



Greenwood Christian Academy

Course Offerings Book For grades K4 – 12th grade

"I prayed for this child, and the Lord has granted me what I asked of Him. So now I give him to the Lord. For his whole life he will be given over to the Lord." I Samuel 1:27-28, NIV.

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LETTER FROM THE SUPERINTENDENT

June 2016

Dear families,

You have received this information because you have shown interest in GCA and what GCA has to offer your child and future leader. Having grown up in a religious school and having taught and served as an administrator in a public school, I know that God is needed in our children's schooling. Obviously, Jesus is working on your heart in the same manner as He did mine. GCA is the ultimate package with a God-fearing staff, great curriculum, academic students, involved parents, and an excellent Bible curriculum. Our Lord Jesus Christ is preparing our students to be "vessels" for Him to use in this world.

GCA is a college prep school that gives all students a great foundation in Scripture and prepares them for the challenges ahead of them in college and in life. This packet provides each family the opportunity to follow your child's educational track through GCA and a glimpse of how the GCA staff will assist you as you rear your child.

I want to thank you for allowing me the opportunity to share with you the wonderful opportunities that we have available here at GCA. If you would like to discuss anything in person, please let me know. May the Lord give you wisdom as you make your decision about sending your child to Greenwood Christian Academy.

Continue to seek Him

Bruce Peters, Superintendent
Greenwood Christian Academy

GREENWOOD CHRISTIAN ACADEMY

MISSION STATEMENT

GCA's mission is to pursue academic, spiritual, and extra- curricular excellence that transforms all students into servant leaders.

VISION STATEMENT

Educational Excellence in a Christ-Centered Environment

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STATEMENT OF FAITH

The basis of GCA shall be the Word of God as interpreted by the following Statement of Faith.

1. We believe the Bible to be the inspired and only infallible, authoritative Word of God.
2. We believe that there is one God, eternally existent in three persons: Father, Son, and Holy Spirit.
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
4. We believe that salvation for lost and sinful man, regeneration of the Holy Spirit is absolutely essential.
5. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.
6. We believe in the resurrection of both the saved and the lost: those that are saved unto the resurrection of life; and those that are lost unto the resurrection of damnation.
7. We believe in the spiritual unity of believers in our Lord Jesus Christ.

PURPOSE:

GCA offers spiritual training that is aimed at bringing the student into a correct relationship with God through Jesus Christ, while maintaining a strong academic program.

OBJECTIVES:

1. To aid each student in experiencing maximum spiritual, intellectual, social, and physical development.
2. To provide an atmosphere that is conducive to the best Christian living and the highest gains in knowledge, skills, and wisdom to be used in serving the Lord.
3. To aid students in discerning truth from error.
4. To integrate subjects with the truths of the Bible.
5. To teach skill fundamentals of reading, writing, spelling, mathematics, and independent study so thoroughly that the student shall be prepared for the acquisition of knowledge without any hindering limitations.
6. To provide students with a maximum opportunity for total participation in all phases of their learning and to facilitate the receiving and retention of knowledge.
7. To teach our American heritage and the current problems facing our country and our world.
8. To show the student his present civic responsibilities and to prepare him for adult responsibility as a Christian citizen of our nation.

WHY SHOULD I SEND MY CHILD TO A CHRISTIAN SCHOOL?

As a culture, we believe that a school's ultimate function should be to equip children to understand the truth about life, the world, and their place in it. A public school can offer many of the same academics, athletics,

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clubs, and activities as a Christian school and do it all for practically free. But what a public school cannot do is delve into the real truths of this world or explore the legitimacy and purpose for our lives. It cannot use God's Word for the unqualified standard of that truth. The goal of Christian education is to guide children towards an understanding that God is at the center of every pursuit of knowledge. Not only that, but Christian schools also strive to challenge students towards allowing God to mold their hearts in submission to Him, and in doing that, they equip them to be the hands and feet of Jesus Christ in the world. The difference between a Christian school and public school is not the children, the curriculum, or the setting. The biggest difference is how we (the Christian staff and community) are able to interact with the students, the curriculum, and the setting, with the love, grace, and the mercy of Jesus Christ. The book of Romans tells us, "Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is—his good, pleasing and perfect will." Romans:12:2 (NIV). At GCA our pursuit is to equip students with the ability to recognize God's fingerprint in all subject areas of learning and to respond to his authoritative call in their life.

ACADEMIC STANDARDS

PHILOSOPHY: "Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit." -Aristotle

It is the belief of GCA that a quality education is the result of (1) a curriculum that integrates God's Truth into all courses and adequately prepares the student for further educational endeavors; (2) teachers that are Christian in philosophy; (3) class sizes which enable a student to derive the maximum benefits from their academic exposure; and (4) prepares students for college or career readiness based on both the Indiana Academic Standards, as well the National college and career readiness standards.

Each student is expected to use all available school and home resources to perform at his highest level in order to take full advantage of the educational program provided by GCA. Originality and creativity are encouraged within the organized framework of the classroom.

COURSE OF STUDY

"I became all things to all men that I might by some means, win some." 1 Corinthians 9.22.

GCA provides a graded Course of Study for all disciplines. Provisions are made for periodic evaluations and revisions of courses of study in order to remain aligned with the cultural and educational changes. Curriculum development reflects GCA's overall purpose, and is based on sound research dealing with child and adolescent growth, development, and cognitive learning abilities. The methods of instructions promote outcome based learning through experiential activities, teacher directed motivation and higher order thinking skills. GCA'S goal is to meet appropriate cognitive growth and development requirements in academic, spiritual, social, and physical performance.

Additionally, the Course of Study is enriched with all aspects of the fine arts, foreign language, technology, career exploration, and physical education. The high school Course of Study is designed to meet the

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requirements for both the Indiana Core 40 high school diploma and the Core 40 Advanced Honors Diploma which prepares college bound students for the high standards and academic demands of College life. College bound students will have the ability to take both Advanced Placement and/or Dual credit courses in various subjects through either Grace College or Vincennes University.

CURRICULUM AND TEXTBOOKS

"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." --William Arthur Ward.

Curriculum includes not only the textbooks used in the classroom, but also the lessons and additional academic content taught in any specific course. Both textbooks and curriculum content are important factors within the GCA educational framework and must be carefully formulated. In order to create the best learning environment for all students, curriculum committees shall be composed of teachers, administrators, Board of Education Committee members, and selected parents. The committees shall screen potential textbook adoptions to determine how closely they align with GCA's philosophy and objectives, as well as with the Indiana Academic Standards. It is also expected that all instructors would keep to the specific learning standards, lessons, assignments, and materials approved by the curriculum committee. It is recognized that Christian publishers provide a Christian perspective especially needed in the social and physical science areas that have been so strongly influenced by humanistic philosophy. Christian publishers provide an emphasis on Christian values and thinking. Therefore, when deemed appropriate for the particular class, specific Christian textbooks are selected. In other areas, secular textbooks may be used, but the curriculum is infused with the fundamental Christian values expressed in the GCA philosophy.

STANDARDS

It is GCA's aim to provide a Christian education that excels in academic, spiritual, and extra-curricular excellence. It realizes that parents desire their children to be spiritually and academically qualified to assume their proper roles in society. Because this is a step-by-step progression, GCA tries to offer instruction at each cognitive level that motivates growth, but instruction that is not beyond the students' cognitive understanding. The following standards are assumed for GCA students:

STUDENTS: Academically, the students will be provided with instruction on their cognitive level with the opportunity to excel. All instruction will be geared toward the college and career ready student.

GOAL: The primary goal of GCA is to academically equip students to be able to reason, reflect, and make sound decisions on their own. In order to reach this goal, GCA is giving students critical thinking tools to prepare for a college and career ready future. Through directed instruction and employing the use of higher order thinking skills, greater student achievement is gained.

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GRADE POLICIES

GRADING/REPORTING PERIODS

Each semester shall be divided into two (2) nine-week grading and reporting periods. In computing the final semester grade for the course, all grades will be determined in the following manner: The first nine-week grade (value of 1/3), the second nine-week grade (value of 1/3) and a semester test (value of 1/3) for each subject shall be averaged to get the first semester grade. The third nine-week grade (value of 1/3), the fourth nine-week grade (value 1/3), and a semester test (value of 1/3) for each subject shall be averaged to get the second semester grade. The first semester and the second semester grades shall become a part of the student's permanent record. (NOTE: to receive a semester passing grade in a subject, the student must receive two (2) passing grades from the three (3) semester grading values).

GRADING STANDARDS

The following chart lists the grading standards to be used in GCA academic program:

<u>Letter Grade</u>	<u>Percentage Range</u>	<u>Numerical Equivalent</u>
A+	100	4.00
A	93.00–99.99	4.00
A-	90.00-92.99	3.67
B+	87.00-89.99	3.33
B	83.00-86.99	3.00
B-	80.00-82.99	2.67
C+	77.00-79.99	2.33
C	73.00-76.99	2.00
C-	67.00-69.99	1.67
D+	67.00-69.99	1.33
D	63.00-66.99	1.00
D-	60.00-62.99	0.67
F	00.00-59.99	0.00
I	00.00-00.00	0.00

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P	00.00-00.00	0.00
AU	00.00-00.00	0.00
S	00.00-00.00	0.00
U	00.00-00.00	0.00

HONOR ROLL RECOGNITION

In order to give appropriate recognition, students who do well in the area of academics are qualified to be a part of the Honor Roll system. Honor roll recognition is awarded during each grading period by recognizing those students who have received an A or a B in all of their classes. An "A" Honor Roll has also been established each grading period for those students who have received an A in all academic courses.

CHAPEL POLICY

Chapel shall be held each week. Alternative religious training programs may be substituted with Board approval. The administration or designated individuals are responsible for preparing and conducting chapel. A spirit of reverence should be felt in all chapel services; thus, all programming shall contribute to that atmosphere. Attentive, courteous conduct that is honoring to the Lord shall be observed. During chapel, all disciplinary policies will be observed and implemented in dealing with student misbehavior. Chapel shall be an extension of the student's Christian training, but not the extent of it.

EVANGELISM OF STUDENTS

The future leaders of our cities, our state, and our nation are in the schools today. We must do all we can to ensure that they receive excellent academic preparation. We will fall short, however, unless a Christ-centered learning environment that emphasizes man's responsibility to God, family, and the community of man is observed.

Each teacher to give a clear presentation of the Gospel to their students during the course of the as well as to know where each student is in his/her stand in regards to his/her relationship with Christ. It is the desire of GCA that every student has a personal relationship with Christ and that the Gospel be made a natural part of the process.

LUNCHES

GCA does not have its own hot lunch program. However, lunches are catered in from several local restaurants. Students may bring their own lunches to school or order from the weekly menu provided through the vendors. Parents can order weekly lunches online orderlunches.com for the following week. All orders must be place by Wednesday of the prior week in order to be properly processed. Parents are advised to provide their child a balanced lunch, for it is essential for the child's best physical and mental health.

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ADMISSIONS PROCESS

The process of enrollment in GCA prior to final acceptance shall include the following items:

1. Submitting a properly completed registration form with all registration fees before an interview is scheduled with the administration.
2. Obtaining and providing each of the following items for the admissions interview with the administrator.
 - copy of birth certificate .
3. Up-to-date immunization record.
4. Copy of a recent transcripts.
5. Completed and signed New Family Application.
6. Completed and signed New Student Enrollment Application.
7. Completing entrance testing and submitting any requested academic evaluation materials for all students.
8. Interviewing with administrator.

ACADEMIC ACCOLADES

IRead-3 2012-2015 – 100% passing (State %Pass - 85%)

ISTEP+

% Pass English and Math	GCA	State
2012	80%	72%
2013	80%	74%
2014	80%	75%
2015	62%	53%
% Pass English	GCA	State
2012	85%	81%
2013	86%	79%
2014	89%	81%
2015	82%	67%
% Pass Math	GCA	State
2012	88%	79%

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2013	89%	83%
2014	87%	84%
2015	69%	61%

HIGH SCHOOL ECA

- 2012-2013- 91% passed.
- 2013- 2014- 97% passed.
- 2014-2015- 89% passed.

SAT SCORES

- Class of 2012 – average score 1600.
- Class of 2013 – average score 1650 (High Score of 2180).
- Class of 2014- average score of 1590 (High Score of 2300).

SCHOLARSHIPS

- 2012 – 2 full rides and 1 full tuition + (athletic, academic, character); combined class over \$600K.
- 2011 – Over \$600K.

GRADUATES ACADEMIC PERFORMANCE

- There were 109 graduates in the Classes of 2014, 2015 and 2016. .
 - 56% earned a 4.0 – 3.50.
 - 33% earned a 3.49 – 3.00.
 - 13% earned a 2.99 – 2.5.
 - 7% earned a 2.49 – 2.00.

FURTHER ACCOMPLISHMENTS

- At least one student in each of the classes of 2013, 2014, and 2016 received a nomination for National Merit Scholar.
- Seventy-eight students were members of the National Honor Society.

POST HIGH SCHOOL PLACEMENT

- 96% of graduates matriculated to a 4-year college
- 3% of graduates matriculated to a 2-year college
- One student in the Class of 2014 gained admission to the US Naval Academy
- 1% of graduates selected technical training, military service, or work field



COLLEGES AND UNIVERSITIES WITH GCA GRADUATES

University of Alabama, Anderson University, Asbury University, The Art Institute of Indianapolis, Averett University, Ball State University, Bellarmine University, Belmont University, Butler University, Cedarville University, Davenport University, Franklin College, Earlham College, University of Evansville, Florida Southern University, Full Sail University, Grace College, Grand Canyon University, Huntington University, Indiana State University, Indiana University, Indiana Wesleyan University, IPFW, IUPUI, Ivy Tech Community College, Johnson University, Liberty University, Maranatha Baptist University, Marion University, Miami University of Ohio, Midway College, Missouri State University, Moody Bible Institute, Murray State University, North Central University, Olivet Nazarene University, Purdue University, Purdue University – Calumet, Roosevelt University, Rose-Hulman Institute of Technology, Southeastern University, University of Tampa, Taylor University, Texas Christian University, Texas Tech, University of Indianapolis, University of Kentucky, Valparaiso University and Vincennes University.

MIDDLE SCHOOL CLASSES

BIBLE CLASSES

“All Scripture is God-breathed and is useful for teaching, rebuking, correcting, and training in righteousness, so that the man of God may be thoroughly equipped for every good work.” 2 Timothy 3:16, NIV.

Philosophy: The primary goal of our Bible courses is to change the heart of our students as they make the Word of God more meaningful to their personal lives. We desire our youth to know Jesus Christ as their personal Lord and Savior. We endeavor to develop that relationship by equipping students with knowledge and application of the Word of God. The students are challenged to go beyond factual knowledge of the Scriptures. Through the guidance of the Holy Spirit and the gifts of our professional educators, we hope to see understanding progress to wisdom. Disciplines of prayer, Bible memory work, and practical lessons, are intentional to plant the seeds needed and cultivate the hearts and minds to grow in knowledge, develop understanding, and mature to a deeper faith in Jesus Christ.

Although, students are challenged with a Biblical Worldview in all of their classes, two days a week, are specifically dedicated in Bible class itself, to teach and discuss our culture and how we are to respond to it as Christians. We explore why we believe what we believe and how to defend our faith and our Biblical Principles. We will focus on ten areas in our worldview study: Theology (What about God?), Philosophy (What’s real?), Biology (What about life and its origins?), Psychology (What about human nature?), Ethics (What’s right?), Sociology (What about society?), Law (Who makes the rules?), Politics (What about government?), Economics (What about money?), and History (What about the past?). Our goal at GCA is to instill a solid Biblical foundation so that our students are equipped to enter the adult world with sound Biblical knowledge.

BIBLE 5

Required: All Year

The goal of Bible at Greenwood Christian Academy is for every student to develop a Christian worldview. A world view is that framework from which each person views reality, makes sense of life, and interacts with the world. The Christian worldview holds that the primary reason for each person’s existence is to love and

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serve God. For this reason, it is essential for students to have an in-depth knowledge of Bible truths, as well as the ability to apply Scripture to their daily life. 5th grade Bible is a study of some of the Old Testament characters. The study of these characters provides important Bible knowledge while emphasizing the choices that these people made. The choices that they made had a direct impact on their lives and others with long lasting implications even for us today. It is the desire that by looking at those decisions it will challenge students to think about the importance of their choices and the consequences of them.

The faithful choices made by the prophets and apostles are the focus of the fifth grade Bible curriculum. Contemporary Christian examples of faithful people, along with many traditional hymns will prove that God still supports the faith of His people.

BIBLE 7: GIRLS

Required: All Year

The goal of Bible at Greenwood Christian Academy is for every student to develop a Christian worldview. A world view is that framework from which each person views reality, makes sense of life, and interacts with the world. The Christian worldview holds that the primary reason for each person's existence is to love and serve God. For this reason, it is essential for students to have an in-depth knowledge of Bible truths, as well as the ability to apply Scripture to their daily life. 6th grade Bible is an overview of the New Testament. 6th grade students will take a look at each New Testament book. The study of the New Testament will explore the background of each book. In addition students will learn major concepts that are highlighted and discussed within that New Testament books. It is then expected that students will be able to apply that information shaping their daily walk with God. Also through the practical application of the New Testament students will also see how those concepts not only affect their daily walk with God but also how the New Testament guides the church today.

BIBLE 7: BOYS

Required: All Year

This year long course surveys the entire Old Testament. It is designed to equip students with the vocabulary of how to describe the events and purpose of each book of the Old Testament. Additionally, students will be able to speak to how these events and main points typify and require the person and work of Jesus. Each student learns how to understand the Old Testament in its context, grow their own relationship with God, and apply the truths of the Bible to that knowledge and relationship. Students are expected to memorize two verses of Scripture every two weeks.

BIBLE 8

Required: All Year

The God-Man: Christ in the Gospels is a year-long study of Jesus' life and ministry found throughout the Gospels. The course will seek to unify the various focuses of the four Gospels by reading through the complementary stories and teachings of Jesus. As students study the various aspects of Jesus, they will

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utilize their lesson books to consider their own relationship with God and be challenged to grow with each lesson. Students will be able to rightly discern the intention of Jesus' teachings in contrast to common misunderstandings throughout the world. Students are expected to engage in class discussions, defend the Christian worldview, and memorize two-three verses every two weeks.

MIDDLE SCHOOL ELECTIVE COURSES

SOME ELECTIVES MAY NOT BE AVAILABLE EVERY SCHOOL YEAR

CULINARY ARTS

"So, whether you eat or drink, or whatever you do, do all to the glory of God."
1 Corinthians 10:31, NIV .

COOKING [GRADES 6, 7, 8]

Elective: Semester 1, 2

The students learn food handling and safety as well as general kitchen safety and knife skills. They learn to prepare foods from all of the food groups and learn how to combine those foods together to make a nutritious meal. There is an emphasis on making foods from a fresh, whole state and avoiding processed foods. There is also a two week sewing unit where the students will make a pair of pajama pants for themselves.

FINE ARTS

"It is good to praise the LORD and make music to Your name, O Most High." Psalm 92:1, NIV

"He has filled him with the Spirit of God, with skill, ability, and knowledge in all kinds of crafts- to make artistic designs for work in gold, silver, and bronze, to cut and set stones, to work in wood and to engage in all kinds of artistic craftsmanship." Exodus 35:31-33, NIV

Philosophy: In our performing arts programs, students develop their artistic abilities through hands-on instruction. Teachers are passionate about seeing students grow in confidence and artistic skills. We encourage them to use their talents to honor and praise the Lord. Students learn to distinguish between times of worship and performance. In our programs, they also develop social skills and make lasting friendships as they work cooperatively with one another.

BAND [GRADES 5, 6, 7, 8]

Elective: Semester 1, 2

This course offers students the opportunity to learn an instrument and perform in two concerts: The Christmas Program and the Spring Program

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CHOIR [GRADES 5, 6, 7, 8]

Elective: Semester 1, 2

Psalm 100:1-2

"A Psalm for giving thanks. Make a joyful noise to the Lord, all the earth! Serve the Lord with gladness! Come into his presence with singing!"

This course is designed to introduce and develop basic singing techniques, sight-reading skills and basic music theory concepts. Students will perform 2-3 part harmony literature from a variety of genres. Middle School Choir performs twice a year at its Christmas Concert and Spring Concert. Students will also perform at ISSMA and have the option of performing in the solo category as well. Additional performances may be added at the discretion of the director. Attendance is required at all performances.

INTRO TO DRAMA [GRADES 6, 7, 8]

Elective: Semester 1: may be repeated

This middle school class is specifically designed to teach about theatre arts and how they can edify, entertain, and educate. Confident public speaking, creativity, and ensemble work are skills that will accompany the student throughout life.

This course will last a semester and give the student a basic overview of the subject as well as the chance to showcase what they have learned in a main stage production. Exploring history, terminology, stagecraft, and the many aspects of theatre will take a hands-on approach. Students will be working with production skills such as acting (vocal and physical), lights, sound, costumes and makeup. We will also focus on life-long skills such as a positive work ethic, organizational skills, developing the responsibility that comes with freedom, developing cooperative and supportive teams, and building self-confidence.

Required Performances: Fall Musical

STUDIO ART [GRADES 6, 7, 8]

Elective: Semester 2

This course introduces students to the foundations of art techniques, artistic styles and art media. Through a series of projects, students will have the opportunity to create accomplished works of art. Each project will begin with a problem which they must solve visually. Students will keep a sketchbook documenting their progress of creating including notes, sketches, and brainstorming concepts. To aid in solving the visual problem students will view influential works of art throughout history and analyze how other artist solved similar problems. In-class demonstrations and dissecting of the principles and theories of art will further promote their inspiration. Students will self-examine completed works in an effort to foster a sense of accomplishment and commitment to high standards of art production.

FOREIGN LANGUAGE

"Undoubtedly there are all sorts of languages in the world, yet none of them is without meaning."

I Corinthians 14:10 NIV

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Philosophy: With an increasingly globalized society and a culturally diverse nation, knowing a foreign language is becoming essential. Our middle school foreign language program encourages students to see the larger world around them with Biblical worldview and a heart for missions. The Bible says, "Go therefore, and make disciples of all nations..." (Matthew 28:19, NIV)

SPANISH 1 7-A

Prerequisite: B+ or higher in English 6

Elective: Full Year

Students in Spanish 1 7-A learn introductory vocabulary and early conjugating through a variety of activities. Grammar is taught contextually and is reinforced through daily communication exercises, guided writing lessons and reading comprehension. Cultural education is taught through current events and in participation of a project relating to a Spanish speaking country. After completion of this course and Spanish 1 8-B in 8th grade, students will earn 2 semester credits for High School Spanish 1.

SPANISH 1 8-B

Prerequisite: B+ or higher in Spanish 1 7-A

Elective: Full Year

Spanish 1 8-B is a continuation of Spanish 1-A where students learn introductory vocabulary and early conjugating through a variety of activities. Grammar is taught contextually and is reinforced through daily communication exercises, guided writing lessons and reading comprehension. Cultural education is taught through current events and in participation of a project relating to a Spanish speaking country. After completion of this course and Spanish 1 7-A in 7th grade, students will earn 2 semester credits for High School Spanish 1.

PHYSICAL EDUCATION

"For physical training is of some value, but godliness has value for all things, holding promise for both the present life and the life to come." 1 Timothy 4:8 NIV

Philosophy: Teamwork, good sportsmanship, effort, and athletic skills are emphasized in our middle school physical education courses. Students participate in a variety of athletic activities to facilitate the development of motor skills, coordination, and physical fitness. Character development is an integral part of our program as well. Students are encouraged to display Christ-like attitudes, fairness, honesty, respect, and kindness to others. While students have different athletic abilities, everyone is expected to do their personal best.

TEAM SPORTS [GRADES 6, 7, 8]

Elective: Semester 1, 2

The Team Sports curriculum will allow students to participate in a variety of team activities. Classes will provide students the opportunity to practice and develop skills necessary to maintain a healthy lifestyle. The emphasis is on active participation, sportsmanship, teamwork, developing organization skills and supporting reading and writing across the curriculum. Some of the units during the semester may include but are not

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limited to: badminton, basketball, fitness, flag football, pickleball, soccer, softball, speedball, team handball, ultimate Frisbee, and volleyball. The recommended grade levels for this course are 6th – 8th grades. This is a one-semester elective class with no prerequisite required.

STUDY HALL

“The heart of the discerning acquires knowledge, for the ears of the wise seek it out.”
Proverbs 18: 15 NIV

Philosophy: Students feel pressured to be successful in classes, but they also desire to participate in many extra-curricular activities. These are the same activities that take up much of their after school time, too, leaving little time to complete homework and studies necessary for success in academic classes. Study Hall provides students the opportunity to complete school work within the school day hours.

STUDY HALL

Elective: Semester 1, 2

All students are offered a period of time during the school, set aside for study and doing homework in a designated quiet area.

TECHNOLOGY

“For the LORD gives wisdom, and from his mouth come knowledge and understanding.”
Proverbs 2:6, NIV

Philosophy: With an ever-changing world driven by continual technological advancements, equipping our students with a firm foundation in technology education is essential. Our students are taught proper typing techniques, with lots of practice resulting in sharpened accuracy and speed. We strive to provide our middle school students with current software applications relevant to their lives. Most importantly, we provide an understanding of ethical issues surrounding the use of technology at school and elsewhere. We ensure our students are grounded with a Bible-based, Christian perspective.

GRAPHIC ARTS [GRADES 5, 6, 7, 8]

Elective: Semester 1

This course exposes students to using computers as a design tool. Students will learn to use industry leading software to create digital works of art, this along with an understanding of basic elements and principles of design will give students the means to create effective images. Students will discover how a digital platform allows infinite possibilities for creating. A broadened awareness of how art and design saturates our culture will examples that are all around us. Through a series of projects students will get experience in computer illustration, image manipulation, advertising art, and identity branding.

PUBLICATIONS

Elective: Semester 2

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In the MS-Publisher class, students are instructed on how to create desktop publishing documents such as flyers, newsletters, brochures, greeting cards, etc. Anyone who is interested in creating more professional looking desktop publications with ease should take this course. The skills acquired can lead to employment in a printing or document-creation business.

LEGO ROBOTICS

Elective: Semester 1, 2

This course introduces students to build and program a mobile robot using Lego pieces. They will learn how to use feedback from sensors, apply mathematical skills and measurement to program their robot to navigate in its environment. They will have the opportunity to complete multiple investigations involving partial inquiry and guided research, solve programs, and document what they have learned as they investigate how robots make decisions to navigate their environment.

MIDDLE SCHOOL ROTATIONAL CLASSES

All rotational classes are **required** and change each nine weeks. Each student will experience four different classes each school year while in middle school.

ART [GRADE 7, 8]

This quarter long class is designed to give a sampling of as many different art mediums as time allows. Through a variety of different projects, students will discover the potentiality and limitations of each medium with a priority placed on the process instead of the outcome. Students will be encouraged to express themselves through image. They will learn basic techniques in drawing, and painting, as well as being introduced to basic elements and principles of art. The aim is to possess the ability to apply these components into their own creations. Students will receive instruction on what being creative means and how to develop a process of creativity.

BUSINESS PARK [GRADE 6]

This course teaches 6th grade students real world skills such as how to use financial institutions, assess skills and interests for career choice, start and run a business, and work in an organization. The students will apply these skills and knowledge at the JABizTown site where they spend one day working in a simulated community.

COMPUTER APPLICATIONS 1 [GRADE 5]

This course covers proper keyboarding technique, speed and accuracy practice, letter, memorandum, report and table formatting. Students are trained in computer operation and the function of various

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fundamental aspects of the Microsoft Office Suite. Students are also exposed to the workings of the Internet and begin utilizing various search engines.

COMPUTER APPLICATIONS 2 [GRADE 6]

This course teaches middle and high school students essential computer programming and web design skills by learning JavaScript, HTML/CSS languages.

COMPUTER APPLICATIONS [GRADES 7, 8]

This is a 9-week elective course occurring in the 7th and 8th grades. In the 7th grade, students are introduced to a variety of practical computer skills, including: Microsoft Office Suite (Word, Excel, and PowerPoint) and Google Classroom. As students are trained in the various components of computer function, they will complete a variety of projects that integrate all facets of computer technology. Students also create, design and maintain a blog, learn the basics of Search Engine Optimization (SEO) and begin training in computer coding. In the 8th grade, students build upon their foundational knowledge from 7th grade to complete more complex projects and begin training in higher level coding.

LOGIC [GRADE 5]

MUSIC [GRADE 5]

“Then let us all do what is right, strive with all our might toward the unattainable, develop as fully as we can the gifts God has given us, and never stop learning”~Ludwig van Beethoven

In this nine week course, students will experience the history of Western Music from the Middle Ages to the present. Major works, composers, and genres will be the primary focus. Class time will largely consist of lectures and listening labs. Students will complete a project on a major composer at the end of the nine weeks.

MUSIC APPRECIATION [GRADE 6]

“Next to the Word of God, the noble art of music is the greatest treasure in the world” ~Martin Luther

In this nine week course, students will experience the diversity of music from around the world by examining selected music in a broad cultural context: religious, historical and social. Listening skills, music aesthetics, styles, genres, and socio-cultural backgrounds of musicians will be emphasized. Students will complete a project on the music of a particular country at the end of the nine weeks.

NUTRITION [GRADE 7]

God designed our bodies to run on fuel that He provided. In this class, students will learn how God designed all of the food that will work to fuel the bodies that He created. We will learn about the six essential nutrients (carbohydrates, protein, fat, vitamins, minerals and water) and how much of these nutrients we need for optimum health. We will learn the four aspects to living a healthy lifestyle (diet, exercise, relaxation and sleep) and about how being unhealthy can prevent us from carrying out the work that God has planned for us to do

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for Him. "Don't you know that your body is a sanctuary of the Holy Spirit who is in you, whom you have from God? You are not your own, for you were bought at a price. Therefore glorify God in your body." 1 Cor. 6:19, 20

NUTRITION [GRADE 8]

The 8th grade class will be an extension of the seventh grade curriculum. Students will continue to delve into the six essential nutrients (carbohydrates, protein, fat, vitamins, minerals and water) and how much of these nutrients we need for optimum health. We will continue learn and expand on the four aspects to living a healthy lifestyle (diet, exercise, relaxation and sleep).

PHYSICAL EDUCATION [GRADE 5, 6]

Students will learn the importance of lifetime physical education. Students will have the opportunity to assume leadership, cooperate with others; question actions and regulations, and accept responsibility for their own behavior. In addition, this class will provide a wide-range of developmentally appropriate activities for all students, as well as improve children's muscular strength, flexibility, muscular endurance, body composition, and cardiovascular endurance.

MIDDLE SCHOOL REQUIRED CORE SUBJECTS

ENGLISH LANGUAGE ARTS

"We are writing these things so that you may fully share our joy." 1 John 1:4, NIV
"God gave knowledge and understanding of all kinds of literature and learning."
Daniel 1:17, NIV

Philosophy: The goal of literacy instruction is to support students by teaching them the tools to construct and share meaning in a variety of contexts in today's world. This development extends beyond the school and impacts all aspects of the student's life.

Reading is an integral part of lifelong literacy and therefore must be formally taught. It is a cornerstone of learning throughout all subjects and is a part of all instruction. Reading, writing, and language development of adolescents is just as important and requires just as much attention as that of beginning readers. The goal of the Language Arts department is to empower lifelong readers, writers, and communicators with critical thinking skills and a well-established Christian worldview.

READING 5

Required: All Year

The fifth grade reading program is designed to help students develop reading speed and increase comprehension, analyze different types of literature, improve flow and expression of oral reading, increase speaking and listening vocabulary, and develop an appreciation of literature. The curriculum includes six novels, speed and comprehension drills, and passages from three readers. In addition, students participate in the Scholastic Reading Counts Program and Book It! for self-selected reading and book reports.

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LANGUAGE ARTS 5

Required: All Year

Abeka Languages 5 provides a thorough review of the parts of speech, and capitalization and punctuation rules. Students are introduced to the four main types of complements. These are added to their diagramming skills. Writing skills are strengthened through creative writing assignments, reports, and a researching paper that involves outlining, note taking, and preparing a bibliography. The spelling component of the curriculum uses Abeka Spelling 5 which focuses on correct usage and spelling as well as vocabulary words and dictionary skills. A collection of poetry is included for appreciation and memorization.

LITERATURE 6

Required: All Year

The goal of this course is to use quality literature to further develop reading fluency and comprehension skills; facilitate vocabulary acquisition; teach literary elements and technique; activate and deepen prior knowledge of the subject matter; encourage students to make real life connections to the text; and expose students to a variety of literary genres.

This course is designed so that one novel is studied in-depth each quarter, with each novel being from a different genre and emphasizing various literary techniques. Homework and quizzes are administered throughout each book. The reading and studying of each novel concludes with a test over the entire book and/or a culminating project. Students are also responsible for independently reading one book per quarter from a specified genre and then submitting a book report, project, or giving an oral presentation for evaluation of material mastery.

The novels currently studied in-depth in the course are as follows: From the Mixed-up Files of Mrs. Basil E. Frankweiler (Mystery), Hatchet (Survival/Adventure), Mrs. Frisby and the Rats of NIMH (Fantasy), and Roll of Thunder, Hear My Cry (Historical Fiction). Beside these novels, the class also reads a variety of other secondary books throughout the year.

LANGUAGE ARTS 6

Required: All Year

The GCA language arts course for sixth grade consists of grammar and composition. The goal of this class is for students to learn and appreciate the orderly structure of language. Students study the eight parts of speech and Standard English conventions. They also diagram sentences. They learn and apply the steps of the writing process. The students use this structure in the development of complete and orderly written thought as well as make application of it in speaking.

There are 12 units in the grammar and composition component of this course. Each unit provides approximately three weeks of instructional material and concludes with a test. The students produce a variety of written work that includes, but is not limited to, descriptive paragraphs, essays, journals, poems, creative writing, reports, and a research paper. This course concludes with a comprehensive grammar final exam.



ENGLISH 7

Required: All Year

Seventh grade spelling and vocabulary focuses on principles such as meanings of prefixes and suffixes, root words from Greek and Latin, and how to discern the meaning of a new word based on already understood concepts. The comprehensive Analytical Grammar program, a systematic and logical approach to teaching all the basics of grammar in seasonal unit studies, covers parts of speech, parts of the sentence and the basics of sentence diagramming in the first season and all the phrases and clauses in the second season. The Institute for Excellent in Writing (IEW) student intensives breaks down the art of writing into two areas: structure and style. By layering these two components, students develop competency, independence, fluency and creativity all within a system that provides for concrete evaluation and measurable achievement. The literature component of English 7 consists of the reading of four books over the course of the year: *The Pearl* by John Steinbeck, *A Christmas Carol* by Charles Dickens, *The Jungle Books* by Rudyard Kipling, and a book of the student's choice for a combined English and history project. These books are supplemented with poetry, short stories and other writings.

ENGLISH 8

Required: All Year

This course builds upon the skills taught in seventh grade English by utilizing the same components of spelling and vocabulary, grammar and composition, and reading comprehension and literary appreciation. Students continue their study of Greek and Latin prefixes, suffixes, and roots in order to determine the meaning of new words. Spelling is based on vocabulary lessons and is included as part of the writing process. The formal study of grammar using the Analytical Grammar curriculum continues with a review of all grammar concepts and a focus on punctuation rules. The second year of the Institute for Excellent in Writing's composition curriculum provides for many opportunities to expand writing skills both in structure and style. In addition to poetry, short stories and other writings, students study different genres by reading four novels during the course: *War of the World* by H.G. Wells, *Swiss Family Robinson* by Johann Wyss, *The Hiding Place* by Corrie ten Boom, and a fiction or nonfiction historical book for a combined English and history project

MATHEMATICS

"For since the creation of the world God's invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that men are without excuse." (Romans 1:20, NIV)

Philosophy: Middle school math is built upon the premise that God created a physical world of orderly relationships and patterns as He set the world in motion. While students are learning mathematics, they will understand the concept of absolute truth, and their minds will be strengthened through thinking and reasoning skills

MATH 5

Required: All Year

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Grade 5 Math allows students to build on their foundational knowledge of the four mathematical operations while introducing them to higher level skills and critical thinking. Throughout the school year, fifth grade students become more in tune with their number sense and mathematical confidence. Students explore the concepts of decimals, fractions, and fractions with mixed numbers. Students will build on their knowledge of geometry by identifying polygons and finding area and perimeter of triangles, parallelograms, and circles. Algebra is used to evaluate simple expressions and inequalities. Students also explore graphing and probability including circle graphs and statistics. Mathematics continues to build on previous skills so review is constantly incorporated

MATH 6

Required: All Year

In sixth grade math students learn and become proficient in the foundational skills of mathematics. The students develop skills in the areas of number sense, computation, algebra and algebraic functions, measurement, geometry, data analysis, probability, and problem solving. The course consists of daily lessons, quizzes, chapter tests, and a comprehensive final exam.

*We offer two mathematics classes for students in 7/8th grade. Students are placed in the class that will best meet their needs.

MATH 7

Required: All Year

Students continue to develop skills in adding, subtracting, multiplying, and dividing integers, fractions, mixed numbers, decimal numbers, and integers. They solve problems using percentages, including calculating discounts and markups. Students extend their understanding of numbers to include irrational numbers. They also expand their knowledge of geometric shapes and calculating area of those shapes, as well as their knowledge of geometric solids and volume of solids. A major emphasis in this course is on developing strategies for and expertise in solving word problems. Continuous review of skills learned helps to develop mastery in all areas.

PRE-ALGEBRA

Prerequisite for seventh grade students: B or higher in Math 6

Pre-Algebra lays the groundwork for all upper-level mathematics. It is the bridge between concrete and abstract mathematics. The primary focus of this course is to expose students to the formal notation of abstract mathematics and step by step processing. Problem solving is heavily integrated throughout the entire course in order to connect abstract mathematics to concrete situations. It is desired that students become fluent in basic computations and become fluent in basic computations and develop a solid comprehension of the numbering system, geometric shapes, calculating lengths, areas, and volumes, beginning algebra terminology, data analysis tools and probability techniques, and mathematical reasoning. This course is the key to a successful experience in upper-level mathematics.

ALGEBRA I

Prerequisite for eighth grade students: B or higher in pre-Algebra

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Students will develop skills in manipulating algebraic expressions and equations and in translating verbal phrases and sentences into algebraic expressions and equations. Students will learn the concepts of slope and rates of change, properties of exponents and the techniques of manipulating expressions with exponents, and how to solve systems of equations. Students will also learn to solve and graph linear, quadratic, and absolute value equations and inequalities. A major goal of this course is for students to gain expertise in using algebraic models to solve real-life situations

SCIENCE

“For by Him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things were created by Him and for Him.” Colossians 1:16, NIV

Philosophy: When it comes to science, what we most believe in is the truth of Christianity, and thus we approach Science education from a Christian worldview. We desire to spend most of our time and energy distinguishing a Christian understanding of science from a naturalistic one, helping our students to understand both, 1) the different views of science that people hold within a Christian worldview and 2) the different views of science that people hold within a naturalistic worldview. As our students grow in their grasp of these views, we want to help them understand why we believe that a Christian worldview offers us a more solid foundation for understanding science. Therefore, Students explore God’s creation of the universe, life, and the interaction of natural systems. Students will use the scientific method to explore all areas of science with a variety of hands-on activities. Students will gain a deeper understanding of the field of science.

SCIENCE/HEALTH 5

Required: All Year

Science is best learned through exploration and discovery. The Interactive Pearson curriculum focuses on hands on experiences which will sharpen the student’s investigative skills. Each unit contains the traditional approach of reading the material and answering questions paired with at least two hands on investigations. Each unit also contains digital content which the teacher will share using both Smart Board and Chromebook technology. Fifth grade explores the topics of classifying organisms, growth and survival, and structure and function. They also cover ecosystems, the water cycle, and weather. They will continue by learning about earth and space. Finally they wrap up the year with a study of matter, forces, motion, and energy.

SCIENCE 6

Required: All Year

The sixth grade science course is designed to develop a greater knowledge and wonder of God and to promote scientific literacy through the knowledge of science and the development of scientific skills and attitudes. Each student acquires factual information on a variety of topics from the various fields of science. Technology is utilized as it relates to the various topics of study. The students develop the scientific skills of observation, higher level questioning, generalizing, and making application across the disciplines. The students learn and apply the scientific method as they design and conduct investigations. They collect, organize, display, analyze, and interpret data. The students also study the lives of famous scientists to

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identify attitudes that characterize successful scientists. This course includes daily assignments, investigations, and unit tests. It concludes with a comprehensive exam.

NOTE: The first six weeks of this course is devoted to teaching the foundations of science from a Christian perspective. The foundations component of this course defines evolution as faith based thought and non-science. The theories of evolution and creation are compared and examined in-depth. Political, economical, social, and ethical ramifications for embracing each of these theories are discussed.

SCIENCE 7

Required: All Year

The seventh grade science curriculum flows from the Pearson Interactive Science textbook for Indiana. Students begin each year learning about the scientific method and taking time to focus on the importance of math in science. Much of the seventh grade year focuses on physical science topics from physics and geology. These topics include forces and motion, energy transfer, energy resources, waves and sound, and electromagnetic waves under the physics category. We end the year looking at the form of the earth, minerals, and rocks. Students learn to use basic lab tools and are required to turn in a project each quarter that exhibits their learning. Through the course students keep notecards of all vocabulary and their definitions to promote scientific literacy. The Pearson write-in textbooks also aid in this area of growth. Although GCA uses a secular textbook, the course is taught with a Biblical Worldview.

SCIENCE 8

Required: All Year

Students begin eighth grade learning about the scientific method and taking time to focus on the importance of math in science. The main textbook for the eighth grade science curriculum is the Pearson Interactive Science textbook for Indiana. Eighth grade year focuses on physical science topics from chemistry and earth science. During the first semester we cover atomic theory, the periodic table, and how atoms join together. The second semester begins with a study of the water cycle and progresses through types of bodies of water. We move to the sky and study the layers of the atmosphere, the energy in the atmosphere, and weather. Students learn to use basic lab tools and are required to turn in a project each quarter that exhibits their learning. Through the course students keep notecards of all vocabulary and their definitions to promote scientific literacy. The Pearson write-in textbooks also aid in this area of growth. Although GCA uses a secular textbook, the course is taught with a Biblical Worldview.

SOCIAL STUDIES/HISTORY

“We will not hide them from their children; we will tell the next generation the praiseworthy deeds of the LORD, his power, and the wonders he has done.” Psalm 78:4, NIV

Philosophy: Our middle school history and social studies program provides students with an overview and understanding of major historical world and national events. Students see the hand of God throughout the course of history and in the creation of geographical features. Our students are challenged with higher-level thinking: analyzing, evaluating and synthesizing historical facts and information, and history’s legacy today.

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US HISTORY 5

Required: All Year

This course is a study of 20th Century America including American presidents, wars, economics, civil rights, and space exploration. Map reading skills improve through geography activities.

HISTORY & GEOGRAPHY 6

Required: All Year

The goal of this course is to present history from prehistory to the Columbian Exchange from a Christian worldview. History is really HIS STORY and without God in the equation, nothing really seems to make sense when studying the past. Using the Bob Jones Heritage Studies 6 textbook and workbook as a base, the class studies features of ancient civilizations such as Mesopotamia, Egypt, Greece, Rome, Israel, and Mesoamerica as well as compares and contrasts key historical eras, geographical locations, events, beliefs, and people to gain a deeper understanding and application into both that time in history as well as the present day. Besides textbooks, this class will use resources such as primary and secondary articles, video clips, projects, and creative activities to reinforce the ideas being taught about the subject matter at hand in a memorable way. Students will study about eight units over the course of the year. Each unit will have homework, quizzes, and a unit test. Twice a year, there will be a cumulative test/final that covers material from several units.

WORLD STUDIES 7

Required: All Year

Using a textbook by a Christian publisher, the role of God throughout history as well as relationships between God and peoples of a region are explored in this course. Students study examples of people and nations who either followed or failed to follow God's standard and His resulting blessing or judgment. The textbook is divided into four sections and each section is covered during each of the nine weeks periods: Part 1 covers 1100–1650 and includes bits of history from early towns through the developments in Africa. Part 2 (1400–1800) picks up at the age of exploration and the forming of the Americas. Part 3 touches on the time of conquests in Asia and Europe in the 1800's, and the final section focuses on the last century of major changes in geography, technology and people.

AMERICAN REPUBLIC 8

Required: All Year

In middle school, a history course is truly social studies. The lessons are less about names and dates and more about culture, geography and events. Because the curriculum used for this course is a textbook by a Christian publisher, the role of God throughout American history and relationships between God and peoples of this region are explored. Students in this course study examples of people and nations who either followed or failed God's standard and His resulting blessing or judgment. The textbook divides the history of the United States into seven eras, and through each time period students take an in depth look at God's providence, human activity, foreign relations and the growth of God's church. Woven throughout this historical tapestry are the past consequences of decisions, both good and bad, which testify that Biblical principals are true and that God oversees the course of history.

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HIGH SCHOOL CLASSES

OFFERED COURSES

Core Disciplines	CORE 40 DIPLOMA (40 credits required)	HONORS DIPLOMA (47 credits required)	OFFERED COURSES
English	8 credits	8 credits	English 9, English 10, English 11, English 12, Composition 101 +(Dual Credit) Composition 102 +(Dual Credit)
Mathematics	6 credits	8 credits	Algebra I, Geometry, Algebra II Pre-Calculus, Calculus +, AP Calculus + College Algebra (Dual Credit) +
Social Studies	6 credits	6 credits	World History, World Geography#, U.S. History, AP U.S. History +, Government, Economics
Science	6 credits	6 credits	Biology, Integrated Chem/Phys, Chemistry, Chemistry +(Dual Credit), Physics, Zoology, Physics Lab, Anatomy & Physiology
Bible	8 credits	8 credits	Bible 9, Bible 10, Bible 11, Bible 12
Physical Education	2 credits	2 credits	Physical Education 9, Physical Education 10
Health and Wellness	1 credit	1 credit	Health 10
Foreign Language	4 credits	6 credits	Spanish I, Spanish II, Spanish III, Spanish IV/V
General/ Directed Electives	6 additional credits of either a science elective, math elective, social studies elective, or general elective	See below for <u>specific</u> requirements of the Academic Honors Diploma	Art, Broadcast Video, Choir/ Band, Cadet Teaching, Advanced Computer Programming, Computer Applications Desktop Publishing, Entrepreneurship College and SAT Prep, Personal Finance, Culinary Arts, Journalism, Yearbook Publications, Intro to Engineering, Performance Theater, Tech Theatre Personal Finance, Physical Education, Psychology

To obtain the Core 40 with Academic Honors diploma, students must:

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- Complete all requirements for Core
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits

(6 credits in one language or 4 credits each in two languages).

- Earn 2 Core 40 fine arts credits
- A student must earn a grade of a "C" or better in all courses and must have a final grade point average of a "B" or high

Complete one of the following:

- Earn 4 credits in 2 or more AP courses and take corresponding AP exams
- Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.

Earn two of the following:

- a. A minimum of 3 verifiable transcribed college credits from the approved dual credit list,
- b. 2 credits in AP courses and corresponding AP exam

Courses offered for dual credit stem from agreements between high schools and a university whereby a high school junior or senior enrolls in a college course and simultaneously earns college credit and high school credit for the course.

Advanced Placement (AP) is a course created by the College Board which offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations.

The current AP® courses offered are: Calculus and United States History. In 2013-14, GCA added three dual-credit courses through Vincennes University's Project EXCEL Program: English Composition 101, English Composition 102, Literature 100 and College Algebra. This program has continued to expand this year adding Chemistry 105, a 4 credit class with a lab, as well as Criminal Justice

BIBLICAL WORLDVIEW

For All High School Bible Classes

Paul the Apostle says in 2 Timothy 3:16-17, "All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness, that the man of God may be complete, thoroughly equipped for every good work."

First and foremost GCA is a Christian School. God has bestowed the responsibility upon each one of us to give Godly instruction, and GCA takes that responsibility earnestly. We teach our students five strong principals throughout their time at GCA.

First, the Word of God is infallible. There is no error in God's Word. Proverbs 30:5-6, "Every word of God is pure; He is a shield to those who put their trust in Him. Do not add to His words, Lest He rebuke you, and you be found a liar." The purity of His words does not need anything added to it.

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Second, the Word of God is complete. In Revelation 22:18-19, God gives us a warning, "For I testify to everyone who hears the words of the prophecy of this book: If anyone adds to these things, God will add to him the plagues that are written in this book; and if anyone takes away from the words of the book of this prophecy, God shall take away his part from the Book of Life, from the holy city, and from the things which are written in this book."

Third, the Word of God is totally authoritative. The book of Psalms 119:89 says "Forever, O LORD, Your word is settled in heaven." The Word of God is the only source for absolute divine authority.

Fourth, God's Word is totally sufficient for all of our needs. In 2 Timothy 3:16-17 it reads "All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness, that the man of God may be complete, thoroughly equipped for every good work."

And fifth, the Word of God will accomplish what it promises. God's promises are fulfilled and complete.. In Isaiah 55:11 it says, "So shall My word be that goes forth from My mouth; It shall not return to Me void, But it shall accomplish what I please, And it shall prosper in the thing for which I sent it." God sent His word to accomplish His perfect will in our lives.

HIGH SCHOOL COURSE OFFERINGS

BIBLE DEPARTMENT

Required Course: Full Year, Required Grade Levels: 9/10/11

BIBLE STUDY: PROVERBS (2016-2017)

Required Course: Full Year,
Required Grade Levels: 9/10/11

The specific area of Biblical study is on a three year rotation. This ensures all students will experience the differentiated yearly Bible curriculum. Classes are composed of students primarily from grades nine to eleven. While the students will come in with varying levels of experience with Bible study and Church experience, all students will be guided in extending their understanding of God himself as well as creating habits of studying his word. Students will be doing weekly memory verses as a means to be introduced to small portions of the Bible and then to carry those verses with them going forward. Additionally, there will be weekly homework where the students will be asked to look up and read scripture, draw conclusions, and answer specific questions as to the context of the original writing as a means to growing an authentic understanding of the intended message of scripture. The content will be summarized in weekly quizzes as students will demonstrate their growth and mastery of the covered material. There will be at least one test each nine weeks recapping what has been covered to that point. Also, each week attention will be paid to individual spiritual development. Spiritual disciplines will be practiced and explained. An emphasis will be made in applying and using what is learned about God and his word.

BIBLE LITERATURE 12

Required Course: Full Year
Required Grade Level: 12

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Bible 12 is based on the premise that most members of the senior classes at GCA have a general understanding of spiritual truth but have not established consistent spiritual disciplines and do not know how to and/or do not regularly study Scripture and apply its truth to their own lives. They are believers who need to be trained as disciples so that they can share the gospel and defend their faith against other worldviews. Regardless of their initial level of spirituality, the ultimate goal is that each student leaves GCA at the end of their senior year with a personal relationship with Jesus Christ and is committed to a path of spiritual discipline leading to continued growth.

GOALS:

- To lead the seniors through a systematic method of discipleship training so that they grow in their knowledge and in their faith by establishing the consistent spiritual disciplines of daily reading of Scripture, meditation, prayer, and Bible study
- To teach the seniors how to share the gospel of Jesus Christ
- To teach the seniors different methods of Bible study so that they can understand text by allowing Scripture to interpret Scripture along with utilizing commentaries and other resources
- To teach the seniors how to defend their faith to those with other worldviews by studying those systems and comparing them to the Christian worldview.

OBJECTIVES:

- Students will participate in Advanced Discipleship Training Levels 1-4, (based on the Sermon on the Mount), written by Dr. Charles Lake and published by Growth Ministries.
- Students will establish a daily quiet time and complete a weekly accountability log making personal applications from daily Scripture readings.
- Students will partner with another class member or members for weekly prayer and accountability.
- Students will memorize passages of Scripture each week for cumulative quizzes to hide God's Word in their hearts.
- Students will Receive instruction from each lesson and participate in class discussions.
- Students will be given instruction through modeling and practice of different methods of Bible study using Rick Warren's Twelve Methods of Bible Study.
- Students will read and participate in a study of The Case for Christ by Lee Strobel.
- Students will read and participate in a study of the worldview curriculum Understanding the Times, published by Summit Ministries, and practice sharing and defending their faith.

#REVELATION

Elective Course: full year

Recommended Grade Level: any

This semester long course studies the entire book of Revelation in-depth. Students are equipped with the academic vocabulary to discuss the end times and understand these through the lens of Scripture. Where this is a controversial topic, students will learn three major views of the book and frequently engage with the implications of each view. The course will end with a class debate, requiring students to be able to defend a view of Revelation with its reasoning and focus of Scripture.

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ENGLISH DEPARTMENT

"Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms. If anyone speaks, they should do so as one who speaks the very words of God. If anyone serves, they should do so with the strength God provides, so that in all things God may be praised through Jesus Christ. To him be the glory and the power forever and ever. Amen." 1 Peter 4:10-11

+DUAL CREDIT COMPOSITION 101

Prerequisite:(1)SAT Writing score of 440 or greater and SAT Reading score of 420 or greater or equivalent placement test scores, and satisfactory placement essay score

Elective Course: Semester 1

Recommended Grade Level: 11/12

English Composition I is a college level course in critical reading and writing designed to help students develop their ability to think critically, to organize their thoughts, and to express ideas clearly and effectively. The course will focus on the various modes of expository writing, such as process, description, narration, comparison, cause/effect, and analysis. The course will also concentrate on argumentation. In addition, students will be introduced to documentation. Numerous in-class assignments are required in addition to extended essays written outside of class. A student who earns a grade of C or better will earn three transferable college credits.

+DUAL CREDIT COMPOSITION 102

Prerequisite: A grade of C or better in Dual Credit English Composition 101 and successful completion of formal placement test scores

Recommended Grade Level: 11/12

Elective Course: Semester 2

Students learn how to conduct research and how to base their writing on their research. In addition to shorter documented papers, all students are required to write a long investigative paper that must be fully documented according to MLA standards. A student who earns a grade of C or better will earn three transferable college credits.

+DUAL CREDIT LITERATURE PREREQUISITE

Appropriate placement test scores, i.e. PSAT; SAT; ACT; or Accuplacer.

Elective Course: Full year

Recommended Grade Level: 11

This course is an introduction to literature and to three major genres: fiction (short story, novella, and/or novel), poetry, and drama. Emphasis is placed on the student's ability to read and think critically, to analyze, to write well, and to gain an appreciation for literature. The course is primarily an intensive study of American short stories and drama, coupled with poetry from America and abroad. The students will write several

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papers, including short literary analyses; a short story; a dialogue; a poem; and a longer literary analysis. A student who earns a grade of C or better will earn three transferable college credits.

^*ENGLISH 9

Prerequisite: none

Required Course: Full Year

Recommended Grade Level: 9

A high school literature and composition involves much more than reading literature and writing essays. Classes begin with daily vocabulary words to expand a student's word base and understanding of how words are used. Weekly assignments from the Fix-It! curriculum from the Institute for Excellence in Writing provide students with opportunities to apply grammar and punctuation skills learned previously. Learning the roots for many words in the English language helps students understand new words they encounter, and the Vocabulary from Classical Roots curriculum provides applicable and challenging activities to help student learn to use effectively words with common roots.

English 9 students read a variety of fiction and nonfiction texts both for enjoyment and for detailed analysis. The Collections curriculum provides opportunities for close reading, leading to a greater understanding of how to determine the purpose and central ideas of a text, as well as learning how to analyze the structure of a text. As a result, students gain a greater ability to comprehend what they read. Students also read a majority of the epic poem "The Odyssey" and do thorough units of study on the American novel, To Kill a Mockingbird. Shakespeare is also introduced through an entertaining reading and student classroom performance of "A Midsummer Night's Dream." All literature is discussed through the lens of a Christian worldview in the evaluating and understanding of historical context, characters, and motivations.

Using the methods from The Institute for Excellence in Writing, students improve their abilities in writing essays by learning strategies of both structure and style. Much emphasis is given to writing complex sentences, cohesive paragraphs, and comprehensive essays in order to present ideas well. MLA format is used on all writing assignments. The culminating project for English 9 is a research paper. Students are given step-by-step instructions on each piece of the process that combine the skills practiced during previous writing assignments. Avoiding plagiarism, properly evaluating and citing sources, along with diligence, paying attention to details, and accountability are all important parts of the research project. This class is required for Core 40 and Honors Diploma.

^*ENGLISH 10

Prerequisite: English 9 or equivalent

Required Course: Full Year

Recommended Grade Level: 10

This one-year course designed for sophomores incorporates the Socratic Method, aiming to foster a community of inquiry in which students' ideas, ethics, and values are clarified. Through the study of literature, composition, and grammar, students develop critical thinking, problem solving, speaking, and listening skills. Students are presented the privilege of close-reading, marking up a variety of genres,

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including fiction, nonfiction, and poetry. When responding, orally or in writing, to these pieces, students are required to cite text evidence to support claims. Argumentative, informative, and narrative compositions undergo several revisions focusing on improvement of organization, clarity, transitions, and style before final submission. Not only do students edit their own compositions, more practice is provided through Fix-it!, a program that challenges them throughout the year to correct a purposefully grammatically incorrect version of Hans Christian Andersen's *The Little Mermaid*. Other works, unaltered, that are read and studied through longer units include *Around the World in Eighty Days*, *Animal Farm*, *The Tragedy of Julius Caesar*, and *Arthurian Legend*. Greek and Latin roots are studied formally to help students learn certain vocabulary words and to help students decipher the meaning of an unknown word with that root when they encounter it. Another vocabulary curriculum aims at helping students prepare for the SAT.

^*ENGLISH 11

Prerequisite: English 9 & 10 or equivalent

Required: One Semester

Recommended Grade Level: 11

This semester course focuses on major writing assignments that provide students with opportunities to produce a variety of forms including persuasive and argument essays, informative essays, essays of comparison and contrast, literary responses, and a research project. Using strategies from *The Institute for Excellence in Writing* along with assignments from the *Collections* curriculum, students learn and begin to master advanced skills in structure (the components of each type of writing) and style (using a variety of sentence structures and literary techniques) in order to enhance the quality and effectiveness of their writing. The research project involves collecting and analyzing information from both written and digital sources, focusing on utilizing credible sources, avoiding plagiarism, and correctly citing source material.

The weekly Fix-It! assignment from *The Institute for Excellence in Writing* is used to apply all the aspects of grammar that students have studied previously. Daily SAT level words are used to expand vocabulary, enhance reading comprehension, and exercise writing skills when used as practice with changing sentence structure requirements. Students further develop vocabulary through a formal study of Greek and Latin roots from the *Vocabulary from Classical Roots* curriculum.

Public speaking and presentation skills are honed through a presidential nomination project in which students select a fictional character to nominate for President of the United States. Several modes of technology and craft are used in the creation of a campaign slogan, poster, and other means of promotion, as well as in the nomination speech and presentation. This class is required for Core 40 and Honors Diploma.

^*ENGLISH 12

Prerequisite: English 9, 10 & 11 or equivalent

Required Course: Full Year

Recommended Grade Level: 12

English 12 is designed to help students hone vital composition and reading comprehension skills needed for future endeavors. Emphasis is given to providing as much individual attention as possible so that students

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can master skills in grammar, writing, research, and reading comprehension. Composition requirements progress in difficulty throughout the year for those needing remediation of techniques, ending with college-level assignments in preparation for future writing, whether in college or career.

Grammar skills are mastered through the use of the Fix-It! curriculum from The Institute for Excellence in Writing. Students also continue their formal study of Greek and Latin roots, using materials from Vocabulary from Classical Roots. Daily vocabulary words are also part of the standard curriculum, providing opportunities to further develop writing skills and reading comprehension.

The Collections curriculum offers engaging fiction and nonfiction texts for study and analysis, along with beginning composition assignments. Students read a majority of the epic poem "Beowulf" as well as Shakespeare's "Macbeth." Weekly reading assignments from The Screwtape Letters by C.S. Lewis give students an opportunity to learn how to discuss important Christian concepts with their peers.

Writing assignments range from personal narratives, short article responses, and persuasive essays, to source evaluations, annotated bibliographies, research proposals, and research papers. Students also learn how to properly format and write a cover letter for a résumé and other business and personal correspondence. This class is required for Core 40 and Honors Diploma.

#JOURNALISM

Elective Course: Semester 1, 2

Recommended Grade Level: 11/12

This one-year course is open to juniors and seniors and split into two groups: "newspaper team" and "yearbook team." The "newspaper team" offers hands-on experience with journalistic interviewing, reporting, and writing. The curriculum for this course includes the history of American media, determining and gathering news, as well as writing news, features, and sports stories. The publication of the bi-monthly GCA student newspaper, The Cougar Chronicles is the central project for this team. The "yearbook team" offers hands-on experience with graphic design, digital layout and photo editing. The yearbook is the central project for this team. Both teams receive training and experience in journalistic writing, journalistic photography (including portrait, action and narrative) and conducting journalistic interviews.

^*LITERATURE

Required Course: Semester 1, 2

Recommended Grade Level: 11

This course is an introduction to literature and to two major genres: fiction (short story, novella, and/or novel) and poetry. Emphasis is placed on the student's ability to read and think critically, to analyze, to write well, and to gain an appreciation for literature. The course is primarily an intensive study of American short stories, coupled with poetry from America and abroad. The students will write several papers, including short literary analyses; a short story; a dialogue; a poem; and a longer literary analysis. This class is required for Core 40 and Honors Diploma.



EXPLORATORY PATHWAYS

“Show me your ways, LORD, teach me your paths. Guide me in your truth and teach me, for you are God my Savior, and my hope is in you all day long.” Psalm 25:4-5

#CADET TEACHING

Elective Course: Semester 1, 2

Recommended Grade Level: 11/12

This elective course provides students in grades eleven (11) or twelve (12) organized exploratory teaching experiences in grades kindergarten (K) through Grade four (4). All teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are supervising prospective teachers and providing them with pre-training experiences in one or more classes. This course provides a balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences. Study topics and background reading provide the cadets with information concerning the teaching profession and the nature of the cadet teachers' assignments. Evaluation is based upon the cadet teachers' cooperation, day-to-day practical performance, and class work including the cadets' potential ability to teach. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum.

#COLLEGE/SAT PREP COURSE

Required Course: Semester 1

Recommended Grade Level: 11/12

In this class, the seniors will practice for the SAT and ACT. This is truly a class for the students to begin to prepare for college. They will use class time to fill out college applications and scholarship applications. They will do research into colleges in order to choose the best fit for them.

#ENTREPRENEURSHIP

Elective Course: Semester 1

Recommended Grade Level: 11/12

#CULINARY ARTS SEMESTER 1

Elective: Semester 1

Recommended Grade Level: any

The students learn food handling and safety as well as general kitchen safety and knife skills. They learn to prepare foods from all of the food groups and learn how to combine those foods together to make a nutritious meal. There is an emphasis on making foods from a fresh, whole state and avoiding processed foods. There is also a two week sewing unit where the students will make a pair of pajama pants for themselves.

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#PERSONAL FINANCE

Required Course: Semester 2
Recommended Grade Level: 12

Understanding and managing personal finances are key to one's future financial success. This one-semester course is based on Dave Ramsey's Financial Peace High School Curriculum and presents essential knowledge and skills to make informed decisions about real world financial issues. Students learn how choices influence occupational options and future earning potential. Students also learn to apply decision-making skills to evaluate career choices and set personal goals. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success.

FINE ARTS DEPARTMENT

Proverbs 18:16: "A man's gift makes room for Him, and brings Him before great men."

#ART SEMESTER 1

Elective Course: Semester 1
Recommended Grade Level: any

#BAND SEMESTER 1, 2

Elective Course: Semester 1, 2- may be repeated
Recommended Grade Level: any

#CHAPEL BAND SEMESTER 1, 2

Elective Course: Semester 1, 2- may be repeated
Recommended Grade Level: any

ADVANCED CHOIR

Elective Course: Semester 1, 2- may be repeated
Recommended Grade Level: any

"Oh come, let us sing to the Lord; let us make a joyful noise to the rock of our salvation! Let us come into his presence with thanksgiving; let us make a joyful noise to him with songs of praise!" Psalm 95:1-2, NIV. This course is designed to allow students to apply musical skills they have already learned as they continue to create and experience music as a musical ensemble. Students will continue developing mastery of solfege, major and minor scales, and sight reading. Students will convey musical interpretation with the use of dynamics and phrasing, while incorporating facial expression and movement for refined presentation. Students will understand how a musical composition is structured through listening and analysis. Students will perform 3-4 part harmony literature from a variety of genres. High School Choir performs twice a year at its Christmas Concert and Spring Concert. Students will also perform at ISSMA and have the option of

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performing in the solo category as well. Attendance is required at all performances. Additional performances may be added at the discretion of the director.

#PERFORMANCE THEATER

Elective Course: Semester 2 –may be repeated

Recommended Grade Level: any

Required Performances: Spring Musical

"Act well your part; there the entire honor lies." This performing arts course explores the history of the American musical theater as well as further developing the skills necessary for performing in musical theater. Students will develop their acting, movement, and vocal performance techniques through active participation and reflection. Since this is a performance based class, most class periods will be spent in rehearsal mode and will culminate in a full spring musical. Participation in this class also helps with membership in the International Thespian Society.

Our Mission Statement is to Edify, Entertain and Educate.

- Edify– Although a dramatic production may not necessarily occur in the context of public worship, the content of our shows may often communicate a spiritually edifying message. While not all dramatic productions may be overt in their message, it is our goal to select plays for performance which will elicit discussion and spiritual growth.
- Entertain – Through our plays we hope to make our audiences happy or to otherwise touch the emotions. This is a special ministry to people and a blessing to be able to use one's talents to bring glory to our Creator even as we bring joy to His people.
- Educate – As with all co-curricular activities at GCA, drama has an educational objective. Our performers and crew learn and improve their skills of acting, singing, and choreography, deepening their own understanding of the human condition by portraying complex characters. All students who participate learn the importance of teamwork, commitment, and encouragement.

#PHOTOGRAPHY

Elective Course: Semester 2- may be repeated

Recommended Grade Level: any

The purpose of this course is to teach students the fundamentals of digital photography. This class will cover how to use cameras, including how a camera works and how and when to use a camera's settings and functions. Students will also learn about composition, lighting, editing programs, and how to edit a photograph correctly. Students will see examples throughout the class of what makes a photograph excellent. They will have opportunities to shoot pictures inside and outside as they experiment with lighting and subject matter. They will also see demonstrations of how to properly edit a photograph, and have time to work on this in class. This class will help students learn to use a camera and lighting, take and edit a photos correctly, and what the qualities of a good photograph are.

#STUDIO ART

Elective Course: Semester 1- may be repeated

Recommended Grade Level: any

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This course introduces students to the fundamentals of studio art. Students will be encouraged to explore media and think, talk, and write about art. They will build foundational skills and begin their own portfolio. Using a variety of art medium, students will learn how to apply different elements and principles of the visual arts to their own works. Through both viewing and creating, art students are exposed to techniques, concepts, and processes essential for interpreting and creating art. The question facing each student throughout this semester long class is “why do I visually like what I like?” Students are pushed to be able to explain why they are inspired by different styles and works of art so that they can use these components in their own creations. Culture’s impact on art, and art’s impact on culture will also be a focus as students learn how to critique their own and others works of art. The overall goal of this class is to gain a deeper appreciation for art as a whole and enjoy the process of creating.

#SHOW CHOIR SEMESTER 1

Elective Course: Semester 1- may be repeated

Recommended Grade Level: any

FOREIGN LANGUAGE DEPARTMENT

“There are doubtless many different languages in the world, and none is without meaning.” 1
Corinthians 14:10 Esv

#SPANISH I

Prerequisite: None

Required Course: Full Year

Recommended Grade Level: 9

Students in Spanish I learn introductory vocabulary greetings and goodbyes, numbers 0-100, telling time, days of the week, month of the year, alphabet, describing friends, likes and dislikes, sports and leisure activities and weekend activities. Through technological support and other resources the same vocabulary is used to develop simple aspects of grammar using subjects and verbs in sentences, subject pronouns, verb ser, punctuation marks and written accents, ser with adjectives, gender and adjective agreement, forming questions, nouns with definite article, gustar and ¿porqué?, the preposition de, gustar with infinitives, pronouns after prepositions, querer with infinitives, regular –ar verbs, ir and jugar, and weather expressions. Students learn about the culture in Spanish-speaking countries make connections with geography, art, architecture, food, and celebrations. Students enjoy Christian music in Spanish.

#SPANISH II

Prerequisite: Spanish I

Required Course: Full Year

Recommended Grade Level: 10

Working at an intermediate level, Spanish II students expand of their knowledge and understanding of the vocabulary school supplies and items needed for school, classes, school events, places at school, family

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members, describing people (appearance and personality traits), rooms in the house, furniture and accessories, chores, places where people live, lunch foods, foods you might order in a restaurant, describing food, table settings and breakfast and dinner foods. Through technological support and other resources the same vocabulary is used to develop aspects of grammar using indefinite articles, ¿cuánto?, mucho, and poco, tener and tener idioms, venir and a la/las with time, ir a with infinitives, regular -er and -ir verbs and tag questions, some -er and -ir verbs with irregular yo forms, possessive adjectives, stem-changing verbs o→ue, stem-changing verbs e→ie, estar with prepositions, negation with nunca, tampoco, nadie, and nada, tocar and parecer, ser and estar, pedir and servir, preferir, poder and probar, direct object, direct object pronouns, affirmative informal commands with pronouns. Students learn about the culture in Spanish-speaking countries make connections with geography, art, architecture, food, and celebrations. Students enjoy Christian music in Spanish.

#SPANISH III

Prerequisite: Spanish II

Elective Course: Full Year

Recommended Grade Level: 11

Spanish III guides students to an understanding of advanced vocabulary daily routine, personal items, many parts of the body, telling how you feel, healthful advice, clothing, colors, stores and the things you buy there, expressions of time, holidays, holidays activities, party foods, party activities, getting ready for a party, airport and travel terms, vacation activities, transportation and reacting to news. Through technological support and other resources the same vocabulary is used to develop aspects of grammar using verbs with reflexive pronouns, infinitives, review of stem-changing verbs, estar, sentirse, and tener, negative informal commands, object pronouns and reflexive pronouns with commands, costar and numbers to 1 million, demonstrative adjectives and comparisons with adjectives, quedar, preterite of -ar verbs, preterite of ir, review of preterite of -ar verbs with reflexive pronouns, preterite of -er and -ir verbs, using pensar que and pensar with infinitives, direct object pronouns, conocer and the personal a, present progressive, preterite of spelling change verbs, -car, -gar, -zar, preterite of hacer, informal commands: spelling- changes and irregular verbs. Students learn about the culture in Spanish-speaking countries make connections with geography, art, architecture, food, and celebrations. Students enjoy Christian music in Spanish.

#SPANISH IV/V

Prerequisite: Spanish III

Elective Course: Full Year

Recommended Grade Level: 12

Students at this level practice and refine the language through projects and daily conversation. Some of these projects are my vacations, a day at the salon, my favorite cake, family, places in the city, recipes, fashion magazines, children's story favorite, Hispanic artist favorite, country favorite, my daily routines, history biblical favorite, Christmas in a Latin country, favorite sports, traveling around the world, clothes, my testimony in Jesus Christ, proverbs of Solomon, national drinks, biblical story for children, the house of my dreams, job interview, journalist for a day many others.



MATHEMATICS DEPARTMENT

"Jesus Christ the same yesterday, and today, and forever." Hebrews 13:8

#BUSINESS MATH

Prerequisite: none

Elective Course: Full Year

Recommended Grade Level: any

Business Mathematics is a two-semester course of which students learn to use mathematics effectively as a tool in their personal and business lives. Students will review and apply mathematical operations with whole numbers, decimals, fractions, ratios, and percents. They will understand terminology relating to personal and business mathematics applications and apply basic math skills to the solution of both personal and business applications such as analyzing a paycheck and understanding withholdings, deductions, and earnings; comparing checking account options and reconciling a bank statement; and comparing markups based on cost and selling price of retail merchandise and how that affects the profit of a business. They will use common mathematical formulas to solve a variety of personal and business mathematics as well as apply knowledge of computer and calculator use.

^*ALGEBRA 1

Prerequisite: Pre-algebra

Required Course

Recommended Grade Level: 9

In this first year algebra course, students learn to reason symbolically. Algebra is the study of the variable and variable expressions and methods of manipulating such expressions. Students will study various methods of equation solving and the graphing of linear and non-linear equations, inequalities, functions and their attributes, systems of equations and inequalities, as well as exponential, quadratic and radical expressions. Throughout the course, learned skills will be applied to problem solving in real-life applications including topics of geometry and statistics, using equations to model these situations. Students will build a foundation for their mathematics education, gaining access to skills that will be used in future coursework in mathematics and other disciplines. This class is required for Core 40 and Honors Diploma.

^*ALGEBRA 2

Prerequisite: Algebra 1

Required Course

Recommended Grade Level: 10/11

In this second year algebra course, students will build upon previous algebraic skills to investigate more advanced topics of mathematics such as higher order polynomials, systems of equations, the complex number system, rational, exponential and root expressions, logarithms, as well as a further look into counting principles, probability and data topics. This course will also take a close look at graphing and analysis of the graph and its associated equation. The content of this course is essential for preparation for standardized

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testing like the SAT or ACT, and is designed to prepare students for upper level mathematics courses such as Pre-Calculus. This class is required for Core 40 and Honors Diploma.

+COLLEGE ALGEBRA (Dual Credit)

Prerequisite:

Recommended Grade Level: 11/12

This class fulfills the Honors Diploma elective but is not required.

^*GEOMETRY

Prerequisite: Algebra 1

Required Course

Recommended Grade Level: 10

Geometry is a one year math course designed to help students understand and use spatial relationships that exist, as well as assisting each student in developing the ability to think rationally using both inductive and deductive reasoning. Students will use logic and the fundamentals of Geometry to prove mathematical principles. Students will learn to identify and describe simple polygons and polyhedrons, finding measures of their sides, angles, areas and volumes. In addition, students will learn to perform basic construction of geometric figures. This class is required for Core 40 and Honors Diploma.

*PRE-CALCULUS

Prerequisite:

Elective Course: Full Year

Recommended Grade Level: 11/12

This course is designed to provide students with a thorough investigation of functions from three aspects: analytical, numerical, and graphical. Students will study the properties and graphs of exponential, logarithmic, polynomial, rational, and inverse functions. We will also investigate polar coordinates, parametric equations, complex numbers, vectors, sequence, series, and limits. A portion of this course is also dedicated to the study of trigonometric concepts including the Law of Sines and the Law of Cosines and applications of the trigonometric ratios. This course will prepare students to potentially take AP Calculus or Dual Credit Algebra in their senior year, and will also prepare students for college placement exams. **If Algebra is taken as an 8th grader, this class is REQUIRED for a core 40 diploma.** If Algebra is taken as a 9th grader, this class fulfills the Honors Diploma elective but is not required.

+AP CALCULUS

Prerequisite:

Elective Course: Full Year

Recommended Grade Level: 11/12

Calculus is a college-preparatory class intended for advanced students who desire to continue in mathematics during high school. This course begins with a comprehensive review of upper level algebra and an introduction to limits. The primary content covered in this course is the two main branches of calculus,

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which are differential calculus and integral calculus. Problem solving is integrated throughout the entire course. It is desired that students develop a solid comprehension of the underlying logic of limits and continuity, differential calculus, applications of derivatives, integral calculus, applications of integration, mathematical reasoning, problem solving, the symbolic language of calculus, the representative nature of calculus, the connections between calculus and the world around them, and the study skills necessary for college. This class fulfills the Honors Diploma elective but is not required.

PHYSICAL EDUCATION

“Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last, but we do it to get a crown that will last forever. Therefore I do not run like someone running aimlessly; I do not fight like a boxer beating the air. No, I strike a blow to my body and make it my slave so that after I have preached to others, I myself will not be disqualified for the prize”. 1 Corinthians 9:24-27

LIFETIME SPORTS AND WELLNESS 1

Prerequisite: none

Required Course: Semester 1

Recommended Grade Level: 9

The Lifetime sports and fitness curriculum will allow students to participate in a variety of team and individual activities. Classes will provide students the opportunity to practice and develop skills necessary to maintain a healthy lifestyle. The emphasis is on active participation, sportsmanship, teamwork, developing organization skills and supporting reading and writing across the curriculum. Some of the units during the semester may include but are not limited to: badminton, basketball, fitness, golf, pickle ball, softball, speedball, and ultimate Frisbee.

LIFETIME SPORTS AND WELLNESS 2

Prerequisite: Lifetime Sports 1

Required Course: Semester 1

Recommended Grade Level: 10

The Lifetime sports and fitness curriculum will allow students to participate in a variety of team and individual activities. Classes will provide students the opportunity to practice and develop skills necessary to maintain a healthy lifestyle. The emphasis is on active participation, sportsmanship, teamwork, developing organization skills and supporting reading and writing across the curriculum. Some of the units during the semester may include but are not limited to: basketball, fitness, flag football, floor hockey, soccer, team handball, volleyball, and wiffle ball. The recommended grade level for this course is 10th grade. This is a one-semester class with no prerequisite required.

WEIGHT TRAINING AND CONDITIONING

Prerequisite: none

Elective Course: Semester 1, 2

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Recommended Grade Level: 10/11/12

The Weight Training and Conditioning course will help student athletes at GCA develop physically and become more athletic. Athletes will demonstrate knowledge of lifelong fitness while utilizing proper training techniques. Students in this class will gain awareness of their individual fitness levels and will be pushed to achieve higher levels of physical fitness and athletic ability. This course will serve as an alternative to after school weight lifting. Student athletes will gain time to focus on school work, jobs, or join after school programs when not participating in a sport.

Weight Training and Conditioning is a course designed to introduce safety, proper technique, and benefits of physical training. Student progression will include:

- An introduction to advanced safety principles.
- Training techniques.
- Benefits of physical training.
- Implementation of strength, speed, agility, and conditioning programs.
- Aerobic and Anaerobic activities to gain strength, knowledge, and skills to develop total fitness, including the health and skill related components of fitness.
- An introduction to lifelong fitness and total wellness through the use of aerobic and anaerobic activities and weight training.
- Students will be pushed to implement the gained experience to enhance current levels of fitness and athleticism.
- Students will participate in reading and writing across the curriculum.

The recommended grade levels for this course are 10th – 12th grades. This is a one-semester elective class with no prerequisite required.

ADVANCED LIFETIME SPORTS

Prerequisite: none

Elective Course: Semester 1, 2

Recommended Grade Level: 10/11/12

The Advanced Lifetime Sports curriculum will allow students to participate in a variety of team and individual activities. Classes will provide students the opportunity to practice and develop skills necessary to maintain a healthy lifestyle. The emphasis is on active participation, sportsmanship, teamwork, developing organization skills and supporting reading and writing across the curriculum. Some of the units during the semester may include but are not limited to: badminton, basketball, fitness, flag football, golf, pickleball, soccer, softball, team handball, ultimate Frisbee, and volleyball. The recommended grade levels for this course are 10th – 12th grades. This is a one-semester elective class with no prerequisite required.

^* HEALTH

Required Course: Semester 2

Recommended Grade Level: 10



SCIENCE DEPARTMENT

"And he is before all things, and by him all things consist." Colossians 1:17

#ANATOMY & PHYSIOLOGY

Prerequisite: passing grade in biology

Elective Course: Full Year

Recommended Grade Level: 11

Students will be challenged to learn and interact with both the structure of the human body as well as the function of the human body and its various systems. Covered topics will include the following: anatomical position, body landmarks, basic chemistry, cells and tissues, and various body systems. Course work will involve students completing reading from the text and independent note-taking. Class time will be utilized for group work, review, labs, and dissections. Possible dissections each year could include cats, fetal pig's, kidneys, brains, eyeballs, and hearts. This course will require students to learn and retain large amounts of information, and they will be instructed in various learning methods in order to achieve this goal. This course provides a basic foundation for students interested in the fields of science, medicine, and healthcare.

BIOLOGY

Prerequisite: none

Elective Course: Full Year

Recommended Grade Level: 9

Students will explore deeper answers to scientific information they have been learning in their previous academic years. Topics covered will include basic chemistry, ecology, cell structure and function, photosynthesis, cellular respiration, genetics, populations, protists, fungi, and plants. Students will be expected to complete notes from the reading independently, and they will be trained to keep an organized notebook throughout the year. Experiments, lab activities, group work, presentations, and review will take place during the class period. In addition, students will be taught to make and record observations and to apply the topics discussed to real-world applications through regular lab reports.

CHEMISTRY

Prerequisite: Biology

Required Course: Full Year

Recommended Grade Level: 10

Students will acquire a working knowledge of matter and its reactions through this introductory chemistry course. Topics will include matter and change, scientific measurement, atomic structure, the periodic table, ionic and covalent bonding, the mole, types of chemical reactions, and stoichiometry. Students will be expected to take notes from their textbook through independent reading. Discussion, collaboration, experiments, and review will reinforce those concepts during class. Students will complete lab reports relating what they have observed to why it happened. In addition, students will recognize the interconnected

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nature of science and math. This course is foundational in exploring the chemical explanations behind life as we know it.

+DUAL CREDIT CHEMISTRY

Prerequisite: One year of HS Chemistry

Elective Course: Full Year

Recommended Grade Level: 11/12

General Chemistry is an introduction to the foundational concepts and calculations that are common to all areas of chemistry. This course will focus on the structure of the atom and how chemical properties flow from it on both the level of the individual molecule as well as for collections of molecules. Students will also be introduced to concepts such as energy, properties of solids, liquids, and gasses, as well as the importance of the mathematical relationship of compounds in a chemical reaction. The course will focus on problem solving as well as terminology important to classifying different aspects of elements and their behavior. This course may count toward physical science credits.

Course Goals:

- Develop problem solving skills
- Become familiar with terminology pertaining the field of chemistry
- Learn to communicate ideas and concepts pertaining to scientific inquiry
- Become proficient in the mathematical calculations required for solving of chemistry problems
- Acquire basic laboratory skills needed to carry out chemical experiments.

INTEGRATED CHEMISTRY AND PHYSICS (ICP)

Prerequisite: Biology

Elective Course: Full Year

Recommended Grade Level: 10

Integrated Chemistry and Physics could be titled Introduction to Chemistry and Physics. This course includes introductory topics for both physics and chemistry taught in two different semesters. The school year begins with physics where students learn about the basics of force and motion including Newton's Laws, gravity (free-fall), energy, and the transfer of energy. Second semester begins the study of matter. Students cover atomic theory, periodic table, bonding, and chemical reactions. This course may count toward physical science credits.

PHYSICS

Prerequisite:

Elective Course: Full Year

Recommended Grade Level: 11

Physics class covers mechanics including Newton's Laws, Momentum, Circular and Rotational Motion, Energy, and Gravity (Universal and free fall), mechanical and circular equilibrium, and satellite motion. We discuss particle properties of solids, liquids, and gasses when we study specific gravity, Hooke's Law,

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scaling, Archimedes' principle, Pascal's principle, and Bernoulli's principle. Students display their learning through summative assessments and rotated projects such as Rube Goldberg machines, kites, launchers, video production, and more. Paul Hewitt's Conceptual Physics textbook is used, but applied mathematics is added to the course. This course may count toward physical science credits.

#PHYSICS LAB

Prerequisite: Physics/ICP

Elective Course

Recommended Grade Level: 12

This course is designed for students with a strong foundation in mathematics and the physical sciences. The information is presented in lectures and discussion, but mostly in laboratory work utilizing the student's knowledge of physics and problem solving skills. General areas of study will include, but are definitely not limited to, force, momentum, rotational motion, gravity and circular motion, and density and buoyancy. This course may count toward general science credits.

#ZOOLOGY

Prerequisite: Biology

Elective: Semester 1

Recommended Grade Level: 11/12

In the first 4 weeks of zoology students will study the major divisions of the animal kingdom, classification, anatomical terminology, and body systems. The remaining weeks will be spent on a survey of invertebrates and vertebrates. Students will dissect an earthworm, clam, starfish, grasshopper, and crayfish. Provided that time allows, students will also dissect a frog, perch, and rat. A variety of learning opportunities will be utilized, including lectures and discussion, reading, written assignments, video presentation, and lab exercises. Dissections are required. There is an additional lab fee for this class. This course may count toward general science credits.

SOCIAL STUDIES/HISTORY DEPARTMENT

"It is He who changes the times and the epochs; He removes kings and establishes kings; He gives wisdom to wise men and knowledge to men of understanding." Daniel 2:21

+CRIMINAL JUSTICE (DUAL CREDIT)

Prerequisite:

Elective Course

Recommended Grade Level: 11/12

^*ADVANCED PLACEMENT U.S. HISTORY

Prerequisite:



Elective Course

Recommended Grade Level: 11

This course is designed to be the equivalent of a college-level U.S. History course. Students will be able to obtain college credit for this course by scoring a 3 or above (on a 1-5 scale) on the A.P. exam given by the College Board in May. This course will be a survey of American history, beginning with discovery by Europeans and ending with the present-day. Like the standard U.S. History course, students will understand the providential role that God has played in the history of the United States. Students will be expected to have and use analytical reading skills, critical writing skills, and a self-motivated attitude. The course will emphasize not only factual knowledge of events and people but interpretation of original documents, critical thinking skills, and essay writing. A sizeable amount of work will be completed outside of the classroom. Only students with an A or B average in previous Social Studies courses and excellent writing skills should apply for A.P. U.S. History. This class fulfills the U.S. History Core 40 requirement.

^*ECONOMICS

Prerequisite: none

Required Course: Semester 2

Recommended Grade Level: 12

This one-semester course will provide students with an understanding of both microeconomics and macroeconomics. Students will examine the laws of supply & demand and the various factors that impact an economy. Students will come to understand how our nation's economic system operates, how government interacts with and impacts our economic system, and be able to compare and contrast different economic systems. This class is required for Core 40 and Honors Diploma.

^*GOVERNMENT

Prerequisite: US History

Required Course: Semester 1

Recommended Grade Level: 12

This one-semester course provides students with an insight into the philosophical and historical foundations upon which the U.S. Government was built. Students will also learn how the Constitution came into existence, why it took the form it did, and how it has functioned for the past two hundred years. An in-depth study of the Bill of Rights and court precedents provide students with an understanding of their rights and the development of those rights over the course of our nation's history, as well as their civic responsibilities as U.S. citizens.

#PSYCHOLOGY

Prerequisite: none

Elective Course

Recommended Grade Level: 10/11/12

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This course meets two days a week for two semesters, with students earning ½ of a credit for each semester (1 credit total) and is open to juniors and seniors. Students essentially study the way that people think and act, examining the building blocks of the modern science of psychology. Major topics include a study of the brain and senses, sleep and dreams, memory, classical and operant conditioning, motivation, anxiety disorders, mood disorders, and various theories of psychology. All theories are studied objectively and examined from a Christian worldview.

^*U.S. HISTORY

Prerequisite: World History

Required Course: Full Year

Recommended Grade Level: 11

This course will be a survey of American history, beginning with discovery by Europeans and ending with the present-day. Like the standard U.S. History course, students will understand the providential role that God has played in the history of the United States. Students will be expected to have and use analytical reading skills, critical writing skills, and a self-motivated attitude. The course will emphasize not only factual knowledge of events and people but interpretation of original documents, critical thinking skills, and essay writing

#WORLD GEOGRAPHY

Prerequisite: None

Elective Course: Full Year

Recommended Grade Level: 10

This 2 semester course is designed to equip students with a basic understanding of the world around them. Students will study both human and physical geography, including geographic features of the Earth, political, social and economic boundaries, and cultural differences, including an in-depth study of the geography of the Western Hemisphere. This class fulfills a Core 40 elective but is not required.

^*WORLD HISTORY

Prerequisite: none

Required Course: Full Year

Recommended Grade Level: 9

This 2 semester course examines world history from creation to today. Students learn historical and cultural trends by studying major periods in history and the people of great influence in each period. Students will also learn Biblical principles by applying God's Word to the rise and fall of major civilizations. This course is designed to equip students with skills such as chronological thinking, critical thinking, and comprehension. This class is required for Core 40 and Honors Diploma.

STUDY HALL

Proverbs 18: 15 NIV: "The heart of the discerning acquires knowledge, for the ears of the wise seek it out."

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STUDY HALL

Elective: Semester 1, 2

Recommended Grade Level: any

All students are offered a period of time during the school, set aside for study and doing homework in a designated quiet area.

TECHNOLOGY DEPARTMENT

“That the man of God may be competent, equipped for every good work.” 2 Timothy 3:17

#ADVANCED COMPUTER PROGRAMMING

Elective Course: Semester 1

Recommended Grade Level: any

This one-semester course is designed to provide an understanding (acquaintance) of computer processing with minimum proficiency in computer operations. Students work with word processing, spreadsheet, database, and telecommunication software, practice file management, format and edit documents, and study desktop publishing techniques in a more in-depth environment than Computer Applications 1. This course is a prerequisite for subsequent technology courses.

#BROADCAST VIDEO

Elective Course: Semester 1 (may be repeated)

Recommended Grade Level: any

This course will reinforce students understanding of the art and language of film. The curriculum for students in this class parallels the curriculum at the introductory and intermediate level. Students will improve on camera work, script writing, producing and creating collaborative and individual film projects. They will be responsible for the student video announcements that will be broadcast school wide. The class size will be limited.

^COMPUTER APPLICATIONS

Required Course: Semester 2

Recommended Grade Level: 9

This one-semester course is designed to provide an understanding of computer processing with minimum proficiency in computer operations. Students work with word processing, spreadsheet, database, and telecommunication software, practice file management, format and edit documents, and study desktop publishing techniques.

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#DESKTOP PUBLISHING

Elective Course: Semester 1

Recommended Grade Level: any

In this course students examine how to create and manipulate text in PageMaker. Students use a variety of text formatting options to gain better control over text placement and create sophisticated type effects. Students create sheets and apply styles to text to automate formatting. Tables are also created and formatted using Adobe Table and text is edited using the Story Editor. Students learn to use the Change command to change text and formatting, to use kerning and tracking to adjust text spacing, and add pull quotes, captions, and drop caps. Finally, you'll create a table of contents and use Autoflow and the Book feature to create long documents.

#PHOTOSHOP

Elective Course: Semester 1

Recommended Grade Level: any

This course explores the basics of Photoshop, including selection, layers, painting, image sources and copyright, and resolution. As the introductory skills are mastered, the course progresses to cover simple automations, image repair, correcting image color and tone, a few fun filters, and a brief introduction to type.

#TECH THEATRE

Elective Course: Semester 1,2 –may be repeated

Recommended Grade Level: any

#WEB PAGE DESIGN

Elective Course: Semester 1

Recommended Grade Level: any

This course is designed to familiarize the student with HTML, the native language of the Web. Then students progress into the scripting language, JavaScript. Once students are comfortable with source code, they begin a thorough study of the software application Adobe Dreamweaver, and learn the essential elements of effective web site development and design. Students complete various assignments that stress the mastery of HTML and JavaScript. Upon demonstrating that mastery, these students learn the fundamental operation of Dreamweaver. The course is concluded with a capstone project in which students work in teams to develop a web-site of moderate complexity.

#INTRO TO ENGINEERING

Elective Course: Semester 2

Recommended Grade Level: any



GENERAL INFORMATION

GCA'S ANSWERS TO FAQs

WHAT DO GREENWOOD CHRISTIAN ACADEMY (GCA) AND ITS STAFF MEMBERS BELIEVE?

We believe that Jesus is the Christ, the Son of the living God, that the Bible is the infallible Word of God, and that salvation is found only through Christ Jesus. That is why we are called a Christian school. Our primary mission is to teach young people to think and live Biblically, to personally prepare them for God's call upon their lives, to develop Christ-like character, become servant-leaders and to understand and embrace a Christian worldview. At GCA, we seek to excel in three major areas: spiritual, academic, and extra-curricular.

HOW DO YOU HANDLE DOCTRINAL ISSUES?

We are a private, independent, non-denominational Christian school (K4 – Grade 12) that recognizes and respects the various traditions that have arisen in the body of Christ over the last two thousand years. Our student body and staff come to us from many different church backgrounds, but we make every effort to maintain the unity of the faith. We believe that worship and differing traditions are primarily the business of our families and their individual churches, and we refer students with those questions back to their parents and pastors for answers.

DO YOU HAVE TO BE A CHRISTIAN TO ATTEND GREENWOOD CHRISTIAN ACADEMY?

Elementary students (pk4 -4th) are not required to have accepted Christ as their Savior, as this is a time of learning and experiencing God's truth. However, we do require at least one parent to be a committed Christian in order that we might establish a covenant relationship with him/her in helping to educate his/her son or daughter. The student who has not accepted Christ but is interested in finding out more about Him is welcome. All students will be given opportunities to grow spiritually and to mature in their relationship with the Lord through their study of Scripture, the application of Biblical principles presented in the classroom, and in their daily walk.

HOW IS GREENWOOD CHRISTIAN ACADEMY GOVERNED?

GCA is a 501(c) 3 non-profit corporation. The Board of Directors of GCA establishes the general policy and direction of the school. The daily operation of the school is the responsibility of the Administration.

WHAT CURRICULUM DO YOU USE?

Greenwood Christian Academy offers a full complement of academic courses as well as fine arts, physical education, career exploration, and technology electives. The textbooks are comprised of both Christian and secular publishers, however, all curricula are integrated with the GCA Christian philosophy. The academic program is organized on a traditional schedule. Eight credits per semester is the maximum course load;

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students take eight 45-minute classes daily. At this time it does not provide provisions for students with special needs.

CAN A STUDENT RETAKE A COURSE FOR A BETTER GRADE?

Students who fail a course have the option of retaking the course at GCA or taking an approved equivalency course through another accredited academic institution. The institution must be approved by the guidance counselor prior to taking the course, and any costs associated with taking the course are the responsibility of the student.

WHAT ABOUT HOMEWORK?

We expect our students to do homework during the school week that is time appropriate for their respective grade level. There is evidence that overwhelmingly indicates that what students do at home is equally important to what they do in class in determining their academic progress and success.

IS GREENWOOD CHRISTIAN ACADEMY AN ACCREDITED SCHOOL?

Yes, GCA is accredited by the State of Indiana.

DOES GREENWOOD CHRISTIAN ACADEMY HAVE EXTRA-CURRICULAR ACTIVITIES?

We consider extra-curricular activities secondary to our academic program, but we also believe that they are valuable in developing leadership, discipline, responsibility, relationships, and character in ways that cannot be accomplished in the classroom.

Extra-curricular activities include the following:

Athletics

MS/HS Boys Basketball

MS/HS Girls Basketball

MS/HS Boys Soccer

MS/HS Girls Soccer

MS/HS Girls Volleyball

MS Co-ed Golf

HS Girls Golf

HS Boys Golf

Other Activities:

Math Pentathlon

Worship Team

Student Government

Chess Club

Robotics Club

Foosball Club

National Honor Society

Madrigal

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HS Boys/Girls Swimming

Ping Pong Club

MS/HS Cheerleading

Fellowship of Christian Athletes

MS/HS Girls Softball

MS/HS Boys/Girls Track

MS/HS Boys/Girls Cross Country

MS/HS Boys Baseball

MS/HS Bowling

ARE STUDENTS REQUIRED TO ATTEND CHAPEL?

YES! Students in every grade level (K4 – 12) attend chapel once a week.

WHERE IS GREENWOOD CHRISTIAN ACADEMY LOCATED?

The GCA campus is located at 835 W. Worthsville Road.

WHAT ARE YOUR SCHOOL HOURS? (SUBJECT TO CHANGE)

- K4 8:25 A.M. – 11:30 A.M. (Tu, Wed, Th)
- ½ day K5 8:25 A.M. – 11:30 A.M.
- K5–Grade 4 8:25 A.M. – 3:00 P.M.
- Grades 5–12 8:10 A.M. – 3:15 P.M.