

Presbyterian Christian School



Secondary Campus Course Guide 2026-2027

**221 Bonhomie Road
Hattiesburg, MS 39401
(601) 582-4956
www.pcsk12.org**

TABLE OF CONTENTS

Presbyterian Christian School Mission Statement.....	3
Introduction.....	3
General Information.....	3
Presbyterian Christian School Graduation Requirements.....	6
English Department.....	7
Mathematics Department.....	13
Science Department.....	17
History/Social Science Department.....	20
World and Classical Languages Department.....	24
Bible.....	27
Fine and Performing Arts Department.....	28
Technology.....	31
Athletics.....	33
Additional Electives.....	34
Seventh Grade Interdisciplinary Enrichment Rotation.....	34
Virtual/Online Learning Courses.....	35
Pursuing Academics with Support - PAWS.....	35

PRESBYTERIAN CHRISTIAN SCHOOL MISSION STATEMENT

The mission of PCS is to provide a comprehensive college preparatory education distinguished by a Biblical worldview to equip students with the moral integrity, intellectual capacity, and social conscience to impact the world for Christ.

INTRODUCTION

PCS was founded in 1975, by several members of Bay Street Presbyterian Church who had a vision to educate elementary aged students through the lens of a Biblical worldview. In 1994, the school began the process of adding additional grades and in 1999, PCS celebrated the graduation of its first high school class. For 50 years, PCS has served the families of the Pine Belt.

This guide provides essential information on our academic program. Included are short explanations of each course offered in the Secondary School, graduation requirements, examples of typical course schedules, and information regarding the registration process. For more specific information regarding the school program, students are urged to consult the *Secondary School Parent/Student Handbook* or speak with a member of the administrative team.

GENERAL INFORMATION

Course Selection and Registration

Students will be provided information regarding course selection for the forthcoming academic year early in the second semester (January or early February). During this time students are strongly encouraged to discuss their course selections with parents, teachers, and counselors. Students should carefully consider their personal interests, current and future time commitments, as well as their college choices and career goals. Students will be provided a deadline to return their registration forms. Failure to return those forms by the posted date may result in the student's forfeiture of course selection rights, and a schedule may be chosen for him/her.

Schedule Changes

Requests for schedule changes must be made prior to 3:30 pm on the Friday of the first full week of school. Schedules will only be changed after this date, when in the opinion of the teacher and administration, the student is clearly misplaced and a more appropriate placement is needed. Students will not be allowed to add advanced, honors, Advanced Placement (AP), or dual credit courses after the conclusion of the drop/add period.

Scheduling Conflicts

PCS offers a great variety of courses and activities for its students to pursue. Because of the varied nature of student interests, sometimes scheduling conflicts will occur. Every effort will be made to place each student in the courses that he or she requests. However, sometimes this is not possible. Please be prepared to offer alternative choices in the event the selected courses cannot be scheduled.

Advanced Placement Courses

PCS currently offers several AP courses. These courses are taught at a greatly accelerated level and should be viewed as equivalent to a college level course. Students who choose to attempt an AP course at PCS should be mindful of the additional requirements involved. Student grades, standardized test scores, writing skills, and work ethic in previous classes will all be utilized in evaluating applicants for AP courses. Near the conclusion of the course, students are required to sit for the national AP exam in that subject. The exams are scored on a 1-5 scale with 5 being the highest possible score. Most colleges award some sort of credit to students who perform well on these exams. The required score and the specific credit (if any) that is awarded, is totally at the discretion of college or university.

Dual Credit College Courses

PCS offers four dual credit college courses through a partnership with William Carey University. PCS faculty members teaching these classes are also WCU adjunct faculty members. Students will receive both a high school grade and a college grade in these courses. Many colleges will accept these courses as transfer credit from William Carey University. The grades earned in these courses become part of the student's permanent college record. Dual credit course enrollment is subject to a variety of factors, including minimum ACT composite and math subscores established by WCU.

Honors Courses

Several honors level courses are provided by PCS. Honors courses typically cover the same material as the parallel standard level college preparatory course, however they generally move quicker, go into greater depth, and often cover additional material not addressed in the standard level course.

Course Failures

Students failing core academic courses (English, mathematics, science, social science/history) will be required to repeat the course through an approved credit recovery program prior to the beginning of the next academic year. PCS awards credit based upon the yearly average (average of the first and second semester grades). Once all summer school requirements are completed and passed, the grade for the recovery course will be recorded (to a maximum score of 80) on the student's transcript and credit will be granted. The original grade from the failed class will remain on the transcript as well. Students in grades 9-12 who fail courses other than those previously listed will be required to repeat the course the following year in order to satisfy graduation requirements. Students in grades 7-8 who fail two or more academic courses, will be required to repeat the grade in order to remain a student at PCS.

More specific information regarding policies and procedures may be found in the *Secondary School Parent/Student Handbook*.

Diploma Types

PCS offers two different diploma types - the Standard Diploma and the Honors Diploma. In order to earn a Standard Diploma, students must complete a minimum of 24 credits. Honors Diplomas are awarded to those students completing 26 credits, of which a minimum of ten (10) must be in honors, AP, or Dual Credit courses. Specific course requirements are listed on page 6.

Students earning either diploma may be awarded graduation honors. Those students who complete all course work with an academic average of 90-94 are noted as graduating with Honors. Those students concluding course work with an average of 95 or above graduate with Special Honors.

Disclaimer

This document is meant to serve as a guide for students and parents as they plan their high school path. The intention of PCS is to offer all of the courses listed herein, however, in some instances due to issues relating to course demand, scheduling, facility availability, staff availability, and for other reasons, it may not be possible for a student to schedule a particular class that is desired. Every reasonable effort will be made to satisfy all course requests.

PRESBYTERIAN CHRISTIAN SCHOOL GRADUATION REQUIREMENTS

	Minimum Credit Required
English	4
(9 th) English I, Honors English I	
(10 th) English II, Honors English II	
(11 th) English III, Honors English III, Dual Credit English Composition 101 and 102	
(12 th) English IV, Honors English IV, AP English Literature and Composition	
 Mathematics	 4
(9 th) Algebra I, Honors Geometry	
(10 th) Geometry, Honors Algebra II	
(11 th) Algebra II, Intermediate Algebra, Honors Precalculus & Trigonometry	
(12 th) Intermediate Algebra, Dual Credit College Algebra, Dual Credit Calculus	
 Science	 4
(9 th) Biology, Honors Biology	
(10 th) Chemistry, Honors Chemistry	
(11 th) Physics, AP Physics 1	
(12 th) Environmental Science, AP Physics 1, Honors Anatomy & Physiology, DC Biology 111	
 History/Social Science	 4
(9 th) Mississippi Studies & Geography, Honors Mississippi Studies & Geography	
(10 th) World History, AP European History	
(11 th) Modern American History, AP U.S. History	
(12 th) American Government & Politics/Economics AP U.S. Government & Politics/Economics	
 World and Classical Languages	 2
<i>Note – Two years of the same language required in consecutive years, routinely in grades 9 and 10</i>	
Spanish I, II, III	
Latin I, II	
 Bible	 2
Biblical Studies (usually taken in grade 9 or 10)	
Christian Worldview (usually taken in grade 11 or 12)	
 Visual and Performing Arts	 1
 Computer/Technology	 1
 Electives (Standard Diploma)	 2
Electives (Honors Diploma)	4
 TOTAL - Standard Diploma	 24
 TOTAL - Honors Diploma	 26

Note: Unless specified differently, coursework attempted in 7th and 8th grades does not carry high school credit toward graduation.

ENGLISH DEPARTMENT

PHILOSOPHY: Language is a unique, God-given gift reflective of God's image stamped upon man. As God is a communicative being, so also is man who is made in God's image. God has spoken. God has written. He gives these gifts to man also to aid him in his tasks of subduing and ruling as God's representatives on earth. God has given this gift of communication as a gift of his common grace to all mankind, not merely to Christians. Christians who have come to know God through Jesus Christ can truly appreciate this gift. Therefore, we work to be precise in grammar, efficient and effective in oral and written communication, creative and interesting in style, and thankful to God in the enjoyment of His gift of language.

COURSE DESCRIPTIONS

English 7

Grade 7 (1)

English 7 solidifies and expands the students' understanding and application of the grammar, mechanics, and syntax of the English language through a systematic, sequenced study. Students enlarge their understanding of concepts through textbook exercises, original writing of increasing complexity, and reading that is both independent and assigned. Each course includes vocabulary study based on lessons and lists from the Sadlier-Oxford Vocabulary Workshop series. Teachers supplement the vocabulary workbook as they deem appropriate.

Literature incorporated into the class may include, but is not limited to: *Holes*, *A Christmas Carol*, *The Adventures of Tom Sawyer*, excerpts from *A Woman Called Moses*, *The Giver*, *Restart*, *Freak the Mighty*, *Roll of Thunder - Hear My Cry*, *Out of My Mind*, and *Bud - Not Buddy*.

English 7 Advanced

Grade 7 (1)

English 7 Advanced solidifies and expands the students' understanding and application of the grammar, mechanics, and syntax of the English language through a systematic, sequenced study. Students enlarge their understanding of concepts through textbook exercises, original writing of increasing complexity, and reading that is both independent and assigned. Each course includes vocabulary study based on lessons and lists from the Sadlier-Oxford Vocabulary Workshop series. Teachers supplement the vocabulary workbook as they deem appropriate. English 7 Advanced typically covers more material than does the standard level class and material is covered in greater depth. Students also respond to literature and various prompts through journal entries.

Literature incorporated into the class may include, but is not limited to: *Holes*, *A Christmas Carol*, *The Adventures of Tom Sawyer*, excerpts from *A Woman Called Moses*, *The Giver*, *Restart*, *Freak the Mighty*, *Roll of Thunder - Hear My Cry*, *Out of My Mind*, and *Bud - Not Buddy*.

English 8

Grade 8 (1)

English 8 solidifies and expands the students' understanding and application of the grammar, mechanics, and syntax of the English language through a systematic, sequenced study. Students enlarge their understanding of concepts through textbook exercises, original writing of increasing complexity, and reading that is both independent and assigned. Each course includes vocabulary study based on lessons and lists from the Sadlier-Oxford Vocabulary Workshop series. Teachers supplement the vocabulary workbook as they deem appropriate.

Literature incorporated into the class may include, but is not limited to: *The Diary of Anne Frank*, excerpts from *Les Miserables*, *Black Boy*, *My Friend Flicka*, *Night*, and *The Bronze Bow*.

English 8 Advanced

Grade 8 (1)

English 8 Advanced solidifies and expands the students' understanding and application of the grammar, mechanics, and syntax of the English language through a systematic, sequenced study. Students enlarge their understanding of concepts through textbook exercises, original writing of increasing complexity, and reading that is both independent and assigned. Each course includes vocabulary study based on lessons and lists from the Sadlier-Oxford Vocabulary Workshop series. Teachers supplement the vocabulary workbook as they deem appropriate. English 8 Advanced typically covers more material than does the standard level class and material is covered in greater depth. Students also respond to literature and various prompts through journal entries.

Literature incorporated into the class may include, but is not limited to: *The Diary of Anne Frank*, excerpts from *Les Miserables*, *Black Boy*, *My Friend Flicka*, *Night*, and *The Bronze Bow*.

English I

Grade 9 (1)

English I continues instruction in grammar and mechanics to reinforce skills needed for clear, grammatically correct writing and speaking. Both the standard and honors courses use the Holt series *Elements of Language*, the Honors section moves more quickly and students work with greater independence than do students in the standard section. Through writing and reading assignments, students develop the ability to think critically and express themselves clearly. The English I course devotes much of the year to building basic essential skills while the Honors section exposes students to a wider range of literature. The honors course moves more quickly than does English I, and the honors course covers material in more depth than does English I. Included in the curriculum is a mini-unit on plagiarism and copyright infringement. This unit provides students with the knowledge to accurately document their own writing and research assignments while acknowledging and respecting the academic work of others. Students will produce writing, which reflects increasing proficiency in the writing process, practice strategies needed for effective communication of all types, utilize reference/research sources, read, interpret, and analyze various types of literature.

Literature incorporated into the class may include, but is not limited to: *Animal Farm*, *Great Expectations*, *Lord of the Flies*, *Romeo and Juliet*, and *To Kill a Mockingbird*.

Honors English I

Grade 9 (1)

Honors English I continues instruction in grammar and mechanics to reinforce skills needed for clear, grammatically correct writing and speaking. Both the standard and honors courses use the Holt series *Elements of Language*, the Honors section moves more quickly and students work with greater independence than do students in the standard section. Through writing and reading assignments, students develop the ability to think critically and express themselves clearly. The English I course devotes much of the year to building basic essential skills while the Honors section exposes students to a wider range of literature. The honors course moves more quickly than does English I, and the honors course covers material in more depth than does English I. Assignments in Honors English I may be more complex than assignments in English I. Honors students demonstrate a willingness and ability to work independently both in generating ideas and in organizing themselves. Included in the curriculum is a mini-unit on plagiarism and copyright infringement. This unit provides students with the knowledge to accurately document their own writing and research assignments while acknowledging and respecting the academic work of others. Students will produce writing, which reflects increasing proficiency in the writing process, practice strategies needed for effective communication of all types, utilize reference/research sources, read, interpret, and analyze various types of literature.

Literature incorporated into the class may include, but is not limited to: *Animal Farm*, *Great Expectations*, *Lord of the Flies*, *A Midsummer Night's Dream*, *Romeo and Juliet*, *To Kill a Mockingbird*, and *The Aeneid*.

English II

Grade 10 (1)

The sophomore year extends the skills from previous years through review and exercises of increasing complexity. With basic skills and a measure of maturity, sophomores hone their vocabulary, reading, writing, and comprehension skills through direct instruction in grammar and through explorations of fiction and nonfiction texts, poetry, drama, and a range of writing assignments. Students review not only grammar rules but also stylistic devices for making writing engaging.

Literature incorporated into the class may include, but is not limited to: *Antigone*, *The Fellowship of the Ring*, *The Hiding Place*, *Julius Caesar*, *The Lonely Crossing of Juan Cabrera*, *The Pearl*, and *Gifted Hands*.

Honors English II

Grade 10 (1)

The sophomore year extends the skills from previous years through review and exercises of increasing complexity. With basic skills and a measure of maturity, sophomores hone their vocabulary, reading, writing, and comprehension skills through direct instruction in grammar and through explorations of fiction and nonfiction texts, poetry, drama, and a range of writing assignments. Students review not only grammar rules but also stylistic devices for making writing engaging. Honors English II spends less time on grammar

instruction and therefore covers more examples of the primary genres of literature than does English II. Assignments in Honors English II may be more complex than are assignments in English II. Honors students demonstrate a willingness and ability to work independently both in generating ideas and in organizing themselves.

Literature incorporated into the class may include, but is not limited to: *Antigone*, *The Fellowship of the Ring*, *The Hiding Place*, *Julius Caesar*, *The Lonely Crossing of Juan Cabrera*, *The Pearl*, *Silas Marner*, *The Taming of the Shrew*, *A Separate Peace*, and *Gifted Hands*.

English III

Grade 11 (1)

Juniors encounter the major genres within the context of American literature. In their reading and writing, they explore recurring themes in American literature which reflect the values and ideas that have shaped American culture. The course includes reading from works of fiction (both novels and drama) as well as works from a literature text that is a survey of American literature from colonial exploration in the 1500s through the twenty-first century. Vocabulary development continues through the vocabulary series introduced in the 7th grade and through the readings which broaden and enhance knowledge and understanding of words used in daily and academic discourse. Students will examine the influence of culture and history on language and literature, read, evaluate, and use various types of sources to research issues, recognize and interpret literary elements and stylistic devices, produce writing which reflects control of grammar, mechanics, and usage of standard English in the context of speaking and writing.

Literature incorporated into the class may include, but is not limited to: *The Adventures of Huckleberry Finn*, *The Crucible*, *Fahrenheit 451*, *The Great Gatsby*, *A Raisin in the Sun*, *The Red Badge of Courage*, *The Scarlet Letter*, and *Evidence Not Seen*.

Honors English III

Grade 11 (1)

Juniors encounter the major genres within the context of American literature. In their reading and writing, they explore recurring themes in American literature which reflect the values and ideas that have shaped American culture. The course includes reading from works of fiction (both novels and drama) as well as works from a literature text that is a survey of American literature from colonial exploration in the 1500s through the twenty-first century. Vocabulary development continues through the vocabulary series introduced in the 7th grade and through the readings which broaden and enhance knowledge and understanding of words used in daily and academic discourse. Assignments in Honors English III may be more complex than are assignments in English III. Honors students demonstrate a willingness and ability to work independently both in generating ideas and in organizing themselves. Students will examine the influence of culture and history on language and literature, read, evaluate, and use various types of sources to research issues, recognize and interpret literary elements and stylistic devices, produce writing which reflects control of grammar, mechanics, and usage of standard English in the context of speaking and writing.

Literature incorporated into the class may include, but is not limited to: *The Adventures of Huckleberry Finn*, *The Crucible*, *Fahrenheit 451*, *The Great Gatsby*, *The Red Badge of Courage*, *The Scarlet Letter*, *All the King's Men*, *Othello*, and *Evidence Not Seen*.

Dual Credit English 101 and 102

Grades 11 & 12 (1)

ENG 101: Composition

Dual Credit Course – William Carey University

This course introduces students to college-level writing with emphasis on rhetorical strategies, critical thinking, and effective communication. Students will develop skills in generating ideas, organizing essays, crafting clear thesis statements, and revising their work through multiple drafts. The course emphasizes expository and persuasive writing while incorporating critical reading of diverse texts to help students understand audience, purpose, and context.

Upon successful completion of this course, students will be able to:

- Develop clear, focused thesis statements
- Organize ideas logically using appropriate essay structures
- Apply revision and editing strategies to strengthen written work
- Analyze texts for rhetorical techniques and effectiveness
- Adapt writing style to suit audience and purpose

ENG 102: Research and Composition

Dual Credit Course – William Carey University

Building on the foundational skills developed in ENG 101, this course focuses on research-based writing and argumentation. Students will learn to locate, evaluate, and synthesize sources from academic databases and other credible resources while developing well-supported arguments. Emphasis is placed on proper documentation, ethical use of sources, and integrating evidence effectively into written work.

Upon successful completion of this course, students will be able to:

- Formulate research questions and develop arguable thesis statements
- Locate and evaluate credible academic and popular sources
- Synthesize multiple sources to support an original argument
- Apply MLA documentation accurately and ethically
- Produce a polished, thesis-driven research paper

Note: DC English 101 and 102 are expected to be completed as a set. In order to earn the corresponding high school credit, both courses must be satisfactorily completed. Enrollment requires an ACT composite score of 20 or above.

English IV

Grade 12 (1)

English IV follows the study of genre and thought encountered in the 11th grade with highlights from the British literary tradition. The course works to strengthen and expand students' skills in reading comprehension and expository and argumentative writing. Students review grammar and reading techniques as they practice sentence flexibility. They review and extend writing skills such as crafting thesis statements and structuring logical, unified, and coherent paragraphs as part of varied essay assignments. Vocabulary development continues through the Vocabulary Workshop series and vocabulary drawn from the reading. The course encourages students to develop persistence and independence in reaching goals as they expand their understanding of the forms and purposes of imaginative expression in works of literary value.

Literature incorporated into the class may include, but is not limited to: *Frankenstein*, *The Great Train Robbery*, *The Hollow Hills*, *I Must Betray You*, *Macbeth*, *1984*, *The Unquiet Bones*, *Sooley*, and *Unbroken*.

Honors English IV

Grade 12 (1)

Honors English IV is a survey of British literature from Old English to the present. Students balance aesthetic response to literature with technical analysis and evaluate the cultural mores and ideological shifts found in major literary periods. The course will help students understand the complex relationship between literature and language and how developments in one influence developments in the other. The structured approach to vocabulary development continues and students practice and refine the writing process. The pace allows students to experience a greater breadth and depth of British literature and a more detailed exploration of sophisticated literary genres than does standard English IV.

Literature incorporated into the class may include, but is not limited to: *Frankenstein*, *The Great Train Robbery*, *The Hollow Hills*, *Macbeth*, *Pygmalion*, *The Screwtape Letters*, *1984*, and *Unbroken*.

AP English Literature and Composition

Grade 12 (1)

AP English Literature and Composition is an advanced level course designed as a year's study in literature that represents various genres, periods, cultures, and themes. Significant works in the Western tradition augment the chronological framework of the survey of British literature that is used in English IV Honors. In recent years, these supplemental works have included excerpts from the epics *Gilgamesh* and *The Iliad*, the novels *As I Lay Dying* and *Absalom! Absalom!* By William Faulkner, and postcolonial literature such as poetry by Wole Soyinka, short stories by Doris Lessing, Nadine Gordimer, and Chinua Achebe as well as Achebe's novel *Things Fall Apart*. The AP course involves a range of strategies for reading, appreciating, analyzing, and evaluating texts. It is designed for students who are self-disciplined and self-motivated, who have demonstrated competence in writing and literary analysis, and who are committed to develop independent habits of thinking and learning for the glory of God. Within this framework, a student will be helped to make connections, examine theories with a critical eye, and critique ideas from various perspectives in class discussions and in their writing.

Literature incorporated into the class may include, but is not limited to: *Absalom Absalom!*, *As I Lay Dying*, *Hamlet*, *Heart of Darkness*, *Macbeth*, *Pygmalion*, *The Screwtape Letters*, *Things Fall Apart*, *Wuthering Heights*, and *Behold the Dreamers*.

MATHEMATICS DEPARTMENT

PHILOSOPHY: The mathematics program is designed to provide each student with the opportunity to develop mathematical talents to the fullest. An understanding of the problems of our technological age requires the knowledge and appreciation of quantitative abstract thinking that is provided by courses in mathematics.

GENERAL INFORMATION

Students have several choices in regard to course sequencing. Highly qualified students may complete Honors Algebra I in eighth grade. Completion of Honors Algebra I in eighth grade generally allows students to follow a more rigorous mathematics sequence throughout high school.

The following is a list of typical mathematics course sequences.

Sequence A: Honors Algebra I (8th) Honors Geometry Honors Algebra II
Honors Precalculus & Trigonometry Dual Credit Calculus

Sequence B: Honors Algebra I (8th) Honors Geometry Honors Algebra II
Intermediate Algebra Dual Credit College Algebra

Sequence C: Algebra I Geometry Algebra II Honors Precalculus & Trigon.

Sequence D: Algebra I Geometry Algebra II Dual Credit College Algebra

Sequence E: Algebra I Geometry Algebra II Intermediate Algebra

Students requesting to enroll in Dual Credit Calculus must present an ACT math subscore score of 26 or higher. Students requesting to take Dual Credit College Algebra must have a 20 or higher on the ACT math subscore. A minimum ACT composite of 20 or higher is required for all dual credit courses.

Highly motivated mathematics students may be allowed to enroll in Honors Geometry and Honors Algebra II simultaneously during their sophomore year in order to advance to a higher math level by their senior year. However, strong caution is given to students considering this approach. Such students must be approved by teachers of both courses prior to enrollment.

PCS CALCULATOR REQUIREMENTS FOR MATHEMATICS

Students enrolled in PreAlgebra, Algebra I, and Geometry (Honors or Standard levels for all classes) should acquire a TI 30 XS calculator. Students will utilize this calculator in higher level mathematics courses as well.

Those students enrolled in Algebra II (Honors and Standard), Intermediate Algebra, DC College Algebra, and DC Calculus should also acquire a TI 84 CE calculator. Students will still utilize the TI 30 XS for certain functions.

These calculators are approved for use on the ACT, SAT, PSAT, and AP exams. In addition, if cared for, these calculators are quite durable and will serve the students well for many applications in college.

COURSE DESCRIPTIONS

Math 7 Grade 7 (1)

Math 7 will continue to build a foundation to be successful in the study of algebra. Students will concentrate on the following areas: integers, rational numbers, expressions, equations and inequalities, ratios, percents, and geometry skills. Number fluency is emphasized in this foundational middle school math course. Ongoing practice of important mathematical concepts, skills and algorithms, in real world applications when possible, helps students understand the computations and properties needed for Pre-Algebra. The program incorporates teacher-developed materials and technology, as well as activities supplied by the textbook, to teach fundamental skills and to promote creative problem solving.

Advanced Pre-Algebra 7 Grade 7 (1)

Advanced Pre-Algebra 7 builds and expands on the numerical concepts learned in 6th grade Accelerated Math and applies them to algebraic concepts. This class introduces operations involving integers, rational numbers, fractions, decimals, percents, squares, and square roots. These skills will then be applied in solving various algebraic problems, such as equations, inequalities, ratios, proportions, and similar figure problems. The class will also emphasize triangle relationships, using the Pythagorean Theorem and Distance formula, and angle-line relationships. Surface area, volume, statistics, and probability will be introduced, if time allows. This course moves at a much faster pace than 8th grade Pre-Algebra. All grade level skills are covered in the first three 9 weeks of school, leaving the 4th nine weeks to focus on Algebra I and Geometry objectives.

Pre-Algebra 8 Grade 8 (1)

Pre-Algebra 8 has the primary purpose to develop the necessary skills and academic habits to prepare students for high school algebra and geometry. The Pre-Algebra course serves as a bridge between the 7th grade math course and Algebra I. This course will build a foundation of algebraic concepts through the use of technology, problem solving, and cooperative learning. Concepts include algebraic expressions, linear equations,

polynomials, factoring, inequalities, and geometry. Problem solving, reasoning, estimation, and connections between math and everyday applications will be emphasized throughout Pre-Algebra. This course is designed to prepare students for Algebra I. This class introduces operations involving integers, rational numbers, fractions, decimals, percents, squares, and square roots. These skills will then be applied in solving various algebraic problems, such as equations, inequalities, ratios, proportions, and similar figure problems. The class will also emphasize triangle relationships, using the Pythagorean Theorem and Distance formula, and angle-line relationships.

Honors Algebra I

Grade 8 (1)

THIS COURSE DOES QUALIFY FOR HIGH SCHOOL CREDIT

Honors Algebra I is an introduction to “Algebraic Thinking” – a strategic way of problem solving by setting relationships into equation form and solving for that which is unknown. The approach to this course is to first, teach the basics for problem solving along with fundamentals like the order of operations and sign rules for addition/subtraction and multiplication/division. Following these basics, we learn approaches to translating word problems into algebraic statements (equations). After the fundamentals, we explore applications such as finding the slope of a line, probability, ratio and proportion and solving problems involving two and three-dimensional figures (Area and Volume). This course moves at a much faster pace than 9th grade Algebra I. All grade level skills are covered in the first three 9 weeks of school, leaving the 4th nine weeks to focus on Geometry and Algebra II objectives. Students will need a TI-30XS calculator. This course does carry a high school credit.

Algebra I

Grade 9 (1)

Algebra I develops the basic structure of algebra and the real number system. The student is introduced to problem solving techniques and encouraged to use these techniques logically. Solutions of linear equations, inequalities in one and two variables, graphing of functions, products and factors, fractional equations, and linear equations are a few of the topics included. Students will need a TI-30XS calculator for this course.

Honors Geometry

Grade 9 (1)

This course offers an enriched treatment of plane geometry with an extension to geometry of three dimensions. Emphasis is placed on an axiomatic development of plane and solid geometry in an integrated course. Particular attention is paid to the meaning and application of deductive reasoning. The goals of this course are to develop the language of sets and real numbers as it applies to geometry; to develop a knowledge of the methods of proof in geometry with special emphasis on the triangle congruency postulates; to develop a knowledge of angles and triangles, other polygonal regions, circles, and solids; and to develop a knowledge of lines and planes in space. There is an emphasis on writing and solving algebraic equations derived from geometric postulates, theorems, and definitions. Students will develop an understanding of basic statistics by organizing and interpreting data, analyzing measures of center and spread, and making connections between data and simple probability.

Geometry

Grade 10 (1)

This course is the study of Euclidean geometry. Emphasis is placed on understanding the basic properties and relationships of points, lines, angles, triangles, quadrilaterals, other polygons, and circles. Problem solving situations that integrate arithmetic, algebra, and geometry are stressed. The process of deductive reasoning is studied and applied in geometric problems. An extension from plane geometry to three-dimensional geometry is included.

Honors Algebra II

Grade 10 (1)

In Honors Algebra II, students will delve into algebraic concepts and techniques that build on their prior knowledge to explore more complex mathematical relationships. The curriculum emphasizes an understanding of polynomial, rational, and exponential functions, as well as systems of equations and inequalities. Students will engage in rigorous problem-solving and critical thinking exercises, applying their skills to real-world scenarios and abstract problems.

Algebra II

Grade 11 (1)

Algebra II deepens students' understanding of algebraic concepts and advanced mathematical topics. Emphasis is placed on graphing and the key features of the various parent functions. The curriculum includes linear equations and inequalities, systems of equations and inequalities, quadratic functions and complex numbers, polynomial functions, advanced factoring, exponential and logarithmic functions. Students will also apply algebraic concepts to real world situations.

Honors Precalculus/Trigonometry

Grade 11 (1)

Honors Precalculus/Trigonometry offers a thorough study of trigonometric functions, their properties, their graphs, transformations of their graphs, and their applications. Honors Pre-Calculus reinforces the study of various types of functions including, but not exclusive to the following: linear, quadratic, polynomial, rational, radical, exponential, and logarithmic. Families of graphs and their transformations will be further investigated. Limits, continuity, and end behavior will be introduced using graphs, charts of values, and algebra. Other topics such as polar form and graphs of polar equations, arithmetic and geometric sequences and series, summation, and factorial will be introduced, if time permits. Students will need a TI-30XS calculator.

Intermediate Algebra

Grade 12 (1)

This course is designed to provide students with a solid foundation in algebraic concepts and techniques that are essential for success in college-level mathematics. Topics covered include linear equations and inequalities, systems of equations, quadratic functions, factoring, polynomial functions, rational functions, root functions, and inverse, exponential, and logarithmic functions. Emphasis will be placed on problem-solving strategies, mathematical reasoning, and real-world applications. Students will need a TI-30XS calculator.

Dual Credit College Algebra

Grade 12 (1)

DC College Algebra is an introductory college-level math course. This course is a study of fundamental mathematical concepts that are necessary for success in future college math and science classes. College Algebra will focus on the study of functions (linear, quadratic, polynomial, rational, inverse, exponential, and logarithmic) and their graphs, circles, solving equations and inequalities, solving systems of equations, and basic probability and statistics. Students will need a TI-30XS calculator. Students enrolling in this course must present an ACT composite score of 20 and an ACT Math Subscore of 20.

Dual Credit Calculus

Grade 12 (1)

The first course in the calculus sequence of four courses includes a brief review of essential topics from algebra and trigonometry with the concept of functions (polynomial, rational, exponential, logarithmic, and trigonometric) and their graphs serving as the unifying theme. Building upon this base, students will investigate the power obtained through applying the concepts of limits, continuity, and the derivative to these types of functions. Students will learn to solve problems analytically and will learn to investigate graphically and then confirm algebraically using paper and pencil the techniques of calculus. Throughout the course, emphasis will be on the connections between mathematics topics, the relation to other disciplines, and applications to real-world problems. References will be made to the historical and cultural aspects of calculus at appropriate times. Students will need both a TI-30XS and a TI-84 Plus CE calculator. Students enrolling in this course must present an ACT composite score of 20 and an ACT Math Subscore of 26.

SCIENCE DEPARTMENT

PHILOSOPHY: Our department encourages scientific achievement through a supportive atmosphere that provides students frequent opportunities to conduct science in well-equipped and technologically enhanced environments. It is our mission to continuously establish new standards of excellence in the scientific education of our students. As a department, we believe students must: (1) develop skills in observation, investigation, problem solving, communication and utilizing technology; (2) acquire knowledge, understanding, and appreciation of the natural world; (3) demonstrate effective oral and written communication in problem-solving, critical thinking and computational and research skills; (4) work cooperatively and effectively with others while demonstrating respect for diversity; (5) become morally responsible and active citizens to make informed decisions; (6) establish scientific, academic, and personal confidence that will be utilized by students to explore future educational and career opportunities.

COURSE DESCRIPTIONS

Science 7 - Life Science

Grade 7 (1)

The course focuses on the study of life and life processes. It allows the students to develop their understanding of concepts in life science while at the same time developing applicable skills. The course is designed to promote critical thinking. Throughout the year students will explore life science as a process, chemistry related to living organisms, cell structures and functions, genetics and heredity, diversity of living organisms and their ecological roles, and will be introduced to animal structure and function.

Science 8 - Physical Science

Grade 8 (1)

Science 8 concentrates on the study of the major concepts of two sciences: chemistry and physics. Among the topics covered are energy, the structure of matter, forces and motion, chemical processes and equations, electric and magnetic forces, and waves and information transfer. The course is intentionally designed to be hands-on and interactive. Students will complete a variety of activities and basic experiments in class. In addition, students will practice problem solving both individually and as a team.

Biology I

Grade 9 (1)

Biology I is a year-long course that covers many important aspects of living things. The course begins with an overview of biology and basic terms that students will use all year. This is followed up with a brief review of important and relevant chemistry concepts. The following topics are then taught: cells, genetics, taxonomy, bacteria, protists, fungi, plants, animals, and the human body. Through reading, doing labs, researching, and studying, students should garner a mastery of the concepts and vocabulary of biology. Students will also practice basic lab skills, such as working with microscopes, measuring, writing lab reports, and identifying basic lab instruments.

Honors Biology I

Grade 9 (1)

Honors Biology I is a year-long course that is designed for highly motivated students. It is a fast-paced course that requires daily reading and review. It covers most all aspects of living things and is taught from a Christian worldview. This course is designed to relate basic information of living organisms, and their chemical and energy requirements, with their physical environment. The structure and function of cells, cell organization and reproduction, genetics, and living organisms' role in the environment are the focus of content. Students are expected to relate modern biological techniques to real life situations and career opportunities.

Chemistry

Grade 10 (1)

Chemistry is a course where the student is exposed to basic topics including descriptive chemistry, atomic structure, history of chemistry, kinetic theory, stoichiometry, gas laws, bonding, reactions and acid/base theory. Basic laboratory work is used to reinforce classroom topics, as well as encourage critical thinking and problem-solving skills. The emphasis of this course is the understanding of fundamentals of chemistry and applying these understandings to consumer and civic decisions.

Honors Chemistry

Grade 10 (1)

Honors Chemistry provides a strong foundation for those students who may continue their studies on the AP or college level. Strong math skills are integral for learning about atomic theory and structure, kinetics, reactions, descriptive chemistry, stoichiometry, acid/base theory, gas laws and bonding theory. This course also stresses the historical importance of chemistry in industrial and economic development.

Physics

Grade 11 (1)

is the fundamental foundation of chemistry, biology and all other disciplines of science. In this course students become aware of how physics principles guide the behavior of our universe. The topics of motion, mechanics, energy, optics, electricity, magnetism, sound, and light are investigated. This class explores the relevance of physics to everyday life. Fundamental physical laws that guide the behavior of nature are learned through demonstrations, laboratory investigations and discussion.

AP Physics 1

Grades 11-12 (1)

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque, rotational motion, and fluids. Students taking this course will be prepared for and required to take the AP Physics I exam at the end of the course. Students will need a TI-30XS calculator. **Prerequisite:** Completion of Honors Algebra II

Environmental Science

Grade 12 (1)

Environmental Science focuses on the study of the many interactions between humans and the environment surrounding them, living and non-living. As Earth's human population continues to grow, as technology advances and human needs and wants increase, our impacts on the world become more widespread and severe, despite improvement in some areas. Environmental impacts, in turn, affect human health and well being. Environmental Science is a **multidisciplinary** subject. Students will investigate and discuss topics such as global climate, loss of fisheries, and management of resources. We will explore the many biomes and aquatic habitats on our planet and discuss the effects of the exponential growth of human populations on these ecosystems and the associated organisms.

Honors Human Anatomy & Physiology

Grades 11-12 (1)

Honors Anatomy & Physiology (junior and senior level course, sophomores may enroll with administrative approval) is the study of the body's structures and respective functions at the molecular, cellular, tissue, organ, systemic, and organism levels. Students are introduced to anatomical terminology, the chemistry of life, cellular biology, the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Students explore these topics through laboratory investigations, diagrams, and/or comparative studies of the anatomy of other organisms. The study of anatomy and physiology helps prepare students for a variety of pursuits, including higher level science courses and employment in health care.

Dual Credit Biology 111

Grades 11-12 (1)

Students are introduced to the eight main themes of Biology (The Chemistry of Life, The Cell, Genetics, Mechanisms of Evolution, The Evolutionary History of Biological Diversity, Plant Form & Function, Animal Form & Function, and Ecology). The Scientific Method and Experimental Design are emphasized throughout the course. Lab activities will reinforce lecture material and adequately prepare students for the ACT and multiple college level courses. This course is offered through a partnership with William Carey University. Students will receive both college and high school credit for this course. Enrollment prerequisites do exist, including a minimum ACT composite of 20.

Dual Credit Chemistry 111

Grade 12 (1)

DC Chemistry will cover topics traditionally covered in a college freshman-level chemistry course. It will be taught and tested at a college level but at a slower pace and with more practice and instructor assistance than at a college or university. Topics covered will include atomic structure, periodic properties, bonding, molecular geometry, solutions, stoichiometry, gas laws, thermochemistry, and intermolecular forces. Students enrolling in this course must meet eligibility requirements as set out by William Carey University including an ACT composite of 20 or higher and a 22 or higher math subscore. With successful completion of the course, students are eligible to receive four hours credit for CHE 111, General Chemistry I at William Carey University.

HISTORY/SOCIAL SCIENCE DEPARTMENT

PHILOSOPHY: The history and social science program is designed to provide each student with the opportunity to develop an appreciation of geography, civics, economics, and history. The social studies department works with the English department in emphasizing the need for highly developed language skills.

COURSE DESCRIPTIONS

History 7 - World History

Grade 7 (1)

History 7 is a study of the major turning points through selected time periods from the foundations of Creation, the birth of Christianity within the Roman Empire, through the medieval period of European History. A strong emphasis is placed on the history, culture and religion of Europe, Africa and Asia during these periods.

History 8 - United States History

Grade 8 (1)

History 8 is a survey course of American history from the Age of Exploration through Reconstruction. Students will examine the people, geography, and events that shaped our nation. Students will gain practice in reading and interpreting primary and secondary source data. Students will weave together the skills and content of civics, history, and geography and learn how they affect each other. Students will consider multiple perspectives, weigh evidence, and make sound judgments about American History. Students will grow in their confidence as critical thinkers and writers. Students will leave

prepared for advanced level courses in the social sciences and some of the analytical tasks common to the 21st century work world. Through periodic discussion of current events, students will be able to relate American History to the events in the contemporary world.

Mississippi Studies (fall)

Grade 9 (½)

Mississippi Studies is a semester course that explores all aspects of the state. The course is divided into discreet topical units. Students first discover the geography of the state. Then, the class delves into a comprehensive history of the state, from Native American settlement to modern times. A study of the state's economy, resources, and demographics follows. Students also learn about the very important arts, literature, and music characteristic of Mississippi. Finally, the class details Mississippi's government structure and process while teaching the students the rights and responsibilities of Mississippi citizens.

World Geography (spring)

Grade 9 (½)

Ninth Grade World Geography is a semester course which provides a comprehensive geographical study of the world, with emphasis on physical and cultural geography. The course begins with a survey of major geographic concepts. The course then explores the geographical regions of the world, focusing on specific countries along the way. The physical features, culture, values, and history of various countries around the world, each of which is emblematic of its particular region will be examined. In addition, students will study maps of the different regions and will be expected to identify the countries of each region, along with certain physical features of each.

Honors Mississippi Studies (fall)

Grade 9 (½)

Honors Mississippi studies is an advanced semester course that explores all aspects of the state in detail. The course is divided into discrete topical units which study the geography of the state; a comprehensive history of Mississippi from Native American settlement to modern times; the state's economy, demographics, and resources; the arts, literature, and music characteristic of Mississippi; and the state's government. The Honors aspect of this class encourages extensive critical thinking through analysis of primary and secondary historical documents. In addition, students complete a number of projects that help them further immerse themselves in the story of Mississippi, culminating in an extended profile of a county of the student's choice. The major text used is *Mississippi: The Magnolia State* by Clairmont Press.

Honors World Geography (spring)

Grade 9 (½)

Honors World Geography is an advanced semester course which provides a comprehensive geographical study of the world, with emphasis on physical and cultural geography. The course begins with a survey of major geographic concepts. The course then explores the geographical regions of the world, focusing on specific countries along the way. The physical features, culture, values, and history of various countries around the world, each of which is emblematic of its particular region, will be examined. In addition, students will study maps of the different regions and will be expected to identify the countries of each region, along with certain physical features of each. The Honors

aspect of this class encourages high-level thinking through analyzing various aspects of physical and cultural geography. Students will make connections between cultures and environments, using the five themes of geography as their guide. The primary text is *Cultural Geography* 3rd ed by BJU Press.

World History

Grade 10 (1)

World History explores human history across different cultures, regions, and nations, transcending individual boundaries. The chronology of the course is the renaissance period to the present. It focuses on significant events that impact large populations or multiple areas and often unfold over extended periods. By providing a chronological and systematic account of the past, world history enables us to compare different historical contexts and recognize patterns across cultures and eras. The study of our world helps us gain a deeper understanding of the role of the divine providence while equipping us for the future.

AP European History

Grade 10 (1)

AP European History introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

United States History

Grade 11 (1)

US History is a survey of the history of the United States from Reconstruction to the present time. This course makes history more meaningful to the students by presenting historical events through the eyes of the people who experienced them. History becomes more relevant by showing the students how people and events of the past connect to the present. Students will cover the vital political, social, and economic happenings that shaped our country into its present state. Students will be taught critical thinking skills which will help them to become responsible and informed decision-makers. Students will be encouraged to become active citizens as a result of taking United States History. While the students embrace the scope of history, they will be encouraged to investigate the underlying philosophies and beliefs of the events, all the while embracing God's masterful hand as He has guided our past and continues to shape our future.

AP United States History

Grade 11 (1)

AP US History is a study of the significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections;

and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. AP US History is a highly structured, very demanding college level course. Students are required not only to read thoroughly the college level text, but also to augment this material through research and reading of supplemental articles and then critically apply the findings. One of the primary objectives of this course is to expose students to all areas of information covered on the AP Examination. Thus, it is imperative that a high-level academic environment exist and that the student is dedicated to learning, is highly motivated, and is willing to put forth both in and outside of the classroom the time and effort required for a course of this intensity.

American Government (fall) Grade 12 (½)
 American Government provides a survey of the Federal Government. Students will be engaged in the analysis, discussion, and evaluation of the beginnings of US Government, Political Parties, Voting and Elections, Interest Groups, Taxes, and the Media.

Economics (spring) Grade 12 (½)
 Economics serves as an introductory course for the study of economics. The major purpose of this course is to provide a comprehensive study of the basic institutions, concepts, principles, and practices of economics. Instruction covers basic economic concepts that underlie the United States market system and its operations.

AP United States Government & Politics Grade 12 (1)
 AP US Government provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

History Seminar #1: Pop Culture in American History (fall) Grades 11-12 (½)
 In this seminar class, we will study the food, fads, fashion and entertainment from the early 1900s to present day. Pop culture is ever present, influencing how we think, how we feel, and how we live our lives. This year, we're going to be exploring how the things we choose to watch, buy, listen to and consume for entertainment are actually historical artifacts.

Elective course open to students in grades 11 and 12

History Seminar #2: The United States in the 1990s (spring) Grades 11-12 (½)

America in the 1990s is a semester-long history seminar that examines the political, social, economic, and cultural transformations of the United States during a pivotal decade. Students will explore post–Cold War America, major domestic conflicts, technological advancements, and shifts in national identity through hands-on research, collaboration, and creative presentations.

Elective course open to students in grades 11 and 12

AP Human Geography

Grades 10-12 (1)

AP Human Geography is a yearlong course designed to replicate a semester introductory human geography course at the university level. The purpose of the course is to introduce students to human geography through readings, video case studies, daily discussions, and semester projects. AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Methods and tools used by geographers are also examined.

Elective course open to students in grades 10, 11, and 12

WORLD AND CLASSICAL LANGUAGES DEPARTMENT

PHILOSOPHY: The World and Classical Languages Department mission is to prepare students for the ever-increasing demands for second language fluency and cultural literacy, and key to the success of this mandate is a strong curriculum, which follows the American Council on the Teaching of Foreign Languages (ACTFL) Guidelines. Students are required to complete two years of the same language.

COURSE DESCRIPTIONS

Spanish

7th Grade Spanish Rotation

The 7th grade Spanish course is a nine-week exploratory rotation. The course is designed to introduce students to the Spanish language and to the cultural diversity of the Spanish-speaking world while developing Novice-level proficiency in communication. Instruction emphasizes the three modes of communication—Interpretive, Interpersonal, and Presentational—through listening, speaking, reading, and writing activities. Students begin by learning essential vocabulary and expressions for greetings, goodbyes, and introductions. Foundational language skills are further developed through numbers (0–31), days of the week, months, colors, classroom commands, basic descriptions, weather, and seasons, all presented in meaningful and age-appropriate contexts. Cultural

learning is integrated throughout the course. Students explore the geography, flags, traditions, and daily life of Spanish-speaking countries. Students make comparisons between their own culture and those of the Spanish-speaking world. Throughout the nine weeks, students engage in interactive activities, collaborative practice, and guided instruction to build confidence in basic communication.

Introduction to Spanish for Middle School

Grade 8 (1)

In Introduction to Spanish, students will discover the Spanish language through a communicative method that encourages discovery of not only the Spanish language but also the cultures associated with the language. Students will begin each class with guided conversations amongst their peers, in which they will learn to communicate in the target language. Throughout the year, students will be introduced to new topics relevant to their lives presented in the target language. Each topic will be accompanied by at least one feature of the language or language skill implicitly integrated into the curriculum. As students make connections and comparisons amongst the various topics and language skills, they will better understand how Spanish is used. Finally, students will engage with Spanish-speaking cultures through history, geography, popular culture, arts and music, sports, and more. By the end of the year, students will have had the opportunity to advance to at least the novice-mid level of speaking, writing, and listening, as set forth by the American Council on the Teaching of Foreign Languages. *This is an elective course and does not qualify for high school credit.*

Spanish I

Grades 9-12 (1)

Spanish level one is a full year course. During this time, students will develop an understanding and appreciation of other cultures, and become more aware of geographical areas where Spanish is spoken. The students will begin their Spanish proficiency journey through exposure to several sources of the target language. In addition, an important component of this course is the interaction between members of the class and the capacity to work on tasks together. By the end of the first year, students should develop appropriate verbal behavior for greetings and farewell routines, identify between polite and familiar form of address, and recognize and interpret nonverbal communication as gestures used in a formal or informal social setting. In addition, they should be able to engage in short conversations, understand and interpret written and spoken language according to the topics studied in the class, and write basic information. On this stage, it is considered typical and normal to recognize certain structures of the language and answer with memorized patterns. Grammar and vocabulary are selected according to the functions and notions necessary to express a variety of contexts.

Spanish II

Grades 10-12 (1)

Spanish level two is a full year course. This course provides opportunities for the continued development of student language skills such as listening, speaking, reading and writing. Students will improve their communications skills by providing and obtaining information, expressing feelings and emotions, and exchanging opinions. The topics studied in level 2 will give the students the opportunity to recognize the distinctive points

of view that are only available through the study of foreign language and its culture. The goal of this course is to demonstrate practical application of the language. Students will gain practice in conversation relative to everyday tasks and circumstances. Students at this stage should begin to respond in more purposeful and complete thoughts and phrases.

Spanish III

Grades 11-12 (1)

In this course, students conclude the study of basic grammar necessary to maintain a conversation in the target language, continue to expand their language skills, initiate and maintain face to face conversation in the target language, and express ideas in present, past and future tense. The information is presented in the target language in order to aid students in the acquisition of listening and comprehension skills. The students will have the opportunity to participate in many projects imitating life outside the classroom. At this stage, the students should strive to act more independently to express thoughts. Following the practice established in Spanish II, students will work to develop more sophisticated skills relative to common and ordinary conversations and circumstances.

Latin

Latin I

Grades 9-12 (1)

The purpose of Latin I is to move students to the Novice Mid level in Listening, Reading, and Writing as described by the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. Students in this class will primarily learn Latin by means of communication (i.e. listening, reading, speaking, writing). Students will learn stories from ancient Roman and Greek mythology and history. Students will also learn to talk and write about themselves and about the modern world in Latin. The course will include co-created stories, movie talks, and independent reading in Latin.

Latin II

Grades 10-12 (1)

The purpose of Latin II is to move students to the Novice High level in Listening, Reading, and Writing as described by the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. Students in this class will primarily learn Latin by means of communication (i.e. listening, reading, speaking, writing). Students will learn stories from ancient Roman and Greek mythology and history. Students will also learn to talk and write about themselves and about the modern world in Latin. The course will include co-created stories, movie talks, and independent reading in Latin.

BIBLE

PHILOSOPHY The Bible department at Presbyterian Christian School believes each student is created in the image of God and should be taught the whole counsel of God. We believe that the scriptures of the Old and New Testaments are the only rule of faith and practice for every Christian. We emphasize the New Testament, the cross of Christ, and the need for each of God's children to be born again. We also aim to present Christ in His sacred historical context as the fulfillment of God's promises to the Old Testament church. Ultimately, we want to instill in all PCS graduates a Christian worldview to guide their thinking, their choices and their lives, to further Christ's kingdom on Earth to the eternal glory of God.

COURSE DESCRIPTIONS

Bible 7

Grade 7 (1)

Bible 7 begins where Bible 6 concludes. The sixth grade curriculum is concentrated on Creation through entrance into the Promised Land of Canaan. Seventh grade begins with a general review of Genesis through Deuteronomy emphasizing God's determination to gather a People for himself, give them a place to live, and ultimately bring a Savior to redeem them.

The seventh grade student will be led through the conquest of Canaan in Joshua, the failure of the Israelites to be faithful to the Covenant in Judges, and God's faithfulness to His promises in bringing an imperfect king to an undeserving people in Samuel. Emphasis is always focused on the ultimate King to come—Jesus Christ.

The *Westminster Shorter Catechism* will be used as a supplement to teach key theological concepts concerning the character of God, the nature and sinfulness of man, the way of salvation in Christ, and our duty to worship Him.

Bible 8

Grade 8 (1)

Bible 8 includes that part of sacred history from the Annunciations of Gabriel to Zechariah and then to Mary of Nazareth through the close of the New Testament canon with the Revelation to John. After a brief review of the Old Testament, the course will include the following topics: Preparing the Way for Christ, The Teachings of Jesus, The Miracles of Jesus, The Trial/Crucifixion/Resurrection/Ascension of Jesus, The book of Acts with its relevant Epistles, The Revelation to John.

Biblical Studies

Grades 9 - 10 (1)

Biblical Studies introduces students to the fundamentals of Biblical interpretation. Students will gain a clear Biblical basis for reading scripture both contextually and theologically. Students will learn to formulate questions and support their conclusions with examples. Students will encounter documents and resources which provide context

for Biblical reading. Students will defend, debate, and analyze arguments about the interpretation of scripture. Students will gain a solid scriptural foundation which will enable them to better fulfill the mission statement of PCS and impact the world for Christ.

Christian and Comparative Worldview

Grades 11-12 (1)

Christian and Comparative Worldview has the goal of helping students to solidify their understanding of the Biblical worldview. They will analyze the twofold revelation of God, i.e. His word and His world. After studying the initial pristine nature of God's creation, they will consider the fallen nature of mankind under 4 specific categories: idolatry, language, sexuality and violence. The class will also consider the process of redemption, especially from a providential standpoint, and consider the implications of Biblical prophecy on human history. After handling the Christian Worldview carefully and at length, we will move into Comparative Worldview, contrasting each of the following with Christianity: Islam, Naturalism, and Postmodernism.

Texts will include selections from C. S. Lewis' *Mere Christianity*, James Sire's *The Universe Next Door*, plus various other sources of apologetics from print and video.

FINE AND PERFORMING ARTS DEPARTMENT

PHILOSOPHY: The arts enrich life for all cultures and record the personality of age. Fine and Performing Arts students discover their creative potential, nurture critical thinking, and acquire techniques for evaluating art forms. Students who participate in the arts develop communication skills and hone life skills such as organization, teamwork, and self-discipline.

COURSE DESCRIPTIONS

Choral Program

Middle School Choir (fall, spring)

Grades 7-8 (½, 1)

Middle School Choir - formally known as "Junior Jubilate", is a choral ensemble that performs a variety of different music genres. This group is an introductory level class to future music groups. In this class, students will learn to read music by studying the basics of music theory and sight-reading. This class will also offer introductory level teachings of proper vocal production and pitch matching. Students in this group will have opportunities to travel and participate at music conferences inside and outside of Mississippi. This group will have three (3) major mandatory performances a year, while also having community performances in various venues.

Presbyterian Chamber Singers (PCS)

Grades 9-12 (1)

Presbyterian Chamber Singers is an advanced performing ensemble with a heavy focus on musicianship. Students in this group will learn intermediate music theory and sight-reading skills to apply to performance. PCS is a traveling performing group that will often perform in and outside of Hattiesburg, MS. Students will be taught advanced vocal production techniques in addition to having the opportunities to work with local and regional professionals in the field. PCS will have various performances throughout the school year that will be required events for each member. Presbyterian Chamber Singers are held to a high standard of performance and are expected to carry themselves as such.

Music Appreciation (fall only)

Grades 10-12 (½)

This course serves the purpose of broadening and deepening the understanding of how the human experience is reflected in the musical arts, and also will emphasize developmental skills necessary in understanding, analyzing, and appreciating all genres of music in a meaningful way. This course will introduce basic music reading skills and terminology, and also highlight different eras on music development.

The Visual Arts Program

Middle School Art (fall, spring)

Grades 7-8 (½,1)

Middle School Art is an introductory course that introduces students to the **Elements of Art** while exploring a variety of art-making practices and techniques. Students work with different media, including drawing, painting, pottery, and papier-mâché to create their work. The course encourages students to discover the fun in art-making and develop an appreciation for art.

Studio Art (fall, spring)

Grades 9-12 (½, 1)

Studio Art is a general art course that uses the **Elements of Art** and **Principles of Design** as a framework for creative projects. Students are introduced to various media and learn drawing, painting, and craft-making techniques. They are encouraged to produce intentional work, with a focus on developing skills to create meaningful and personal artworks. The course also introduces students to art vocabulary, art history, notable artists, and fosters an appreciation for art.

Pottery (fall, spring)

Grades 9-12 (½, 1)

Pottery is an introductory course that covers a variety of hand-building methods and techniques. Students will explore the creative process through hands-on experience, applying decorative techniques, ceramic glazes, and firing procedures to create finished works. Both functional and non-functional pottery will be made, with an emphasis on creativity, personal meaning, texture, and color. The course also introduces students to

pottery vocabulary, notable pottery artists, and fosters an appreciation for the art of pottery.

Photography (fall spring) Grades 9-12 (½, 1)

Photography will introduce students to digital photography and the visual aspects of creating two-dimensional images. Students will shoot a variety of images every week as they learn about the different styles of photography: art, journalism, action, portrait, landscape, sports, still life, architecture and animals. Students will create a 32-image portfolio of their work from each semester. They will be taught the technical aspects of the camera which is learning how a camera operates. Through digital processes, students will learn to put their images into computers and process them through Adobe Photoshop, the program of choice among professionals. Students will also learn advanced image enhancements with Photoshop. Students may use their own camera, a DSLR (Digital Single-Lens Reflex) or a mirrorless camera, or they may use a camera kit provided for students in the class. Limit of 10 camera kits available.

Graphic Design (fall, spring) Grades 9-12 (½, 1)

Graphic Design will introduce students to the visual aspects of creating two-dimensional images. Graphic Design is a second level art course. Students should have an understanding of the basic elements of art and basic design elements. Students will create portfolios of varying designs, i. e. logos, letterheads, posters, newspapers, bulletins, handouts, CD covers, magazine pages and other various illustrations. The students will learn the theories of graphic design while creating and producing projects. Some projects are individual and some projects are with a group. Students will produce most of their work on Mac computers using the Adobe Photoshop and InDesign programs. The first semester of this program focuses on learning Photoshop and applying techniques to basic art illustrations.

Theatre and Communication Arts Programs

Intro to Drama (fall, spring) Grades 8-12 (½, 1)

Intro to Drama is designed for students interested in the various aspects of theater. In this course students will study the basics of theater performance while also being introduced to the behind the scenes operations of theater production. Students in this class will be required to either participate in Bobcat Company Productions or attend the performance of a company production that corresponds with the semester of enrollment.

Note: Students in 8th grade may enroll in this course for high school credit.

Yearbook Grades 10-12 (1)

Yearbook is a two-semester course. In this class, students will gain skills in one or more of the following areas: spread design, advanced publishing techniques, copywriting, editing, and photography while producing a creative, innovative yearbook, The BlueCat,

which records school memories and events. There is an emphasis on journalism in this class. Students gain useful, real-world skills in time management, marketing, teamwork, and design principles that can be applied as the student prepares for college and leadership roles in a Christian society. Photography, Graphic Design and/or Journalism are preferred but not required.

Journalism (fall, spring)

Grades 9-12 (½, 1)

Journalism introduces students to the exciting world of print and online media. Students will learn basic reporting and journalistic techniques as they interview, research, and create news and feature articles. First semester students will produce their own newspaper. Students will also study and apply journalistic writing styles in news, features, sports, headlines and photo captions. Students will learn basic principles of layout and design of the newspaper utilizing the Adobe InDesign program, the industry standard. Students will also learn photojournalism methods, techniques and ethics. Law, ethics, and the history of journalism will complement the major units of study. Classes will include discussions, workshops, group and individual meetings, writing, revising and online publishing. In addition, students will have the opportunity to use computer-aided publishing tools and other production tools to complete individual and class assignments.

TECHNOLOGY

Intro to Robotics

Grade 7-8 (1)

This course is designed to provide a foundational hands-on exploration of basic robotics and technology concepts. This course introduces students to the field of robotics and its connections to various fields such as science, math, and technology. Through project based learning this class aims to prepare students for future learning in robotics and related STEM disciplines while encouraging creativity and critical thinking.

Automation and Robotics

Grades 9-12(1)

This course is designed to provide a comprehensive hands-on experience in robotics and automation. Key topics that are covered in this course include: robotics applications/ethics, electronics/circuit design, engineering design, and introductory python programming. This course introduces students to current leading-edge areas in the field of robotics and its relations to business, AI, and simulation. By cultivating critical thinking, problem-solving skills, and creativity; this class intends to equip students with the skills necessary to excel on pathways in Robotics and adjacent STEM fields.

Introduction to Engineering Part 1 (fall, spring)

Grades 9-12 (½)

This course introduces students to the engineering career field as well as its ethics and safety. Key topics of this course include the engineering design process, Computer-Aided Design (CAD) softwares, 3D modeling, technical drawing and principles of additive/subtractive manufacturing; all with a focus on project-based learning. The

primary objective of this course is for students to develop critical thinking, technical skills, and a solid foundation in engineering, preparing them for future pathways in engineering and adjacent STEM fields.

Introduction to Engineering Part 2 (spring) Grades 9-12 ($\frac{1}{2}$)

This course introduces students to the engineering career field as well as its ethics and safety. Key topics of this course include the engineering design process, Computer-Aided Design (CAD) softwares, 3D modeling, technical drawing and principles of additive/subtractive manufacturing; all with a focus on project-based learning. The primary objective of this course is to progress from completing teacher-led guided activities to more challenging student-led open-ended projects and problems that will require planning, organization, communication, team building, and technical writing skills. Prerequisite: Intro to Engineering Part 1

IT Help Desk Intern (fall, spring) Grades 10-12 ($\frac{1}{2}$, 1)

(By permission only) students serve alongside the professional IT staff to support the technology needs of teachers and students. One or two students per class period may serve in the IT office, located in The Hub.

Digital Citizenship and Information Technology Grades 9-12 (1)

Digital Citizenship and Information Technology is an online course that is taught in an asynchronous format. This means that it is somewhat self paced. Students will interact with each other in a virtual environment. Occasional face-to-face meetings may be required by the teacher. The course will be completed over the course of an academic quarter grading period (nine-weeks).

The course will cover such topics as: Ethical Behavior Online, Media Balance and Well-Being, Privacy and Security, Media Literacy, Cyberbullying, and the Appropriate Use of AI in the Classroom.

Students will receive one high school credit for successful completion of this course. This course will be a requirement for graduation beginning with the Class of 2030. During the 2025-2026 school year, this course will be completed by those students in grades 9-12, who have not yet completed a high school credit in Technology/Computer.

ATHLETICS

Health and Wellness (fall, spring)

Grades 7-8 (½)

Middle School Health and Wellness is a course that focuses on promoting physical, mental, and emotional well-being. The curriculum covers topics such as nutrition, exercise, personal hygiene, stress management, and the importance of sleep. Students also learn about safety practices, healthy relationships, and making responsible decisions related to substance use. The course aims to equip students with the knowledge and skills to make informed choices and develop healthy habits that support their overall well-being. Interactive lessons may include discussions, activities, and projects to encourage self-reflection and personal growth.

Intro to Kinesiology (fall, spring)

Grades 10-12 (½)

This course will introduce students to the basic concepts of kinesiology, which is the study of human movement. In this course, students will cover topics such as anatomical kinesiology, the physiology of movement, biomechanics and psychomotor development, fitness and health, and physical activity and sport in society.

Business of Sports (fall, spring)

Grades 10-12 (½)

This Sport Management class introduces high school students to the business and operations behind sports. Students will explore topics like event planning, marketing, finance, and leadership, while learning about career opportunities in sports management. Through hands-on projects and real-world examples, students will gain an understanding of how sports organizations are run and how to effectively manage sports teams, events, and facilities.

Athletic Team Periods

This course is designed for students participating on certain athletic teams. Students condition, train, and prepare for athletic competition during this class. Students must be on the approved roster for the sport in question. Students participating in multiple sports may receive a maximum of one athletic credit per year.

Boys <i>High School 7th pd.</i> <i>Middle School 6th pd.</i>	Girls <i>High School 1st pd.</i> <i>Middle School 2nd pd.</i>
HS Football	HS Volleyball
MS Football	MS Volleyball
HS Basketball	HS Basketball
MS Basketball	MS Basketball
HS Baseball	HS Softball
MS Baseball	MS Softball
HS Soccer	HS Soccer

MS Soccer	MS Soccer
Track & Field (MS and HS 7th pd.)	Track & Field (MS and HS 7th pd.)
Golf (MS and HS 7th pd.)	Golf (MS and HS 7th pd.)
	Blue Blaze - Dance (4th pd.)
	Cheer (4th pd.)

ADDITIONAL ELECTIVES

ACT Test Prep (fall, spring) Grades 10-12 (½)
 is designed to maximize a student's potential performance on the ACT and similar tests. Students will be given techniques, strategies, and practice for each of the four subject subtests. Content covered on the ACT English and Math subtests will be reviewed.

Personal Finance (fall, spring) Grades 10-12 (½)
 This course uses Dave Ramsey's *Foundations in Personal Finance* curriculum. The students will learn how to budget and save money, about credit and debt, how to plan for college, and how to invest and plan for retirement. Other topics include consumer awareness, career readiness, financial services, insurance, income and taxes, housing and real estate, and global economics.

SEVENTH GRADE INTERDISCIPLINARY ENRICHMENT ROTATION

All seventh grade students, except those enrolled in BOTH an athletic period and the PAWS program, will complete the Seventh Grade Interdisciplinary Enrichment Rotation. This rotation is a series of four, quarter length courses.

Spanish 7

Visual Arts 7

Communication Arts 7

Technology 7

VIRTUAL/ONLINE LEARNING COURSES

PCS, through a partnership with various outside providers, offers students the opportunity to complete a limited number of online elective courses. These courses are taught in an asynchronous format, meaning they are somewhat self paced. Students are not required to meet on a regular schedule. However, each course has an actual teacher who will interact with the students remotely through scheduled discussions.

Students electing to complete online courses will be scheduled a time during the day to report to the virtual learning lab, where they will complete course work under the supervision of the Virtual Learning Coordinator. Attendance will be required as with any other course.

A separate charge applies to all virtual learning classes. The cost per class varies from \$400 - \$700 (Prices subject to change based upon provider charges). In addition, those students completing AP courses will be required to sit for the corresponding AP exam. AP exams carry a fee of \$100 per exam.

Unless otherwise noted, virtual classes are full year, one credit courses.

Virtual Courses Available:

Psychology
 Essentials of Business
 American Sign Language I
 Chinese I
 Japanese I
 Spanish IV
 AP Spanish Language and Culture
 AP Art History
 AP Calculus BC
 AP Statistics

Special requests for courses not listed here will be considered. However, online course delivery **may not** be substituted for those courses which are offered on campus in a traditional format.

PURSUING ACADEMICS WITH SUPPORT - PAWS

Presbyterian Christian School is committed to ensuring an appropriately rigorous academic program that supports its mission of providing a comprehensive college preparatory education for all of its students. This includes a commitment to appropriately support the needs of those students possessing diagnosed learning differences. Students with diagnosed learning differences may qualify for accommodations and other support services provided by our PAWS program. To learn more about this program and to see if your student qualifies, please contact the Secondary PAWS Director, Dr. Rebekah Satcher: rsatcher@pcsk12.org