

# HARFORD CHRISTIAN HIGH SCHOOL



## COURSE SELECTION GUIDE 2020-2021

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## FORWARD

This guide has been prepared for students and their parents in deciding which courses are best suited to the student's goals, interests, aptitudes, and abilities. Students, especially in the upper grades, have some flexibility in selecting their courses to meet their individual needs and to prepare for the future.

To assure the greatest school success, students should assess their aptitudes and future plans before selecting a specific course. Some of the course descriptions may not be of immediate value, but should prove beneficial as long-range plans are formulated.

Student choices may have a significant impact on future opportunity; therefore, students are urged to select their courses with great care. Parents should be actively involved in this decision-making process. For information concerning course selection, college admissions and requirements, employment demands, students and parents are encouraged to contact the school for further information.

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## **COURSE SELECTION GUIDE**

### **STUDENTS PLANNING TO ATTEND COLLEGE**

While admission standards for each college will vary, all college-bound students must realize that certain course requirements for admission exist. Students planning to attend college can be reasonably sure that attaining the following credits in high school will meet the minimum course requirements of most colleges:

<b>CURRICULAR AREA</b>	<b># OF CREDITS</b>
English	4 Credits
Social Studies	3 Credits
Mathematics (Algebra I, Geometry, Algebra II and Pre-calculus)	4 Credits
Science	3 Credits
Foreign Language (Spanish or German)	2 Years of Same Language

As early as possible students should research very carefully their potential college destinations to affirm that they are meeting that college's course requirements for enrollment. The high school guidance department (Mr. Tim Olinger) will be happy to assist students in securing information from colleges regarding entrance requirements. Students are encouraged to begin the process of college evaluation as early as 9<sup>th</sup> grade. Students intending to major in math, science, business, engineering, etc. should take as much math as possible. Electives should be chosen on the basis of interest and ability or for reasons of usefulness or practicality.

### **STUDENTS NOT PLANNING TO ATTEND COLLEGE**

Students not planning on attending college should still carefully select his/her courses. Students who anticipate going directly into business should pursue as many courses in accounting, higher level math, and computer technology as possible. Opportunities in these fields are greatly enhanced by the highest levels of completion in these curricular areas. Those students with future interest in clerical or secretarial interests should advance as far as they can in computer instruction. Students who are undecided about career path should advance academically to their fullest potential in math and science in order to keep as many avenues open as possible.

The technologically advancing world in which we live requires increasing abilities and expertise on the part of its work force. Students entering the work force after high school should expect required specialized training programs in order to acquire many jobs.

## GRADUATION REQUIREMENTS

To be awarded the Harford Christian High School diploma, a senior student must earn a minimum of 26 credits at the completion of grades 9-12. In order to achieve the grade level status of senior, students must have completed 18 credits by the end of their junior year.

CURRICULAR AREA	# OF CREDITS REQUIRED FOR GRADUATION
Bible	4
English	4 (including satisfactory completion of a senior research paper)
History	3 World History, American History, and Gov't/Economics
Science	3
Math	4 Algebra I, Geometry, Algebra II, and Pre-Calculus and Calculus for advanced students or Algebra I, Geometry, Business Track (Accounting I,II, and Consumer Math options)
Computer Science	2 Basic Computing I and Basic Computing II
Foreign Language	1 German or Spanish
Health	$\frac{1}{2}$ One Semester
Physical Education	$\frac{1}{2}$ One Semester
Fine Arts	1 Choir, Band, Yearbook, Music Theory, Dramatic Production
Electives	2
Community Service	1 75 documented hours in grades 9-12 Explanation of Service Requirement Available

# BASIC PROGRAMS OF STUDY

## **Grade 9 (Class of 2024)**

1. Old Testament Theology
2. Freshman English
3. Algebra I
4. Basic Computing I
5. Physical Science
6. Foreign Language
7. Physical Education/Health
8. 8<sup>th</sup> Period Elective (see box to right)

\*Courses needing teacher sign-off before enrollment

## **Grade 10 (Class of 2023)**

1. Acts and the Early Epistles
2. Sophomore English
3. Geometry
4. Biology I
5. World History
6. Foreign Language (2<sup>nd</sup> year)
7. Study Hall or  
Elective (typically Chemistry I, Basic Computing II, or Art II)
8. 8<sup>th</sup> Period Elective (see box to right)

\*Courses needing teacher sign-off before enrollment

## **Grade 11 (Class of 2022)**

1. New Testament Epistles
2. Junior English
3. Algebra II (or business track)
4. American History
5. Basic Computing II (if not already completed)
6. 3<sup>rd</sup> Science Credit
7. Elective (see box to right)
8. Elective 8<sup>th</sup> Period Elective (see box to right)

\*Courses needing teacher sign-off before enrollment

## **Grade 12 (Class of 2021)**

1. Advanced Bible Doctrines
2. Senior English
3. Government/Economics
4. Math elective
5. Basic Computing II
6. 3<sup>rd</sup> Science Credit
7. Elective (see box to right)
8. 8<sup>th</sup> Period Elective (see box to right)

### **Freshman Electives**

Study Hall (No Credit)  
Band (M-W-F for 1 credit)  
Vocal Choir (T-Th for .5 credit)  
Art I (preference given to 10<sup>th</sup>-up if course fills)  
Dramatic Production (.25 credit)

### **Sophomore Electives**

Study Hall (No Credit)  
Teacher Aide (community service credit)  
Band (M-W-F for 1 credit)  
Vocal Choir (T-Th for .5 credit)  
Art I (offered 8<sup>th</sup> period)  
Basic Computing II  
SAT Math Prep (1<sup>st</sup> Semester for .5 credit)  
Dramatic Production (.25 credit)  
\*Art II (not offered 8<sup>th</sup> period)  
\*Chemistry I

### **Junior/Senior Electives**

Study Hall (No Credit)  
Teacher Aide (community service credit)  
Band (M/W/F for 1 credit)  
Vocal Choir (T/Th for .5 credit)  
Art I (offered 8<sup>th</sup> period)  
Basic Computing II  
SAT Math Prep (1<sup>st</sup> Sem. For .5 credit)  
Consumer Math  
Accounting I  
Introduction to Engineering (afterschool for .5 credit)  
Science from a Biblical Worldview (2<sup>nd</sup> Sem)  
Introduction to Environmental Science 1<sup>st</sup> Sem)  
Dramatic Production (.25 credit)  
\*Art II (not offered 8<sup>th</sup> period)  
\*Yearbook  
\*Desktop Publishing  
\*Introduction to Computer Programming  
\*Pre-Calculus  
\*Calculus  
\*Accounting II  
\*Chemistry I  
\*Chemistry II  
\*Physics  
\*Physiology  
\*Biology II  
\*Environmental Science (periods 7 & 8 required)  
\*Envirothon (afterschool for .5 credit)  
\*German III  
\*German IV  
\*Spanish III  
\*Spanish IV  
\*Music Theory  
\*Honors Band (3<sup>rd</sup> and 4<sup>th</sup> year band students)  
\*Introduction to Ed. (dual credit through BJU)

## COURSE SELECTION POLICIES

- 1) In spring, all rising 9<sup>th</sup> -12<sup>th</sup> graders will select their courses for the coming year. The administration will then organize and schedule classes for the upcoming school year.
- 2) Students who have taken or choose to take courses **out of the recommended sequence** (sequence as set forth in the *Basic Programs of Study, page 3*), cannot be guaranteed that future needed courses will fall within the framework of their schedule. Administration will endeavor to accommodate these students as best as possible. To avoid this difficulty, students are strongly urged to select courses within the recommended sequence.
- 3) A note about the accelerated math track ending with Calculus in the senior year: With teacher recommendation a rising 9<sup>th</sup> grader may take Algebra I and Geometry in the 9<sup>th</sup> grade year or a 10<sup>th</sup> grader may take Geometry and Algebra II in the 10<sup>th</sup> grade year.
- 4) In **rare** cases, because of the above-mentioned situation, students may not be able to schedule a required course needed to fulfill graduation requirements. In such cases, the administration will attempt to arrange an *Independent Study* opportunity for credit, to provide that student with the needed course requirements.
- 5) The administration may cancel elective course offerings if insufficient enrollment in that course warrants this decision.
- 6) Concerning electives, students cannot be guaranteed enrollment in any elective. In some cases, these courses fill to capacity. At other times, the course cannot be offered within the schedule of the student. Typically, upperclassmen will receive priority in courses that fill to capacity.
- 7) Regarding dual enrollment with colleges/universities, students may enroll in on-line or college/university campus courses and receive high school credit on their HCS transcript. Dual enrollment opportunities must be administratively-approved prior to registering for the course in order to be guaranteed the awarding of high school credit.
- 8) Regarding withdrawal from a course, after the school year has begun, students may not withdraw from a course without teacher recommendation and parent permission. Withdrawals after **September 30, 2020** without these recommendations and permissions may result in a "zero" for the course. **After September 30, 2020**, administratively approved withdrawals will be recorded as "w/d" before mid-year and as "w/d" with exit grade after mid-year.
- 9) Students who repeat a course to secure a higher grade on their transcript are only awarded equivalent credit for the completion of one course (not two). The record of the lower grade course completion will remain on the transcript but will be averaged into the overall grade point average.
- 10) Administratively-approved course changes may occur within two weeks after the beginning of the 1<sup>st</sup> semester. The student with classroom teacher and parent approval must initiate this process.
- 11) Seniors who are meeting their requirements for graduation, maintaining a "C" average or better, and whose course schedule allows, may apply for the early release program. No student can be guaranteed a schedule that permits such an arrangement. If administration can so arrange their course schedule so that their required courses end before 1:46 PM, they are permitted to apply for early release. Parental permission must accompany such a request.
- 12) Seniors **are required** to attend the Senior Trip to The Wilds, Baccalaureate, and Commencement. Juniors may be required to attend Commencement and encouraged to attend the Baccalaureate. See the school calendar for those dates and times.

## COURSE DESCRIPTIONS

**Honors Courses** are weighted courses. For example, a 97% in a typical course earns a 4.00 GPA. A 97% in an **honors course** earns a 5.00 GPA. **Honors courses appear in bold print** in the descriptions below and include the following courses:

Calculus	Chemistry II	Environmental Science
Pre-Calculus	Physiology	Spanish III
Physics	German III	Spanish IV
Biology II	German IV	

**Merit Courses** are not necessarily weighted. **All honors courses are merit courses but all merit courses are not honors courses.** Students who complete a minimum of eight merit courses while maintaining a 3.30 or higher GPA and demonstrate good citizenship are awarded the Certificate of Merit and gold cord upon graduation. Merit courses appear with an asterisk (\*) before their title in the descriptions below and include the following courses:

Geometry	Biology II	Spanish II
Algebra II	Physiology	Spanish III
Pre-Calculus	Environmental Science	Spanish IV
Calculus	Accounting II	Desktop Publishing
Chemistry I	German II	Basic Computing II
Chemistry II	German III	Art II-Advanced
Physics	German IV	Music Theory
		Honors Band

### BIBLE

#### Old Testament Theology

Grade 9

1 Credit

Old Testament Theology examines the Old Testament book-by-book in chronological order, emphasizing the theological themes rather than the historical plot. The course gives special attention to the unfolding of God's plan of redemption through the Covenants, Mosaic Law, Poetic Books, and Prophets.

#### Acts and the Early Epistles

Grade 10

1 Credit

Students are introduced to the effects of the resurrection of Christ and the coming of the Holy Spirit upon the early first century church. The historical account of the book of Acts will be examined verse-by-verse for theological and practical content. Special emphasis will be placed upon the spread of the gospel from Jerusalem to Rome through the ministry of Spirit-filled believers. Careful attention is also given to the historical contexts of the epistles, preparing the student for *New Testament Epistles*, in which he will study the "Letters to the Churches." Above all, students will comprehend first-hand what the Lord can do in and through a life that is thoroughly yielded to the Holy Spirit and committed to His service.

New Testament Epistles

Grade 11

1 Credit

The student will be exposed to select portions of the New Testament corpus of apostolic letters. Students are guided in a verse-by-verse exposition of Ephesians, I Timothy, James and Revelation. Special attention is given to developing a clear understanding of Paul's doctrine of salvation by grace through faith, the place of the law, the Church, spiritual gifts, the family, future things, and practical Christian living.

Advanced Bible Doctrine

Grade 12

1 Credit

As the final course before graduation, this course completes the biblical training of the student by thoroughly studying Christian doctrine. Careful attention is given to each major area of doctrine, including the doctrines of Scripture, God, Christ, the Holy Spirit, man, salvation, the Church, angels and demons, and last events. With each specific area of study, the students will examine relevant portions of Scripture to establish the biblical truth through sound exegesis, memorize key passages relevant to that doctrine, learn refutation of false views concerning those doctrines, and form a systematic view of Christian theology. The goal is to equip the student with fundamental biblical truths by which he can identify error and proclaim the truth through witness and action.

**LANGUAGE ARTS/ENGLISH**

Freshman Language Arts/English

Grade 9

1 Credit

This course is designed to develop a student's skills in grammar, vocabulary, and literature. In grammar, students will review parts of speech and types of sentences. They will learn to write coherent paragraphs and correct common errors in their writing. In vocabulary, students will learn not only new words and definitions, but also synonyms and antonyms that further increase the size of their vocabulary. In literature, freshmen will read a variety of works that focus on the basics in literature: themes, conflict, characters, point of view, and structure. Class discussions, projects, and short writing assignments will be used to demonstrate the students' understanding. The students will also experience some simple types of public speaking.

Sophomore English

Grade 10

1 Credit

The objective of sophomore English is to sharpen the writing and analytical skills of each student, building and expanding upon last year's curriculum. In order to encourage critical thinking and creativity, the focus of the year is on a close study of literature including units on mythology, Shakespeare, and *Pilgrim's Progress*. Essential literary elements are emphasized and applied both through literature and a variety of creative writing assignments. Confident and assured writing is further developed through journal writing, vocabulary, and review of grammar.



Junior EnglishGrade 111 Credit

Junior English focuses on exploring chronologically the literature of America. While the focus is on Early American, Revolutionary, and Romantic literature, students are given exposure to Realistic and Modern American literature through reading assignments and book reports. The play *The Crucible* is studied in detail as students learn to discern themes, plot, characters, and symbols in literature. Students are taught to appreciate American literature and to examine each writer's philosophies in the light of Scripture. Grammar focuses on more advanced grammatical concepts, manuscript rules, and a review of the writing process. Writing skills are further developed by the writing of academic essays and a literary analysis paper.

Senior EnglishGrade 121 Credit

Students in senior English examine an overview of English and World literature, focusing on the important authors and ideas throughout history. The reading selections range from *Beowulf* to *Macbeth*. Communication skills, including the ability to write clearly and accurately, are also emphasized throughout the course. Much time is focused on research writing skills using MLA formatting. The course culminates with an argumentative research paper requiring the student to utilize all of his thinking, writing, and grammatical skills.

ESLGrade 9-121 Credit

English as a Second Language (ESL) will be offered, as needed, to international students who do not yet have adequate English mastery to find success in the regular English classroom. ESL instruction will be uniquely tailored to the needs of the students enrolled in the course.

**MATH**

Courses available to high school students at HCS include Pre-Algebra and Algebra I, Geometry, Algebra II, Pre-Calculus, and Calculus. Students may also choose courses such as SAT Math Prep, Statistics, Consumer Math, Accounting I, and Accounting II. Student placement is based upon teacher recommendation, a review of the student's academic record, and the required prerequisites.

Pre-AlgebraGrade 81 Credit

This course is typically completed in the 8<sup>th</sup> grade and serves to be the foundation and part one of the Algebra credit which students receive at the conclusion of Algebra I. In administratively approved situations, high school students with special needs may complete Pre-Algebra for their Algebra I required one credit.

Algebra IGrade 91 Credit

This course continues the instruction from the Algebra I experience. Emphasis is given to skill development in the areas of computation, operations with positive and negative numbers, factoring, graphing, and solving equations and inequalities. The text offers many problem solving and critical thinking strategies. Concepts are introduced in Pre-Algebra. In Algebra I, skills are reviewed, reinforced, and expanded upon.

\*GeometryGrade 9,101 Credit

This course is designed to provide experiences with the shapes that surround us each day. Completion of the course will provide foundation for higher-level math experiences. Critical thinking, reasoning, and logic are all applied in this course as students learn to do proofs dealing with the basic principles of geometry. Successful completion of Algebra I is a prerequisite for enrollment in this course.

\*Algebra II Grade 11,12 1 Credit

The prerequisite for this course is successful completion of Algebra I with an average of at least a “C” or better. Solution sets of equalities and inequalities and linear and polynomial equations will be given in-depth attention. New concepts such as radicals, complex numbers, vectors, manipulation of radical expressions and analytical geometry will be studied. The end of year classroom attention will focus upon an introduction to trigonometry, logarithms, and matrices.

\*Pre-Calculus Grade 11,12 1 Credit

This course is designed for those students who have an academic desire to extend their math instruction beyond Algebra II. Successful completion of Geometry and Algebra II with the grade of “B” or better and/or teacher recommendation are prerequisites for enrollment in this course. Instructional areas include basic trigonometry, evaluating linear, quadratic, exponential, and trigonometric functions, solving polynomial, rational, radical, exponential, and logarithmic equations, graph on the rectangular and polar planes, perform basic operations on complex numbers, compute statistical data, and identify special sequences. Students will need to be able to have a way to access the Internet in order to complete some online assignments.

\*Calculus Grade 12 1 Credit

Calculus is a study of motion and change. This course is geared to prepare the student for technical degrees including physics, chemistry, engineering, meteorology, biology, medicine, and others. Students are taught derivatives, integration, differentials, and the applications of the dynamic techniques of modeling. Students enrolling in this course must have completed the preceding advanced math courses with an average of “C” or better. Students will need to be able to have a way to access the Internet in order to complete some online assignments.

SAT Math Prep Grade 9,10,11,12 .5 Credit

This 1<sup>st</sup> semester course provides students with specific test-taking strategies, helps them to become familiar with the test’s format, and provides the opportunity to take practice tests. The course will assist students to become comfortable with the SAT format and time limits. By reviewing the results, the student will be able to pinpoint their weaknesses and resolve them in preparation for the official SAT. Information for different scholarship opportunities will also be explored.

Consumer Math Grade 10,11,12 1 Credit

The student will learn very practical application of math skills used in real-life situations. Students will be involved in activities dealing with managing a checking account, buying a car, renting an apartment, learning to live on a budget, finding a job and other valid scenarios.

Accounting I Grade 10,11,12 1 Credit

Accounting I is an instructional program which focuses upon “hands-on” student activities. The course presents accounting concepts, principles and practices. Instruction will emphasize basic bookkeeping skills that are beneficial for any student, especially those with an interest in business or in a degree in accounting. This is a math track alternative to college-prep math with focus on “learning by doing.”

\*Accounting II Grade 11,12 1 Credit  
Completion of Accounting I with a “C” average or better is a prerequisite for enrollment in Accounting II. Instruction will focus on concepts involving payroll and other more intricate accounting procedures involved with partnerships and corporations.

## **SCIENCE**

Physical Science Grade 9 1 Credit  
Physical Science is designed to be an introductory course to both Physics and Chemistry. Physics-related concepts include matter, measurements, kinematics, dynamics, energy, simple machines, fluid mechanics, and thermodynamics. Chemistry-related areas of study include atomic structure, the periodic table, bonding, compounds, mixtures, solutions, reactions, acids, and bases. Scientific investigation is emphasized through numerous laboratory experiences.

Biology I Grade 10 1 Credit  
The student will develop a general knowledge in the structure and function of the human body and plants. Time is spent on levels of ecology while developing an understanding of the many ecosystems, niches and food chains that allow major biomes to sustain an ecological balance. Emphasis will be placed on the major organ-systems of the body, reproduction and fetal development, along with the relationship of cell and tissue structures and functions. Other topics will include additional methodologies and philosophies of life sciences that develop an understanding in scientific investigation, evolution and creation. This course will include laboratory experiences in dissection and other activities in order to enhance understanding of anatomy.

Science from a Biblical Worldview Grade 10,11,12 5 Credit  
This course is designed to meet the 3<sup>rd</sup> science credit requirement for graduation for students (beginning with Class of 2020) not interested in pursuing Chemistry I. Successful completion of this 2<sup>nd</sup> semester course will yield .5 credits towards the 3<sup>rd</sup> science credit requirement. *Science from a Biblical Worldview* will instruct the student to look at our world through the lenses of Holy Scripture. Present-day evidence will demonstrate the authenticity of the 6-day Genesis account of creation.

Introduction to Environmental Science Grade 10,11,12 5 Credit  
This course is designed to meet the 3<sup>rd</sup> science credit requirement for graduation for students (beginning with Class of 2020) not interested in pursuing Chemistry I. Successful completion of this 1<sup>st</sup> semester course will yield .5 credits towards the 3<sup>rd</sup> science credit requirement. *Introduction to Environmental Science* will bring the student into many outdoor educational experiences regarding conservation and the natural ecology behind ecosystems.

\*Biology II Grade 11,12 1 Credit  
In order to enroll in Biology II the student must have completed Biology I with the grade of 80% or better and secure teacher recommendation. This course is designed for the student who will be continuing his/her study of biological sciences in post-secondary education. Topics include marine life, reptiles and amphibians, birds, various invertebrates, and mammals. Laboratory experiences will include various dissections and field studies. A 6-8-week laboratory study with fruit flies will enhance the students understanding of genetics. Production of a research paper will be the culmination of this study in the field of genetics.

**\*Physiology****Grade 11,12****1 Credit**

Completion of Biology I with a grade of 80% or better and teacher recommendation is a prerequisite for this course. Students who have interest or direction in health-related fields are encouraged to sign up for this course. A detailed study of the structure and function of the human body will be conducted using a systems approach. Emphasis will be given to microscopic study of anatomy of tissues and blood. Also studied will be the physiology of the cell and reproduction. Laboratory experiences will include complete dissections of various animals and organ parts to allow for a practical “hands-on” approach to the concepts covered in the course. A term paper is required at the end of the course that will focus on a disorder or disease that affects the functioning of the human body. Additionally, students are given clinical application questions in each chapter.

**\*Chemistry I****Grade 10,11,12****1 Credit**

Students enrolling in Chemistry I must have completed Physical Science and Algebra I with a grade of “C” or better and must secure the Chemistry I teacher’s sign-off. This course is designed to give students a firm foundation in the area of general chemistry. Students will study in detail atomic structure, element properties, the periodic table of elements, laboratory equipment, chemical reactions, chemical equations, chemistry stoichiometry, gases, solutions, and acids and bases. This course will include laboratory work that will assist in the understanding and application of chemistry.

**\*Chemistry II****Grade 11, 12****1 Credit**

Prerequisites for Chemistry II are that the student either be taking or have successfully completed Algebra II and have achieved a “C” or higher in Chemistry I and **must** secure the Chemistry II teacher’s sign-off. Chemistry II is designed for a student who is considering a career in science and who plans to take Chemistry at the college level. The early course content includes fundamental concepts of chemistry at a level beyond Chemistry I. Students will learn basic concepts of analytical chemistry. In 2<sup>nd</sup> semester students will study organic chemistry, including the 13 families of organic molecules, followed by units on chemical kinetics and equilibrium concepts.

**\*Physics****Grade 11,12****1 Credit**

In order to enroll in Physics, the student must have completed Chemistry I and Algebra II (Algebra II may be taken concurrently) with a “C” or better. Students **must** secure the Physics teacher’s sign-off. This course is designed to give students a firm foundation in the area of physics. Students will study mechanics (including Newton’s Laws of Motion), rotational and projectile motion, momentum, heat, sound, light, electricity and magnetism. This course will include laboratory work that will assist in the understanding and application of physics.

**\*Environmental Science****Grade 9,10,11,12****1 Credit**

This course will address interesting questions such as what balances are needed to support life in the ecosystems, what are the principal ecological forces that shape various ecosystems, what has man's effect been on these forces? Students will also be provided a basic understanding about the increasing variety of local environmental issues. Partnerships with organizations such as the *Anita C. Leight Estuary Center* and the *Isaak Walton League* provide opportunities for enriching field experiences. This course will attempt to develop in each student the importance of stewardship and ethics concerning environmental quality. Assignments will utilize resources on school grounds for fieldwork, and laboratory activities. Students will gain proficiency in communication and critical thinking skills to solve some local environmental problems. Students taking this course may be able to accrue some service hours needed to for graduation. Due to the uniqueness of this course, consultation with the instructor prior to enrollment is encouraged.

**Envirothon Program****Grade 9, 10, 11, 12****.5 Credit**

The *Envirothon* program is an extracurricular activity that brings students into competition with other schools in Harford County and potentially Maryland state level or North American level. *Envirothon* is for students who are looking for ways to take on new academic challenges outside the classroom while having fun exploring the outdoors. Each year students are selected to join HCS *Envirothon* forming an A-Team and B-Team. Students will attend workshops that instruct in related topics of soils, aquatics, wildlife, forestry and a 5<sup>th</sup> topic, which is a unique environmental problem where team members will research and publicly present proposed solutions to that environmental problem. *Envirothon* team members will experience a full STEM exposure as they utilize science, technology, engineering and math applications.

**Introduction to Engineering****Grade 7-12****.5 Credit**

*Introduction to Engineering* is an extracurricular activity that culminates with students coming into competition with other schools in February or March. The course meets on Wednesday afternoons from 3:30 to 5:30 PM, beginning in October and ending in March. Fifteen sessions of engineering topics include mechanical engineering-related topics of Thermodynamics, Fluid Mechanics, Vibrations, etc. Classes are comprised of approximately 1 hour of lecture and then 1 hour of application and/or experimentation. Six sessions will be devoted to competition preparation. The competition is TEAMS (Tests of Engineering Aptitude, Mathematics and Science).

**SOCIAL STUDIES****World History****Grade 10****1 Credit**

The course takes students from ancient civilizations to the two world wars. The history of our world is covered from a Biblical perspective. The empires of Greece and Rome, as well as the time periods of the Middle Ages and the Renaissance are just a few of the topics to be covered in this course. Unique experiences such as making charts, current events, and special projects will be part of world history. The ultimate goal is to demonstrate the providence of God in human interactions and to recognize the repetitive nature of history.

### American History

Grade 11

1 Credit

This course examines the history of our nation in formation from the early days of discovery and exploration of the New World, to our present days of technology and industry of the 21<sup>st</sup> Century. Special attention is given to the impact of Christianity in the founding and growth of the American Republic. Outside reading and special projects will be required experiences for all students.

### American Government

Grade 12

.5 Credit

This senior level course examines the formation and development of American government from our English roots to the workings of our modern day political machines, with a strong emphasis on the US Constitution. Students will take an active role in discussing past and current issues in government. The aim of this course is to equip students to be active participants in our republic, with a thorough understanding of our founding documents.

### Economics

Grade 12

.5 Credit

Economics focuses on an understanding of supply and demand, national economies, business firms, as well as the economic system of the household. The high school senior will graduate with the basic framework for collegiate studies in both macro and micro economics through an understanding of current economic events, biblical economic principles, and wise personal economic choices.

## **FOREIGN LANGUAGE**

**\*All foreign language courses must be taken consecutively. Students may not skip a year in the course of language study.**

### German I

Grade 9,10,11,12

1 Credit

German I is an introductory course which strives to lay the groundwork for competence in speaking the language. Emphasis is on comprehension and verbal skills with a limited exposure to reading and writing. Good pronunciation and acquisition of vocabulary are essential for success in the course, and these are areas that occupy active classroom time. Grammar will include use of the nominative, accusative and dative cases and the present and present perfect verb tenses. An introduction to German culture is taught in thematic segments throughout the year.

### \*German II

Grade 10,11,12

1 Credit

In order to enroll in German II, the student must have completed German I with a C-average and receive recommendation by the German instructor. Although the goal of the course is an intermediate level of oral proficiency, the four areas of language learning: listening, speaking, reading, and writing are kept in balance. German is used almost exclusively in the classroom. Students will learn an additional tense and complete a basic study of the structure of language. Successful completion of German II is foundation for college placement testing or for further experience in a German-speaking country.

### \*German III

Grade 11,12

1 Credit

Students enrolling in German III should have completed German II with a C-average and should have permission from the German instructor. The course emphasizes vocabulary expansion, oral communication, translation and further consideration of the German culture, history and current events. Special projects include the opportunity to share German language and culture activities with younger children.

### \*German IV

Grade 12

1 Credit

German IV provides an opportunity for college-bound students to hone their skills in preparation for entrance and placement exams. It is recommended for any student who has successfully completed German III and wishes to reinforce language skills of listening, speaking, reading and writing. Students read German short stories, newspapers and a novel or detective story and discuss these in the language. European current events, German history and Bible memorization are incorporated. Students also spend one class per week teaching German language and culture in the elementary school.

### Introduction to Foreign Language

Grade 9,10,11,12

1 Credit

This course **may be offered** to students who have demonstrated the need to reinforce language skills and will reinforce English grammar and vocabulary. The student may expect a fun and exciting environment where they will gain the foundational basis for acquiring new vocabulary and exercise critical thinking skills necessary to communicate in German and Spanish. Classroom activities will include introductory German Spanish grammar and vocabulary, conversational practice, listening to native speakers and other multimedia, playing games, singing songs and hymns as well as memorizing and reciting Scripture verses. At the end of the course, the successful student will be better equipped to succeed in German I or Spanish I; this course will not meet the prerequisite for German II or Spanish II enrollment. One semester is allotted to each language.

### Spanish I

Grade 9,10,11,12

1 Credit

The student will gain the basic vocabulary and grammar skills necessary to communicate in Spanish. All five language competencies (speaking, listening, reading, writing, and culture) are addressed. Daily activities include vocabulary and grammar instruction, conversation practice, listening to native speakers, singing songs, memorizing and reciting Scripture and poetry, and reading stories in the Spanish language. Good pronunciation and acquisition of vocabulary are essential for success in the course. An incrementally increasing level of immersion will provide the student with grade-level vocabulary, comprehension, and communicative skills in the Spanish language that conform to the national and international expectations of higher institutions of learning.

### \*Spanish II

Grade 9,10,11,12

1 Credit

In order to enroll in Spanish II, the student must have completed Spanish I with a "C" average or better and must secure a sign-off from the Spanish II teacher. The student will be able to describe, in simple and intermediary terms, aspects of their personality, their likes and dislikes, talk about their immediate environment, needs and desire, as well as other topics of conversation. Bible verse memorization and exercises in face-to-face conversations with the instructor, other native speakers, and their class peers will better prepare the student for foreign and/or missionary travel in the years following their high school experience. A continued exposure to ancillary print and electronic media will present the student with new cultural context and vocabulary. An incrementally increasing level of immersion will provide the student with grade-level vocabulary, comprehension, and communicative skills in the Spanish language.

**\*Spanish III****Grade 11,12****1 Credit**

Students enrolling in Spanish III should have completed Spanish II with a “C” average or better and must secure a sign-off from the Spanish III teacher. The Spanish III student will be able to fluently describe experiences, events, hopes, ambitions, and defend opinions and plans. The student will be capable of understanding the main ideas of complex text and oral communications on both concrete and abstract topics, including technical discussion about their personal interests and hobbies. The Spanish III student will be able to interact with a degree of spontaneity that makes regular interaction with native speakers quite possible without strain for either party. The student will also be capable to confidently produce clear, detailed written and oral communications on a wide range of subjects. Field experiences may include public speaking opportunities in the Spanish language and teaching elementary school-aged children basic vocabulary, games, and songs.

**\*Spanish IV****Grade12****1 Credit**

Students enrolling in Spanish III should have completed Spanish III with a “C” average or better and must secure a sign-off from the Spanish IV teacher. At the conclusion of this course, students will be fully capable to understand a wide range of demanding, longer texts, and recognize implicit meaning. They will be able to express themselves fluently and spontaneously without much obvious searching for expressions. In addition, they will proficiently use advanced vocabulary effectively for social, academic, and professional purposes. A continued exposure to culturally-relevant materials in print and electronic media will enhance the student’s vocabulary skills. They will produce clear, well-structured, detailed text on complex subjects, showing controlled used of organizational patterns, connectors, and cohesive devices. Field experiences will include the capacity to effectively speak in front of a Spanish-speaking audience, serve as an interpreter, and instruct elementary-ages student with classroom activities.

**PHYSICAL EDUCATION/HEALTH****Physical Education****Grade 9****.5 Credit**

Physical education is designed to provide spiritual, mental, social, and physical development opportunities by use of the means of physical activity. Attention will be given to important lifetime issues such as wellness, team building, and an appreciation for sports participation. A balance between team and individual sports will be maintained. Objectives include helping students to move skillfully and effectively, developing an understanding of voluntary movement in order to effectively function in society, to widen understanding of socially approved pattern of personal behavior through interaction with others, and to condition the body systems to respond to increased demands.

**Health****Grade 9****.5 Credit**

Health is a required course for all high school students. Students will learn the importance of healthful living in the spiritual, social, emotional, and physical domain. The course will include instruction in the areas of first aid and emergency care. Through the course the students may gain CPR certification. Body systems, communicable and non-communicable diseases, stress, social responsibilities, maturity, and spiritual health are all topics of study.



## **TECHNOLOGY EDUCATION**

### Basic Computing I

Grade 9

1 Credit

The course will provide the skill and training needed to operate a computer keyboard correctly and efficiently. Emphasis will be placed on basic skill and keyboard technique. Students will also learn the first half of Microsoft Office, which will include Microsoft Word and Microsoft PowerPoint. Understanding word processing and presentation skills are foundational to other computer courses listed in this guide and a must for completing curricular assignments required in many other courses. Goals include the ability to type straight copy at 30 words per minute or more for 3 minutes with five or less errors. Microsoft Word instruction will cover basic word processing skills, creating flyers, preparing MLA style term papers, and writing business letters. Microsoft PowerPoint instruction will cover basic slide presentation skills including the ability to create custom animated graphics, sound incorporation, slide transitions, and presentation timing. (This course is a prerequisite for all upper level computer courses).

### \*Basic Computing II

Grade 10,11,12

1 Credit

The course continues to provide the skill and training needed to operate a computer keyboard correctly and efficiently. Typing speed will also be reinforced. Students will learn the second half of Microsoft Office, which will include Microsoft Excel and Microsoft Access. Understanding how to organize data in both spreadsheets and databases will be of exceptional value in the areas of science, math, and life in general. Microsoft Excel will cover basic spreadsheet skills, formula writing, chart and graph preparation, financial functions and more. Microsoft Access will cover basic database skills, customized reports, queries, relational data tables, and database maintenance. (This course is a prerequisite for all upper level computer courses).

### \*Desktop Publishing

Grade 11,12

1 Credit

This course is designed to help the student that will be entering a business field. This course will teach the students how to create impressive publications through Microsoft Publisher. Students will learn to create an impressive portfolio of published documents to present to potential employers. Microsoft Publisher will be taught in an effort to prepare students to make impressive business publications. The student leaving this course should be prepared to enter college with a focus on business study or enter the work force with a working knowledge of the necessary software programs that they will experience. Prerequisites include "C" average in Basic Computing I and II and teacher sign-off approval.

### Introduction to Computer Programming

Grade 10,11,12

1 Credit

This elective course is designed to introduce students to the world of computer programming.

## **FINE ARTS**

### Choir

Grade 7-12

.5 Credit

Students in grades 7-12 who have an interest in music and singing should strongly consider enrolling in this elective. Students may be asked to audition in small groups to demonstrate their ability to sing “on tune.” Through this course, students will have opportunities to perform and compete throughout the year. Chorus meets two times a week on Tuesday and Thursday and carries some extracurricular competition/performance expectations (concerts, MACS competition, etc.)

### Band

Grade 9,10,11,12

1 Credit

Students who have ability in the area of brass, woodwinds, and percussion are encouraged to continue their participation in the band program. Enrollment in this course fulfills the one credit requirement for fine arts or can serve to fulfill elective requirements. Students will have opportunities to perform and compete throughout the year. Band meets on Monday, Wednesday and Friday and carries some “out-of-school day” competition/performance expectations.

### \*Honors Band

Grade 11,12

1 Credit

Completion of at least two years of high school band and a teacher recommendation is a prerequisite for this course. In addition to the regular requirements of high school band which meets Monday, Wednesday, and Friday, the following will be required of students in Honors Band: recorded playing tests, performances in competition, additional practice time, projects, and exams. Successful completion of Honors Band will count as a Merit Course.

### Yearbook and Media Production

Grade 10,11,12

1 Credit

The yearbook advisor and administration will choose the yearbook staff and media production team from students who have expressed interest. The ability to work independently and possess trustworthiness is vital. Students will need to come equipped with proficient organizational skills, as well as skills in writing, page design, Power Point proficiency, and photography. Students will learn time management through working under the stress of meeting deadlines. Students enrolling in this course should demonstrate self-determination and initiative to render a job well done.

### Art I

Grade 9-12

1 Credit

Students in this course will learn the fundamentals of art. The seven elements of art are emphasized throughout the year as students learn basic drawing, perspective, acrylic painting, clay, watercolor, pastels, and printmaking. Students will learn the basic techniques of various mediums. Students will also learn about the Masters in a featured Artist of the Month. Another important part of this course is learning how to analyze and critique a work of art. Students will analyze 8 works of art throughout the year. Sketchbook assignments will be given each quarter to give the opportunity for independent practice. Art I will lay a good foundation for future art classes as students discover and uncover their talents!

### Art II

Grade 10,11,12

1 Credit

The Basic concepts that were learned in Art I are expanded upon in this course. The principles of Design will also be emphasized. Students have the opportunity to build their portfolio and develop more skill in the areas of drawing, sculpture, pastels, painting, and more. In addition to learning about an Artist of the Month and evaluating works of art, sketchbook assignments are given each quarter to provide continuing opportunity for independent practice.

\*Advanced Art Grade 11,12 1 Credit  
Advanced Art is for students who have completed Art I and Art II and who desire to seriously develop their artistic talents. This course will highlight the Elements of Art and Principles of Design as it relates to their personal artwork. There will be units of study in drawing, painting, sculpture, and printmaking as well as the flexibility to pursue areas of art that are of personal interest to each student. Students will continue to explore Artist of the Month, Art Evaluations, and sketchbook assignments.

Music Theory Grade 9,10,11,12 .5 Credit  
Students taking this course should already be familiar with music fundamentals like pitch, rhythm, and basic notation. The course is designed for the student to study music theory of Western classical music. The course will cover major, minor, and modal scales, as well as triads, seventh chords, Neapolitan chords, and augmented sixth chords, including how they function. Students will also study principles of voice leading, part writing, harmonic progression, modulation, and basic music composition. Students will participate in exercises including ear training, dictation, analyzing chords, and composition. Consideration will also be given to twentieth century techniques like extended tertian harmony, secundal and quartal harmony, polyharmony, parallelism, pandiatonicism, atonalism, and serialism.

Dramatic Production Grade 9,10,11,12 .25 Credit  
Students who fully participate in the spring dramatic production by attending required rehearsals and participating in the two performances will be awarded .25 credit in the category of fine arts. The play director will submit the names of 9<sup>th</sup>-12<sup>th</sup> grade participants who met participation requirements.

## **EXTENDED LEARNING/OTHER**

Learning Support English Grade 9,10,11,12 1 Credit  
This course will specifically be designed to meet the special needs of each student in the area of Language Arts and English. Assessment of current level and performance will determine the content of instruction. The “big picture” goal is to meet the student at his/her level and stretch them to their fullest learning potential.

Learning Support Math Grade 9,10,11,12 1 Credit  
Entering levels of math comprehension and proficiency will determine the course content and pace for this program. A great deal of individualization characterizes Learning Support Math.

Learning Support Science Grade 9,10,11,12 1 Credit  
The course content for each of the Learning Support Science courses correlate very closely to the designated grade level science courses listed earlier in this publication. The methods and pace of instruction will be uniquely tailored to the learning needs of each student.

Independent Study Grade 11,12 1 Credit  
This course is designed for students who are lacking the required courses to meet graduation requirements and are not able to be scheduled into these courses. Independent study must be administratively approved and arranged in order to yield needed credits.

Early Release

Grade 12

NoCredit

Any senior who meets the criteria set forth in the *Course Scheduling Policies* may apply for the Early Release program. Parental permission, scheduling concerns, and grade average include some of the criteria for qualification.

Introduction to Education

Grade 11,12

1 Credit

Students who are considering a career in education may enroll in the *Introduction to Education* class in conjunction with Bob Jones University. Successful completion of this class will yield 1.0 high school credit in the elective category and 3.0 college credits in education or as a general elective (transferable to other colleges and universities). Most of the classwork is completed on-line under the direction of an HCS mentor teacher. Practical application of lessons learned is gained by assisting an HCS classroom teacher 3-5 days per week, which also earns HCS community service hours. There is a \$50.00 fee payable to Bob Jones University for 3.0 college credits.

**HARFORD CHRISTIAN SCHOOL**  
**2020-2021**  
**COURSE SELECTION INSTRUCTIONS**

1. Students should refer to the 2020-2021 copy of the Course Selection Guide that accompanies these instructions.
2. Students should refer to the *Basic Programs of Study* found on page 3 of the Curriculum Guide as they select their courses for the next school year. Upperclassmen are urged to read carefully the *Course Selection Policies* found on page 4.
3. Students/parents will be given course selection information electronically in May 2020 and will contain the following:
  - a) selection/scheduling policies and procedures for 2020-2021
  - b) securing needed teacher recommendations for courses requiring such
  - c) securing parental signature before turning in the worksheet
  - d) by Monday, June 1, 2020, return their *Course Scheduling Worksheet* to Miles Carper at [mcarper@harfordchristian.org](mailto:mcarper@harfordchristian.org).
4. Students who wish to enroll in a course requiring teacher recommendation but do not receive that recommendation may pursue enrollment in that course with a waiver form. A waiver form must be secured from the high school office and filled out completely with a parent's signature. The completed waiver should be returned to the teacher of that particular course.

**Course Selection Workshop**  
TBA – Will be Delivered Electronically

Mr. Tim Olinger will host a workshop to prepare students and their parents for choosing their classes for the 2020-2021 school year. The presentation will mirror the presentation to the students earlier in the day. The 50-minute presentation will discuss:

- Graduation requirements
- Course selection decisions and tips
- High school transcripts
- HCS honors classes and awards
- Introduction to college guidance

# COURSE SELECTION WORKSHEET 2020-2021

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Circle One:     I (am returning, am not returning) as an HCS student for the 2019-2020 year.

Class of: (Circle One)                   2021                   2022                   2023                   2024

Course Name	Teacher Approval (if required)	Waiver Required

<p><b>My choice of an 8<sup>th</sup> period activity is (Check all that Apply):</b></p>	
<p><input type="checkbox"/> Band (Monday, Wednesday, Friday)</p> <p><input type="checkbox"/> Chorus (Tuesday, Thursday)</p> <p><input type="checkbox"/> Study Hall</p> <p><input type="checkbox"/> Art I (preference to older students 1<sup>st</sup>)</p> <p><input type="checkbox"/> Teacher Aide (10<sup>th</sup>-12<sup>th</sup> only)</p> <p><input type="checkbox"/> SAT Math Prep. (11<sup>th</sup>-12<sup>th</sup> only 1<sup>st</sup> Semester)</p> <p><input type="checkbox"/> Enviro Sci Lab (only those enrolled in Enviro Sci)</p>	<p><input type="checkbox"/> Envirothon (After school as scheduled)</p> <p><input type="checkbox"/> Intro. To Engineering (Wednesday after school Oct-March)</p>

I am a senior who is interested in the early release option and desire, if possible, to have my schedule so arranged to accommodate this need. (Yes or No)

Please list any courses that you have taken out of sequence which has caused your list not to reflect the *Basic Programs of Study*. Also, use these spaces to state any information that would be of question or out of the normal process.

- 1)
- 2)
- 3)

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**This form is due back to the office by Monday, June 1, 2020**