

# Maryville Christian School

2023-2024 Catalog



**MCS | 2525 Morganton Rd. | Maryville, TN 37801**

**865.681.3205 | [maryvillechristianschool.org](http://maryvillechristianschool.org)**

Disclaimer: The MCS Administration reserves the right to update, change, amend, etc., this catalog at any point during the school year.

## Maryville Christian School 2023-2024 Faculty Credentials

Faculty Member	Position	Educational Background
Abernathy, Keith	Upper School	BA, Campbell University; MDiv, Campbell University
Alford, Jennifer	Lower School	BS, University of Tennessee
Brown, Jessica	Upper School	BS, University of Kentucky; MS, University of Florida
Brunson, Josiah	Upper School	BS, Radford University
Cupp, Michelle	Upper School	BS, University of Phoenix; MA, University of Phoenix
D'Aquilante, Katie	Lower School	BA, Rowan University; MA, Rowan University
Davis, April	Upper School Art	BS, East Tennessee State University
Dennis, Matthew	Upper School	BS, Johnson University; MTS, Midwestern Baptist Theological Seminary; MDiv, Midwestern Baptist Theological Seminary
Eichholtz, April	Upper School	BA, Maryville College; MS, University of Tennessee
Felty, Allison	STEM/Technology	BS, Tennessee Technological University
Gennoe, Bailey	Lower School	BS, Tennessee Technological University
Goins, Holly	Lower School	BA, Carson-Newman University; MS, Johnson University
Gordon, Mindy	Preschool	BS, University of Florida
Goswick, Anna	Lower School Art	BS, Covenant College
Greer, Scott	Music	BMus, Stetson University; MMus, University of Tennessee; MA, Liberty University
Hamner, Eric	PE/Health	BA, Tiffin University; MEd, Columbia International University
Hassenzahl, Angela	Upper School	BA, Spring Arbor University
Holden, Daniel	Upper School Principal	BS, Liberty University
Jackson, Ashley	Upper School	BS, Maryville College
Johnston, Heather	Preschool	BA, National University
Jones, Katie	Lower School	BA, Bryan College
Kammeraad, Kristi	Lower School Principal	BS, West Coast Baptist College; MEd, Liberty University
Kirk, Liel	Upper School	BA, Calvary Chapel Bible College; MA, Calvary Chapel University
McIntyre, Michael	Spanish/Technology	BS, Mansfield University of Pennsylvania
Moreno, Tracy	Lower School	BS, Pensacola Christian College
Mullisen, Luke	Upper School	BS, California Polytechnic State University; MEd, National University
Orr, Susan	IAP Instructor	BA, University of Tennessee; MA, Liberty University
Paddock, Bert	Upper School	BA, Harding University; MS, University of Arkansas; MTS, Lipscomb University
Palmer, Indra	Upper School	BA, University of Georgia
Perkins, Tina	Lower School	BA, Arizona State University
Pollard, Jennifer	Lower School	BS, University of Valley Forge
Scoggins, Jennifer	Preschool	BS, University of Tennessee
Smith, Alicia	Band	BA, George Mason University; MBA, Strayer University
Smith, Brittany	Lower School	BA, Tusculum College
Stephens, Anna	Upper School	BA, Azusa Pacific University; MA, Multnomah University; MA, Multnomah University
Stephenson, Melody	Upper School	BA, California State University
Stewart, Elizabeth	Licensed Speech Therapist and Reading Intervention	BS, Middle Tennessee State University; MA, University of Tennessee

Strickland, Ellen	IAP Coordinator	BS, University of Montevallo; MS, Jacksonville State University
Stroud, Alex	Upper School	BA, Liberty University; MA, Liberty University
Turbyfill, Brian	Athletic Director	BS, University of Tennessee
Urrutia, Christine	Upper School	BS, University of Phoenix; MS, California Baptist University
Wallace, Dana	Academic Dean	BS, Tennessee Temple University; MEd, Carolina University; EdS, Liberty University; EdD Liberty University
Wallace, Jeremy	Head of School	BS, Tennessee Temple University; MRE, Carolina University; DMin, Carolina University
Wheatley, Laura	Lower School	BA, University of Tennessee; MA, Carson-Newman University
White, Kandice	Guidance Counselor	BA, Carson-Newman University; MEd, Lincoln Memorial University; EdS, Lincoln Memorial University
Williams, Cassie	Lower School	BA, Maryville College
Young, Tiffany	Lower School	BA, Tusculum College

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# MARYVILLE CHRISTIAN SCHOOL

## SCHOOL INFORMATION

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EMAIL: [mcs@mcstn.org](mailto:mcs@mcstn.org)

WEB ADDRESS: [www.maryvillechristianschool.org](http://www.maryvillechristianschool.org)

MAILING ADDRESS: 2525 Morganton Road, Maryville, TN, 37801

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## ACADEMIC LEADERSHIP

HEAD OF SCHOOL	Dr. Jeremy Wallace	<a href="mailto:jeremy.wallace@mcstn.org">jeremy.wallace@mcstn.org</a>
UPPER SCHOOL PRINCIPAL	Mr. Daniel Holden	<a href="mailto:daniel.holden@mcstn.org">daniel.holden@mcstn.org</a>
LOWER SCHOOL PRINCIPAL	Ms. Kristi Kammeraad	<a href="mailto:kristi.kammeraad@mcstn.org">kristi.kammeraad@mcstn.org</a>
ACADEMIC DEAN	Dr. Dana Wallace	<a href="mailto:dana.wallace@mcstn.org">dana.wallace@mcstn.org</a>
GUIDANCE COUNSELOR	Mrs. Kandice White	<a href="mailto:kandice.white@mcstn.org">kandice.white@mcstn.org</a>

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## ACCREDITATION

Maryville Christian School is dually accredited through the Association of Christian Schools International and Cognia.

## EXPECTED STUDENT OUTCOMES

The leadership, faculty, and staff of Maryville Christian School commit to an approach of education that impacts students' lives spiritually, academically, socially, and physically. It is expected that graduates of Maryville Christian School will:

1. Have a personal relationship with Jesus Christ that impacts their personal worldview and character.
  - a. Students will demonstrate an understanding of God's plan of redemption and be able to explain salvation with God's Word.
  - b. Students will defend the Christian faith with Scripture and other evidences.
  - c. Students will exhibit integrity and high moral character in their decisions and interactions with others.
  - d. Students will demonstrate Biblical literacy and develop the needed skills for a lifetime of personal Bible study.
  - e. Students will respond to the Great Commission locally and globally in a culturally sensitive manner.
  - f. Students will regularly attend and participate in a church community, serving God and others.
2. Be well prepared in all academic disciplines and possess the academic skills to be successful at the next level.
  - a. Students will develop a Christian worldview through exposure to a Biblically integrated curriculum.
  - b. Students will apply skills in reasoning, academic investigation, creative thinking, and critical thinking in a variety of situations.
  - c. Students will establish themselves as life-long learners.
  - d. Students will apply a comprehensive command of the fundamental processes used in communicating with others (speaking, listening, writing, and reading).
  - e. Students will interpret human history and current events in light of Scripture and an understanding of God's plan for mankind.
  - f. Students will engage technology and employ it appropriately, preparing them to function and contribute in a technologically advanced society.
  - g. Students will identify and discuss artistic expression through fine arts and apply this in expressing themselves more creatively.
  - h. Students will participate in open and honest exchanges of ideas.
3. Honor God's design for personal relationships, interactions, and citizenship.
  - a. Students will review and practice accountability to God and established authorities.
  - b. Students will develop and demonstrate concern for others.
  - c. Students will express respect for the property of others.
  - d. Students will investigate and review cultures of other people groups, rejecting prejudice and promoting interethnic harmony.
4. Demonstrate good stewardship of the abilities and resources entrusted to them by God.
  - a. Students will employ personal care of their body as a temple of the Holy Spirit, avoiding activities and substances that are harmful to the body, mind, or spirit.
  - b. Students will practice responsible stewardship of God's creation.
  - c. Students will investigate management of finances, time, and other resources, and apply those skills personally.

## ACADEMIC EVALUATION

Parents can track academic progress through Family Portal, report cards, and scheduled parent-teacher conferences.

**GRADING SCALE:** Numeric grades reflect the progress of students.

A	90 - 100	
B	80 - 89	O = Outstanding
C	70 - 79	S = Satisfactory
D	60 - 69	N = Needs Improvement
F	59 and below	U = Unsatisfactory

**GPA CALCULATION (Grades 9-12):** Under a GPA system, each credit awarded in high school earns a certain number of quality points that are used to determine GPA. All credits earned in a weighted course will have additional quality points added to them. To calculate GPA, the total number of quality points is added up and then divided by the total number of credits attempted.

Letter Grade	College Prep	Honors	AP/DE
A	4.0	4.5	5.0
B	3.0	3.5	4.0
C	2.0	2.5	3.0
D	1.0	1.5	2.0
F	0	0	0

**GRADE REPORTING:** Lower school report cards are calculated at the end of each quarter. Report cards for grades K-5 will be sent home with the student and should be returned signed by a parent. Report cards for grades 6-12 will be emailed to parents at the end of each semester. Parents of 6<sup>th</sup> grade students will also receive a progress report after Q1 and Q3. All report cards are available for viewing in Family Portal for a period of two (2) weeks after they are sent. Final report cards will be held for families with outstanding balances on their FACTS account.

**HONOR ROLL:** Honor rolls for students in grades 7-12 are established at the end of each grading period.

- The "Principal's List" is for students who receive a 4.0 GPA or above and the grade of "A" in all courses.
- Students who receive a 3.5 GPA or above and a grade of either "A" or "B" in all courses will receive "High Honors."

**NEW STUDENT ACADEMIC REVIEW:** A student's acceptance at any grade level is contingent upon the student's ability as measured by a standardized testing program and by the interview data. A probationary period of the first quarter will be required for final placement of grade. Should a change be deemed necessary, parents will be notified before the end of the first quarter. This review period includes academics, conduct, and attitude. During this period, a student can be dismissed if problems develop in any of these areas. (Academically, the student must maintain a 70 or higher in all academic areas. Socially, their behavior must be in compliance with the guidelines listed in the Student/Parent Handbook.)

**ACADEMIC PROBATION:** Academic probation is invoked when a student has a serious academic problem. It is intended to give notice to the parent and student so a mutual effort on the part of both school and home may be made to correct the academic deficiency. Hopefully, the deficiency will be improved to a satisfactory or passing level. If not, the Head of School will decide if the student will be able to continue at Maryville Christian School.



**PRIVILEGE TO PARTICIPATE:** To be eligible for MCS athletics, a student must be passing all his/her classes, and may not have more than one D. This policy includes all grade levels of athletes. More details regarding this policy are outlined in the Athletic Handbook.

**CAPSTONE ATTENDANCE:** Upper school students are required to be present during their scheduled capstones. Students who are absent from a capstone will receive a zero (0). Should a student have an emergency or illness the day of a capstone, a parent should contact the Academic Dean (not the teacher) to make arrangements for the capstone to be made up. Students may not complete capstones in advance of the scheduled time to begin a break early or take a trip.

**SPECIAL SERVICES:** MCS provides special services for students based on the needs of the students. These services are provided through the Learning Lab.

- **Reading Intervention** is designed for students in kindergarten through 6<sup>th</sup> grade who need additional reading instruction. Student eligibility is determined through teacher observation. Instruction is determined based on the needs of the student and will be provided individually and/or in a small group setting. There is an additional fee for this service and requires a commitment of nine (9) weeks.
- **Speech-Language Therapy** is provided for an additional fee to students who meet eligibility according to federal guidelines. The therapist provides therapy for students who need speech, language, and/or auditory processing.
- **Special Education Services** are provided for an additional fee for students who qualify based on results from psycho-educational testing or doctor documentation. The students are eligible to receive accommodations based on their individual needs in order to assist the student in being successful in the classroom. At times, based on student needs and support from psycho-educational testing, at administrative discretion, students are able to have a one-on-one teacher for either math or reading instruction. The fee for this service is in addition to the IAP fee.

**L.E.A.P:** Maryville Christian school offers additional enrichment through L.E.A.P. (Learning Enrichment Activities Program) for students who qualify by score on the NNAT (Naglieri Nonverbal Ability Test). This service is available for qualifying students in Kindergarten through 5<sup>th</sup> grade at an additional cost.

**K-8 PROGRESS/RETENTION:** In grades K-8, the student will be promoted except in those cases where the student

1. Does not exert the required effort to achieve grade level objectives.
2. At the discretion of the Lower School Principal, lower school students (grades K-6) will not be promoted if they have a cumulative grade below 60 in one core subject (Bible, history, science, ELA, math, or reading) or a cumulative grade of 70 in reading/ELA or math.
3. A lower school student may also be retained due to social or maturity issues. This is not based upon grades, but rather it is based on how the student is able to interact and behave in a classroom based upon their maturity and social skills.
4. Students in grades 7-8 must pass all major subjects (Bible, English, math, science, and history) for the year to be promoted to the next grade. Students who fail one or more of these subjects must successfully complete an approved program of instruction during the summer in the deficient subject(s). Students who fail math and English, or any three subjects, must repeat the grade.

**HIGH SCHOOL GRADUATION REQUIREMENTS:** In accordance with MCS standards and Tennessee state standards, the following credits are required for graduation beginning with the 2023-2024 freshmen. Students in 10<sup>th</sup>-12<sup>th</sup> grades may have graduation requirements that differ slightly from those listed below.

<b>Content Area</b>	<b>Required Credits for Graduation</b>
Bible*	4
English	4
Mathematics**	4
PE/Wellness	2
Science	3
Foreign Language	2
History/Social Studies	4
Economics/Personal Finance	1
Fine Arts	1
Computer Science	1
Electives	3

\*Students transferring from other schools that do not require Bible are not required to make up missed years of Bible and, therefore, may be allowed to graduate with fewer than 29 credits.

\*\*Students are required to enroll in a mathematics course each high school year. Required courses are Algebra I, Algebra II, Geometry, and one higher level mathematics course.

Electives transferred from other schools are counted. While MCS graduation requirements match entrance requirements for most colleges and universities, we recommend that students check with colleges and universities of interest to ensure that all subject requirements are met.

Each college prep course carries a maximum of 4.0 quality points. Weighted classes carry a maximum of 5.0 quality points.

**GRADUATION HONORS:** Valedictorian and Salutatorian will be chosen from among seniors who have spent five or more semesters at MCS and have followed a college prep program. The class Valedictorian and Salutatorian will be announced in the spring of senior year and will be based on a student's weighted GPA when fall semester grades are finalized. In addition to recognizing the valedictorian (highest cumulative GPA) and salutatorian (second highest cumulative GPA) of the graduating class, Maryville Christian School will also acknowledge students who have excelled academically, based on the Latin honors system. This honors system for graduates of MCS is as follows:

<b>Recognition</b>	<b>Meaning</b>	<b>Cumulative GPA</b>
<i>Cum laude</i>	"with honors"	3.5-3.69
<i>Magna cum laude</i>	"with great honors"	3.7-3.84
<i>Summa cum laude</i>	"with highest honors"	3.85 +

#### **QUALIFICATIONS FOR ACCEPTANCE INTO WEIGHTED COURSES:**

1. The student must have a grade of at least 90 in the previous non-weighted course of the department.
2. The student must have the consent of the teachers in that department.
3. ACT math scores will be taken into consideration for higher math courses.

#### **ADVANCED PLACEMENT**

AP courses are available for high school seniors at MCS. This option is available for those students who have a minimum GPA of 3.0 or higher. The AP courses are taught at a college level. At the conclusion of the course, students are administered an examination to determine whether college credit may be given. AP classes are weighted, with a maximum GPA of 5.0. For the 2023-2024 school year, MCS is offering the following AP classes:

- Biology
- English Literature and Composition

## DUAL ENROLLMENT

High school students have the opportunity to enroll in college classes offered at MCS, receiving dual credit. This opportunity is available for high school juniors and seniors who have a minimum GPA of 3.0 or higher. Dual enrollment classes are weighted, with a maximum GPA of 5.0 for a college level course. For the 2023-2024 school year, MCS is offering the following DE classes:

- College Writing 1
- College Writing 2
- U.S. History 1
- U.S. History 2
- Old Testament Literature
- New Testament Literature
- Elementary Statistics
- Precalculus
- Calculus
- Elementary Spanish
- General Psychology

**DROP/ADD PROCEDURES (Grades 7-12):** In the event that parents find it necessary to withdraw a student from a course, the student must have the proper drop/add form filled out and signed by the parent, teacher, guidance counselor, and student. **Drop/add must be completed in the first week of the semester.**

**REPEATING FAILED COURSES / CREDIT RECOVERY (Grades 9-12):** A final grade of 59 or below will result in the student not receiving credit for that course. To make up the credit, the student must pass a credit recovery course approved by the administration. Credit recovery courses are the responsibility of the parent and the student.

## ACADEMIC INTEGRITY

**STATEMENT OF PHILOSOPHY:** Our students are well educated, anchored in God's Word, and exhibit integrity and high moral character.

We believe the Bible to be the inspired and authoritative Word of God and the standard by which all knowledge is judged and taught. (2 Timothy 3:16-17) (*Maryville Christian School Statement of Faith*)

We believe, based on the above statements, that honesty and integrity are important and desirable traits in all areas of our students' lives, including their academic pursuits. We are committed to creating a learning environment that supports academic integrity and to educate our students to high standards of academic pursuit to the best of our ability. Furthermore, we commit to report and/or follow disciplinary guidelines when violations occur.

**DEFINITION OF ACADEMIC MISCONDUCT:** The principle of academic integrity shall be that a student's submitted work, examinations, reports, or projects must be that student's own work.

MCS has adopted a tiered response to academic misconduct. Student offenses accumulate during his/her time in the lower school or upper school, but reset in the transition between the two divisions.

**Plagiarism** - Representing the ideas or language of others as one's own.

- Using text from another source (e.g., websites, books, journals, newspapers, etc.) without documenting the source.
- Using a direct quotation from a text without quotation marks or formatting through indentation or font style signifying that the portion of text is a quote, even if the source has been cited correctly.
- Paraphrasing or summarizing the ideas or text of another work without documenting the source.
- Substituting a word or phrase for the original while maintaining the original sentence structure or even the organizational structure of the original piece.
- Citing sources incompletely with intention to deceive.
- Using graphics, visual imagery, video, or audio without permission of the author or acknowledgement of the source.
- Obtaining packaged information (e.g., completed paper from an on-line source) and submitting it as one's own work without acknowledging the source.

### Consequences for Plagiarism

1 <sup>st</sup> Offense	Zero on the assignment (Academic Dean) Confidentially recorded in permanent file (Upper School Principal)
2 <sup>nd</sup> Offense	Zero on the assignment (Academic Dean) Academic Probation (Upper School Principal & Academic Dean)
3 <sup>rd</sup> Offense	Failure of course (Academic Dean) Withdrawal from MCS (Discipline Committee)

**Cheating** - Giving or receiving unauthorized assistance (e.g., copying, using cheat sheets, stealing exams, using electronic aids/devices, internet sources, using aids like *Cliff's Notes* in place of reading the original work) in any academic work or examination. Using or attempting to use any unauthorized materials, information, or study aids in an examination or academic work.

### Consequences for Cheating

1 <sup>st</sup> Offense	Zero on the assignment (Academic Dean) Lunch Detention (Upper School Principal)
2 <sup>nd</sup> Offense	Zero on the assignment (Academic Dean) In-school Suspension (Upper School Principal)

3 <sup>rd</sup> Offense	Zero on the assignment (Academic Dean) In-school Suspension (Upper School Principal) Academic Probation (Upper School Principal & Academic Dean)
4 <sup>th</sup> Offense	Zero on the assignment (Academic Dean) Withdrawal from MCS (Discipline Committee)

**Falsification** – Falsifying or inventing any information, data, or citation in any academic work.

#### **Consequences for Falsification**

1 <sup>st</sup> Offense	Zero on the assignment (Academic Dean) In-school Suspension (Upper School Principal)
2 <sup>nd</sup> Offense	Zero on the assignment (Academic Dean) In-school Suspension (Upper School Principal) Behavioral Probation (Upper School Principal)
3 <sup>rd</sup> Offense	Failure of course (Academic Dean) Withdrawal from MCS (Discipline Committee)

**Multiple Submission** – Submitting substantial portions of any academic exercise more than once without prior authorization and approval of the teacher.

#### **Consequences for Multiple Submission**

1 <sup>st</sup> Offense	Zero on the assignment (Academic Dean) Confidentially recorded in permanent file (Upper School Principal)
2 <sup>nd</sup> Offense	Zero on the assignment (Academic Dean) Parent-Teacher-Administration Conference (Academic Dean)
3 <sup>rd</sup> Offense	Zero on the assignment (Academic Dean) Academic Probation (Upper School Principal & Academic Dean)
4 <sup>th</sup> Offense	Failure of Course (Academic Dean) Withdrawal from MCS (Discipline Committee)

**Complicity** – Facilitating any of the above actions or performing work that another student then presents as his or her own work (e.g., copying someone's homework, classwork, or tests or allowing someone to copy homework, classwork, or tests).

#### **Consequences for Complicity**

1 <sup>st</sup> Offense	Zero on the assignment (Academic Dean) Lunch Detention (Upper School Principal)
2 <sup>nd</sup> Offense	Zero on the assignment (Academic Dean) Parent-Teacher-Administration Conference (Academic Dean) In-school Suspension (Upper School Principal)
3 <sup>rd</sup> Offense	Zero on the assignment (Academic Dean) Academic Probation (Upper School Principal & Academic Dean)
4 <sup>th</sup> Offense	Withdrawal from MCS (Discipline Committee)

**Interference** – Interfering with the ability of a fellow student to perform his or her assignments (e.g., stealing notes or products of assignments, tearing pages out of books, purposefully deleting another student's work from an electronic storage area, or removal of hard copies of student work from storage folders).

#### **Consequences for Interference**

1 <sup>st</sup> Offense	Zero on the assignment (Academic Dean) Lunch Detention (Upper School Principal)
2 <sup>nd</sup> Offense	Zero on the assignment (Academic Dean) In-school Suspension (Upper School Principal & Academic Dean)
3 <sup>rd</sup> Offense	Zero on the assignment (Academic Dean) In-school Suspension (Upper School Principal)

4 <sup>th</sup> Offense	Behavioral Probation (Upper School Principal)
	Zero on the assignment (Academic Dean)
	Withdrawal from MCS (Discipline Committee)

**Unauthorized Editing** – Revising an assignment after submitting it for a grade without approval of the teacher.

#### **Consequences for Unauthorized Editing**

1 <sup>st</sup> Offense	Zero on the assignment (Academic Dean)
	Confidentially recorded in permanent file (Upper School Principal)
2 <sup>nd</sup> Offense	Zero on the assignment (Academic Dean)
	Parent-Teacher-Administration Conference (Academic Dean)
3 <sup>rd</sup> Offense	Zero on the assignment (Academic Dean)
	Lunch Detention (Upper School Principal)
4 <sup>th</sup> Offense	Zero on the assignment (Academic Dean)
	In-school Suspension (Upper School Principal)
	Academic Probation (Upper School Principal & Academic Dean)
5 <sup>th</sup> Offense	Zero on the assignment (Academic Dean)
	Withdrawal from MCS (Discipline Committee)

## **STANDARDIZED TESTING**

Maryville Christian School holds to a balanced approach to standardized testing. Standardized test scores do not solely determine progression/retention, and teacher salaries are not tied to student test scores in any way. The school does not receive any funding based upon test scores. However, it is beneficial to view general progress in light of the performance of other students in the United States as we continually seek to maintain excellence in academics. We believe that standardized test scores are one snapshot into the overall picture of a student's academic progress.

### **Stanford Achievement Test**

The Stanford Achievement Test is one of the longest-standing nationally normed achievement tests in the United States. Well known for its rigor and highly regarded in the private school realm, this test, in the 10<sup>th</sup> edition (SAT-10) is utilized at Maryville Christian School. We administer this test the week following Spring Break to all students in 2<sup>nd</sup>-8<sup>th</sup> grades each year.

The SAT-10 will be administered to 2<sup>nd</sup> grade students in an abbreviated battery. The basic battery of testing for these students measures grade equivalency in reading vocabulary, reading comprehension, mathematics problem solving, mathematics procedures, language, and spelling.

The SAT-10 will be administered to 3<sup>rd</sup>-8<sup>th</sup> grade students in a full battery. The complete battery of testing for these students measures grade equivalency in reading vocabulary, reading comprehension, mathematics problem solving, mathematics procedures, language mechanics, language expression, spelling, science, social science, listening, and thinking skills.

### **Iowa Algebra Aptitude Test**

This assessment is given to 7<sup>th</sup> grade students who are nearing completion of their Fundamentals of Math course. The Iowa Algebra Aptitude Test (IAAT) evaluates students' algebra readiness based on their mastery of the following: Pre-Algebraic Number Skills and Concepts, Interpreting Mathematical Information, Representing Relationships, and Using Symbols. The results from this test are referenced alongside SAT-10 scores, the final grade in Fundamentals of Math, and teacher recommendation to determine placement for 8<sup>th</sup> grade math in either Pre-Algebra or Algebra 1.

### **PreACT**

Students in 9<sup>th</sup> and 10<sup>th</sup> grades take yearly PreACT to identify college readiness in various disciplines and prepares students for college entrance examinations, taken as upperclassmen.

### **PSAT-NMSQT**

The preliminary SAT will be made available for 11<sup>th</sup> grade students to take, as this is the National Merit Qualifying Test. Students who achieve a high score on the PSAT/NMSQT as a junior could qualify for a National Merit Scholarship.

### **ACT/SAT**

Students in 11<sup>th</sup> and 12<sup>th</sup> grades take a college readiness examination. As the vast majority of MCS students take the ACT, Maryville Christian School offers an ACT Prep class as an elective for students in 10<sup>th</sup>-12<sup>th</sup> grades. Information about test dates, location, and registration are available through the guidance office at MCS.

## CURRICULUM

It is important to note that at Maryville Christian School we develop our own curriculum in pursuit of accomplishing the Expected Student Outcomes that have been adopted. Our curriculum (what we teach and how we teach it) is detailed for each school year by curriculum teams with the Academic Dean. Below you will find the main instructional resource used for each course. Teachers guide the course content under MCS guidelines and may reference the following.

## PRESCHOOL

### Pre-K 3

Pathways for Preschool (BJU Press)

### Pre-K 4

Footsteps for Fours (BJU Press)

Manuscript Handwriting (Zaner-Bloser)

## PRIMARY GRADES

### Kindergarten

Bible	Exploring God's Word (BJU Press)
Phonics	Focus on Fives (BJU Press)
Math	K5 Math (BJU Press)
Handwriting	K5 Manuscript (Zaner-Bloser)

### Grade 1

Bible	Truths for Life 1 (BJU Press)
Reading	Reading 1 (BJU Press)
English	Phonics & English 1 (BJU Press)
Math	Math 1 (BJU Press)
History	Family & Community (BJU Press)
Science	Science 1 (BJU Press)
Handwriting	Manuscript 1 (Zaner-Bloser)

### Grade 2

Bible	Truths for Life 2 (BJU Press)
Reading	Reading 2 (BJU Press)
English	Writing & Grammar 2 (BJU Press)
Math	Math 2 (BJU Press)
History	Community & Government (BJU Press)
Science	Science 2 (BJU Press)
Handwriting	Manuscript 2 (Zaner-Bloser)



## INTERMEDIATE GRADES

### Grade 3

Bible	Truths for Life 3 (BJU Press)
Reading	Reading 3 (BJU Press)
English	Writing & Grammar 3 (BJU Press)
Math	Math 3 (BJU Press)
History	Heritage Studies 3 (BJU Press)
Science	Science 3 (BJU Press)
Handwriting	Cursive 3 (Zaner-Bloser)

### Grade 4

Bible	The Pathway of Promise (BJU Press)
English	Writing & Grammar 4 (BJU Press)
Math	Math 4 (BJU Press)
History	Heritage Studies 4 (BJU Press)
Science	Science 4 (BJU Press)
Handwriting	Cursive 4 (Zaner-Bloser)

### Grade 5

Bible	The Fullness of Time (BJU Press)
English	Writing & Grammar 5 (BJU Press)
Math	Math 5 (BJU Press)
History	Heritage Studies 5 (BJU Press)
Science	Science 5 (BJU Press)

## MIDDLE GRADES

### Grade 6

Bible	Basics for a Biblical Worldview (BJU Press)
English	Writing & Grammar 6 (BJU Press)
Math	Math 6 (BJU Press)
History	Ancient Civilizations (BJU Press)
Science	Life Science (BJU Press)

### Grade 7

Bible	True Hero (Wheaton Press)
English	Writing & Grammar 7 (BJU Press)
Math	Fundamentals of Math (BJU Press)
History	World Studies (BJU Press)
Science	Earth Science (BJU Press)

### Grade 8

Bible	Life of Christ (BJU Press)
English	Writing & Grammar 8 (BJU Press)
Math	Pre-Algebra (BJU Press)
	Glencoe Algebra 1 (McGraw-Hill)
History	American Republic (BJU Press)
Science	Physical Science (BJU Press)

## HIGH SCHOOL

### Grade 9

Bible	Foundations of Faith: Worldview (Wheaton Press)
English	Writing & Grammar 9 (BJU Press)
Math	Glencoe Algebra 1 (McGraw-Hill)
	Geometry (BJU Press)
History	Cultural Geography (BJU Press)
Science	Biology (BJU Press)

### Grade 10

Bible	Life of Christ/Spiritual Formation (BJU Press)
English	English Comp. 2: Select Novels
	American Literature.: Select Novels
Math	Geometry (BJU Press)
	Glencoe Algebra 2 (McGraw-Hill)
History	World History: Connections to Today (Pearson/Prentice Hall)
Science	Chemistry (BJU Press)
Spanish	Spanish 1 (BJU Press)

### Grade 11

Bible	Doctrine & Apologetics (Wheaton Press)
English	American Literature: Select Novels
	College Writing 1: Various materials designated by Bryan College
Math	Glencoe Algebra 2 (McGraw-Hill)
	Tennessee Bridge Math (McGraw-Hill)
	Glencoe Precalculus (McGraw-Hill)
History	U.S. History: America: Pathways to the Present (Pearson)
	DE U.S. History 1 & 2: Materials designated by Bryan College
Science	Physics (BJU Press)
	Fundamentals of Anatomy & Physiology (Pearson)
Spanish	Spanish 2 (BJU Press)

### Grade 12

Bible	L.E.A.D. (Leadership, Evangelism, and Discipleship)/ Christ & Culture (Wheaton Press)
	DE Old/New Testament Literature: Various materials designated by Bryan College
English	British Literature.: Select Novels
	AP English Literature & Composition: Various materials from the College Board
	DE College Writing 1 & 2: Various materials designated by Bryan College
Math	Tennessee Bridge Math (McGraw-Hill)
	Applied Math: Finite Mathematics (McGraw-Hill)
	DE Statistics: Single Variable Calculus (Thomson)
	DE Precalculus: Various materials designated by Bryan College
	DE Calculus: Various materials designated by Pellissippi State Community College
History	Introduction to Comparative Politics (Cengage Learning)
	MacGruder's American Government (Prentice Hall)
Science	AP Biology: Principles of Life (Freeman)

## **BIBLE DEPARTMENT**

Matthew Dennis, Faculty Lead

### **BIBLE DEPARTMENT STATEMENT**

A.W. Tozer once said, "What comes to into our minds when we think about God is the most important thing about us." Theology was once considered the queen of the sciences because it was held that one's view of God also determined one's approach to every other field of study, whether it was related to the arts or sciences. One's view of God will determine everything about their identity and how they treat their fellow man. If our view of God is that important, how do we know God? The Bible reveals to us God's heart, His ways, and ultimately the grand story He has been weaving throughout history to restore creation and mankind to Himself. Jesus Christ is the ultimate revelation of who God is, the Word who became flesh. Through Jesus, relationship with God between creation and man has been and has yet to be fully restored.

Our Bible department is designed to help students grasp the message of Scripture and apply that message to their lives. Students will gain a fundamental understanding of the Old and New Testaments, God's metanarrative throughout Scripture, the identity and mission of Jesus, and how to critically engage with the competing worldviews of today's culture. In addition, students will not only learn about the Bible and its message, but how to read and apply Scripture through hermeneutics and exegesis. They will be challenged to consider their own relationship with Christ to see if they are in the faith. The ultimate goal of the Bible department is to guide students into the presence of God, where they can encounter His face, and be made into mountains of faith that the world can never move or change for the freedom of generations yet to be and for His Kingdom that is and is yet to come.

### **GRADUATION REQUIREMENTS: BIBLE**

4 credits are required. High school students must take a Bible course every year they are enrolled at MCS.

## **COURSE DESCRIPTIONS**

### **PRE-K 3 BIBLE**

Students will begin with the knowledge of the fruits of the spirits. Each month we will touch on a fruit of the spirit to learn through God's word. We will incorporate those fruits each month into Bible stories that we will learn through music, and interactive role playing. Throughout these stories we will apply biblical verses to memorize through song, and sign language. At the end of each month we will apply our stories and knowledge into how they impact our daily lives.

### **PRE-K 4 BIBLE**

Students will develop a knowledgeable understanding of who Jesus is, why He created us, and how to apply it to their daily lives. Additionally, students will learn how to memorize weekly Bible verses. As the basic foundation of biblical truth is taught, students will be able to apply what they have learned to real world situations and have a deeper understanding of the Bible as a whole. Weekly Bible stories will help students learn that the Bible is God's word, the truth and is alive while learning how we can apply them to our lives.

### **KINDERGARTEN BIBLE**

Students will understand that the Bible is God's word, it is alive and true. Students will also learn Old Testament and New Testament Bible stories from Creation to Paul focusing on Jesus as the Son of God. Weekly character traits will help students learn how to apply biblical values to their daily lives.

### **BIBLE 1**

In this class, students will develop a deeper understanding of key Old Testament stories from Creation to The Promised Land through the hearing, reading, and application of Scripture. Students will memorize weekly Bible verses that are integrated within the stories and biblical characteristics that are taught. Students will examine how these biblical truths are applicable to situations in their daily lives.

### **BIBLE 2**

Students will examine biblical covenants, the ordinances of baptism, and the Lord's Supper. Students will learn character traits from biblical characters. The foundational principles of the Gospels will be examined. In addition, they will learn to internalize biblical truth and apply it to real-life situations.

### **BIBLE 3**

Students will better understand biblical truths starting with Creation and continuing through Jesus' Resurrection. Students will recognize God's provision by studying biblical stories throughout the Old and New Testaments. They will analyze Bible characters through hearing, reading, and studying Scripture. This will help students embody Godly character and apply biblical truths to their daily lives.

### **BIBLE 4**

*The Pathway of Promise* develops a biblical worldview in students by showing them how the Old Testament books fit together to tell a single, connected story. As they follow that story, they will see the theme of redemption, which unfolds throughout the Old Testament and continues into the New Testament. Since the Bible is the only inspired and authoritative message from God, the course materials will help students to develop skills in observing, interpreting, defending, and applying Scripture.

### **BIBLE 5**

Students will develop an understanding of the New Testament as the culmination of God's big story of Creation, Fall, and Redemption. Additionally, students will learn the essentials of Bible study and interpretation through teacher modeling with questions and answers. As they develop an understanding of the main themes that run throughout God's redemption plan—glory, kingdom, covenants, divine presence, law and wisdom, and atonement and priesthood—they are confronted with their need for Christ.

### **BIBLE 6**

Students will develop an understanding of the New Testament as the culmination of God's big story of Creation, Fall, and Redemption. Additionally, students will learn the essentials of Bible study and interpretation through teacher modeling with questions and answers. As they develop an understanding of the main themes that run throughout God's redemption plan—glory, kingdom, covenants, divine presence, law and wisdom, and atonement and priesthood—they are confronted with their need for Christ.

### **BIBLE 7**

Students will be challenged to investigate the validity of the claims of Jesus to be the Messiah. By studying eyewitness accounts and testing the accuracy using textual criticism. Students will develop spiritual discipline by recording in a daily study journal. By the end of this course, students should be able to make a determined decision on the validity of Christ's claims through investigation and be able to defend that claim using evidence.

## **BIBLE 8**

By the end of this course, students should be able to relate the individual narratives of Christ's life and His teaching to the larger storyline of Scripture, employ the inductive Bible study approach (observe, interpret, apply), explain how to derive beliefs and values from the big story of Scripture, and apply beliefs and values to their own personal behavior and cultural action.

## **HIGH SCHOOL**

### **BIBLICAL WORLDVIEW—Grade 9**

#### **CLASSIFICATION:** College Prep

Students will be challenged to understand their own worldviews and assess whether their worldviews align with the Christian worldview. In addition, they will be introduced to other major worldviews influencing our society, such as Monism and Materialism. Students will understand the difference between subjective and objective truth and learn how faith and reason work together to interpret the meaning of reality. As they compare and contrast these worldviews, they will grasp an understanding of the Christian worldview as the true descriptor of reality. Students will also learn key apologetic arguments for defending God's Word as His means of special revelation. In addition, they will learn the metanarrative of Creation, Fall, and Redemption and be challenged to find their part to play in God's metanarrative.

### **LIFE OF CHRIST/SPIRITUAL FORMATION—Grade 10**

#### **CLASSIFICATION:** College Prep

This course challenges students to analyze the historical perspectives and personal claims of Jesus of Nazareth. By comparing and contrasting different beliefs about the deity and humanity of Jesus, and evaluating core theological claims regarding the atonement and resurrection of Jesus, students will form their own theological position about who they say Jesus is and how they respond to His invitation to follow Him. In addition, students will recognize Christ's example of discipleship as the model for spiritual growth and spiritual maturity. The stages of spiritual growth identified and practiced by Jesus Christ will be personally applied to students' lives.

### **WORLDVIEW EVALUATION & APOLOGETICS—Grade 11**

#### **CLASSIFICATION:** College Prep

Students will review key worldview concepts and engage in in-depth analysis of Christian Theism, Naturalism, Nihilism, and New Age Spiritualism. They will be challenged to compare and contrast these worldviews by assessing which ones are livable in light of reality. Students will learn tactics of persuasion and communication that will aid them in sharing the Gospel with followers of these worldviews. In addition, they will learn scientific apologetic arguments for the existence of God to give a reason for the hope that is in them. Students will also learn several topics related to Bibliology, such as Biblical apologetics, the history of the canon, and inductive Bible study methods. In the end, they will be challenged to share their faith and to make a decision regarding their own faith in light of the evidence they have been presented with.

### **L.E.A.D./CHRIST & CULTURE—Grade 12**

#### **CLASSIFICATION:** College Prep

Students will be equipped with the principles and tools to take the next steps in their spiritual growth by participating as leaders in God's mission within their circles of influence. Students will unpack their unique talents and strengths in order to gain a deeper perspective of God's calling on their lives. Students will develop skills to equip others to discover their unique callings. Students will build a

biblical foundation for responding to current cultural issues. Finally, students will be challenged to personally participate in God's mission in their individual lives and communities.

#### **DUAL ENROLLMENT OLD TESTAMENT LITERATURE**–Grade 12

**CLASSIFICATION:** Dual Enrollment through Bryan College. In-person instruction with MCS teacher.

**PREREQUISITE:** Cumulative GPA of 3.0 or higher.

This course provides an analysis of the Old Testament as the foundation of the whole Bible. It focuses on the theological, literary, and historical dimension of the Old Testament text and story; draws theological connections to Jesus and the New Testament; and makes application to modern Christianity, both corporate (church) and personal (spiritual growth).

#### **DUAL ENROLLMENT NEW TESTAMENT LITERATURE**–Grade 12

**CLASSIFICATION:** Dual Enrollment through Bryan College. In-person instruction with MCS teacher.

**PREREQUISITE:** Cumulative GPA of 3.0 or higher.

This course provides an analysis of the New Testament as the culmination of the whole Bible. It focuses on the theological, literary, and historical dimensions of the New Testament text; draws theological connections to major figures of the Old Testament and its biblical theological emphases; and it makes application to modern Christianity, both corporate (church) and personal (spiritual growth).

## ENGLISH DEPARTMENT

Anna Stephens, Faculty Lead

### ENGLISH DEPARTMENT STATEMENT

From the beginning of time, we learn in the Scriptures that God is a God of language. He spoke creation into existence. The Bible is a collection of writings, inspired by the Holy Spirit. In his earthly ministry, Jesus communicated spiritual truths with stories and parables. Therefore, our language arts instruction is developed to help our students be prepared to communicate well. Communication is active (speaking and writing) and receptive (listening and reading). Our goal is to send out students who have been equipped to be hearers of God's Word and doers of God's Word with communication skills that glorify him.

Reading and Literature instruction at Maryville Christian School is driven by our desire to equip students to be good students of God's Word. Because God has revealed himself to mankind in written form, we aim to help our students be able to read fluently, with comprehension, and develop the necessary skills to study and apply the truths of Scripture to their lives. This pursuit is part of instruction at MCS from kindergarten through twelfth grade.

### GRADUATION REQUIREMENTS: ENGLISH

4 credits are required. High school students must take an English course every year they are enrolled at MCS.

## COURSE DESCRIPTIONS

### PRE-K 3 ELA

Students will be introduced to pre-reading skills including listening comprehension, and beginning sound association of the letters of the alphabet. Students will be introduced to the basics of holding proper pencil grip and scissor cutting skills. Gross motor skills will be defined by group music. Students will recognize the letters of their first name and begin letter tracing.

### PRE-K 4 ELA

Students will develop pre-reading skills including listening comprehension, alphabet recognition, letter sound association, and inferencing. Students will gain physical development such as fine motor skills like proper pencil grip, gross motor skills, and coordination. Additionally, students will begin prewriting skills such as first and last name with proper capitalization.

### KINDERGARTEN ELA

Students will develop reading readiness skills through structure and explicit instruction with an emphasis on phonological awareness, phonemic awareness, phonics, fluency, and comprehension. These skills will be used to help students decode words in decodable readers and encode words in initial writing practice. Students will gain a basic understanding of the parts of speech and sentence structure which will be applied in their writing. They will be prepared to write a couple of sentences without assistance by the end of the year. Students are expected to be able to express thoughts, feelings, and ideas clearly in their writing and speech within a small and whole group setting. Skills are introduced through a biblical worldview which lays the foundation for future evaluation of texts and writings.

## **READING 1**

Students will develop a more comprehensive understanding of spoken words, syllables, and sounds. This foundation will enable them to apply phonics and word analysis skills in decoding words. Students will be introduced to the concepts of story elements, main idea and detail, and compare and contrast. These concepts will aid them in their ability to make connections between the text and world around them. Literature will illustrate biblical truths and characteristics that engage and excite readers.

## **ENGLISH 1**

Students will apply their knowledge of sentence structure to construct narratives up to a paragraph in length. Students will be introduced to narratives, opinion writing, and informative writing. Students will demonstrate a basic understanding of the parts of speech, which will be applied to their writing. Students will apply phonemic knowledge to spell unknown words. All student work will be written through the lens of a biblical worldview.

## **READING 2**

Students will continue to build on phonics fundamentals. They will increase reading fluency through oral and silent reading. Students will develop an understanding of literary elements and experience a variety of genres. Students will also develop comprehension strategies. They will evaluate what they are reading through a biblical worldview.

## **ENGLISH 2**

Students will study parts of speech and English conventions by reviewing and practicing each skill. In addition, students will learn the writing process and write informative and persuasive paragraphs, opinion pieces, personal narratives, and poetry. Student collaboration and teacher modeling will aid in developing the writing process and ELA conventions. Students will learn these skills through the lens of a biblical worldview.

## **READING 3**

In third-grade reading, students will be exposed to a variety of genres through class novel studies and small-group literature circles. Teacher modeling and in-class assignments will support the comprehension of the theme, main idea, and character analysis of different works. Students will demonstrate comprehension through a variety of activities like presentations and collaborative work. Fluency will be tracked through oral and silent reading.

## **ENGLISH 3**

Students will better understand parts of speech, sentence structure, and the writing process. In-class activities and teacher modeling support students in executing these skills. Scaffolding tools such as graphic organizers aid students in developing an understanding of the writing process. Students will utilize a variety of writing styles including personal narrative, opinion writing, and persuasive essay. These skills will be taught through a biblical worldview.

## **READING 4**

Reading offers a variety of teaching and assessment strategies, including silent and oral reading and literal and higher-order questions. It encourages teacher-modeling for student activities so that students can feel prepared to do new activities. It's full of biblical worldview shaping and collaborative learning opportunities. Book reports, sustained silent reading activities, and assessment guidance are included. At least two novel studies will be completed over the course of the year.



#### **ENGLISH 4**

English 4 places an emphasis on English grammar as well as practice with vital reference skills and step-by-step use of the writing process. Throughout the year, students will complete a compare/contrast essay, personal narrative, and research paper. Teacher/student conferences and teacher modeling will help further develop writing skills. Fourth grade will explore a variety of reading genres through story excerpts and novel studies all through a biblical lens. Students will engage in collaborative discussions building on others' ideas. They will present ideas clearly through class presentations.

#### **READING 5**

The literature used in fifth grade gives students an opportunity to consider new perspectives and topics. The grade-level appropriate selections expose the students to a variety of genres from a variety of authors. Comprehension strategies and literary skills tailored to each selection are emphasized before, during, and after reading. Throughout the program, students are encouraged to approach each selection with biblical discernment. Fifth grade students will also complete at least 3 novel studies over the course of the school year.

#### **ENGLISH 5**

Fifth grade ELA connects skills in writing, mechanics, listening, speaking, and viewing to provide students with a solid English language arts foundation taught with a biblical worldview. Students study one part of speech at a time, mastering English conventions through spiral review and regular practice of each skill. Proofreading activities give students practice in analyzing sentences, identifying grammatical errors, and correcting errors within the context of writing. Students follow the writing process in both language and reading to write summaries, opinion pieces, informational texts, and narratives. Teacher modeling and student collaboration help students develop their craft as they write in various genres for real-world contexts. The literature used in fifth grade, including novel studies, gives students an opportunity to consider new perspectives and topics while increasing comprehension strategies and literary skills. Speaking and presenting skills are enhanced through project presentations.

#### **ENGLISH 6**

English 6 focuses on developing students as strong writers and communicators as they review and practice grammar and mechanics and apply proper English conventions to real-world, practical pieces of writing. They will convey appropriate speaking and listening skills as they present and share their ideas with one another. Students will actively engage with several fiction and non-fiction novels as they read, discuss, and collaborate with one another. They will make meaningful connections to the text as they explore everything in light of a biblical worldview.

#### **ENGLISH 7**

English 7 is a rigorous course for the middle grades. It includes a study of English grammar and language, with a heavy emphasis on writing. Students will enhance critical thinking, research, communication, and composition skills, while further developing their understanding and usage of English conventions and spelling. Students will engage with several high interest novels and literary works as they advance their vocabulary, analysis, and academic discourse. Students will regularly participate in collaborative discussions that allow for individuals to draw their own conclusions about a given topic, articulate their argument with supporting evidence and explanation, pose high-level questions that elicit meaningful responses, and strengthen or modify their views on a given topic. Students will regularly approach texts through a biblical worldview as they analyze character motivations and themes. English 7 culminates in a capstone project that provides students with the opportunity to develop and refine public speaking skills as they are tasked to present ideas in a coherent manner while maintaining proper presentation etiquette.

## ENGLISH 8

English 8 is a rigorous course for the middle grades that equips students with the writing and analytical skills needed to be successful in high school English courses. It includes a study of English grammar and language, with a heavy emphasis on writing. Students will enhance critical thinking, research, communication, and composition skills, while further developing their understanding and usage of English conventions and spelling. Students will engage with several high interest novels and literary works as they advance their vocabulary, analysis, and academic discourse. Students will regularly participate in collaborative discussions that allow for individuals to draw their own conclusions about a given topic, articulate their argument with supporting evidence and explanation, pose high-level questions that elicit meaningful responses, and strengthen or modify their views on a given topic. Students will regularly approach texts through a biblical worldview as they analyze character motivations and themes. English 8 culminates in a capstone project that provides students with the opportunity to develop and refine public speaking skills as they are tasked to present ideas in a coherent manner while maintaining proper presentation etiquette.

## HIGH SCHOOL

### ENGLISH COMPOSITION 1—Grade 9

**CLASSIFICATION:** College Prep

**PREREQUISITE:** None

This 9<sup>th</sup> grade college-preparatory course is designed to prepare students for the rigors of writing via advanced composition techniques. Students are exposed to English grammar and literary analysis of grade-appropriate literature – fiction and non-fiction. This course also requires students to effectively communicate in a range of collaborative discussions in addition to evaluation speech for effective rhetoric and logical or fallacious reasoning. Students are equipped with the necessary tools to appreciate God's gift of language through biblical worldview-shaping themes, including identity, integrity, judgment, and logic. Emphasis is placed on research and composition skills, appropriate use of English language conventions, critical thinking, and analysis and synthesis of various texts. English Composition I concludes with a capstone project wherein students write an informative essay, create a comprehensive digital presentation of their selected topic, and engage in public speaking to facilitate an enhanced understanding of their finding supported by factual evidence and logical reasoning. This course assumes prior knowledge of basic writing skills.

### ENGLISH COMPOSITION 2—Grade 10

**CLASSIFICATION:** College Prep

**PREREQUISITE:** English Comp. 1

This 10<sup>th</sup> grade college-preparatory course is designed to prepare students for the rigors of analytical thinking and learning that allows them to appreciate God's gift of language through exposure to world literature through both fiction and non-fiction texts. Creative analysis and methods in sophisticated writing as well as collaborative Socratic dialogue will be strongly emphasized through each unit relating broader themes to multiple texts (both fiction and non-fiction) as students clarify, verify, or challenge ideas and conclusion orally and in writing. It is expected that students have command of proper writing conventions prior to taking this course; however, skills in sentence structure and clear use of punctuation will be covered to assist students in creating meaning as they craft polished writing and pieces. This course will also highlight the importance of assessing the values and worldviews present in literature, holding each and every one up to Scripture. English Composition II concludes with a capstone project wherein students prepare a comprehensive analytical presentation on work of literature and present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.

### **AMERICAN LITERATURE**—Grade 10 or 11

**CLASSIFICATION:** Honors (Grade 10), College Prep (Grade 11)

**PREREQUISITE:** Honors—Final grade of 90 or higher in English Comp. 1; College Prep—English Comp. 2

This course is a survey of American literature from the seventeenth century to the present. Students will develop writing and critical thinking skills and discover the synthesis that exists between American literature and American history. Students will have opportunities to evaluate and reflect upon prominent works of literature, college-level literary criticism, and various non-fiction pieces in order to aid an exceptional level of written synthesis, student-led Socratic dialogue, and presentations that integrate multiple sources of information displayed through diverse formats and media. Our course work will move toward an effective integration of Christian philosophy into all areas of English. It is expected that students have command of proper writing conventions prior to taking this course; however, students will be taught to use this knowledge to make effective choices for meaning or style, varying syntax for effect, revising and editing sentence structure to work cohesively. American Literature culminates with a capstone project wherein students prepare a complex, nuanced, and comprehensive analytical presentation on a work of literature in which they make strategic use of digital media to enhance understanding of findings, reasoning, and evidence to add interest and create a precise, thought-provoking teaching tool.

### **BRITISH LITERATURE**—Grade 11 or 12

**CLASSIFICATION:** Honors (Grade 11), College Prep (Grade 12)

**PREREQUISITE:** Honors—Final grade of 90 or higher in American Lit.; College Prep—American Lit.

British Literature fosters student appreciation of God's gift of language as reflected through prominent works of British literature. Through specific literary and non-fiction texts students will explore and develop skills related to deep literary interpretation and analysis, literature's significance as a reflection of humanity, and recognition and evaluation of universal themes and their connection to the human condition. Building upon high levels of synthesis explored in American Literature, the goal of this course is to prepare students for the rigors of college-level analysis and in-depth learning, which includes focus on clarity and organization, effectiveness of composition and communication skills and products (both written and oral). Additionally, students will apply scholarly literacy criticism and critical lenses to works of writing, analyzing how a particular lens influences the interpretation. This course culminates with a final thesis in which students will present an extensive, well-researched, and comprehensive argument on a topic of significance explored through a detailed piece of writing and a visually appealing, articulate, and thorough presentation. Students will demonstrate an ability to integrate multiple sources of information - presented in diverse formats - and media to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

### **ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION**—Grade 12

**CLASSIFICATION:** Advanced Placement. In-person instruction. College credit based upon score of the Advanced Placement Exam.

**PREREQUISITE:** Final grade of 80 or higher in American Lit.

AP Literature is an intensive introductory college-level literary course designed to explore advanced methods of literary interpretation and analysis. The primary objectives of this course will be to prepare students for the challenges of post-secondary literature classes and to equip them with the skills attitudes, and knowledge needed to confidently and successfully approach the AP Literature exam. This objective will be achieved through in-depth analysis of novels, short stories, poems, and dramas from a wide range of literary periods and styles. Students will also be challenged to improve their overall writing, communications, and research skills and continue to develop a literary vocabulary. Additionally, students will be challenged to critique all literature and writing from a biblical

perspective. This course culminates with a final thesis in which students will present an extensive, well-researched, and comprehensive argument on a topic of significance explored through a detailed piece of writing and a visually appealing, articulate, and thorough presentation. Students will demonstrate an ability to integrate multiple sources of information – presented in diverse formats – and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

#### **DUAL ENROLLMENT COLLEGE WRITING 1**–Grade 11 or 12

**CLASSIFICATION:** Dual Enrollment. Online through Bryan College. Facilitated by MCS content area teacher.

**PREREQUISITE:** Cumulative GPA of 3.0 or higher. Completion of American Literature.

This course focuses on writing in a variety of rhetorical modes including exposition, argument, and an introduction to research skills. Students will write at least four major essays and complete a number of informal writing assignments. At least one major essay involves a literary work.

#### **DUAL ENROLLMENT COLLEGE WRITING 2**–Grade 11 or 12

**CLASSIFICATION:** Dual Enrollment. Online through Bryan College. Facilitated by MCS content area teacher.

**PREREQUISITE:** Cumulative GPA of 3.0 or higher. Completion of Dual Enrollment College Writing 1.

This course focuses on source-based writing, research writing, and literary analysis. Students will write at least four major essays and complete a number of informal writing assignments. Major essays include a research paper on a current topic and an analytical essay on a major work of literature.

## **MATH DEPARTMENT**

Holly Goins, Faculty Lead

### **MATH DEPARTMENT STATEMENT**

As beings created in the image of God, we reflect His attributes, including the ability to reason and do mathematical processes. At Maryville Christian School, we are committed to teaching students to use their divinely-given ability to think critically and solve real-world math problems. Our approach is to show the faithfulness of our covenant-keeping God through the reliable principles, laws, and relationships found in math. Our instruction is designed to engage students in a variety of differentiated activities that will meet the needs of all students. Our chief end is to glorify the greatness of God through our mathematical abilities and not our own human intellect.

### **GRADUATION REQUIREMENTS: MATH**

4 credits are required. High school students must take a math course every year they are enrolled at MCS.

## **COURSE DESCRIPTIONS**

### **PRE-K 3 MATH**

Students will work on number recognition and continual tracing of their numbers and shapes. Each month they will be introduced to a new number emphasis going from numbers 1 - 10. Students will work on patterns, similarities and differences, and size comparisons of shapes and objects. We will introduce daily and monthly calendar understanding. This will include number counting, and the order of the week such as today, tomorrow, and yesterday. One-to-one correspondence will be emphasized through manipulatives, modeling, and drawings.

### **PRE-K 4 MATH**

Students will learn number recognition, writing their numbers, and shapes. They will be introduced to counting by fives and tens while counting to 100 in our daily routine. They will learn positional words, one-to-one correspondence, patterns, similarities and differences, ordinal positions, and size comparisons. As the year progresses, students will be introduced to adding and subtracting. Daily calendar time will help them understand order and patterns, first and next.

### **KINDERGARTEN MATH**

Students will develop a basic understanding of numeracy, addition, subtraction, and geometry. Students will also be introduced to fractions, time, and money. Calendar, skip counting, and mathematical worldview will be discussed.

### **MATH 1**

In First Grade Math, students will expand on their understanding of addition, subtraction, money, time, measurement, and geometry. Students will practice a variety of strategies to increase their problem-solving skills. Manipulatives and real-life applications will create meaningful and interactive connections to math. Students will view math as a tool to better understand and care for God's creation.

## **MATH 2**

Students will develop an understanding of place value, addition, subtraction, multiplication, division, time, graphing, fractions, and measurement. An introduction to basic word problems and problem solving will be examined in this course. Students will use manipulatives and hand-on learning to solidify these concepts. Students will make sense of mathematical concepts and applications through biblical principles.

## **MATH 3**

Third-grade math requires students to fluently add and subtract three-digit numbers, determine place value, and multiply and divide with one-digit factors. Students will develop a deeper understanding of graphing, fractions, decimals, and word problems. Incorporated throughout Math 3 are manipulatives and real-world applications.

## **MATH 4**

Fourth grade math encourages accurate computation as students apply their knowledge of place value to multiplication and division. This class also encourages students to use reasoning skills to estimate answers, and develops a better understanding of fractions, geometry, measurements, and pre-algebra skills.

## **MATH 5**

Fifth grade math challenges students to apply their knowledge of operations of whole numbers to decimals and fractions. Students will continue to develop pre-algebra skills and deepen their understanding of geometry, measurement, and data. Activities will give them opportunities to practice and apply STEM skills. Students in this course will relate that God is omniscient and can be seen in truth revealed through mathematics.

## **MATH 6**

Sixth grade math is a course with both computation and problem-solving components. The emphasis is on teaching students to understand math skills fully so that they will be able to think critically to solve problems. Through the use of concrete and digital manipulatives, whole group and independent practice, as well as spiral review built in to lessons throughout the year students will prepare for higher level math and be able to enjoy the process. The course will also focus on the immutability of God and how that is reflected in math.

## **FUNDAMENTALS OF MATH–Grade 7**

Fundamentals of math is designed to solidify foundational mathematics skills prior to beginning algebra and advanced math. The content of this course is focused upon numerical and algebraic expressions, equations & inequalities, ratios, proportions, and percents, and probability and statistics. Students will see God as the foundation and function of our daily lives through problem solving and application.

## **PRE-ALGEBRA–Grade 8**

Pre-Algebra emphasizes a strong foundation for success in Algebra while also connecting studies to real-world applications and helping students understand the implications of math study for biblical worldview shaping. Pre-Algebra equips students to progress from foundational to more advanced mathematical skills and strategies with expanded opportunities for abstract reasoning and real-world problem-solving involving expressions and equations, functions, geometry, and statistics and probability within the context of a biblical worldview.

## HIGH SCHOOL

### **ALGEBRA 1**—Grade 8 or 9

**CLASSIFICATION:** Honors (Grade 8), College Prep (Grade 9)

**PREREQUISITE:** Honors—Final grade of 90 or higher in Fund. of Math; College Prep—Pre-Algebra

Algebra 1 emphasizes linear and quadratic expressions, equations, and functions. This course also introduces students to polynomial and exponential functions with domains in the integers. Students explore the structures of and interpret functions and other mathematical models. Students build upon previous knowledge of equations and inequalities to reason, solve, and represent equations and inequalities numerically and graphically.

### **GEOMETRY**—Grade 9 or 10

**CLASSIFICATION:** Honors (Grade 9), College Prep (Grade 10)

**PREREQUISITE:** Algebra 1

Geometry is the branch of mathematics concerned with the properties, relationships, and measurement of points, lines, curves, and surfaces. It covers a comprehensive look at the concepts of basic elements of geometry, proofs, parallel and perpendicular lines, the coordinate plane, triangles, quadrilaterals, polygons, circles, trigonometry, congruence and similarity, surface area, volume and transformations.

### **ALGEBRA 2**—Grade 10 or 11

**CLASSIFICATION:** Honors (Grade 10), College Prep (Grade 11)

**PREREQUISITE:** Algebra 1 and Geometry

Algebra 2 is a high-level practical math course. It is designed to develop and build logical and higher level analytical skills. The course emphasizes polynomial, rational and exponential expressions, equations, and functions. Students will explore the structures of and interpret functions and other mathematical models.

### **BRIDGE MATH**—Grade 11 or 12

**CLASSIFICATION:** College Prep

**PREREQUISITE:** Algebra 2

Bridge Math is a course intended to build upon concepts taught in previous courses to allow students to gain a deeper knowledge of the real and complex number systems as well as the structure, use, and application of equations, expressions, and functions. Functions emphasized include linear, quadratic, and polynomial. Students continue mastery of geometric concepts such as similarity, congruence, right triangles, and circles. Students use categorical and quantitative data to model real life situations and rules of probability to compute probabilities of compound events.

### **APPLIED MATHEMATICS**—Grade 12

**CLASSIFICATION:** College Prep

**PREREQUISITE:** Bridge Math

Applied Mathematics involves the application of mathematics to problems which arise in various areas, such as science, engineering or other diverse areas, and/or the development of new or improved methods to meet the challenges of new problems. Therefore, the emphasis is on both mathematics and the development of new methods to meet the challenges of new problems and the real world.

**PRECALCULUS**—Grade 11**CLASSIFICATION:** Honors**PREREQUISITE:** Algebra 2 & Math ACT score of 22

Precalculus is an advanced math course designed to deepen students' critical thinking skills involving mathematical concepts. The main topics covered include properties of real and complex numbers, coordinate geometry, polar coordinates, vectors, matrices, conics, properties of relations and functions: including polynomial and rational functions, exponential, and logarithmic functions, and trigonometric functions.

**DUAL ENROLLMENT ELEMENTARY STATISTICS**—Grade 12**CLASSIFICATION:** Dual Enrollment. Taught in-person by MCS faculty through Bryan College.**PREREQUISITE:** Cumulative GPA of 3.0 and Math ACT score of 22

Elementary Statistics is an introduction to the subjects of probability and statistics. A partial listing of topics includes collection and presentation of data, computation and use of averages, measurements of dispersion, introduction to statistical inference, hypothesis testing, regression, correlation, and chi-square tests.

**DUAL ENROLLMENT PRECALCULUS**—Grade 12**CLASSIFICATION:** Dual Enrollment. Online through Bryan College. Facilitated by MCS content area teacher.**PREREQUISITE:** Cumulative GPA of 3.0 and Math ACT score of 22

Dual enrollment precalculus examines properties of real numbers and complex numbers; coordinate geometry; properties of relations and functions, including polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions at the college level.

**DUAL ENROLLMENT CALCULUS**—Grade 12**CLASSIFICATION:** Dual Enrollment. Online through Pellissippi State Community College. Facilitated by MCS content area teacher.**PREREQUISITE:** Cumulative GPA of 3.0, Math ACT score of 26 and Reading ACT score of 19

Calculus builds on the concepts studied in precalculus. The study of calculus covers differentiation and integration of functions of one variable, with applications. Topics covered include a study of limits, continuity, derivatives of different classes of functions, maxima and minima, concavity, related rates, optimization problems, and an introduction to integration of functions.



# HISTORY DEPARTMENT

Alex Stroud, Faculty Lead

## HISTORY DEPARTMENT STATEMENT

The history/social studies program at Maryville Christian School seeks to develop students who can influence their communities and world as critically-thinking followers of Christ. Instruction provided is developmentally appropriate and is a balance of inquiry-based learning and direct instruction. Social studies instruction at MCS flows from the central source point that God as Creator has ordained the steps of all mankind and understanding that God is the author of all history.

## GRADUATION REQUIREMENTS: HISTORY

4 credits are required. High school students must take a History course every year they are enrolled at MCS.

## COURSE DESCRIPTIONS

### HISTORY 1

In first grade history, students will establish a biblical worldview of God's design for family, church, government, and citizenship. The importance of the church and biblical family will be the foundation of developing good citizenship. Students will be exposed to maps, primary sources, landforms, symbols, and other cultural worldviews throughout their studies.

### HISTORY 2

Students will learn the principles of Christian citizenship. Second graders will examine values like freedom, equality, and individual responsibility. Studies of famous Americans and historical events incorporating these values will occur. Students will develop research, collaboration, and communications skills throughout this course.

### HISTORY 3

Students will learn early United States history from the discovery of the New World through the Civil War. Biblical integration is taught throughout the course through the inclusion of the Great Commission, the Great Awakening, and understanding God's sovereign plan for our nation. In addition, students will learn geographical concepts such as cardinal and intermediate directions, continents, and oceans.

### HISTORY 4

Students in fourth grade history will study American history from Reconstruction through World War II. Instruction will also include a unit on the regions/geography of the United States and a unit on Tennessee History. Beyond learning historical facts, these events will be taught from a biblical worldview.

### HISTORY 5

Fifth grade history continues the narrative of American history from World War II through the inauguration of President Obama in 2009. Topics are presented from a biblical perspective and include World War II, the Vietnam War, struggles over civil rights, the war on terror, Afghanistan and Iraq wars, and immigration decisions. The students will also study the geographical locations of the countries about which they are learning as well as a unit on US regions.

## **HISTORY 6**

Sixth grade history is a study of ancient civilizations from the beginning of time (Genesis 1) through the Classical Age of ancient Greece. Students will study geography, evaluate types of government, examine economic systems, as well as identify cultural influences from a biblical worldview. Through a variety of activities and assessments including both written and hands-on projects, students will have opportunities through multiple learning styles to connect with the past and learn for the future.

## **WORLD STUDIES—Grade 7**

Seventh grade takes a fresh look at the civilizations of the world through the lens of a Christian worldview. We begin with a brief review of history from Creation to the coming of Christ and progress in a chronological journey around the world studying the ebb and flow of empires, cultures, economies, and world religions. We will learn about all the influential men and women that paved the path for the world we live in today. We will conclude our studies with an examination of the trends of the emerging 21st century.

## **AMERICAN REPUBLIC—Grade 8**

Eighth grade will unfold the history of the United States through a richly detailed narrative to better understand why the founding fathers structured the government of the United States with biblical roots in order to leave a legacy that shaped the world. Starting with the discovery of the New World, then tracing the path of American history up to the present day. In addition to a historical account, a focus will be placed on the distinctiveness of American values and government, and we will emphasize the importance of understanding and appreciating United States history.

# **HIGH SCHOOL**

## **CULTURAL GEOGRAPHY—Grade 9**

### **CLASSIFICATION:** College Prep

In ninth grade we learn to become informed citizens and empowered participants in society. We will focus on cultural geography from a biblical perspective and will encourage one another to appreciate the diversity of people, cultures, and landforms. God created all people, so it's time to learn about and find value in all people in all walks of life all over the world.

## **WORLD HISTORY—Grade 10**

### **CLASSIFICATION:** College Prep

This class will focus on the history of the world from the voyages of Christopher Columbus in 1492 to the fall of the Soviet Union in 1991. The purpose of this course is to examine how Europe created a globalized and interconnected world based upon trade, warfare, and cross-cultural connections. Students will examine primary sources written by men and women who experienced these historical events firsthand. Additionally, they will employ critical thinking and reading skills to these sources. Finally, students will consider how the gospel and Jesus Christ's return is indispensable to the healing of the nations.

## **U.S. HISTORY—Grade 11**

### **CLASSIFICATION:** College Prep

This class will focus on the history of the United States from the end of the American Civil War to the election of Barack Obama. The purpose of this course is to examine how the United States developed politically, culturally, and economically following the catastrophe of the American Civil War. Students will examine primary sources written by men and women who experienced these historical events firsthand. Additionally, they will employ critical thinking and reading skills to these sources. Finally,

students will consider how the gospel and the work of Jesus Christ is necessary to the betterment of all people in the United States in the past, present, and future.

### **GOVERNMENT/COMPARATIVE POLITICS—Grade 12**

**CLASSIFICATION:** College Prep

This class will focus on the philosophy and structure of the American government as it exists in its current state. Students will examine primary sources written by men and women who helped develop the American government. They will also explore primary sources related to issues surrounding governmental power over the lives of individuals. Additionally, students will examine current news articles directly related to the topics in class. Students will employ critical thinking and reading skills to these sources. Finally, students will consider what the Bible has to say about the role Christians should play within governmental structures.

### **ECONOMICS/PERSONAL FINANCE—Grade 12**

**CLASSIFICATION:** College Prep

The goal of economics/personal finance is to prepare students for life after high school. Students can expect to learn how to create opportunities for financial growth through budgeting, consumer awareness, education and career choices, and market conditions. In addition to monetary budgeting, the course will address budgeting time management from a biblical standpoint. Students can also expect to see recurring emphasis placed on the biblical truths of a core budget.

### **DUAL ENROLLMENT HISTORY OF THE UNITED STATES 1—Grade 11**

**CLASSIFICATION:** Dual Enrollment. Online through Bryan College. Facilitated by MCS content area teacher.

**PREREQUISITE:** Cumulative GPA of 3.0 or higher.

This is a survey course that focuses on the political, military, social, economic, and religious history of the United States from the eve of colonization through Reconstruction.

### **DUAL ENROLLMENT HISTORY OF THE UNITED STATES 2—Grade 11**

**CLASSIFICATION:** Dual Enrollment. Online through Bryan College. Facilitated by MCS content area teacher.

**PREREQUISITE:** Cumulative GPA of 3.0 or higher.

This course is a survey that focuses on the political, military, social, economic, and religious history of the United States from Reconstruction to the present.

## SCIENCE DEPARTMENT

Ashley Jackson, Faculty Lead

### SCIENCE DEPARTMENT STATEMENT

Science instruction at Maryville Christian School is designed to help students learn to see God's image in His creation and reflect His image while developing proficiency in different sciences. Science instruction at MCS is intended to foster balanced development of the whole person to prepare them for life in God's creation. The science curriculum is designed to create students that are competent and engaged successfully in understanding, exploring, analyzing, and applying scientific concepts and principles to various life situations.

### GRADUATION REQUIREMENTS: SCIENCE

3 credits are required. High school students must take Biology, Chemistry, and one other lab science.

## COURSE DESCRIPTIONS

### PRE-K 3 SCIENCE

Students will be able to have a basic understanding of what science is through God's creation. Students will experiment through the five senses as they create and observe different ideas. Some of the ideas that we will discover will include weather, seasonal changes, and plant and animal life. Students will be able to use their imaginations and creativity to relate it back to a biblical view.

### PRE-K 4 SCIENCE

Students will be introduced to a basic understanding of physical science by observing, experimenting with, and using their senses to experience topics such as mass, magnets, friction, and light. They will work together as a team to create new sensory experiences together and use their imagination and creativity to relate the physical world to our Creator.

### KINDERGARTEN SCIENCE

Students will be able develop an understanding of science through a biblical worldview. Students will investigate topics such as weather, animals, plants, space, matter, and forces by observation and experimentation. Students will use their senses, imagination, and creativity to understand and connect ideas in God's creation.

### SCIENCE 1

In Science, students will delineate between the importance of science, living things, the human body, Earth and Space, and light and sound energy. Hands-on exploration of these themes will inspire students' awe and curiosity of God's creation and in response promote good stewardship of all creation. Students will explore connections between daily life and their studies.

### SCIENCE 2

Students will be able to interpret and apply scientific knowledge through the lens of biblical teaching. Students will examine living things, plants, habitats, fossils and dinosaurs, layers of the earth, the body, and force and motion. Students will engage in hands-on activities and projects to develop inquiry skills.

### **SCIENCE 3**

Students in third grade will learn about Earth, space, and life science through a biblical worldview. Students will learn about the solar system, weather and climate, rocks and fossils, cells, plants, and ecosystems. Instruction places an emphasis on inquiry and project-based learning in whole group and small group settings. Students will recognize God as the Creator and identify His authority over all of creation.

### **SCIENCE 4**

Students will learn about life through the context of a biblical worldview. This class enables students to discover God's design of forces, electricity, and magnetism by using their scientific knowledge, inquiry skills, and engineering skills. Students will discover more of the world around them and deepen their knowledge of the Creator as they study different human body systems. Students will also learn and study the properties of the moon and explore water and oceans.

### **SCIENCE 5**

Fifth grade science explores God's creation in a study of minerals and rocks, fossils, biomes, sound, and light. Students develop science process skills by participating in hands-on activities and projects. Students will be able to see God as the Creator of our world and will study the ways He has designed it to function from a biblical perspective.

### **LIFE SCIENCE—Grade 6**

In Science 6, students will explore life science through the biblical worldview of creation. Students will engage with topics such as cells and classification systems, reproduction, and genetics. A hands-on approach to learning is used as students experiment, create and investigate God's magnificent design.

### **EARTH SCIENCE—Grade 7**

Students will be learning about geology, earthquakes, and volcanoes as one might expect, but in addition they will learn biblically based truths about fossils, Earth's history, climate, weather, and astronomy. Emphasis is placed on the flood of Genesis as well as the Creation Mandate – how we use the resources God has given us in a responsible and moral way to promote human flourishing. Concepts will be regularly reinforced with hands-on projects such as spaghetti towers, wind turbines, solar vehicles, and scale ark models.

### **PHYSICAL SCIENCE—Grade 8**

This class will challenge students to think more deeply about the world of forces, motion, and aspects of chemistry that God has created and use mathematical formulas to describe them. Simple machines, magnetism, electricity, and lasers are studied with an emphasis on how our knowledge of these topics help others for God's glory. Atomic structure, chemical bonding and reactions, acids and bases, and nuclear power are a few of the chemistry concepts covered, all with a mindset of fulfilling the Creation Mandate. This class is full of hands-on activities, from launching rockets and crash test cars to mixing chemicals and blasting calcium carbide cannons.

## **HIGH SCHOOL**

### **BIOLOGY—Grade 9**

#### **CLASSIFICATION:** College Prep

Biology is the study of life – God's most complex and amazing creation. Students will be challenged to think critically about our role as image bearers and the value of human life. A central focus will be the

concept of what it means to be human. Biochemistry, ecology, cytology, bacteria, viruses, genetics, plants, animals, and the theory of evolution are the major units of this course. These concepts will be reinforced with labs such as growing algae for biodiesel, investigating bacterial colonies on nutrient agar dishes, and examining the hidden world around us through advanced microscopy techniques.

### **CHEMISTRY**–Grade 10

**CLASSIFICATION:** College Prep

In Chemistry, students will explore the physical and chemical properties of elements and compounds. They will learn about how chemical reactions occur and use a gained understanding of chemical composition to show that matter and energy cannot be created or destroyed. They will also see how the order and design of atomic structures points to an intelligent designer who created the universe with extreme order.

### **PRINCIPLES OF ENGINEERING**–Grade 11 or 12

**CLASSIFICATION:** College Prep

**PREREQUISITE:** Biology and Chemistry

Engineers have a unique opportunity to glorify God through technical expertise that can provide people with homes, clean water, and many other life necessities. The main goal of the class is to train students to effectively execute the engineering design process to solve real world problems. Students will use 3D printers and Computer Aided Design to create and test many of their prototypes. Topics discussed through the course include mechanisms, mechanical advantage, woodworking, energy sources/storage, motors, fluid dynamics, and more.

### **PHYSICS**–Grade 11 or 12

**CLASSIFICATION:** College Prep

**PREREQUISITE:** Biology and Chemistry

Appreciation of science begins by acknowledging God as the Creator and recognizing the order that exists through the universe is ordained by Him. Through this course, students will gain an understanding of how these laws operate and how to make predictions concerning them - specifically, laws concerning motion, energy, and electricity. These natural laws can be effectively communicated through mathematics. Students spend years in math classes wondering, "When am I ever going to use this?" That question, along with many others about God's natural laws, will be answered throughout the year.

### **ANATOMY & PHYSIOLOGY**–Grade 11 or 12

**CLASSIFICATION:** College Prep

**PREREQUISITE:** Biology and Chemistry

This course will give students a deeper understanding of how the human body works, starting from a cellular level and building up to each body system. As we study the body systems, we will be integrating microscope use and various labs to deepen the understanding of how the mechanisms of the human body operate.

### **ADVANCED PLACEMENT BIOLOGY**–Grade 12

**CLASSIFICATION:** Advanced Placement. In-person instruction. College credit based upon score of the Advanced Placement Exam.

**PREREQUISITE:** Final grade of at least 80 in Biology and Chemistry

This course is aligned to the College Board AP Biology Curriculum Framework and is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. Twenty-five percent of instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. Investigations require students to ask questions, make

observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. This course is designed to prepare students for the Biology College Board Advanced Placement Exam.

## FINE ARTS DEPARTMENT

Scott Greer, Faculty Lead

### FINE ARTS DEPARTMENT STATEMENT

Fine Arts instruction at Maryville Christian School is designed to present a biblical perspective on aesthetics. While not all students are naturally gifted artists or musicians, each may learn to develop an appreciation for the beauty of God's creation and the celebration of that through musical and visual arts. All students in fine arts, regardless of natural giftedness, are encouraged to glorify God in their work and worship through the arts.

### GRADUATION REQUIREMENTS: FINE ARTS

1 credit is required. High school students must complete one fine art credit.

## COURSE DESCRIPTIONS

### BEGINNING BAND—Grades 6-8

Band utilizes multiple God-given senses, such as hearing, sight, and touch; and multiple skills, such as math, analysis, and physical technique. This course will help students gain knowledge and practice of how to use all the senses and skills together to make music as an individual and within a band environment. The student will also learn the theory behind the music and instruments as well as study music history. Through the study of band and music theory, students will demonstrate an understanding and practical use of rhythms, key signatures, time signatures, instrument keys, articulation techniques, scales, breathing and volume control, and performing. Beginning band works through these musical skills at an introductory level.

### MIDDLE SCHOOL ART—Grades 6-8

Middle School Art is a beginner course intended to develop students' art skills through the introduction of a study of the elements of art. Students will have the opportunity to produce creative pieces of art in a variety of media and styles that demonstrate an understanding of processes, techniques, and materials.

### MIDDLE SCHOOL BAND—Grades 7-8

#### PREREQUISITE: Beginning Band

Band utilizes multiple God-given senses, such as hearing, sight, and touch; and multiple skills, such as math, analysis, and physical technique. This course will help students gain knowledge and practice of how to use all the senses and skills together to make music as an individual and within a band environment. The student will also learn the theory behind the music and instruments as well as study music history. Through the study of band and music theory, students will demonstrate an understanding and practical use of rhythms, key signatures, time signatures, instrument keys, articulation techniques, scales, breathing and volume control, and performing. Middle school band works through these musical skills at a basic to intermediate level, depending on each student's ability level.

### MIDDLE SCHOOL CHOIR—Grades 6-8

Middle School Choir begins with acknowledging the voice is a God-made instrument. Since He is the creator of the instrument, it is our responsibility to care for it properly and use it to glorify Him. The course will help the students develop knowledge and practice of how to use the voice both as a soloist and as part of an ensemble. The student will learn the basics of music theory with an understanding of rhythms, key signatures, time signatures, and sight singing. Students will practice vocal technique,



breathing, ensemble blend, harmonics, and performing. Middle School Choir works with the student's musical skills at an introductory level.

## HIGH SCHOOL

### **FINE ARTS APPRECIATION**—Grades 9-12

This course will assist students in broadening their knowledge and understanding of how music, art, and culture influence each other and impact their biblical worldview. Students will learn how to appreciate visual and musical art, make philosophical connections between culture, art, and music, and identify characteristics of visual and musical art related to the time period. As students develop the aesthetics aspects of their worldviews, they will be encouraged to analyze how God, the Creator, is represented across the time periods.

### **HIGH SCHOOL INTRODUCTION TO VISUAL ARTS**—Grades 9-12

High School Introduction to Visual Arts is a beginner's course in visual arts. During this course students will study each of the elements of art and multiple mediums. Students will participate in individual and group projects that will enhance their skills in drawing, painting, and sculpture. Students will be expected to do regular sketchbook work and will do presentations of personal art projects as well as self-evaluations and peer evaluations.

### **HIGH SCHOOL STUDIO ART**—Grades 10-12

#### **PREREQUISITE:** Introduction to Visual Arts

High School Studio Art is an advanced art course for students who have completed High School Introduction to Visual Arts. During this course, students will complete in depth unit studies of art mediums, styles, and techniques to encourage the development of their personal art passions. This course will allow students to display more freestyle art forms that showcase their talents and skills.

### **HIGH SCHOOL BAND**—Grades 9-12

Band utilizes multiple God-given senses, such as hearing, sight, and touch; and multiple skills, such as math, analysis, and physical technique. This course will help students gain knowledge and practice of how to use all the senses and skills together to make music as an individual and within a band environment. The student will also learn the theory behind the music and instruments as well as study music history. Through the study of band and music theory, students will demonstrate an understanding and practical use of rhythms, key signatures, time signatures, instrument keys, articulation techniques, scales, breathing and volume control, and performing. High school band students will develop these skills at a more advanced level.

### **HIGH SCHOOL CHOIR**—Grades 9-12

High School Choir begins with acknowledging the voice is a God-made instrument. Since He is the creator of the instrument, it is our responsibility to care for it properly and use it to glorify Him. The course will help the students develop knowledge and practice of how to use the voice both as a soloist and as part of an ensemble. The student will learn the basics of music theory with an understanding of rhythms, key signatures, time signatures, and sight singing. Students will practice vocal technique, breathing, ensemble blend, harmonics, and performing. High School Choir works with the student's musical skills at a basic to intermediate level, depending on each student's ability.

## HEALTH/ WELLNESS DEPARTMENT

Eric Hamner, Faculty Lead

### HEALTH/ WELLNESS DEPARTMENT STATEMENT

We believe that our bodies are gifts from our Creator and a dwelling place, a temple, for the Holy Spirit. Our desire is to teach students how exercise, by God's design, increases overall mental health, reduces health risks to our physical health, helps manage our emotions, and increases brain performance. Through sport and motor skills students will discover how to perform functions that improve overall health, how to work well with teammates and find value in differing gifts that help reach for a common goal, how to pursue excellence and overcome failures, and how to use their gifts and abilities to bring glory to God, as an act of worship. Students will discover how to take care of their physical, mental, emotional, social, and spiritual health through preventative measures such as exercise, abstaining from unhealthy choices and behaviors, optimal nutrition, and a relationship with Christ that allows us to confidently trust in Him.

### GRADUATION REQUIREMENTS: HEALTH/ WELLNESS

2 credits are required. High school students must complete one health class and one P.E. class.

## COURSE DESCRIPTIONS

### PHYSICAL EDUCATION - Grades K-3

We will explore and develop fine and gross motor skills, spatial awareness, and how to work and play with others in a healthful, biblical manner. Students will discover sports skills and concepts that will help them have an active lifestyle and find activities that they enjoy and in which they excel. Students will develop cardiovascular fitness, strength, speed, coordination, flexibility, discipline, perseverance, and sportsmanship. Students will also discover the basics of how God designed them, cares for them, provides for them, and loves them.

### PHYSICAL EDUCATION - Grades 4-6

Students will develop a biblical understanding of how God designed their bodies, how we should care for our bodies, and how we should be able to work well with others for a common goal. Students will examine how to win with class and humility and how to handle a losing performance gracefully. Students will discover higher concepts of gross and fine motor movements as well as an increased understanding and personal improvement in cardiovascular fitness, strength, speed, coordination, flexibility, and knowledge in a variety of different sports that will allow them to be active, independent of physical education class. Students will begin to discover higher level strategies and concepts that will set them up for success in sports and fitness. As a result, students will gain discipline, sportsmanship, perseverance, and character as well as other life skills taught through sport. Students will learn how God designed the world and everything in it and how those concepts and principles allow for sport. Students will examine how everything they do can be an act of worship toward our Creator, God.

### MS PHYSICAL EDUCATION—Grade 8

Through the lens of how God designed our bodies and the world, we will explore skills, concepts, scientific laws, and teamwork (community) to keep the bodies God gifted us healthy and in biblical community with others. We will discover strengths, weaknesses, and how others with differing abilities can unite for common goals. We will also examine physical health and fitness and how we should use the talents and opportunities God gave us as an act of worship, pointing our hearts and others to our Creator. Students will demonstrate discipline, perseverance, character, and sportsmanship as they pursue excellence and overcome failures in a biblical manner.

### **MS HEALTH AND WELLNESS—Grades 6-8**

Through biblical concepts of Health Science, we will discover how God designed our bodies and how He intended us to have a healthy community with others, including those with differing skills, interests, and opinions. We will explore physical, emotional, mental, social, and spiritual health and how our increasing knowledge should affect the decisions we make and can impact us and others for a lifetime. As we discover truths, we will explore goals that direct our paths toward a lifestyle that stewards over our health in a way that honors God and protects the gifts He has given us. We will learn that anything that is in direct conflict with the Word of God is not healthy for us as He is our Creator.

## **HIGH SCHOOL**

### **HIGH SCHOOL TEAM SPORTS—Grades 9-12**

Students will apply previous sport and motor skills and concepts to a game-like setting. Students will develop strategies and concepts that will allow them to use their strengths and overcome their weaknesses (both team and individual) to reach the common goal, winning. Students will discover rules and parameters for sports at a higher level. Students will have the opportunity to increase health and skill related components of fitness such as muscular strength and endurance, cardiorespiratory fitness, flexibility, speed, agility, and coordination through sport. Overall, students will develop into not just skilled athletes, but individuals of strong character who exemplify biblical values both on and off the field. The hope is that students leave this course with a deeper understanding of how faith can enrich their lives, guide their actions, and positively impact the world of sports and beyond.

### **HIGH SCHOOL HEALTH AND WELLNESS—Grades 9-12**

Through the truthful and biblical concepts of Health Science we will discover how God designed our bodies, how we can take care of our bodies better, and how He intended us to have a healthy community and relationships with others, including those with differing skills, interests, and opinions. We will examine Scripture that guides us to a better understanding of how to care for our physical, emotional, mental, social, and spiritual health and how what we know can and should affect the decisions we make and impact us for a lifetime. As we discover truths, we will explore goals that direct our paths toward a lifestyle that stewards over our physical, mental/emotional, social, and spiritual health in a way that honors God and protects the gifts He has given us. We will learn that God can and should be revealed in every area of our lives and that we can have an increasing dependence on Him which will enhance our overall wellness.

# TECHNOLOGY DEPARTMENT

Josiah Brunson, Faculty Lead

## TECHNOLOGY DEPARTMENT STATEMENT

At Maryville Christian School we believe that technology can be used to fulfill the second greatest commandment: to love our neighbors as ourselves. Opportunities to love and serve our neighbors become increasingly prevalent as workforce demand for technological proficiency increases. Technology education promotes critical thinking, problem-solving abilities, and creativity in students. Courses offered will develop students' logical reasoning and help bridge the gap between mathematical and scientific principles.

## GRADUATION REQUIREMENTS: TECHNOLOGY

1 credit of Computer Science is required.

## COURSE DESCRIPTIONS

### STEM–Grades K and 1

Kindergarten and 1st grade are introduced to basic STEM concepts in this course. Students learn the engineering design process and follow it by completing inquiry-based activities that explore real-world applications. Students practice working with a partner or group to teach collaboration and teamwork.

### STEM–Grades 2 and 3

Second and third graders explore STEM concepts in this course. Students actively engage in the STEM design process as they learn to solve real world problems and think critically. They work collaboratively and learn to communicate and cooperate with their peers to solve problems and achieve a common goal.

### STEM–Grades 4 and 5

Fourth and fifth graders actively engage in and explore STEM concepts in this course. Using the STEM design process, students explore real-world problems that can be solved using science, technology, engineering, and mathematics. As they explore and solve these problems, students learn to think critically and creatively. They work collaboratively and learn to communicate and cooperate with their peers to solve problems and achieve a common goal.

### MIDDLE SCHOOL COMPUTER SCIENCE PRINCIPLES–Grade 8

Middle School Computer Science is an introduction to computer science that equips students to engage with technology as a tool for creativity, communication, and problem solving. In our ever-changing world where technology is becoming increasingly prevalent in our daily lives, the need for computer science education is vital. Students need this knowledge to understand and participate in society. Pursuing a career in technology presents Christians with an opportunity to bring God glory through their work. Apps, websites, and games can be designed to spread the gospel or help the needy in the name of Christ. Broad course objectives include an emphasis on problem solving and computing, web development, interactive animations and games, the design process, data and society, as well as artificial intelligence and machine learning.

### **MIDDLE SCHOOL ROBOTICS—Grades 6-8**

The primary focus of this course is to provide a foundation for students to develop powerful and practical machines. Though the projects completed during this course may not seem so powerful, successful students should end the course with a strong foundation for further study. Much of the course is dedicated to building electrical circuits and programming them with Arduino Unos. Arduinos are small electronic devices which contain headers and a microcontroller that can be used for a large variety of applications. In fact, our Prusa 3D printer uses an Arduino to read the code, move the motors, and feed the filament. Some of the topics covered in this course include fundamentals of electricity, breadboarding, programming, and inputs and outputs.

## **HIGH SCHOOL**

### **HIGH SCHOOL COMPUTER SCIENCE PRINCIPLES—Grades 9-12**

The goal of the course is to equip students with the knowledge, skills, and ethical understanding necessary to engage with technology responsibly and purposefully. The course aims to foster critical thinking, creativity, and a sense of stewardship over the resources and opportunities provided by the field of computer science. Students will be encouraged to use their computer science expertise to serve others, uphold moral values, and contribute positively to society, aligning their pursuits with the principles of love, justice, and compassion taught in the Scriptures.

### **HIGH SCHOOL ROBOTICS—Grades 9-12**

Though robotics can be considered a combination of mechanical engineering, electrical engineering, and computer science, this course places more of an emphasis on the electrical engineering and computer science aspect. Similar to Middle School Robotics, High School Robotics students will be working primarily with Arduino Unos. By the end of the course successful students should be able to design, program, and construct small machines that can be used to automate simple tasks, researching, planning, and troubleshooting independently.

# FOREIGN LANGUAGE DEPARTMENT

Michael McIntyre, Faculty Lead

## FOREIGN LANGUAGE DEPARTMENT STATEMENT

As with all classes taught at Maryville Christian School, this course is taught through the lens of the Bible. All languages have their origin at the Tower of Babel, where people came together to construct a tower to reach the heavens. The tower was to symbolize their solidarity and pride in their own accomplishments. The city of Babel was in direct defiance of God's mandate to go forth, multiply, and take dominion of the earth. Between the people's pride and defiance of God's command, God came down to disperse the people and confound their language. As a result, we have the root languages that have now become over 3,000 different languages and dialects. But now, in New Testament times, we are commissioned to go and make disciples of every nation and tribe, which means we need to be able to speak their language. Learning Spanish is one step in the process of sharing the Gospel and teaching others how to become followers of Jesus Christ.

## GRADUATION REQUIREMENTS: FOREIGN LANGUAGE

2 credits are required. High school students must complete 2 credits of the same language.

## COURSE DESCRIPTIONS

### SPANISH 1–Grade 10

#### CLASSIFICATION: College Prep

Being the first level of Spanish, this class starts out with the basics of greeting each other; learning to describe people and things; describing feelings & emotions; talking about school, discussing the family and home; talking about the weather, seasons, holidays, food, pastimes, and other everyday topics. Spanish 1 primarily focuses on using the present and present progressive tenses. As an introduction to the family unit, students pick a Bible character and illustrate his/her family tree. At the end of this same unit, students will need to present their own family tree and talk about their family and home. Another fun project students get to work on is designing their own future dream home and describing it. Finally, students learn the books of the Bible in Spanish, John 3:16, and a few key verses around Romans Road.

### SPANISH 2–Grade 11

#### CLASSIFICATION: College Prep

#### PREREQUISITE: Spanish 1

In Spanish 2, we review and build off the vocabulary and grammar that was learned in Spanish 1. Additionally, students learn getting around town, asking for and giving directions, and talking about traveling and going on vacation. Students also learn about how to talk about the past, which includes multiple verb tenses like the preterit, imperfect, and the present perfect tenses. Being that these three tenses are rather difficult to decipher between, other verb tenses are reserved for the more advanced Spanish 3 class. While learning about the aforementioned topics, students learn how to paraphrase their favorite Bible story in Spanish, using the past tenses. They also learn additional Bible verses that are key to leading a person to Christ and serving others.

### SPANISH 3–Grade 12

#### CLASSIFICATION: College Prep

#### PREREQUISITE: Spanish 1 and Spanish 2

Spanish 3 will be a much more conversational course, which puts into practice the grammar, vocabulary and rules that students learned in Spanish 1 and Spanish 2. More advanced grammar is introduced, like using the future indicative and the future conditional tenses. At the same time, being

that this class is also intended to prepare students for the mission field, conversations, skits, and other class activities will be centered around the Bible and church. It is expected that after taking this course, Spanish 3 students will have become comfortable enough to interact with other Spanish-speakers and present the Gospel to them.

## ADDITIONAL COURSES

### **ACT PREP**—Grades 10-12

#### **CLASSIFICATION:** College Prep

This course covers testing strategies in preparation for ACT/ SAT, as well as refreshers on the content of these assessments.

### **MEDIA AND PRODUCTION**—Grades 10-12

#### **CLASSIFICATION:** College Prep

Students in media and production will engage with a variety of media platforms and be inspired to tell stories that matter with a foundation of truth. Students will work in teams to create a collection of media archives for Maryville Christian School. Through the course, students will examine the basic components of journalism as well as photography, videography, editing, writing, lighting, and audio. Students will explore and learn about the equipment used to produce content. There will be an emphasis on deadlines, integrity, ethics, and credibility as a journalist's assets. Through personal expression and collaboration along with technical and creative skills, students will report, write, and edit a variety of stories that are appropriate for delivery across multiple platforms. Monitoring and critiquing news stories from various sources will afford students the understanding of, and appreciation for, storytelling.

### **DUAL ENROLLMENT GENERAL PSYCHOLOGY**—Grade 12

#### **CLASSIFICATION:** Dual Enrollment through Bryan College. In-person instruction with MCS teacher.

#### **PREREQUISITE:** Cumulative GPA of 3.0 or higher.

Introduction to the general field of psychology. Emphasizes concepts helpful for understanding contemporary psychology and those basic to further study.

### **MIDDLE SCHOOL SUPPLEMENTAL MATH**—Grades 7-8

This course is designed to build a foundation for math mastery of middle school concepts and deepen mathematical understanding for students of all skill levels. Addressing students' individual needs will expose learning gaps and allow students to concentrate on specific areas. As students become proficient in these areas, their confidence and attitude in math will increase. Students will be invited to understand the consistency and the faithfulness of the God who created them, His hand in creation, and that He is infinite and man is finite.

### **SUPPLEMENTAL MATH**—Grades 9-12

#### **CLASSIFICATION:** College Prep

This course is designed to address individual needs of high school students, filling learning gaps related to math, and allowing students to maintain familiarity with mathematical thought processes when not enrolled in a math class. Areas of focus include algebra essentials, statistics, geometry and reasoning, triangles, quadrilaterals, and other polygons, measurements, linear systems of equations, similar triangles, transformations, and probability.



**GRADUATION PLAN**  
2023-2024

<b>Department</b>	<b>9<sup>th</sup></b> class of 2027	<b>10<sup>th</sup></b> class of 2026	<b>11<sup>th</sup></b> class of 2025	<b>12<sup>th</sup></b> class of 2024	<b>Required Credits</b>
<b>Bible</b>	Bible 9	Bible 10	Bible 11	Bible 12  DE OT Lit.  DE NT Lit.	<b>4 credits</b> Upper School students must take a Bible course each year they are enrolled at MCS.
<b>English*</b>	English Comp. I	English Comp. II  American Literature (H)	American Literature  American Literature (H)	British Literature  British Literature (H)  AP English Literature and Composition  DE College Writing 1  DE College Writing 2	<b>4 credits</b> Upper School students must take an English course each year they are enrolled at MCS.
<b>Mathematics</b>	Algebra I  Geometry (H)	Geometry  Algebra 2 (H)	Algebra 2  Bridge Math  Precalculus (H)	Bridge Math  Applied Math  DE Statistics  DE Precalculus  DE Calculus	<b>4 credits</b> Alg 1, Geo, & Alg 2 are required. Upper School students must take a Math course each year they are enrolled at MCS.
<b>History/ Social Studies</b>	Cultural Geography	World History	U.S. History  DE U.S. History 1  DE U.S. History 2	Government/ Comparative Politics  (Economics credit is earned with Personal Finance.)	<b>4 credits</b> Upper School students must take a History course each year they are enrolled at MCS.
<b>Science</b>	Biology	Chemistry	Physics  Engineering  Anatomy & Physiology	Physics  Engineering  Anatomy & Physiology  AP Biology	<b>3 credits</b> Biology & Chemistry are required. One additional lab course is required.

<b>Department</b>	<b>9<sup>th</sup> class of 2027</b>	<b>10<sup>th</sup> class of 2026</b>	<b>11<sup>th</sup> class of 2025</b>	<b>12<sup>th</sup> class of 2024</b>	<b>Required Credits</b>
<b>Foreign Language</b>		Spanish 1	Spanish 2	Spanish 3	<b>2 credits</b> Spanish 1 & 2 are required.
<b>P.E./Wellness**</b>	Health & Wellness  Team Sports	Health & Wellness  Team Sports	Health & Wellness  Team Sports	Health & Wellness  Team Sports	<b>2 credits</b> Students are required to take 1 credit of Health and 1 credit of Team Sports before graduation.
<b>Personal Finance</b>				Economics/ Personal Finance  (Economics is taught in conjunction with Personal Finance, while satisfying the history graduation requirement.)	<b>1 credit</b> Students are required to take 1 credit of Economics and Personal Finance.
<b>Computer Science</b>	Computer Science Principles	Computer Science Principles	Computer Science Principles	Computer Science Principles	<b>1 credit</b> Computer Science Principles is required.
<b>Fine Arts</b>	Band  Choir  Art  Fine Art Appreciation	Band  Choir  Art  Fine Art Appreciation	Band  Choir  Art  Fine Art Appreciation	Band  Choir  Art  Fine Art Appreciation	<b>1 credit</b> Students are required to complete 1 credit of Fine Arts.
<b>Other Electives***</b>	<ul style="list-style-type: none"> <li>• Additional Science Courses Beyond Required 3 Credits</li> <li>• Additional Fine Arts Courses Beyond Required 1 Credit</li> <li>• Additional Foreign Language Course Beyond Required 2 Credits</li> <li>• ACT Prep</li> <li>• Robotics</li> <li>• Supplemental Math</li> <li>• Media &amp; Production (formerly Yearbook)</li> <li>• Teacher Assistant</li> <li>• Internship****</li> <li>• Additional DE Options</li> </ul>				<b>3 credits</b> Courses taken beyond the required number in each area of study count toward elective credits.

\*The honors English track will adjust with the class of 2027.

\*\*1.5 credits are required for the class of 2024 and 2025. Two credits (1 of P.E. and 1 of Wellness) are required beginning with the class of 2026.

\*\*\*Two elective credits are required for the class of 2024. Three elective credits are required beginning with the class of 2025.

\*\*\*\*Internship is only an option for seniors and requires prior approval.

**Total Graduation Credits**

Class of 2024: 26 credits

Class of 2025: 27.5 credits

Class of 2026: 28 credits

Class of 2027: 29 credits