

Ebenezer International



Christian Academy

Students Course Expectations

2014-2015

NEW TESTAMENT SURVEY

COURSE OVERVIEW

New Testament Survey provides a developmental and in-depth academic study of the teachings of the New Testament from the Intertestamental period (prior to the birth of Christ) to the book of Revelation. The survey emphasizes the most important people, places, and events in the development and expansion of the Church. The course also includes material on Christian suffering, witnessing, and the will of God. New Testament Survey targets four major strands: theology, biblical literature, biblical background, and Christian growth.

Upon completion of the course, students should be able to do the following:

- Understand the background of the New Testament.
- Identify key people, places, and events in the New Testament.
- Provide the setting and purpose for each New Testament book.
- Understand the importance of the Church.
- Identify the various apostles and their particular ministries.
- Understand the biblical approach to suffering.
- Tell others about the Gospel with more knowledge and confidence.

OLD TESTAMENT SURVEY

COURSE OVERVIEW

Old Testament Survey provides a developmental and in-depth academic study of the teachings of the Old Testament, from the creation of the world (Genesis) to the restoration of Israel and the ministry of its post-exilic prophets (Malachi). The survey emphasizes the most important people, places, and events in the development and decline of the nation of Israel. These areas target three content strands: theology, biblical literature, and biblical background.

Upon completion of the course, students should be able to do the following:

- Identify the key people, places, and events of the Old Testament.
- Provide the setting and purpose for each Old Testament book.
- Identify the different eras in the history of Israel.
- Appreciate the importance of the nation of Israel.
- Describe the rise and fall of the kingdoms of Judah and Israel.
- Identify the various prophets with the era in which they ministered.

WORLD HISTORY

COURSE OVERVIEW

World History continues the process of developing in students an understanding of and appreciation for God's activity as seen in the record of man and his relationships. With an emphasis on Western Europe, the course surveys ancient civilizations to the end of the 20th century, highlighting early Christianity (through the Reformation) and the two World Wars. These areas of focus target three major content strands: History, Geography, and Social Studies Skills.

Upon completion of the course, students should be able to do the following:

- Understand Western civilization from its beginnings to the present day.
- Understand the significant political and economic transformations and significant cultural and scientific events in Europe during the Renaissance.
- Understand significant religious and societal issues from the Renaissance through the Reformation.
- Understand the significant social and political developments in Europe and America brought on by the English, American, and French Revolutions.
- Understand the effects of the Industrial Revolution.
- Analyze major historical and political events of the 20th century, including the two World Wars, the Cold War, and the Vietnam War.

Additionally, students will gain practice in report-writing, covering topics like the rise of Christianity, the U.S. Constitution, communism versus free enterprise, the United Nations, and more.

AMERICAN HISTORY

COURSE OVERVIEW

American History continues the process of developing in students an understanding of and appreciation for God's activity as seen in the record of man and his relationships. The course covers early American exploration to the present day, placing special emphasis on the politics of the 18th and early 19th centuries and the Civil War. These areas of focus target three major content strands: History, Geography, and Government and Citizenship.

Upon completion of the course, students should be able to do the following:

- Understand how conflict between the American colonies and Great Britain led to American independence.
- Understand political, economic, and social changes that occurred in the United States during the 19th century, including changes resulting from the Industrial Revolution.

- Explain how political, economic, and social changes in the U.S. led to conflict among sections of the United States in the 19th century.
- Describe the causes and effects of the Civil War and its aftermath.
- Describe the causes and effects of both World Wars.
- Understand some of the key challenges facing American society in the late 20th and early 21st centuries.

Additionally, students will gain practice in writing essays and reports, covering topics like the Monroe Doctrine, the states' rights debate, the Lincoln-Douglas debates, isolationism, the New Deal, the Korean conflict, and more.

WORLD GEOGRAPHY

COURSE OVERVIEW

World Geography takes students on a journey around the world in which they will learn about the physical and human geography of various regions. They will study the history of each region and examine the political, economic, and cultural characteristics of the world in which we live. Students will also learn about the tools and technologies of geography such as globes, maps, charts, and global information systems.

Upon completion of the course, students should be able to do the following:

- Select and use geographic tools to get information and make predictions.
- Compare places based upon their similarities and differences.
- Identify geographic factors that influenced historic events.
- Evaluate the interrelatedness and interdependence of physical and human systems and their impact on our earth.
- Analyze the role played by culture in the spatial organization of the earth.
- Define the key geographic concerns facing the world and strategize methods to deal with these issues in the future.

Students will also gain practice in writing and note-taking. They will be asked to create graphic organizers, conduct research, analyze information, and write essays on topics such as current events, energy resources, national parks, and more.

GOVERNMENT AND ECONOMICS

COURSE OVERVIEW

Government and Economics continues the process of developing in students an understanding of and appreciation for God's activity as seen in the record of man and his relationships. The course focuses on two major areas: Government, with special emphasis on American government, and Economics, with special emphasis on personal finance. These areas of focus target three major content strands: History, Government and Citizenship, and Economics.

Upon completion of the course, students should be able to do the following:

- Understand the basics of various philosophies of government.
- Understand the structure and functions of government and how the principles and values of American democracy (e.g., limited government and popular sovereignty) are reflected in American constitutional government.
- Understand how the overall design, as well as specific features of the U.S. Constitution prevent the abuse of power by using a system of checks and balances (e.g., federalism).
- Understand the role of political parties, the media, and the public on the political process.
- Know the characteristics of different economic systems (e.g., capitalism, mixed economy, and communism).
- Understand basic terms associated with economic performance and the state of the economy (e.g., supply and demand, inflation, monopoly).

Additionally, students will gain practice in writing essays and reports, covering topics like elected officials, the Supreme Court, Christians in politics, on-line banking, the euro, and more.

ENGLISH I

COURSE OVERVIEW

English I continues to build on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. It most specifically focuses on deepening and furthering students' understanding in the following ways:

- **Reading**—reinforces reading comprehension skills by teaching students how to understand and appreciate poetry, drama, informative nonfiction, and fiction; shows students how to analyze, evaluate, and interpret a text; reinforces awareness of the elements and structure of narrative prose; guides students through readings of drama, a novel, and selections from well-known poetry, and short stories.
- **Writing**—furthers students' understanding of sentence structures; reviews parts of speech and their types, including in-depth studies on verbs (transitive, intransitive, conjugation, tense, voice, mood); develops students' understanding of the types and functions of phrases and clauses; teaches language history and etymology to help students build on knowledge of word structures, including prefixes, roots, and suffixes; expands on students' vocabulary skills; reviews spelling skills; gives students the

opportunity to develop their abilities in writing speeches, short essays, poetry, friendly/business letters, and short stories.

- **Speaking**—offers students experience in delivering a speech; teaches skills that enable students to become effective speakers and communicators, weaving these skills together throughout the course.
- **Listening**—teaches effective listening comprehension skills, weaving these together throughout the lessons.

ENGLISH II

COURSE OVERVIEW

English II continues to build on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. It focuses on deepening and furthering students' understanding in the following ways:

- **Reading**—reinforces reading comprehension skills by teaching students how to comprehend and appreciate poetry, drama, nonfiction, and fiction; shows students how to analyze, evaluate, and interpret a text; reinforces awareness of the elements and structure of narrative prose; guides students through readings of the allegory *Everyman* and Sheldon's *In His Steps*, as well as selections of and excerpts from well-known poetry and short stories.
- **Writing**—develops students' understanding of complex sentence and paragraph structures, providing hands-on experience with connectives, transitions, phrases, and clauses; teaches language history and etymology to help students build on knowledge of grammar and word structures; expands on students' vocabulary skills; gives students the opportunity to develop their abilities in writing a set of instructions, a literary critique, a poem, a short story, and a speech.
- **Speaking**—offers students experience in delivering a speech; teaches skills that enable students to become effective speakers and communicators, weaving the skills throughout the course.
- **Listening**—teaches effective listening comprehension skills, integrating these throughout the lessons.
- **Special Topics**—incorporates research skills, including internet, library, and reference material use, throughout the curriculum.

ENGLISH III

COURSE OVERVIEW

English III continues to build on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. It most specifically focuses on deepening and furthering students' understanding in the following ways:

- **Reading**—reinforces reading comprehension skills by teaching students comprehension techniques for literary fiction, nonfiction, poetry, and drama; discusses common literary devices; shows students how to analyze, evaluate, and interpret a text; reinforces awareness of the elements and structure of narrative and expository prose; guides students through readings of Thornton Wilder's *Our Town* (play) and Lee's *To Kill a Mockingbird* as well as selections of and excerpts from well-known poetry and nonfiction pieces.
- **Writing**—develops students' writing skills by teaching about clauses and phrases in sentence structures; reviews common sentence construction errors and methods for avoiding them; provides practice in standard and nonstandard English, as well as specialized language use; teaches Greek and Latin roots and prefixes to enhance vocabulary and spelling skills; expands students' abilities to write cohesive and coherent expository prose; gives students the opportunity to develop their abilities in writing literary critiques, personal essays, poetry, and research papers.
- **Special Topics**—incorporates research skills, including internet, library, and reference material use, throughout the curriculum.

ENGLISH IV

COURSE OVERVIEW

English IV continues to build on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. It most specifically focuses on deepening and furthering students' understanding in the following ways:

- **Reading**—reinforces reading comprehension skills by teaching students comprehension techniques for literary fiction, poetry, and drama, including discussion of common literary devices; shows students how to analyze, evaluate, and interpret a text; reinforces awareness of the elements and structure of narrative and expository prose; guides students through English literary history, including readings of Shakespeare's *Hamlet*, Milton's *Paradise Lost*, *Beowulf*, Bunyan's *The Pilgrim's Progress*, and other selections of and excerpts from major English literary figures.
- **Writing**—develops students' writing skills by teaching about clauses and phrases in sentence structures; reviews common sentence and paragraph construction errors and methods for avoiding them; teaches Greek and Latin roots and prefixes to enhance vocabulary and spelling skills; expands students' abilities to write cohesive and coherent expository prose; gives students the opportunity to develop their abilities in writing literary critiques, poetry, short stories, and expository prose.
- **Listening**—teaches effective listening comprehension skills, weaving these throughout the lessons; builds upon students' study skills as well as helps them to become reliable and efficient note takers.

- **Special Topics**- incorporates research skills, including internet, library, and reference material use, throughout the curriculum.

INTEGRATED MATH I

COURSE OVERVIEW

Integrated Math I is a mathematics course for high school students who have successfully completed either general mathematics for grade 8 or pre-algebra. This course is the first in a four-part, integrated high school mathematics curriculum. The materials in this course integrate the topics of algebra, geometry, probability, and statistics.

Throughout the course, students will practice algebraic thinking and use algebra to model and solve real world problems. Students are exposed to several branches of mathematics and will explore ways in which each one can be used as a mathematical model in understanding the world.

The course seeks to help students expand their knowledge and skills so that they may achieve the following goals:

- Gain an increased awareness of math as a life skill.
- Understand how math is like a language, with a set of conventions.
- Realize that while mathematical models are useful in studying the world, they have limits.

In attaining these goals, students will begin to see the “big picture” of mathematics and understand how numeric, algebraic, and geometric concepts are woven together to build a foundation for higher mathematical thinking.

ALGEBRA I

COURSE OVERVIEW

Algebra I is a full year, high school credit course that is intended for the student who has successfully mastered the core algebraic concepts covered in the prerequisite course, Pre-Algebra. Within the Algebra I course, the student will explore basic algebraic fundamentals such as evaluating, creating, solving and graphing linear, quadratic, and polynomial functions.

Upon successfully completing the course, the student should have mastered the following concepts:

- Solve single variable, absolute value, and linear systems of equations.
- Solve and graph single variable, absolute value, and linear inequalities.
- Evaluate, solve, and graph linear and quadratic functions as well as conceptualize the relationship between the independent and dependent variable of a function.
- Understand and know how to apply the distance, midpoint, and slope formulas as well as the Pythagorean theorem.
- Form an equation of a line using the slope-intercept, point-slope and standard forms of a line.

- Organize data in the form of a table or matrix; perform complex matrix operations such as multiplication, evaluating the determinant, and solving a system of linear equations using Cramer's Rule.
- Apply basic fundamental rules of exponents.
- Be able to construct a formula or equation necessary to solve algebraic word problems involving area, perimeter, and linear systems of equations, basic probability and statistical reasoning, distance, and compounding interest.
- Evaluate rational expressions and solve equations with rational expressions.
- Simplify and perform operations with radical expressions and polynomials.

ALGEBRA II COURSE

OVERVIEW

Algebra II is a full-year, high school math course intended for the student who has successfully completed the prerequisite course Algebra I. This course focuses on algebraic techniques and methods in order to develop student understanding of advanced number theory, concepts involving linear, quadratic and polynomial functions, and precalculus theories. This course also integrates geometric concepts and skills throughout the units, as well as introducing students to basic trigonometric identities and problem solving.

By the end of the course, students will be expected to do the following:

- Understand set notation and the structure of mathematical systems.
- Know how to use functional notation and operations on functions.
- Simplify and solve algebraic fractions.
- Perform operations on polynomials, including factoring, long division, and synthetic division.
- Solve algebraic word problems involving mixtures, money, integers, and work.
- Evaluate and solve radical expressions and equations.
- Solve systems of equations with graphing, substitution, and matrices.
- Graph and solve quadratic equations, including conic sections.
- Graph and solve exponential and logarithmic equations.
- Calculate permutations, combinations, and complex probabilities.

GEOMETRY

COURSE OVERVIEW

Geometry is a full year, high school math course for the student who has successfully completed the prerequisite course, Algebra I. The course focuses on the skills and methods of linear, coordinate, and plane geometry. In it, students will gain solid experience with geometric calculations and coordinate plane graphing, methods of formal proof, and techniques of construction.

By the end of the course, students will be expected to do the following:

- Understand defined terms, axioms, postulates, and theories.
- Apply rules of formal logic and construct proofs in two-column format.
- Know how to solve for angles given parallels, perpendiculars, and transversals.
- Demonstrate how to solve for sides and angles of triangles, quadrilaterals, and polygons.
- Understand trigonometric ratios and know how to use them to solve for unknown sides and angles in given triangles as well as application word problems.
- Be able to determine arcs, chords, and sectors of circles.
- Calculate perimeter, area, and volume of figures and solids.
- Graph lines and determine slopes, midpoints, and distances.
- Make geometric constructions on paper.
- Represent results of motion geometry (translation, rotation, reflection, dilation).

BIOLOGY

COURSE OVERVIEW

Biology is intended to expose students to the designs and patterns of living organisms that have been created by God. In preceding years, students should have developed a foundational understanding of life sciences. This biology course will expand upon that knowledge and incorporate more abstract knowledge. The student's understanding should encompass both the micro and macro aspects of life and this biology course includes both. The major concepts covered are taxonomy, the chemical basis of life, cellular structure and function, genetics, microbiology, botany, human anatomy and physiology, and ecological principles.

Students at this level should show development in their ability and understanding of scientific inquiry. The units contain experiments and projects that seek to develop a deeper conceptual meaning for the student and actively engage the student. The continued exposure of science concepts and scientific inquiry will serve to improve the student's skill and understanding.

Biology should be preceded or accompanied by an Algebra I course.

Upon completion of the course, students should be able to do the following:

- Classify different animals using taxonomy.
- Demonstrate a knowledge of molecular structure as it relates to organic compounds.
- Use a microscope to study microscopic organisms.
- Describe cells, their different parts, and the function of a cell.
- Discuss the different parts of a plant.
- Describe and explain the function of each system in the human body.
- Perform Punnett square functions to determine probability of inheritance.
- Differentiate between mitosis and meiosis and between asexual and sexual reproduction.
- Understand the impact man has on the environment.

CHEMISTRY

COURSE OVERVIEW

Chemistry is intended to expose students to the designs and patterns in the world that God has created. In preceding years, students should have developed an understanding for the macroscopic properties of substances and been introduced to the microstructure of substances. This chemistry course will expand upon that knowledge, further develop the microstructure of substances, and teach the symbolic and mathematical world of formulas, equations, and symbols. The major concepts covered are measurement, atomic structure, chemical formulas and bonding, chemical reactions, stoichiometry, gases, chemical equilibrium, and organic chemistry.

Students at this level should show development in their ability and understanding of scientific inquiry. The units contain experiments and projects that seek to develop a deeper conceptual meaning for the student and actively engage the student. The continued exposure of science concepts and scientific inquiry will serve to improve the student's skill and understanding.

Chemistry should be preceded by an Algebra I course and preceded or accompanied by an Algebra II course.

Upon completion of the course, students should be able to do the following:

- Calculate and convert units using scientific notation and significant figures.
- Explain the differences between elements, compounds, and mixtures.
- Use Avogadro's number and the gas laws to calculate different variables in chemistry examples.
- Explain and use the periodic table.
- Recognize symbols for common elements.

- Differentiate between the different types of bonds.
- Predict how different elements will react.
- Describe acid-base reactions and redox reactions.
- Demonstrate an understanding of organic chemistry and carbon compounds.

EARTH SCIENCE COURSE

OVERVIEW

Earth Science is a high school science course that explores Earth's structure, interacting systems, and place in the universe. The course uncovers concepts and processes found in:

- astronomy-Earth's place in and interaction with space.
- geology – physical structure and dynamic processes,
- meteorology – atmosphere, weather and climate, and
- oceanography – oceans and marine life.

Students will have the opportunity to evaluate and explore many scientific concepts by participating in interactive lab sessions, conducting hands-on activities, and completing projects designed to improve the understanding of earth and its dynamic functions.

Upon completion of the course, students should be able to do the following:

- Gain increased awareness about where Earth came from, how Earth functions and sustains life, and how the many systems and processes of Earth rely on and balance one another.
- Improve scientific evaluation skills and apply them to the study of Earth's physical geography and dynamic processes.
- Discover tools that allow for the study of Earth and its further exploration.

PHYSICS

COURSE OVERVIEW

Physics is intended to expose students to the design and order in the world that God has created. In preceding years, students should have developed a basic understanding of the macroscopic and microscopic world of forces, motion, waves, light, and electricity. The physics course will expand upon that prior knowledge and further develop both. The curriculum will also seek to teach the symbolic and mathematical world of formulas and symbols used in physics. The major concepts covered are kinematics, forces and motion, work and energy, sound and light waves, electricity and magnetism, and nuclear physics.

Students at this level should show development in their ability and understanding of scientific inquiry. The units contain experiments and projects that seek to develop a deeper conceptual meaning for the student and actively engage the student. The continued exposure of science concepts and scientific inquiry will serve to improve the student's skill and understanding.

Physics should be preceded by Algebra I and II courses and geometry.

Upon completion of the course, students should be able to do the following:

- Use scalars and vectors to visualize and calculate concepts of motion.
- Articulate Newton's and Kepler's laws of motion.
- Demonstrate an understanding of how energy is transferred and changed from one form to another.
- Describe how sound and light waves act and react.
- Differentiate between static and current electricity and describe each one.
- Know the relationship between magnetism and electricity.
- Have a general understanding of atomic theory, including fusion and fission.

BUSINESS COMPUTER INFORMATION SYSTEMS I-A

COURSE OVERVIEW

BCIS I-A is a high school elective that explores the use of technology applications in both business and personal situations. The course provides key knowledge and skills in the following areas:

- communication skills
- business technology
- word processing applications
- spreadsheet applications
- database applications

The course is intended to help students arrive at the following understandings:

- Effective communications skills and productive work habits can increase employees' success.
- Technology solutions can help employees be more productive and effective.

PERSONAL FINANCIAL LITERACY

COURSE OVERVIEW

Personal Financial Literacy is a semester-length elective designed to help high school students prepare for success in making financial decisions throughout their lives.

Topics in the course address the advantages of making sound financial decisions in both the short and long term, income planning, money management, saving and investing, and consumer rights and responsibilities.

Upon completion of Personal Financial Literacy, students should possess the knowledge and skills needed to do the following:

- Find and evaluate financial information from a variety of sources when making personal financial decisions.
- Understand the role of income, taxes, and research in developing and planning a career path.
- Develop systems for managing money (including saving and investing) tied to personal financial goals.
- Recognize and understand a consumer's rights and responsibilities in a complex world market.

BUSINESS COMPUTER INFORMATION SYSTEMS I-B

COURSE OVERVIEW

BCIS I-B is a high school elective that explores the use of technology in both business and personal situations. The course provides key knowledge and skills in the following areas:

- telecommunications technology
- desktop publishing technology
- presentation technology
- computer networks
- computer operating systems

The course is intended to help students arrive at the following understandings:

- Effective communication skills and productive work habits can increase employees' success.
- Technology solutions can help employees be more productive and effective.

HIGH SCHOOL HEALTH

COURSE OVERVIEW

High School Health is a health science elective course that introduces students to what good health is, why good health is important, and what students should do in order to achieve good health.

Upon completion of the course, students should be able to do the following:

- Demonstrate an awareness of health as it applies to their own bodies, minds, and emotions.
- Demonstrate an awareness of health as it applies to their living environments.
- Identify the components of a healthy lifestyle and set reasonable goals to achieve a lifestyle of wellness.
- Understand that incorporating sound health practices creates a lifestyle of moderation and wellness.
- Understand the responsibility of properly stewarding the bodies God has given them as directed in the Bible.
- Describe health as it applies to broader society, the world, and their own responsibility to stimulate good health around them.

SPANISH I

COURSE OVERVIEW

Spanish I is an entry level high school foreign language course that explores the Spanish language through communication, culture, connections, comparisons, and communities.

Course materials are designed to support students as they work to gain a basic proficiency in speaking, listening, reading, writing, and cultural competency.

Upon completion of the course, students should be able to do the following:

- Use Spanish in everyday situations in a basic manner and in both oral and written communication.
- Use vocabulary necessary to function as a tourist in Spanish-speaking countries.
- Demonstrate a basic knowledge of the Spanish-speaking world.
- Listen to and understand basic passages in Spanish related to various themes.
- Read and understand basic passages in Spanish related to various themes.
- Compare and contrast cultural aspects of Hispanic countries and the United States.

Spanish I introduce students to the mechanics of the Spanish language, acquaints them with the cultural differences of Hispanic countries, and helps them gain a keen awareness of their own culture.

SPANISH II COURSE OVERVIEW

Spanish II is a high school foreign language course that builds upon skills and concepts taught in Spanish I, emphasizing communication, cultures, connections, comparisons, and communities.

Course materials are designed to support students as they work to gain a basic proficiency in speaking, listening, reading, writing, and cultural competency.

Upon completion of the course, students should be able to do the following:

- Use Spanish in everyday situations in both oral and written communication.
- Use vocabulary necessary to live in a Spanish-speaking country.
- Demonstrate an understanding of Hispanic countries.
- Listen to and understand passages in Spanish related to various themes.
- Read and understand passages in Spanish related to themes.
- Compare and contrast cultural aspects of Hispanic countries and the United States.

This course gives students practice using the mechanics of the Spanish language, acquaints them with the cultural differences of Hispanic countries, and helps them gain a keen awareness of their own culture.