

# Jupiter Christian School



Grades 9-12

Course Guide



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

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# Jupiter Christian School

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## **Mission**

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

## **Vision**

Jupiter Christian School will become a leading provider of quality education from a biblical perspective and a ready resource to help others with similar goals.

## **Core Values**

Centrality of the Christian Faith - The Bible is the final authority for the Christian relating to matters of faith and practice. JCS believes in the virgin birth, sinless life, substitutionary atonement, and the imminent return of our Lord Jesus Christ. These beliefs are foundational to all activities related to the ministry of Jupiter Christian School (II Timothy 3: 16,17).

Commitment to prayer - JCS believes in the power of prayer. All activities of the school should begin with prayer. The teachers and staff are committed to praying for their students regularly. The students are taught to pray for one another, their teachers, the school staff, their families and friends, and their government leaders (Ephesians 6:18; II Timothy 2:1-4).

Compassion and respect for all people - JCS believes each individual is uniquely created by God and endowed with specific gifts and abilities. These gifts and abilities encourage mutual respect, promote Christian love and provide motivation to resolve conflict in a peaceable and Biblical manner (Matthew 18:15-35).

Commitment to family values - JCS stands in *loco parentis*, in place of the parent. As such, the school is supportive of family issues and concerns. We exist to strengthen the family through a balanced educational program that considers the academic and relational needs of the family (Psalm 127).

Consistent focus on scholastic excellence - JCS provides a challenging academic curriculum, as well as a comprehensive extracurricular program. This allows each student to pursue academic excellence while developing spiritual, physical, and intellectual disciplines. We intend to produce students who are well prepared to take their place in the world as God directs their lives through the study of His Word (II Timothy 2:15).

Community involvement - JCS promotes citizenship and community involvement through school wide benevolence ministries and community service programs (Matthew 20:25-28).

Caring attitude of servanthood - JCS is dedicated to serving the needs of our parents, students, teachers and staff. Furthermore, we recognize that these people are the keys to the school's success (Matthew 20:25-28).

Careful stewardship of all resources - JCS is committed to responsible management of the time, talent, and treasure entrusted to us by our Creator God (Matthew 25:14-29).

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## Expected Student Outcomes

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

1. Incorporate biblical teaching of God-given identity and God-directed purpose to impact their community or potential career field through critical thinking, mathematical reasoning, problem solving, inquiry, and innovative solutions to overcome obstacles and carefully steward resources.
2. Through scholarly research, demonstrate the ability to critically read, apply, analyze, synthesize, and evaluate informational texts from a biblical lens.
3. Write routinely over a variety of time frames to produce clear and coherent writing for a specified purpose and audience by assessing, discerning and prioritizing use of applications and programs to complete tasks.
4. Employ both speaking and listening skills in a variety of contexts including thoughtful discussion, peer, teacher/advisor, and mentor conferences.
5. Demonstrate the ability to organize, create and deliver a formal presentation of one's own ideas based on research, experience and service-learning activity enhanced by technological skills and resources.
6. Understand their role in the global community to collaborate with others of diverse backgrounds and identify the value of an individual within a team to meet deadlines and achieve common goals.
7. Understand the importance of healthy choices, Christ-centered living, and a commitment to prayer as they positively impact the world around them.
8. Articulate the Gospel and think critically about biblical worldview as a lens for current events, world crises, cultural issues, and family relationships.

## High School Graduation Requirements

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<b>ENGLISH</b>	<b>4 Credits</b>
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<b>MATH</b>	<b>4 Credits <math>\Delta</math></b>
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Algebra 1	1
Geometry	1
Algebra 2	1
Beyond Algebra 2	1

<b>SCIENCE</b>	<b>3 Credits <math>\nabla</math></b>
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Physical Science or Chemistry (Lab course)	1
Biology (Lab course)	1
Beyond Biology or Chemistry	1

<b>SOCIAL STUDIES</b>	<b>3 Credits <math>\nabla</math></b>
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World History	1
U.S. History	1
Government	0.5
Economics	0.5

<b>PHYSICAL EDUCATION</b>	<b>1 Credit</b>
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Health	0.5
Physical Education	0.5

<b>BIBLE</b>	<b>1 Credit each year at JCS</b>
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<b>WORLD LANGUAGE</b>	<b>2 Credits <math>\dagger</math></b>
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<b>PERFORMING/FINE ART</b>	<b>1 Credit</b>
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<b>ADDITIONAL ELECTIVES</b>	<b>2 Credits</b>
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<b>COMMUNITY SERVICE</b>	<b>100 hours total</b>
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<b>TOTAL CREDITS REQUIRED</b>	<b>24</b>
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<b>TOTAL CREDITS REQUIRED FOR HONORS DIPLOMA <math>\Delta\Delta</math></b>	<b>25</b>
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<b>MINIMUM GPA</b>	<b>2.0</b>
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<b>MINIMUM GPA FOR HONORS DIPLOMA</b>	<b>3.5</b>
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$\Delta\Delta$  Students must complete at least 12 credits—honors level or beyond—and maintain at least a 3.5 GPA to qualify for the JCS Honors Diploma.

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

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

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

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

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## Academic Levels and Grading Scale

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

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

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

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

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

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

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

### Grading Scale

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

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## Pathways Program

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

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

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

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

Pathway Programs of study:

- Communications
- Medical Professions
- Ministry Leadership
- Business & Entrepreneurship
- Fine Arts

↑ **denotes pathway course**

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## 2023-2024 High School Course Catalog

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### BIBLE

#### PHILOSOPHY OF THE BIBLE DEPARTMENT

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

#### **Course Progression:**

9th grade: Life of Christ and the Early Church

10th grade: New Testament Literature

11th grade: How to Study the Bible

12th grade: Biblical Worldview and Ethics

#### **Life of Christ and the Early Church - 1.0 credit**

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

#### **New Testament Literature - 1.0 credit**

This 10<sup>th</sup> grade course focuses on the New Testament epistles, Romans through Revelation while using Acts chapters 8-28 as the historical and narrative backdrop. Students will learn the literary structure, purpose, and theme of each New Testament epistle. Emphasis is placed upon the understanding and proper application of basic doctrines and the relevancy of a lifestyle of trusting God.

#### **How to Study the Bible - 1.0 credit**

This 11<sup>th</sup> grade course focuses on developing the skill of hermeneutics through inductive Bible study. Students will learn to observe, interpret, and apply the Scriptures. A focus will be on the Old Testament narrative and how Jesus fulfilled the Mosaic covenant and what it means for the student in a practical sense.

#### **Biblical Worldview and Ethics - 1.0 credit**

This 12<sup>th</sup> grade course focuses on framing a biblical worldview that is useable and memorable in a world full of contrarian worldviews. Students will engage in questioning to discern a biblical worldview and practice the application of it to today's cultural moral issues. Emphasis is placed upon the development and application of critical thinking skills so that students will build confidence in defending their faith.

#### **Honors Biblical Worldview and Ethics- 1.0 credit**

This honors level 12<sup>th</sup> grade course focuses on framing a biblical worldview that is useable and memorable in a world full of contrarian worldviews. Students will engage in questioning to discern a biblical worldview. They will practice the application of a biblical worldview to today's cultural moral



issues. Emphasis is placed upon the development and application of critical thinking skills so that students will build confidence in defending their faith.

↑ **Honors: Introduction to Christian Thought - .5 credit *ELECTIVE for Ministry Leadership Pathway***

In Honors Introduction to Christian Thought, students will receive a broad overview of the historic roots and development of Christian thought, identifying and describing historical Christian doctrines and significant Christian thinkers. Students will be acquainted with the teaching and practices of the Church for nearly 2,000 years. This class is available for Juniors and Seniors.

↑ **DE Exploring the Bible - .5 credit *ELECTIVE For Ministry Leadership Pathway***

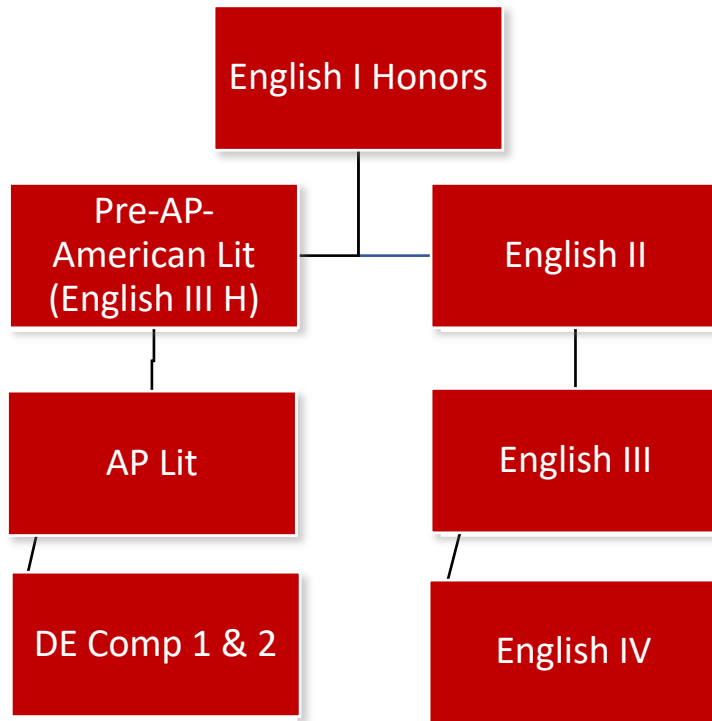
This course is designed to acquaint the student with the biblical metanarrative and to enhance the student's appreciation of this narrative as both formative and normative for life. Exploration of the biblical metanarrative will include the stories and characters within the biblical text, with attention given to the interdependent relationships between the stories which connect to form the larger narrative. Focus will dwell on God's interaction with humanity and God's desire for a relationship with God's creation, especially as demonstrated within the covenantal narrative. Attention will be given to the genre and form of the biblical text, to the theological content and intent drawn from the narrative, and to the meta-narrative's present-day significance. This class is available for Junior and Seniors.

**ENGLISH Course Progression:**

**STANDARD:**



**HONORS:**



## **PHILOSOPHY OF THE ENGLISH DEPARTMENT**

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

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

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

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

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

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

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

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

#### ***Prerequisite: English I***

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

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

#### ***Prerequisites: "A" average in English I Honors and English Department recommendation***

This pre-AP course is designed to challenge students to apply a wide range of strategies as they grow in their understanding of American prose, poetry and drama from the American settlement to modern times. The student enrolled in this course should have the desire to work at an accelerated pace. The literature and non-fiction readings enable students to examine several aspects of the American experience, including freedom and independence, judgment, dream vs. reality and

racial/cultural issues. Students focus on the elements of style in writing and the use of persuasion and rhetoric. Students are also required to write and present a problem-based research paper, and projects are assigned that require outside preparation.

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

#### ***Prerequisite: English II***

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

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

#### ***Prerequisites: Grade of 85% or higher in Honors English II or Honors American Literature and Department recommendation***

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

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

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

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

### **DE Composition I - \*\*See pg. 5 for credit explanation (course paired with DE Composition II)**

#### ***Prerequisites: Average grade of 85% or higher in American Literature Honors and Department recommendation***

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

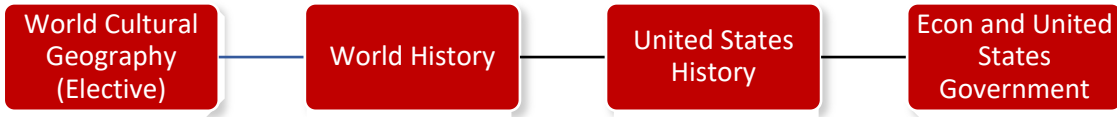
**DE Composition II - \*\* See pg. 5 for credit explanation**

**Prerequisite: A grade of C or higher in DE Composition I**

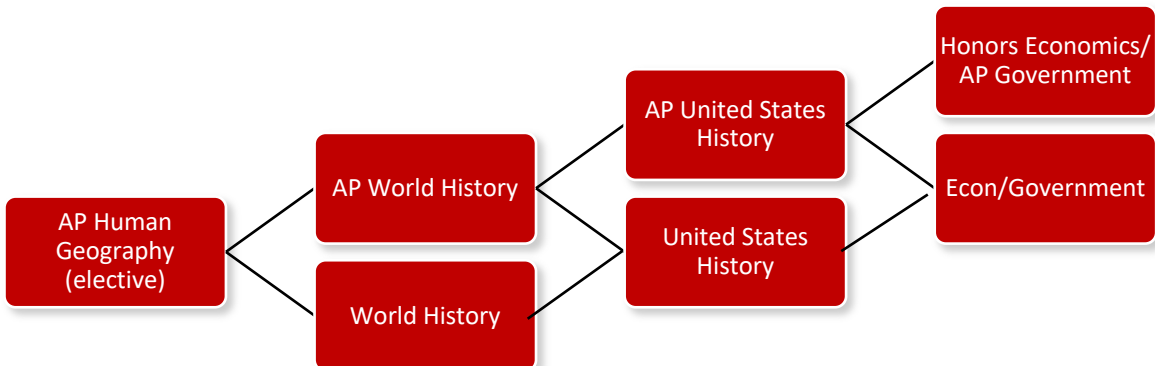
Intermediate expository and argumentative prose with emphasis placed on refining analytical reading skills, developing an informed approach to the research paper, and applying the rules and conventions of English prose.

## SOCIAL STUDIES COURSE PROGRESSION

### Standard:



### Honors:



## **PHILOSOPHY OF THE SOCIAL STUDIES DEPARTMENT**

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

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

### **World Cultural Geography – 1.0 credit Elective**

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

### **AP Human Geography – 1.0 credit Elective**

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

### **World History – 1.0 credit**

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

### **AP Modern World History – 1.0 credit**

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

**United States History - 1.0 credit**

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

**AP United States History – 1.0 credit**

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

**Economics - 0.5 credit**

This course covers the basic concepts of economics touching on personal finance, microeconomics, and macroeconomics. Students will study marginal analysis, the relationship between scarcity and choice, utility theory, economic growth, and international trade markets. Success in this course is very much dependent upon a student's ability to recognize cause-effect relationships.

**Honors Economics - 0.5 Credit**

This course covers the basic concepts of economics at an accelerated pace touching on personal finance, microeconomics, and macroeconomics. Students will study marginal analysis, the relationship between scarcity and choice, utility theory, economic growth, and international trade markets. Success in this course is very much dependent upon a student's ability to recognize cause effect relationships.

**United States Government - 0.5 credit**

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

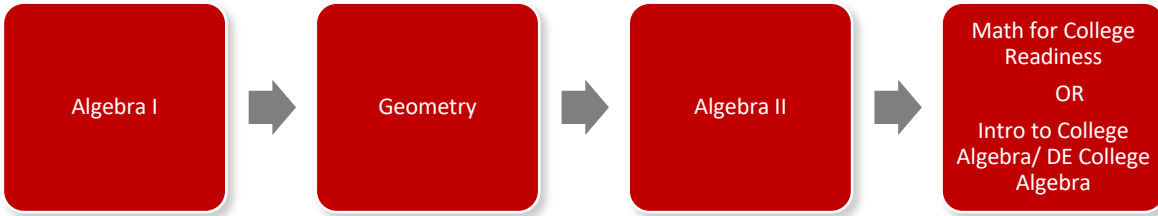
**AP United States Government and Politics - 0.5 credit**

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

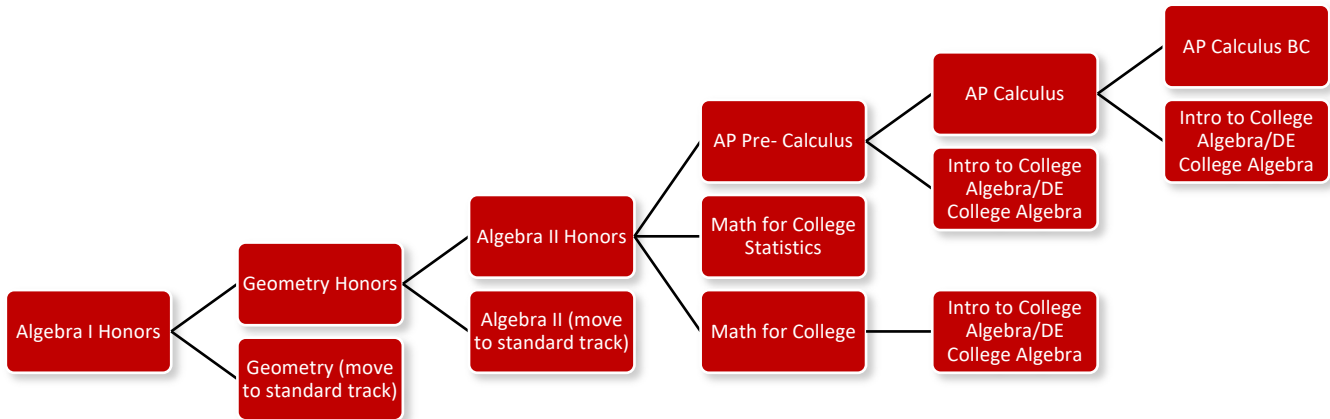


# MATHEMATICS COURSE PROGRESSION

## Standard:



## Honors:



## PHILOSOPHY OF THE MATHEMATICS DEPARTMENT

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

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

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

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

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

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

#### ***Prerequisites: Grade of A or B in Pre-Algebra and teacher recommendation***

This course will cover all topics covered in Algebra I, but it will be taught at and tested at a more advanced level. The class will go more in depth on various topics and will have much more emphasis on problem solving. The workload in this course is much greater than Algebra I and requires a higher level of abstract thinking.

### **Geometry - 1.0 credit**

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

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

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

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

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

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

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

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

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

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

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

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

**Prerequisite:** *Algebra II*

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

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

**Prerequisite:** *Algebra II*

This course is designed to provide a basic understanding of descriptive and inferential statistics. Topics include the measures of central tendency, standard deviation, combinations and permutations, probability, sampling, and various distributions. Emphasis is on applications of statistical concepts. This course is designed to offer an alternative to DE College Algebra and/or AP Pre-Calculus as a fourth math credit.

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

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

In AP Precalculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world.

This course prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

## **Honors Pre-Calculus - 1.0 credit**

**Prerequisites:** *Algebra II Honors and teacher recommendation*

Pre-Calculus is a rigorous course that ties together all mathematical concepts from Algebra, Geometry, and Trigonometry and lays the foundation for Calculus. Students will learn to represent functions verbally, algebraically and graphically. Students will also make use of the graphing calculator within the course. This course will prepare the student for AP Calculus AB.

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

**Prerequisites:** *Pre-Calculus and teacher recommendation*

Calculus is the study of change, with the basic focus on the rate of change and the accumulation. This course emphasizes a multi-representational approach with concepts, problems and results being expressed graphically, algebraically and verbally. The graphing calculator is used regularly to

reinforce the relationship among the multiple representations of functions, to confirm written work, to implement experimentation and to assist in interpreting results. The tools of calculus are used in many branches of science, business and social science, as well as mathematics. It is expected that students who take AP Calculus will seek college credit; and therefore, all students are expected to take the Advanced Placement Exam.

### **AP Calculus BC - 1.0 credit**

#### ***Prerequisite: AP Calculus AB***

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

### **Honors College Algebra - .5 credit (course paired with DE College Algebra)**

#### ***Pre-Requisite: Senior standing, Grade of C or higher in Algebra II and Teacher Recommendation***

Honors College Algebra is a prerequisite course to DE College Algebra. Topics include: linear functions, quadratic functions, rational functions, composition of functions, inverse functions, exponential and logarithmic functions. A graphing calculator is required. Successful completion of this course is having earned a grade of C- or higher.

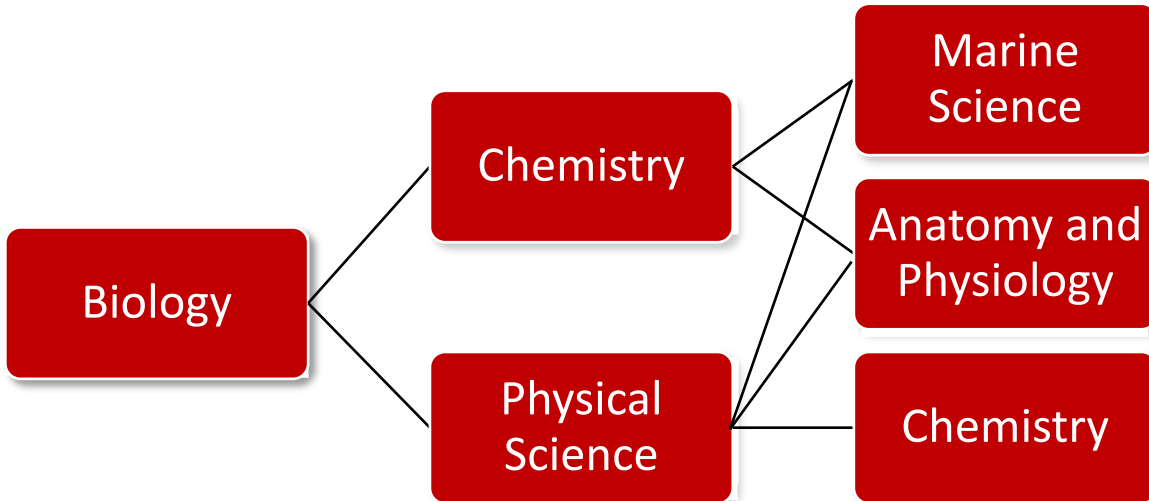
### **DE College Algebra - \*\* See pg.5 for credit explanation (course paired with DE College Algebra)**

#### ***Prerequisites: Senior standing, Grade of C or higher in Algebra II and teacher recommendation***

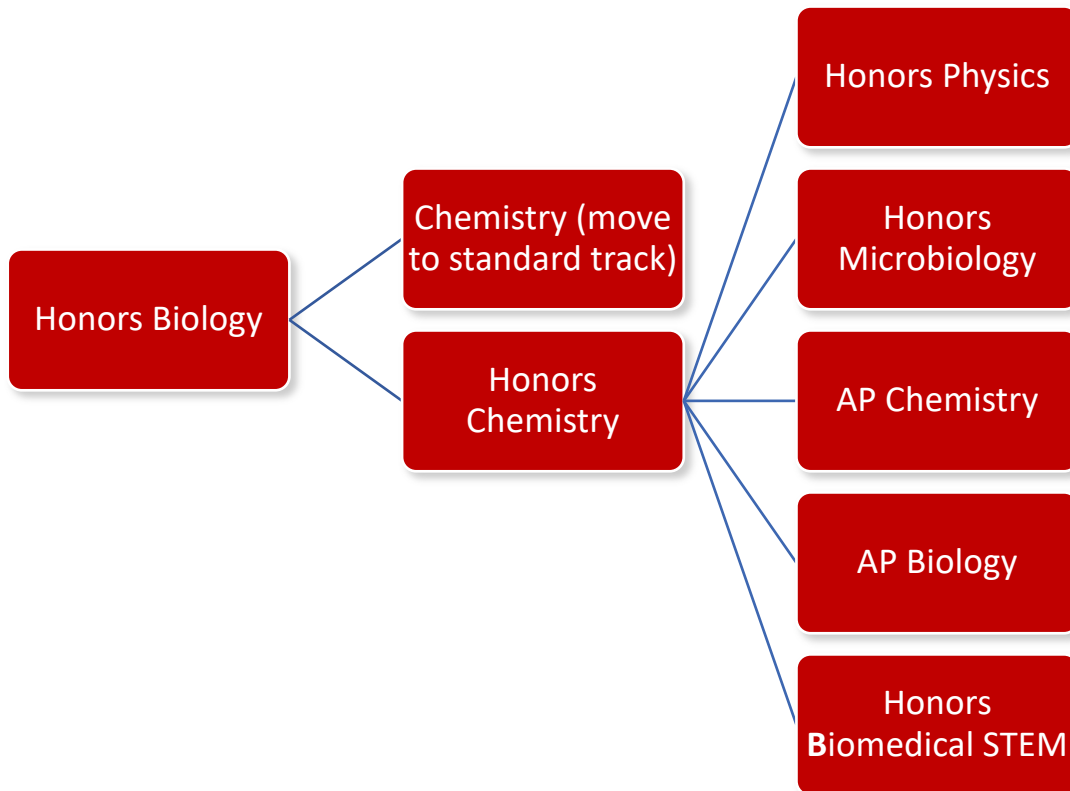
DE College Algebra is equivalent to the first semester of college math. This is a senior-level course. Topics include: linear functions, quadratic functions, rational functions, composition of functions, inverse functions, exponential and logarithmic functions. A graphing calculator is required. Successful completion of this course is having earned a grade of C- or higher.

## SCIENCE COURSE PROGRESSION

Standard:



Honors:



## PHILOSOPHY OF THE SCIENCE DEPARTMENT

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

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

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

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

### **Biology- 1.0 credit**

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

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

#### **Prerequisite: Department recommendation**

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

### **Chemistry- 1.0 credit**

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

### **Honors Chemistry- 1.0 credit**

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

Chemistry is the study of matter- its properties, its structure, its composition, and the changes it undergoes. A study of chemistry reveals God's handiwork, his "... eternal power and divine nature"-

Rom. 1:20. Chemistry is a laboratory science, and the concepts of this course can really be brought alive and experienced within the four walls of the classroom. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. Students can expect to have opportunities for a lot of hands-on experience. Students will be challenged to think critically, and it will require a pre-requisite set of mathematical knowledge and skills.

### **Physical Science - 1.0 credit**

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

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

### **Marine Science - 1.0 credit**

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

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

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

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

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

### **Honors Physics - 1.0 credit**

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

Physics is the study of the fundamental laws that God established to govern the way that the universe operates. These principles of matter and energy show his wisdom and power. "The heavens declare the glory of God; the skies proclaim the works of his hands." (Ps. 19:1) Honors Physics explores a broad range of principles including introductory kinematics, Newtonian mechanics, projectile motion, conservation of momentum and energy, fluid and wave properties, electromagnetism, and a brief

introduction to nuclear physics. Students receive experience in a laboratory setting and are challenged to think analytically, creatively, and critically. In this honors-level class, an emphasis is placed on developing math skills to solve real-world problems. Students also investigate how the creation reflects the intelligent and ordered nature of its Creator.

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

**Prerequisite: Junior or Senior level teacher recommendation**

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

### ↑ **AP Chemistry - 1.0 credit (Offered on alternating years)**

**Prerequisite: Honors Chemistry or teacher recommendation**

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

### ↑ **AP Biology - 1.0 credit (Offered on alternating years)**

**Prerequisite: Biology and teacher recommendation**

This course is designed to be the equivalent of a college introductory Biology course usually taken by Biology majors during their freshmen year of college. The two main goals are to develop a conceptual framework for modern biology and to gain experience through experimentation and inquiry. This course will survey all areas of biology in much greater depth than the freshmen first-year biology course. Areas of concentration include organic molecules, cellular structure and function, biochemistry of respiration and photosynthesis, genetics, DNA, protein synthesis, evolution and creation, structure and function of plant and animal systems, and ecology. Inquiry-based learning will be emphasized in this course. Students will take exams throughout the year that are like the national exam taken in May. AP Biology includes a lab component offered at a different time than the lecture.

### ↑ **Honors Biomedical STEM - 1 Credit (Science elective; offered on alternating years)**

**Prerequisites: Prerequisites: Junior or Senior level and teacher recommendation**

Honors Biomedical STEM is a rigorous, student-centered, project-based course. This course is designed to build student skill, with classroom style mini-lessons and learning exercises that incorporate complex labs and case studies. This course will provide students with an overview of the human body systems. Students will perform various medical training procedures as well as forensic activities. This course will also include STEM math components throughout. The foundation of this course will be an inquiry-based, hands-on curriculum which will equip the students for career readiness and college level courses and programs.



## WORLD LANGUAGES

### PHILOSOPHY OF THE WORLD LANGUAGES DEPARTMENT

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

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

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

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

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

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

##### **Prerequisite: Spanish 1**

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

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

##### **Prerequisite: Spanish 2**

Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

#### **Honors Spanish IV - 1.0 credit**

##### **Prerequisite: Spanish 3**

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

**Honors and Advanced Level Course Note:** While Spanish 4 is an honors level course, students will have the opportunity to review and practice previously acquired skills before moving onto more academically rigorous concepts. Academic rigor is not the assignment of more work, but rather the higher level of analysis and evaluation of skills and concepts. As such, the instructor will support students to achieve higher levels of proficiency once a baseline has been established so that students emerge more fluent in conversational and written Spanish.

## HEALTH SCIENCE

### PHILOSOPHY OF THE HEALTH SCIENCE DEPARTMENT

In the JCS Health Science Department, students will

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

*"Your body is a temple of the Holy Spirit; therefore, honor God with your body." 1 Corinthians 6:19-20*

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

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

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

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

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

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

#### **↑ Student Athletic Training- 0.5 credit course paired with Weight Training**

This course provides instruction in topics related to the field of Sports Medicine. These topics include prevention, treatment, taping and rehabilitation of athletic injuries, anatomy, cell and tissue structure and response to injury, body systems, exercise physiology, therapeutic modalities, therapeutic exercise, pharmacology, nutrition, and kinesiology. Students will also be able to gain experience and receive community service hours through trainer shadowing.

#### **↑ Weight Training- 0.5 credit course paired with Student Athletic Training**

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

## THE FINE ARTS

### PHILOSOPHY OF THE FINE ARTS DEPARTMENT

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

### FINE ARTS (PERFORMING)

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

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

#### **↑ Band II - 1.0 credit**

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

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

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

**Prerequisite: Band 2 or by audition**

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

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

**Prerequisite: Band 3 or by audition**

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

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

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

### ↑ **Choir II - 1.0 credit**

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

Upper School Choir II will provide the opportunity for students to further develop skills in vocal production and musical literacy through structured rehearsal and performances. The purpose of this course is to discover the value of vocal music as an expression of worship, to develop an appreciation of quality literature, to achieve a higher understanding of musical expression, and to increase understanding of musicianship.

### ↑ **Honors Choir III - 1.0 credit**

**Prerequisite:** *Choir 2 or by audition*

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

### ↑ **Honors Choir IV - 1.0 credit**

**Prerequisite:** *Choir 3 or by audition*

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

### **Theatre Arts I - 1.0 credit**

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

### ↑ **Theatre Arts II – 1.0 credit**

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

Students will sharpen acting skills and synthesize advanced elements of theatre into semester productions using various media, techniques, and processes while applying biblical principles to their craft. Course includes advanced acting theories and methods, characterization and analysis, movement, theatre terminology, improvisation, understanding historical, societal, cultural, and spiritual influences on dramatic literature, recognizing dramatic art as advocacy, critique, playwriting, directing, and production skills, technical theatre and design, auditioning and casting, costuming, and production management skills. Students will visit local theatres for tours and performances. Students will write and direct their own work. This course requires students to participate in outside rehearsals, performances, and production responsibilities.

### ↑ **Honors Theatre Arts III - 1.0 credit**

#### **Prerequisites: Theatre 2 and/or audition**

This course is designed for students with significant experience in theatre and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

### ↑ **Honors Theatre Arts IV - 1.0 credit**

#### **Prerequisites: Theatre 3 and/or audition**

This course is designed for students with extensive experience in theatre and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

### **Music in our Lives- 1.0 credit**

This is an elective designed for students to study different aspects of musical arts. Curriculum units include keyboard and guitar instruction, composition, and music technology. The course focus is on gaining life-long musical knowledge through hands-on activities while exploring social instruments on a recreational (non-performance) level. The course culminates in an independent project focused on a specific area of student interest. Students in this course receive one credit which satisfies the Fine Arts requirement.

### ↑ **AP Music Theory- 1.0 credit**

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

## **FINE ARTS (VISUAL)**

### **2-D Art Studio 1 - 1.0 credit**

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

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

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artists sketch, manipulate, and refine

the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

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

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

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

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

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

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

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

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

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

Yearbook is an Upper School course that oversees publication of the school yearbook. Students are taught basic journalism skills and then research, gather facts and photograph JCS events to chronicle the year for the student body. Students will gain experience in photography, design and layout, editing, and marketing skills. Students participating in this class will have the opportunity to experience firsthand all the challenges and rewards journalists, photographers and editors face in the business world. This course seeks to foster a love of writing, reporting, photography, and design in our student body by presenting students gifted in these areas with a forum in which to see their work published and distributed. Class members should have a natural love of and ability to write, as well as a desire to seek out and tell great stories. As a class, we will seek to produce a student newspaper to tell the stories of our school and community. Additionally, we will study the journalism profession, including ethics in journalism, the history of journalism and freedom of the press, a journalist's responsibility to the truth, modern technology used in telling stories, and ultimately, career paths available in journalism.

## ELECTIVES

### **Academic Coaching** *(additional fees apply)*

Does school seem to be an overwhelming juggling act? The core of academic coaching is working with students to improve their executive functions in school and in life. Students will be encouraged to identify their learning styles and develop personal strategies for success that they can apply to the requirements of their other courses as well as community settings.

Tutoring is about mastering a specific content; academic coaching is about honing the learning process. Whereas a tutor explains a subject in more detail, an academic coach investigates what is causing the learning interruption. The coach then teaches new skills integrating both the new habits and the ability to problem solve independently the next time a learning challenge presents itself.

The Learning Resource Center collaborates closely with students, parents, and teachers to promote student success and independence. Academic Coaching is open to students in grades 9 through 12. Students who select academic coaching will be placed in either a study hall as one of their electives or be seen before/after school hours 2x/week. Quarterly Enrollment. Grading is pass/fail.

### **ACT/SAT Prep, Test Taking Strategies and Study Skills– 1.0 credit**

The SAT/ACT Prep course concentrates on reading, vocabulary and writing skills along with math practice. The course includes practice in taking the test, as well as strategies for the question types (sentence completion, vocabulary, critical reading, and writing – finding errors / revision). The course will focus on Khan Academy online, and classroom reading, vocabulary, grammar lessons and practice tests. Grading is pass/fail.

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

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

### **DE General Psychology (.5 credit) - \*\* See pg. 5 for credit explanation paired with DE Lifespan Development**

#### **Prerequisites: Junior or Senior Standing and 3.0 Cumulative GPA**

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

### **↑ DE Introduction to Business - \*\* See pg. 5 for credit explanation paired with Honors Intro to Business**

#### **Prerequisites: Junior or Senior standing and 3.0 Cumulative GPA**

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



**DE Lifespan Development (.5 credit) - \*\* See pg. 5 for credit explanation paired with DE General Psychology**

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

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

**↑ DE Principles of Macroeconomics - \*\* See pg. 5 for credit explanation paired with DE Principles of Microeconomics**

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

Nature of economic concepts and problems. Course includes the basic theory of market price determination, extending into national economic measures, the business cycle, and the theory of the determination of national output, employment, and prices. Contemporary macroeconomic issues are discussed.

**↑ DE Principles of Microeconomics - \*\* See pg. 5 for credit explanation paired with DE Principles of Macroeconomics**

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

Nature of production, production costs, and the determination of prices in various market models. Includes a brief discussion of alternative economic systems and topics in externalities, economic growth, and international trade impacts on policy formation.

**↑ DE Public Speaking – 0.5 Credit paired with Honors Debate**

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

This course is a study of the processes of oral communication including critical thinking and listening. It couples experience in public speaking with an emphasis on organization of material, articulation, and nonverbal communication.

**↑ Entrepreneurs and Startups Course – 1.0 Credit**

In this course, students will learn skills of entrepreneurship that include personal growth, business finance, resource management, profit/loss, giving back, marketing products, selling, branding, growing your business, human resources, business plans, and information technology. In addition, aligned with the National Business Education Standards (NBES) students will be equipped to start and run their own businesses using different leadership styles.

**↑ Foundations in Personal Finance – 0.5 credit paired with Marketing Principles**

Foundations in Personal Finance: Fundamentals of personal finance to include saving, budgeting, understanding debt, exploring life after high school, consumer awareness, bargain shopping, investing and retirement, insurance, money & relationships, career & taxes and giving with a Christlike spirit. This curriculum is intended to provide students with robust real-world content to support the maturing process as they learn to become adults.

**↑ Honors Debate – 0.5 credit paired with DE Public Speaking**

Students will be introduced to the concepts of academic educational debating. Students will work on skills in organization, research, delivery, refutation, and argumentation. They will also be trained to participate in classroom practice debates and will then possibly engage in a field trip to novice debate tournaments held at other schools.

### ↑ **Honors Introduction to Business - .5 Credit paired with DE Intro to Business**

**Prerequisite: Junior or Senior Standing, 3.0 Cumulative GPA**

This course is the prerequisite course to DE Introduction to Business. Designed to provide students with a background in the major areas of business, such as accounting, finance, marketing, manufacturing, information systems, human resource management, business law, and international business. This provides the basis for business terminology and concepts taught in other course work in the business area.

### **Innovation & Design Thinking – 1 credit**

The Innovation & Design Thinking course is meant to help students develop an ideology and mindset that can be used as a process to approach learning, problem solving, innovation, and creative works in realistic ways. It is centered around the design thinking process of Empathy, Definition, Ideation, Prototyping, Testing, Implementing, and Reflection. Students explore the 7-phase process of design thinking first through small challenges, and eventually through larger-scale opportunities. Students will learn the phases of design thinking and how to apply them to their own projects. The goal of the course is to teach students this process and to use it in their coursework to help solve problems in their creative endeavors and in their everyday lives.

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

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

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

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

### **Learning Strategies II- Admissions requirements apply, additional fee, formerly Academic Support**

Does your student need support with studying organization and learning new strategies? The Strategies Course Level II continues to aid high school students. This course is a comprehensive service for students who need to improve their academic and self-management skills. Some of the benefits of the Strategies Course Level II are continued small group setting, advanced organizational skills, increased time management skills, enhanced study skills, and college preparatory test taking strategies. JCS offers this level of support to help students achieve their academic goals and learn self-advocacy skills to become independent, life-long learners. The Strategies Course Level II is available to students in grades 9 through 12 to help them better navigate the demands of our college-preparatory curriculum. **Enrollment requires JCS Individualized Learning Plan and administrative approval. Grading is pass/fail.**

### ↑ **Marketing Principles – 0.5 credit paired with Foundations on Personal Finance**

Beginning with a broad overview of the Marketing, Sales and Service career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Marketing, Sales and Service career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills and participate in hands-on activities. This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision-making.

### ↑ **Medical Terminology- 1 credit elective**

This class enables students to understand the language of medicine, which is based in Greek and Latin. Students learn the terminology used in medical coding, medical assisting, nursing assisting, nursing, physical therapy, and all other health-related fields. This course is strongly recommended for students who plan to pursue a healthcare career.

### ↑ **Honors Pathway Endorsement- 1.0 Credit**

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

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

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

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

### ↑ **Worship Arts- 1.0 credit**

Worship arts class is designed to equip students to lead worship, become better musicians, and media artists. Students will develop the tools needed to effectively serve our student body during chapel and school events. In addition, students will also develop a solid foundation of biblical theology and discipleship.