

**Grove City Christian  
Middle and High School  
Course and Requirement Guide**

2018-2019



**Grove City Christian School Mission Statement**

*“The mission of Grove City Christian School is to partner with Bible-believing families and their churches in providing the spiritual and academic foundation that cultivates, transforms and prepares students to be Christian leaders who impact their world.”*

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\*Course offerings at GCCS each year are determined by student interest and the availability of staff to teach each course.

## Graduation Requirements for 2014 and Beyond

### GCCS MINIMUM GRADUATION REQUIREMENTS

|  |   |
|--|---|
| Bible  | 1 credit for each year at GCCS                  |
| English  | 4 credits                                       |
| Foreign Language   | 2 credits in one language                       |
| Health   | ½ credit  |
| Mathematics<br>(Must include Algebra I, Geometry, & Algebra II)                | 4 credits                                       |
| *Physical Education  | ½ credit  |
| Science<br>(Must include Biology, Chemistry,<br>& Physics/**Physical Science)  | 3 credits                                       |
| Social Studies<br>(Must include Government,<br>US History, & ***World History) | 3 credits                                       |
| Additional Electives   | 3 credits (1 credit in Fine Arts or Technology) |
| <b>Minimum Credits Required</b>  | <b>24</b>                                       |

**Students must complete the State of Ohio economics and financial literacy requirement by taking a half credit course in either Economics or College & Career Planning.**

|   |                |    |
|---|----------------|----|
| <b>Community Service Hours Per Year</b> | Freshman.....  | 10 |
|   | Sophomore..... | 15 |
|   | Junior.....    | 20 |
|   | Senior.....    | 25 |
|   | Total          | 70 |

\*Student may complete 2 seasons of HS athletics, cheerleading, or marching band in lieu of PE courses  
—Additional elective credit must be taken in its place

\*\*Only those students who have not previously taken a Physical Science course in 8<sup>th</sup> grade or at the high school level are eligible to take Physical Science.

\*\*\*GCCS requirement

## GCCS Honors Diploma Requirements for 2014 and Beyond

### MUST MEET 7 OF THE 8 CRITERIA

- |   |               |
|---|---------------|
| 1. English  | 4 credits     |
| 2. Fine Arts  | 1 credit      |
| 3. Foreign Language   | 3 credits***  |
| 4. Math   | 4 credits*    |
| 5. Science  | 4 credits**   |
| 6. Social Studies   | 4 credits**** |
| 7. Cumulative GPA of 3.5 or higher  |               |
| 8. ACT composite score of 27 or higher ~ OR ~ SAT composite score of 1210 or higher |               |

\*Algebra I, Geometry, Algebra II

\*\*Biology, Chemistry, Physics

\*\*\*Or 2 credits of 2 Languages

\*\*\*\*World History (GCCS requirement)

## Department of Biblical Studies

### Department of Biblical Studies

**Vision Statement:**

It is the mission of the Grove City Christian School Department of Biblical Studies to cultivate proactive followers of Jesus by teaching sound biblical principles, modeling an authentic faith walk and inspiring our students to advance God’s Kingdom in the world.

**Philosophy and Guiding Principles:**

The Grove City Christian Department of Biblical Studies exists to inspire our students to a mature faith walk by engaging their minds, awakening their hearts and shaping their lives with the message of the Gospel. Students will be challenged through a curriculum that focuses on intensive biblical study, open discourse, and times of personal reflection and meditation, giving them the opportunity to both appreciate and experience God’s grace and holiness. Utilizing a variety of teaching methods, integrating relevant technology, giving students opportunities to use their unique gifts, and relying on the Holy Spirit’s guidance, we seek to cultivate proactive followers of Jesus who will take personal responsibility for their continued spiritual development as they carry out the mission of advancing God’s Kingdom in the world.

The Bible department of Grove City Christian School has a five-fold focus to cultivate quality Christian leaders:

- DK-4: Informational: Helping our students learn the basics of Christianity through the truth of God’s Word.
- 5<sup>th</sup> & 6<sup>th</sup> grade: Relational: Helping our students apply the truth of the Bible to their everyday lives.
- 7<sup>th</sup> & 8<sup>th</sup> grade: Connectional: Guiding our students to make lasting connections between major Old and New Testament themes
- 9<sup>th</sup> & 10<sup>th</sup> grade: Formational: Encouraging our students to form, develop and cultivate their personal beliefs into a deep rooted relationship with Christ.
- 11<sup>th</sup> & 12<sup>th</sup> grade: Transformational -Mentoring our students as they own their faith and impact their world for Christ.

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7th Grade  
Full Year  
**Bible 7**

The purpose of this course is for students to learn how to connect the stories of God’s early covenants with Israel, the teachings of the Prophets and the struggles of the Israelites to stay faithful to God, to their own personal struggles. By making these connections, students gain a better understanding of why God sent Jesus into the world. Throughout the course of study, students will be required to memorize various Bible verses, which will help them make practical connections to the central biblical themes discussed in the classroom.

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8<sup>th</sup> Grade  
Full Year  
**Bible 8**

The purpose of this course is for students to examine in detail the earthly life of Christ. Together they learn about the teachings, miracles, ministry, and fulfillment of his role as Messiah. Then through Spiritual Disciplines the students develop understanding on how to connect the example of Christ to their own lives by accepting the call to personal discipleship and holiness. Throughout the course of study, students will be required to memorize various Bible verses, which will help them make practical connections to the central biblical themes discussed in the classroom.

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9<sup>th</sup> Grade  
Semester ½ Credit  
**Foundations of Faith, Part 1**

This course will look at what healthy, mature, Christ-centered Theist believe and how they live. Students will answer the following questions:

- What is faith?
- What is real?
- What is true?
- What is the purpose of life?
- Is the Bible true?
- What do I trust?

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9<sup>th</sup> Grade  
Semester ½ Credit  
**Foundations of Faith, Part 2**

This course will build on the previous one and will look at what a healthy, mature follower of Christ

believes and how they behave as a result of their beliefs. Students will answer the following questions:

- How do I understand the Bible?
- How does God reveal His plan from Adam to Abraham? From Abraham to Moses? From Moses to David? From David to Christ? From Christ to Commission? From Commission to Culmination?
- What do I believe?

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

Semester                      ½ Credit

#### **Spiritual Formation**

This course will help students look at how they can grow to reflect Christ in every area of their lives and at how they can equip others to grow to reflect Christ. Students will answer the following questions:

- What is the desired outcome of spiritual formation?
- What is the path for spiritual growth?
- How do I understand and apply Christ's invitation to repent? Believe? Follow? Love and deny? To go and teach?

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

Semester                      ½ Credit

#### **Life of Christ**

This course will look at who Jesus is and what their response to His invitation will be. Students will answer the following questions:

- Who do others say that He is?
- How do I view Jesus?
- Is Jesus the Messiah?
- Is Jesus fully God?
- Was Jesus fully human?
- Why did Jesus die on a cross?
- Did Jesus rise from the dead?
- What will happen when Jesus returns?
- Who do I say He is?

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

Semester                      ½ Credit

#### **Leadership, Evangelism & Discipleship**

This course will help students look at how they can grow as a healthy, mature follower of Christ and at how they can help others grow as healthy, mature followers of Christ. Students will answer the following questions:

- What does it mean to LEAD?
- What does it mean to be Christ-centered?
- What is Christ-centered evangelism? Leadership? Discipleship?
- What is my philosophy of leadership?

## Department of English and Language Arts

### Department of English and Language Arts

#### Vision Statement:

The English Language Arts (ELA) Program at Grove City Christian School seeks to create a community of learners engaged in the process of reading, writing, speaking, and listening. These are essential elements for communication, knowledge acquisition, and critical thinking. By applying these language skills and concepts, students enhance and refine their knowledge to gain the insight, confidence, and independence to succeed in all academic realms.

Through ELA courses, students develop an awareness of, and gain empathy for, the human condition, resulting in Christian leaders who can successfully communicate the Biblical worldview.

#### Philosophy and Guiding Principles:

The ELA curriculum at GCCS weaves together concepts and skills to challenge and support student learning in all areas. A diverse learning approach using current technology is used in order to deepen understanding, communicate meaning, and apply learning to other contexts. Students receive a rigorous, high quality curriculum in a safe and motivating environment. They learn to read and evaluate works of literature from a Biblical worldview, develop vocabulary, use proper grammar and spelling, and recognize language is a gift from God, who is the Supreme Communicator. Our ultimate goal is to prepare Christian leaders who view, interpret, and share information, both oral and written, through the light of God's Word.

*1Peter 3:15 But in your hearts revere Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect.*

*Romans 12:2a Do not conform to the pattern of this world, but be transformed by the renewing of your mind.*

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

Full Year

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#### Language 7

This class will help students further understand parts of speech and punctuation in their writing. They will look at various types of writing and how to correctly format each type. Vocabulary and spelling are emphasized throughout the year. Additionally, students will be able to understand and model the writing process for various reasons from creativity to persuasion to informational. Students will be able to communicate their thoughts, feelings, ideas, and researched information clearly and with understanding to a variety of audiences.

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

Full Year

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#### Literature 7

This course is designed to help students interpret literature through a Christian worldview. Through the use of biblical principles and the Christian mindset, students will identify, compare and contrast, analyze and evaluate a variety of information. In addition, students will consider the historical and cultural context of selected pieces of literature, as well as author's intent. Students in this course will be expected to read, annotate, and comprehend multiple forms of literature, including, novel, short story, nonfiction, poetry, drama, and folk literature, at or above grade level.

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

Full Year

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#### Language 8

This class will help students further understand parts of speech and punctuation in their writing. They will look at various types of writing and how to correctly format each type. Vocabulary and spelling are emphasized throughout the year. Additionally, students will be able to understand and model the writing process for various reasons from creativity to persuasion to informational. Students will be able to communicate their thoughts, feelings, ideas, and researched information clearly and with understanding to a variety of audiences.

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

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**Full Year**

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**Literature 8**

This course is designed to help students interpret literature through a Christian worldview. Through the use of biblical principles and the Christian mindset, students will cite textual references, make inferences, draw conclusions, compare and contrast, analyze and evaluate material from a variety of genres, authors, and texts. Students will be able to read, annotate, and comprehend information from multiple forms of literature, including, novel, short story, nonfiction, poetry, drama, and folk literature. In addition, students will consider the historical and cultural context of selected pieces of literature, as well as author's intent. An emphasis is placed upon mastery of Elements of Literature terms. This course is designed to prepare students for the rigors of ninth grade, and as such, students will be expected to perform at or above grade level by the end of the year.

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

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**Full Year**

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**Honors English 8**

This course is designed to help students interpret literature through a Christian worldview. Through the use of biblical principles and the Christian mindset, students will do all that is expected of the 8<sup>th</sup> grade literature course, in addition to writing informative, explanatory, and narrative texts, using technology to publish and produce writing, conduct short research projects, and engage in a range of collaborative discussions. Students will build

upon language skills in grammar, writing, and vocabulary. Much of this will be done through coordinating these language skills with the literature requirements. Students will be able to read, annotate, and comprehend multiple forms of literature, including novel, short story, nonfiction, poetry, drama, and folk literature. In addition, the elements of effective speech and listening will be emphasized, and students will consider the historical and cultural context of selected pieces of literature, as well as author's intent. Embedded throughout this course is the understanding and use of higher order thinking skills and the use of effective questioning. This course is designed to prepare students for Honors English in high school and by the end of this course, students should be performing at the highest end of their grade level.

*Prerequisite: Minimum of a 90 % in 7<sup>th</sup> grade Language and Literature classes and a completed Academic Request form.*

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

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**Full Year** **1 Credit**

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**English 9**

This course will allow students the opportunity to analyze literature from several different genres. The instructor will guide literature selection, and biblical integration will be applied throughout the course. A strong emphasis will be placed on the writing process, and students will learn expository, narrative, and persuasive writing. Outside reading is necessary to increase knowledge and broaden perspective. Extension projects, grammar usage, vocabulary enrichment, and integrated technology will complete this course.

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

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**Full Year****1 Credit**

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**Honors English 9**

This accelerated course will allow students the opportunity to analyze literature from several different genres. The instructor will guide literature selection, and biblical integration will be applied throughout the course. A strong emphasis will be placed on the writing process, and students will learn expository, narrative, and persuasive writing. Emphasis will also be placed on critical reading and deeper analysis of texts. Outside reading is crucial and required to increase knowledge and broaden perspective. Extension projects, grammar usage, vocabulary enrichment, Greek and Latin roots, and integrated technology will complete this course.

*Prerequisite: An 80% or above in Honors English 8 or a 85% or above in Language 8 and Literature 8 and a completed Academic Request form.*

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

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**Full Year****1 Credit**

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**English 10**

Sophomore English exposes students to literature from a range of genres and cultures. Students will critically analyze the structure of texts, assessing point of view, purpose, and theme and learn to respond to various types of text. Students are expected to become proficient analyzers of increasingly complex fiction and non-fiction texts. Using these works as models, students will examine key ideas and details in literature and then integrate this into their own works. Students will also read, respond, and discuss weekly relevant articles. Additionally, students will conduct research projects demonstrating their understanding of the writing process as well as enriching the

expository, narrative, and persuasive styles of writing. Developing and strengthening writing will be stressed as students continue to increase technical mastery.

*Prerequisite: English 9 or Honors English 9*

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

Full Year 1 Credit

#### **Honors English 10**

Honors Sophomore English is a rigorous, fast-paced learning environment that exposes students to literature from a range of genres and cultures. Students are expected to complete reading assignments outside of class in order to utilize class time for analysis of the characteristics of literary forms. Students will also need to demonstrate proficiency in reading comprehension and interpretation. Students are expected to become proficient analyzers of increasingly complex fiction and non-fiction texts. Formal and informal writing techniques will be expanded upon. Additionally, students will conduct research projects demonstrating their understanding of the writing process as well as expository, narrative, and persuasive styles of writing. Developing and strengthening writing will be stressed as students continue to increase technical mastery. Students will work together to move beyond superficial, surface-level responses to literature to a deeper understanding and discover how literature and writing are relevant to their lives. Greek and Latin roots will complete the course.

*Prerequisite: Completed Academic Request form and a 80% or above in Honors English 9 or an 85% or above in English 9*

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

Full Year 1 Credit

#### **English 11**

This course will study literature of different genres, eras, movements, time periods, and purposes. The class will focus on American literature. Our study will range from the fables of the Native Americans, through the writing of our forefathers, and up to the literature of the 21<sup>st</sup> century.

Students will become proficient in analyzing others' and their own writing, finding and critiquing point of view, diction, and other literary devices. The students' writing ability will grow as they learn to use informative, explanatory, and analytical approaches to interpreting text. Students will use technology to research, produce, and support their literary endeavors.

*Prerequisite: English 10 or Honors English 10*

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

Full Year 1 Credit

#### **English 12**

This course will focus on the unique qualities of British literature beginning with the Anglo-Saxon and the medieval periods. Through each successive literacy period, students will begin to understand how historical events and politics influenced writing and how writing influences historical events and politics. We will also see how views change as writers stray from God or grow closer to Him.

*Prerequisite: English 11, Honors English 11 or CCP English*

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

Full Year 1 Credit

#### **AP Literature**

This course includes an intensive study of literature from British and American authors as well as works written in several genres from sixteenth century to contemporary times. Works selected require careful, deliberate reading that should reveal multiple meanings. This course teaches students to write an interpretation of literature that is based on careful observation of textual details considering the work's structure, style and theme. Students also write about literature with a close analysis of such elements as: use of figurative language, imagery, symbolism, and tone. Additionally, students will have opportunities to write with a focus on the social and historical values the work reflects and embodies. This course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed in-class responses. Students should have above average performance in Honors English or CCP English, as well as advanced reading and composition skills.

**All students enrolled are expected to take the AP exam at a cost of \$95.**

*Prerequisite: Honors English 11, CCP English or teacher approval and completed Academic Request form.*

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

Full Year 1 Credit

#### **AP Language & Composition**

Students in this introductory college-level courses read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with greater awareness of purpose and

strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal and argumentative texts from a variety of authors and historical contexts. Students work with essays, letters, speeches, images and imaginative literature. This course also provides frequent opportunities for students to write and rewrite formal, extended analyses and timed in-class responses. Students should have above average performance in Honors English or CCP English, as well as advanced reading and composition skills.

**All students enrolled are expected to take the AP exam at a cost of \$95.**

*Prerequisite: Honors English 11, CCP English or teacher approval and completed Academic Request form*

## Department of Fine Arts

### Department of Fine Arts

#### Vision Statement:

The Grove City Christian Fine Arts Department seeks to teach, model, and encourage our students in the Fine Arts to study, use and explore their God given talents and abilities. Students are encouraged to develop a lifelong love of music and art through participation in both study and performance.

#### Philosophy and Guiding Biblical Principles:

God created a physical world for human life. God displays His own artistry not only in a “creation from nothing” in Genesis 1, but also through His direct interest in human artistry. As for humans, artistic expressions reveal their maker’s personal beliefs which inform the way they view their world. That which is invisible (a person’s beliefs) becomes visible through one’s artwork, drama and music.(Colossians 1:16-17) We believe students should be exposed to a variety of artistic forms, evaluated through the Word of God. We believe that our role is to prepare our students to develop and use those talents to the best of their ability so they may reach out into their church, community and school sharing their gifts and the message of God’s love to all, giving him worship, and bringing him glory, and helping to impact the culture of the world. (Psalm 19:1-3)(Revelation 4:11) “Each one should use whatever gift he has received, to serve others faithfully administering God’s graces in its various forms.” (1 Peter 4:10)

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

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##### Quarter

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

The 7<sup>th</sup> Grade Art course will be one quarter in length. The course is designed to introduce students to techniques, tools, and methods as they pertain to different art media. Developing both technique and creativity will be emphasized. Students will explore the idea of self-expression through developing various art concepts. Students will learn mechanics of drawing, painting and sculpting through hands-on studio experiences. Biblical integration will be emphasized and students will understand historical and cultural context.

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

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##### Semester

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##### Art

The 8<sup>th</sup> grade art course is designed to introduce students to techniques, tools, and methods as they pertain to different art media. The development of both technique and creativity will be

emphasized. Students will explore the idea of self-expression through developing various art concepts. Students will learn mechanics of drawing, painting, and sculpting through hands-on studio experiences. Biblical integration will be emphasized and students will understand historical and cultural context.

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#### 7<sup>th</sup> – 8<sup>th</sup> Grade

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##### Full Year

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##### Middle School Choir

Students will learn and use correct singing techniques (diaphragmatic breathing; articulation; posture), improve basic music reading and sight-reading skills, learn and use basic music notation and markings, sing his/her own part in small groups, execute two and three part singing, memorize all performance music. Students are required to attend all scheduled concerts listed on the school calendar (Christmas, Fine Arts Night, Spring), as well as any concerts during the school day.

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#### 7<sup>th</sup> – 8<sup>th</sup> Grade

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##### Full Year

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##### Middle School Strings (Independent Study)

A more in-depth study of playing will be pursued. We will transition from playing mostly in our *Essential Elements* 200 book to more advanced music, sheet music, and religious music. There will be an increasing demand of difficulty in the music.

Students will be expected to practice outside of class in order to master music for the class.

Students will be asked to perform in class for the director, so that progress may be monitored.

Students will be required to be in all performances, to include, but not be limited to the Christmas Concert, Night of Fine Arts, and the Spring Concert.

*Prerequisites: Prior string experience. An application, audition and interview process.*

7<sup>th</sup>-10<sup>th</sup> Grade  
 Full Year                      \*\*1 Credit

**Concert Band**

A more in-depth study of playing will be pursued. We will transition from playing mostly in our band book (*Measures of Success*) to sheet music literature. Students will be expected to practice regularly outside of class to learn material for in-class rehearsal. Students will be asked to perform in-class regularly as individuals so that band director can monitor progress. Out of class practice cards may also be utilized to help monitor and encourage practice. After-school sectionals may be utilized. Students are required to be at all performances. They will be given a calendar at the beginning of the school year with a contract to sign and return. Field trip and off campus performances may be available in certain school years.

*Prerequisites: Membership in band as an intermediate school student (grades 5-6). Individuals who have not participated in band prior to 7<sup>th</sup> grade may join concert band with permission of the band director and may be required to take private lessons.*

*\*\*High School students will receive credit due to the additional instructional time and a more intense course load.*

*Certain instrumentalists may play a school owned instrument; please check with the band director for availability. There is a fee to rent the instrument for use during the school year.*

8<sup>th</sup> – 12<sup>th</sup> Grade  
 Full Year                      1 Credit

**Symphonic Band**

A more in-depth study of playing will be pursued. Music literature will include pieces with an increased demand of difficulty and be on a level equal to selections from the OMEA Class “C” HS Band contest list. Students will be expected to practice regularly outside of class to learn material for in-class rehearsal. After-school

sectionals may be utilized. Students are required to be at all performances. They will be given a calendar at the beginning of the school year with a contract to sign and return. Students may also be required to participate in the OMEA solo and ensemble festival. Field trip and off-campus performances may be available to certain school years. Additional performance opportunities include: jazz band, marching band, and pep band.

*Prerequisite: Admission is audition only 8<sup>th</sup> graders that are admitted into the band will receive a high school fine arts credit. Private lessons are strongly encouraged. Certain instrumentalists may play a school owned instrument; please check with the band director for availability. There is a fee to rent the instrument for use during the school year.*

9<sup>th</sup> – 12<sup>th</sup> Grade  
 Full Year                      1 Credit

**Drawing**

The drawing course is designed to introduce students to techniques, tools and methods as they pertain to drawing. Developing both technique and creativity will be emphasized. Students will explore the concept of self-expression through developing the art of drawing and understanding the basics of concepts such as line, value, space and texture. Students will learn the mechanics of drawing through hands-on studio experiences. Biblical integration will be emphasized and students will understand historical and cultural context.

9<sup>th</sup> – 12<sup>th</sup> Grade  
 Full Year                      1 Credit

**Drawing II**

Students will identify the basic elements of the visual arts, and develop an appreciation for Christian art. They will develop a sensitivity to art and a

comprehension of artistic expression as well as develop technique in drawing. Students will acquire and demonstrate skills in decision making and critical thinking in the drawing process. They will use a variety of drawing media such as pencil, pen and ink, charcoal, chalk, oil pastel and colored pencil.

9<sup>th</sup> – 12<sup>th</sup> Grade  
 Full Year                      1 Credit

**Painting**

The painting course is designed to introduce students to methods, medium and tools as they pertain to painting. Developing both technique and creativity will be emphasized. Students will explore the concept of self-expression through developing the art of painting and design. Students will gain understanding in the basics of the principles of art and design. Students will experiment and practice various painting techniques and concepts through hands-on studio experiences. Biblical integration will be emphasized and students will understand historical and cultural context.

9<sup>th</sup> – 12<sup>th</sup> Grade  
 Full Year                      1 Credit

**Sculpture/Ceramics**

The sculpture/ceramics course is designed to introduce students to basic techniques as it pertains to ceramics and sculptural forms. Through the emphasis of technique and creativity students will explore the concept of self-expression through working with clay and various materials. Students will learn the mechanics and construction, representational and non-representational sculptural or ceramic forms. Biblical integration will be emphasized and

students will understand historical and cultural contexts.

9<sup>th</sup> – 12<sup>th</sup> Grade

Full Year 1 Credit

### **Sculpture/Ceramics II**

Students will develop technique in sculpture and ceramics. Students will acquire and demonstrate skills in decision making and critical thinking as it applies to sculpture and ceramics. Students will use a variety of materials. They will learn various hand building as well as glazing techniques.

9<sup>th</sup> – 12<sup>th</sup> Grade

Full Year 1 Credit

### **HS Choir**

Students will learn and use correct singing techniques (diaphragmatic breathing; articulation; posture), improve basic music reading and sight-reading skills, learn to use basic music notation and markings, sing his/her own part in small groups, execute a cappella singing, memorize all performance music. Students are required to attend all scheduled concerts as listed on the school calendar (Christmas, Night of Fine Arts, Spring, Graduation) as well as any concerts during the school day or special events such as ACSI or community performances.

*Students are required to purchase a choir shirt*

9<sup>th</sup> – 12<sup>th</sup> Grade

Full Year 1 Credit

### **HS Show Choir**

Students will learn and use correct singing techniques (diaphragmatic breathing; articulation; posture), improve basic music reading and sight-reading skills, learn to use basic music notation and markings, sing his/her own part in small

groups, execute two and three part singing and memorize all performance music. In addition, students will learn appropriate, choreographed movements and dance routines that enhance their vocal and overall performance.

Students are required to attend all scheduled concerts as listed on the school calendar (Christmas, Night of Fine Arts, Spring, Graduation) as well as any concerts during the school day or special events such as ACSI, OMEA Solo and Ensemble or community performances. Students in show choir may also be required to attend after-school choreography rehearsals leading up to major concert performances

*There is a participation fee of \$125 to cover the cost of show choir costumes and performance opportunities.*

9<sup>th</sup> – 12<sup>th</sup> Grade

Semester ½ Credit

### **Introduction to Music Technology**

Intro to Music Technology is a course designed to introduce students to contemporary musical concepts through the use of digital audio, MIDI, and various multimedia applications. Through this, we hope that each student will develop an understanding of the processes involved with the creation of music in today's society.

We will be using programs such as, but not limited to:

- Cakewalk SONAR (a professional level digital audio workstation)
- Audacity (an open-source audio editor)
- Finale (a notation editor).

Additional opportunities may present themselves depending on student interest in the areas of live recording scenarios and audio/video coordination.

*Prerequisites: permission of instructor and the ability to read standard music notation. Course enrollment may be limited by the instructor due to the software and hardware required for the course.*

9<sup>th</sup> – 12<sup>th</sup> Grade

Full Year 1 Credit

### **Music Theory & Appreciation**

First semester students will be introduced to the basics of music theory: notation, scales, intervals, chords, melodic, harmonic, rhythmic ear training, form and analysis, instrumental transposition, arranging and composing. Second semester will conclude the study of basic theory and then will survey music and composers from the Baroque through the 21<sup>st</sup> century; listening and evaluating a variety of musical styles. If time permits, music composition will be explored.

## Department of Foreign Language

### Department of Foreign Language

**Vision Statement:**

Through the study of Foreign Language, Grove City Christian students will develop a global mindset, a compassionate heart, and a linguistic skill set that facilitates meaningful and culturally appropriate communication in order that they might be equipped to fulfill the Great Commission.

**Philosophy and Guiding Biblical Principles:**

The GCCS Foreign Language Department seeks to open students' minds to world languages and cultures through a Biblical worldview with a global perspective. We will introduce and equip students with beginning and advanced linguistic skills and cultural perspectives. Students will be challenged as they use critical thinking skills, integrate technology, make connections to other disciplines and are offered travel experiences (both local and abroad) to broaden their worldview and shift their focus away from self to others. Our desire is that GCCS students will develop a global mindset and a compassionate heart, realizing that God's people are connected in many ways regardless of our differences.

**Biblical Basis:**

Ps. 96:3, I Chron. 16:24, Matt. 28:19-20, Acts 1:8, Mark 16:15, 3 John 1:8

7<sup>th</sup> Grade

Quarter

**World Languages**

This class is designed to introduce the students to learning a world language. In this class we will take a look at what the Bible says about language and then how languages are related. After that the students will be introduced to some French and Spanish. We will be mainly focused on vocabulary and culture with an introduction to some grammar. The goal is to teach them strategies to learning a world language as well as giving them a Biblical Worldview.

that knowledge in aural comprehension and in reading, writing and speaking. Verb tenses related to the present and near future are learned at this level. Students will be exposed to French history, heritage, culture and geography in a historical and contemporary context. Students will also be presented with well-known literary and historical figures and will study their relationship to the formation of the current French society.

*Prerequisite: 8<sup>th</sup> graders must have an 90% or better in Language and a completed Academic Request form.*

culture will be built upon and expanded to include a more global outlook of the francophone world. Students will also read various condensed poems, short stories and novels written by famous French authors that reflect historical movements and societal issues (i.e. Alexandre Dumas' *Le Comte de Monte Cristo* which illustrates the struggle between vice and vertu).

*Prerequisite: French I*

10<sup>th</sup> – 12<sup>th</sup> Grade

Full Year 1 Credit

**Honors French III**

This course continues to build upon listening, speaking, reading and writing skills. Continual practice of pronunciation and conversational skills will be emphasized through projects often incorporating technological elements. The imperfect, conditional, and future tenses are learned as well as an introduction to the subjunctive verb tense. Students will also read various condensed poems, short stories and novels written by famed

9<sup>th</sup> – 12<sup>th</sup> Grade

Full Year 1 Credit

**French II**

This course continues to teach the development of listening, speaking, reading and writing skills. There will be a stronger emphasis on pronunciation and conversational skills. The passé composé and the imperfect verb tenses are learned. The foundations of French history and

9<sup>th</sup> – 12<sup>th</sup> Grade

Full Year 1 Credit

**French I**

This course covers the basic knowledge of vocabulary, forms, structures, and concepts of the French language through thematic chapters or units. It also teaches the skills and tools to use

French authors that reflect historical movements and societal issues.

*Prerequisite: 85% or better in French II and a completed Academic Request form.*

11<sup>th</sup> – 12<sup>th</sup> Grade

Full Year 1 Credit

### **Honors French IV**

French IV is designed for students who are highly motivated and have a serious interest in continuing their French studies. Fluency and proficiency in reading, writing, listening and speaking the French language will be emphasized. Students will deepen their insight into the French language as well as Francophone literature, history and culture through exposure to complex grammar structures, compositional writing assignments, historical and literary readings, and cultural projects. This class will be taught almost entirely in French and most communication between students will be conducted in French.

*Prerequisite: 80% or better in French III and a completed Academic Request form.*

9<sup>th</sup> -12<sup>th</sup> Grade

Full Year 1 Credit

### **Spanish I**

This course covers the basic knowledge of vocabulary, forms, structures, and concepts of the Spanish language. It also teaches the skills to use knowledge in speech, understanding, reading and writing. Verb tenses related to the present, near future, and near past are learned at this level.

*Prerequisite: 8<sup>th</sup> graders must have an 90% or better in language class and a completed Academic Request form.*

9<sup>th</sup> – 12<sup>th</sup> Grade

Full Year 1 Credit

### **Spanish II**

This class continues to teach the development of listening, speaking, reading and writing skills. The preterite and imperfect, as well as other verb tenses are taught alongside more exact pronunciation. In addition, students are taught more conversational phrases to expedite fluency while advancing their writing capabilities.

*Prerequisite: Spanish I*

9<sup>th</sup> – 12<sup>th</sup> Grade

Full Year 1 Credit

### **Honors Spanish III**

This class continues to teach listening, speaking, reading and writing skills. Special projects and activities are used to begin to develop proficiency in the Spanish language. While more complicated verb tenses are taught, this honors course stresses conversational speech and listening exercises. Through mock interpreter assessments, students are able to hone existing translation skills in order to become a greater asset in any future career field.

*Prerequisite: 85% or better in Spanish II and a completed Academic Request form.*

11<sup>th</sup> – 12<sup>th</sup> Grade

Full Year 1 Credit

### **Honors Spanish IV**

Spanish IV is designed for those students who have a serious interest in continuing their foreign language instruction. Fluency and proficiency in reading, writing, listening and speaking the Spanish language will be stressed while

students deepen their insight into Hispanic culture through exposure to works by modern writers of the Spanish-speaking world. Students will participate in communication events of greater depth such as prolonged conversations, compositions, and literature.

*Prerequisite: 80% or better in Spanish III and a completed Academic Request form.*

## Department of Mathematics

### Department of Mathematics

#### Vision Statement:

The Grove City Christian School Mathematics Department seeks to teach students to view mathematics through a Christ-centered lens, understanding that God in His very nature possesses order and created the earth with order. Our goal is that students at each level will develop the necessary knowledge and skills to be better prepared for their next mathematical experience.

#### Philosophy and Guiding Biblical Principles:

Our teachers will guide students to pursue academic excellence in uncovering traditionally valued mathematical subject matter including basic math skills, algebra, geometry, trigonometry, statistics, pre-calculus, and calculus, while encouraging students' ability in critical and logical thinking in problem solving. In doing so, we believe this type of thinking is truly part of God's nature, and He desires it for us also. Our ultimate goal in teaching math is that students would leave GCCS with an understanding of how mathematics is truly a part of God's design in our world and equips us to serve Him and our world. And we pray this in order that you may live a life worthy of the Lord and may please Him in every way: bearing fruit in every good work, growing in the knowledge of God. (Colossians 1:1) They know the truth about God because he has made it obvious to them. For ever since the world was created, people have seen the earth and sky. Through everything God made, they can clearly see his invisible qualities—his eternal power and divine nature. So they have no excuse for not knowing God. (Romans 1:19-20)

#### 7th Grade

Full Year

#### **Mathematics 7**

One of the first goals of Mathematics 7 is to help students apply and extend their previous understanding of mathematics, and use this to explore new patterns in algebra and geometry. Another goal is to help students reason and communicate with each other about mathematics and to develop conceptually and computationally. Last of all students should have a solid foundation of algebraic and geometric concepts at the end of Mathematics 7 to help them transition from middle school to high school.

helps students to make connections between different areas of mathematics including algebra and geometry. Students are introduced to a wide variety of mathematics including the basics of trigonometry, statistics and probability. Pre-Algebra will help students investigate new concepts in mathematics. The goal of Pre-Algebra is to provide a solid foundation for both algebra and geometry.

*Prerequisite: 7<sup>th</sup> graders must have completed Academic Request form.*

expressions, graphing, solving linear systems and quadratic equations.

*Prerequisite: 8<sup>th</sup> graders must have an 80% or better in Pre-Algebra and a completed Academic Request form.*

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

Full Year

1 Credit

#### **Geometry**

This is a comprehensive course in geometry that emphasizes logical reasoning and spatial visualization skills. Students build on the fundamental concepts of points, lines, and planes to discover relationships and properties of triangles, quadrilaterals, circles, and regular polygons. Students develop analysis and reasoning skills as they apply postulates and theorems regarding parallelism, congruence, similarity and inequality. The course also includes construction, transformation, area and volume.

*Prerequisite: Algebra I*

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

Full year

1 Credit

#### **Algebra I**

This course will build upon the algebraic concepts introduced in Pre-Algebra. Topics will include properties of real numbers, simplifying numeric expressions and word problems, solving inequalities, polynomials, rational expression, fractional equations, irrational numbers, radical

#### 7<sup>th</sup> – 8<sup>th</sup> Grade

Full Year

#### **Pre-Algebra**

Pre-Algebra demonstrates the connections between mathematics and the students own world, it also

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10<sup>th</sup> – 11<sup>th</sup> Grade  
Full Year                      1 Credit

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**Algebra II**

This course will build on the concepts taught in Algebra I. Students will continue their study of relations and functions, linear and quadratic equations, inequalities, systems of equations, polynomials, rational expressions, and irrational numbers. Students begin study of linear programming, matrices, the complex number system, polynomial functions, radical functions, exponential and logarithmic functions, rational functions, probability and statistics, the Binomial Theorem, and trigonometric functions. A TI-84 calculator is needed for this class.  
*Prerequisite: Algebra I and Geometry*

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11<sup>th</sup> – 12<sup>th</sup> Grade  
Full Year                      1 Credit

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**College Algebra**

This course is intended to follow immediately after Algebra II. It is designed to strengthen skill and understanding in the topics considered essential to success in Calculus and Pre-Calculus, on college entrance and placement tests and in required college mathematics courses. Emphasis is placed on problem solving, especially solving problems that require several steps to correctly complete. In this course students gain experience developing and using a variety of mathematical models necessary for success in higher math courses. A TI-84 calculator is needed for this class.  
*Prerequisite: Algebra II*

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11<sup>th</sup> – 12<sup>th</sup> Grade  
Full Year                      1 Credit

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**Advanced Statistics**

Students who wish to study education, business, psychology, or medicine in college should take this class as it provides a basic framework in the study of statistics. This course teaches students to collect, organize, and draw conclusions from data. Students will design surveys, perform probability experiments, study sampling distributions, make statistical inferences, and test significance levels. A TI-84 calculator is required for the successful completion of this class.  
*Prerequisite: 85% or better in Algebra II and completed Academic Request form.*

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11<sup>th</sup> – 12<sup>th</sup> Grade  
Full Year                      1 Credit

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**Pre-Calculus**

Pre-Calculus continues the study of algebra, geometry, and trigonometry learned in previous high school courses. Students deepen their understanding of functions, including polynomials and rational functions, exponential and logarithmic functions, and trigonometric functions. Students begin study of polar functions, vectors, conic sections, trigonometric identities, the complex plane, discrete math topics, and limits to prepare for work in calculus and other higher-level math courses. A TI-84 calculator is required for the successful completion of this class.  
*Prerequisite: 85% or better in Algebra II and a completed Academic Request form.*

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12<sup>th</sup> Grade  
Full Year                      1 Credit

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**AP Calculus AB**

The primary goal of this course is to help students see and interpret the world through the lens of integral and differential calculus. A focus is placed on providing a strong conceptual foundation including the concepts of a limit, a derivative, and an integral. With a strong foundation and extensive practice with applications and problems, students become prepared for the AP Calculus AB Exam and additional coursework in Calculus. A TI-84 calculator is needed for the successful completion of this class.  
**All students enrolled are expected to take the AP exam at a cost of \$95.**  
*Prerequisite: 85% or better in Pre-Calculus and a completed Academic Request form.*

## Department of Physical Education/Health

### Department of Physical Education and Health

**Vision Statement:**

The Grove City Christian Physical Education Department’s desire is to teach students the skills necessary to develop a lifetime of physical activity, wellness and fitness. We seek to use the teaching of sports, wellness, and movement concepts to complete the total education process. It is our goal that Physical Education and Health will be viewed equally as important as all other subject matter. As Christians in the physical education department, we desire to make Christ the reason and focus behind our goals and objectives.

**Philosophy and Guiding Biblical Principles:**

We believe, a “physically-educated” person is one who has learned the skills necessary to develop a lifetime of physical activity, wellness and fitness. Physical education and wellness education enables us to keep our bodies in good condition so that we can glorify God in all we do (I Corinthians 10:31). Each student should also develop Christ-like attitudes and actions by having the opportunities to interact with other students while feeling the emotions of “success” (winning) and “failure” (losing). Finally, each student should develop an awareness and appreciation for the human body, which was created by God, in the image of God and for God.

7th Grade  
Quarter  
**Physical Education**

Students will work to develop physical fitness, physical skills and sports skills.  
*Materials required: PE uniform & tennis shoes*

8th Grade  
Full Year  
**Physical Education/Health**

Students will work to develop physical fitness, physical skills and sports skills. A Christian understanding of total health is presented in this course. The students will focus on mental, physical, spiritual, and emotional well-being as well as societal attitudes regarding behaviors, personal care and hygiene, safety, and physiological systems.  
*Materials required: PE uniform & tennis shoes*

8th Grade  
Summer  
**Online Summer Physical Education**

This is a 6 week online course during the summer. Students must have access to the Internet using a computer to take this course. All weekly assignments and activities are submitted on Canvas. Students may work at their own pace but all assignments must be turned in on/before the biweekly due date. Students will work to develop physical fitness, physical skills and sports skills by completing an activity log, fitness card and writing weekly article reviews during the 6 weeks. (Prior to taking this course, students must attend the afterschool Canvas training to ensure their success.)  
*Materials required: Computer with internet access*  
*Fee: \$300.00*

9th – 12th Grade  
1st Semester                      ¼ Credit  
**Physical Education**

Students will work to develop physical fitness, physical skills and sports skills utilizing participation

in individual lifetime sports, team sports, fitness, jogging, walking, and recreational activities.  
*Materials required: PE uniform & tennis shoes*

9th – 12th Grade  
1st Semester                      ¼ Credit  
**Weight Training**

This class is designed to help students train for their specific sport(s). The course will help students become more aware of the benefits of weight training and how it can help them as they mature. This class is for students who want to lift weights and over time increase muscle strength and power. We will focus on all body parts as we create an individualized plan to meet each student’s individual needs. The student’s plan will depend on the student’s previous knowledge and ability levels at the start of the course. Attention will be given to safe lifting techniques and spotting. Grades will be based on daily participation, bringing the proper gym clothes and completing workouts on time each day.  
*Materials required: PE uniform & tennis shoes*

9<sup>th</sup> – 12<sup>th</sup> Grade  
2<sup>nd</sup> Semester                      ½ Credit

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**Health**

This is an exploratory course that covers such topics as: spiritual health, mental/emotional health, nutrition and physical fitness, disease and disorders, drug education, first aid and safety, relationships, body systems, growth and development, and safety and environmental health. It is the aim of this course to help students gain basic knowledge and attitudes that will aid them in making intelligent decisions regarding their health and wellness.

are submitted on Canvas. Students may work at their own pace but all assignments must be turned in on/before the due date. This is an exploratory course that covers such topics as: spiritual health, mental/emotional health, nutrition and physical fitness, disease and disorders, drug education, first aid and safety, relationships, body systems, growth and development, and safety and environmental health. It is the aim of this course to help students gain basic knowledge and attitudes that will aid them in making intelligent decisions regarding their health and wellness.

*Materials required: Computer with internet access  
Fee: \$300.00*

9<sup>th</sup> – 12<sup>th</sup> Grade  
Summer                                      ¼ Credit

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**Online Summer Physical Education**

This is a 6 week online course during the summer. Students must have access to the Internet using a computer to take this course. All weekly assignments and activities are submitted on Canvas. Students may work at their own pace but all assignments must be turned in on/before the biweekly due date. Students will work to develop physical fitness, physical skills and sports skills by completing an activity log, fitness card and writing weekly article reviews during the 6 weeks.

*Materials required: Computer with internet access  
Fee: \$300.00*

9<sup>th</sup> – 12<sup>th</sup> Grade  
Summer                                      ½ Credit

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**Online Summer Health**

This is a 6 week online course during the summer. Students must have access to the Internet using a computer to take this course. All weekly assignments and activities

## Department of Science

### Department of Science

#### Vision Statement:

Grove City Christian School science program seeks to foster our students' innate curiosity about God's Creation to cultivate an ongoing desire to actively learn science. As students mature, critical thinking will be developed and reinforced to naturally lend itself to problem solving. GCCS students will learn to formulate questions to further their understanding, and then logically and creatively solve problems using the scientific method. Students will use technology and effective communication skills to demonstrate their understanding and application of science. We view science as a process, which will be developed in a continuum from Discovery kindergarten through twelfth grade. Learning science content and skills through active, inquiry based experiments and classroom activities are central to the GCCS science program.

#### Philosophy and Guiding Biblical Principles:

Beginning with our youngest of students, kindergarteners, our program seeks to develop independent learners and to support students in their application and understanding of science as it continues to expand. Utilizing their natural curiosity students will be encouraged to critically think and to apply new ideas, knowledge and data in light of what they already know, both scientifically and Biblically. Throughout their years at GCCS students will explore the different areas of science, gaining scientific knowledge as their teachers guide them to discuss, analyze and evaluate their experiences. Students will have a keen awareness of the relevance of science and how it applies to their lives and environment, resulting in service to God through stewardship of His amazing creation.

We believe the following global biblical themes are essential for study in the GCCS science curriculum:

1. Time, space, and matter came into existence in an instant from nothing (*ex nihilo*). (Genesis 1:1; Colossians 1:16,17)
2. Of all life created, both plant and animal, man is God's ultimate Creation, having been created in His image. (Genesis 2:7)
3. Mankind was designed to be responsible for nature and to function in stewardship over all living things. (Genesis 1:26,27)
4. The world that we live in (earth) is orderly and abides by laws that are designed for the good of mankind and all living things. (Romans 1:20; James 1:17)
5. Life only comes from life in God's design and there is a genetic continuity to life. (Genesis 1:11-12, 1:20-22)
6. The universe as we know it has fallen into decay and, according to the Second Law of Thermodynamics, matter and life are devolving rather than improving and becoming more orderly. But, in due season, all will be made whole again. (Romans 8:22; 2 Peter 3:4-9)
7. Therefore, the earth and its resources are finite. (2 Peter 3:10-11a)
8. Mankind should be engaged in understanding and cooperating with the complexities of design that exist to achieve a balanced standard of living which does not sacrifice long-term environmental health. (Genesis 1:26)
9. In order to demonstrate the love of Christ we should be seeking to improve the quality of life for people in America and around the world through improvements and application of science and its technologies, allowing us to fulfill the great commission. (Matthew 28:19-20)
10. As Christians we should be able to defend the biblical standpoint on scientific issues using both biblical and scientific evidence to support their position, in a way that glorifies God and draws people to them. (1 Peter 3:15) The universe as we know it has fallen into decay and, according to the Second Law of Thermodynamics, matter and life are devolving rather than improving and becoming more orderly. But, in due season, all will be made whole again. (Romans 8:22; 2 Peter 3:4-9)
11. Therefore, the earth and its resources are finite. (2 Peter 3:10-11a)
12. Mankind should be engaged in understanding and cooperating with the complexities of design that exist to achieve a balanced standard of living which does not sacrifice long-term environmental health. (Genesis 1:26)
13. In order to demonstrate the love of Christ we should be seeking to improve the quality of life for people in America and around the world through improvements and application of science and its

technologies, allowing us to fulfill the great commission. (Matthew 28:19-20)

14. As Christian we should be able to defend the biblical standpoint on scientific issues using both biblical and scientific evidence to support their position, in a way that glorifies God and draws people to them. (1 Peter 3:15)

7<sup>th</sup> Grade

Full Year

**Life Science**

This is a survey science class exploring life processes and man's stewardship of the earth. An introduction to dissection and other clinical processes will be included. This class will develop the student's knowledge of creation vs. evolutionary theories. The scientific method will also be developed.

8<sup>th</sup> Grade

Full Year

**Intro to Physical Science**

This class introduces the physical sciences, chemistry, and physics. It provides the foundation for more detailed study later and familiarizes the student with how the physical world operates. Topics include matter, substances, motion, energy, and earth sciences.

8<sup>th</sup> Grade

Full Year

**Honors Intro to Physical Science**

This class introduces students to the physical sciences: chemistry and physics. It provides the foundation for more detailed study later and familiarizes the students with how the physics world operates. Topics include matter, substances, motion, and energy, as well as selected topics in earth science. The honors section will allow students to explore the topics at a more in depth level, focusing on the application of the principles and

math skills that come with chemistry and physics. Additionally, the honors sections moves at a slightly faster pace. *Prerequisite: math and science teacher recommendations*

9<sup>th</sup> Grade

Full Year

1 Credit

**Biology**

General biology is a course designed to introduce students to basic concepts of life science at the high school level. Students will explore the following core standards: scientific inquiry, biochemical organization, levels of biological organization, characteristics of living things, cells, the relationship of structure to function, classification and comparison of living things, energy transfer, heredity, biotechnology, ecology and interdependence of organisms and their environment, evolution, intelligent design, and the origins of life.

9<sup>th</sup> Grade

Full Year

1 Credit

**Honors Biology**

This course is designed to introduce students to basic concepts of life science and push them to analyze relationships, determine cause and effect, explain the regulation of biological processes in depth, explore the continuity of life's diversity, research scientific information and make practical applications. The basic material is covered at a faster pace and more in depth than in biology and students will be expected to develop and

demonstrate critical thinking skills. This will be accomplished while exploring the core standards of scientific inquiry, biochemical organization, levels of biological organization, characteristics of living things, cells, the relationship of structure to function, classification and comparison of living things, energy transfer, heredity, biotechnology, ecology and interdependence of organisms and their environment, evolution, intelligent design, and the origins of life.

*Prerequisite: An 85% average in Life Science, and a completed Academic Request Form are required. Additionally, an 80% average in Pre-Algebra or a 90% average in Mathematics 7 is required.*

9<sup>th</sup> – 10<sup>th</sup> Grade

Full Year

1 Credit

**Physical Science**

Physical science is a broad range of study that focuses on non-living things. The two main areas of physical science are chemistry and physics. Chemistry is the study of the composition, structure, properties, and reactions of matter. Physics is the study of matter and energy and the interactions between the two through forces and motion. This class is a high school level class designed to provide a solid foundation in the key concepts and theories in physical science in order to prepare students for further study in other sciences and advanced science disciplines. Hands-on labs, critical thinking opportunities, mathematical analysis, problem solving and real world applications will lead students into a deeper understanding of physical science while building essential science process skills. The course will

begin with a review of the nature of scientific inquiry (the scientific method), measurement (metric system), and graphing. It will then proceed to properties of matter, atomic structure, the periodic table, chemical bonds and reactions, acids and bases, carbon and nuclear chemistry. The second half of the course then delves into motion, forces, work, power and machines, energy, heat, waves, sound, light, optics, electricity and magnetism.

*This course is only open to those students who have not taken a Physical Science course or by teacher recommendation.*

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

Full Year 1 Credit

#### Chemistry

Chemistry is central to all the sciences. In this course, lab investigations are essential to understanding and explaining the behavior of matter. Students will participate in a variety of inquiry and design scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications. The study of modern chemical theory will challenge students with higher order cognitive capabilities including abstract thinking, prediction and application. Some course topics include atomic theory, the periodic table, states of matter, chemical bonding, chemical reactions, stoichiometry and acid/base chemistry.

*Prerequisites: Algebra I, Biology, IPS, or Physical Science.*

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

Full Year 1 Credit

#### Honors Chemistry

This course is for students that desire a deeper understanding of science or plan to major in a science. This course will be more in depth and move at an accelerated pace

compared to chemistry. Students will apply scientific reasoning, analysis, communication skills and real-world applications as they plan and perform laboratory investigations as well as study current chemical theory. Students will be expected to demonstrate abstract thinking, mathematical analysis, and critical thinking skills. Some course topics include atomic theory, periodicity, nuclear chemistry, equilibrium systems, chemical bonding, chemical reactions and rates, stoichiometry, and acid/base chemistry.

*Prerequisite: An 85% average in Life Science, and a completed Academic Request Form are required. Additionally, an 80% average in Pre-Algebra or a 90% average in Mathematics 7 is required. .*

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

Full Year 1 Credit

#### Physics

This is an introduction to the principles of physics through a conceptual yet hands on approach. Problem solving is done using basic algebra. Topics covered will include: motion, forces, momentum, energy, waves, electricity, and magnetism. This course is designed for the non-science major who wants to gain a better understanding of the world and the laws which govern it and prepare for general education requirements in college

*Prerequisites: Algebra I and Chemistry*

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

Full Year 1 Credit

#### Honors Physics

This course is an introduction to the principles of physics with an emphasis on problem solving using algebra and trigonometry. Topics covered will include: motion, forces, momentum, energy, waves, electricity, and magnetism. This course is ideal for students desiring to major in

science, engineering, or math, and is academically challenging and interesting.

*Prerequisite: 85% or better in Algebra II and Chemistry and a completed Academic Request form.*

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

Full Year 1 Credit

#### Human Anatomy and Physiology

This course provides a basic study of the anatomy and physiology of the human body. Students will begin with an introduction to the human body using terminology that will provide the foundation for the study of: biochemistry, cells and tissues, body membranes, along with the following systems: skeletal, muscle, nervous, cardiovascular, digestive, urinary and respiratory. Diseases and disorders of the systems will also be discussed. Classes involve workbook activities, labs and dissections.

*Prerequisites: Biology, Chemistry, and Algebra*

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

Full Year 1 Credit

#### Honors Human Anatomy and Physiology

This Honors course provides a comprehensive study of the anatomy and physiology of the human body and seeks to prepare students for college type courses. It is recommended for students planning to major in the health or science fields. Topics include biochemistry, cell structure and function, body organization, and various systems such as body membranes, skeletal, muscle, nervous, cardiovascular, digestive, urinary and respiratory. The course begins at the cellular level and then examines how cells are organized into the different tissue types. Diseases and disorders of the systems will also be discussed.

Concepts learned are pulled together with a dissection of an organism (mink) to allow our students to gain an appreciation of the organization in our living world.

*Prerequisites: Honors Biology and/or Honors Chemistry and completed Academic Request form.*

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

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Full Year                      1 Credit

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#### **Chemistry 2**

This advanced course is designed for students that have an interest in chemistry or are pursuing a career in science. Students will perform analytical lab investigations and apply scientific reasoning, communication skills and real world applications as they research design and execute investigations. The topics of study include thermochemistry, aqueous reactions, kinetics, acid/base equilibrium, electrochemistry, nuclear chemistry, organic chemistry and forensics.

*Prerequisites: An 85% or better in Algebra II, Chemistry and Physics and completed Academic Request form.*

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

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Full Year                      1 Credit

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#### **Astronomy**

This advanced course is a survey of and introduction to modern astronomy. This course is for the non-science major who would like to gain a better understanding of the universe in which we live and prepare for general education requirements in college. Topics of study include spectroscopy, telescopes, our solar system, stellar evolution, black holes, and cosmology.

*Prerequisites: 85% or better in Chemistry and HS Physical Science or Physics and a completed Academic Request form.*

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

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Semester                      ½ Credit

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#### **Origins**

Origins is a one semester course designed for students who are interested in science and how God reveals Himself in the sciences. This course will help students learn to defend their faith in a world where evolution is the dominant view. Students will explore how physics and astronomy point toward God as the creator, how Darwinian evolution cannot withstand the irreducible complexity of the cell and its DNA, and how the fossil record does not support Darwinian evolution. It will be demonstrated that one's world view determines how one interprets scientific data. The student will study the geological indicators of a young earth and the inherent problems of radiometric dating. They will also examine historic evidence and scientific data about the dinosaurs. The goal of the course is for students to see that science done right proves the existence of God and the more we truly understand science the more creation reveals its creator.

## Department of Social Studies/History

### Department of Social Studies

#### Vision Statement:

Students will apply Biblical principles as they interact with history to examine the past and present of their community, state, nation, and world and the relationships between them. Students will develop an appreciation for a personal heritage and respect for cultural differences which is asked us of in Luke 6: 31- Do to others as you would like them to do to you (NLT), and evaluate their role and responsibility as caretakers of God’s creation and to tell others about Christ.(Matt 28:19- Therefore, go and make disciples of all the nations, baptizing them in the name of the Father and the Son and the Holy Spirit.)

#### Philosophy and Guiding Biblical Principles:

We believe that students learn best through a balanced program of diverse assessments and experiences such as: small groups, research, class or group discussion, hands-on experiences, lecture and travel. By using collaborative and interactive teaching styles we plan to instill an appreciation for people and the world around them. With the use of technology in the classroom from Discovery Kindergarten through high school, we will assist the students in connecting the past, present and future. We believe in presenting all material so that every student sees how God has moved through history (Dan 2:21- He controls the course of world events; He removes kings and sets up other kings. He gives wisdom to the wise and knowledge to the scholars) (Romans 13:1- Everyone must submit to governing authorities. For all authority comes from God, and those in positions of authority have been placed there by God.), and we plan to inspire our students to change history around them by leading through Christ’s example. (Acts 1:8- But you will receive power when the Holy Spirit comes upon you. And you will be My witnesses, telling people about me everywhere—in Jerusalem, throughout Judea and Samaria, and to the end of the earth.)

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

Full Year

#### **World History**

Seventh grade world history will be a study of the history of people groups and cultures from the Dark Ages through the 20<sup>th</sup> century. Students will examine the Biblical beginnings of history and continue with a study of other peoples and cultures through a Biblical world life view. A study of the geography of the world and how it has shaped and continues to have an effect on the lives of the people is also included. Students will use textbooks, primary and secondary resource materials, and technology in their study of world history.

will be evaluated from a Christian perspective.

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

Full Year 1 Credit

#### **World History**

From the Age of European Absolutism to present day, students will learn to interpret historical events through a biblical worldview. Students will develop an understanding of the past and its relevance to the world around us today through lecture, media, and group interaction.

through a biblical worldview. Students will be required to research topics, form their own opinions and be able to present their side of history in a debate or written format. Students will develop an understanding of the past and its relevance to the world around us today through lecture, media, and group interaction. Outside reading and research will be imperative to the classroom environment. This class will follow the same outline as the other world history course, however, will require in depth research of certain topics throughout the year.

*Prerequisites: An 85% or better in 8<sup>th</sup> grade History and completed Academic Request form.*

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

Full Year

#### **American History**

Students will study the heritage of America from colonization through the Civil War. The overview of people and events

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

Full Year 1 Credit

#### **Honors World History**

From the Age of European Absolutism to present day, students will learn to interpret and openly discuss historical time periods and their affects

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

Full Year 1 Credit

#### **U. S. History**

This course is a survey of United States History from the Reconstruction to the present.

The contributions of Americans and their impact on U.S. History will be examined as well as the important historical developments and the changing role of the United States and its relationship to the rest of the world.

11<sup>th</sup> – 12<sup>th</sup> Grade  
Semester ½ Credit  
**World War II**

WWII is a semester course that will cover the history of anti-Semitism, the actions that lead to WWII, and the aftermath of WWII. We will also extensively cover all three arenas that WWII took place. The film series Band of Brothers, Schindler’s List, and clips from other documentaries and films will be used to compare and contrast to the real events of WWII. Through discussion, lecture, video and research, students will discover the different facets of WWII and the Holocaust.

11<sup>th</sup> – 12<sup>th</sup> Grade  
Semester ½ Credit  
**Current Events**

Students will be challenged to think critically about the events that are happening in the world around them through a Christian Worldview. Topics covered will depend on current local, national and world events.

11<sup>th</sup> – 12<sup>th</sup> Grade  
Semester ½ Credit  
**Economics**

This course teaches the science of economics. Students will understand how and why people make certain economics choices. The topics include the Bible and

economic principles and concepts, personal finances and creating a budget. Students will then apply this information in a final project. The course addresses financial literacy standards on both a state and national level and meets the Ohio high school graduation requirement in Financial Literacy.

11<sup>th</sup> – 12<sup>th</sup> Grade  
Semester ½ Credit  
**Government**

Government prepares students for responsible citizenship with a discussion of the principles and mechanics of a constitutional republic. Students will read primary and secondary textbooks to understand, analyze, and research through political principles. The principles discussed include the Constitution, political parties, elections, pressure groups, citizenship, and more, all from a biblical perspective.

11<sup>th</sup> – 12<sup>th</sup> Grade  
Semester ½ Credit  
**Civil Rights**

During this course students will research and discover why there was a need for a Civil Rights Movement, the Movement itself and the effects of the Movement. Using documentaries, videos and interviews, students will develop their own understanding of the Civil Rights Movement. We will also discuss how events in US History, as well as World History, played a part in the Civil Rights Movement. Parents should be aware that some documentaries and/or films may contain graphic material that relates to this movement. This course will use lecture, media, interviews, test and student presentations to facilitate and assess student knowledge.

11<sup>th</sup> – 12<sup>th</sup> Grade  
Full Year 1 Credit  
**AP Psychology**

In this class, students will explore the psychological facts, principles and phenomena associated with the major fields within psychology through a biblical perspective. Primary and secondary textbooks and media sources will be used to understand and analyze the field of psychology. Students will use these resources to understand, analyze, and research the fields of psychology in class, papers, and projects. The content follows the guidelines of the College Entrance Examination Board and instruction will be at the college level. **All students enrolled are expected to take the AP exam at a cost of \$95** *Completed Academic Request form is required.*

## Department of Technology

### Department of Technology

#### Vision Statement:

The Grove City Christian School Technology Department seeks to facilitate the development of students who will become committed and professionally competent Christian leaders and workers that will impact their chosen organizations, professions, and the society in which they live with their biblical example of work and purpose. Students will use an ever-changing variety of technologies and will be taught to adapt, problem solve and be lifelong learners to achieve success in their work.

#### Philosophy and Guiding Biblical Principles:

Teachers, as active Biblical role models, who exhibit and teach the character traits of responsibility, honesty, integrity, diligence, and loyalty, ( Proverbs 15:2 *“the tongue of the wise commends knowledge.”*) integrate these Biblical principles in each area of technology. ( I Timothy 4:7 *“train yourself to be Godly.”*) We provide opportunities for student involvement and instruction with leading edge technology. Students receive collaborative experiences in developing excellent oral and written communication using technology as a differentiation tool to enhance, especially in the area of written communication practice. (Colossians 4:6 *“Let your speech always be with grace, seasoned with salt, that you may know how you ought to answer each one.”*). Guidance in the ethical use of computer technology and information allows students to develop the understanding of the importance of discerning right from wrong in school life, at home, and when faced with challenges in the workplace. (Psalm 37:27 *“Depart from evil, and do good; And dwell forevermore.”*)

7th Grade  
Quarter

**7<sup>th</sup> Grade Technology**

Students will be challenged to show integrity in their honorable use of technology as they explore computer programming, Internet safety, and sharpen their keyboarding skills. Students will use cloud computing in Google Classroom and create word processing documents, spreadsheets as well as presentations.

8<sup>th</sup> Grade  
Semester

**8<sup>th</sup> Grade Technology**

Students will practice safe digital citizenship as they continue to honor God in their computer use. Students will collaborate in Google Classroom and create professional digital documents and presentations. Students will explore computer programming

and sharpen their keyboarding skills.

9<sup>th</sup> – 12<sup>th</sup> Grade  
Full year 1 Credit

**Digital Imaging**

Students will be able to discuss and relate the history of photography, how any camera works, the basic of film photography, photographic composition, digital cameras and digital film storage options, how to acquire, edit and store digital images and careers related to photography. Students will also be able to correctly use a digital camera to take photographs. They will then learn how to store the digital photographs for different applications including PowerPoint and Yearbook files. Students will learn how to manipulate images using Adobe Photoshop®. They will use their images to create a variety of Photoshop projects throughout the year.

*Materials: 16 or 32 GB SD card*

9<sup>th</sup> – 12<sup>th</sup> Grade  
Full Year 1 Credit

**Yearbook**

Students will use Jostens' Yearbook Avenue website to create the GCCS yearbook, "The Eagles Wing." They will also be required to market ads to help finance the yearbook.

*Prerequisite: Students must interview with teacher and have approval to be enrolled in course.*

10<sup>th</sup> – 12<sup>th</sup> Grade  
Full Year 1 Credit

**Digital Video Editing I**

This class will enable students to create high-impact videos using Final Cut Pro® on the Apple computers and Adobe Premiere Pro® on the PC. Students will learn to use a digital video camera to create their video projects in the area of advertisements, how to, and short story projects. Students will also be able to use their skills in recording events at school and producing quality videos of those



## Other Electives

11<sup>th</sup> – 12<sup>th</sup> Grade

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Semester                      ½ Credit

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### College and Career Planning

Have you ever asked yourself the question, “What do I want to be when I grow up?” This course is designed to lead students through the process of discovering the many options that are available to them after high school. Students will walk away with a better understanding of college entrance procedures (test scores, college applications, financial aid, etc.) and have career opportunities available to them. Students will take a career inventory, personality test, and interest inventory to help them discover their God given gifts.

11<sup>th</sup> – 12<sup>th</sup> Grade

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Semester                      ½ Credit

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### Money Matters

Money Matters is an introductory course on Personal Finance. Students will be engaging in online activities and classroom discussions about Financial Literacy. The course will be using the Everfi Financial Literacy curriculum through a sponsorship from the Franklin County Banking Center. Students will learn how to take control of their money and hopefully avoid costly mistakes in the future. The course will focus on budgeting, saving, owning your own business, buying a house and car, spending wisely, avoiding debt, and giving. The course addresses financial literacy standards on both a state and national level and meets the Ohio high school graduation requirement in Financial Literacy.

## GCCS Accelerated Courses

### Weightings & Teacher Signatures Required on Academic/Audition Request Forms

Please note that some accelerated classes have a weighted GPA. Next to each class, please find the corresponding weight which is the number in parentheses. In order to calculate, the weighted number is multiplied by the student's GPA to obtain the weighted GPA.

For example, an "A" is worth a 4.0  
If it is weighted by:     1.1 = 4.4  
                                  1.2 = 4.8  
                                  1.3 = 5.2

If a student has a "B" it is worth a 3.0  
If it is weighted by:     1.1 = 3.3  
                                  1.2 = 3.6  
                                  1.3 = 3.9

#### Department

#### Signed by

##### English and Language Arts

8<sup>th</sup> Honors Literature/Language  
Honors English 9 (1.1)  
Honors English 10 (1.1)  
Honors English 11(1.1)  
AP Literature (1.3)  
AP Language (1.3)

7<sup>th</sup> grade Literature & Language Teachers  
8<sup>th</sup> grade Literature & Language Teachers  
9<sup>th</sup> grade English Teacher  
10<sup>th</sup> grade English Teacher  
11<sup>th</sup> grade English or CCP English Teacher  
11<sup>th</sup> grade English or CCP English Teacher

##### Fine Arts

Symphonic Band

Band Director after audition is complete

##### Foreign Language

8<sup>th</sup> grade-French I or Spanish I  
French III (1.1)  
Spanish III (1.1)  
French IV (1.2)  
Spanish IV (1.2)

7<sup>th</sup> grade Language Teacher  
French Teacher  
Spanish Teacher  
French Teacher  
Spanish Teacher

##### Mathematics

7<sup>th</sup> grade Pre-Algebra  
8<sup>th</sup> grade Algebra  
Advanced Statistics (1.2)  
Pre-Calculus (1.2)  
AP Calculus (1.3)

6<sup>th</sup> grade Mathematics Teacher  
7<sup>th</sup> grade Pre-Algebra Teacher  
Algebra II Teacher  
Algebra II Teacher  
Pre-Calculus Teacher

##### Science

Honors IPS  
Honors Biology (1.1)  
Honors Chemistry (1.1)  
Honors Physics (1.2)  
Honors Anatomy & Physiology (1.2)  
Astronomy (1.1)  
Chemistry II (1.2)

7<sup>th</sup> grade Mathematics & Science Teachers  
IPS Teacher  
Algebra I & Biology Teacher  
Algebra II & Chemistry Teachers  
Biology & Chemistry Teachers  
Chemistry & Physics/Physical Science Teachers  
Chemistry, Algebra II, & Physics Teachers

##### Social Studies/History

Honors World History (1.1)  
AP Psychology (1.3)

8<sup>th</sup> grade History Teacher  
School Counselor for GPA or AP Psychology  
Teacher for approval

**Academic Request Form for Grove City Christian Accelerated Courses for 2018-2019**

Grove City Christian School offers accelerated courses (AP, Honors, Advanced) for grades 7-12 in a variety of content areas. These courses are designed to challenge students who exhibit a strong interest and level of achievement in a particular content area. Accelerated courses require higher level thinking skills and the ability to explore abstract concepts. Students should exhibit a positive attitude and engagement in classroom activities as well as a willingness to demonstrate ownership of their learning. In addition to the time spent in class, students must have sufficient time outside of the school day to dedicate to their course work due to the increased rigor these courses require.

Name: \_\_\_\_\_ Course requested: \_\_\_\_\_

Please use the GCCS Course and Requirements Guide to list the required prerequisite(s) below. For each prerequisite list the current grades in the course or the final grade if the course has been completed.

Prerequisite: \_\_\_\_\_

1<sup>st</sup> Q grade: \_\_\_\_\_ 2<sup>nd</sup> Q grade: \_\_\_\_\_ 3<sup>rd</sup> Q grade: \_\_\_\_\_

Prerequisite: \_\_\_\_\_

1<sup>st</sup> Q grade: \_\_\_\_\_ 2<sup>nd</sup> Q grade: \_\_\_\_\_ 3<sup>rd</sup> Q grade: \_\_\_\_\_

Prerequisite: \_\_\_\_\_ Final Grade: \_\_\_\_\_

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I am requesting that my child, \_\_\_\_\_, be considered for placement in the above accelerated course for the 2018-2019 school year. I have reviewed the requirements of the course listed in the GCCS Course and Requirements Guide and understand the rigor and demands of this course. I also understand that additional details about this course and the increased expectations of the course will be outlined in a course syllabus which I will sign at the beginning of the 2018-2019 school year.

Parent Signature \_\_\_\_\_

I request that I be considered for placement in the above accelerated course for the 2018-2019 school year. I understand the requirements of this course and am willing to challenge myself to succeed. I understand that the workload will be increased and the rigor involved in accelerated courses.

Student Signature \_\_\_\_\_

I recommend this student for placement in the accelerated course listed above.

\_\_\_\_\_ Current Teacher's Signature

\_\_\_\_\_ Additional Teacher's Signature (as required)

\_\_\_\_\_ Additional Teacher's Signature (as required)

## Audition Request Form for Grove City Christian Symphonic Band for 2018-2019

Grove City Christian School offers Symphonic Band for eighth grade students. This band is designed to challenge students who exhibit a strong interest and have an advanced level of achievement on their particular instrument. Students should exhibit a positive attitude and engagement in classroom activities as well as a willingness to demonstrate ownership of their learning and exhibit leadership qualities in middle school band. In addition to the time spent in class, students must have sufficient time outside of the school day to dedicate to practicing their instrument due to the increased rigor of this band.

Auditions will be held on Monday, April 23<sup>rd</sup> - Wednesday, April 25<sup>th</sup>. A schedule of audition times for each student will be made available by Monday, April 16<sup>th</sup>. Students will be notified of their placement by Monday, April 30<sup>th</sup>.

Name: \_\_\_\_\_

I am requesting that my child, \_\_\_\_\_, be considered for placement in Symphonic Band for the 2018-2019 school year. I have reviewed the requirements of the course listed in the GCCS Course and Requirements Guide and understand the rigor and demands of this course. I recognize this is a high school level course and as such, this will go on my student's transcript and they will receive high school credit for completing the course. I also understand that additional details about this course and the increased expectations of the course will be outlined in a course syllabus which I will sign at the beginning of the 2018-2019 school year.

Parent Signature \_\_\_\_\_

I request that I be considered for placement in Symphonic Band for the 2018-2019 school year. I understand the requirements of this course and am willing to challenge myself to succeed. I understand that the workload will be increased and the rigor involved in Symphonic Band.

Student Signature \_\_\_\_\_

To be completed after audition:

Student placed in 🍏 Symphonic Band or 🍏 Concert Band.

Teacher's Signature \_\_\_\_\_