



High School Curriculum Guide 2021-2022



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The Potter's House Mission Statement

The Potter's House School provides a Christ-centered education to children of all ethnic heritages and income levels, equipping them to serve God and society to their fullest potential.

WELCOME TO THE POTTER'S HOUSE HIGH SCHOOL!

We are glad to have your family in our Christ-centered learning community at The Potter's House High School for 2020-2021. While we believe that you, the parents and guardians, are the primary educators of your children, we take very seriously our role in being an extension of the home to foster faith in Jesus Christ and a character that will last a lifetime.

Our high school culture has four missional components to help your child flourish as they mature throughout their high school career:

Christ-centered

First, we are Christ-centered. This means that everything that we do recognizes the preeminence of Christ. This is true of our chapel services, retreats, and discipleship program. It is also true of our curriculum, athletic endeavors, and all other programs offered at The Potter's House.

Academic excellence

Second, we are a College Preparatory High School. We are working as faculty and staff to prepare students for college and beyond by offering a slate of rigorous academic courses as well as programs within the school that encourages students to consider other aspects of the college experience that may be challenging for them such as social pressures and cultural differences.

Real Relationships

Third, we are focused on Community. We are intentional about being inclusive of everyone in our very diverse student body. We deliberately focus on relationship building and reaching out to others who are different from ourselves in many different contexts within the life of the school and the House System, Advisory, and Class Trips are a few examples.

Equip

Finally, there are many aspects of our school that focus on equipping our students. We desire to equip our students with a heart of justice, service, and resilience. Our caring teachers, our obvious and highly valued diversity, our emphasis on hospitality and stewardship, and our intentional emphasis on encouraging leadership are some of the qualities used to equip students. We are concerned about the Character of each student. We emphasize strong, positive character traits that we encourage our students to emulate. This is done in many different contexts within the programs of the school as well as in one-to-one relationships with teachers and mentors. You will find our school policies and procedures in this handbook. Please take the time to read them and discuss them with your children.

Together we can advance this noble mission.

Yours in Christ,

Alf Clark, Principal

Diploma Requirements (22 credits minimum)

The Potter's House High School graduates surpass Michigan Merit Curriculum requirements

Subject	TPHHS Curriculum Requirements
English	4 credits English 9, 10, 11, and 12
Math	4 credits Algebra 1 Geometry Algebra 2 Math or math-related (12)
Science	3 credits Biology A and B Chemistry A and B Science Elective
Social Studies	3 credits World History (1.0) US History & Geography (1.0) Civics (.5) Economics (.5)
Physical Education and Health	1 credit Physical Education & Health
Visual, Performing and Applied Arts	1 credit
Languages other than English	2 credits of one foreign language
Online Learning Experience	20 hours completed through 1-1 technology
Senior Project	0.5
Bible	2 credits

- All students must complete the Senior Project and Exhibition according to the stated guidelines.
- The senior year must be completed in residence.
- All students must take at least 6 credit-bearing classes per semester unless specifically stated in a student's Official Accommodation Plan.
- Kent Career/Technical Center and Dual Enrollment students must take a minimum of 2.0 credits at TPHHS concurrent with the off-campus classes unless specifically stated in their Official Accommodation Plan.

Course Selection Process

1. Counselors will meet with students to select courses in the winter/spring of each school year.
2. Course requests will be honored to the extent possible. Students will be asked to choose alternate courses in the event of a conflict, or the class is not offered due to low enrollment numbers.
3. Students will have a drop/add process at the beginning of each semester, but choices may be limited due to class size restrictions.
4. Please know that our master schedule is based solely on the original course choices of our students.

Course changes after our master schedule has been made cannot be guaranteed.

Traditional Four-Year Course Overview

	9TH GRADE		10TH GRADE		11TH GRADE		12TH GRADE	
	1ST SEM	2ND SEM	1ST SEM	2ND SEM	1ST SEM	2ND SEM	1ST SEM	2ND SEM
1.	Eng 9	Eng 9	Eng 10	Eng10	Eng 11	Eng 11	Eng 12	Eng 12
2.	MATH	MATH	MATH	MATH	MATH	MATH	MATH	MATH
3.	World History	World History	US History	US History	Economics	Civics	World View	Senior Project
4.	Biology	Biology	Chemistry	Chemistry	Science Elective	Science Elective	Elective	Elective
5.	Physical Ed/Health	Old Testament	New Testament	Physical Ed/Health	Seminar 11	Christian Doctrine	Elective	Elective
6.	Spanish	Spanish	Spanish	Spanish	Elective	Elective	Elective	Elective
7.	Elective	Elective	Elective	Elective	elective	Elective	Elective	elective
8.	x	x	x	x	x	x	x	x

Credit Standing

Credits are earned in .5 increments per semester. To stay on track for graduation a student should obtain the following credits by the end of:

Freshman year 6.0 – 7.0 credits, minimum of 5
 Junior year 18.0 – 21.0 credits, minimum of 15

Sophomore year 12.0 – 14.0, minimum of 10
 Senior year 22 – 28

Graduation

Graduation Ceremony Participation

Students may participate in the graduation ceremony if they have accumulated 22 credits and have their graduation checklist completed. If a student has not met all requirements for graduation participation, they will not receive a diploma or participate in the graduation ceremony. For non-graduation-ready seniors, an individualized plan must be in place with a school counselor, parents, and student to complete diploma requirements before the diploma is granted and the “graduated” designation is posted on the transcript.

Grade Point Scale

The following is the Grade Point Scale used to calculate GPA at The Potter's House High School.

Standard Scale		Honors Scale		Weighted Scale	
A	4.00 95-100	A	4.00 94-100	A	5.00 95-100
A-	3.67 90-94	A-	3.67 85-93	A-	4.59 90-94
B+	3.33 87-89	B+	3.33 81-84	B+	4.16 87-89
B	3.00 83-86	B	3.00 77-80	B	3.75 83-86
B-	2.67 80-82	B-	2.67 73-76	B-	3.34 80-82
C+	2.33 77-79	C+	2.33 69-72	C+	2.91 77-79
C	2.00 73-76	C	2.00 65-68	C	2.50 73-76
C-	1.67 70-72	C-	1.67 61-64	C-	2.09 70-72
D+	1.33 67-69	D+	1.33 57-60	D+	1.66 67-69
D	1.00 63-66	D	1.00 53-56	D	1.25 63-66
D-	0.67 60-62	D-	0.67 50-52	D-	0.83 60-62

Additional Curricular Information

Full-time Status

Students are required to take three credits (normally six classes) each semester to maintain their status as full-time students at The Potter's House High School. Full-time status is required to participate in all school activities. Exceptions may be granted by the administration at the request of a student and his or her parents.

Incompletes

All incomplete grades must be made up within two weeks of receipt of the grade report. Failure to make up the work will result in an "E" recorded for the course.

Competencies

Some teachers use a competency-based system for tests and exams. Please see each teacher's competency requirements.

Dropping Classes

Classes may be dropped without academic penalty within the first three days of the semester. Class drops for senior-level Honors and AP classes will be considered within the first two weeks without academic penalty and only with the permission of the counselor and teacher. A class drop or exchange may be considered beyond the second week for reasons deemed legitimate by the counselor, teacher, and education specialist. Legitimate reasons may include misplacement or an unusual change in a student's educational plan. A parent or teacher request will be required for a drop beyond the second week. Students who drop a class beyond the allowed period will receive a "Withdrawn" on their transcript.

Dual Enrollment

Junior and senior students, with qualifying grade point average and standardized test scores, may be eligible for dual enrollment in college classes that count for both high school and college credit.

- Grace Christian University: One class per semester at TPHHS campus
- Kuyper College Business Pathway: One class per semester at TPHHS campus
- Area Colleges: Students must meet with their guidance counselor before college enrollment
- A maximum of 7 credits may be earned per semester
- Must earn a C or higher to have the course paid by the State of Michigan. Students who receive a grade lower than a C will be required to reimburse all expenses to the college or the State of Michigan.
- Must abide by the drop/add deadline.

Courses Taken Outside of The Potter's House High School (Guidance Counselor approval required)

A student may take one course per semester in another approved school for:

1. Credit recovery, for a total of no more than 4.0 credits per semester.
2. To augment TPHHS curriculum, such as ROTC, if it does not conflict with TPHHS core curriculum.

Kent Career/Technical Center (KCTC)

Students who wish to attend KCTC in their junior or senior year must be in good attendance standing at TPHHS and receive permission from the guidance counselor. A KCTC visit during the sophomore or junior year is required, and the application process begins in early February. Students wishing to know more about KCTC may visit the website at www.thetechcenter.org. Credit for KCTC will be granted through TPHHS. TPHHS will grant credit if the student has fulfilled all of the KCTC course requirements including attendance of classes whenever they are in session. Excessive absences in the KCTC program will be handled as stated in TPHHS attendance policies. Seniors who attend first session KCTC may be eligible for one release hour.

Kent Transitions Center (KTC)

Students who wish to attend Kent Transitions Center should contact the education specialist for a program tour and evaluation for placement during the junior and senior year. Credit for KTC will be granted through TPHHS if the student has fulfilled all of the KTC course requirements including attendance of classes whenever they are in session. Excessive absences in the KTC program will be handled as stated in TPHHS attendance policies.

Online Courses

1. Students are required to take traditional face-to-face classes unless scheduling conflicts prevent this.
2. A maximum of one online course per semester may be allowed with prior approval from the guidance counselor, provided that the student is taking at least 2.5 credits in the regular school day.
3. All courses, including online courses, taken outside the regular school day that are intended for TPHHS credit must receive prior approval from TPHHS guidance and administration.
4. Online courses may be taken for credit recovery, with permission from TPHHS guidance.

Credit Recovery

Please see your Potter's House school counselor for credit recovery options.

Honors and Advanced Placement

Students are strongly encouraged to take the Honors options for all core classes starting in the 2nd quarter of freshman year with teacher and parent permission. Students have the opportunity to take Advanced Placement courses and earn college credit by taking the AP exam in May and receiving a score of 3 or higher.

Semester Grade Determination

Each course is divided into three portions: two quarters and a final exam. Each quarter determines 40% of the student's final grade, and the final exam determines 20% of the student's final grade. Only final semester grades are used to determine student cumulative GPA, and only final semester grades are recorded on students' transcripts. Students must pass two of the three portions of the course to receive credit for the semester.

Testing Out for Credit

A student may choose to test out and earn credit for a class by taking and passing a pre-approved exam for that class with 77% or higher, as stated in the Michigan Merit Curriculum guidelines. The guidance counselor and department teachers must preapprove testing out for credit.

Independent Study

A student may request to pursue an independent study course if they are in good academic and attendance standing. A proposal must be submitted to the guidance counselor, teacher of that class, and high school administrator for approval. A student may not pursue more than a .5 credit through Independent Study per semester and no more than 4.0 credits total during grades 9-12.

Exam Exemption Guidelines

In the second semester of a student's senior year, students may choose to be exempt from the exam, **at teacher discretion**, for any class in which he or she has maintained a B average or higher through the last day of the semester before exam week. To qualify for an exemption, all required work for the course must be completed and submitted, and the student may not have any unexcused absences in the class during the semester.

Advanced Placement (AP) Courses

[English Literature and Composition \(Advanced Placement\)](#)

[Calculus AB \(Advanced Placement\)](#)

[Statistics \(Advanced Placement\)](#)

[US History \(Advanced Placement\)](#)

[Government \(Advanced Placement\)](#)

[Spanish \(Advanced Placement\)](#)

**Course Catalogue
Bible and Theology**

OLD TESTAMENT STUDIES

9th grade

Credit: 0.5

Prerequisite: None

This semester-length course is required for all 9th-grade students. Old Testament class begins with an exploration of Creation and the establishment of God's relationship with his people in the book of Genesis. Then we continue to follow the history of that relationship as told in the Law, the Prophets, and the Writings. We encounter one foundational theme after another as we examine this exquisitely crafted set of books Christians call the Old Testament, and Jews call the Tanakh. The accounts of prophets, priests, poets, judges, and kings teach us about creation, fall, redemption, and restoration; garden, tabernacle, and temple; law, covenants, and promises; sin, sacrifice, and atonement; blessings and curses; festivals and feasts; land and exile; mercy and justice. Just as Jacob wrestled with God in Genesis 32, we strive to wrestle with God's Word, both as its original audience heard it and as we hear it in the 21st century.

NEW TESTAMENT STUDIES

10th grade

Credit: 0.5

Prerequisite: Old Testament

This semester-length course is required for all 10th-grade students. We spend much of New Testament class studying the life and ministry of Jesus as told in the four Gospels, diving as deeply as we can into the accounts of Christ's time on the earth and investigating how he fulfilled the promises of the Old Testament. Then we learn about the birth and growth of the Church by studying Acts and the letters of Paul and other apostles. Finally, we explore the apocalyptic book of Revelation. Throughout our study of the New Testament, we strive to both read God's Word as it was originally written to the earliest Christians and to read it as it's written to us—modern disciples of Christ in West Michigan.

Christian Doctrine

Credit: 0.5

Prerequisite: only juniors

Using the Bible and a series of readings and films—gleaned from a variety of authors/producers—students will explore the fundamental doctrines of God, divine inspiration, creation, humanity, salvation, the end times, and related topics. The course is taught primarily from a Biblical theological position. In addition, students will learn and discuss key points of conflict between Christian truths and non-Christian belief systems to have intelligent and respectful conversations with non-Christians.

Christian Worldview

Credit: 0.5

Prerequisite: only seniors

This course will begin by defining "worldview" and "truth" as well as the role each plays in the life of Christ-followers. Students will then explore Christian apologetic responses to questions concerning the existence of God, the trustworthiness of Scripture, evil and suffering, Christ's resurrection, evolution, and hypocrisy. Finally, we will develop a Christian worldview, exploring and applying ways to live a Christ-honoring faith as we face the ethical issues of our day. As we study the Bible, other Christian texts, and non-Christian perspectives, our goal is to become more authentic, intelligent, and faithful disciples of Christ.

BIBLE TOPICS

Credits: .05

Prerequisite: only for 11th- 12th grade

This course is an extensive study of several of the works of C.S. Lewis. It covers a variety of genres, as Lewis was a man who excelled in many kinds of writing. Our focus will be on Lewis as a Christian, and how his writing gives solid, practical, hard-hitting, and inspiring insights into the Christian faith. One reason Lewis has remained so popular in both Christian and secular circles is his intelligence and his rational, yet emotional exploration of those subjects that matter. The Bible as our foundation, this course will approach Lewis's writings both from rational and emotional standpoints, which will require considerable reading, writing, and discussion.

Language Arts

English 9

Credits: 1

Prerequisite: None

This course involves a variety of reading, writing, and speaking skills along with the implementation of grammar and vocabulary. Students will learn reading and writing strategies to equip them in lifelong learning. Students will study and respond to literature in a variety of ways while refining their language skills and creating original composition and projects as a part of their assessment. Students will practice listening and speaking, as well as viewing and presenting in the duration of the course. Honors credit is available to students who wish to be challenged to go above and beyond the basic requirements.

English 9 Skills

Credits: 1

Prerequisite: None

This course attempts to unpack and study the question, "What does it mean to be human?" through literature and writing, as well as expanding our literacy skills by reading, listening to, viewing, and discussing a variety of material. Students will practice a variety of reading strategies, and learn new vocabulary, literary terms, and conventions. The course will review the fundamentals of grammar and usage, as well as helping students improve their writing skills. The course will accommodate students with diverse learning styles and academic needs.

English 10

Credits: 1

Prerequisite: English 9 or English 9 Skills

English 10 encompasses reading, writing, listening, and speaking in a year-long implementation of English language skills. Students will engage in various texts to better understand and make connections, as well as take part in the discussion. Throughout the course, students will gain experience in public speaking as well as writing strategies. Students will expand on previously learned topics such as syntax, grammar, theme, and conventions; gaining experience and stamina in reading difficult texts and writing challenging pieces. Honors credit is available to students who wish to be challenged to go above and beyond the basic requirements.

English 10 Skills

Credits: 1

Prerequisite: English 9 or English 9 Skills

This course is designed to increase a student's ability to comprehend literature through a Christian worldview. We will explore the philosophies and ideas through a large variety of literature throughout the school year. Reading, writing, grammar, and vocabulary are all things that will be addressed as part of our attempt to better understand the English language.

English 11

Credit:1

Prerequisites: English 10 or English 10 Skills

We live in a broken world, and our calling as Christians is to be part of its redemption. The literature in this course, which will include fiction and nonfiction texts, all centers around exposing some of that brokenness, thereby challenging readers to recognize injustice and oppression in the world and discuss our responsibility to respond. This course will include a research paper.

English 11 Honors

Credit:1

Prerequisite: English 10

Honors English 11 provides a more challenging curriculum for academically advanced students who are self-directed and reflective learners. In this course, students will engage in challenging texts involving literary analysis as well as inferential evaluation. Students will be pushed to understand essential questions in light of their worldviews and make connections to difficult texts. The course also implements and reviews grammar, vocabulary, speech skills, and literary devices; as well as speaking, reading, and writing competence. Students will gain a thorough understanding and interpretation of difficult literature in this Honors course by exploring themes and literary critiques.

Composition English 12A

Credits: 0.5

Prerequisite: English 11

This is a one-semester course designed to equip students to become strong writers and effective readers in college and other professional contexts. The objective of this course is to equip students to be effective stewards of God's gift of language. Students need to pass the following six competencies to receive credit for this course: (1) college application essay (2) text structure (3) precis writing (4) argumentative writing.

British Literature English 12B

Credits: 0.5

Prerequisite: English 11

This course engages students in the close reading and critical analysis of British Literature. As they read, they will consider a work's structure, style, and themes as well as smaller-scale elements such as the use of figurative language, imagery, symbolism, etc. The objective of this course is to equip students to develop an appreciation of literature and beauty as well as a deeper conviction of God's truth through the study of literature. Students will demonstrate their knowledge and skills through the following three competencies (1) Elements of Poetry (2) Literary Analysis (3) Reflection and Symbolism.

English Literature and Composition (Advanced Placement)

Credits: 1

Prerequisite: English 11 and Teacher / Guidance Recommendation

This course engages students in the close reading and New Critical analysis of British Literature. As they read, they will consider a work's structure, style, and themes as well as smaller-scale elements such as the use of figurative language, imagery, symbolism, etc. Among other things, the objectives of this course include an appreciation of literature and beauty as well as a deeper conviction of God's truth through the study of literature. Students will also have the opportunity to take the AP exam at the end of the year.

Senior Project

Credits: 0.5

Prerequisite: English 11

This is a course for seniors to demonstrate mastery of academic skills they have learned in high school by requiring research analysis, moral judgment, critical thinking, and the integration of faith in learning evidenced through college-level research and writing, and oral presentation. Students whose work is exceptional will have the privilege of graduating with distinction. In addition, one student is selected each year to receive the Senior Project Award.

Creative Writing

Credits: 0.5

Prerequisite: Grade 11 and 12 Grade 10 with Teacher / Guidance permission

To gain skills in expressing ourselves with originality, creativity, and clarity in stories, poetry, and personal essays. To recognize and identify the successful elements of an effective piece of creative writing.

To experience being in a writing community and learn to give and receive useful feedback.

To experience writing as a tool for intellectual exploration, self-discovery, and creative expression. (I hope that the rewards of this process will encourage you to be writers-for-life, whether or not you choose creative writing as a career.)

Mathematics

Pre-Algebra

Credits: 1

Prerequisite: Teacher Recommendation/ Placement Testing

This year-long course prepares students to enter the study of Algebra. The focus of the course is building the foundation necessary for success in the study of algebra. Students will become familiar with the following: the properties of mathematics; the language of algebra; solving one-step and two-step equations; adding, subtracting, multiplying, and dividing rational numbers and integers; solving inequalities; graphing equations and inequalities; proportion; percent; statistics and graphs; probability; applying algebra to geometry; and measurement. The course will accommodate students with diverse learning styles and academic needs.

Algebra I

Credits: 1

Prerequisite: Teacher Recommendation/ Placement Testing

This class will integrate geometry, probability, and statistics with algebra. Students will master basic algebra. The emphasis will be placed on learning the language of mathematics, solving problems, graphing, analyzing functions, and solving word problems. Graphing calculators will be used weekly.

Algebra 1 Support:

Algebra support is a course available for algebra students to receive additional support, extended test time, and enrichment. Students have an opportunity to work one-on-one with each other, with their teacher, or other support staff.

Credits:.5

Algebra Support

Credits: .5

This class is a companion class to Algebra. It is a support class for Algebra students who may need additional time or practice to master the skills of Algebra. For a student to be enrolled in Algebra Support, that student must also be taking Algebra. Placement in Algebra Support is determined based on need as well as the recommendations from Special Education and Mathematics teachers. Course content aligns directly with the Algebra 1 Course. Algebra Support supports its students in three specific ways: First, the class is taught in a small-group format to allow for more individualized attention, and the material is presented in a variety of ways for a variety of learners. Second, students will practice and learn how to apply different learning strategies to different academic situations. Third, students may benefit from additional review or extended time on assessments.

Geometry

Credits: 1

Prerequisite: Algebra I

This course integrates coordinates and transformations with the traditional approach to 2-dimensional and 3-dimensional Euclidean geometry. The proof is carefully developed within a system of postulates, definitions, and theorems that runs throughout the book. Problems and applications throughout the book are designed to sustain algebra skills.

Geometry Support

Credits: .5

This class is a companion class to Geometry. It is a support class for Geometry students who may need additional time or practice to master the skills of Geometry. For a student to be enrolled in Geometry Support, that student must also be taking Geometry. Placement in Geometry Support is determined based on need as well as the recommendations from Special Education and Mathematics teachers. Course content includes reasoning and proofs, congruence and similarity, right triangles and trigonometry, spatial awareness, and circles. Geometry Support helps its students in three specific ways. First, the class is taught in a small-group format to allow for more individualized attention while the material is presented in a variety of ways for a variety of learners. Second, students will practice and learn how to apply different learning strategies to different academic situations. Third, potential math growth areas will be identified and strengthened through individualized, targeted interventions.

Algebra 2

Credits:1

Prerequisite: Algebra 1 and Geometry

The topics covered in this course are function operations and function notations, function families and their transformations; systems of equations, quadratic application, rational exponents and radical functions, trigonometric functions and their applications, exponential and logarithmic functions. Focus on the application of linear and quadratic functions, including complex numbers and introductory statistics. The concept of inverse function, graphically and algebraically along with application and mathematical modeling is a key component.

Algebra 2 Foundations:

Credits: 1

Prerequisites: Algebra 1 and Geometry

This course is an extension of the algebraic concepts learned in Algebra. Topics include function families and their transformations; systems of equations; function operations and function notations; linear, quadratic, and higher-order polynomials; exponential; an introduction to trigonometry; mathematical models of data; rational and functions. The concept of inverse functions cycles through the units. This course emphasizes reading, problem-solving, and student-directed learning. Khan Academy is a frequent resource.

Honors Algebra II/Advanced

Credits: 1

Prerequisite: Algebra I and Geometry

By the end of this course, you will have a deeper understanding of algebra and functions. You will apply algebraic concepts and procedures and higher conceptual levels. You will focus on modeling and solving real-world problems. The topics, concepts, and procedures covered are used in science, engineering, medicine, and business. You will develop logical thinking skills that are used in every discipline.

Pre-Calculus

Credits: 1

Prerequisite: Algebra II

This course prepares students for success in college-level courses, including (but not limited to) calculus and other mathematics courses. By the end of this course, you will have a deeper understanding of algebra and functions. You will apply algebraic concepts and procedures and higher conceptual levels, including trigonometry. You will focus on modeling and solving real-world problems. The topics, concepts, and procedures covered are used in science, engineering, medicine, and business. You will develop logical thinking skills that are used in every discipline and beyond.

Calculus AB (Advanced Placement)

Credits: 1

Prerequisite: Pre-Calculus and Guidance Recommendation

Calculus is the culmination of years of mathematical study and a gateway into the study of higher levels of mathematics, physics, and engineering. Studying calculus gives scholars a better understanding of the workings of the world that God created. It is expected that students who take AP Calculus will seek college credit, college placement, or both. Students will take the AP Calculus exam at the end of the course in May.

Statistics (Advanced Placement)

Credits: 1

Prerequisite: Completion of Honors Algebra 2 or Algebra 2

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem-solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

Personal Finance

Credits: 1

Prerequisite: Seniors Only

Personal finance is a course in applied mathematics. We will review basic mathematical concepts and look at situations in which math is used in everyday life. This course will cover budgeting, accounting, and other financial applications of math in personal situations.

Physical Education and Health

PE09 Life Wellness

Credit: 0.5

Prerequisite: None

PE09 Life Wellness is a holistic approach to health and lifetime physical activities. This approach to total wellness encompasses the physical, mental, social, and emotional well-being of the individual. The class is designed to provide students with a knowledgeable foundation for lifelong wellness practices.

PE10 Nutrition and Health

Credit: 0.5

Prerequisite: None (Offered to 10th Graders)

PE10 Nutrition and Health emphasizes the importance of knowledge, attitudes, and practices relating to personal health and wellness. It is a course designed to expose students to a broad range of issues and information relating to the various aspects of personal health, which include the physical, social, emotional, intellectual, spiritual, and environmental aspects. Student learning is accomplished in the context of a mixture of fitness, activities, team and individual sports, and various health lessons.

Strength Training

Credit: 0.5

Prerequisite: None (Offered to Upper Classman)

This course is designed to allow students to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. The course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

Science

Physical Science

Credit: 1

Prerequisite: None

Physical Science is a year-long course providing a basis for further study in the natural sciences. The goal of the course is to help students understand basic concepts and tools of science, use them to discover more about the world God has created, and evaluate man's interactions with God's world. The first semester will be introductory Chemistry and the second semester introductory Physics.

Biology A

Credit: 0.5

Prerequisite: Physical Science or Teacher recommendation

Biology A is the first semester of a year-long course. Students consider living things at the molecular, cellular, system, and ecosystem levels. Energy flow, both within an ecosystem and an individual organism, and Christian stewardship of Creation are two key foci. The semester ends by considering reproduction, both at the cellular, (human) system and organism levels.

Biology B

Credit: 0.5

Prerequisite: Biology A

Biology B is the second semester of a year-long course that focuses on heredity and diversity of life. Patterns of genetic inheritance, as well as the ethical issues associated with genetics, are examined. The diversity of living organisms considers both genetic and anatomical commonalities. Following an overview of natural selection and evolution, we end the year with a cursory examination of the different kingdoms of living organisms.

Biology Foundation

Credit: 1.0

Prerequisite: Middle school science or ELL Science

This year-long course covers many of the same topics of the standard biology class. It is intended for those whose scientific background vocabulary is weak. The concept of energy frames much of the first semester. The concepts related to heredity frames most of the second semester.

Chemistry A

Credit: 0.5

Prerequisite: Biology A and B

Chemistry A is a one-semester course emphasizing the chemical nature of matter. Students will explore the reasons that different substances have different properties and react in different ways. Studying the molecular nature of matter and the different types of reactions that occur will form a foundation for future study in science as well as help us learn more about the amazing world God has created for us from the microscopic to the macroscopic. Laboratory activities will reinforce classroom learning and are an integral part of the course. The focus will be on real-world applications for everything that is learning and studying.

Chemistry B

Credit: 0.5

Prerequisite: Chemistry A

Chemistry B is a one-semester course emphasizing the quantitative nature of chemical reactions. Students will use the concepts of balanced equations, the mole, and molar mass to predict the amount of product made in a chemical reaction. Another examination of the kinetic-molecular theory will allow for a more thorough understanding of gases, liquids, and solids and their various properties. Finally, students will use their chemistry and biology background to delve further into solutions, acids, bases, and equilibrium. Laboratory activities will reinforce classroom learning and are an integral part of the course. The focus will be on real-world applications for everything that is learned and studied.

Chemistry Foundations A

Credit: 0.5

Prerequisite: Biology A and B or Foundations Biology A and B

Chemistry Foundations A is a one-semester course emphasizing the chemical nature of matter. It is specifically designed for English Language Learners. Students will explore the reasons that different substances have different properties and react in different ways. Studying the molecular nature of matter and the different types of reactions that occur will form a foundation for future study in science as well as help us learn more about the amazing world God has created for us from the microscopic to the macroscopic. Laboratory activities will reinforce classroom learning and are an integral part of the course. The focus will be on real-world applications for everything that is learning and studying.

Chemistry Foundations B

Credit: 0.5

Prerequisite: Chemistry A

Chemistry Foundations B is a one-semester course emphasizing the quantitative nature of chemical reactions. It is specifically designed for English Language Learners. Students will use the concepts of balanced equations, the mole, and molar mass to predict the amount of product made in a chemical reaction. Another examination of the kinetic-molecular theory will allow for a more thorough understanding of gases, liquids, and solids and their various properties. Finally, students will use their chemistry and biology background to delve further into solutions, acids, bases, and equilibrium. Laboratory activities will reinforce classroom learning and are an integral part of the course. The focus will be on real-world applications for everything that is learned and studied.

Environmental Science

Credit: 0.5

Prerequisite:

Environmental Science is a one-semester course that studies the interactions of humans with their environment, and what can be done to improve these interactions. Specific topics include ecosystems, populations, development, poverty, resources, and energy. The goal of the course is to learn how to encourage sustainability, stewardship, and sound science in the world God has given us.

Honors Anatomy and Physiology

Credit: 1

Prerequisite: Biology A, Chemistry B, Teacher Permission

In this class, we study the various systems of the body in further depth than was done in Biology. By its nature, the class will focus on the relationship between structure and function. Anatomy focuses on the structure. Physiology focuses on the functions accomplished by those structures. The body's maintenance of homeostasis will be a strand running through the entire class. Medical case studies will be frequently used as we consider the integumentary skeletal, muscular, nervous, endocrine, and cardiovascular systems. Dissections are also a significant hands-on component.

Honors Physics

Credit: 1

Prerequisite: Chemistry A, Chemistry B, Teacher Permission

Physics is the study of the fundamental laws which are basic to all the sciences. The goal of the course is to see the connectedness of the world God has created and learn some basic strategies for observation and problem-solving within it. Students will explore the areas of kinematics, force, and motion, work and energy, momentum and collisions, rotational motion, vibration and waves, light, sound, and electricity. Laboratory activities will reinforce classroom learning and are an integral part of the course. Physics is designated as an Honors course.

Robotics

Credits: 1

During the robotics class, students learn the different fundamentals of building a multifaceted robotic unit. Quarter one is spent learning about 120 and 12-volt electronics with all hands-on labs. Quarter two is spent learning about different types of computer programming. Students will learn the basics of Python, Java, and C++. Semester three is spent putting Q1 and Q2 together by programming and building Arduinos. The fourth quarter is spent on major projects in whatever category piqued the interest of a student. This could be anything from advanced programming to building a full-sized robot.

Social Studies

World History

Credit: 1

Prerequisite: None

This is a World History Survey course where we will strive to understand how events of the past have laid the foundations of our world today. Beginning between the 14th and 15th centuries, this class will evaluate how the age of exploration established the first global economy and helped the Western World establish itself as the dominant player on the world stage. During the time of exploration, the church underwent significant changes and challenges of the reformation. These challenges helped give birth to significant philosophical and scientific thoughts, ideas, and developments that have continued to impact our world today. Students will identify the effects of these events and work to understand how they apply to us today's world.

US History

Credit: 1

Prerequisite: None

In American History, we will center on learning facts about the development of our country, developing a patriotic spirit, and relating current event issues to the Constitution and our American background. The following are items that will be emphasized: Dividing American History into time periods, knowing great characters and their ideas and contributions, documents that contribute to our freedom and our heritage, and major events in the development of America. Major topics are: Historical events and people. Recurrent and new themes in history, The American Dream, Globalization, Constitutionalism, American Geography, and Current events.

US History (Advanced Placement)

Credit: 1

Prerequisite: World History, Teacher and Guidance Recommendation

The course outline is structured around the investigation of course themes and key concepts in nine chronological periods. This outline is also included in the College Board's 2014 AP United States History.

Period 1: 1491-1607—On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

Period 2: 1607-1754—Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.

Period 3: 1754-1800—British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.

Period 4: 1800-1848—The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

Period 5: 1844-1877—As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war—the course and aftermath of which transformed American society.

Period 6: 1865-1898—The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

Period 7: 1890-1945—An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.

Period 8: 1945-1980—After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals.

Period 9: 1980-present—As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.

Civics

Credit: 0.5

Prerequisite: World History and US History

One of the ways that we serve our God and our society is to be responsible citizens. In this course, students will gain a better understanding of our government and how they can participate in it. We will start with the role of government within a Christian worldview, particularly as it relates to doing justice. From there, we will study documents and movements that led to the establishment of America's system of government, focusing on our core principles and values. Next, we will study the functioning of government, focusing on the Constitution and its influence over time. Finally, we will explore America's ever-changing role in our world and how we, as Christian citizens, can and should engage the system as "salt and light," working to see that God's justice is done.

Government (Advanced Placement)

Credits: 1

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete political science research or applied civics project.

Economics

Credit: 0.5

Prerequisite: World History A

This course will review the science of Economics, both Micro and Macro, through the lens of godly stewardship. The course lays the foundation for the functioning of a free market (scarcity, savings & investments, supply & demand, and the rule of law). Students are guided to consider the operation of free markets compared with other economic systems. Within each lesson, the student will discover the Biblical Timeless Truth that illustrates that economic principle.

Psychology

Credit: 1

Prerequisite: None

This is a year-long course designed to introduce students to the concepts and information in Psychology to prepare students for college-level Psychology. In this high school course, time will be taken for students to apply concepts to themselves and their world. Strategies for healthy living will be given, and students will be encouraged to appreciate the power of choices that God always gives us and the complexity of the mind and body God gave us.

Holocaust

Credit: .5

Prerequisite: None

"Holocaust" is a one-semester course that begins with the study of the genocide perpetrated against the Jews and other minorities in Nazi Germany. After an intensive study of that time period, the elements that define genocide, and both the characteristics of the inflictors of the terror as well as the victims, we will broaden our study to include other genocides that have been inflicted on different people groups throughout time. Included in this study will be: Developing an understanding of the Holocaust as a significant event in history that continues to have universal implications, recognizing the complexity of individual choices and dilemmas during the Holocaust, and examining how prejudicial attitudes and discriminatory practices can escalate to violence defining the role and responsibility of the individual to uphold the principles of democracy.

Visual, Performing and Applied Arts

Introduction to Art

Credit: 1

Prerequisite: None

Students will be exposed to various forms of art and will learn basic skills including perspective drawing, color theory, contour drawing, positive and negative space, multiple methods of adding values, and human proportions. Students are required to complete homework drawings in a sketchbook and to write about art as well as producing artwork, with the possibility of an exam at the end of the semester. Students will be exposed to various forms of art and will learn basic skills including perspective drawing, color theory, contour drawing, positive and negative space, multiple methods of adding values, and human proportions. Students are required to complete homework drawings in a sketchbook and to write about art as well as producing artwork, with the possibility of an exam at the end of the semester.

Advanced Art

Credit: 0.5

Prerequisite: Introduction to Art

Students will continue to develop skills learned in the introduction to art while focusing on the subject matter and exploring themes in their artwork. Students will be required to complete homework drawings in a sketchbook and to write about art as well as producing artwork, with the possibility of an exam at the end of the semester.

Gospel Choir

The Psalms, Gospel Music & Worship

Credit: .5

Prerequisite: Audition

Gospel Choir brings together students of diverse cultures and beliefs and has a love of Gospel music. Students can share their gifts through performances throughout the district and community. This course seeks to build worshipers who use their musical skills, with excellence, for God's glory and others' edification. The Gospel Choir provides a safe place for expression and acceptance. Students develop musical skills and are exposed to the history behind the genre of Gospel music.

Jazz Band

Credit: 0.5

Prerequisite: Previous Experience with an Instrument

Jazz is America's original music. Through this year-long course, we will celebrate this long-standing history together. In Jazz Band your musicianship will grow by exploring a variety of styles and improvisation, creating melodies on the spot. Music, especially jazz, is about listening and collaboration. This is a welcome place for all who desire to improve their skills as a musician and grow together.

World Languages

Spanish I

Credit: 1

Prerequisite: None

In Spanish 1 it is our goal to understand how learning Spanish can be fun and relevant to your own life experiences. Our goal is to improve our conversational Spanish through mastery of high-frequency vocabulary and the use of partner speaking activities. We will also include activities, songs, video clips, and games throughout the semester so that we might increase our understanding of the spoken language. We will engage in several readings to enhance our ability to read in Spanish. We will better our written Spanish by frequent free-writes and several writing assignments. The following are goals of the Spanish 1 curriculum: 1) Students learn to value the diversity of the world and understand the importance of loving others. 2) Students gain a basic understanding of the location, artifacts, historical figures, and perspectives across cultures where the target language is spoken. 3) Students can form verbs in the present tense. 4) Students understand agreement (adjective/noun, subject/verb, article/noun). 5) Students can form basic statements and questions. 6) Students learn how to master and use basic vocabulary for communication. 7) Students use level-appropriate vocabulary to write organized narratives, dialogues, and descriptive essays in the present. 8) Students read basic texts and novels for comprehension. 9) Students demonstrate an understanding of the oral language and respond appropriately.

Spanish II

Credit: 1

Prerequisite: Spanish I

In Spanish 2 it is our goal to understand how learning Spanish can be fun and relevant to your own life experiences. Our goal is to improve our conversational Spanish through mastery of vocabulary and the use of partner speaking activities. We will also include activities, songs, video clips, and games throughout the semester so that we might increase our understanding of the spoken language. We will engage in several readings to enhance our ability to read in Spanish. We will better our written Spanish by frequent free-writes and several writing assignments. The following are goals of the Spanish 2 curriculum: 1) Students learn to value the diversity of the world and understand the importance of loving others. 2) Students discuss political and cultural topics. 3) Students gain a basic understanding of the location, artifacts, historical figures, and perspectives across cultures where the target language is spoken. 4) Students can form verbs in the present, preterite, and imperfect tenses. 5) Students can distinguish between reflexive and non-reflexive verbs. 6) Students can form more complex sentences in Spanish and begin to state their opinions. 7) Students use level-appropriate vocabulary to write organized narratives, dialogues, and informative essays in multiple tenses. 8) Students read more complex texts and novels in the present and past tense for comprehension. 9) Students demonstrate an understanding of the oral language and respond appropriately.

Spanish III

Credit: 1

Prerequisite: Spanish II

In Spanish 3 it is our goal to understand how learning Spanish can be fun and relevant to your own life experiences. Our goal is to improve our conversational Spanish through mastery of vocabulary and the use of partner speaking activities. We will also include activities, songs, video clips, and games throughout the semester so that we might increase our understanding of the spoken language. We will engage in several readings to enhance our ability to read in Spanish. We will better our written Spanish by frequent free-writes and several writing assignments. The following are goals of the Spanish 3 curriculum: 1) Students learn to value the diversity of the world and understand the importance of loving others. Students discuss political and cultural topics. 2) Students gain a deeper understanding of the location, artifacts, historical figures, and perspectives across cultures where the target language is spoken. 3) Students can form verbs in the present, preterite, imperfect, future, present perfect, command form, subjunctive, future, and conditional tenses. 4) Students can form more complex sentences in Spanish and state their opinions clearly. 5) Students use level-appropriate vocabulary to write organized narratives, dialogues, and informative essays in multiple tenses. 6) Students read more complex texts and novels with multiple tenses for comprehension. 7) Students demonstrate an understanding of the oral language and respond appropriately.

Spanish IV

Credit: 1

Prerequisite: Spanish III

This year-long course is taught in Spanish and is designed for advanced students of the Spanish language. It is a steppingstone to AP Spanish. It is characterized by an emphasis on verb conjugations in both the indicative and subjunctive modes. 8 indicative tenses, as well as the command forms, are taught in the fall semester. 4 verb tenses in the subjunctive mode are taught in the spring. Emphasis is placed on reviewing all complex grammatical structures. Students write short essays using the subjunctive tenses. Texts are accompanied by supplemental writing activities and practical application, as well as web-based review and research. Field trips to observe Spanish works of theater and music in addition to preparing and eating Hispanic food increase cultural awareness and appreciation of the deeply rooted dedication to the hospitality of the Hispanic culture.

AP Spanish

Credit:1

Prerequisite: Spanish 4

This year-long class is taught from the recent AP Spanish Language and Culture text and is designed specifically to prepare students for the AP Spanish Exam in May. The class focuses on the 6 major themes that the College Board exam emphasizes: **Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics**. The test lasts approximately 3 hours and is composed of timed responses in writing to multiple-choice questions, short answer essays, responding orally to written and oral prompts, as well as longer written and oral responses to written prompts. A passing grade is either a 3, 4, or 5. Depending on the undergraduate institution, students can acquire and transfer 3 college credits to the college of their choice. Supplemental exercises include challenges to think critically by timed responses to videos, movies, and readings.

Academic Support Services

Seminar 9

Credit: 0.5

Prerequisite: None

This class is a time to work on homework in a structured environment, prepare for tests, and adjust to high school expectations. The students will be taught how to access their homework, organize their time and keep track of their grades. They will learn how to prepare for tests, organize notes, and actively read across the curriculum.

Seminar 11

Credit: 0.5

Prerequisite: None

Seminar 11 is a semester course designed to help our juniors begin forming a vision of what God might have for them after high school. They will learn about post-high school education options, such as certificates and job training, military careers, Associate's and Bachelor's degrees, and more. They must complete both a college visit and a job shadow, as well as interacting at school with representatives from different post-secondary institutions and ministries. Preparation and practice for the PSAT and SAT are also emphasized in this course, along with engaging the book *Study is Hard Work*, by William H. Armstrong. We encourage students to approach this learning and these decisions with their whole selves, considering their God-given strengths and passions alongside the world's opportunities and needs.

English Language Learners

Level 1 Reading

Credit: 1

Prerequisite: Teacher Recommendation

The Spalding Method is utilized in assisting English Learners to acquire language skills in the area of reading. High-Frequency Vocabulary is used with a phonemic approach to help the students acquire language. The method helps them acquire language with a focus on writing (spelling) strengthening their ability to learn a new language.

Level 1 Writing

Credit: 1

Prerequisite: Teacher Recommendation

The Spalding Method is utilized in assisting English Learners to acquire language skills in the area of reading. High-Frequency Vocabulary is used with a phonemic approach to help the students acquire language. The method helps them acquire language with a focus on writing (spelling) strengthening their ability to learn a new language.

Level 2 Reading

Credit: 1

Prerequisite: Teacher Recommendation

The Spalding Method is utilized in assisting English Learners to acquire language skills in the area of reading. High-Frequency Vocabulary is used with a phonemic approach to help the students acquire language. The method helps them acquire language with a focus on writing (spelling) strengthening their ability to learn a new language.

Level 2 Writing

Credit: 1

Prerequisite: Teacher Recommendation

The Spalding Method is utilized in assisting English Learners to acquire language skills in the area of reading. High-Frequency Vocabulary is used with a phonemic approach to help the students acquire language. The method helps them acquire language with a focus on writing (spelling) strengthening their ability to learn a new language.

Reading and Speaking Fundamentals 3

Credit: 1

Prerequisite: Teacher Recommendation

This course is the third in a sequence of English as a Second Language classes designed to prepare students for entry into the core curriculum at The Potter's House High School. Students continue the study of sounds (phonemes) and vocabulary which comprise the English language through instruction in the award-winning Spalding method. In addition, students learn detailed rules governing the spelling and pronunciation of English. *(This course is always taught in conjunction with ESL Writing and Listening Fundamentals 3.)*

Writing and Listening Fundamentals 3

Credit: 1

Prerequisite: Teacher Recommendation

This course is the third in a sequence of English as a Second Language classes designed to prepare students for entry into the core curriculum at The Potter's House High School. Students focus on the elements of good writing found in literature, with analysis of character, plot, and setting found therein. Integrated with instructor modeling, students go on to develop skills necessary for effective expression of the written word. *(This course is always taught in conjunction with ESL Reading and Speaking Fundamentals 3.)*

Math Essentials

Credit: 1

Prerequisite: Teacher Recommendation

While this course focuses on basic math skills, such as addition and multiplication of whole numbers, decimals, and fractions, the emphasis is on the vocabulary and skills needed to progress to higher-level math classes. In addition, students will gain essential skills to be successful in algebra. Students will also focus on basic life skills that incorporate mathematics, such as the use of currency.

ELL Civics Skills

Credit: 1

Prerequisite: Teacher Recommendation

This course is designed to equip students with the knowledge and skills necessary to uphold American constitutional democracy. In addition, the course will encourage students to view their civic responsibility within the context of their identity as Christians. Major topics include (1) the four major forms of government (2) origins and foundations of the American political system (3) the three branches of government (4) the state government (5) citizenship (5) foreign policy.

ELL World History Skills

Credit: 1

Prerequisite: Teacher Recommendation

In this course, students will study the causes, consequences, and patterns of interactions among societies and regions including trade, war, diplomacy, and international institutions. They will also understand large-scale patterns occurring in several areas of the globe, such as the collapse or decline of empires, growth of trade networks, war, and industrialism. Students will also develop historical and geographic thinking; they will compare, contrast, argue, analyze, and interpret information. They will use information and evidence in their thinking as they consider questions concerning cause and effect as well as place and time. Major topics for study are as follows: Introduction to History (methods used by historians); Ancient Egyptian Civilization; Ancient Greek Civilization; Rome and World War II.

ELL US History Skills

Credit: 1

Prerequisite: Teacher Recommendation

This course aims to prepare students to confront the challenges of life in contemporary society by helping them understand the strands that shaped life in America while developing habits of mind essential for democratic citizenship. They will learn about the American experience over time and space. They will understand the complex interactions among various environmental, human, and social forces that have influenced and continue to influence America and the Americans. They will develop historical and geographic literacy; in other words, they will learn to read critically, analyze and evaluate arguments, synthesize, evaluate, compare, and contrast. Major topics include Colonization and Settlement; Revolution and the New Nation; Civil War and Reconstruction; Development of the Industrial, Urban, and Global United States; the Great Depression and World War II; America in a New Global Age.

ELL Economics Skills

Credit: 1

Prerequisite: Teacher Recommendation

Students will understand how economies function and how to apply the concepts and principles of economics to their lives as individuals and as citizens. They will apply economic concepts and principles to build reasoned and evidence-based interpretations, arguments, and decisions. Major topics of study include The Market Economy and The National Economy.

Elective

Leadership

Credit: 0.5

Prerequisite: This year-long class is designed to help students develop leadership, professional, social, and business skills. They will learn to develop a healthy self-concept, healthy relationships, and a clear understanding of personal responsibility. They will develop an understanding of emotional intelligence and the skills it measures which include self-awareness, self-control, self-motivation, and social skills. Students will develop skills in public speaking and communication and an understanding of a personal image.

Texts used include the *Leadworthy Student Manual*, *The Flip Side* by Flip Flippen, and in addition, students read two more books of their choosing. One is an inspirational book on leadership theory and success and the other is a biography of a well-known leader.

These goals will be pursued by students giving several speeches, by reading and reporting on the aforementioned books, by watching movies based on true stories and evaluating leadership growth in the characters seen, by inviting special speakers who may provide hands-on leadership training. Assessment includes traditional tests as well as analytical essays that examine and compare leadership styles, theory, and practice.

Students will write and agree to a social contract stipulating their expectations for the class and their behavior, as well as leading discussions on relevant topics.

**Dual Enrollment
Grace Christian University**

Introduction to Psychology (PS 201)

Credit: 1

Prerequisite: Guidance Permission

A general survey of the discipline of psychology including the principles, methods, vocabulary, and major theories in the study of human behavior. Consideration will be given to the selected application of psychology for life and ministry.

Fundamentals of Speech (SP 131)

Credit: 1

Prerequisite: Guidance Permission

Analysis of the communication process, including both verbal and nonverbal factors, provides the basis for audience/speaker relationships. Practice in presenting short speeches with emphasis on selection, organization, development, presentation of ideas, as well as speaker adjustment to the audience.

History of Civilization I (HI 113)

Credit: 1

Prerequisite: Guidance Permission

A survey of the development of ancient, medieval, and early civilizations is traced, emphasizing the contributions of Western civilization through the Thirty Year War, 1618-1648 as well as highlights of African, Far Eastern, and Middle Eastern societies. Mega themes and issues, such as economic impacts, the Reformation, the beginnings of modern state systems, and other key intellectual and social elements are explored.

**Kuyper College
Pathway to Business Program**

Introduction to Business & Leadership (BU152)

Credit: 1

Prerequisite: Guidance Permission

This introductory course covers all major aspects of business and provides a foundation for future courses in the Business Leadership program. The course also includes theories of leadership and the Christ-centered leadership model, an introduction to communication styles and skills essential to succeed in leadership roles with a business and/or non-profit ministry.

Marketing & Sales (BU252)

Credit: 1

Prerequisite: Guidance Permission

This course studies the analysis and strategic integration of theories of marketing and sales including advertising, public relations, social media, consumer behavior, market segmentation, brand awareness, and positioning, pricing, promotion, channels, and new product development. Sales strategies, techniques, role plays, group projects, and presentations are also included.

Social Media Management (BU240)

Credit: 1

Prerequisite: Guidance Permission

This course will provide students with an overview of the major concepts in starting and managing social media websites. Students will be introduced to the most commonly used social media sites evaluating how marketing and communication are used to achieve organizational objectives. Students will learn to analyze marketing strategies used by businesses and non-profits including churches and ministries. Social media sites will include Facebook, Twitter, YouTube, LinkedIn, Instagram, Pinterest, Snapchat, and possibly others. The final exam for the course is an exam where students have an opportunity to become Social Media Certified.

Principles of Speech (CO234)

Credit: 1

Prerequisite: Guidance Permission

This course involves the study of basic principles in introductory public speaking, emphasizing thesis, speaking modes and occasions, organization strategies, and audience considerations. The ethics of speaking will be discussed. Students will practice their speaking, presentation, listening, and evaluation skills and appropriate use of visual aids.

**Concurrent Enrollment
Calvin University**

Advanced Chemistry

Credit: 1.0 with the option of 3.0 credits from Calvin College

Prerequisite: Successful completion of one year of high-school chemistry or permission of the instructor.

Calvin University Chem 101:

This course is a study of the basic principles of chemistry, with emphasis on the laws of chemical combination, descriptive inorganic chemistry, thermochemistry, the gas, liquid, and solid states of matter, the periodic law, atomic structure, and chemical bonding. The course is taught from a biblical and reformed worldview and addresses issues such as the validity and limitations of scientific knowledge, the methodology of the physical sciences, human responsibility in applying such knowledge in society, and the care and stewardship of natural resources. Prerequisite: one year of high-school chemistry or permission of the instructor.

Other Credit Opportunities

Kent Career Technical Center

Earn both high school and college credit at the same time: thetechcenter.org

Kent Transition Center

Earn both high school credit and receive work-based instruction.