



# Worthington

## CHRISTIAN SCHOOL

Tom Anglea Upper School  
Campus

## Academic Planning Guide

*It is the mission of Worthington Christian School to develop the mind of Christ in students through rigorous intellectual, creative and physical pursuits.*

*Revised 5/25/23*

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# GRADUATION REQUIREMENTS

Students must earn 25 high school credits as determined by the Worthington Christian School Board and Ohio Department of Education, as outlined below to be eligible for graduation from WCS. Students will also need to pass any required proficiency testing or utilize state seals per the graduation requirements from the Ohio Department of Education.

## Grades 9 – 12 Graduation Credit Requirements:

Bible	4 Credits*	One per year of attendance.
English	4 Credits**	
Math	4 Credits**	Including 1 unit of Algebra 2 or its equivalent.
Science	3 Credits**	Including a Physical Science course, Life Science course and an Advanced Science course.
Social Studies	3 Credits**	Must include ½ credit of US History, ½ credit of World History, and ½ credit of American Government.
PE	0.5 Credit**	See 'Physical Education Waiver' below.
Health	0.5 Credit**	
Fine Arts	1 Credit**	Visual and Performing Arts
Electives	5 Credits**	Elective units must include one or any combination of world language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science, social studies, or bible courses not otherwise required. Physical Education electives do not count towards require credits.  <i>Note: While not a state requirement, many colleges and universities require a minimum of two years of a sequential World Language.</i>
Financial Literacy	.5 Credit**	Graduation year 2026 and beyond.

\*Requirement unique to WCS

\*\*Requirements set by the Ohio Department of Education

### Physical Education Waiver:

*Students may substitute two seasons of any school-sanctioned sport for PE classes, provided the student is not: cut, removed from the team, or quits before the end of the season. The required ½ credit of PE must be fulfilled either by taking PE classes OR by playing two seasons of sanctioned sports. One season of sports and ¼ credit of PE is not acceptable, according to Ohio Department of Education rules.*

**Athletic Eligibility:**

*Per the OHSAA, students must have five classes scheduled per semester to be eligible for athletics. Study halls, student assistant periods, and elective courses worth .25 credits cannot be included in the five courses needed for eligibility.*

**Ohio Graduation Requirements for Class of 2023 and Beyond:**

<b>High School Credits*</b>
Math (4)
English (4)
Science (3)
Social Studies (3)
Bible (4)
Physical Education (½)
Health (½)
Electives (5)
Financial Literacy (½) <i>**2026 and beyond</i>

*\* Students must earn 25 high school credits as determined by the Worthington Christian School Board to graduate (see page 3).*

*\*\*Financial Literacy - The Ohio Department of Education has adjusted its graduation requirements. All incoming 9th grade students (graduation year 2026 and beyond) will be required to take our Personal Finance course before they graduate to satisfy this requirement.*

**State Seals**

While the state has changed the way in which they document graduation testing requirements, the actual requirements are very similar to what they have been in the past, and Worthington Christian will continue to rely on approved standardized tests (TerraNova) to help students satisfy the state testing requirements. As has been true in the past for Ohio Graduation Tests (OGT) and for the End of Course Tests (EOC), our students are successful on these tests, and we anticipate that record of student achievement and graduation will go on unchanged with these new standards.

Here is what students need to do to graduate: \*

1. Complete the course credit requirements as approved by the WC School Board and State of Ohio (as shown above).
2. Earn the competency score on the Math and Reading tests.
3. Earn two “seals,” at least one of which must be a state-defined seal Most students over the years will earn the science and citizenship seals through the three additional standardized tests they take. *This is WC’s plan for getting students to meet the full requirements for graduation. If a student does not satisfy the graduation requirements through testing after they have completed their sophomore year, we will then look and consider alternative seals as paths to satisfying the graduation requirements.*

*\*While Worthington Christian will record all seals earned, at the present time we see no real advantage to pursuing additional seals beyond what is needed for graduation.*

Testing	Competency Score + Two Graduation Seals*
Math	Score must be met
Language Arts	Score must be met
Science	Science Seal – score must be met
Social Studies (US History)	Social Studies Test Combined = Citizenship Seal
Social Studies (Government)	

*\*Per guidelines established by the Ohio Department of Education. ALL students from Ohio must meet the requirements. Graduating classes of 2023 and beyond must show competency on the Ohio State Tests in Math and English. A student can take the required tests as many times as needed.*

<u>State Seals</u>			<u>Local Seals</u>
Biliteracy	Honors Diploma	OhioMeansJobs Readiness	Community Service
Citizenship	Industry-Recognized Credential	Science	Fine and Performing Arts
College-Ready Seal	Military Enlistment	Technology	Student Engagement

*\*State Seal Definitions on Page 8*

**Students who do not show competency on the assessments will need to meet one of the following options to graduate.**

Option 1: Show evidence you have signed a contract to enter the branch of the U.S. Armed Services upon graduation.

Option 2: Earn credit for one college-level math and/or college-level English course through Ohio’s College Credit Plus.

## Worthington Christian School Locally Defined Seals

District and schools are required to adopt guidelines for at least one locally defined seal. Districts and schools have discretion over the guidelines students must meet to earn the Locally Defined Seals.

### **Community Service Seal:**

Students will meet the requirement of the Community Service Seal by completing a community service project that meets the guidelines set by the school's board of directors.

A student may earn the Community Service Seal by completing 120 hours of service in a community organization outside of Worthington Christian School.

- All community service plans must be approved by Worthington Christian School prior to beginning the community service.
- Work on this seal may not begin prior to the start of the student's freshman year of high school.
- These hours must be completed by May 1 of the student's senior year at WCS.
- Annual hours must be submitted to WCS, approved and signed by a supervisor at the community service organization no later than the start of the succeeding school year.
- The hours will be documented by the WCS testing coordinator, included in the student's general student file, and progress monitored annually toward achievement of the Community Service Seal.

### **Student Engagement Seal:**

Students will meet the requirement of the Student Engagement Seal by participating in extracurricular activities such as, but not limited to, athletics, clubs or student government to a meaningful extent, as determined by the guidelines set by the school's board of directors.

A student may earn the Student Engagement Seal through one of the following ways:

- Completion of 4 sequential seasons of the same school-sponsored sport. For example, JV soccer in grades 9-10, varsity soccer in grades 11-12 would satisfy the requirement. However, two seasons of soccer, one season of track and field, and one season of tennis would not satisfy the requirement.

OR

- Earn 6 points of extracurricular participation. Points are earned by participation in extra-curricular activities that have at least 30 hours of annual involvement. Athletic seasons, theater productions, student clubs, student leadership are all examples of extracurricular activities where a student can earn 'points.'
- This does not include performing arts involvement as the 'Fine and Performing Arts Seal' is a different diploma seal (see below).

- All school-sanctioned clubs that meet the 30-hour requirement receive a point, but no extra points are rewarded for clubs that require a greater time commitment. For example, house leadership positions may require 75-100 hours of commitment over a school year, but they still earn 1 point towards the seal.
- Non-school clubs and activities (Eagle Scout, Civil Air Patrol, community organizations, etc.) require a written and signed letter from an adult supervisor in the outside organization to verify the start and end date of participation, and that the commitment involved 30 hours or more.
- Hours from disparate activities that total fewer than 30 hours may not be 'stacked' together to accumulate a point. For example, running the sound board for a theater production totals 15 hours, and serving on a student panel for social events totals 20 hours. The student participated in both, and while the total is more than 30 hours, neither of them may count toward a seal as they do not meet the state direction that the seal is intended to reflect the meaningful, long-term commitments.
- These points will not be tracked on an ongoing basis by the WCS testing coordinator, but they may be verified as students reach eleventh or twelfth grades if the Student Engagement Seal is needed for graduation.

### **Fine and Performing Arts Seal:**

Students will meet the requirement of the Fine and Performing Arts Seal by demonstrating skill in the fine or performing arts according to an evaluation that is aligned with guidelines set by the school's board of directors.

The Fine and Performing Arts Seal is earned through a commitment to arts programs and participation in them throughout high school. To earn this seal, a student must:

- Complete four high school credits across visual and/or performing arts.
- Participate in two extra-curricular arts programs (theater productions, non-curricular music groups, art shows displaying student's visual art completed outside of the academic school day).
- Non-school activities such as dance require a written and signed letter from an adult supervisor in the outside organization who can verify that the student's involvement lasted for a least one school year, or that the student did in fact perform or participate in the art program.
- These points will not be tracked on an ongoing basis by the WCS testing coordinator, but they may be verified as students reach eleventh or twelfth grade if the 'Fine and Performing Arts Seal' is needed for graduation.

## Ohio Graduation Requirement for Class of 2023 and Beyond Diploma Seal Information

*Students must earn 2+ seals to graduate from Worthington Christian School*

<b>STATE DIPLOMA SEALS</b> <b>Must Earn At Least 1 From List Below</b>	
<b>Honors Diploma Seal</b>	Students who earn an honors diploma in any pathway (Academic, Arts, Career Tech, STEM, Social Studies/Civic Engagement) are eligible to receive the Honors Diploma Seal.
<b>Seal of Biliteracy</b>	Students who demonstrate fluency in a language besides English may be eligible for a Seal of Biliteracy. Students must either earn a score of 4 or 5 on an AP foreign language exam; or attain a score of Intermediate High or greater, on national world language exams administered by the World Language teachers annually.
<b>Ohio Means Jobs Career Readiness Seal</b>	Satisfy the requirements of the Career Readiness Seal: Demonstrate proficiency in 15 identified professional skills, use the OMJ Seal paperwork to demonstrate each criteria met; work with a mentor to validate each skill in multiple environments (work, school, community, etc).
<b>College-Ready Seal</b>	Students who earn remediation free test scores are eligible for Ohio's College-Ready Seal. Remediation free scores are as follows: ACT Scores: English 18+; Reading 22+; Math 22+. SAT Scores: Evidence Based Reading and Writing 480+; Math 530+
<b>Technology Seal</b>	Students who earn a score of 2 or higher on AP Computer Science A or AP Computer Science Principles; or students who earn a B or higher in an appropriate College Credit Plus technology course, or students who complete a high school technology course(s) worth one credit or more, that meet criteria established by ODE.
<b>Military Enlistment Seal</b>	Show evidence of enlistment in a branch of the armed services; or participate in a JROTC program for two or more years.
<b>Citizenship Seal</b>	Earn a score of 3+ on Ohio State's Graduation Tests in American History and American Government; or earn a score of 2+ in AP US History and AP US Government; or, earn a B or higher in an appropriate College Credit Plus courses or HS credit courses. Or earn a combination of any of these options for American History and American Government.
<b>Science Seal</b>	Earn a score of 3+ on Ohio State's Graduation Test in Biology; or earn a score of 2 or higher on any of the following AP exams: Biology, Chemistry, Physics 1; or earn a B or higher in a College Credit Plus science course worth 3 college credits or more, or a B or higher in the HS advanced science course.
<b>Industry Credential Seal</b>	Earn a 12-point industry-recognized credential; or earn a group of credentials totaling 12+ points in a single career field or obtain a state-issued license for a practice in a vocation that requires examination in one of the foundation options.



## The WC Diploma

The requirements for the WC diploma are designed to constitute an integrated four-year experience that fosters spiritual, physical, social, and intellectual maturity. Therefore, there is no early graduation. A WC diploma will only be granted to full time students.

## Academic Honors Diploma

High school students can gain state recognition for exceeding Ohio's graduation requirements through an Academic Honors Diploma. High-level coursework, college and career readiness tests, and real-world experiences challenge students.

Students must meet **all but one** of the following criteria unless it is a minimum graduation requirement. Students must meet general graduation requirements to qualify for honors diplomas. A seal is affixed to the student's diploma validating this award.

ACADEMIC HONORS DIPLOMA	
Math	4 units
Science	4 units, including 2 units of advanced science
Social Studies	4 units
World Languages	3 units of one world language, or no less than 2 units of each of two world languages studied
Fine Arts	1 unit
GPA	3.5 on a 4.0 scale (GPAs must be calculated on an unweighted scale)
ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher

# GRADUATION AND COLLEGE

## **College Information:**

The Upper School Academic & College Advisor is available to assist students and parents with the college application and planning process. Every student is given a NAVIANCE account to assist in planning for college. This tool can be used to search for scholarships, learn about colleges, and much more. Additional information can be found under Learning and Resources on the Upper School web page and by clicking on College Prep Resources.

[College Ready](#) is also a resource for students. Programming during the school day and individual appointments are available to support the college search, preparation, and acceptance process.

## **College Testing - PSAT, SAT, and ACT:**

School Test Code: 365646

Dates, registration information, and costs can be found on the Upper School web page under Learning and Resources, College Prep Resources and through communication provided by our Academic & College Advisor.

<https://www.worthingtonchristian.com/college-prep-resources/>

## **Transcript Requests:**

The Academic & College Advisor and/or Registrar will fulfill all transcript requests. For detailed information on this process, you can contact:

Jen Reep, Registrar, at [jen.reep@worthingtonchristian.com](mailto:jen.reep@worthingtonchristian.com)

## **Parchment**

<https://www.parchment.com/u/registration/197106/account>

Worthington Christian School also partners with Parchment to send transcripts to Colleges and Universities nationwide. This service is free to all current 9-12 students, please contact either the Academic counselor or Registrar at the emails above to receive your Parchment code.

## **College Credit Plus:**

<https://www.ohiohighered.org/collegecreditplus>

College Credit Plus (CCP) is Ohio's dual enrollment program that provides students in grades 7-12 the opportunity to earn college and high school credits at the same time by taking courses from Ohio colleges or universities. The purpose of this program is to enhance students' career readiness and postsecondary success, while providing a wide variety of options to college-ready students, at no or limited costs to students and families.

Please make an appointment with our College Counselor if your student has an interest in taking advantage of this program. Admission to CCP is based in conjunction with the Ohio Department of Education and College/University's admission requirements, WCS

has no authority to make a determination regarding admissibility. Students and parents are given a guide to the CCP process and are fully responsible for the enrollment and meeting all deadlines. CCP should not be entered into lightly. Parents and students must understand that failure of a CCP course will result in the student being liable for tuition costs associated with the failed course(s). All final CCP grades will become a part of the students Worthington Christian School transcript. The teacher of a CCP course **may not** communicate with parents about student progress or student grades unless a release has been signed and is on file with the registrar of the university providing the course. Progress and grade reports will only be given to the student.

**\*\*Please note that pursuant to *Ohio Administrative Code 3333-1-65.12*, physical education courses are no longer permitted as part of the College Credit Plus program.**

### **Steps for Nonpublic School Students to Apply for College Credit Plus:**

There is a spring deadline for nonpublic school students to apply for College Credit Plus funds for following school year.

#### **STEP 1 - LEARN MORE ABOUT COLLEGE CREDIT PLUS**

Review frequently asked questions about College Credit Plus at [www.ohiohighered.org/ccp/faqs](http://www.ohiohighered.org/ccp/faqs). If you still have questions, contact the Ohio Department of Education toll-free at (877) 644-6338 or via email at [ccp@education.ohio.gov](mailto:ccp@education.ohio.gov).

#### **STEP 3 - SUBMIT YOUR COLLEGE CREDIT PLUS FUNDING APPLICATION**

All parents are required to establish a [OH|ID account](#) at [safe.ode.state.oh.us/portal](http://safe.ode.state.oh.us/portal) before they can apply for funding. You can create an account at any time. Summer classes are also an option. These sessions can start as early as May, so don't delay in establishing your [OH|ID account](#). A link to [College Credit Plus Funding Application Manual and additional resources](#) can be found at [www.ohiohighered.org/ccp/students-families](http://www.ohiohighered.org/ccp/students-families)

#### **STEP 2 - APPLY TO THE COLLEGE**

Contact or check the websites of participating colleges in your area. All public and participating private colleges in the state are listed at [www.ohiohighered.org/ccp](http://www.ohiohighered.org/ccp). Apply to the college or colleges of your choice. Once admitted to a college under College Credit Plus, the college will send your student an admission letter. Upload a copy of the admission letter to your College Credit Plus Funding Application. If your student gets an admission letter from more than one college, you must upload each college's admission letter. **(See Step 3.)**

#### **STEP 4 - RECEIVE YOUR AWARD LETTER AND REGISTER FOR COLLEGE CLASSES**

You will receive your funding award notification within your College Credit Plus Funding Application located in your [OH|ID Account](#) before **May 6**. Once you receive your award notification, you can have your child register for college courses.

## Advanced Placement Courses:

[www.collegeboard.org](http://www.collegeboard.org)

The Advanced Placement (AP) Program is an academic program designed to provide motivated high school students with college-level academic courses. Courses follow the College Board's AP curriculum to prepare students for an AP exam at the end of the year-long course. AP courses have a 1.3 weighted credit; students will be required to take the AP exam. Worthington Christian School currently offers the AP courses listed below.

- AP Computer Science Principles
- AP Literature and Composition (English 11)
- AP Language and Composition (English 12)
- AP Calculus
- AP Biology
- AP Chemistry
- AP Physics
- AP US History
- AP Art

## Awards:

### National Honor Society

The Worthington Christian School - Upper School Chapter of the National Honor Society (NHS) is committed to supporting the noble ideals of NHS at the Upper School and will gladly welcome into its membership students who exemplify these ideals. See the NHS link on the school's web page (<https://www.worthingtonchristian.com/national-honor-society-2/>) for more details. Any junior who has transferred into the Upper School and has an official transcript from an accredited high school is eligible for membership.

### Senior Awards

Each year, awards and scholarships are given to students based on excellence of character and academic performance. To be eligible for senior awards, a student must attend the Upper School for their entire junior and senior years.

### Graduation Honors

Seniors earning a cumulative GPA of

- 4.1 or higher will graduate Summa Cum Laude
- 4.0-4.099 will graduate Magna Cum Laude
- 3.9-3.999 will graduate Cum Laude

## ACADEMIC MATTERS – GRADES, GRADING, CREDITS & LATE ASSIGNMENTS

### **Graduation Credits Earned in 7/8th Grade or Home School:**

Worthington Christian Upper School students successfully completing French I, Spanish I, Algebra I, and/or Geometry courses during 7/8th grade at Worthington Christian School will be granted one graduation credit for each course completed. The credit will count toward Worthington Christian School graduation credit requirements. The final course credit and grade will appear on the Worthington Christian School transcript and will be calculated into the grade point average (GPA). Should a student wish or need to retake French I, Spanish I, Algebra I and/or Geometry the retake grade earned, whatever it is, will replace the grade earned in 8th grade on the transcript. The student may not opt for the higher of the two grades. Worthington Christian School would accept high school level courses taken at other middle schools if the high school fed by that middle school also accepts the courses.

- Home School students who have taken high school level courses may receive credit for the course, but the grade will be entered as a Pass. Before credit is awarded each course will go through a review process with our administration and we will determine if the course matches our course catalog.
- Students who have transferred to the Worthington Christian School and earned high school credit in middle school in most cases may transfer that credit.

### **Grade Reports and FACTS-SIS:**

There will be two nine-week grading periods per semester, and two semesters in an academic year. Grade reports will be issued every nine weeks and will be emailed to parents via FACTS-SIS. A final, year-end report card will be emailed in June. The FACTS Family Portal shows the current state of the student in any given class as soon as the teacher enters the grade. Parents who wish to monitor their students' progress may do so via the FACTS Family Portal. Progress reports are sent out every Sunday evening and notifications of zeroes are sent out the day they are entered. Grades will be turned off for viewing in the portal during the week between the end of the quarter and when grade reports are sent out.

### **Incompletes:**

From time to time a student will receive an incomplete for a quarter or a semester. Unless other plans have specifically been communicated, it is the **student's** responsibility to make up the incomplete no later than one week after the issuance of the quarterly report card.

### **Grading System and Scale:**

Faculty, students, and parents must be aware that a grade is earned for mastery of the content of the course, not for trying hard. Mastery and effort are two different things. A student may well deserve reward for hard work. That reward comes in the form of letters of recommendation written to colleges, or words of praise and encouragement, and athletic eligibility but not always through a letter grade.

Regardless of the grade, hard work has inherent value because it can lead to more learning. It is possible for a student to master the content of a course and do little work, while at the same time a student might work very hard and gain only a rudimentary mastery of the content. Grades are a measure of mastery, not a measure of effort. Grades are not the measure of the worth or Page 14 of 87 work ethic of an individual, they are only a measure of the mastery of the content of courses taken.

*"A" represents superior mastery of the content, much better than most of the class.*  
*"B" represents better than average mastery of the content.*  
*"C" represents average mastery of the content.*  
*"D" represents poor mastery of the content.*  
*"F" represents little or no mastery of the content, or failure of the course*

The following scales show the letter, percentage, and grade point equivalents used in our grading system at the Upper School.

Letter	Percentage	Grade Point	Letter	Percentage	Grade Point
A	93.00-100	4.00	C	73.00-76.99	2.00
A-	90.00-92.99	3.75	C-	70.00-72.99	1.75
B+	87.00-89.99	3.25	D+	67.00-69.99	1.25
B	83.00-86.99	3.00	D	63.00-66.99	1.00
B-	80.00-82.99	2.75	D-	60.00-62.99	.75
C+	77.00-79.99	2.25	F	0.00-59.99	0.00

### Letter Grade GPA Conversion for Weighted Classes

Letter Grade	Full	Half	Quarter		Honors x 1.3	Honors x 1.2	Honors x 1.1
A	4.0	2.0	1.0	X's # credits	A = 5.20	4.80	4.40
A-	3.75	1.88	.94	X's # credits	A- = 4.875	4.50	4.125
B+	3.25	1.63	.81	X's # credits	B+ = 4.225	3.90	3.575
B	3.0	1.50	.75	X's # credits	B = 3.90	3.60	3.30
B-	2.75	1.38	.69	X's # credits	B- = 3.575	3.30	3.025
C+	2.25	1.13	.56	X's # credits	C+ = 2.925	2.70	2.475
C	2.0	1.0	.50	X's # credits	C = 2.60	2.40	2.20
C-	1.75	.88	.44	X's # credits	C- = 2.275	2.10	1.925
D+	1.25	.63	.31	X's # credits	D+ = 1.625	1.50	1.375
D	1.0	.50	.25	X's # credits	D = 1.30	1.20	1.10
D-	.75	.38	.19	X's # credits	D- = .975	.90	.825

**\*CCP Grading Scale Information**

The highest weight achievable for College Credit Plus courses will be dependent upon the highest weight offered in that department at Worthington Christian School. For example, a CCP Psychology course will be weighted at 1.3 since it is a social studies course and WC offers AP US History with a weight of 1.3. If WC does not have a weighted course in the department of the CCP course taken, the grade will not be weighted on the WC transcript.

### **Credit Recovery and Other Courses Taken Outside of WC:**

We are glad to be partnered with Sevenstar Academy (sevenstar.org) for online coursework. They offer flexibility for credit recovery and alternative credit options, and their courses are designed with a Christian worldview. They are an important partner for us, and they are the only Worthington Christian approved option for coursework taken outside of our school. Students who fail a required course must make up the credit through Sevenstar. WC will not accept credit recovery courses from other providers, including local school districts. This is unrelated to College Credit Plus, which serves a statewide function to provide college credit to students.

### **Failing a Required Course:**

It is expected that all students, at all levels pass all courses. All courses required for graduation must be passed. If required courses are failed, they must be repeated, in accordance with Upper School policy. Students at any level who fail a required course must re-take that course during the summer through Sevenstar Academy (see next section). Students who fail the credit recovery course face the possibility of not being retained by the Upper School. The student must earn at least a C in the repeated course. Regardless of the grade earned in the credit recovery course, a D- will appear on the student transcript instead of the F. ***Worthington Christian School reserves the right to not retain a student who has failed two one-credit courses (or the equivalent) in an academic year.***

### **Failing an Elective Course:**

A failed elective course may be repeated, but only with the teacher's permission. If a student failed because of disruptive behavior and inadequate effort, the teacher is under no obligation to grant permission. The student must earn at least a C in the repeated elective course and the F will be removed from the transcript and replaced with a D-.

#### Academic Credit Recovery Policy\*

1. Academic Credit recovery refers to the process by which a student who fails a core curriculum course (English, Math, Bible, Science, Social Studies) in grades 6-12 may recover the lost credit to move forward in the academic program and advance to graduation.
2. Any failing grade received in a core curriculum course must be recovered before the student begins a new academic year at Worthington Christian. For example, if a student fails English 9, he may not begin his sophomore year at Worthington Christian until he has received a passing grade from the WCS approved provider of credit recovery courses.
3. The sole approved provider of credit recovery courses is Sevenstar Academy (<http://sevenstar.org/>) and we will assist the family in selecting the right course and completing the requirements for recovering all necessary credit through Sevenstar. WCS will not recognize credit recovery from any other agency so students should not enroll in other credit recovery courses expecting credit.
4. The cost of credit recovery is the responsibility of the family (approximately \$450-600 per course).
5. Once a passing grade in the course is received from Sevenstar, Worthington Christian will replace the failing grade with a 60% (D-), which is the lowest possible passing grade for the course.

*This policy was approved by Worthington Christian School Board, November 19, 2014.*

*\*Exceptions to this policy may exist for students who have a Services Plan issued in conjunction with Worthington City Schools.*

**Here are the guidelines as they pertain to Sevenstar and Worthington Christian:**

1. Credit recovery classes must be started no later than the first Monday in June and be completed by the beginning of school in August. Some courses will require the entire summer to complete. **When a credit recovery course is successfully completed, a D- will replace the F in the student's academic record.** Students who fail a credit recovery course will likely not be retained by the Upper School. A senior who fails a required course may not participate in commencement but may receive a WC diploma upon timely recovery of the credit.
2. Some credit recovery summer classes require more time to complete than the summer. In those cases, the student's progress will be monitored by Worthington Christian throughout the summer, and their enrollment may be held and/or forfeited if they are not keeping a pace that will finish the course on time.
3. While the school will notify families whose students have failed an Upper School non-College Credit Plus course, it is the responsibility of the family to schedule credit recovery courses through their student's school building and make financial arrangements for the course. Students will not be automatically enrolled, nor families billed through Worthington Christian. Currently, courses through Sevenstar range from \$400-600.
4. Sevenstar courses do not replace and may not be substituted for classes offered at WC.
5. From time to time, there may be an extenuating circumstance that warrants a student to be granted permission to complete a required course through Sevenstar. The upper school administration reserves the right to approve/deny these types of requests. The grade earned in the course will be entered into the student's academic record.
6. Courses not available at WC and taken through Sevenstar for elective credit will be granted elective status at Worthington Christian and be entered into the student's academic record, providing they received prior authorization from the building administration.
7. Credit recovery or other course work will not be accepted from providers other than Sevenstar.
9. While a motivated student is welcome to take any courses offered by Sevenstar (or any other provider) **only courses NOT offered by WC and taken through Sevenstar will appear on the student transcript.**

**EXCEPTION:** Even though Sevenstar courses do not replace WC courses, students who have completed both their freshman year of high school and Algebra I MAY take Geometry as a summer course through Sevenstar. This allows students to get on track to take Calculus as a senior. This option requires a record of exemplary work in Algebra I and a recommendation from the current Algebra I teacher.



### Retaking a Course for a Better Grade:

No course may be repeated without administrative approval. If a course is repeated, the **new** grade will automatically be the grade recorded on student transcripts.

### The Community Life Grade:

The “Community Life Grade” (CLG) rewards those students who abide by the Community Life Together Covenant. The CLG is worth 1/8 credit each grading period (½ credit per year). The CLG will count as part of each student’s GPA (for grades 9-12). Since it is a non-academic grade, it will not be used to calculate eligibility under OHSAA rules. Success at school or work depends not only on one’s academic performance, but also on one’s ability to abide by the expectations of one’s college or employer. The CLG seeks to reward those students who have developed the self-regulation to get to school on time, follow the dress code, and abide by the other things set out in the Handbook. The grade also serves as a stimulus to develop self-regulation in students who lack it. The student who develops these “soft skills” will be at competitive advantage in the workplace. Students begin each quarter with an A. Violation of school guidelines/policies accumulated over the grading period will reduce the CLG (further explanation of these guidelines/policies are outlined throughout the handbook).

- 0-2 violations: A
- 3-4 violations: B
- 5-6 violations: C
- 7-8 violations: D
- 9+ violations: F (requires a meeting with parents and administration)
- Any suspension will reduce the CLG by **two letter grades** for the current grading period. Detentions accumulated before or after the suspension will lower the CLG as stated above. A second suspension will result in automatic **F** for the current grading period.
- **A habitually low CLG will negatively influence eligibility to participate in the senior trip and may impact the student’s enrollment at WC.**

### The Upper School Late Work Policy:

Faculty will be guided by the policy explained below.

- Teachers will check in homework the day it is collected. All assignments turned in on time receive a “P” (“P” is for “pending,” indicating the assignment is in and ready for grading). All missing assignments will receive an “M” (“M” is for “missing”). Even if a student is absent, the assignment will still be marked as “M.” That status will be changed to “P” when the student returns and turns in the work. A zero notification will automatically be sent out the night that the “M” is entered. Parents who know their student was absent should not get upset. Parents who know their student was at school should be concerned!
- When a student is absent, the Handbook guidelines apply. One day for makeup is allowed for each CLASS Day missed, without penalty. Long term assignments are due the first day back from an absence. Being absent does not automatically grant an extension on long-term assignments. If work is not submitted within the allowable time frame it is considered late.

*\*Pending will show as a “0” in FACTS-SIS and will not impact the current course grade.  
\*Missing will show as a “0” in FACTS-SIS and is factored into the current course grade..*

- All late work not turned in **after the 7th calendar day at 3:30 pm will receive a 0 and cannot be made up.** The only exception would be a student with an extended absence where a plan has been established.

### Academic Monitoring

A student may be placed on academic monitoring if they earn one or more F's and/or two or more Ds in any grading period. The following conditions apply to students on academic monitoring:

- The period of monitoring will be for the duration of the next grading period.
- The academic counselor will notify the student's parents about the monitoring via e-mail. The student and his/her parents may be asked to meet with the academic counselor at the beginning of the next grading period to develop a plan for academic improvement. Part of the plan may include the student's removal from participation in co-curricular activities, including athletics.

*Bottom Line: Sometimes people need a little extra motivation to do well. Academic Monitoring is one of those "extras."*

Repeated placement on academic monitoring is an indication that the Upper School may not be meeting the student's academic needs. If a student is on academic monitoring for two consecutive grading periods, a conference with the academic counselor, principal, and parents will be held to discuss alternative educational options that might improve the student's chances for academic success.

## TESTING AND EXAMS

### Mid-Terms and Final Exams

Mid-term and final exams, or equivalent projects, are required in most one credit (year-long) courses that contribute credits toward graduation. The mid-term is worth 10% of the first semester grade and the final exam is worth 10% of the second semester grade. Final exams or their equivalents are also given for ½ credit (one semester) courses that contribute credits toward graduation and are worth 15% of the final grade. If an exam is missed because of an excused absence, the student must arrange to make up that exam at a time that is convenient for the teacher. Any student exempting any exam for any reason is responsible to verify the exemption before the exam is given. Mid-term or final exams will not be given before the normally scheduled exam days. An unexcused absence from a mid-term or final exam cannot be made up and will result in an F (0%) for the exam. If for some non-medical or non-emergency reason a student must take an exam after the end of the regularly scheduled exam days, then there will be a \$100 proctoring fee per exam.

*Bottom Line: Mid-terms and finals are important and should not be missed voluntarily.*

### Senior Exam Exemptions:

A senior whose grade average of both grading periods of the second semester is 87% or above in any given course may be excused from the final exam during the exam days in the spring semester. This exemption does not apply to the cumulative course projects. The exemption applies only to courses taken during the spring semester. It is the senior's responsibility to verify the exemption with each teacher **before** exams. If a senior is not eligible or does not verify with their teacher and skips the exam, that senior will receive an F (0%) for the exam.

# MATH ACCELERATION AND ACADEMIC ENRICHMENT

Math Acceleration is an extension of Worthington Christian's Academic Enrichment Program and functions as a service for our gifted and high-ability learners (\*see Academic Enrichment section). Differentiated math tracks begin in 6<sup>th</sup> grade. Please read below for information and how to qualify.

## **Important Notes on Math Placement and Acceleration:**

- Math acceleration is not best suited for every student. At WCS, we are intentionally conservative when considering a student for acceleration to ensure the best chance of success in higher level math courses. Qualifying for acceleration does not always mean it is the best path for your child.
- WCS does not allow students to skip math courses, except for Math 7. Therefore, acceleration requires the student to complete math courses over the summer.
- All courses above Pre-Algebra are taken for high school credit, and the final grades for those courses will be recorded on the student's transcript of records and included in their grade point average (GPA). A student on an accelerated track may be required to retake a course if his/her performance does not meet expectations. If a student is accelerated, and that course needs to be repeated, the most recent course grade will be the only record reflected on the student's transcript.
- Acceleration may require a student to take a course with older students. In addition to academic ability, a student's maturity and socioemotional capacity should be taken into consideration before choosing to accelerate.
- Students new to Worthington Christian will be placed in the next sequential math course aligned to the course they completed in their previous school. They may be considered for acceleration based on their standardized test scores and academic record, but this is entirely at the discretion of the WCS administration, and we will take a cautious approach as students change to a new academic environment.

## **Pathways:**

### **On Grade Level Pathway**

- Best suited for most students.
- Allows students to progress through Honors Pre-Calculus and Trigonometry.

### **Single Acceleration Pathway**

- Best suited for students who excel in math.
- Allows students to progress through AP Calculus (AB).
- Above Grade Level Testing is required in most cases.
- Exceptions are made for students who are identified as gifted in Math or Superior Cognitive Ability.

### **Double Acceleration Pathway**

- Best suited for students who are identified as gifted in math.
- Allows students to progress through AP Calculus (BC)
- Above Grade Level Testing is required in most cases. Exceptions are made for students who are identified as gifted in Math or Superior Cognitive Ability.

### Upper School Math Course Sequence: On Grade Level Pathway

- Math 7
- Pre-Algebra
- Algebra 1
- Geometry
- Algebra 2
- Honors Pre-Calculus and Trigonometry or College Algebra and Statistics

*Additional courses offered:*

AP Calculus (AB) – only accessible through the Single Acceleration Pathway

AP Calculus (BC) – only accessible through the Double Acceleration Pathway

### Qualifications:

Entering 6 <sup>th</sup> Grade		On Grade Level Pathway	Single Acceleration Pathway
Must have all 4 to be considered for acceleration.  PSAT 8/9 scores will not be accepted if taken prior to December of the student's 5 <sup>th</sup> grade year.	MAP	84 <sup>th</sup> percentile or lower	85 <sup>th</sup> percentile or higher
	PSAT 8/9	400 scale score or lower	410 scale score or higher
	Final Report Card Grade	89% or lower	90% or higher
	Teacher Recommendation	No	Yes

Entering 7 <sup>th</sup> Grade		On Grade Level Pathway	Single Acceleration Pathway	Double Acceleration Pathway
Must reach at least 1 standardized test benchmark to be considered for acceleration. Both are preferred.  PSAT 8/9 scores will not be accepted if taken prior to December of the student's 6 <sup>th</sup> grade year.	MAP	84 <sup>th</sup> percentile or lower	85 <sup>th</sup> percentile or higher	95 <sup>th</sup> percentile or higher
	PSAT 8/9	420 scale score or lower	430 scale score or higher	480 scale score or higher
Final Report Card Grade		89% or lower	90% or higher	90% or higher
Teacher Recommendation		No	Yes	Yes
Requires Summer Math		No	No	Yes

<b>Entering 8<sup>th</sup> Grade</b>		<b>On Grade Level Pathway</b>	<b>Single Acceleration Pathway</b>	<b>Double Acceleration Pathway</b>
Must reach at least 1 standardized test benchmark to be considered for acceleration. Multiple are preferred.  ACT or SAT scores will not be accepted if taken prior to December of the student's 7 <sup>th</sup> grade year.	MAP	84 <sup>th</sup> percentile or lower	85 <sup>th</sup> percentile or higher	95 <sup>th</sup> percentile or higher
	CogAt + MAP	n/a	n/a	95 <sup>th</sup> percentile or higher on CogAt and 90 <sup>th</sup> percentile or higher on MAP
	ACT	17 or lower on mathematics section	18-20 on mathematics section	21 or higher on mathematics section
	SAT	470 or lower on mathematics section	480-520 on mathematics section	530 or higher on mathematics section
Final Report Card Grade		89% or lower	90% or higher	90% or higher
Teacher Recommendation		No	Yes	Yes
Requires Summer Math		No	Yes	Yes

<b>Entering 9<sup>th</sup> Grade</b>		<b>On Grade Level Pathway</b>	<b>Single Acceleration Pathway</b>	<b>Double Acceleration Pathway</b>
Must reach at least 1 standardized test benchmark to be considered for acceleration. Multiple are preferred.  ACT or SAT scores will not be accepted if taken prior to December of the student's 8 <sup>th</sup> grade year.	MAP	84 <sup>th</sup> percentile or lower	85 <sup>th</sup> percentile or higher	95 <sup>th</sup> percentile or higher
	CogAt + MAP	n/a	n/a	95 <sup>th</sup> percentile or higher on CogAt and 90 <sup>th</sup> percentile or higher on MAP
	ACT	20 or lower on mathematics section	21-22 on mathematics section	23 or higher on mathematics section
	SAT	520 or lower on mathematics section	530-560 on mathematics section	570 or higher on mathematics section
Final Report Card Grade		89% or lower	90% or higher	90% or higher
Teacher Recommendation		No	Yes	Yes
Requires Summer Math		No	Yes	Yes

Entering 10 <sup>th</sup> Grade		On Grade Level Pathway	Single Acceleration Pathway	Double Acceleration Pathway
ACT or SAT scores will not be accepted if taken prior to December of the student's 9 <sup>th</sup> grade year.  *A student may forego the standardized test requirement for single acceleration if he/she meets the other qualifications.	ACT	21 or lower on mathematics section	*22-24 on mathematics section	25 or higher on mathematics section
	SAT	540 or lower on mathematics section	*550-590 on mathematics section	600 or higher on mathematics section
Final Report Card Grade		89% or lower	90% or higher	90% or higher
Teacher Recommendation		No	Yes	Yes
Requires Summer Math		No	Yes	Yes

**Academic Enrichment Program**

Worthington Christian School is committed to developing policies and programs which will serve the unique needs of our gifted and high ability students within the framework for excellent teaching and learning. The Academic Enrichment Program at Worthington Christian exists to challenge, engage, and support our gifted, high ability, and high performing learners in authentic and creative ways. The school recognizes the importance of specially designed programming for high ability learners and the impact it has on student investment and performance. Providing appropriate opportunities for students to make continuous progress requires raising the learning ceiling, increasing flexibility, and ensuring that students are learning at levels and rates which will allow them to reach advanced proficiency. Students who are identified as gifted require differentiated and dynamic learning opportunities both in the general academic setting and beyond.

**Worthington Christian School's Framework for Excellent Teaching and Learning**

Worthington Christian educators will innovate around best practices to engage learners in experiential, authentic, and purposeful learning through an adaptive and student-centered environment, so students may develop a coherent understanding of the world, connect their learning to meaningful questions, and contribute solutions to critical problems.

## ***Academic Enrichment includes:***

### Gifted Education

Reserved specifically for students identified as Gifted.

### Advanced and Experiential Learning

Open to any student who meets the qualifications.

Gifted students may be given priority when appropriate.

## **Gifted Identification**

### **Categories**

At Worthington Christian School, students can be identified as gifted in the following areas:

#### Specific Academic Ability

- Math
- Reading

#### Superior Cognitive Ability

### **Benchmarks and Standards**

Gifted identification at WC is based on the standards outlined by the Ohio Department of Education.

#### *Specific Academic Ability*

- These students are identified based on their superior grasp of a certain academic subject compared to children of similar age. They must perform at or above the 95th percentile at the national level on an approved individual or group standardized achievement test in the specific subject area. Students can be identified in more than one subject area

#### *Superior Cognitive Ability*

- Students are identified as possessing superior cognitive ability if they perform at or above the 95<sup>th</sup> percentile on an approved, nationally normed, cognitive abilities test.

Student test scores can fluctuate from year to year. Therefore, it is possible that students could move in and out of the gifted education program throughout their time at Worthington Christian. (\*See Gifted Identification section above)

### ***Lower School***

- Students who are identified as Gifted qualify for a Written Education Plan (WEP) and Gifted Services in 2-year cycles.
- If a student does not reach qualifying scores in the second year of the 2-year cycle, the student's WEP will not be renewed for the following year.

### ***Upper School***

- Students who are identified as Gifted in 7<sup>th</sup> or 8<sup>th</sup> grade will qualify for a WEP through the end of their 8<sup>th</sup> grade year.

- If a student reaches qualifying scores in 6<sup>th</sup> grade (as the first year of the 2-year cycle) but does not reach qualifying scores in 7<sup>th</sup> grade, the student's WEP will not be renewed for his or her 8<sup>th</sup> grade year.
- Once a student reaches 9<sup>th</sup> grade, the Upper School Gifted Intervention Specialist (GIS) will continue to play an active advisory role with students who were a part of the Academic Enrichment Program at any point during 7<sup>th</sup> or 8<sup>th</sup> grade. (\*See Services and Programming section below).

**Identification Methods**

*Screening and Assessments:*

<b>Screening and Assessments</b>			
<b>Superior Cognitive Ability</b>	<b>Grades</b>	<b>Assessment Month</b>	<b>Identification Score</b>
CogAT	3, 5, 7, 8	August-October	127 Standard Age Score (VQN Composite)
<b>Specific Academic Ability</b>	<b>Grades</b>	<b>Assessment Month</b>	<b>Identification Score</b>
MAP Growth	2-8	October, January, April	95 <sup>th</sup> Percentile

*Out of District Scores*

- Students who reach the same benchmarks on similar assessments completed by another district within the past 9 months will be accepted for incoming WCS students.

**Gifted Education - Services and Programming**

**Written Education Plans**

Written Education Plans (WEPs) will be developed for all students who are identified as gifted using the benchmarks listed above. WEPs will be active in two-year cycles and will be updated on a yearly basis.

**Integrated Classroom Support**

Gifted Intervention Specialists (GIS) and classroom teachers (core subjects only) will collaborate to design instruction that is differentiated and student centered; allowing gifted and high ability students to achieve continuous growth and advanced levels of proficiency in the general education setting.

**Gifted Enrichment**

Specially scheduled enrichment time will be offered to students in grades 3-8 who have been identified as gifted.

**7<sup>th</sup> - 8<sup>th</sup> Grade**

- Gifted students will be invited to participate in enrichment activities 1-2 times each week during study hall.
- Enrichment projects and activities will be based on student interest and will be optional.
- Students will engage in experiences constructed to sharpen their skills in critical thinking, creative problem-solving, design, analysis, and evaluation.



- Students will be given opportunities to participate in local, state, and national challenges, contests, and competitions.
- Students and families will be connected to organizations which provide additional opportunities for gifted and advanced learners.

## **Advanced and Experiential Learning - Services and Programming**

### **Acceleration**

Currently, WCS offers acceleration opportunities in Math (\*see WCS Math Acceleration Policy). Open to any student who meets the benchmarks outlined in the policy. Typically, acceleration occurs between 6<sup>th</sup> and 9<sup>th</sup> grade.

### **Honors Courses**

Honors courses, when available, will be recommended for students who have been identified as gifted in the correlating discipline and/or cognitive ability.

Open to any student who meets the prerequisite benchmarks.

Gifted students will be given scheduling priority for Honors courses. Currently, Honors courses are available to high school students only.

### **Advanced Placement (AP) Courses**

AP courses, when available, will be recommended for students who have been identified as Gifted in the correlating discipline and/or cognitive ability.

Open to any student who meets the prerequisite benchmarks. Gifted students will be given scheduling priority for AP courses. AP courses are available for students in grades 10-12.

### **College Credit Plus (CCP)**

CCP courses may be recommended for Gifted students when similar courses are not offered at Worthington Christian. Open to any student who meets the requirements. We recommend that only high school students pursue CCP courses.

### **Counseling**

College and Career (7-12)

- Naviance
- Portfolio Development
- Guidance towards specific scholarships
- Career awareness and exposure

Guidance related to scheduling, flex credit, and dual enrollment opportunities. GIS will prioritize guidance for gifted students who have had a WEP.

GIS will partner with school counselors to address social emotional and mental health needs.

### **Partnerships and Resources**

The GIS will seek out and develop community partnerships that provide access to resources, experiences, training, and guidance that will allow students to make continuous progress. The GIS will work with parents to provide resources that will enrich a student's academic and personal growth.

## ***Specially Designed Course Offerings***

### *Explore Program (Grades 9-12)*

The Explore Program offers a number of exciting elective courses designed specifically for gifted and advanced learners. These courses are offered to any interested student, but Gifted students will be given scheduling priority.

- *Explore Program Mission Statement:* The Explore program exists to provide unique and experiential learning opportunities for students. Course offerings allow students to learn through investigation and discovery within a wide range of educational and vocational interests. While each course may focus on a specific category, the foundation remains the same: Innovation and Real-World Experience. Students will be taken through a process which will allow them to create, problem solve, design, and develop high quality products, ideas, and plans over time. This will be done through a combination of classroom instruction, field experience, collaboration, and guidance.

### *Independent Study*

Gifted and high-performing students may earn opportunities to participate in independent study programs throughout High School. These opportunities will be designed in collaboration with students, parents, teachers, and the GIS and will be subject to approval by WCS administration.

### *Contests and Competitions*

Some opportunities will only be offered to identified gifted students through academic enrichment. Other opportunities will be offered to any interested student who meets the qualification criteria.

# SCHEDULES AND COURSES

## 2023-2024 Upper School Bell Schedule

### Monday, Tuesday, and Friday

Period	1	BC	2	3	4	Lunch (A) 7-8 grade	Lunch (B) 9-12 grade	5	6	7	8
	8:20- 9:01	9:04- 9:07	9:08- 9:49	9:52- 10:33	10:37- 11:18	11:21- 11:46	11:51- 12:21	12:25- 1:06	1:09- 1:50	1:54- 2:35	2:39- 3:20

### Wednesday Block

Period	1	BC	3	Community Block (A)	Community Block (B)	5	7
	8:20- 9:39	9:43- 9:46	9:47- 11:06	11:10-11:46	11:51-12:27	12:30- 1:49	2:03-3:20

### Thursday Block

Period	2	BC	4	Community Block (A)	Community Block (B)	6	8
	8:20- 9:39	9:43- 9:46	9:47- 11:06	11:10-11:46	11:51-12:27	12:30- 1:49	2:03-3:20

## **Schedule Changes**

Students in grades 9-12 have greater scheduling flexibility and have an important role in class selection. In the spring (dates are announced), students will have the opportunity to make course selections through their FACTSIS student and family portal. These are requests and not a guaranteed schedule.

After student schedules are released (during summer) for the next school year, a schedule change window will be announced along with the process for making changes. All schedule change requests must take place during this window. No fee will be charged for the first schedule change during the summer schedule change window. After that time, a student will have the first 10 days at the start of the school or start of the second semester to make changes. Year-long courses may not be dropped at the start of the second semester. (See 'Dropping or Withdrawing from a course' below)

Since schedules are created by hand with graduation requirements and core classes in mind, changes should be done in consultation with an Upper School Assistant Principal or Academic Counselor and have approval from a parent. There will be a \$10 charge associated with most schedule changes. Students who are part of the intervention program must have any schedule change approved by the Intervention Director.

To request a schedule change, a student must fill out a Schedule Change Request Form and turn it in to the Upper School Office. This form is available in the Upper School Office or can be found on the Worthington Christian website under Upper School resources.

## **Schedule Change Procedures and Dates for 2023-2024**

### **Course Request Process**

All course requests will be made through the family portal, the log in can be found at factsmgt.com. Once in the portal choose student and you will see a tab for course requests. All courses available to the student will be listed, select your choices and click save. Use this academic guide for course descriptions and necessary courses for graduation.

### **Schedule Change Request Windows**

Summer (2023): Tuesday, August 1<sup>st</sup> – Tuesday, August 15<sup>th</sup>  
Semester 1 (2023): Thursday August 17<sup>th</sup> – Wednesday, August 30<sup>th</sup>  
Semester 2 (2024): Tuesday, January 16<sup>th</sup> – Monday, January 29<sup>th</sup>

*\*Teacher signatures are not required during the summer schedule change window.*

### **Approval protocols**

All schedule request forms will be reviewed and approved or denied by an Upper School Assistant Principal and/or Intervention Director. If you have questions or would like to discuss a potential schedule change, please reach out to the Upper School Office.

Please do not contact the Registrar regarding your schedule change request. If the schedule change request is approved, it will be sent to the Registrar to be updated in

FACTS and communication will be sent to confirm the approval. If the schedule change request is denied an Upper School Assistant Principal or Intervention Director will notify the family.

### **Appeal Process**

If the schedule change request is denied and you wish to appeal. Please fill out the Schedule Change Appeal Form. This form is available in the Upper School office.

### **Directions:**

1. Access the Form on the Worthington Christian website or pick one up in the Upper School office.
2. Complete the Form with as much detail as possible.
3. Acquire the appropriate signatures, if required.
4. Turn in a physical copy of the completed form to the Upper School office.
5. Wait to receive communication from the Upper School office regarding the approval or denial of your schedule change request.

### **Course Fees and Financial Obligations**

There will be a fee for any student taking an AP course, this is for the exam and will be charged to the student's FACTS account. Records and transcripts will not be released, and diplomas will not be issued until all financial obligations are met.

### **Dropping or Withdrawing from a course:**

Students have 10 academic days from the start of school or the second semester to drop or add a course. After this time, a dropped course will result in a study hall. All requests must go through the Upper School Assistant Principal or Academic Counselor. A drop/add form must be completed and turned in before the change can be made. If a student wants to drop a course after the 10-day window, it will be transcribed as a W/P (withdraw, passing) or W/F (withdraw, failing). If a course is dropped outside of the 10-day window, it will be replaced with a study hall. No course may be dropped after the end of the first grading period. This also means a year-long course may not be dropped at the start of the second semester. A student who chooses to replace a course they dropped with a new one is responsible to get themselves caught up in the course they are enrolling in. Students should remember that a dropped course cannot be made up online (see Credit Recovery on page 13 of this Guide) and dropping a course necessary for graduation could have unforeseen consequences down the road. Dropping a course after the ten-day period may also affect athletic eligibility if the student is not passing at least five one-credit courses or their equivalent. At some levels, the student will not be allowed to drop a course.

### **Late Arrival and Early Release:**

#### **Grade 12**

Seniors who are on track to graduate have the choice of applying for Late Arrival and Early Release.

- All Seniors MUST attend Worthington Christian Upper School for a minimum of five instructional periods.

- Any 1 credit or 1/2 credit class is an instructional period; study halls and teacher assistant periods *do not* count. College Credit Plus classes *do* count as instructional periods.

### **Grade 11**

All Juniors at Worthington Christian Upper School MUST be scheduled for at least 7 periods and 6 or more must be instructional periods (\*see Instructional Periods and Study Hall policy). Juniors who are on track to graduate have the choice of applying for Late Arrival or Early Release.

- Any 1 credit or 1/2 credit class is an instructional period; study halls and teacher assistant periods *do not* count. College Credit Plus classes *do* count as instructional periods.

*Juniors MAY NOT apply for both Early Release AND Late Arrival (\*see Late Arrival policy).*

### **Grades 7-10**

Not eligible for Early Release or Late Arrival.

### **General Guidelines and Expectations**

Students on academic watch, disciplinary probation, and/or disregard Community Life activities may lose the privilege of early release or late arrival. This is at the discretion of the administration. The counseling department will assist in monitoring these expectations.

Students are expected to take part in all required school activities (i.e., school retreats, community impact day, field trips, etc.). They must also attend all Community Life activities including Chapel, Assembly, Family Time, and House Competitions/Activities. (\*Exceptions are made for students taking CCP courses off campus) Early Release and Late Arrival are privileges that may be denied or removed at the discretion of administration. The following could prevent a student from being granted Early Release and/or Late Arrival:

- A perpetually low Community Life Grade
- Disciplinary Probation
- Academic Watch or Probation
- Disregarding participation in required school activities and/or Community Life activities.
- Students who have been granted Early Release may not remain on campus during the periods designated for Early Release. Chronic offenders may lose their Early Release privileges.

*There is no discount on tuition for Early Release or Late Arrival students. All students with a services plan or an accommodation plan must have their Early Release or Late Arrival approved by the Intervention Director. The schedules of some students may not be able to accommodate Early Release or Late Arrival. Early Release and Late Arrival periods will be blank on a student's schedule and students do not need to sign out as they leave.*

## **Instructional Periods and Study Hall:**

All Worthington Christian Upper School Students must be scheduled for a minimum number of Instructional Periods. Any 1 credit or 1/2 credit class is an instructional period; study halls and teacher assistant periods do not count. College Credit Plus classes do count as instructional periods.

### **Grade 12**

Minimum Number of Instructional Periods: 5

Maximum Number of Study Halls: 2

### **Grades 9-12**

Minimum Number of Instructional Periods: 6

Maximum Number of Study Halls: 2

### **Grades 7-8**

All 7<sup>th</sup> and 8<sup>th</sup> grade students are scheduled for 8 Instructional Periods.

All 7<sup>th</sup> and 8<sup>th</sup> Graders will have one 30-minute study hall on Mondays.

Any alteration to these minimum requirements must be approved by administration.

# **GRADE 7/8 COURSE DESCRIPTIONS**



## 7<sup>th</sup> Grade

### **Core Courses:**

#### **Math 7**

The emphasis of Math 7 is to review the basics of math that students have learned in grades K-6, as well as give students the necessary skills to succeed in pre-algebra, algebra, geometry, and statistics. The math 7 course integrates basic algebra principles such as rational numbers, algebraic expressions, equations and inequalities, proportions, and percent of change. The course will also cover geometric and statistical principles such as angle properties, circumference, area, volume, surface area, statistics, and probability.

#### **Pre-Algebra**

This course is the basis for preparing students for Algebra 1. Students will learn problem-solving skills and new vocabulary as they work through algebraic procedures. Areas of study include solving and graphing linear equations and systems of linear equations. They will learn and apply properties of exponents. They will get a preview of Geometry as they study congruent and similar figures and learn to find the volume and surface area of solids. They will also learn the basics of probability and statistics as it applies to the real world.

- Pre-requisites: At least a C in Math 7 OR accelerated Math 6 (with qualifying standardized test scores).

#### **Bible**

This course encourages students to both read the Scriptures and do what they say (James 1:22). Students will learn how to study portions of the entire Bible (Old and New Testament), identify common themes, study important characters, and discuss ideas that move throughout the entire Bible. This class looks at many of the "familiar" Bible stories and teaches kids how to study the text in detail to identify what the Bible says.

#### **Social Studies**

In 7<sup>th</sup> grade Social Studies students will travel around the world and throughout time to study the cultures, geographies, governments, and histories of a variety of people groups on the continents of Africa, Asia, Europe, North and South America. It is the goal of the course to help students build a broad base of background knowledge and skills needed to study the above areas and places in preparation for future courses at 9<sup>th</sup>-12<sup>th</sup> grade levels.

#### **English**

Building on skills acquired in lower grades, English 7 serves as the "ground floor" of upper-level reading, writing, and communication instruction. Students learn to analyze texts beyond basic comprehension with focus on close reading and drawing evidence from a text. Vocabulary acquisition merges with novel study to expand student utilization of context. With some guidance from the classroom teacher, students engage in the writing composition process with the goal of understanding of how to structure writing for various purposes and audiences and developing an eye for editing and revision with integrated grammatical and mechanical instruction. Students' progress as researchers by evaluating the credibility and accuracy of sources and learning to use this

information in writing without plagiarizing by crediting sources appropriately. English 7 engages students as readers, writers, listeners, and speakers for the glory of God.

### **Science**

The study of life science begins with a biblical definition of science. It then proceeds from the cellular level progressing through the major kingdoms of living organisms. An emphasis is placed on the unique design features found in all living things. The goal is to instill an appreciation of the complexity and order of creation, consequently enhancing an appreciation and reverence for the omniscient, omnipotent Creator. Throughout the course, students will see the relationship between the Creation, Fall and the Redemptive work God did and continues to do through His created world.

### **PE/Health**

These are combined into one semester course for 7<sup>th</sup> grade students.

7<sup>th</sup> grade Physical Education will focus on two aspects of PE: Team sports and fitness activities. An emphasis will be placed on improving fitness level, skill level and sportsmanship.

7<sup>th</sup> grade Health is designed to provide students with the knowledge and resources that they need to make responsible and well-informed decisions about their health. The focus will be on the development of healthy behaviors, prevention of health problems and the promotion of life-long personal health skills.

### **Music Options**

*All music courses are year-long.*

### **Band**

Students involved in 7<sup>th</sup> Grade Band will enjoy a yearlong program of improving their musicianship through rehearsing and performing a variety of musical styles. There will be opportunities for band members to perform at OMEA Solo and Ensemble competitions or other music festivals. Attendance at rehearsals, concerts, performances, festivals, and contests outside of the school day is required. *Special Note: Must have previously taken at least 1 year of Band or get permission from Director. Band is a full-year course; students are not permitted to drop at the semester.*

### **Choir**

Choir students will rehearse daily, as they work towards performances and participation in contests which take place in and out of the school day. Students will work on vocal production, musical expression, and sight-reading, as well as songs of different styles, genres, and languages. *Special Note: Choir is a full-year course, students are not permitted to drop at the semester.*

### **Orchestra**

Students involved in Prelude Orchestra will enjoy a yearlong opportunity to play varied styles of musical literature from the Baroque to Contemporary eras. Students will rehearse by grade level but perform as one, 6<sup>th</sup>-8<sup>th</sup> grade orchestra. Emphasis will be placed on improving note reading and technical skills, musicianship, and group performance skills. Attendance at rehearsals and performances is required. Orchestra is 2 days a week and must be combined with a study hall. *Special Note: Orchestra is a full*

year course; students are not permitted to drop at the semester. Previous membership or permission of director.

## **Electives**

All 7<sup>th</sup> graders will have **3** semesters of electives that they have choices for. As you consider what electives to choose, here are some things to keep in mind:

- Year-long classes will count as 2, Semester classes will count as 1
- Electives may only be taken once per year. You may not choose the same elective twice.
- Class space is limited and will be filled based on the order of requests submitted.
- Your elective choices are not guaranteed but every effort will be made to accommodate your preferences.

## **Computer**

This semester long course will provide a wide variety of technology topics including Office 365, programming, spreadsheets, presentations, and typing. Students will learn the importance of using technology appropriately (communication, organization, responsible internet use.) They will understand the differences in applications that are installed on the computer vs. available online.

*\*Important note: This course is required to be taken either in 7<sup>th</sup> or 8<sup>th</sup> grade.*

## **Art 1**

This course will lay the foundation for future art courses, exploring the organization of Elements of Art, in a pleasing way by applying the Principles of Design. We will learn more about the wisdom and beauty of our Creator through learning about the design principles He used in the creation of the world and through awareness of our creative process. We will learn about art history and practice art criticism (analyzing and interpreting artwork). There will also be an emphasis on studio habits, including perseverance, reflection in writing and learning from mistakes.

## **Art 2**

This course builds upon prior knowledge of the Elements of Art and Principles of Design, with an emphasis on expression of ideas through choice of media and process, and discovering our artist voice (who we are, expressed through art). Artwork will be mostly 2D (drawing, painting, collage, printmaking, etc.). We will observe and discuss master artworks, the artist's use of Elements and Principles, analyzing and interpreting how they communicated ideas to the viewer. We will apply our observations in the expression of our own ideas. There will be an emphasis on developing studio habits of mind, thinking about our creative process as we develop skills, take risks, experiment, grow in perseverance, and reflect on our successes and failures with the intention of learning from them.

## **7/8 Creative Writing**

This course offers our 7th grade students a chance to explore different creative writing forms and to refine their work in a low-stakes environment. Students will be challenged to respond to prompts, replicate prosaic or lyrical genres, and develop their own works that will be compiled into a writing portfolio

at the end of the semester. In addition to fostering writing stamina, students will also engage with their peers to develop constructive criticism skills that they can easily apply to other disciplines. The emphasis will be on a student's willingness to try rather than the ability to write something that is technically correct—any level of writing confidence is welcome. *This course is not intended to add any additional weight to a student's workload as most of the drafting and editing is to be completed in the classroom.* Students only need to come to class with an openness to be creative and a desire to find their unique writing voice.

### **7/8 Explore**

This semester long course exists for both 7<sup>th</sup> and 8<sup>th</sup> graders to provide unique and hands-on learning opportunities for students based on their interests. Teachers and students collaborate to design long-term projects that allow students to learn through exploration and discovery. The goal will be to take what students are curious or passionate about and turn those things into authentic and meaningful learning experiences.

### **Study Hall**

7<sup>th</sup> grade students can add up to two semesters of a study hall in place of an elective.

## 8<sup>th</sup> grade

### **Core Courses:**

#### **Pre-Algebra**

This course is the basis for preparing students for Algebra I. Students will learn problem-solving skills and new vocabulary as they work through algebraic procedures. Areas of study include solving and graphing linear equations and systems of linear equations. They will learn and apply properties of exponents. They will get a preview of Geometry as they study congruent and similar figures and learn to find the volume and surface area of solids. They will also learn the basics of probability and statistics as it applies to the real world.

#### **Algebra I**

*\*For HS credit*

The emphasis in Algebra I is the structure of algebra, vocabulary, algebraic procedures and techniques, and the development of problem-solving skills and strategies. Areas of study include solving and graphing equations which are linear, quadratic, exponential and rational. Students will work with systems of equations, polynomials, properties of exponents, and data analysis.

*Special Note: This course is required for graduation by the state of Ohio.*

- Pre-requisites: At least a C in Pre-Algebra.

#### **Geometry**

*\*For HS Credit*

The emphasis of plane (Euclidean) geometry WC is to assist the student in developing strong thinking skills. The course integrates standard, coordinate, and transformational approaches to the study of geometry, reinforces and extends knowledge of algebra, and carefully develops an understanding of proof.

- Pre-requisites: At least a C in Algebra I.

#### **Bible**

This course encourages students to both read the Scriptures and do what they say (James 1:22). Students will learn how to study portions of the entire Bible (Old and New Testament), identify common themes, study important characters, and discuss ideas that move throughout the entire Bible. During the 2<sup>nd</sup> semester, students will focus on studying the "Life of Christ." During this unit, students focus on 3 major questions: Who is Jesus? Why would I want to follow Him? If I do want to follow Him, how do I do it?

#### **Social Studies**

8th Grade Social Studies will focus on pre-colonial America through the Civil War. The approach for this course is to integrate our study of early American History with the Biblical Metanarrative (Creation, Fall, Redemption, Restoration). Students will be

introduced to primary sources, and experience a mix of lecture, traditional assessments, and project-based learning.

### **English**

Enhancing student skills cultivated in English 7, English 8 prepares students to produce a variety of clear and coherent written pieces for different tasks, audiences, and purposes. Students acquire an enhanced vocabulary in order to write and speak precisely and hone close reading skills through whole-class and independent study of literature (including poetry, short stories, novels), argumentative texts, and informational texts. Students will grow in their ability to create cohesion and clarify relationships among parts of an argument or informative composition. Research instruction at this level emphasizes gathering relevant, credible, and accurate information with the goal of avoiding plagiarism in summarizing or paraphrasing information. Units and novel studies integrate grammatical and mechanical instruction. Students continue to grow their editing and revising skills with some guidance and support from peers and adults.

### **Science**

Physical science is an introductory course centered on the physical and chemical aspects of God's creation of earth. Students will investigate the earth's physical properties and how those properties relate to the physical laws that have been established from the creation of this world to its present maintenance. Students will discover how the scientific method fits into that order through laboratory investigations. Throughout the course, students will see the relationship between the Creation, the Fall and the Redemptive work God did and continues to do in order to sustain the created world.

### **Electives**

All 8<sup>th</sup> graders will choose **6** semesters of electives. As you consider what electives to choose, here are some things to keep in mind:

- Year-long classes will count as 2, Semester classes will count as 1
- Electives may only be taken once per year. You may not choose the same elective twice.
- Class space is limited and will be filled based on the order of requests submitted.
- Your elective choices are not guaranteed but every effort will be made to accommodate your preferences.

### **Performing Arts (Music)**

*All music courses are year-long*

### **Band**

Students involved in 8<sup>th</sup> Grade Band will enjoy a yearlong program of improving their musicianship through rehearsing and performing a variety of musical styles. There will be opportunities for band members to perform at OMEA Solo and Ensemble competitions or other music festivals. Attendance at rehearsals, concerts, performances, festivals, and contests outside of the school day is required. *Special Note: Must have previously taken at least 2 years of Band or get permission from Director. Band is a full-year course; students are not permitted to drop at the semester.*

## **Choir**

Choir students will rehearse daily, as they work towards performances and participation in contests which take place in and out of the school day. Students will work on vocal production, musical expression, and sight-reading, as well as songs of different styles, genres, and languages. Special Note: Choir is a full-year course, students are not permitted to drop at the semester.

## **Orchestra**

Students involved in Prelude Orchestra will enjoy a yearlong opportunity to play varied styles of musical literature from the Baroque to Contemporary eras. Students will rehearse by grade level but perform as one, 6th-8<sup>th</sup> grade orchestra. Emphasis will be placed on improving note reading and technical skills, musicianship, and group performance skills. Attendance at rehearsals and performances is required. Orchestra is 2 days a week and must be combined with a study hall. Orchestra is a full year course; students are not permitted to drop at the semester. Previous membership or permission of director.

## **Fine Arts**

### **Art 1**

This course will lay the foundation for future art courses, exploring the organization of Elements of Art, in a pleasing way by applying the Principles of Design. We will learn more about the wisdom and beauty of our Creator through learning about the design principles He used in the creation of the world and through awareness of our creative process. We will learn about art history and practice art criticism (analyzing and interpreting artwork). There will also be an emphasis on studio habits, including perseverance, reflection in writing and learning from mistakes.

### **Art 2**

This course builds upon prior knowledge of the Elements of Art and Principles of Design, with an emphasis on expression of ideas through choice of media and process, and discovering our artist voice (who we are, expressed through art). Artwork will be mostly 2D (drawing, painting, collage, printmaking, etc.). We will observe and discuss master artworks, the artist's use of Elements and Principles, analyzing and interpreting how they communicated ideas to the viewer. We will apply our observations in the expression of our own ideas. There will be an emphasis on developing studio habits of mind, thinking about our creative process as we develop skills, take risks, experiment, grow in perseverance, and reflect on our successes and failures with the intention of learning from them.

### **Introduction to Theater**

Semester course for students who are interested in acting and/or learning more about what it takes to put together a theater production.

### **3D Art 8**

Semester course with a focus on sculpture and a variety of 3D media.

## **World Language**

*\*World Language courses are year-long classes taken for High School credit and will be included on the students' transcript.*

### **French 1**

*\*For HS Credit*

This course teaches basic language patterns and vocabulary of French by using large quantities of compelling and comprehensible input. Emphasis is on language acquisition through listening and eventually reading. Materials are largely developed from students' lives and interests in the form of short, repetitive stories created in class. Additional sources for comprehensible input include video clips, images, cultural topics, comprehension-based readers, and current events. Class participation is crucial, but homework is minimal as the learning occurs in the classroom. Assessment is based in this first year almost exclusively on comprehension of input (listening and reading) with a move toward output (writing and lastly, speaking) by the last quarter.

### **Spanish 1**

*\*For HS Credit*

Spanish level I is an entry level, proficiency-forward language course. Spanish I students will use interpretive (Reading and Listening), presentational (Speaking and Writing), and interpersonal skills in the classroom both for practice and assessment.

## **Technology**

### **Computer**

This semester long course will provide a wide variety of technology topics including Office 365, programming, spreadsheets, presentations, and typing. Students will learn the importance of using technology appropriately (communication, organization, responsible internet use.) They will understand the differences in applications that are installed on the computer vs. available online.

*\*Important note: This course is required to be taken either in 7<sup>th</sup> or 8<sup>th</sup> grade. If a student already took the class in 7<sup>th</sup> grade, they do not need to in 8<sup>th</sup> grade.*

### **Digital Tech (DigiTech)**

Semester course focusing on digital storytelling. Focus will be placed on critical thinking through problems. Programming and moviemaking will be the emphasis of this course. Continual practice of keyboarding skills to aid in the implementation of high school papers.

## **Physical Education**

### **Boys or Girls PE**

This semester course is designed to expose students to a wide range of sports, skills and lifetime activities. An emphasis will be placed on fitness and the development of a physically active lifestyle.



## **Other**

### **Introduction to Exploring Engineering (AKA: Rube Goldberg Project)**

In this course, students will be introduced to the engineering design process. There will be an emphasis on open-ended problem solving. Students will be guided through a series of steps to create a needs-based project determined by our local community. Constraints will be in place to encourage thinking outside of the box. Students will follow a specific roadmap which involves empathy toward need, a design process which is iterative and will ultimately provide possible solutions to that need. Once the final design solution is in place, students will build a functional prototype. During the 2nd quarter of this semester elective, students will build a Rube Goldberg Machine. An emphasis on the biblical framework of teamwork will be applied throughout. Math and science concepts will also be utilized.

### **Yearbook**

Semester course working on the 7-12 yearbook.

### **8<sup>th</sup> Creative Writing**

This course offers our 8th grade students a chance to explore different creative writing forms and to refine their work in a low-stakes environment. Students will be challenged to respond to prompts, replicate prosaic or lyrical genres, and develop their own works that will be compiled into a writing portfolio at the end of the semester. In addition to fostering writing stamina, students will also engage with their peers to develop constructive criticism skills that they can easily apply to other disciplines. The emphasis will be on a student's willingness to try rather than the ability to write something that is technically correct—any level of writing confidence is welcome. *This course is not intended to add any additional weight to a student's workload as most of the drafting and editing is to be completed in the classroom.* Students only need to come to class with an openness to be creative and a desire to find their unique writing voice.

### **8<sup>th</sup> Grade Leadership**

This year-long course trains students how to lead and love others well and equips students to serve in a variety of settings with a variety of different skills. Students will partner with their family mentors to lead their house's family time multiple days a week. We will take time to study what it means to be a biblical leader by looking at a variety of books of the Bible (Ruth, Nehemiah). This is an excellent class to prepare a student for a possible Head of Household position later in the Upper School.

- *Sign up for this course if you are interested in taking it but signing up does not place you in the class. Once we know who is interested, an application process will follow.*

## **7/8 Explore**

This semester long course exists to provide unique and hands-on learning opportunities for students based on their interests. Teachers and students collaborate to design long-term projects that allow students to learn through exploration and discovery. The goal will be to take what students are curious or passionate about and turn those things into authentic and meaningful learning experiences.

## **Skills for Success**

Skills for Success is both an investigative and leadership class all rolled into one, designed specifically for 8<sup>th</sup> grade students who desire a successful transition to High School by developing research, note-taking, and communication skills.

- The format of the course includes 9 weeks of structured instruction and 9 weeks of study hall to practice what they have learned.
- 

## **Study Hall**

8<sup>th</sup> grade students can add up to two semesters of a study hall in place of an elective.

**GRADES 9-12**  
**COURSE DESCRIPTIONS**

## CHRISTIAN STUDIES, REQUIRED COURSES

### **CHRISTIAN STUDIES 9 – Biblical Background**

2 semesters, 1 credit

This class is an in-depth study of the books of the First Testament. The goals of the class are, first, to give the student a deeper cultural and theological understanding of the Bible. The second is to help the student understand the narrative of these books and how they fit into the greater metanarratives of the Bible as one story of Yahweh's redemption of humanity and creation.

### **CHRISTIAN STUDIES 10 – Gospels and Acts**

2 semesters, 1 credit

This course examines the four gospels, Acts, and Paul's Corinthian correspondence. The life of Christ is examined along the theological lines of the synoptic gospels, paying special attention to the death, burial, and resurrection of Christ

### **CHRISTIAN STUDIES 11 – Pauline Epistles**

2 semesters, 1 credit

In this course we will read, study, and discuss Paul's letters. We will also investigate how these letters fit into the larger context of the Bible. Special attention will be given to the historical, cultural, and social background of Paul's writings, as well as the theological points made in each text. We will also discuss how Paul's letters inform our modern Christian theological perspectives.

### **CHRISTIAN STUDIES 12 – Worldview and Doctrine**

2 semesters, 1 credit

This course attempts to prepare the mind for the battle of adulthood and freedom that is ahead. This course combines the study of classic apologetics, and a ready defense of the truth claims of Christianity with an in-depth look at the philosophical and religious systems prevalent in the postmodern world. Those philosophies will be compared to Scripture and a consistent Christian view of the world to demonstrate how a relationship with God, through Christ Jesus, is the only thing that will satisfy man's soul.

## CHRISTIAN STUDIES, ELECTIVE COURSES

### **THE CHRISTIAN LIFE AND WITNESS**

1 semester, ½ credit

This course attempts to instruct the whole person to evaluate themselves, their life, their faith, and their practice. To this end, this course offers a combination of the study of the Christian life with an in-depth look at spiritual practices, theologies, theories, and beliefs in order to better understand who we are, why our faith informs our behavior, and how to foster spiritual habits.

- Pre-requisites: Must be a sophomore, junior or senior to take class.

### **DANIEL AND THE PROPHETS**

1 semester, ½ credit

In this course we will read, study, and discuss the prophets and Daniel. We will also investigate how these books fit into the larger context of the Bible. Special attention will be given to the historical, cultural, and social background of these books, as well as the theological points made in each text. We will also discuss how these books inform our modern Christian theological perspectives.

- Pre-requisites: Must be a junior or senior to take class.

### **MARRIAGE AND THE FAMILY**

1 semester, ½ credit

This course will dive deeper into the Biblical view and purpose of marriage, family and relationships in contrast to the way our culture views marriage and family. Students will be equipped with tools for healthy relationships, communication, and conflict resolution. This class will provide the necessary worldview and tools to equip one – whether married or single – to have healthy relationships with family and friends.

- Pre-requisites: Must be a sophomore, junior or senior to take class.

### **COMPARATIVE RELIGIONS**

1 semester, ½ credit

This course will address the basic unifying beliefs that form the foundations of the religions and cults throughout our history. It then takes a historical and systematic approach to the study of the major world religions that one is most likely to encounter. In addition to this, we will look at how these beliefs have shaped the culture that we live in today.

- Pre-requisites: Must be a sophomore, junior or senior to take class.

## **READING C. S. LEWIS**

1 semester, ½ credit

This course is an examination of the written work of C. S. Lewis. Few individuals have had as profound an impact on modern Christianity, not only directly through His own body of work, but also through the influence he has had on various leaders in the last century. Themes will be explored such as Lewis's concepts of salvation, love, knowledge, the Church, cultural criticism, apologetics, spiritual warfare, marriage, etc. Lewis's ideas will be discovered, debated, discussed, and compared to God's revealed truth in the Scriptures. \*This is a reading course, and students are expected to closely read the assigned works. Class time will be given to reading as well as discussion.

## **PHILOSOPHY**

1 semester, ½ credit

In a world full of ideas, how can we tell which ones are true? What do we do with the tension of unresolved questions? What is wrong with us, and what will save us? In Intro to Philosophy, you will sample a buffet of great minds trying to answer these kinds of questions. Socrates, Plato, Aristotle, Aquinas, Augustine, Descartes, Kierkegaard, and Nietzsche. You will be given opportunities to ask your own questions, especially the hard ones – the tensions you have always struggled to resolve. One goal of this course is to equip you with the intellectual skills to help you respond better to your own doubts and 'pesky questions.' Perhaps, most valuable, the skill of navigating those tensions in a way that deepens your faith.

- Pre-requisites: Open to juniors and seniors; permission from instructor required for sophomores.

## **LEADERSHIP**

2 semesters, 1 credit

This course is designed to teach students what leadership is, to help students learn their own leadership strengths and weaknesses, and to give students practical leadership opportunities. Students will examine key leadership characteristics throughout the year and will study historical and biblical models that exemplify these characteristics. They will then practice and evaluate their own growth in each of these key areas. This class utilizes the framework of houses: students apply for admission to the course, and by being selected are named "head of household" for their house. Many leadership responsibilities throughout the year are tied to house events.

- Pre-requisites: By application only; juniors and seniors may apply.

## BUSINESS ELECTIVE COURSES

### **ACCOUNTING 1**

1 semester, ½ credit

Accounting I provides the student with a background in basic accounting procedures used to operate a sole proprietorship business. The course offers solid business concepts for employment in office and business-related jobs and prepares the student for studying business courses in college. Although the course utilizes basic math skills, it is not a math class. This course is a valuable tool for students who want to learn how to recognize & summarize personal records in order to make better financial decisions.

### **ACCOUNTING 2**

This course will incorporate the basics learned in Accounting I and apply them to the Warrior Cafe's financials. Students will keep track of daily sales, expenses, monthly reporting, payroll, and inventory. Managers of the Warrior Cafe will work with students in Accounting II by submitting and requesting documents and/or status updates.

- Pre-requisite: Accounting 1

### **ENTREPRENEURIAL INCUBATOR**

#### ***\*Explore Course***

1 semester, ½ credit

This course is designed to prepare students to become true entrepreneurs. Students will have the opportunity to create and fully develop their own product or service with the possibility of gaining a potential investor via a *Shark Tank* pitch. Students will have the ability to work with real-world entrepreneurs and business experts as coaches and mentors to help develop their products. Students will go through the process of ideation, market research, and business plan development using the business model canvas approach by using the principles and processes from the LEAN startup concept - a scientific approach to creating and managing startups. Students will learn about marketing, accounting, human resources, as well as the legal aspects of running a business.

- Pre-requisite: Open to sophomores, juniors, and seniors.

## **PERSONAL FINANCE**

1 semester, ½ credit

*Required for class of 2026 and beyond.*

Personal Finance is designed to address the growing need for using godly wisdom in making financial decisions. Students will have the opportunity to apply relevant fundamental money management skills to meet the demands as adults in the workplace, as well as succeed at their job and in everyday life. Topics include calculating gross income, paying taxes, and completing income tax returns, keeping accurate records, establishing savings, and checking accounts, making cash and credit card purchases, understanding the impact of credit ratings, planning for a future career, applying for a loan, buying insurance, purchasing a vehicle, making mortgage payments, investing, and more.

## **SMALL BUSINESS MANAGEMENT (Warrior Café)**

**\*Explore Course**

1 semester, ½ credit

This hands-on learning experience gives students the opportunity to learn about business while being responsible for the full operation of the Warrior Café coffee shop. This course is year-long; students must submit an application and have an interview before acceptance into the class.

- Pre-requisite: Open to sophomores, juniors, and seniors.



## SENIOR BUSINESS ELECTIVES

### INTERNSHIP ACADEMY

#### **\*Explore Course**

3 periods – 1st semester, credits are variable depending on hours

*The class roster has already been determined as this information is supplied for upcoming juniors to consider for their senior year.*

Internship Academy provides an opportunity to observe and learn from a mentor in a career-specific profession about functioning and thriving in the marketplace while exercising his/her faith and developing skills, abilities, education, and training. Once accepted into the program, each student will spend time in class at the beginning and end of the semester with the IA Advisor to discuss and learn the importance of Godly leadership, workplace etiquette, policies, confidentiality, communication, writing resumes, and preparing for job interviews. They will be placed in two six-week career site placements related to his/her career interests with a mentor in that related profession. Each student will work (unpaid) a minimum of 60 hours in each placement (an average of ten hours per week). During the student's placements he/she will be responsible for documenting the hours completed and writing a weekly journal of experiences and what was learned. The course is offered in a 3-period block. Therefore, for scheduling purposes students need to set aside three periods for this course. At the end of the semester, students highlight their internship experiences via the Internship Academy "In Review."

- Pre-requisites: The Internship Academy is open only to seniors who must first go through an application, interview, and faculty review process in the spring of their junior year. The student must provide his/her own transportation to the placement sites. Expenses may be incurred (depending on the placement) for parking, background checks, health exams, etc. *Special Note: Taking Internship Academy may prohibit taking other courses due to schedule conflicts.*

### WORK READINESS

*(In cooperation with early release)*

½ credit per semester

*Seniors only*

Work Readiness gives seniors who have early release the opportunity to earn ½ an elective credit per semester. Students who hold a job or internship, and whose supervisor is willing to cooperate would be eligible for this elective. Supervisors will provide a document of employment or acceptance into internship program. This is a Pass/Fail course. Being 'fired' from the job would result in a "Fail" for the class. This is a Pass/Fail course, therefore cannot count towards OHSAA eligibility.

## TECHNOLOGY ELECTIVES

### **ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**

2 semesters, 1 credit - This course is weighted

This course introduces students to the central ideas of computer science, instilling the practices of computational thinking and inviting students to understand how computing changes the world. While programming is contained in this course, the focus is on using technology and programming as a means to solve computational problems. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life. This course includes creating your own App, which will be submitted in our AP Portfolio and an AP Test component.

- Recommended for: juniors and seniors with interests in mathematics and science and/or considering a technology career.
  - Pre-requisites: A programming class (Novice, Intermediate, Experienced) and Algebra II.
  - *Special Note: Students enrolled in any Advanced Placement course will be required to take the AP exam at the end of the semester. The AP exam fee will be placed on the student's FACTS account.*

### **ENGINEERING I – BEGINNING COMPUTER AIDED DESIGN AND DRAFTING**

1 semester, ½ credit

Engineering I will introduce students to the various disciplines within engineering. The course focuses mainly on fundamentals of technical drawing, dimensioning practices, and orthographic projections. Students will learn the engineering design process, use an engineering notebook to capture idea/designs, and have hands-on measuring projects. The course will leverage CAD tools to produce drawings. No previous experience required.

- Recommended for: Anyone curious about engineering, and the student who is considering a career in engineering, architecture, or design.

### **ENGINEERING II – ADVANCED COMPUTER AIDED DESIGN AND DRAFTING**

#### **\*Explore Course**

1 semester, ½ credit

The Engineering II class will build upon the fundamentals acquired in Engineering I prerequisite. Students will continue using the engineering design process, engineering notebook, and CAD tools. In addition, this course will expand into the other software used in this area: the use of a 3D printer and CNC carving machine, and additional hands-on building projects.

- Recommended for: Anyone wanting to deepen their engineering knowledge, and the student who is considering a career in engineering, architecture, or design
- Pre-requisites: Minimum grade of C in Engineering 1.

## **CYBER SECURITY**

1 semester, ½ credit

The Cyber Security class is an introduction to general systems security, online safety, security practices, potential threats, incident response, risk analysis and cryptography. The course will focus on cyber security principles and include participation in CyberStart America and CyberPatriot programs.

## **NOVICE PROGRAMMING**

1 semester, ½ credit

Novice Programming is a course designed to introduce students to computer science and beginning programming concepts. This course will use varying programming tools and languages but will focus on block-based programming. Possible toolsets include Visual Basic for Applications, Scratch, MIT App Inventor. No previous programming experience required.

- Recommended for: Anyone interested in beginning programming or who wants to explore critical thinking.

## **INTERMEDIATE PROGRAMMING**

1 semester, ½ credit

Intermediate Programming class is designed to advance the students who have had some programming experience. The class will use varying programming tools/languages but will focus on text-based programming. Possible toolsets include C++ and HTML. *Basic understanding of programming before taking this course is expected, however there is no official course prerequisite.*

- Recommended for: Anyone interested in intermediate programming understanding, has completed Novice programming (but not required).

## **ROBOTICS I**

1 semester, ½ credit

The Robotics class is designed to introduce students to advanced mechanical design and the construction of robotic devices. Students learn how to program basic robotic behaviors using motors and rotation, sound, light, touch, and ultrasonic sensors. This course will use varying robotic hardware and programming tools, possibly including LEGO Mindstorm EV3 and Arduino boards.

- Recommended for: The student who enjoys math and science and likes hands-on learning.
- Pre-requisites: Minimum grade of C in Novice Programming, Intermediate Programming or Experienced Programming.

## **ROBOTICS II**

1 semester, ½ credit

The Robotics II class is designed to expose students to advanced mechanical design and robotic construction. Students learn how to program advanced robotic behaviors using motors and rotation, sound, light, touch, and ultrasonic sensors. The course will use varying robotic hardware and programming tools, possibly including Arduino boards and VEX.

- Pre-requisites: Minimum grade of C in Robotics I.

## **VIDEO PRODUCTION**

### **\*Explore Course**

1 semester, ½ credit

Visual storytelling has emerged over the last one hundred years as one of the most powerful mediums that elicit human emotion. The Video Production class focuses on a variety of real-world projects that will spark creativity and facilitate career-based skills. Students can expect to gain practical, hands-on experience, utilizing technology for designing, writing, filming, producing, and presenting a variety of projects for stakeholders in the community. Students will learn the basics of scriptwriting, lighting, filming, editing, and sound production, to name just a few. With full access to a state-of-the-art studio, the learner can imagine, recreate, and deliver dynamic videos, podcasts, commercials, and more. Periodic “field trips” may be necessary to meet with stakeholders and/or film on location. There is no prerequisite for this course and all equipment will be provided.

## FINE ARTS, PERFORMING DRAMA/THEATER

### **THEATER: BEGINNING ACTING**

1 semester, ½ credit

This class covers the basics of acting and performance. The course studies improvisation, history, terminology, and acting as students compare the world of theatre to the Christian world. Students look at the strength and power of theater as a stimulant for growth in themselves and their Christian walk.

- Open to all students and will include going as a group to attend outside theater productions, as well as offering a chance to perform both inside and outside of the classroom.

### **THEATER: HISTORY AND PRODUCTION**

1 semester, ½ credit

Theater History and Production is for the more serious enthusiast. Students will work on the school spring production as well as putting together their own night of theater. The class will work through a production from audition to curtain call and deal with everything in between. This class will stretch students in their knowledge and performance of the theater.

## MUSIC

### **CHOIR: WOMENS, MENS, MIXED**

*Each are a separate class*

2 semesters, 1 credit

Choir is a combination of three performing groups, (Men's Choir, Women's Choir and co-ed Mixed Choir) rehearsing daily for the full year. Students will, over time, learn the fundamentals of proper vocal production, musical expression, and sight-reading. The choir requires time outside of class for various rehearsals, concerts, performances, festivals, and contests. Apparel purchase is required at a cost of \$35-90. This is a one-time expense as it can be used throughout the high school years. This course is open to all students who have musical ability and love to sing.

*Special Note: Choir is a full-year course; students are not permitted to drop at the semester.*

## **SYMPHONIC BAND**

2 semesters, 1 credit

Students involved in Symphonic Band will enjoy a yearlong program of improving their musicianship through rehearsing and performing a variety of musical styles. Band students will take part in pep band performances at all home football games in the fall and various basketball games in the winter/spring. There will be opportunities for band members to perform at OMEA competitions or other music festivals. Attendance at rehearsals, concerts, performances, festivals, and contests outside of the school day is required. Apparel purchase is required at a cost of approximately \$70-90. This is a one-time expense, as it can be used throughout the high school years.

- Pre-requisites: Previous membership or permission from Director.

*Special Note: Band is a full-year course; students are not permitted to drop at the semester.*

## **JAZZ BAND**

2 semesters, 1 credit

This will be a performance-based class teaching the fundamentals of Jazz Swing style and all of the sub categories that a large Jazz Band would perform including but not limited to; Latin, Rock, Funk. This course would also teach the history of Jazz, the people and movements that made it popular, and its influence on music today.

- Pre-requisites: Audition Process. Requesting this course on the FACTS student portal will let the teacher know that you are interested in an audition.

## **ORCHESTRA**

2 semesters, ½ credit

Students involved in Warrior Orchestra will enjoy a yearlong opportunity to play varied styles of musical literature from the Baroque to Contemporary eras. Emphasis will be placed on improving technical skills, musicianship, ensemble training, and group performance skills. Attendance at rehearsals, concerts, performances, festivals, and contests outside of the school day is required. Some apparel purchase is required, at a cost of between \$70-\$90. This is a one-time expense as it can be used throughout the high school years.

\*\*Orchestra meets on Tuesdays and Fridays. Students have the option to either have a study hall on Monday, Wednesday and Thursday OR can register for mixed choir during that time.

- Pre-requisites: Previous membership or permission of director.
- Special Note: Orchestra is a full year course; students are not permitted to drop at the end of the semester.

## **PIANO LAB**

1 semester, ½ credit

Piano lab is a smaller classroom experience where students will gain hands-on learning, knowledge, and skills in musical creativity on individual piano keyboards while applying their skills to improvisation, contemporary church music of today, and major genres of music, including pop and jazz. Students will also develop note-reading skills, chords, scales, song writing, music performance, and music production. This class is open to any skill level.

## **FINE ARTS, VISUAL**

### **BEGINNING DRAWING**

1 semester, ½ credit

Good drawing begins with knowing how to see. Through simple exercises, students will learn what to look for and how to translate that in drawing. We will learn traditional and experimental drawing techniques, mark-making, composition, lighting, as well as exposure to a wide variety of drawing tools and media. Topics will cover basic surface textures, sketching, and working with the figure. Students will develop skills in thinking about their creative process, reflecting on learning in writing.

### **ADVANCED DRAWING**

1 semester, ½ credit

Students will develop observation and drawing skills from Beginning Drawing, as well as learning more about Linear Perspective and Exaggerated Perspective. We will learn to blend and use colored pencils.

In sketchbooks, we will learn about master artists and practice their mark-making, incorporating new techniques into the development of our own artistic voice. There will be an emphasis on student artists taking and composing their own reference images, responding to a topic, and reflecting on their creative process in writing.

- Pre-requisite: Beginning Drawing

### **BEGINNING PAINTING**

1 semester, ½ credit

This basic studio course includes techniques such as blending, layering, and the traditional use of several types of paint. We study classical and contemporary painting, nourishing students' individual creativity as they learn painting concepts and styles. A field trip to the Columbus Museum of Art will encourage lifelong learning in the arts as students learn the value of art.

## **ADVANCED PAINTING**

1 semester, ½ credit

Students will build skills in traditional, experimental media and forms that were introduced in the beginning painting class. They will use watercolor, acrylics, and mixed media while keeping in mind the principles of design. Students will learn a continuing study of art history, theory, and critical review. Fresh approaches will begin to secure the student's AP portfolio. Museum visit included.

- Pre-requisite: Beginning Painting

## **ADVANCED PLACEMENT ART**

2 semesters, 1 credit - This course is weighted

An exceptional opportunity to apply understanding of Elements of Art and Principles of Design, art skills, and critical thinking in the development of a portfolio, based on the student's interest. Students will learn the value of the Investigative Process, asking questions, researching, recording ideas, problem solving, and using all these to inform their creation of artwork. They will grow in decision-making, assessing visual problems, communicating in a visual language, and learning to give and receive feedback, participating in a creative community. There is a heavy emphasis on critique, and reflection in writing about their creative process, revisions made, and consideration to where their investigation will lead them next. By the end of the term, students should have 15 images to submit as a Sustained Investigation portfolio, plus 5 images of Selected Works, for possible college credit.

- Pre-requisites: Beginning and Advanced Drawing, Beginning and Advanced Painting, along with permission of instructor. Open to juniors and seniors only.
- *Special Note: Students enrolled in any Advanced Placement course will be required to take the AP exam at the end of the semester. The AP exam fee will be placed on the student's FACTS account.*

## **DIGITAL ART**

### **\*Explore Course**

1 semester, ½ credit

In this class, we will explore creativity through the medium of technology. The course includes real-life situations such as graphic design, animation, and visual culture. We will partner with outside resources to create products that can be utilized by our partners.



## **DESIGN THINKING (AKA 2D DESIGN)**

### **\*Explore Course**

1 semester, ½ credit

Students will learn about the organizational elements of 2D composition, applying them in real-world design challenges through research, experimentation, revision, and reflection. Students will be inspired by artists working in a variety of creative careers and learn how they realize their artistic vision and market their work. Students will gain experience in a variety of art mediums and techniques, including printmaking processes and applications.

## **INNOVATION AND DESIGN (AKA 3D DESIGN)**

### **\*Explore Course**

1 semester, ½ credit

Explores 3D Design course will approach art making in practical, relevant, real-life circumstances. This course includes situations in product design and implementation. We will partner with outside resources to create products that are utilized in various arts centered vocations.

- Pre-requisite: Successful completion of design thinking.

## **CERAMICS: 1, 2, AND INDEPENDENT**

1 semester, ½ credit

Students will enjoy this class if they like to build and create with clay. Techniques learned will include building stoneware pieces by hand and throwing on the potter's wheel. Students in Ceramics II will continue to develop the techniques learned in Ceramics I. Students will develop skill in hand building processes, throwing, and trimming pieces on the potter's wheel. Students in Independent Ceramics will develop advanced hand building and throwing processes. Assignments include large pieces, lids, handles, surface texture and attachments, and a teapot with accompanying pieces. Students will develop all pieces for display and competitions. Students will gain knowledge about running the clay studio, maintaining ceramic supplies and equipment, and teaching their peers.

## LANGUAGE ARTS, REQUIRED COURSES

### **ENGLISH 9 – Survey and Composition**

2 semesters, 1 credit

English 9 provides a foundation for the study of literature and composition. Through the study of a variety of types of literature, such as plays and fiction and nonfiction works, the student will develop knowledge of the terms and techniques needed to analyze literature. The course will further serve as a workshop to develop more sophisticated vocabulary and writing skills required throughout high school and college. Emphasis is placed on writing as a process as well as collaboration and critical thinking.

### **ENGLISH 10 – World Literature and Composition**

2 semesters, 1 credit

English 10 trains students to engage complex ideas with precise vocabulary, convincing arguments, and clean writing. These skills will be cultivated through the study of literature: novels, short stories, poems, dramas, and myths from authors around the world. Through year-long practice, students will fortify strong foundations of grammar and vocabulary, enabling them to construct clear, graceful sentences in four genres of writing: literary analysis, persuasion, personal essay, and a major research paper

### **ENGLISH 11 – American Literature and Composition**

2 semesters, 1 credit

The English 11 course is designed to provide juniors with a chronological, systematic study of American Literature, involving close reading of literature, intensive writing and revising, critical thinking, and the discussion of literature. The course involves the analysis of works of poetry, prose, short stories, novels, and drama. Students in English 11 will develop their abilities to analyze literature and the philosophical mindset of the authors, in conjunction with a brief overview of historical eras and philosophies (e.g., Transcendentalism, Realism, Naturalism). Advanced grammar topics will be presented, especially in view of usage in student writing and literary devices; a study of vocabulary from Greek roots and prefixes; and numerous in-depth writing exercises that will include researched critical analyses involving secondary sources.

## **ADVANCED PLACEMENT LITERATURE & COMPOSITION English 11**

2 semesters, 1 credit - This course is weighted

The AP English Literature and Composition course is designed to provide students with a detailed, chronological overview of American Literature, and, in the process, to encourage them to question authorial craft and purpose through the discussion of challenging works of poetry, prose, nonfiction, satire, short stories, novels, and drama. This particularly rigorous, college-level course is also intended to enable students to become skilled in composing for different audiences and purposes; in identifying literary structures and conventions; in using effective diction, varied sentence structure and correct grammatical form; and in mastering stylistic rhetorical devices while analyzing great literature. The course also includes the review of grammatical concepts and a wide range of literary devices each week.

*Students enrolled in any Advanced Placement course will be required to take the AP exam at the end of the semester. The AP exam fee will be placed on the student's FACTS account.*

- Recommended for: Juniors desiring to take the course must have advanced reading and writing skills, and should be ready for challenging reading material, critical analysis, and a grasp of abstract thought.
- Pre-requisites: An A in English 10 or instructor permission.

## **ENGLISH 12 – British Literature and Composition**

2 semesters, 1 credit

The purpose of English 12 is to develop the ability to read, think, and write critically. The seniors will read literary genres from British and world literature and will be expected to comprehend and engage the content and themes of those works through critical analysis. They will hone their skills at clear and effective written communication and be expected to take notes, annotate sources, and build well-supported arguments on a variety of topics. Upon completion of the course, students should be able to summarize, analyze, synthesize, and evaluate sources proficiently. Vocabulary development, research skills, oral presentations, and outside independent reading a significant part of the curriculum as well.

## **ADVANCED PLACEMENT LANGUAGE & COMPOSITION English 12**

2 semesters, 1 credit - This course is weighted

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. College Course Equivalent: The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum.

*Students enrolled in any Advanced Placement course will be required to take the AP exam at the end of the semester. The AP exam fee will be placed on the student's FACTS account.*

- Pre-requisites: There are no prerequisite courses for AP English Language and Composition. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.

## LANGUAGE ARTS, ELECTIVE COURSES

### SENIOR WRITING LAB

1 semester, ½ credit

Senior Writing Lab is a course designed to provide students with additional writing skills specifically for the college admissions process. We will spend time developing voice, purpose, and precision in assigned essays along with refining grammar and revision skills. While students will receive direct instruction, there will also be time allotted for writing and workshoping with the instructor and peers. Students will be required to complete all essays for the Common Application as a part of the course.

### CREATIVE WRITING

1 semester, ½ credit

This is a course for any student who is interested in developing writing skills in creative expression. Throughout the semester we will dissect poetry, fiction, and creative non-fiction exemplars to discover the building blocks of great creative writing. Using those exemplars as models, students will then complete a portfolio of multiple types of creative writing as a final project. Students will also participate in a workshop environment, receiving feedback from peers and the instructor. If you “dabble” in poetry, want to write a book one day, or just love writing, consider expanding your skills with this course.

### STORY IN FILM

1 semester, ½ credit

In this class, students will learn to “read” movies on a deeper level, developing a literacy for visual stories and the ways filmmakers make meaning. Trained in close reading skills, members of this course will develop a critical awareness of how visual storytelling can shape their thinking and beliefs, equipping them to be discerning viewers who watch movies with an active mind. This is not a *filmmaking* class. We will discuss how film techniques inform the language of story, but there will be no instruction on how to *do* the technical tasks of editing, directing, screenwriting, etc.

- Pre-requisites: open to juniors or seniors only.
- *Special Note: This is not a course where we simply sit around and watch movies. Students will be asked to engage in an intellectually rigorous process that requires critical thought and active discussion.*

## **GRAMMAR FOR THE COLLEGE BOUND**

1 semester, ½ credit

This course sets out to teach successful usage of the English language. In this course we will examine language at the word and sentence level. We will begin with basics of grammar— pronoun usage, verb forms, punctuation, apostrophe use, adverb, and adjective distinction. We will move forward from grammar basics to look at structuring effective sentences, exploring the possibilities as we master phrases and clauses and their relationships to each other and the ideas they are carrying.

## **LIVE BROADCASTING & PRODUCTION**

1 semester, ½ credit

This course will focus on all aspects of live production, from the pre-planning stages to execution of the broadcast. Students will develop the ability to adapt to a variety of broadcast venues by applying critical thinking through logistical analysis. This course is designed as a “hands-on” experience in the fast-paced world of live broadcasting using state-of-the-art technology. Broadcasting venues may include the daily broadcast of channel 3’s “Wake UP WC!,” school concerts, breaking news reports, sporting events, and graduation.

- Special Note: This course is offered as a semester class, but students desiring to further develop their skills, may repeat the class for additional credit.

## **YEARBOOK**

2 semesters, 1 credit

The yearbook staff is responsible for the production and organization of the Worthington Christian High School's annual yearbook. This course requires highly motivated students who are capable and willing to work on a team to create the yearbook. Each student is responsible to work on a project team and will be evaluated corporately, as well as individually.

- Recommended for: Yearbook is open to sophomores, juniors, and seniors. Class size is limited.

## **INTRODUCTION TO SPEECH**

1 semester, ½ credit

This course is designed to teach students how to deliver an effective speech and learn the basic types of public speaking. Successful communication skills are required in nearly every profession and are often the determining factor in career advancement. Learning effective verbal and non-verbal communication skills will give students the poise, confidence, and skills they need to be able to communicate effectively both in and out of school. Students will begin with basic exercises to minimize anxiety and will then move on to shorter, informative speeches.

## MATHEMATICS

4 credits of Math are required for graduation

The following is the recommended sequence of math courses for college entrance:

<b>WHEN ALGEBRA I IS TAKEN IN 9<sup>TH</sup> GRADE</b>		
Year	Option 1	Option 2
9	Algebra I	Algebra I
10	Geometry	Geometry
11	Algebra II	Algebra II
12	Pre-Calculus & Trigonometry (Honors or CCP optional)	College Algebra & Stats

<b>WHEN ALGEBRA I IS TAKEN IN 8<sup>TH</sup> GRADE</b>		
Year	Option 1	Option 2
9	Geometry	Geometry
10	Algebra II	Algebra II
11	Honors Pre-Calculus/Trigonometry	Pre-Calculus/Trigonometry (Honors or CCP optional)
12	AP Calculus	College Algebra/Stats

### **ALGEBRA I**

2 semesters, 1 credit

The emphasis in Algebra I is the structure of algebra, vocabulary, algebraic procedures and techniques, and the development of problem-solving skills and strategies. Areas of study include solving and graphing equations which are linear, quadratic, exponential and rational. Students will work with systems of equations, polynomials, properties of exponents, and data analysis.

- Pre-requisites: At least a C in Pre-Algebra.
- Special Note: This course is required for graduation by the state of Ohio.

## GEOMETRY

2 semesters, 1 credit

The emphasis of plane (Euclidean) geometry at WCHS is to assist the student in developing strong thinking skills. The course integrates standard, coordinate, and transformational approaches to the study of geometry, reinforces and extends knowledge of algebra, and carefully develops an understanding of proof.

- Pre-requisites: At least a C in Algebra I.

## ALGEBRA II

2 semesters, 1 credit

This is the traditional one-year track of Algebra II. Algebra II emphasizes facility with quadratic forms, powers, roots, and the functions based on these concepts. Students study exponential, logarithmic, polynomial, rational, and other types of functions as tools for modeling real-world situations. It will cover conic sections, data analysis and statistics, counting methods and probability, sequences and series, and trigonometric ratios and function.

- Pre-requisites: At least a C in Geometry.

## HONORS PRE-CALCULUS AND TRIGONOMETRY

2 semester, 1 credit - This class is weighted

Pre-calculus at WCHS contains most of the material that a student would encounter in a college level pre-calculus course and is an excellent course to take in preparation for Calculus. Pre-calculus is a major step up from Algebra II in math concept and expectation. Students who approach Pre-calculus with the same level of intensity that they approached Algebra II may see a decrease in their grade. This course integrates statistical, algebraic, and trigonometric concepts through work with functions. Students are taught to display, describe, transform, and interpret numerical information in tables, graphs, or equations. Pre-calculus is an excellent course to take just prior to taking the ACT or SAT tests as most of the topics covered on those tests are dealt with in Pre-calculus Success lies in recognizing what concept is needed and then applying it correctly.

- Pre-requisites: At least a C in Algebra II.
- **Special Note: This course is required pre-requisite for students planning to take AP Calculus.**



## ADVANCED PLACEMENT CALCULUS

1 period – 2 semesters

1 credit, This class is weighted

AP Calculus contains most of the material that a college student would encounter in Calculus & Analytic Geometry I & II (Differential and Integral Calculus). This course is intended for students who have a thorough knowledge of college preparatory mathematics; including algebra, geometry, pre-calculus, and trigonometry. Topics include limits, differentiation with applications, calculus applications of exponential and logarithmic functions, and integration with applications. Students enrolled in this course are encouraged to be taking Physics simultaneously.

- Pre-requisites: At least a B in Honors Pre-Calculus and Trigonometry. CCP Pre-Calculus and Trigonometry does meet this pre-requisite.
- *Special Note: Students enrolled in any Advanced Placement course will be required to take the AP exam at the end of the semester. The AP exam fee will be placed on the student's FACTS account.*

## INTRODUCTION TO STATISTICS

1 semester,  $\frac{1}{2}$  credit

Introduction to Statistics is an introductory course in basic statistical procedures. Statistics affect every area of life, including politics, medicine, business, and behavioral sciences. There is no limit to the use of statistics. In this course students will learn statistical methods with the focus on both the suitability of the method and the meaning of the result. Most of the methods are developed in the context of applications throughout the course, critical thinking will be emphasized to lead to proper analysis and interpretation. Topics covered include organizing data, measures of central tendency, variation, normal distributions, sampling distributions, estimation, hypothesis testing, and correlation and regression. Most colleges require students to take a course in statistics.

- Recommended for: This course will provide a good foundation for stats at the college level. Students are encouraged to take this course even if they have already met their math graduation requirement.
- Pre-requisites: Algebra II and junior or senior status.

## COLLEGE ALGEBRA

1 semester,  $\frac{1}{2}$  credit

College Algebra (one semester) at WCHS contains most of the material that a college student would encounter in a college algebra course. This course is a continuation of the study of functions as introduced in Algebra II. Students will graph and analyze quadratic, higher degree polynomial, power, piecewise, rational, exponential, and logarithmic functions. The function concept is applied to solving related equations and inequalities and applications regarding these types of functions. Additional topics include complex numbers, matrices, and determinants, counting and probability, sequences and series, and conic sections.

- Recommended for: This course is designed for those students who have completed Algebra II by their junior year and who want/need another math course their senior year, but do not want to take Pre-calculus or AP Calculus.
  - Pre-requisites: Algebra II and junior or senior status.

## PHYSICAL EDUCATION AND HEALTH, REQUIRED COURSES

Physical Education and Health are required for graduation

### HEALTH: MENS, WOMENS

1 semester, ½ credit

Health is a course designed to better equip students to live a life of physical, mental, emotional, and spiritual wellness. This course will promote a better understanding of how the human body functions, as well as teach the cause-and-effect relationship between lifestyle and health.

### PHYSICAL EDUCATION

1 semesters, ¼ credit

This course is designed to help the student embrace the skills necessary to achieve health and fitness for a lifetime. A major emphasis will be placed on physical fitness, cooperative and leadership skills, team and individual sports, and cardiovascular activities. Lifetime wellness skills include the development of techniques and coordination of mind and body necessary for participation in recreation and sports activities such as fitness, team handball, flag football, soccer, badminton, and basketball.

*College credit plus may not be used to meet the Physical Education requirement.*

### Physical Education Waiver

*In accordance with Ohio Law, SB311, the one-half unit of physical education credit requirement will be waived for any student who, during high school grades 9-12, has participated in WCHS interscholastic athletics, including cheerleading, for at least two full seasons. Students meeting this requirement will not be required to complete any physical education course as a condition to graduate. However, the student shall be required to complete one-half unit consisting of at least sixty hours of instruction, in another course of study. In other words, the total number of credits required for graduation from Worthington Christian School will not be lowered by one-half credit for any student who qualifies for this physical education waiver.*

## PHYSICAL EDUCATION AND HEALTH, ELECTIVE COURSES

*Two semesters of PE electives will fulfill the ½ credit of Physical Education required for graduation. College credit plus may not be used to meet the Physical Education requirement. PE classes may not count towards the 5 elective credits required for graduation.*

### **WEIGHT TRAINING**

1 semester, ¼ credit

This is a co-ed course that will focus on weight room safety, lifting technique, and workout routines. Each student will develop a personal workout plan. Athletes participating in school sports will still be required to meet the requirements of the course.

### **STRENGTH & CONDITIONING**

1 semester, ¼ credit

This course will be designed for performance enhancement and strength in athletic pursuits. The class is designed for any in-season athlete to be able to get strength training in without missing practice times or games. This course and others like it are being taught at other schools and it not only will teach athletes how to properly lift but it will prepare them for their athletic seasons. Unlike our current Weightlifting class this will be for experienced athletes or for anyone that has lifted before.

### **WOMENS HEALTH 2 (Not offered 2023-2024)**

1 semester, ½ credit

This class is designed for girls who have taken the required high school health course and would like to have a deeper understanding of the many topics that were covered. Additionally, this class is beneficial to girls who would like to go into a health-related field in the future and would like to advance their knowledge.

- Pre-requisites: Health
- Special Note: This is a health elective and will not fulfill the PE requirement.

### **FITNESS AND NUTRITION (Not offered 2023-2024)**

1 semester, ¼ credit

This course focus on in-depth aspects of both fitness and nutrition. We will apply basic principles for physical activity and eating for optimal health to promote overall wellness. Students will be required to participate in regular fitness and nutrition labs throughout the semester.

## SCIENCE

*3 credits of science are required for graduation*

The following is the recommended sequence of science courses for college entrance:

CLASS OF 2022 & ABOVE	
Grade	Course
9	Biology
10	Chemistry Honors Chemistry
11/12	Anatomy & Physiology Honors Anatomy & Physiology Physics AP Chemistry AP Biology AP Biology Environmental Science

### **BIOLOGY**

2 semesters, 1 credit

General Biology is a comprehensive study of life and its origins in light of God's Word. Many relevant topics will be covered in this college preparatory course such as the scientific method, cytology, genetics, biochemistry, bacteria and viruses, microscopy, plants, animals, and ecology. Lab work, including dissections, will relate to all the major phylum of life and major processes of life.

### **GENERAL CHEMISTRY**

2 semesters, 1 credit

General Chemistry is a fascinating course that examines how chemistry affects our daily lives. Our study will focus on the following: materials, air, petroleum, water, industry, and nuclear reactions. Our aim is to develop chemistry-literate and science-literate citizens by developing lab skills, and participating in decision making activities crucial to everyday living. Students will be expected to think critically and solve problems creatively.

- Pre-requisites: Biology, completed or concurrently enrolled in Algebra I.

## **HONORS CHEMISTRY**

2 semesters, 1 credit - This class is weighted

Honors Chemistry is designed to prepare students for college chemistry through an inquiry-based approach. Students will explore units focused on: materials, air, petroleum, water, industry, and nuclear reactions. Our aim is to develop chemistry-literate and science-literate citizens by developing lab skills and participating in decision-making activities crucial to everyday living. Students will be expected to think critically and solve problems creatively. There will be an emphasis on developing science communication skills which include formal lab reports and a variety of projects.

- Recommended for: This course is highly recommended for any student interested in sciences, engineering, or the medical field. Any student planning to take AP Chemistry.
- Pre-requisites: At least a B average in Biology and at least a B average in previous math courses. Completed or concurrently enrolled in Geometry. If student does not meet these requirements, instructor permission is required to enroll.

## UPPER-LEVEL SCIENCE COURSES

### **ANATOMY AND PHYSIOLOGY**

2 semesters, 1 credit

Anatomy and Physiology is a college prep course designed to introduce the student to the systems of the human body. The integumentary, skeletal, endocrine, circulatory, digestive, muscular, nervous, lymphatic, respiratory, urinary, and reproductive systems will be studied. Laboratory work will include respiratory, pulse and blood pressure readings, along with a detailed dissection of a fetal pig, cat, sheep heart, and calf brain. Recommended for any student pursuing a degree in a health field.

- Pre-requisite: Biology

### **ENVIRONMENTAL SCIENCE**

2 semesters, 1 credit

This year-long class would cover concepts found in an Environmental Science curriculum, all centered around our calling to be stewards of the Creation. Environmental Science looks into how man impacts the created world and attempts to offer up solutions to problems. This class is research based, activity based, with a real - world emphasis. Units planned so far are 1. What is Environmental Science, 2. Interactions within the Biosphere, 3. Pollution, 4. Climate Change, 5. Agroecology and Food Systems, and more.

- Pre-requisites: Open to students in grade 10-12.

### **HONORS ANATOMY AND PHYSIOLOGY**

2 semesters, 1 credit - This class is weighted

Honors Anatomy and Physiology is designed for the student who is interested in pursuing a science or medical major in college. The course will be taught at a greater depth and move at a greater pace than will the regular Anatomy and Physiology class. The human integumentary, skeletal, endocrine, circulatory, digestive, muscular, nervous, lymphatic, urinary, respiratory, and reproductive systems will be studied. Laboratory work will include respiratory, pulse and blood pressure readings, along with a detailed dissection of a fetal pig, cat, sheep heart, and calf brain. This course also includes a cadaver lab experience and a tour of the Wexner Medical Center. Any student pursuing a degree in a health field, including but not limited to medicine, nursing, physician assistance, physical therapy, athletic training, and veterinary medicine.

- Pre-requisites: An A in Biology. Priority will be given to seniors requesting this course.

## **ADVANCED PLACEMENT BIOLOGY**

2 semesters, 1 credit - This class is weighted

AP Biology provides willing and academically prepared students with the opportunity to tackle content equivalent to the general biology course taken during the first college year. This course concludes with the completion of the AP Biology exam. The AP Biology course focuses on constructing enduring, conceptual understandings of biological concepts. This knowledge is obtained through laboratory experiences that enable the student to develop advanced inquiry and reasoning skills. This course is structured around the four big ideas and seven science practices identified in the AP Curriculum Framework.

- Pre-requisites: At least a B+ average in both Biology and Honors Chemistry or A/A- in General Chemistry. If student does not meet these requirements, instructor permission is required to enroll. *Special Note: Students enrolled in any Advanced Placement course will be required to take the AP exam at the end of the semester. The AP exam fee will be placed on the student's FACTS account.*

## **ADVANCED PLACEMENT CHEMISTRY**

2 semesters, 1 credit - This class is weighted

AP Chemistry provides willing and academically prepared students with the opportunity to tackle content equivalent to the general chemistry course taken during the first college year. This course concludes with the completion of the AP Chemistry exam. The AP Chemistry course focuses on constructing enduring, conceptual understandings of chemical concepts. This knowledge is obtained through laboratory experiences that enable the student to develop advanced inquiry and reasoning skills. This course is structured around the six big ideas and seven science practices identified in the AP Curriculum Framework.

- Pre-requisites: At least a B+ average in both Biology and Honors Chemistry. If a student does not meet these requirements, instructor permission is required to enroll.
- *Special Note: Students enrolled in any Advanced Placement course will be required to take the AP exam at the end of the semester. The AP exam fee will be placed on the student's FACTS account.*

## **GENERAL PHYSICS**

2 semesters, 1 credit

Physics is an exploratory course that examines how motion and energy interact to produce the activity of our world. An inquiry-based, hands-on approach will be utilized, and students will perform a number of laboratory experiments. Students will study motion, forces, energy, momentum, rotation, waves, sound, light, and electricity. Heavy emphasis is placed on developing a deep conceptual understanding of fundamental physics concepts.

- Recommended for: This course is for the college-bound student who is not planning on majoring in a science, engineering, or medical field.
- Pre-requisites: Completed or concurrently enrolled in Chemistry or Algebra 2.

## **ADVANCED PLACEMENT PHYSICS**

2 semesters, 1 credit - This class is weighted

AP Physics is equivalent to the 1st semester of an algebra-based college physics course. Heavy emphasis is placed on developing a deep conceptual understanding of fundamental physics concepts. Students will study motion, vectors, forces, energy, momentum, rotation, waves, sound, and electricity. An inquiry-based, hands-on approach will be utilized, and students will perform a number of laboratory experiments. Students taking AP Physics must be self-motivated and have a strong work ethic. A strong math background is required and although Calculus is not required, any student enrolled in Calculus should strongly consider enrolling in AP physics as well, as the two courses complement each other.

- Pre-requisites: At least a B average in Chemistry. At least a B average in previous math courses. Must have completed or be currently enrolled in Pre-calculus. If student does not meet these requirements, instructor permission is required to enroll.

## **HONORS SCIENTIFIC RESEARCH**

2 semesters, 1 credit – This class is weighted.

Inquiry-driven course that tackles real-world questions in a research setting. Emphasis on experimental design, data analysis, connecting with scientists in the field, and culminating in creation of an informative display summarizing findings.



## SOCIAL STUDIES, REQUIRED COURSES

*3 credits of Social Studies are required for graduation. This includes half credit courses for World History, US History, and Government. The remaining credit may be from any combination of elective courses in the discipline.*

### WORLD HISTORY

#### WESTERN WORLD HISTORY

1 semester, ½ credit

Western World History will be a survey course tracing the development of Western Culture and civilization from pre-historical era of the Fertile Crescent to the growth of the Arabic Empires; and the interaction of pre-modern Europe with North Africa and Central Asia. Special attention is paid to the cultures and civilizations of Sumeria, Egypt, Persia and Assyria, Greece, Rome, Byzantium, and the Islamic Dynasties. Themes will include the impact of geography on culture, the impact of religious belief and philosophy on history, the interaction between societies leading to technological advancement, and the impact of ancient and pre-modern world on the trajectory of modern society. When coming to the close of each society and culture we will take a brief look at the current socio-economic status of that area of the world.

#### NON-WESTERN WORLD HISTORY

1 semester, ½ credit

Non-Western World History will focus primarily on the continents of Asia, Africa, and South America. The approach for this course is to explore the historical interaction between human beings and the following 3 key themes: the environment, other humans, and ideas. Students will examine both textbook and primary source readings, engage in class discussions, and encounter Current Events through presentations and simulations.

#### MODERN EUROPEAN HISTORY: COLONIZATION AND EMPIRE

1 semester, ½ credit

Modern European History will begin with the early signs of development of the modern nation state found in the High Middle Ages. With the roots of nation and state firmly under foot, we will move into the era of Renaissance, Reformation, and Exploration. As modern nation state spills over into modern empire, we will study colonization around the globe along with the clash of empires wherever they are competing over resources and prestige. With the Enlightenment Era as our backdrop, we will see a revolutionary shift in form and function for governments all over the world. Competition in the corners of the world will come to roost in Europe with the onset of the Modern Era. Modern ideologies will lead us toward watershed moments in history and the coming of the First and Second World War.

- **Special Note: This course will function as a pre-requisite for students planning to take AP US History.**

## US HISTORY

A ½ credit of US History is required for graduation

### **US HISTORY: GILDED AGE TO WORLD WAR II (1878-1945)**

1 semester, ½ credit

This course leads students on an in-depth tour of the American rise to dominance on the world stage. It begins with the emergence of industrialization, imperialism in the American psyche, and the morality of the spirit of expansion and opulence that pervades the period. The class then tracks American efforts to navigate the increasingly splintered global political landscape that ultimately devolves into World War I. The ensuing boom and bust of the Roaring Twenties followed by the Great Depression add another chapter to the American story – one that will allow us to examine the motivations of American citizens in both civil service and crime. The American policy of isolationism and eventual entry into World War II rounds out the curriculum as students witness the gravitas in the lives of the Greatest Generation.

- *Special Note: This course is recommended for sophomores, juniors, & seniors.*

### **US HISTORY: COLD WAR TO COUNTER-TERRORISM (1946-2011)**

1 semester, ½ credit

This course follows the history of America from the end of WWII through the War on Terrorism. The course begins as the US sweeps onto the international stage as one of the two global superpowers at the dawn of the nuclear age. The resulting struggle for power and influence between the US and the Soviet Union define the next 40 years of history. The course will examine the slew of proxy wars between the two nations as they sponsor groups in Korea, Vietnam, Afghanistan, and other locales. The course will also explore the struggles of the US within its own borders as minorities and women fight for equal rights. After the fall of Communism, this class tracks the origins of the terrorist movement against the United States up to September 11, 2001 and beyond.

- *Special Note: This course is recommended for sophomores, juniors, & seniors.*

## **ADVANCED PLACEMENT UNITED STATES HISTORY**

2 semesters, 1 credit - This class is weighted

AP United States History gives students the opportunity to study college-level United States history and is designed to encourage students to think conceptually about the American past. Going beyond names, dates, and places, students will be asked to think critically about the causes and effects of History. The class will make use of primary resources as it surveys United States History from its beginning phases through the end of the Cold War. An in-depth study of the timeline of the United States will expose History students to changes in this nation's culture, economy, and foreign policy. Students will develop their skill set of writing, research, synthesis, discussion, debate, and presentation.

- Pre-requisite: At least a B+ earned in Modern European History along with instructor permission. Open to sophomores, juniors, and seniors only.
- *Special Note: Students enrolled in any Advanced Placement course will be required to take the AP exam at the end of the semester. The AP exam fee will be placed on the student's FACTS account.*

## **GOVERNMENT – First Semester**

1 semester, ½ credit

This senior requirement is geared toward developing a critical Christian worldview. Its goal is to teach higher thinking skills and provide a basis for the believer's future as a student, professional, citizen, and parent. The topics of the course will be the five foundations of government and an introduction to various forms of civil government with an intense focus on American civil government. The student will also become familiar with the role of the government as it intervenes in a market system and the effect global economics will have on individuals, industries, and the government.

- *Special Note: Government is required for all seniors and fulfills the Ohio Department of Education's requirement for 1 Unit of American Government.*

## **ECONOMICS – Second Semester**

1 semester, ½ credit

Economics is geared toward educating the believer in the realm of economics. The goal is to teach the Christian the basic idea of frugality - that is, the saving or conservation of scarce resources in relation to God's world. The topics of the course will include introduction to economic principles and concepts, the Bible and economics, personal budget, and the elements of microeconomics and macroeconomics.

- *Special Note: Economics is required for all seniors and fulfills the Ohio Department of Education's requirement for 1 unit of Financial Literacy for graduating classes through 2025 (along with the .5 credit of required social studies). Beginning with graduating class of 2026 and beyond, Economics will no longer satisfy the ODE requirement. A student will need to have a separate Financial Literacy course worth .5 credit. WC is waiting on further clarification from the ODE on the course requirements; once those are available, we will communicate how this course will be offered to the graduating classes the requirement affects.*

## SOCIAL STUDIES, ELECTIVE COURSES

*The courses listed below will count towards the 3 Social Studies credits needed for graduation.*

### **AMERICAN CULTURE**

1 semester, ½ credit

This course discusses various influences that have shaped American culture as we experience it. The depth of these influences, their positive and negative aspects, and the Christian response to such cultural developments will be analyzed. To examine the culture, students will examine artifacts (literature, essays, fine art, popular art, podcasts, documentaries), deciphering the themes and values that interact with one another to form a broad and deep narrative of America. Students are expected to engage the material as investigators of culture, sharing their findings with one another and ultimately creating an artifact of their own to illustrate what it means to live in American Culture.

- Pre-requisite: At least 1 semester (.5 credit) of a high school level U.S. History course.

### **GLOBAL GEOGRAPHY**

1 semester, ½ credit

This course is an overview of the various cultural, political, economic, and physical regions of the world. The study will also include the influence of shifting demographic and socio-political trends upon various regions of the world, as well as the impact of global missions upon societies today.

# WORLD LANGUAGES

## FRENCH

### **FRENCH 1**

2 semesters, 1 credit

This course teaches basic language patterns and vocabulary of French by using large quantities of compelling and comprehensible input. Emphasis is on language acquisition through listening and eventually reading. Materials are largely developed from students' lives and interests in the form of short, repetitive stories created in class. Additional sources for comprehensible input include video clips, images, cultural topics, comprehension-based readers, and current events. Class participation is crucial, but homework is minimal as the learning occurs in the classroom. Assessment is based in this first year almost exclusively on comprehension of input (listening and reading) with a move toward output (writing and lastly, speaking) by the last quarter.

### **FRENCH 2**

2 semesters, 1 credit

French 2 builds on and extends the work accomplished in French 1. Stories incorporate more complex sentence structures and various verb tenses. More direct explanations of grammar help students to grasp structures, but the emphasis remains on acquiring French rather than learning about French. Cultural topics will include francophone peoples outside of Europe. All four components of language acquisition are developed: listening, reading, writing, and speaking. Assessments are still weighted toward comprehension of input as primary and competency of output as secondary. Class participation is again critical to success in the course, and homework is minimal.

- Pre-requisite: At least a C in French 1

### **FRENCH 3**

2 semesters, 1 credit

French 3 continues an emphasis on comprehensible input but begins to develop greater facility in output. Students will again create stories, share their interests; narrate interesting video shorts; and read leveled, comprehension-based novels. Students will also more directly study grammar, begin to read more complex information texts, analyze French poetry and popular French music, and read authentic beginner novels and adapted versions of French classic literature. Assessment will continue to be based on competencies in listening, reading, writing, and speaking.

- Pre-requisite: At least a C+ in French 2

## **FRENCH 4**

2 semesters, 1 credit

French 4 is often combined with French 5 and teaches a 2-year cycle of curriculum using comprehensible resources from genres such as literature, video shorts, francophone music. Emphasis on input is maintained but increasing amounts of output are achieved as students become significantly more comfortable speaking and writing. Grammar is more directly taught and in a rotating cycle students read Tin Tin books, Le Petit Prince, and an adaptation of Les Misérables. Cultural explorations extend to non-European francophone countries. Assessment of listening, reading, writing, and speaking is performed at the fourth-year level.

- Pre-requisite: At least a C+ in French 3

## **FRENCH 5**

2 semesters, 1 credit

French 5 is often combined with French 4 and teaches a 2-year cycle of curriculum using comprehensible resources from genres such as literature, video shorts, francophone music. Emphasis on input is maintained but increasing amounts of output are achieved as students become significantly more comfortable speaking and writing. Grammar is more directly taught and in a rotating cycle students read Tin Tin books, Le Petit Prince, and an adaptation of Les Misérables. Cultural explorations extend to non-European francophone countries. Assessment of listening, reading, writing, and speaking is performed at the fifth-year level.

- Pre-requisite: At least a C+ in French 4

## SPANISH

### **SPANISH 1**

2 semesters, 1 credit

Spanish level 1 is an entry level, proficiency-forward language course. Spanish I students will use interpretive (Reading and Listening), presentational (Speaking and Writing), and interpersonal skills in the classroom both for practice and assessment.

### **SPANISH 2**

2 semesters, 1 credit

In Spanish 2, the course will implement the Ohio Department of Education (ODE) new World Language program based on Proficiency in the State of Ohio. The model is based on standards of ACTFL (American Council of the Teaching of Foreign Language). Students will be prepared in four basic skills - Reading, Writing, Speaking, and Listening in the Spanish language. These skills are essential to build pre-AP language skills.

- Pre-requisites: At least a C average in Spanish 1

### **SPANISH 3**

2 semesters, 1 credit

Spanish 3 will implement the Ohio Department of Education (ODE) new World Languages program for the State of Ohio based on Proficiency. The model is based on standards of ACTFL (American Council of the Teaching of Foreign Language). The student will be prepared in four basic skills - Reading, Writing, Speaking and Listening in the Spanish language. These skills are essential to build pre-AP language skills.

- Pre-requisites: At least a B in Spanish 2

### **SPANISH 4**

2 semesters, 1 credit

Spanish level 4 is a proficiency-forward language course for upper classmen. In Spanish IV, as Intermediate-Mid level communicators, students will use interpretive (Reading and Listening), presentational (Speaking and Writing), and interpersonal skills both for practice and assessment.

- Pre-requisites: At least a B in Spanish 3

### **ADVANCED PLACEMENT SPANISH 5**

2 semesters 1 credit, This class is weighted

This course will work to prepare students for the AP exam in Spanish Language. The course aims specifically at preparing the student for the national Advanced Placement Spanish Language and Culture Examination, focusing on six themes: Beauty and Aesthetics, Families and Communities, Global Challenges, Science and Technology, Contemporary Life, and Personal/Public Identities.

Students will listen to recordings from other countries through international radio and television, and they will go to the community and experience the language. The students will continue developing their Language Portfolio as presented by the Lingua Folio.

- Recommended for: AP Spanish is intended for serious, advanced students reaching the intermediate-high level and possibly advanced-low level of proficiency according to the national ACTFL (American Council of the Teaching of Foreign Language) standards.
- Pre-requisites: This class is available with permission from Spanish instructor(s).
- *Special Note: Students enrolled in any Advanced Placement course will be required to take the AP exam at the end of the semester. The AP exam fee will be placed on the student's FACTS account.*

## BIBLICAL HEBREW

### **BIBLICAL HEBREW I** *(Not offered in 2023-2024 school year)*

2 semesters, 1 credit

In this course, we will examine the elemental features of Biblical Hebrew – the language in which the Old Testament was penned. In particular, we will examine the Biblical Hebrew nominal system, the basics of the verbal system, and rudimentary syntax. Students will acquire basic proficiency in reading Biblical Hebrew by the end of this course.

### **BIBLICAL HEBREW II**

2 semesters, 1 credit

In this course, we will build on the foundation laid in Biblical Hebrew I. We will study the specifics of the Biblical Hebrew nominal system, the verbal system, and the Biblical Hebrew syntax. Students will acquire intermediate proficiency in reading Biblical Hebrew by the end of this course.

- Pre-requisite: Hebrew I



## MISCELLANEOUS ELECTIVE COURSES

### **STUDENT ASSISTANT**

1 semester,  $\frac{1}{4}$  credit

Opportunities exist for students to assist classroom, physical education, and school office personnel on a semester basis. Permission must be granted prior to the student changing their schedule. Students are to report to the designated teacher during the period.

- Special Note: This is a pass or fail course.

### **TEACHER SHADOWING**

3 periods each semester,  $\frac{1}{4}$ - $\frac{1}{2}$  credit

This is an opportunity open to senior students who are interested in teaching as a career. Students will be assigned to classes in preschool through sixth grade in our Worthington Christian school district. This course can be taken in one or both semesters. Different credit options are available depending on hours.

- Recommended for: Teacher shadow is available to seniors only
- Special Note: This is a pass or fail course.

### **INDEPENDENT STUDY**

$\frac{1}{4}$  credit,  $\frac{1}{2}$  credit,  $\frac{3}{4}$  credit, and 1 credit options based on hours

This course option is designed to give senior students the opportunity to earn credit through authentic field experience. Students who qualify must set up their own placements and must complete all assigned tasks to earn credit. Students can earn 0.25 credits for every 30 hours of participation. Qualifications:

- The student is a current senior who is entering his or her final semester of high school.
- The student has completed, or is currently enrolled in, all courses required for graduation at Worthington Christian School.
- The student is on track to have enough high school credits to graduate without taking this course.
- The student has a cumulative GPA of at least 2.5, a term GPA of at least a 2.5, with no failing grades, for his or her 12<sup>th</sup> grade, semester one report cards.
- The student earned a Community Life Grade (CLG) of B or higher on his or her 12<sup>th</sup> grade, semester one report card.

# EXPLORE COURSE PROGRAM

**Mission Statement:** The Explore program exists to provide unique and experiential learning opportunities for students. Course offerings allow students to learn through investigation and discovery within a wide range of educational and vocational interests. While each course may focus on a specific category, the foundation remains the same: Innovation and Real-World Experience. Students will be taken through a process which will allow them to create, problem solve, design, and develop high quality products, ideas, and plans over time. This will be done through a combination of classroom instruction, field experience, collaboration, and guidance.

**Pillars** (all Explore Program courses should include one or more):

- I. Designing curriculum, instruction, and opportunities based on student interest, ability, and skillset.
- II. Developing an educational cycle that involves:
  - The identification of a problem, area of improvement, and/or source of inspiration.
  - Idea generation
  - Collaboration
  - Incubation
  - Iteration
  - Presentation or implementation of final product or plan
- III. Developing projects that involve real-world components, product development, and/or community impact.
- IV. Developing partnerships with local businesses and organizations to expand access to resources, opportunities, and experts in the field.
- V. Nurturing innovation, creative thought, and a solution-oriented approach to a variety of academic, vocational, and social situations.
- VI. Facilitating opportunities for authentic field experience, field studies, research, and investigation.

## COLLEGE CREDIT PLUS

College Credit Plus (CCP) is a program that can be utilized by students in grades 7-12 in the State of Ohio. Please make an appointment with our Academic Advisor if your student has an interest in taking advantage of this program. *These courses are not available to request on the FACTS student portal.* Admission to CCP is based solely on the College/University's admission requirements, WC has no authority to make a determination regarding admissibility. Students and parents are given a guide to the CCP process and are fully responsible for the enrollment and meeting all deadlines. CCP should not be entered into lightly. Parents and students must understand that failure of a CCP course will result in the student being liable for tuition costs associated with the failed course(s). All final CCP grades will become a part of the students Worthington Christian School transcript. The teacher of a CCP course **may not** communicate with parents about student progress or student grades unless a release has been signed and is on file with the registrar of the university providing the course. Progress and grade reports will only be given to the student.

The following courses will be offered at Worthington Christian School and upon completion of this course, will be granted college credit from Mount Vernon Nazarene University (MVNU). Admission to CCP is based solely on the College/University's admission requirements, WCS has no authority to make a determination regarding admissibility

## LANGUAGE ARTS

### **COLLEGE WRITING (MVNU)**

1 semester, 1 high school credit

*This class is weighted*

This course focuses on the process and practice of scholarly research and writing and includes attention to formatting, modes of writing, grammar, and persuasion. While exploring issues within a prospective major, students will develop critical writing, reading, and thinking skills. On topics relevant to their prospective academic disciplines, students will engage in secondary research throughout the semester and develop thesis-driven essays and arguments from their research findings. In essence, they will learn how to do a scholarly literature review that properly gives credit to the research and published work of leaders in their prospective fields of study. Students will use documentation styles (APA or MLA) based on the publication preferences of their chosen fields. Documentation styles and research techniques will be driven by the subject matter, type of writing, and audience.

- Prerequisites: ACT English score of 19 or better, SAT Writing score of 450 or better, or a passing score on the English AccuPlacer exam. Must be completed prior to taking this course.

### **ENGAGING LITERATURE (MVNU)**

1 semester, 1 high school credit

*This class will be weighted.*

Engaging Literature explores pressing human questions through reading fiction, poetry, and drama. Discussing fiction is a pleasurable, powerful way to explore what you think because literature speaks to us as feelers, thinkers, and embodied persons responsive to beauty or justice. It slips under our radar and startles us in its effects. Sometimes we need to be startled to start thinking as Franz Kafka wrote, “A book must be an ice-axe to break the sea frozen inside us.” The course will explore a particular theme in literature – that collection of stories, sayings, poems, and dramas that has illuminated human experience for hundreds of years – which will provide us with crucial imaginative, verbal resources for examining urgent human/contemporary questions. Bring your queries, and let’s explore them together.

## MATHEMATICS

### **PRE-CALCULUS (MVNU)**

1 semester, 1 high school credit

*This class is weighted*

- Special Note: Honors Precalculus and Trigonometry is the pre-requisite for AP Calculus, students taking CCP may not take AP Calculus.

### **TRIGONOMETRY (MVNU)**

1 semester, 1 high school credit

*This class is weighted*

- Special Note: Honors Precalculus and Trigonometry is the pre-requisite for AP Calculus, students taking CCP may not take AP Calculus.

## SCHEDULING WORKSHEETS

### Electives Master List (Grades 9-12)

- Make sure to check the pre-requisites in the course descriptions.
- If you are interested in an elective that is not on the list below, please reach out to the Upper School office to discuss with an administrator or counselor.

Marriage and the Family	Comparative Religions	Reading CS Lewis	The Christian Life & Witness	Philosophy
Spanish 1-5	French 1-5	Biblical Hebrew 2	Daniel & the Prophets	Entrepreneurial Incubator
Personal Finance	Small Business Management	Accounting 2	Accounting 2	Engineering 1
Engineering 2	Cyber Security	Novice Programming	Intermediate Programming	Robotics 1
Robotics 2	Video Production	AP Computer Science	Piano Lab	Theater: Beginning Acting
Theater: History and Production	Choir (Women's, Men's or Mixed)	Jazz Band	Symphonic Band	Orchestra
Beginning Drawing	Advanced Drawing	Beginning Painting	Advanced Painting	AP Art
Digital Art	2D/Design Thinking	3D/Innovation & Design	Ceramics 1, 2 or Independent	Story in Film
Live Broadcasting & Production	Senior Writing Lab	Creative Writing	Story in Film	Grammar for the College Bound
Yearbook	Introduction to Speech	Weight Training	Women's Health	Men's Health
Strength Training & Conditioning	Physical Education	Internship Academy	Environmental Science	Scientific Research
Work Readiness	Teacher Shadowing	Student Assistant	Global Geography	American Culture

## 9<sup>th</sup> Grade

### Required Courses

- The following courses are yearlong courses and should be entered into both semesters into the chart below.

Bible 9	English 9	Math	Biology	Social Studies: World History/Geography
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### Recommended Electives

- The following courses are semester courses and should only be entered into one semester on the chart below.

Men's or Women's Health*	Any 2 PE Courses *+	Personal Finance*	Fine Arts/World Language
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\*Recommended to be taken before the end of your 10<sup>th</sup> grade year.

+ These courses can be replaced by the PE waiver that is earned when a student plays at least 2 seasons of a school sanctioned sport.

## 10<sup>th</sup> Grade

### Required Courses

- The following courses are year-long courses and should be entered into both semesters into the chart below.

Bible 10	English 10	Math	Chemistry or Honors Chemistry	Social Studies/APUSH
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### Recommended Electives

- The following courses are semester courses and should only be entered into one semester on the chart below.

Men's or Women's Health*	Any 2 PE Courses *+	Personal Finance*	Fine Arts/World Language
-----------------------------	---------------------	-------------------	-----------------------------

\*Recommended to be taken before the end of your 10<sup>th</sup> grade year.

+ These courses can be replaced by the PE waiver that is earned when a student plays at least 2 seasons of a school sanctioned sport.

## 11<sup>th</sup> Grade

### Required Courses

- The following courses are yearlong courses and should be entered into both semesters into the chart below.

Bible 11	English 11 or AP Literature and Composition	Math	Science*	Social Studies
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\*Choose from the list of Upper-Level Science courses found in the course descriptions.

### Recommended Electives

- The following courses are semester courses and should only be entered into one semester on the chart below.
- Remember 5 elective credits are needed for graduation. See graduation requirements at the beginning of this Academic Guide.

Men's or Women's Health*	Any 2 PE Courses *+	World Language/Fine Arts	Business/Tech, Bible
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\*If not already taken.

+ These courses can be replaced by the PE waiver that is earned when a student plays at least 2 seasons of a school sanctioned sport.

## 12<sup>th</sup> Grade

### Required Courses

- The following courses are year-long courses and should be entered into both semesters into the chart below.
- Check credits earned and needed to make sure you are on track for graduation. A copy of your transcript can be provided by the Registrar or Academic Counselor.

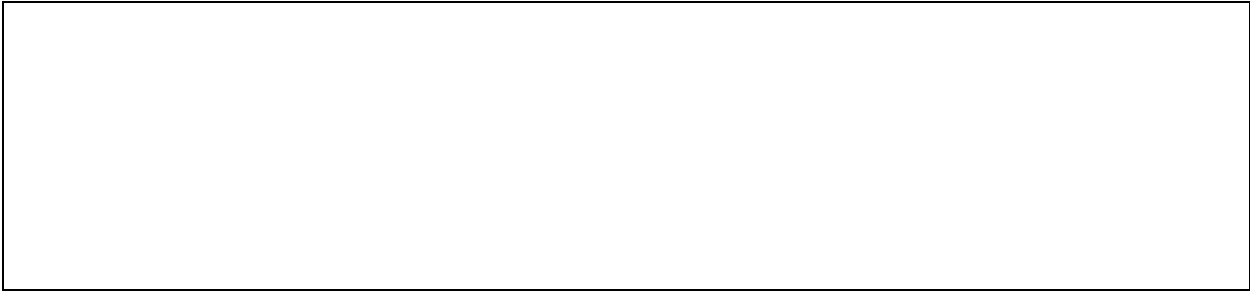
Bible 12	English 12 or AP Language and Composition	Math	Government and Economics
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### Schedule Chart

- The numbers below represent the available spots in a student's schedule.
- Insert study hall(s) as necessary. Maximum of 2 each semester. Enter Late Arrival and Early Release as necessary.
- CCP courses can be inserted as an instructional period (these courses must be registered for in conjunction with our Academic Counselor and the College/University)

Semester 1		Semester 2	
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	
8		8	





## Four Year Planning Guide:

*Middle School classes earning high school credit:*

\_\_\_\_\_ Total Credits Earned:  
\_\_\_\_\_  
\_\_\_\_\_

Summer Courses: \_\_\_\_\_

### **9<sup>th</sup> Grade**

Bible: \_\_\_\_\_ Total Credits Planned/Earned:  
English: \_\_\_\_\_  
Science: \_\_\_\_\_  
Math: \_\_\_\_\_  
Electives: \_\_\_\_\_  
\_\_\_\_\_

### **10<sup>th</sup> Grade**

Bible: \_\_\_\_\_ Total Credits Planned/Earned:  
English: \_\_\_\_\_  
Science: \_\_\_\_\_  
Math: \_\_\_\_\_  
Electives: \_\_\_\_\_  
\_\_\_\_\_

### **11<sup>th</sup> Grade**

Bible: \_\_\_\_\_ Total Credits Planned/Earned:  
English: \_\_\_\_\_  
Science: \_\_\_\_\_  
Math: \_\_\_\_\_  
Electives: \_\_\_\_\_  
\_\_\_\_\_

### **12<sup>th</sup> Grade**

Bible: \_\_\_\_\_ Total Credits Planned/Earned:  
English: \_\_\_\_\_  
Science: \_\_\_\_\_  
Math: \_\_\_\_\_  
Electives: \_\_\_\_\_  
\_\_\_\_\_