expected that students who take this course will seek college credit, college placement, or both from institutions of higher learning. The course emphasizes a multi-representation approach to Calculus with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. Students develop an understanding of the applications of continuity and limits, analysis and differentiation of varied equation types, and properties of integration that represent accumulation of change and solve differential equations. The course is built upon the following big ideas: derivatives represent net and rates of *change*, *limiting* behavior and its implications in the real world that manifest in the ideas, definitions, formulas and theorems throughout Calculus, and *analysis of function* behaviors that connect limits, differentiation, and integration. Successful outcomes for this course include implementing mathematical processes, connecting representations, justification, and communication and notation. Students will be qualified and expected to sit for the AP Calculus AB exam in May.

**Prerequisite:** Precalculus.

**\*AP Calculus BC (1.0 Credit).** This course is designed to be the equivalent of a first and second semester college-level course, as well as to prepare students to take the AP Calculus BC exam. It is expected that students who take this course will seek college credit, college placement, or both from institutions of higher learning. The course emphasizes a multi-representation approach to Calculus with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. Students revisit their understanding of the applications of limits, differentiation, and integration. Review of differential equations and applications of integration lead to studies of polar coordinates, parametric equations, and vector-valued functions. Finally, in-depth investigations into infinite sequences and series build upon the desired outcomes observed from the Calculus AB course. Students will be qualified and expected to sit for the AP Calculus BC exam in May.

**Prerequisite:** AP Calculus AB or Precalculus with teacher recommendation.

**AP Statistics (1.0 Credit).** 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.

## Upper School Science

Upper School Science			
College Prep	Biology CP	Chemistry CP	Environmental Science CP Marine Biology CP
Honors / Advanced Placement	Biology H	Chemistry H	Environmental Science H Marine Biology H Physics H PLTW Principles of Biomedical Science H* PLTW Human Body Systems H* AP Biology AP Chemistry

*\*Upon passing PLTW National End of Course Assessment, student may receive dual credit.*

**Biology CP | H (1.0 Credit).** The Biology course explores God’s design in all living things and develops an appreciation for the role science plays in the daily lives of students. Throughout the course, students will be introduced to topics ranging from the chemistry of life to genetics and the interdependence of organisms to cell structure and function. This course is sequenced to build an understanding at the atomic level first, which underlies biochemical makeup, and builds to a study of whole organisms and ecology. Students participate in laboratory activities, in-class discussions, dissections, research projects, and field studies to achieve the course objectives. Following the scientific method, students are expected to develop organized and complete lab responses, strong foundations for conversations on bioethical issues, and updates on scientifically-themed current events.

**Chemistry CP | H (1.0 Credit).** Chemistry is a college preparatory course designed to develop critical thinking and problem-solving skills in the field of chemistry and beyond. Chemistry is the study of the relationship between the structure and properties of matter and the energy changes that accompany change in matter. The course focuses in detail on the structure of atoms, the naming of inorganic and simple organic compounds, chemical reactions, chemical bonding, periodicity, gases, stoichiometry, solutions, thermochemistry, acids and bases, chemical equilibrium, and kinetics. By gaining more knowledge of the underpinnings of God’s creation, students will be able to better discern proposed solutions to problems in our environment, evaluate claims made by companies in their advertising, and become better stewards in an increasingly complex world of science and technology.

**Prerequisites:** Biology.

**Environmental Science CP | H (1.0 Credit).** The Environmental Science course investigates various types of biomes and ecosystems and the interaction between the various types of organisms that inhabit them. Special emphasis is placed upon the balance achieved by God’s design in contrast with the disruption caused by man’s intervention. A variety of skills are incorporated including field studies, observations, experiments, group projects, graphing, analysis of data, research and construction of a decision-making model to explore complex questions characteristic of environmental issues. This course is designed for students who have completed Biology and, in most cases, Chemistry.

**Prerequisites:** Biology, Chemistry (recommended).

**Marine Biology CP | H (1.0 Credit).** The Marine Biology course investigates various types of biomes and ecosystems in a marine environment. It also studies the interaction between the various types of marine organisms that inhabit them. Special emphasis is placed upon the balance achieved by God’s design in contrast with the disruption caused by man’s intervention. A variety of skills are incorporated including field studies, observations, experiments, group projects, graphing, and analysis of data, and

research of marine biology. This course is designed for students who have completed Biology and, in most cases, Chemistry.

**Prerequisites:** Biology, Chemistry (recommended).

**Physics H (1.0 Credit).** Physics is the study of the basic laws governing matter and energy and how they interact. This course is designed to stimulate excitement in students as they gain understanding of the physical world around them, to impart understanding of concepts of physics (which are sometimes not intuitively obvious), and to develop the ability to solve problems (which often means knowing how to properly pose the questions). Our study begins with mechanics: first the study of motion in one dimension, then the study of force as the cause of motion, followed by the study of motion and force in two dimensions. These concepts are further developed as they are applied to the study of gravitation, momentum, energy, work, and simple machines. We then expand our study of energy into thermodynamics, the states of matter, and wave theory as it relates to sound and light, electricity and magnetism. Special emphasis is made in all units to acquaint students with contributions made by men and women of faith to the great principles of physical science, as well as correlating scientific truths with biblical truths.

**Prerequisites:** Algebra 2; in addition Precalculus or Algebra 3 must either be completed or taken concurrently with Physics.

**PLTW Principles of Biomedical Sciences H (1.0 Credit).** The student will simply be focusing on the biomedical principles that are built on biological foundations in how professionals and scientists treat and work with medical investigations and diagnosing. Students will gain insight in the work and fundamentals concerning outbreaks, epidemiology, and emergency medicine. Students are building the frameworks to critically think and solve real world problems regarding innovative ways to engage with clinical studies and diagnostics.

**Prerequisites:** Biology and Chemistry

**PLTW Human Body Systems H (1.0 Credit).** Students experience real-world scenarios and cases to see medicine in action – as they diagnose and provide treatment and rehabilitation to patients at an outpatient center, keep clients safe and healthy on adventure medicine trips in remote locations, and work in a research center to design laboratory investigations to explore development and aging.

**Prerequisites:** Biology, Chemistry, Principles of Biomedical Sciences

**AP Biology (1.0 Credit).** The Advanced Placement Biology course is designed to be the equivalent of a two-semester college introductory Biology course, which biology majors would take during their first year of college. The National College Board and AP Biology Development Committee have identified the content most frequently addressed in college classrooms and have outlined a course of study to meet these expectations. Areas of focus are based around eight course themes: science as a process, evolution, energy transfer, continuity and change, relationship of structure and function, regulation, interdependence of nature, and science, technology and society. The aim is to develop the conceptual framework, factual knowledge, and analytical skills necessary to impact the rapidly changing science of biology. Successful completion of this course and a passing score on the AP exam in May will allow students to receive college credit for their work at a majority of college institutions.

**Prerequisites:** Biology and Chemistry.

**AP Chemistry (1.0 Credit).** AP Chemistry is designed to introduce students to the major topics offered in a freshman college chemistry course. It is a much more in-depth study of topics already touched upon in an introductory chemistry course, as well as many new topics. The student will be expected to become proficient at reading, analyzing, and solving college-level word problems dealing with the chemical concepts introduced throughout the course. The course requires commitment from the students in and out of class, creative thinking, and a strong work ethic. This course meets the objectives of a good freshman general chemistry course as outlined by the College Board. Students will be qualified and expected to sit for the AP Chemistry exam in May.

**Prerequisites:** Chemistry and Algebra 2.

## Upper School Electives

*Students are required to complete one unit each in Physical Education, Computer Science, and Fine Arts electives.*

Physical Education	Computer Science	Fine Arts	Other
PE & Wellness Strength & Fitness 1/2/3	PLTW Computer Science Essentials  PLTW Engineering Essentials	Art 1/2/3 Beginner / Intermediate Band Eagles Jazz Band Strings Theater Design Theater Production Yearbook Design 1/2/3/4/5	AP Seminar AP Research AP Psychology Diploma with Distinction (11th /12th) Forensic Science Internship Introduction to Business Journalism Mock Trial Personal Finance Sports Medicine Teacher Aide

**PE & Wellness (1.0 Physical Education Credit).** This course will cover individual and team sports, lifetime fitness activities, and health and wellness concepts.

**Strength and Fitness 1/2/3 (1.0 Physical Education Credit).** This course is designed to give all students an overview of the process of becoming physically fit, and active, for a lifetime. HHCA Strength and Fitness is a component of instruction that takes place through movement. In class, students will learn basic skills and foundational techniques which require practice and refinement during the course of the semester. Strength and Fitness also provides a unique opportunity for students to develop an understanding and a respect for differences among people. Cultural and global awareness can be enhanced through participation in physical activity, sports, strength building, speed development, and project creation. The goal for this course is to lead and guide students to new: skills, concepts, techniques, activity, movement, and personal responsibility. Upon completion these areas of learning will be transferable to society as the student crosses from adolescence to adulthood.

**PLTW Computer Science Essentials (1.0 Computer Science Credit).** Computer Science Essentials will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python® to create apps and develop websites, and learn how to make computers work together to put their design into practice. They'll apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

**PLTW Engineering Essentials (1.0 Elective Credit).** Students explore the breadth of engineering career opportunities and experiences as they solve engaging and challenging real-world problems like

creating a natural relief center system or creating a solution to improve the safety and well-being of local citizens.

**Prerequisite:** PLTW Computer Science

**Art 1 / 2 / 3 (1.0 Fine Arts Credit).** The upper school Visual Arts program provides various opportunities for students to explore, experiment, theorize and apply the Principles and Elements of Art and Design while developing an appreciation for all the visual arts. The students are challenged to develop their creative problem solving skills through projects requiring them to reach their own solutions through sequential processing. Art 1 builds upon skills learned in middle school art as it presents a variety of artistic mediums and ideas all directed toward improving each student's skills. Art appreciation, history and cultural influences are explored. Time management and perseverance are developed through ownership of one's work. The Art 2 & 3 courses will continue the sequential learning and practice as projects become more self-directed and individual choices are encouraged. AP® Art is offered at the Junior or Senior level whenever the student exhibits a desire to pursue a possible creative career and meets the portfolio review requirements.

**Beginning / Intermediate Band (1.0 Fine Arts Credit).** In Upper School Band, students will be working on blend, balance, tone and learning several varying styles of music. Grades are determined through various assessments, that may include weekly music theory quizzes and playing tests along with performance attendance and overall effort. All of these grades will be filtered through the overall learning outcomes of agency, written and oral communication, knowledge & thinking and collaboration. With the advantage of having band class for 90 minutes a day, students are expected to progress quickly through the necessary skills for their instrument, along with learning music theory and being self-disciplined in preparing for any performances. Students should be practicing a minimum of 30-45 minutes a day outside of class to put forth an appropriate amount of effort. If students are well prepared musically in Upper School, many will graduate eligible for music scholarships at several universities even if they pursue a major other than music. All students in Upper School Band are required to participate in several concerts a year. In addition to this, all students attending the home football games are required to play in the pep band. All upper school band students are also invited to be a part of other extra-curricular music options including the Eagles Jazz Combo, the HHCA orchestra pit for our spring production, strings club, ISCA Rising Stars, Winter Recital or many other opportunities.

**Eagles Jazz Band (1.0 Fine Arts Credit).** Our Eagles Jazz Band has an award-winning history of performing at community events, festivals and national conferences. This top level instrumental ensemble at HHCA is for students in upper school with 3+ years of band experience. We will work on a variety of styles of music including big band, Latin jazz, swing, pop, funk and much more along with a strong emphasis on music theory and improvisation. Several outside of school performances are required with this course along with individual practice outside of class. As a top level ensemble at HHCA, the Eagles Jazz Band represents the best of our band program at HHCA and this course is a mixture of challenging and fun!

**Strings (1.0 Fine Arts Credit).** Group instrument instruction for violin, viola, cello, and double bass while learning several varying styles of music. Students must provide their own instrument and 2+ years of prior strings experience is required.

**Theater Design (1.0 Fine Arts Credit).** In Theater Design students will explore creative jobs that occur behind the scenes of any successful theater department. Props, costuming, set design, lighting, graphic design/marketing, etc. This course is perfect for creative minds who do not wish to perform but would like to be involved with HHCA's theater department.

**Theater Production (1.0 Fine Arts Credit).** This semester-long class will provide the students with an opportunity to explore and learn the process of mounting a theatrical production from start to finish. In this course the students will act in and produce a play and musical numbers to be performed for the public. In the participatory component the students will rehearse and then perform the chosen piece. Students will gain an appreciation and knowledge of scenery, costumes, props and stage management.

Students will gain public speaking skills, team building and ensemble experience, become self-motivated and learn theatrical discipline. Drama helps students acquire personal resources and life skills through intellectual, aesthetic, physical and emotional development.

**Yearbook Design 1/2/3/4/5 (1.0 Elective Credit).** In this course students will gain skills in one or more of the following areas: page design, advanced publishing techniques, copywriting, editing and photography while producing a creative, innovative yearbook which records school memories and events. There is an emphasis on journalism skills in this class. Participants gain useful, real world skills in time management, marketing, teamwork, and design principles. It is vital that students in this course are trustworthy, responsible, and innovative due to the nature of the equipment, independent work times, and hard deadlines.

**AP Seminar (1.0 Elective Credit).** In AP Seminar, students develop and practice the skills in research, collaboration, and communication that they will need in any academic discipline. They will investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as part of a team. AP Seminar is an interdisciplinary course that encourages students to demonstrate critical thinking, collaboration, and academic research skills on topics of the student's choosing. To accommodate the wide range of student topics, typical college course equivalents include interdisciplinary or general elective courses. Students will learn to read and analyze articles, studies and other texts, gather and combine information from sources, view an issue from multiple perspectives, and craft arguments based on evidence.

**AP Research (1.0 Elective Credit)** AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

**Prerequisites:** AP Seminar

**AP Psychology (1.0 Elective Credit).** The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. The AP Psychology course is designed to be the equivalent of the Introduction to Psychology course usually taken during the first year of college. Open to juniors and seniors.

**Diploma with Distinction.** Diploma with Distinction is a capstone program that gives participating students the opportunity to engage in a long-term project of real-world significance within their chosen field. During the course of the project, students work with a faculty mentor and a team of advisors who provide direction on the student's path of investigation. Successful completion of the capstone project entails both written and visual elements as well as a formal defense of the project before a panel of faculty and community reviewers. Upon successful defense of the capstone project, students will be awarded distinguished status, which will be reflected on their high school transcript and diploma. This program is open to all juniors and requires a commitment that carries through the junior and senior years of study.

**Forensic Science (1.0 Elective Credit)** From the Crime Scene to the Crime Lab this class is a stimulating, accessible introduction to forensic science. The curriculum focuses on practical applications of forensic technologies and integrating scientific methods into discussions of forensic applications. A major focus is the role of the crime-scene investigator in preserving, recording and collecting physical evidence at the crime scene.

**Internship (1.0 Credit awarded upon completion).** The HHCA Internship program is a collaboration with community partners that facilitates student placements in professional fields of interest during their junior and senior years. Students are exposed to the daily rigors of life in the professional setting with access to caring professionals who will monitor, challenge, and enhance student experiences as supervisors. The Intern Coordinator will work with students on preparations, professional appearance and communications, HHCA and workplace expectations, and periodic reflections that discuss and narrow student visions in preparation for their future college and career paths. Personal growth, spiritual recognition and development, and internal assessments on the experience will culminate in a panel presentation that discusses various aspects of the internship, personal impact and implications on future studies, and the pursuit of an individual research item within the profession in which students participate. Expectations are high for student performance both from the school as a community partner and the business that is investing time and effort by accommodating the opportunity. Reflections, questions, and short responses guide the written components to measure student engagement and performance, but the goal is to create custom experiences for each participant that bring the most benefit to the student and community. Open to juniors and seniors.

**Introduction to Business (1.0 Elective Credit)** This course will overview diverse concepts and practices in the business world. Students will broaden their understanding in key areas such as administration, management principles, financial literacy, entrepreneurship, marketing, communication, organization, planning, and more. Students will engage with these concepts through theoretical and practical applications. Objectively, each student should find themselves to be “business literate” at the end of the course, being able to both speak the language of business, as well as to apply this knowledge to real business situations.

**Journalism (1.0 Elective Credit).** Journalism offers students an opportunity to learn about the foundations of journalistic practice and to produce HHCA’s newsletter, *The Crest*, in a mentor-facilitated and student-led class. *The Crest* is produced in an online format, with students developing their abilities in writing, reporting, editing and still photography for the chosen reporting sections.

**Mock Trial (1.0 Elective Credit)** In Mock Trial, Students have the opportunity to engage in a trial of a fictional civil or criminal case, playing the roles of attorneys and witnesses for either the plaintiff/prosecution or the defense. Teams will scrimmage against each other in mock trials, culminating in a mock trial event at the regional and state level. Open to sophomores, juniors and seniors.

**Personal Finance (0.5 Credit).** *Graduation Requirement Starting with the Class of 2027.* In this course, we will be introducing the core information needed to understand personal finance. This course should be equally informative as it is practical, with opportunities to create a budget that could mirror a future profession, learn the information needed to invest and manage debt, and create a working vocabulary of important financial terms. The course will have a foundation of information from Dave Ramsey with supplemental information from local experts and biblical truth.

**Sports Medicine (1.0 Elective Credit).** Sports Medicine emphasizes sports medicine career exploration and the prevention of athletic injuries, including the components of exercise science, kinesiology, anatomy, principles of safety, first aid, cardiopulmonary resuscitation (CPR), and AED use. Subject matter also includes legal issues, members of the sports medicine team, nutrition, protective sports equipment, environmental safety issues, principles of taping and wrapping, mechanisms of injury, and application of other sports medicine concepts. Students interested in healthcare careers in athletic training, physical therapy, medicine, exercise physiology, nursing, biomechanics, nutrition, psychology, and radiology will benefit from this course.



**Teacher Aide (0.5 or 1.0 Elective Credit).** Teacher aides work closely with selected mentors to gain experience and exposure to the activities of teaching, to assist in course preparations and management of facilities, and to engage in the learning process during class time, as they are able. The partnership with a specific mentor or content area must be agreed upon during the scheduling process by both the mentor and student. Aides may meet daily or every other day with the mentors they are aiding, depending on the fit within individual schedules. The experience is beneficial for students interested in education, marketing, future science research or medical professions, and reviewing content from previous courses. It also serves as a time for mentorship and spiritual growth with an impactful mentor.

## Middle School Bible

6th Grade	7th & 8th Grade
Life of Christ	New Testament Survey

**Grade 6: Life of Christ.** A devotional study, The God-Man presents both factual content and personal application material. Students should complete this course with an introductory understanding of the life of Christ as presented by the Gospels, with particular emphasis on the major events recorded in the Gospel of John. Most lessons will include discussions of history and theology, as well as a challenge to better reflect the character of Christ.

**Grades 7 & 8: New Testament Survey.** In this class, we will be surveying the entire New Testament which are the final twenty seven books of the Bible. We will be focusing on the main people, events, and historical eras that appear throughout the narrative of the New Testament. Throughout the course, students will see how the ministry of Jesus started in the Gospels and spread through His followers (the Church) after His death and resurrection. As the facts of the New Testament are being acquired, students will also be given an opportunity to apply the truths being discussed to their everyday lives.

## Middle School English

*Middle School English and Social Studies courses are co-taught in one block period.  
Upon mentor recommendation, middle school students may enroll in upper school courses.*

Courses	English 6	English 7	English 8
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**English 6.** This course is designed to introduce students to the interconnectedness of English and history through an overview of Mesopotamia, Ancient Egypt, Greece, Rome, Africa, Asia and the Americas. Students are taught to recognize literary devices within primary and secondary sources, to read with greater inference, and to learn to analyze themes. The material challenges students to think critically and draw parallels between history and literature. Students develop descriptive, narrative, persuasive and expository writing skills. Students study novels with a mixture of genres including historical fiction, mythology and classical fiction. In addition, students study vocabulary related to literary and historical selections and words based upon classical roots.

**English 7.** This course is designed to allow students to continue to study the English language through an overview of various genres of literature, including fiction, non-fiction, folk tales, drama, and poetry. The course incorporates reading and writing strategies centered on document-based questions, while also focusing on primary source analysis and applied reading comprehension skills in order to challenge students to think critically and draw parallels between literature and their everyday life. Writing is an integral component of this course as students focus on developing their writing, editing, and proofreading skills. Students learn common Greek and Latin roots of English words and apply these meanings to expand their written and spoken vocabulary.

**English 8.** In English 8, students will develop literacy and writing skills as they engage within the four time periods in United States history. During each unit, we will be building knowledge and expanding on skills in reading, writing, critical thinking, research, and presentation methodology. Students will be exposed to different writing styles depending on the predominant media of the time period being studied. A sequential look at classic documents and novels that have helped establish our nation supplement the historical studies of the Social Studies course. The writing, vocabulary, and literature studies will culminate in a six-week, capstone project in May that will intertwine English and Social Studies outcomes and be presented to faculty and community members.

## Middle School Social Studies

*Middle School English and Social Studies courses are co-taught in one block period.  
Upon mentor recommendation, middle school students may enroll in upper school courses.*

Courses	Social Studies 6	Social Studies 7	American Studies 8
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**Social Studies 6.** Social Studies 6 is designed to introduce students to the history of the ancient world through an overview of Mesopotamia, Egypt, Greece, Rome, Africa, Asia and the Americas. The material, which includes primary and secondary sources, challenges students to think critically and realize how learning about the past helps people to better understand the world today. Students will break down different aspects of each society from leadership to religious beliefs, rules, regulations, and hierarchies to architectural designs, and political systems to transportation. Students will examine casualties of the rise and falls of civilizations to articulate well what can be learned from the past to improve the future.

**Social Studies 7.** This course is designed to allow students to further their studies of the interrelatedness of English and History through an overview of the Middle Ages, Renaissance, Reformation, Scientific Revolution and Exploration, the Enlightenment, the Age of Revolutions and global challenges. The course incorporates reading and writing strategies centered on document-based questions, while also focusing on map skills, primary source analysis, and applied reading comprehension skills. The material challenges students to draw parallels between the eras and analyze the reasons for success or expansion of each. Studies in this course are focused on developing an appreciation of the people of the times, the conditions in which they lived, and how different eras built upon different aspects of their predecessors. Preparations with document-based analyses will expose students to expectations they will see throughout the remainder of their academic studies in history.

**American Studies 8.** American Studies is aligned with the English 8 coursework for students. Students will examine the major time periods throughout U.S. history and appreciate the work of individuals in developing today's society. A trip to Washington, D.C. is embedded in the curriculum to connect with the artifacts that are studied throughout the course. Further experience with document-based analyses, construction of properly sourced research, and formulation of deeper questions to investigate why and how different events occurred set the foundation for a capstone experience. Students will construct their own (individual or partner) inquiry-based questions to research and produce a thesis on outcomes they studied while in the course. The capstone project will work with the English 8 course to construct written analyses, conclusions, and future investigations into the selected topics, which will be shared as part of an oral presentation and defense with faculty and community members in May.

## Middle School Math

*Upon mentor recommendation, middle school students may enroll in Upper School Math courses.*

Courses	Math 6	Math 7	Prealgebra
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**Math 6.** In Math 6 students consolidate and advance skills previously learned and use a more comprehensive and abstract system of symbols. Students explore algebraic concepts, graphs, percents, rate/ratio/proportion, and geometric concepts. Emphasis is placed upon problem solving and critical thinking. Students begin to develop the conceptual and symbolic framework that will be used extensively in Prealgebra.

**Math 7.** In Math 7 students will build on their skills learned in Math 6. They will gain a deeper understanding of ratios, percents, rational numbers and how to write and solve linear equations. All lessons in Math 7 build on one another and lay the foundation for the next lesson. A clear understanding of Math 7 will prepare the student for a smooth transition to Prealgebra.

**Prealgebra.** Students in Prealgebra build upon their prior integer skills as they are introduced to evaluating equations. Students enhance their basic arithmetic knowledge as they prepare to move to more advanced mathematical concepts and develop strategies to comprehend and solve problems. As knowledge of ratio, proportion, and percent are extended, students also work extensively with variables, expressions, equations (including the graphing of linear equations), inequalities, and polynomials in order to give the students the necessary skills to be successful in Algebra 1 and Geometry. Further work with connections, numbers, equations, proportions, and problem solving skills prepare students for more advanced classes in mathematics.

## Middle School Science

*Middle School Science and Technology courses are co-taught.*

Courses	Science & Technology 6	Science & Technology 7	Physical Science & Technology 8
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**Science & Technology 6.** Sixth grade students study geology, astronomy, meteorology, and oceanography. This class includes a variety of activities including lab investigations, measurements, experiments, computer simulations, observations, scientific methods, reading/constructing maps and models as well as research. Students investigate processes that shape the earth's surfaces, the composition of the earth, and factors affecting weather and the environment. Students develop skills in using the scientific method, using microscopes, identifying rocks and minerals, measuring in the SI system, problem solving, critical thinking, researching data, constructing models, and designing experiments.

**Science & Technology 7.** Seventh grade students survey a broad scope of life sciences, including cell structure and processes, heredity, the five kingdoms, ecology, and the human body. The cognitive interaction between scientific content and thinking processes is encouraged by offering a wide variety of hands-on activities, laboratory exercises, and opportunities for cooperative learning. Research and observation skills are developed and enhanced through quarterly projects. Students are given the opportunity to better understand their world, their place in it, and the big questions of life through their study of nature.

**Physical Science & Technology 8.** This year-long course is a hybrid between Middle School Technology and Physical Science. Technology skills are embedded throughout the class to enable students to communicate ideas clearly to other students, teachers, and school community. Physical Science covers the following concepts: states of matter, atoms, molecules, chemical reactions, force, motion, work and simple machines, energy, waves, electricity, and light. Authentic, real world problems will be presented to our young, imaginative learners in Problem Based Learning (PrBL) and Project Based Learning (PBL) platforms. This course serves as an introduction to these topics, as they are developed further in the Upper School classes: Chemistry and Physics.

## Middle School Electives

*All students will take computer/technology courses within their science class throughout middle school.*

Physical Education	Fine Arts	STEM/ Other
<p style="text-align: center;">Strength &amp; Fitness <i>(8th only)</i></p> <p style="text-align: center;">Physical Education</p>	<p style="text-align: center;">Art</p> <p style="text-align: center;">Band</p> <p style="text-align: center;">Strings</p> <p style="text-align: center;">Chorus</p> <p style="text-align: center;">Dramatic Theater</p> <p style="text-align: center;">Musical Theater</p>	<p style="text-align: center;">Robotics/App Creators 1/2</p> <p style="text-align: center;">Life Skills 6/7</p> <p style="text-align: center;">Sports Medicine for MS</p> <p style="text-align: center;">Broadcast Journalism</p>

**Strength and Fitness (8th Grade Only).** Students will participate in physical activity, sports, strength building, and speed development. By the end of this course, students will learn new skills, concepts, techniques, activities, movement, and personal responsibility and accountability.

**Physical Education.** Students will develop and demonstrate lifelong physical activity and overall social, mindset, and physical well-being.

**Art.** Unlock your creativity in this vibrant art class! Explore various mediums, unleash imagination through fun projects, and learn basic techniques to express yourself artistically. Let's paint, draw, and create together!

**Band.** Join the band and unlock your musical potential! Beginners will learn fundamental techniques for various instruments, read music, and play various styles of music as an ensemble with several exciting performances! As you advance, you'll dive deeper into technique, sight-reading, and ensemble dynamics exploring various styles of music with several exciting performances. \*\*Pep Band requirements: 6th grade = 1 performance; 7th grade = 3 performances; 8th grade = 5 performances. Any student questions or conflicts please talk with Mr. Berry and he will work with you.

**Chorus.** Explore the world of singing in this middle school chorus class. Learn vocal techniques, various styles of music, and ensemble performance skills in a supportive environment.

**Strings.** Discover the joy of music in Strings! Beginners will learn the fundamentals of playing violin, viola, cello, or bass in a supportive and engaging environment. Those with previous strings experience will take playing to the next level while learning more difficult literature of various styles.

**Dramatic Theater.** Learn acting fundamentals, improv skills, explore character development, and teamwork through fun and engaging activities in our middle school dramatic theater class.

**Musical Theater.** Take center stage in our middle school musical theater class! Refine acting, singing, and dancing skills while exploring musical theater repertoire. Find your place on the stage with a culminating performance!

**Robotics 1 / App Creators (Beginner).** In this beginner course, students will work on projects where machines and computers to do things automatically. Students will build and program robots to solve problems together. Students will create apps to fix real-life problems and learn how computer science connects with other subjects, like health and the environment.

**Robotics 2 / App Creators.** This course will expand on knowledge and concepts from Automation and Robotics/ App Creators. Students will take a deeper dive into the world of Robotics.

**Life Skills (6/7 Grade Only).** Students will explore many essential life skills to transition and adapt to Middle School life. Units that will be explored are: keyboarding, organizational skills, stress and time management techniques, exploring potential career paths, learning about neuroscience and how our brains respond to stress, and learning/practicing effective communication skills. This is just a snapshot of the many different things we will cover together in this class.

**Sports Medicine for Middle School.** This course emphasizes sports medicine career exploration and the prevention of athletic injuries, including the components of exercise science, kinesiology, anatomy, principles of safety, first aid, cardiopulmonary resuscitation (CPR), and AED use. Subject matter also includes legal issues, members of the sports medicine team, nutrition, protective sports equipment, environmental safety issues, principles of taping and wrapping, mechanisms of injury, and application of other sports medicine concepts. Students interested in healthcare careers in athletic training, physical therapy, medicine, exercise physiology, nursing, biomechanics, nutrition, psychology, and radiology will benefit from this course.

**Broadcast Journalism.** Students will learn the basic elements of news value and vocabulary specific to broadcast writing. They will also identify various news sources and use interviewing skills to create stories using video and editing software.



## South Carolina Uniform Grading Scale GPA Conversion Chart

Number Grade	Letter Grade	CP/Regular	Honors	AP/DE
100	A	5.0	5.5	6.0
99	A	4.9	5.4	5.9
98	A	4.8	5.3	5.8
97	A	4.7	5.2	5.7
96	A	4.6	5.1	5.6
95	A	4.5	5.0	5.5
94	A	4.4	4.9	5.4
93	A	4.3	4.8	5.3
92	A	4.2	4.7	5.2
91	A	4.1	4.6	5.1
90	A	4.0	4.5	5.0
89	B	3.9	4.4	4.9
88	B	3.8	4.3	4.8
87	B	3.7	4.2	4.7
86	B	3.6	4.1	4.6
85	B	3.5	4.0	4.5
84	B	3.4	3.9	4.4
83	B	3.3	3.8	4.3
82	B	3.2	3.7	4.2
81	B	3.1	3.6	4.1
80	B	3.0	3.5	4.0
79	C	2.9	3.4	3.9
78	C	2.8	3.3	3.8
77	C	2.7	3.2	3.7
76	C	2.6	3.1	3.6
75	C	2.5	3.0	3.5
74	C	2.4	2.9	3.4
73	C	2.3	2.8	3.3
72	C	2.2	2.7	3.2
71	C	2.1	2.6	3.1
70	C	2.0	2.5	3.0
69	D	1.9	2.4	2.9
68	D	1.8	2.3	2.8
67	D	1.7	2.2	2.7
66	D	1.6	2.1	2.6
65	D	1.5	2.0	2.5
64	D	1.4	1.9	2.4
63	D	1.3	1.8	2.3
62	D	1.2	1.7	2.2
61	D	1.1	1.6	2.1
60	D	1.0	1.5	2.0
59	F	.9	1.4	1.9
58	F	.8	1.3	1.8
57	F	.7	1.2	1.7
56	F	.6	1.1	1.6
55	F	.5	1.0	1.5
54	F	.4	.9	1.4
53	F	.3	.8	1.3
52	F	.2	.7	1.2
51	F	.1	.6	1.1
50-below	F	0	0	0

# AP vs. Dual Enrollment

AP (Advanced Placement) Credit	Dual Enrollment Credit
<ul style="list-style-type: none"> <li>• AP classes offer the possibility of earning college credit by taking a test in May.</li> </ul>	<ul style="list-style-type: none"> <li>• Dual Enrollment courses offer high school and college credit at the end of a semester.</li> </ul>
<ul style="list-style-type: none"> <li>• AP classes incur a fee of about \$95 per course.</li> </ul>	<ul style="list-style-type: none"> <li>• Dual Enrollment courses incur fees determined by the institution ranging from \$300 to \$850 per course, plus book fees.</li> </ul>
<ul style="list-style-type: none"> <li>• AP classes are taught by HHCA mentors on the HHCA campus in a Christ-centered environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Dual Enrollment courses are taught by college professors on college campuses (or online).</li> </ul>
<ul style="list-style-type: none"> <li>• Each college has its own policy for AP credit acceptance, which you can explore <a href="https://apstudents.collegeboard.org/getting-credit-placement/search-policies/course/5">here</a>: <a href="https://apstudents.collegeboard.org/getting-credit-placement/search-policies/course/5">https://apstudents.collegeboard.org/getting-credit-placement/search-policies/course/5</a></li> </ul>	<ul style="list-style-type: none"> <li>• Dual Enrollment courses usually transfer in state, but may or may not transfer out-of-state.</li> <li>• Explore SC dual enrollment transfer credit acceptance <a href="https://www.sctrac.org/Student/Search-for-Course-Equivalencies">here</a>: <a href="https://www.sctrac.org/Student/Search-for-Course-Equivalencies">https://www.sctrac.org/Student/Search-for-Course-Equivalencies</a></li> </ul>
<ul style="list-style-type: none"> <li>• Score range for college credit is 3 to 5.</li> </ul>	<ul style="list-style-type: none"> <li>• IN STATE (SC), <a href="#">86 dual credit classes</a> are guaranteed to transfer to state universities with a certain grade.</li> <li>• OUT OF STATE: Dual Enrollment courses should be checked for transferability on the desired college's website.</li> </ul>

## AP Capstone Program

AP Capstone is a diploma program based on two year-long AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. The College Board developed the AP Capstone Diploma program at the request of higher education professionals, who saw a need for a systematic way for high school students to begin mastering these skills before college. Students typically take AP Seminar in grade 10 or 11, followed by AP Research. Each course is yearlong, and AP Seminar is a prerequisite for AP Research. In both courses, students investigate a variety of topics in multiple disciplines. Students may choose to explore topics related to other AP courses they're taking. Both courses guide students through completing a research project, writing an academic paper, and making a presentation on their project.

Over the course of the two-year program, students are required to:

- Analyze topics through multiple lenses to construct meaning or gain understanding.
- Plan and conduct a study or investigation.
- Propose solutions to real-world problems.
- Plan and produce communication in various forms.
- Collaborate to solve a problem.
- Integrate, synthesize, and make cross-curricular connections.

### [AP Capstone Video](#)

- ▶ AP Capstone: A Paradigm Shift from Content to Skills



