



Cherokee Christian High School Course Catalog 2016-2017



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Pillars Practicum

Summary of Graduation Requirements

In order to graduate from Cherokee Christian High School, students must earn a total of 25 units as follows. ***Please note*** that these requirements are designed to meet the entrance standards established by the Board of Regents of the University System of Georgia (all state colleges and universities). Other colleges may have different entrance requirements. It is the student's responsibility to determine those particular entrance requirements.

Subject Area	Units Required	
Bible	4.0	Bible is required each semester a student is enrolled at CCHS. The number of required units will be adjusted for students who transfer to CCHS after the freshman year.
English	4.0	Must include <ul style="list-style-type: none"> • English 9/9th Grade Literature & Composition or its equivalent; • World Literature or its equivalent; • American Literature or its equivalent; and • British Literature or its equivalent, AP English Literature, or Advanced Composition A and Literary Types/Composition
Social Studies	4.0	Must include at least 1 unit of world history, 1 full year of U. S. history, and 1 unit of government/economics
Mathematics	4.0	Must include 1 unit each of Algebra I, Geometry, and Algebra II, and 1 additional math course more advanced than Algebra II (such as Advanced Algebra and Trigonometry, a full year of Pre-Calculus, AP Calculus AB, AP Statistics, Calculus A, or Statistics A)
Science	4.0	Must include at least 1 unit of Biology and 1 unit of a physical science
Fine Arts	0.5	See course listing
Technology	0.5	See course listing
Foreign Language	2.0	Must be two credits in the same foreign language
Health	0.5	See course listing
Physical Education	0.5	See course listing
Electives	1.0	Any courses beyond the requirements listed above. For example, a fifth unit in math counts as fulfilling this elective requirement, as would a third year of a foreign language.

Total credits for graduation: 25

In addition, students must complete 10 hours of volunteer community service for each year they are enrolled at CCHS. A student who completes all four years at CCHS must fulfill 40 hours of community service prior to graduation; a student who transfers to CCHS for his/her junior year would need to fulfill 20 hours of service. *Fulfillment of this service requirement is mandatory in order for students to receive a diploma and/or participate in the graduation program.*

Typical Sequence of Courses – Pillars Practicum

	Freshman	Sophomore	Junior	Senior	Any Year
Bible	Old Testament	New Testament	Christian Doctrine	Philosophy and Ethics	
English	English 9	American Literature	British Literature, AP English Literature, or Advanced Composition A and Literary Types/Composition	World Literature	
Social Science	Ancient History	Modern World History	U.S. History	Government/Economics	
Math	Algebra I	Geometry	Algebra II	Advanced Algebra and Trigonometry <i>or</i> Pre-Calculus	
	Geometry	Algebra II	Advanced Algebra and Trigonometry <i>or</i> Pre-Calculus	Calculus (if Pre-Calculus completed in junior year) or Statistics	
Science	Conceptual Physics	Chemistry	Advanced Biology	Required elective (examples: Human Anatomy/Physiology, Advanced Chemistry, Forensics)	
Fine Arts					Required elective (examples: Studio Art, Drama, Chorus, Music Appreciation, AP Studio Art, AP Art History)
Technology					Required elective (examples: Office Productivity Applications, Programming)
Foreign Language		First Year Language	Second Year Language		
PE/Health	Physical Education/Health				
Total Credits	6	6	6	5	2

Center for STEM

Summary of Graduation Requirements

In order to graduate from Cherokee Christian High School with the STEM (Science, Technology, Engineering, and Math) Diploma, students must earn a total of 28 units as follows. ***Please note*** that these requirements are designed to exceed the entrance standards established by the Board of Regents of the University System of Georgia (all state colleges and universities). Other colleges may have different entrance requirements. It is the student's responsibility to determine those particular entrance requirements.

Subject Area	Units Required	
Bible	4.0	Bible is required each semester a student is enrolled at CCHS. The number of required units will be adjusted for students who transfer to CCHS after the freshman year.
English	4.0	Must include <ul style="list-style-type: none"> • English 9/9th Grade Literature & Composition or its equivalent; • World Literature or its equivalent; • American Literature or its equivalent; and • British Literature or its equivalent, AP English Literature, or Advanced Composition A and Literary Types/Composition
Social Studies	3.0	Must include at least 1 unit of world history, 1 full year of U. S. history, and 1 unit of government/economics
Mathematics	6.0	Algebra I (middle school), Geometry, Algebra II, 1 full year of Pre-Calculus, AP Calculus or Calculus A, and another advanced math elective (examples: AP Statistics, Statistics A, Linear Algebra, Numerical Analysis)
Science	4.0	Chemistry, Advanced Biology, AP Physics 1, and another advanced science elective; if Advanced Chemistry A is taken, the student must also take Advanced Chemistry B
Engineering	2.5	Principles of Engineering I and II, STEM Capstone
Fine Arts	0.5	Conceptual Drawing
Technology	1.0	3-D Design/Prototyping, Intro to Python Programming
Foreign Language	2.0	Must be two credits in the same foreign language
Health	0.5	See course listing
Physical Education	0.5	See course listing

Total credits for graduation: 28

In addition, students must complete 10 hours of volunteer community service for each year they are enrolled at CCHS. A student who completes all four years at CCHS must fulfill 40 hours of community service prior to graduation; a student who transfers to CCHS for his/her junior year would need to fulfill 20 hours of service. *Fulfillment of this service requirement is mandatory in order for students to receive a diploma and/or participate in the graduation program.*

Typical Sequence of Courses – Center for STEM

	Freshman	Sophomore	Junior	Senior
Bible	Old Testament	New Testament	Christian Doctrine	Philosophy and Ethics
English	English 9	American Literature	British Literature, AP English Literature, or Advanced Composition A and Literary Types/Composition	World Literature
Social Studies		<u>Ancient History or Modern World History</u>	U.S. History	Government/Economics
Math <i>(Algebra I completed in middle school)</i>	<u>Geometry and Algebra II</u>	Pre-Calculus	Calculus	Statistics
Science	Chemistry	Advanced Biology	Advanced Chemistry	Advanced science elective
Engineering		Principles of Engineering I	Principles of Engineering II	STEM Capstone
Fine Arts	Conceptual Drawing (1 semester)			
Technology	3-D Design (1 semester)	Introduction to Python Programming		
Foreign Language		<u>First Year Language</u>	<u>Second Year Language</u>	
PE/Health	PE/Health			
Total Credits	7	7	7	6

In order to allow for more electives, or to allow students to spread out the course load somewhat, the underlined courses above may be taken in a summer school program, subject to these guidelines:

1. The course must be completed prior to beginning the next class in that subject area. For example, if the student takes Geometry in the summer, it must be completed prior to beginning Algebra II in the sophomore year.
2. If appropriate courses are not offered in an on-campus summer school, students may enroll in the *CCS Online Studies* online program for course work. Such work should be completed prior to the first day of classes in August, or as soon thereafter as permitted by the requirements of the online program.

Masterwork Studios

Summary of Graduation Requirements

In order to graduate from Cherokee Christian High School with the Masterwork Studios Diploma, students must earn a total of 27 units as follows. ***Please note*** that these requirements are designed to exceed the entrance standards established by the Board of Regents of the University System of Georgia (all state colleges and universities). Other colleges may have different entrance requirements. It is the student's responsibility to determine those particular entrance requirements.

Subject Area	Units Required	
Bible	4.0	Bible is required each semester a student is enrolled at CCHS. The number of required units will be adjusted for students who transfer to CCHS after the freshman year. Includes the Masterwork Bible courses of Church History (1 sem.) and Wisdom Literature (1 sem.)
English	4.0	Must include <ul style="list-style-type: none"> • English 9/9th Grade Literature & Composition or its equivalent; • World Literature or its equivalent; • American Literature or its equivalent; and • British Literature or its equivalent, AP English Literature, or Advanced Composition A and Literary Types/Composition
Social Studies	4.0	Must include at least 1 unit of world history, 1 full year of U. S. history, and 1 unit of government/economics
Mathematics	4.0	Algebra I, Geometry, Algebra II, and another math beyond these (such as a full year of Pre-Calculus or Advanced Algebra/Trig)
Science	4.0	Conceptual Physics, Chemistry, Advanced Biology, and another science course beyond these
Humanities Specialty	2.0	Mythology (1 sem.), Rhetoric (1 sem.), and Senior Masterwork Thesis (2 sem.)
Electives	2.0	A variety of one-semester electives, to be chosen according to the student's Studio major.
Foreign Language	2.0	Must be two credits in the same foreign language. French, German, or Latin are <i>strongly</i> recommended.
Health	0.5	See course listing
Physical Education	0.5	See course listing

Total credits for graduation: 27

In addition, students must complete 10 hours of volunteer community service for each year they are enrolled at CCHS. A student who completes all four years at CCHS must fulfill 40 hours of community service prior to graduation; a student who transfers to CCHS for his/her junior year would need to fulfill 20 hours of service. *Fulfillment of this service requirement is mandatory in order for students to receive a diploma and/or participate in the graduation program.*

Typical Sequence of Courses – Masterwork Studios

	Freshman	Sophomore	Junior	Senior
Bible	Old Testament	Church History (1 sem.) New Testament Epistles (1 sem.)	Christian Doctrine A (1 sem.) Wisdom Literature (1 sem.)	Philosophy and Ethics
English	English 9	American Literature	British Literature, AP English Literature, or Advanced Composition A and Literary Types/Composition	World Literature
Social Science	Ancient History	Modern World History	U.S. History (Dual Enrollment)	Government/ Economics
Math	Algebra I	Geometry	Algebra II	Pre-Calculus <i>or</i> Advanced Algebra/Trig
	Geometry	Algebra II	Advanced Algebra/Trig <i>or</i> Pre-Calculus	Calculus (if Pre-Calculus completed in junior year) or Statistics
Science	Conceptual Physics	Chemistry/ Advanced Biology	Advanced Biology/ Chemistry	Required elective (examples: Human Anatomy/ Physiology, Forensics)
Humanities	Technology elective (1 sem.) Fine Arts elective (1 sem.)	Fine Arts elective (1 sem.) Mythology (1 sem.)	Fine Arts elective (1 sem.) Humanities/Fine Arts elective (1 sem.)	Senior Masterwork Thesis
Foreign Language		Foreign Language I*	Foreign Language II*	
PE/Health	PE/Health (1 sem. each)			
Total Credits	7	7	7	6

* Foreign language may be taken through an online program and may be started during the summer (no earlier than the summer prior to the sophomore year) to lessen the course load during the school year. However, this is not required, and is only provided as one option for students who wish to take advantage of it.

Cornerstone Pathway

Summary of Graduation Requirements

In order to graduate from Cherokee Christian High School with a Cornerstone diploma, students must earn a total of 23 units as follows.

Subject Area	Units Required	
Bible	4.0	Bible is required each semester a student is enrolled at CCHS. The number of required units will be adjusted for students who transfer to CCHS after the freshman year.
English	4.0	See course listing
Social Studies	3.0	Must include at least 1 unit of world history, 1 unit of U. S. history, and 1 unit of government/economics
Mathematics	4.0	Algebra I, Geometry, Algebra II-A, Algebra II-B
Science	4.0	Introduction to Biology, Conceptual Physics, Earth Science
Physical Education/ Health	1.0	
General Electives	4.0	See course listing

Total credits for graduation: 24

In addition, students must complete 10 hours of volunteer community service for each year they are enrolled at CCHS. A student who completes all four years at CCHS must fulfill 40 hours of community service prior to graduation; a student who transfers to CCHS for his/her junior year would need to fulfill 20 hours of service. *Fulfillment of this service requirement is mandatory in order for students to receive a diploma and/or participate in the graduation program.*

Typical Sequence of Courses – Cornerstone Pathway

	Freshman	Sophomore	Junior	Senior
Bible	Old Testament	New Testament	Basic Bible Doctrine*	Basic Worldviews*
English	English 9*	World Literature*	American Literature*	British Literature*
Social Science		Modern World History	U.S. History*	Government/ Economics*
Math	Algebra I*	Geometry	Algebra II-A*	Algebra II-B*
Science	Introduction to Biology*	Conceptual Physics*	Earth Science*	
Other	Physical Education/ Health (1 credit) Technology elective (1 sem.) Fine Arts elective (1 sem.)	Personal Finance* (1 credit)	Career/Tech Ed I* (1 credit)	Career/Tech Ed II* (1 credit)
Total Credits	6	6	6	5

* - Courses adjusted for suitability for Cornerstone students

HOPE and Zell Miller Scholarship Eligibility Requirements

In order to qualify for the Georgia HOPE or Zell Miller scholarships, students must meet the following requirements in addition to the CCHS graduation requirements listed above:

- Earn a 3.0 (HOPE) or 3.7 (Zell Miller) weighted GPA, based on the core courses. These are indicated in the course listings below by an asterisk (*).
- Earn a minimum number of credits from “academic rigor courses” as designated by the Georgia Student Finance Commission. These are indicated in the course listings below by a hashtag (#).
 - Graduating class of 2016 - a minimum of three full credits of academic rigor courses
 - Graduating class of 2017 and later - a minimum of four full credits of academic rigor courses

Official calculation of the HOPE/Zell Miller GPA is done by the Georgia Student Finance Commission after CCHS transmits student transcript information at the conclusion of each semester. However, parents and students may view our unofficial calculation by logging into PowerSchool and viewing the student’s “Cumulative Information” screen.

For more information on the HOPE/Zell Miller Scholarships, visit the GACollege411 website at www.gacollege411.org/Financial_Aid_Planning/HOPE_Program/Georgia_s_HOPE_Scholarship_Program_Overview.aspx. If you have questions about an individual student, please see the Academic Counselor.

Testing Program

PSAT

The PSAT is given in October to all freshmen, sophomores, and juniors. There are several purposes for this test:

- It helps prepare students for the SAT college entrance exam. One of the most effective methods of “test prep” for the SAT is simply to take the test several times. The PSAT is designed by the College Board (the same organization that produces the SAT) and is intended to provide practice in questions that are similar to those asked on the SAT.
- It provides students and parents with an overview of the student’s achievement in the various academic areas, and provides an indication of any areas needed for improvement in the student’s work.
- It provides the administration and faculty with information to help in ongoing refinement and improvement of the curriculum and instructional methods.
- This test covers the three content areas of critical reading, math, and writing. The test scores are used to help the student better determine his/her college readiness.

Advanced Placement Exams

Advanced Placement (AP) classes are rigorous and help students prepare for the demands of college. The AP exams are year-end exams, administered in May, produced by the College Board. Students who receive scores of 3, 4, or 5 (on a 5-point scale) may receive college credit for the class. Determination of college credit awarded is made by the individual college. All students enrolled in AP classes are required to take the AP exams. Students who are not enrolled in AP classes may take the exams in the subjects offered by CCHS at their own expense.

SAT & ACT

The SAT and ACT are used for college entrance purposes. Students register for them online (SAT at www.collegeboard.com and the ACT at www.act.org), with the student paying for the tests. All students are required to take the SAT or ACT at least once prior to graduation. Students are encouraged to take both tests at least once, since some students may do significantly better on one test than on the other.

Dual Enrollment

CCHS has partnered with Toccoa Falls College to offer a variety of courses as “dual enrollment” courses. This means students in those courses will earn *both* high school credit *and* college credit. These college credits may then be transferred to other colleges and universities in accordance with the same standards as any other transfer credits. That is, each receiving college/university may have its own standards for accepting particular transfer credits. However, since Toccoa Falls College is fully accredited by SACS, transfer credit is generally accepted by other colleges/universities. Students will also receive the same high school GPA weighting as they would for AP courses. These are the courses offered in the 2016-2017 school year:

CCHS Course Name	Toccoa Falls Course Name/Number	College Credits (semester hours)	Comments
Precalculus A	College Algebra (MAT 133)	3	Prerequisite: Algebra II. This is the first semester of our year-long course previously named “Pre-Calculus.” Students earn the 3 hours of college credit for the first semester. The second semester of our course covers topics which are not addressed in the dual enrollment program, and does not earn college credit.
Calculus A	Elements of Calculus (MAT 323)	3	Prerequisite: Pre-Calculus. This is the first semester of our year-long course previously named “AP Calculus AB.” Students earn the 3 hours of college credit for the first semester. The second semester (if offered) of our course covers topics which are not addressed in the dual enrollment program, and does not earn college credit.
Statistics A	Introduction to Statistics (MAT 253)	3	Prerequisite: Pre-Calculus. This is the first semester of our year-long course previously named “AP Statistics.” Students earn the 3 hours of college credit for the first semester. The second semester (if offered) of our course covers topics which are not addressed in the dual enrollment program, and does not earn college credit.
US History A, B	History of the United States I/ History of the United States II (HIS 233/ HIS 243)	6 (3 credits each semester)	
Advanced Chemistry A, B	Chemistry I/ Chemistry II (CHM 214/ CHM 224)	8 (4 credits each semester)	Prerequisite: CCHS Chemistry
Advanced Composition A/ Literary Types/Composition	Freshman Composition I/ Freshman Composition II (ENG 113/ ENG 123)	6 (3 credits each semester)	May replace CCHS World Literature or CCHS British Literature

To participate in the Dual Enrollment program, students must meet these requirements:

- Students must have at least a 3.0 weighted GPA on previous course work at CCHS.
- Students and their parents must schedule a private meeting with the Academic Counselor to discuss the student’s suitability for the Dual Enrollment program.
- Students must submit a Dual Enrollment application form and the “Move On When Ready” form to the Academic Counselor by the given deadline.
- Students must also apply to the Georgia “Move On When Ready” program through the GaCollege411.org website.
- In order to earn college credit, students must earn a grade of at least “C” in the dual enrollment course.

Note: Due to the rigor of these courses, students may drop the courses with no penalty by August 19, 2016 (one week later than the normal drop/add period).

For more information and required application forms, see the Academic Counselor.

Student Computer Requirement (Pillars Practicum and Cornerstone)

All high school students participate in our BYOD (“Bring Your Own Device”) program and are expected to bring a suitable device to class each day.

In order to carry out the activities expected of the students, students will need to provide a device capable of the following:

- Creating and editing word-processing documents, spreadsheets, and presentations, using the Microsoft Office suite
- Collaborating via the CCS *Microsoft 365* environment (via the web or app)
- Communicating via email
- Accessing the internet
- Maintaining battery life for the entire school day

Since the emphasis of a BYOD program is *choice*, there is not a formal list of devices. However, these are suggestions:

- Windows – wide variety of laptops, netbooks, and tablets
- Mac OS – MacBook Air, MacBook Pro
- iOS – iPad
- Android - variety of tablets
- Google – Chromebooks

There are a few devices which are *not* acceptable:

- Kindle, Kindle Fire, Nook, Nook HD – these are not designed for content *creation* but for content *consumption* (reading, viewing videos), and thus do not meet the needs of the BYOD program.
- Nintendo DS – although this can access the internet, it is primarily a gaming device and is not allowed.

Smartphones (iPhone, Android phones, Windows phones) and the iPod Touch are *not* allowed to be counted as a student’s only device in the BYOD program. We have found that it is very difficult to use these devices to complete some required classroom tasks. In particular, students might be asked to write an essay in class or to access websites which are not designed for small screens. Also, at times students are asked to use information on a website to compose an essay or to write answers to questions, requiring them to quickly switch back and forth between the web browser and the word processing app, and this is very difficult to do on a phone.

Student Computer Requirement (Masterwork Studios)

In general, the requirements for students in the Masterwork Studios pathway are the same as for students in Pillars Practicum. However, due to the increased emphasis on writing and composition in the Masterwork Studios pathway, students in that pathway will need a device that has a physical keyboard. This could be a laptop or a tablet with a separate keyboard. The Microsoft Surface has such a keyboard, and separate Bluetooth keyboards can be purchased for use with the iPad.

Student Computer Requirement (STEM)

Students in the STEM program will need a laptop computer to run a variety of programming tools, analysis software, and web-based technologies, so the computer will need to be more powerful than average. Your laptop can be your only device for school, but you are welcome to add a tablet or phone into the mix as well when appropriate. *NOTE: Laptops are not truly used in the STEM program until the sophomore year. This means you **could** put off this purchase until 10th grade. That said, STEM freshmen are encouraged to get laptops anyway. Tablets can work for some freshmen.* If you have any questions or want to see if the laptop you’re considering meets muster, send an email to Chris Caldwell (chris.caldwell@cherokeechristian.org). Again, welcome to STEM.

So what are the requirements for a STEM laptop?

Your laptop must:

1. Run **Windows**
 - a. Acceptable: Windows 7 Pro, Windows 8/8.1 (Avoid: Windows 7 Home Edition), Windows 10
 - b. If you want to use a Mac, you must have Parallels with a Windows license (an extra cost)
2. Have at least **8GB of RAM**
 - a. The average laptop only has 2 to 4 GBs of RAM, so look carefully for this spec
 - b. Macs will need even more RAM so they can dedicate 8GB to Parallels.
3. Have at least **128GB of hard drive** space
 - a. 128GB is fairly small, so bigger would be better.
 - b. Do yourself a favor and get an SSD hard drive in your laptop.
4. Have at least an **Intel i3** processor
 - a. Intel i5 or i7 is better
 - b. Avoid Intel Atom, Celeron, Core 2 Duo
5. Support **Wi-Fi**
 - a. 802.11b/g/n support is good. 802.11ac support is better.
6. A usable **Screen Size & Resolution**
 - a. 13" – 15" size is suggested. Smaller or larger than this is ok.
 - b. NOTE: Smaller screens can get tiring on the eyes. Larger screens mean a heavy laptop to lug around.
 - c. At least 1280 resolution, though something in the 1920 × 1200 range is preferred

Other items

- Optional
 - Bluetooth support. (It's hard to find laptops without Bluetooth)
 - Touchscreen. Nice to have, but not required
- Accessories
 - Wireless mouse
 - USB cable so you can charge your phone from your laptop

Course Descriptions

Note: Some courses listed might not be offered every year. In those cases, students might take courses in a slightly different sequence than listed above.

Bible

- **Old Testament Survey** The purpose of this course is to survey the people and events of the Old Testament. The holiness and sovereignty of God, as well as our need to love and obey God, will be examined as we learn from the examples given us in the Old Testament. We will also study how Christ has fulfilled the types and shadows of the Old Testament by living the life we could not live and by being the perfect sacrifice on our behalf.
- **New Testament Survey** This course is designed to give the students a survey of the contents of the New Testament, beginning with a study of the historical background of the period between Old and New Testaments. This is followed by a systematic study through the entire New Testament, including historical background, authorship, and outlines of content. The course is divided into two semesters. The first semester is a study of the Gospels and the book of Acts, and the second semester covers the remainder of the New Testament.
- **Church History** (1 semester for ½ credit) The course begins with the founding of the New Testament church in the book of Acts and then looks at how the Holy Spirit has been at work in His Church in the 2000 years since that time. Key points discussed include doctrinal conflicts in the early church, the development of the canon of Scripture, the rise of the Papacy, the Great Schism and Orthodox iconography, the early Reformers and the Reformation, Anglicanism, the church in the Enlightenment, and the charismatic movement.
- **Christian Doctrine** (prerequisite: Old Testament Survey and/or New Testament Survey) In this course students examine Scripture from a topical perspective, dealing with the general question, “What does the whole Bible teach about XYZ?” Some areas of study are the nature of God, the person and work of Christ, salvation, and the Christian life. The first semester of this course deals with the doctrines of the Bible, of God, and of man. In the second semester students study the doctrines of Christ, salvation, the church, and eschatology.
- **Wisdom Literature** (1 semester for ½ credit) In this course students will study the Wisdom literature of the Bible (Job, Proverbs, Ecclesiastes, James). Students will compare Biblical wisdom with Greco-Roman wisdom, and will cover key points such as inquiry vs. truth, Platonic thinking, the Socratic method, Aristotelian virtue, Job and suffering, and James and common sense.
- **Philosophy and Ethics*** (prerequisite: Old Testament Survey and/or New Testament Survey) The senior-level Bible course is the capstone of the CCHS Bible curriculum. It teaches the students to use the Bible as a “lens” through which they view and analyze every area of life (a Christian worldview), how to live as followers of Jesus Christ in whatever field they enter in the future, and how to defend the faith against unbelief. Students not only study the Scriptural teaching concerning all of life, but analyze various non-Christian worldviews prevalent in our culture. Special emphases include a survey of philosophy, logic, a study of the Ten Commandments, and the theory of evolution.

* - Indicates course is included in HOPE Scholarship calculations

- Indicates course meets academic rigor requirements for HOPE Scholarship purposes

English

- **English 9*** This course is an introduction to the composition skills, including grammar and vocabulary development, which will be used throughout most of the courses taught at CCHS. It also includes an introduction to literary study and analysis.
- **World Literature*** A survey of significant literature throughout the world from various historical periods and analysis of related worldviews.
- **American Literature*** A study of significant American Literature, including an introduction to critical literary theories and analysis of related worldviews.
- **British Literature*** A study of significant British Literature, including further development of critical literary theories and analysis of related worldviews.
- **Advanced Composition A (semester 1)/Literary Types/Composition (semester 2)*#** (dual enrollment; may be taken in place of World Literature or British Literature; requires approval of the instructor) This course (for which students will earn 6 college credits in composition) focuses on developing proficiency in various types of composition, combined with literary analysis in the second semester.
- **Creative Writing** (general elective; 1 semester for ½ credit) This is an online course offering which addresses three areas of writing: short fiction, poetry, and opinion-based essay. Students choose one area to be their “major” and a second area as their “minor.” Work is submitted to a portfolio and online discussion forum for both peer and instructor review. The class emphasizes both the technical and stylistic aspects of the given disciplines.

History

- **Ancient World History*** This course is an overview of all world history from creation to the 1400 AD. We will look at all the components of the various cultures, including military, religion, economics, politics, architecture, art, etc. The goal for this course is to see the hand of our creator as He raises up and takes down nations, and to connect the events and the people of the Bible to their cultures.
- **Modern World History*** This course is a survey of Western civilization from the time of the Reformation to modern times. Several source documents will be studied, and persons and events will be examined in light of Scripture.
- **US History*** This course is a survey of the history of the United States beginning with pre-colonial British history up to the modern day. Several source documents will be studied, and persons and events will be examined in light of Scripture.
- **Dual Enrollment US History A, B*#** (dual enrollment; may be taken in place of the regular US History course) This course traces political, social, economic, and cultural developments from the Colonial Period through the Reagan-Bush Era. Cause-and-effect interrelationships among individuals, issues, and events are emphasized. Interaction with primary source documents facilitates critical thinking and historical insight.
- **American Government/Economics*** The first semester is a study of American government and political theory, with the second semester being a study of macroeconomics. In both courses, political and economic ideas will be compared with Scripture along with an examination of trends in current events.

* - Indicates course is included in HOPE Scholarship calculations

- Indicates course meets academic rigor requirements for HOPE Scholarship purposes

Mathematics

- **Algebra I*** (prerequisite: Pre-Algebra) This is a course in the study of elementary algebra which encompasses the study of mathematical rules and operations and the application of those rules on variables and expressions. The course is organized around families of functions with special emphasis on linear and quadratic functions. Students learn to represent and work with these functions as verbal descriptions, equations, tables, and graphs. They also learn to model real-world situations using functions. Also, lessons involving probability, data analysis and basic geometry are included.
- **Geometry*** (prerequisite: Algebra I) Geometry is the study of the size, shape and position of 2 dimensional and 3 dimensional shapes. Students not only learn specific knowledge of geometry and introductory concepts of trigonometry, but also learn how to think logically through the study of formal proofs.
- **Algebra II*** (prerequisite: Algebra I; co-requisite: Geometry) Following up on the Algebra I course, this course first presents a review of basic algebra and then an extension of algebra concepts. Families of functions and methods for interpreting, graphing, solving and applying them are examined more deeply, with particular emphasis on linear, quadratic, exponential and rational functions. The last quarter of this course includes brief examinations of principles of counting and of probability as well as an introduction to trigonometry. (For students in the Cornerstone Pathway, this course is divided into two year-long courses, Algebra II-A and Algebra II-B.)
- **Advanced Algebra and Trigonometry*#** (prerequisites: Geometry, Algebra II). This course is designed for students who have completed Algebra II, but are not ready for Pre-Calculus. It is a junior/senior level math class that is taught to prepare students for freshman Algebra in college or as an intermediate course to prepare students for Pre-Calculus. Topics include: working with algebraic, rational, exponential, logarithmic, and trigonometric functions, graphing all functions, graphing conics, in depth trigonometry and other intermediate algebraic concepts.
- **Precalculus*#** (dual enrollment first semester; prerequisites: Geometry, Algebra II) This course can serve as either a capstone to a college-preparatory high school math track or a transition into higher math courses like Calculus. For students who will take general math in college, this course will provide a strong foundation preparation. For those going on to study sciences, engineering, business or other technical fields, this class should prepare them for the next level of math. With some review of material from previous courses, this course drives home concepts of functions and their manipulation, interpretation, graphs and solutions. The course moves quickly into the study of transcendental functions, specifically logarithms and trigonometry, while introducing new concepts and applications in these areas. During the second semester, the course examines the realm of discrete mathematics and data analysis including sequences and series, counting and probability and statistics before introducing Calculus concepts such as limits and derivatives.
- **Calculus A*#** (dual enrollment first semester; prerequisite: Pre-Calculus) This course is a study of the discipline of calculus which is the mathematics of change. Calculus topics studied include functions, limits, derivatives, and integrals and the applications of these in solving real-world problems. Emphasis on student ability to master the material in this course will support the “rule of four” which includes numerical analysis using data rather than equations to determine solutions, analytic analysis which requires traditional algebraic manipulation to arrive at solutions, graphical analysis that requires students interpret graphical representations of unspecified functions, and verbal or written interpretation of problems where students must be adequately able to justify answers verbally and interpret classic word problems using calculus concepts.
- **Statistics A*#** (dual enrollment first semester; offered if demand warrants; prerequisite: Algebra II). This course involves the study of four main areas of data analysis: exploratory analysis, planning a study, probability, and statistical inference. Students entering this course are expected to have a complete working knowledge of the graphical and algebraic concepts including linear, quadratic, exponential, and logarithmic functions. In preparation for the AP Test, students actively construct their own understanding of the concepts and techniques of through lessons, reading, experimentation, and data manipulation and analysis.

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Science

- **Conceptual Physics*#** Physics is the study of natural phenomena or science. A basic understanding of these principles allows the Christian to gain a better perspective of the complexity and harmony God used in creating the physical realm. Physics impacts everyday life in everything from bicycles to planetary motion to computers. This conceptual physics course provides a foundation for understanding all further studies in science. The emphasis of the course is on understanding the science, through laboratory experiments and problems solving with math applications.
- **Introduction to Biology** The course gives a survey of biology, the study of life science, from a Christian perspective. Main topics will include Christian viewpoints on creation, plant and animal classification, and the structures of several species. Course objectives include the following: classifying animal and plant life according to their characteristics, from single cells to organisms to animals and plants; showing the ability to dissect animals; and demonstrating the ability to recognize and to record observations. Biology and its related technologies are changing rapidly, and the impact of these changes includes discernment and defending the Biblical faith. Christians should understand these problems and prepare themselves to defend their faith.
- **Chemistry*#** (pre-requisite: Algebra I) Chemistry describes the properties and changes that occur in matter. A basic understanding of these principles allows the Christian to gain a better perspective of the complexity and harmony God used in creating the physical realm. The impact of chemistry on everyday life is felt in areas from medicine to cooking. This basic chemistry course provides students the understanding to apply chemical principles to basic problems and to draw conclusions from laboratory data.
- **Advanced Biology*#** (prerequisite: Chemistry) This course prepares the student to take on college level science coursework, and requires the student to defend claims with scientific reasoning and facts. The Christian course basis maintains the traditional six, twenty-four hour days for creation, but the details of evolution will be taught to better arm the student for this important battle. This course increases the likelihood of the student understanding lab report success criteria and increases depth of knowledge, preparing the student for AP Biology, Anatomy, or college Biology.
- **AP Physics 1*** (prerequisite: Algebra II) This course is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course will require 25% of the class time be dedicated to laboratory investigations.
- **AP Biology*#** (prerequisites: Chemistry, Biology) This challenging course is designed to provide a college-level experience and prepare students for the AP exam in early May by engaging students in a wide variety of activities, with substantial emphasis on interpreting and collecting data in virtual labs, writing analytical essays and mastering Biology concepts and connections. Four Big Ideas are covered in the course: Evolution, Cellular Processes, Genetics and Information Transfer, and Interactions. Throughout this course students will be expected to answer questions, reflect on issues, complete lab activities and analyze and write about their results.
- **Advanced Chemistry A, B*#** (dual enrollment; prerequisite: Chemistry) This advanced chemistry course has the objective for the student to gain factual knowledge of properties of matter, atomic theory, thermochemistry, the gaseous state, atomic structure, periodicity and chemical bonding, electrochemistry, nuclear chemistry, intermolecular forces, chemical equilibrium, chemical kinetics, the laws of thermodynamics, and molecular structure, geometry and properties. Students will develop specific laboratory skills and competencies needed by professionals in the field of chemistry, with some lab work possibly including required after-school and/or Saturday lab times.

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Foreign Language

- ***German I**** (on-campus course) First year German students start out by learning introductions, greetings, and the days of the week, words and phrases to find out information, vowel pronunciation, and how to use articles, plurals, and noun/adjective agreement with gender. From there, they begin to incorporate their new vocabulary in various sentence patterns and build comprehension skills, increase their fluency, practice counting and simple math, learn to form plurals with greater accuracy, use finite verbs, form questions, and begin to use the accusative case.
- ***Spanish I**** (on-campus course) ¡Bienvenidos! Welcome! Students are taking a virtual trip to Spain, Cuba, Colombia, and Argentina. As students explore each country, a student blogger is there to help them learn about the place and its unique characteristics. As students travel to each country, they learn how to speak Spanish in many practical and useful ways. Students learn how to greet people, introduce themselves, and speak about their home, family, school, and community. As students learn basic vocabulary and grammar skills, they expand on their knowledge and learn to speak about more complex topics such as shopping, weather, sports, entertainment, and leisure activities. The course introduces new words and phrases with pictures, audio clips, and examples. Students learn basic Spanish grammar to help them build fluency and understand the structure of the Spanish language. There are many opportunities to practice through interactive activities in the form of games, written practice, and listening and speaking exercises. Students also explore the cultures of Spain, Cuba, Colombia, and Argentina by learning about geography, foods, celebrations, and traditions from each place. Student bloggers guide students through these countries and help them appreciate and learn about their diversity.

For other foreign language options, see the *Foreign Language* course descriptions in the *CCS Online Studies* section below (p.25).

Technology

- ***Office Productivity Applications*** (1 semester for ½ credit) This is an online course which gives students an introduction to the three main types of office productivity applications (word processing, spreadsheets, and presentations), along with an introduction to using video as a means of presenting content to others. Students will learn how to use the Microsoft suite of products (Word, Excel, PowerPoint) as they develop skills needed for an academic setting. The course is primarily a project-based course and is conducted through an online learning management system, with students receiving introductory instruction and then completing assigned projects to demonstrate their ability to use the various tools.
- ***Introduction to Python Programming*** (1 semester for ½ credit) This course introduces students to computational problem solving using the Python programming language. No prior programming experience is required. Students will develop logic skills and learn to apply programming techniques to model and solve real-world problems and analyze data. Though this course can be taken by itself, its goal is building a core programming skillset that will be applied in Principles of Engineering I and II classes.

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Engineering

- ***Principles of Engineering I*** (1 semester for ½ credit; prerequisites: 3-D Design, Algebra I, Geometry, and Introduction to Python Programming) Principles of Engineering I continues with additional programming concepts pertinent to Mechanics and Robotics. The course covers topics in kinematics, statics, dynamics, circular/harmonic motion, as well as explorations into work, energy, and momentum. The course relies heavily on team projects that reinforce concepts by using the engineering design process. Students will also become familiar with robotics systems (e.g. VEX robotic components) and the design and operation of robots to explore and validate many of the physical principals taught in class.
- ***Principles of Engineering II*** (prerequisite: Principles of Engineering I; co-requisite: Pre-Calculus) The course continues the Mechanics and Robotics topics from Principles of Engineering I before moving onto an electrical engineering focus. Covers topics include electric charges, fields, DC circuits, magnetism, electromagnetism, AC circuits, and computer architecture. The course relies heavily on team projects that reinforce concepts by using the engineering design process. Students will also become familiar with using microcontrollers (e.g. Arduino) to design solutions to various challenges.
- ***STEM Capstone*** (prerequisite: Principles of Engineering II) STEM Capstone is a senior level class targeted at helping students handle broad, independent research projects or intern-related work that gives real problem-solving and research experience. Projects will require the use of multiple disciplines (chemistry, life sciences, mathematical modeling, computer science, etc.), and the approval of the Capstone faculty. Milestones in the class include a research paper defining the technology landscape for the area of interest, a design report on the approach and plan for addressing the problem, completion of the research, and a presentation to the advising faculty. In the case of an internship, the work partner will direct the research plan.

Fine Arts

- ***Chorus*** (may be repeated for credit; ½ credit per semester) High School Chorus is a performance-based program open to students grades 9-12. In addition to performing in concerts for school and community, students will learn elements of music such as vocal production, performance techniques, basic music history, and the fundamentals of music theory. We will discuss the influence of music in history and in our current culture, as well as music's unique role in the Kingdom of God. Students displaying aptitude will be invited to sing solos or duets. Individuals will be mentored to expand their gifts and explore future outlets. ***Please note:*** special events and performances *require* student participation outside of the classroom. Additional rehearsals may be scheduled up to two weeks prior to an event. Students will need to arrange their schedules in advance to accommodate these additional time commitments.
- ***Band*** (may be repeated for credit; ½ credit per semester; prerequisite: middle school band or at least 1 course of *Introduction to Instrumental Music*) This course is the performing concert band class. Students may join this class with the permission of the instructor. The concert band consists of woodwind, brass, and percussion instruments joining together to perform multiple concerts throughout the school year. Students will improve existing skills on their instrument and expand their working knowledge of music and music theory. ***Please note:*** there are required after school rehearsals and concerts.
- ***Music Technology*** (1 semester for ½ credit) This class explores the technology used in creating, editing, and marketing music. Students will learn about software used to write and edit music, record music and edit the recordings, and advertise music. Each student will have a semester project within the field of writing/arranging music, recording and reproducing music with an audio CD, or a demo CD/DVD for the performing groups at CCS. This course does not require any background in music but a working knowledge base is preferred.

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- **Conceptual Drawing** (1 semester for ½ credit). This course teaches students the basic principles of drawing that are universal to all design disciplines — mass, volume, form, contour, texture, and light and shadow. These principles, introduced through lecture demonstrations, are applied to figure drawing, still life, landscape, architecture, and abstract subjects. Individual instruction in drawing with pencil, charcoal, pastel, and ink is geared to students of all levels. Students may repeat this course to improve skills.
- **3-D Design** (1 semester for 1/2 credit) This course is an exploration of 3-dimensional forms. A variety of media will be used, such as ceramic, textile, paper, wire, glass, metal, plastic, and more. Students will participate in a wide range of experiences using additive and subtractive sculptural techniques, with some exploration with kinetic sculpture during the second quarter. With an emphasis on production, students will participate in the design cycle (plan, design, make, and evaluate) as they create individual sculptures and group installations. This course is designed to develop higher-level thinking, art- and STEM-related technology skills, critical assessment, and aesthetics.
- **Studio Art I** (1 semester for ½ credit. Prerequisite: Conceptual Drawing). Studio Art I is the second course in the art major sequence. This studio course includes a series of art activities designed to teach fundamentals that can be utilized in a variety of visual art forms. Emphasis is on the gradual build-up of technical and conceptual skills, and activities and projects are designed to be cumulative and layered. Each student will develop an appreciation and understanding of the elements and principles of design, and gain confidence in articulating art concepts both visually and verbally. Students are introduced to several artists and their work, connecting art history and aesthetics with contemporary practice in class. In order to cover a wide range of styles and techniques, students complete assignments in both two- and three-dimensional media, including drawing, painting, printmaking, and sculpture. Students participate in class critiques, reviews, and assessments on a regular basis; their experience with each strengthens their critical analysis abilities and allows art language and vocabulary to be used with greater ease. Homework completion, sketchbook assignments, and the development of a portfolio are basic expectations of Studio Art 1.
- **Studio Art II** (1 semester for ½ credit; prerequisite: Studio Art I) Studio Art II is the third course in the art major sequence. This studio course builds upon a variety of visual art fundamentals experienced in Studio Art I, and is designed to engage the students on a more serious level. This course challenges the student to begin a more personal investigation of how and why people make art while still learning how to see, grow as an artist, and reflect on process. Activities and projects are designed to continue building up technical and conceptual skills, but now students are expected to make specific decisions independently as they begin to develop their initial personal voice and style. A wide range of styles and techniques are covered, with assignments in both two- and three-dimensional media, including drawing, painting, printmaking, design, and sculpture. Layout, design, and composition skills continue to be practiced and articulated both visually and verbally. Students are introduced to several artists and their work, connecting art history and aesthetics with contemporary practice in class. Students are expected to participate in class critiques, reviews, and assessments on a regular basis; their experience with each strengthens their critical analysis abilities and allows art language and vocabulary to be used with greater ease. Weekly homework completion, sketchbook assignments, and the development of a second year portfolio are basic expectations of Studio Art 2.
- **AP Studio Art** (prerequisite: Studio Art I and II and permission of the instructor). In this course, the student develops a complete portfolio of artwork (Drawing, 2-D Design, and 3-D Design), demonstrating both concentration in a particular medium and breadth of abilities across various media. This course prepares the students to submit their portfolio for evaluation in the spring, serving as a direct demonstration of their achievement.
- **Technical Theatre** (1 semester for ½ credit; may be applied toward either the Fine Arts or Technology graduation requirement) The course is an exploration of the duties of stage technicians and their contribution to the total aesthetic effect of a dramatic production. Topics covered will include design research and principles; painting and construction techniques; equipment use and maintenance; principles and application of sound, lighting, and computer technology; the use of special effects; costume and makeup

considerations and selection; publicity and business management; theatre safety; and the function of technical stage personnel in production work. Technical theatre will incorporate academic study and hands-on application of knowledge and skills.

- ***Introduction to Instrumental Music*** (1 semester for ½ credit) This course is designed to allow students to develop new skills in music. Students may choose one (1) concert band instrument (with guidance of the instructor) to play for the duration of the class. Students will develop skills with their instrument and knowledge of music culminating in a performance at the end of the semester. Students with no recent previous instrumental training wishing to join the instrumental music track must complete at least one (1) course of *Introduction to Instrumental Music*. Note: there are required after school rehearsals and concerts.
- ***Introduction to Musical Theatre (1 semester for ½ credit)*** This is a survey course of musical theatre as an art form and how it has evolved since the 19th century. Students will explore the rich traditions of music and movement in musical theatre through listening, watching, and participating in this art form.
- ***Survey of the Arts of the Late 19th-21st Century*** (1 semester for ½ credit) This course will explore major developments in the art world from the late 19th through the 21st century. We will look at the origins of contemporary art, the transition from Modernism to PostModernism, important themes in contemporary art from a historical and social context, and ethical issues facing the practicing artist of today.

Humanities

- ***Mythology*** (1 semester for ½ credit) In this course, students will sample literature with a view to comparing the heroes of paganism with those of the Bible. Key points to be discussed include the epic nature of heroism, the role of salvation, the role of suffering, the place of humanity, and the adaptation of truth.
- ***Rhetoric*** (1 semester for ½ credit) This course specifically focuses on argumentation through writing and speech. Students will learn about logical argumentation, control of tone and voice, persuasive techniques and abuses, vocabulary selection, and audience sampling and appropriateness.
- ***Senior Capstone Thesis*** Students will produce two major works during their senior year, with one being a thesis exploring one original topic of study within their chosen discipline. The capstone should reflect a process of development, with the student producing multiple works as part of the portfolio. The student will then defend the thesis before a faculty committee.

Physical Education

- ***Physical Education*** (1 semester for ½ credit) Basic physical education and physical fitness. Students will learn training and conditioning techniques with an emphasis on workouts that do not require a gym. They will learn how to push themselves physically and mentally in order to maintain optimal health and avoid injury.
- ***Health*** (1 semester for ½ credit) This course is an overview of all the aspects of a person's health. It includes physical, emotional, social, mental, and spiritual health issues; the makeup of the human body and all the systems involved; proper care and maintenance of our body; drugs and diseases and their effects on the body; and proper Biblical relationships between men and women. This course is to help students see that they are truly fearfully and wonderfully made in the image of Christ.

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General Electives

- ***Personal Finance*** (prerequisite: Algebra II) This course is an overview of all the aspects of personal finance. We will look at many of the different components of finance, such as the history of money in America, the Federal Reserve, inflation, taxes, budgeting, balancing a checkbook, investing, saving, giving/tithing, college savings, proper spending habits, etc. We also use the Dave Ramsey high school version of the “Financial Peace” curriculum, a video and workbook series that is focused on preparing high school students for college.
- ***Teacher Assistant*** (receives $\frac{1}{4}$ credit each semester; open only to seniors with at least a 3.3 GPA, and by invitation of the teacher)

CCS Online Studies

CCS Online Studies allows CCHS to offer courses in addition to the ones listed above, enabling students to take specialized course work for high school credit.

Policies for Online Courses

1. Online courses may not be taken as a substitute for courses taught by CCHS instructors, with these exceptions:
 - a. The student has an unusual course schedule which prevents him/her from taking a required course at CCHS due to scheduling problems. This exception does *not* include seniors desiring early dismissal who do not want to take a course late in the day. It will generally only apply to students who transfer to CCHS in their junior or senior years who have taken courses at their previous school in a different sequence from our standard course sequence.
 - b. Some specific courses (indicated below) may be used to fulfill certain graduation requirements instead of other courses taught on campus. These are generally in the area of “required electives” – graduation requirements which specify that a course must be taken from a particular area of study, but which allow students to select from various options.
2. Online courses may be taken on a credit-recovery basis. That is, if a student has taken a CCHS course and has not passed it, he/she may take the online course from *CCS Online Studies* to make up that credit.
3. Except as specified above, courses may not be taken to fulfill STEM or Masterwork Studios diploma requirements, unless an unusual scheduling situation prevents a student from taking such required courses.
4. Students and parents should realize that the *CCS Online Studies* courses are as rigorous as on-campus classes and should expect a similar workload. That includes homework time in addition to regular class time. AP courses will demand even more work. For example, a student in an AP US History class may expect to spend two to three hours a day on the course work, comparable to one hour a day in a regular class plus one to two hours of homework. In particular, students should *not* expect that all work will be completed in the one class period per day in the tech lab.
5. Online courses are to be completed within the timeframe of on-campus courses. That is, a one-semester online course must be completed no later than the end of the CCHS semester; full-year courses must be completed no later than the last day of the school year. Failure to do so will result in a failing grade for the course.
6. Grades for online courses will appear on student transcripts the same as with on-campus courses and will count toward all GPA and class ranking calculations.
7. CCHS will pay for the following:
 - a. The base cost (registration and tuition) for *seniors* to take *one* online course which is more advanced than courses offered on-campus (with the exception of credit-recovery courses).
 - b. The base cost (registration and tuition) for *all* students to take the first and second year of their first foreign language.
8. The student/parents will pay for the following:
 - a. If a senior is taking an AP or dual-credit course, the student will pay the additional costs (currently \$100 per course).
 - b. Tuition for all other online courses will be the responsibility of the parents.
 - c. Tuition and fees are available on a separate fee schedule.
9. Students may withdraw from or change courses in the CCHS Online Studies program during the same drop/add period as for on-campus courses. However, there are fees involved in such withdrawals and changes, as outlined on a separate fee schedule.
10. Withdrawals or changes after the on-campus drop/add period will only be allowed in extreme circumstances, as determined by the Academic Dean and the Academic Counselor.

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11. Students in the *CCS Online Studies* program are *required* to take semester exams (both first and second semester). They may not exempt these exams, due to policies established by the online course provider.
12. Students enrolled in AP courses are *required* to take the AP exam in the spring of the year.
13. Any book fees will be the responsibility of the parents.

CCS Online Studies Late Work Policy

Students are encouraged to remain active in their course and to regularly turn in assignments. For this reason, target due dates for each student will be generated for each course, for all assignments, based on their start and end date of the course.

We understand that students may have an unexpected illness, planned trip, or other needs that prevent them from completing work. We also understand that further flexibility may be needed in moments of emergency. If a student is experiencing a true emergency he or she should contact the online teacher as soon as is reasonably possible and discuss possible exceptions to the late policy outlined below.

The penalty for assignments turned in past the allotted target due date are more severe to encourage students to avoid the penalty and to remain active in their online course.

Penalties:

- All assignments may be turned in before the target due dates without penalty. Students turning in assignments early and utilizing the target dates can create natural break points in their course to use for vacations and planned breaks.
- Assignments turned in between 15 and 29 calendar days past the target due date will be penalized at 30%.
- Assignments more than 30 calendar days past the target due date will have temporary zeros added into the gradebook until they are turned in. Once they are submitted, they will be penalized at 30% until a semester test and/or final exam is taken in the course or the semester ends. The penalties will be deducted on the late work as the teacher processes late penalties biweekly.
- The first semester in a two-semester course will automatically end 30 days after the semester 1 exam target date. The second semester will automatically end on the last day of the student's enrollment. If a student has not completed an assessment and takes a semester exam and/or a final exam, or the 30-day grace period for the 1st semester has passed, the student will receive a permanent 0 on all assessments that were not turned in including the exam. No assessments for that semester may be turned in after a semester exam is completed or once the semester has a grade.

Christmas Break

CCS Online Studies will not give penalties for work that misses a target due date between December 20 and January 4 as long as all work for that time period is caught up by January 15 and students are current with their existing work prior to December 20. However, this does not apply if the course end date falls between December 20 and January 4.

CCS Online Studies Courses Available

Bible

These courses *may not* be taken in place of CCHS on-campus courses in Bible; they may be taken as additional Bible courses beyond the CCHS graduation requirements.

- ***Apologetics I*** (one-semester course; ½ credit) This course will introduce the rationale for studying apologetics and provide a basic understanding of the study of rational arguments. The course will define and identify worldviews helping the student to see the distinctions of a Christian worldview. The relationship between evangelism and apologetics will be studied. In the context of evangelism the course will prepare students to present arguments for the existence of God and the validity of Scripture.
- ***Apologetics II*** (one-semester course; ½ credit) The second course in apologetics will start with creation in Genesis and end with the new creation brought about by the resurrection of Jesus Christ. Much time will be devoted to understanding the present debate of origins scientifically and theologically. In this course the problem of pain – why bad things happen to good people – will be responded to. Most importantly, reasons for belief in the resurrection will be studied and responses to common objections to the resurrection will be addressed. Students are not required to take Apologetics I before Apologetics II.
- ***Have We Lost Our Minds? Worldview Curriculum for Teenagers*** (one-semester course; ½ credit) *Have We Lost Our Minds?* directs students to comprehend core Christian truths with immediate application to their personal life, countering current cultural ideas. The student is taught a basis for Christian thought so that they construct a biblical worldview which addresses real issues in the real world. Because this course is designed to engage worldly thought processes, it is imperative students be able to rent, download, or borrow movies (i.e., *Signs*, *The Matrix*, *Mission to Mars*, etc.) and music. Since they are contemporary movies, parental discernment is advised before signing up for the class. This course is best taken by those that have finished the second semester of their sophomore year in high school (and those older than that).
- ***Life Shaping Decisions: Applying God's Word to College and Career Planning*** (one-semester course; ½ credit) *Life-Shaping Decisions* is a one-semester course that aims at helping high school students think about life after high school from God's perspective. In today's world, that is a difficult task. Most people are consumed with living life from a perspective adopted from the world around them. This course will challenge young adults with the biblical concept of career stewardship. It will also give them the resources to begin building their own career plan wisely and faithfully.
- ***Understanding the Times I and II*** (one semester each; ½ credit each) *Understanding the Times* (I and II) is a one or two semester course for the 11th or 12th grader (or adult) that brings a host of Christian worldview and apologetic experts to you. This class will help you clearly understand the tenets of the Christian worldview and how it compares with the tenets of other leading worldviews of our day: Islam, Secular Humanism, Marxism, New Age, and Postmodernism. It is a challenging, demanding, and rich course. Some of the issues covered include: abortion, apologetics, the arts, biotechnology, critical thinking, cults, euthanasia, leadership, radical environmentalism, radical feminism, the problem of evil, religious pluralism, scriptural reliability, and more. The material has been provided through a partnership with Summit Ministries.

English

These courses *may not* be taken in place of CCHS on-campus courses in English; they may be taken as additional English courses beyond the CCHS graduation requirements.

- ***AP English Language and Composition****# (prerequisites: World Literature and a teacher recommendation) The AP Language and Composition course will provide high school students with college level instruction in studying and writing various kinds of analytic or persuasive essays on literary and nonliterary topics in language, rhetoric and expository writing. Students will become skilled readers of prose written in various periods, disciplines, and rhetorical contexts. Both their reading and

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writing should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way writing conventions and language contribute to effectiveness in writing. This course will effectively prepare students for the AP Exam by enabling them to read, comprehend, and write about complex texts, while developing further communication skills on a college level.

Social Studies/History

These courses *may not* be taken in place of CCHS on-campus courses in Social Studies/History; they may be taken as additional courses beyond the CCHS graduation requirements.

- **Global Studies** What does it take to live in a complex and increasingly interdependent global society? It takes knowledge and skills that help you understand the people in this world God has created, their environments and issues. Students will learn about global decisions that affect us and missionaries throughout the world through problem-based learning from a Biblical worldview.
- **Social Problems I and II** (1 semester each) Societies, governments, and individuals enjoy a very complex relationship among each other, often with no shortage of problems. Building on the foundation of God's word and an understanding of the impact of human sinfulness, students will focus on the causes and response to these problems. Each unit is focused on a particular area of concern as students discover not only how these social problems affect them personally and the world around them, but how they can make a difference globally while standing on God's Word and declaring His truths.
- **AP World History*#** AP World History covers the history of the world from 600 AD to the present with an introductory unit on prior history (covering around 6000 BC to 600 AD). The course emphasizes “patterns of change” and the connections between the various world cultures throughout the time period being studied. Students will gain an understanding of the global experiences of humanity and be able to apply that knowledge to their growth and development as “world citizens.” The class has two major goals: 1) to prepare students to be successful on the AP World History exam and 2) to provide students with an understanding on why the world developed the way it did.
- **AP US Government*#** (one-semester course; prerequisite: US History) This course is a study of the intricacies of the American political culture. Students will delve into primary source documents and will research the roles of the media, political parties, interest groups, states, candidates, bureaucracy, and the public in the governmental process. Students will also study the large-scale production of policy building in the areas of economic/social policy, foreign policy, and public administration. Throughout the course, the students will engage a biblically-informed Christian worldview in the evaluation of new information. Students will learn about the nature of U.S. government and politics including the basics of political participation. Internet websites, discussions, and the use of various multimedia materials will provide students with opportunities to interact with the instructor, fellow classmates, and the community.
- **AP Microeconomics*#** (one-semester course) The purpose of an AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.
- **AP Macroeconomics*#** (one-semester course) The purpose of an AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

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Science

Each of these science courses may be taken to fulfill the CCHS requirement for a fourth year of science, after the student has taken on-campus courses in Conceptual Physics, Chemistry, and Biology.

- ***Earth-Space Science*** Be captivated by the wonders and beauty of the third planet from our Sun, Earth. Be amazed by what awaits your discovery within our solar system and beyond. It is your turn to explore the universe. Earth/Space Science is a laboratory course focusing on the study of space, geologic structures and forces, the waters on our planet, and the atmospheric forces that shape our world. Through experimentation and investigation, students will explore the earth cycles including the geosphere, hydrosphere, cryosphere, atmosphere, and the carbon cycle. Students will learn about scientific inquiry, geologic time, space exploration, the solar system, and the universe. Students will use web 2.0 tools, interactive experiences, higher-order thinking, collaborative projects, and real-world application through labs and a variety of assessments. Upon completion of the course, students will have a clear understanding of the dynamic forces at work in the world around them, becoming better caretakers of our planet, Earth.
- ***Marine Science**** In the marine science course, students delve deep into Earth's bodies of water and study geologic structures and how they affect the oceans. Students investigate characteristics of various populations, patterns of distribution of life in aquatic systems, and ongoing changes occurring every day in our precious ecosystems. Students will be amazed and enlightened at just how much our oceans and lakes affect climate, weather, and seasonal variations. Students have the opportunity to explore the relationships among living organisms and see how they are affected by our oceans' currents, tides, and waves. We will learn about God's Creation and how to better fulfill his charge to care for and rule over the earth.
- ***Physics*#*** (may *not* be taken if a similar math-based Physics course is offered on campus; pre-requisite: Algebra II) We stand on the shoulders of giants. Whether by observation, experimentation, or brilliant insight, the progress of physics through the centuries has been advanced by scientific geniuses who wanted to know how things work and were guided in their pursuit of science by God's Word. You'll find out for yourself when you take this course and visit "Physics World." As students seek to discover more about God's universe and enjoy God's creation they will stand on the shoulders of these great men and discover the contributions of geniuses like Galileo, Newton and Einstein. In their work, students will learn the concepts, theories and laws that govern the interaction of matter, energy and forces. From tiny atoms to galaxies with millions of stars, the universal laws of physics are there for them to observe and apply. Using laboratory activities, videos, software, and websites, students will follow in the footsteps of some of the world's greatest thinkers. This is a serious course that will make students think. It will also make them appreciate the beauty and importance of the science that governs their lives revealing many truths about Jesus Christ, our Creator and Sustainer. God, at creation, established the natural laws studied here. His designs in Nature teach us many truths about our all-powerful God.

Foreign Languages

- ***Chinese I**** This is a beginning level course that will introduce the student to a variety of areas of Chinese (Simplified). In this course, the student will learn listening, speaking, reading, and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the five units of material (Places, Family, Food, Activities, and School), students learn to express themselves using an ever increasing vocabulary. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is sprinkled throughout the course in an attempt to help the learner focus on the Chinese speaking world and their culture, people, geographical locations and histories. The course is aligned to the national Foreign Language standards.

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- **Chinese II*#** (prerequisite: Chinese I) This second year of Chinese is a continuation of the first two semesters of language study. The student will continue to sharpen listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the five units of material (The House, Shopping, Entertainment, More Free Time and Trips), students learn to express themselves using an ever-increasing vocabulary, present-tense verbs, past-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is sprinkled throughout the course in an attempt to engage the learner focus on the Chinese-speaking world and their culture, people, geographical locations and histories. The course is aligned to the national Foreign Language standards.
- **French I*** The goal of this course is to continue to give students basic listening, speaking, reading, and writing skills through activities based on proven methods of foreign language instruction. Throughout the five units of material -- students learn to talk about themselves and other, describe their surroundings and use numbers for dates and time. Many irregular verbs are introduced in the present tense. Simple grammatical structures are practiced in innovative and interesting ways with a variety of learning styles in mind. Some complexity to grammar is begun to be introduced in this course. Culture is presented throughout the course to help students understand the context of the language and to better understand the perspectives of the French-speaking world. The course is aligned to the national Foreign Language standards and provides a way to focus on the five important aspects of foreign language instruction: communication, culture, connections, comparisons and community. These are the "Five C's of the Foreign Language Education" as outlined in *Standards for Foreign Language Learning: Preparing for the 21st Century*.
- **French II*#** (prerequisite: French I) Throughout the course, students will talk about their daily activities using a wide range of vocabulary and reflexive verbs, use two verbs together, talk about what they like to do in their free time, review use direct and indirect object pronouns, learn to talk about activities in the past, learn to talk about preparing for a trip and taking a trip, learn to talk about their homes and things they do in the different areas of their homes, learn to talk about buying things in French, learn additional vocabulary that will help them converse in the French speaking world, and learn a variety of grammatical structures that will help them transfer knowledge to other areas they desire to talk about in French.
- **French III*#** (prerequisite: French II) Throughout the five units of material (Health, Home, Measurements, Professions and My History), students learn to express themselves using an ever increasing vocabulary, verbs in various tenses, articles, and adjectives. Students in this course review all verb tenses including: present tense, past tense, future tense, conditional tense, the passive voice, imperative verbs and more. Students learn to use two object pronouns and review grammar that is in the first two and a half years of French language study. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind.
- **German I*** (online course available only to STEM and Masterwork students who wish to begin studies in the summer) First year German students start out by learning introductions, greetings, and the days of the week, words and phrases to find out information, vowel pronunciation, and how to use articles, plurals, and noun/adjective agreement with gender. From there, they begin to incorporate their new vocabulary in various sentence patterns and build comprehension skills, increase their fluency, practice counting and simple math, learn to form plurals with greater accuracy, use finite verbs, form questions, and begin to use the accusative case.
- **German II*#** (prerequisite: German I) This course is a continuation of a beginning level course that will introduce the student to a variety of areas of language learning. In this course, the student will learn listening, speaking, reading, and writing skills through activities that are based on proven methods of foreign language instruction. Throughout the five units of material (Der Tagesablauf, Die Tiere, Die Freizeit, Der Körper, and Die Beschreibung), students learn to express themselves using vocabulary,

verb tenses, cases, and adjectives appropriate to the second level. Grammar is introduced and practiced with a variety of learning styles in mind.

- **German III*#** (prerequisite: German II) This course is a continuation of a beginning level course that will introduce the student to a variety of areas of language learning. In this course, the student will learn listening, speaking, reading, and writing skills through activities that are based on proven methods of foreign language instruction. Throughout the five units of material (Die Gefühle, Der Verkehr, Bei der Arbeit, Land und Leute, and Die Zukunft), students learn to express themselves using an ever increasing vocabulary, present-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind
- **Latin I*#** There is a reason that “all roads lead to Rome.” Maybe it’s because Romans built much of the ancient world’s highway system. Maybe it’s also because the Roman culture and Latin language laid the foundation for much of Western culture. Do you want to improve your command of the English language? You can by studying Latin. Do you want to have a better understanding of today’s laws and culture? You can by getting into the Roman mind. Do you want to have a set of tools for communicating with clarity and understanding? Latin I is the most comprehensive way to begin. The purpose of this course is to give you a foundation in Latin grammar and vocabulary. This course will also acquaint you with Olympic gods and with the everyday life of the Roman man-in-the-street.
- **Latin II*#** (prerequisite: Latin I) The purpose of this course is to enable students to enhance their proficiency in the foundations of Latin vocabulary and grammar and to expand their knowledge of classical culture. The content should include, but not be limited to, the following: (1) Communication in Latin using reading, writing, speaking, and listening strategies, with emphasis on reading and writing strategies; (2) Perspectives, practices, and products of classical culture; (3) Application of knowledge of the Latin language and classical culture to further knowledge of other disciplines; (4) Comparison and contrast of the Latin language and classical culture with the student’s own language and culture; (5) Influence of the Latin language and classical culture in modern society
- **Latin III*#** (prerequisite: Latin II) Students will accomplish the following objectives: (1) Communicate in Latin using reading, writing, speaking, and listening strategies; (2) Demonstrate understanding of perspectives, practices, and products of classical culture; (3) Apply knowledge of the Latin language and classical culture to further knowledge of other disciplines; (4) Compare and contrast the Latin language and classical culture to the student's own language and culture; (5) Demonstrate understanding of how the Latin language and classical culture have influenced various aspects of modern society; (6) Demonstrate how the Bible used common elements from the Greco-Roman culture to challenge and transform the hearts of Gentiles through critical dialogue of various perspectives and that of the Bible.
- **Spanish I*** (online course available only to STEM and Masterwork students who wish to begin studies in the summer) ¡Bienvenidos! Welcome! Students are taking a virtual trip to Spain, Cuba, Colombia, and Argentina. As students explore each country, a student blogger is there to help them learn about the place and its unique characteristics. As students travel to each country, they learn how to speak Spanish in many practical and useful ways. Students learn how to greet people, introduce themselves, and speak about their home, family, school, and community. As students learn basic vocabulary and grammar skills, they expand on their knowledge and learn to speak about more complex topics such as shopping, weather, sports, entertainment, and leisure activities. The course introduces new words and phrases with pictures, audio clips, and examples. Students learn basic Spanish grammar to help them build fluency and understand the structure of the Spanish language. There are many opportunities to practice through interactive activities in the form of games, written practice, and listening and speaking exercises. Students also explore the cultures of Spain, Cuba, Colombia, and Argentina by learning about geography, foods, celebrations, and traditions from each place. Student bloggers guide students through these countries and help them appreciate and learn about their diversity.

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- **Spanish II*#** (prerequisite: Spanish 1) In Spanish II, students travel virtually through Central America and the Caribbean, spending time in museums, traffic jams, and even the hospital. In this course, students broaden their Spanish vocabulary and their knowledge of grammar. They meet people from many different countries and cultures. While waiting for the plane ride home, students also meet some Spanish-speaking people from different parts of the United States. The purpose of this course is to strengthen Spanish listening, speaking, reading, and writing skills. Students also experience the beauty and expressiveness of a language that is shared by different people and cultures throughout the world.
- **Spanish III*#** (prerequisite: Spanish 2) This third year of Spanish is a continuation of the first two years. The student will continue to sharpen listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the five units of material, students learn to express themselves using an ever increasing vocabulary, present-tense verbs, past-tense verbs, future and conditional tenses, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is sprinkled throughout the course in an attempt to help the learner focus on the Spanish speaking world and their culture, people, geographical locations and histories. The course is aligned to the national Foreign Language standards.

Electives

- **ACT Prep** (one-semester course; ½ credit) Based on your performance on the Diagnostic test, our system will create a personalized study schedule for you. As you learn, our system continues to adapt and adjust your schedule on your behalf. Every Lesson, Quiz, and Test you need to do is accessible every time you login from this week-by-week schedule. Multimedia flash lessons allow you to learn in the way best suited to your needs and preferences. Watch narrated video lessons or read text-based lessons at your own pace. Want to walk through that math problem again? Just slide the progress bar back and listen to it again! Our program uses full length tests from the Official ACT Guide so you get the most realistic practice possible. In addition, we offer dozens of practice quizzes to reinforce what you've learned. Your personalized schedule will automatically tell you when to do quizzes and on which weeks you should attempt a full length practice test.
- **Consumer Math** (does not count toward fulfillment of Georgia Board of Regents math requirements, and may not be taken instead of the CCHS on-campus course in Personal Finance) This comprehensive review and study of arithmetic skills applies to both personal and vocational business opportunities. Topics include whole numbers, fractions, percentages, basic statistics, and graphs. Practical applications in finance, taxes, budgeting, banking and home ownership are provided.
- **Game Design** (one-semester course; may be used to fulfill the general diploma technology requirement) This course will introduce students to the basic skills necessary for game design. They will study the various games in the industry and analyze their approach in terms design and development. The student will explore the processes and art of making game elements like story, levels, sound, user interfaces, and levels. This analysis will include an orientation to the gaming market and innovative techniques' impact on it. Finally, the student will merge all these elements into a functional prototype showing their understanding of the game design process.
- **Introduction to Social Media** (one-semester course; may be used to fulfill the general diploma technology requirement)
- **Mobile App Programming** (one-semester course) This course will teach foundational computer science methodology, concepts, and programming while students utilize the latest mobile development software and technologies to demonstrate their understanding. From the first lesson students will utilize what they are learning to develop and produce functional Android applications that they can share with classmates, family, and friends. Lessons are a mix of dynamic activity, video guidance, lecture, and tutorials. The lessons are designed to engage both the novice and expert student in the field of mobile application

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development. Note: The course was developed utilizing the Nexus 7 Android tablet. It is strongly recommended that students have access to this tablet in order for tutorials, video, and screenshots to align.

- **AP Computer Science A#** (prerequisite: Algebra II; may be used to fulfill the general diploma technology requirement) The AP® Computer Science A course is equivalent to the first semester of a college level computer science course. The course involves developing the skills to write programs or part of programs to correctly solve specific problems. AP® Computer Science A also emphasizes the design issues that make programs understandable, adaptable, and when appropriate, reusable. At the same time, the development of useful computer programs and classes is used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. In addition an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course.
- **AP Art History*** (prerequisite: World History; high level reading and writing skills are strongly recommended) This course is designed to foster in students an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. In addition to visual analysis, this course emphasizes understanding works in context, considering such issues as patronage, gender and the functions and effects of works of art. Prior art training is not a prerequisite nor does the course cater exclusively to future Art History majors. This course was designed to meet the requirements of the Advanced Placement Art History requirements precisely. Students will learn to look at these works of art critically, with intelligence and sensitivity and to articulate what they see or experience in light of a Christian worldview. Students will be able to identify the presence or absence of Biblical truth reflected in art and architecture through the centuries.
- **Music Appreciation** (may only be taken if a similar course is not being offered at CCHS) Music is part of everyday lives and reflects the spirit of our human condition. To know and understand music, we distinguish and identify cultures on local and global levels. This course will provide students with an aesthetic and historical perspective of music, covering a variety of styles and developments from the Middle Ages through the twenty-first century. Students will acquire basic knowledge and listening skills, making future music experiences more informed and satisfying.

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