



# High School Course Catalog

## 2024-2025

1625 Lowell Bethesda Road, Gastonia, NC 28056  
[www.gastonchristian.org](http://www.gastonchristian.org)

### **NON-DISCRIMINATORY POLICY**

Gaston Christian School, Inc. admits students of any race, color, national, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate in the administration of its personnel or educational policies, admission policies, scholarships, athletic activities, or other school-administered programs.

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## **Dear Students and Parents:**

Gaston Christian High School is committed to academic excellence in a Christ-centered environment. Our calling is to prepare each student academically, socially, and spiritually for the experiences and challenges of the twenty-first century. The Book of Proverbs teaches: “Apply your heart to instruction and your ears to words of knowledge.” Our teachers set high standards for scholastic integrity in order to meet this challenge.

We are thankful that we can be a part of your student’s continuing educational journey. This catalog provides information that is important to course selections for the upcoming school year. Please carefully review the course descriptions, graduation requirements, and criteria for acceptance into the Honors and Advanced Placement programs. Our college-preparatory curriculum provides a strong focus on English, math, science, social studies, and foreign language; however, the high school also offers a variety of electives that allow students to explore different interests. In order to provide more learning opportunities for our students and to allow more flexibility in their schedules, we offer some electives as semester-long classes. These half-credit courses are indicated as such in the course description section of this handbook.

In addition, students have several options for online learning (NorthStar Academy and the North Carolina College Now Program). Accessibility to the online courses allows GCHS to offer a broader curriculum to better meet the needs of the students. More information about the online program is included in this handbook.

The high school also has a concurrent/dual enrollment agreement with both the College at Southeastern in Wake Forest, NC and Gardner Webb University. This program allows students to take certain classes from GCHS faculty that will be counted as both a high school credit from Gaston Christian and a college credit from Southeastern or GWU; the college credits earned can be transferred to other colleges. Please contact the High School office for more information on this educational opportunity.

The School Counselors are available to answer any questions you may have concerning course selections. Thank you for the opportunity to serve your students in the coming year!

**In His Service,**

**High School Administrative Team**

## GRADING SCALE

<b>Regular</b>	<b>Honors</b>	<b>Advanced Placement &amp; College Now</b>
A = 4 points	A = 4.5 points	A = 5 points
B = 3 points	B = 3.5 points	B = 4 points
C = 2 points	C = 2.5 points	C = 3 points
D = 1 point	D = 1.5 points	D = 2 points
F = 0 points	F = 0 points	F = 0 points

Gaston Christian School grades on a percentage basis as follows:

A = 90 to 100

B = 80 to 89

C = 70 to 79

D = 60 to 69

F = Below 60

## PREPARING FOR COLLEGE

Most colleges rely heavily on the criteria of cumulative grade point average and SAT/ACT scores in making admissions decisions. In addition, colleges are interested in seeing challenging academic courses taken throughout high school.

The college admissions testing (SAT, SAT Subject Tests, and/or ACT) is an important part of preparing for college. Registration information for these tests is available throughout the year in the School Counselor's office. A preliminary test, the PSAT, is administered to freshmen, sophomores, and juniors in the fall of each year; to compete in the National Merit Scholarship Competition, the PSAT must be taken in the junior year.

On the following page is a complete listing of courses required for admission to the University of North Carolina system; many Christian and private colleges have similar requirements, and these are met in completing graduation requirements at Gaston Christian School. Students who plan to apply to highly selective colleges or universities should carefully check on any additional science, social studies, or foreign language courses and requirements (i.e., SAT Subject Tests) that should be completed during high school.

# GASTON CHRISTIAN SCHOOL GRADUATION REQUIREMENTS

<u>Courses</u>	<u>Credits</u>
Bible	4
English**	4
Math**	4
Science	3
Social Studies**	4*
Foreign Language	3*
Introduction to Communications	.5
Technology Electives	1***
Physical Education/Wellness	.5
Health	.5
Fine Arts	1
Electives	<u>3.5</u>
 Total Credit Requirement	 30

\*Changes to the academic requirements are effective for the 2024-25 School Year. Academic Counselors will meet with students to determine graduation requirements per grade. Please note: Students must be enrolled in a minimum of seven credit courses each semester.

\*\*Bible, English, Math and Social Studies are required each year of High School.

\*\*\*Class of 2025 is required to have .5 credit of technology.

## COURSES REQUIRED FOR ADMISSION TO THE UNC SYSTEM

**English** – Four course units emphasizing grammar, composition, and literature

**Mathematics** – Four course units including Algebra I, Algebra II, Geometry and a higher level mathematics course for which Algebra II is a prerequisite

**Science** – Three course units including at least one unit in a life or biological science (i.e. biology, anatomy and physiology) at least one unit in a physical science (i.e., physical science, chemistry, or physics), and at least one laboratory science (i.e. biology or chemistry).

**Social Studies** – Four course units in addition to one unit in U.S. history

**Foreign Language** – Two course units of a foreign language (both units in same language)

## Standard Course Requirements by Grade Level

### **Grade 9: (Class of 2028 and following)**

**Bible:** Old Testament Survey

**English:** English 9

**Fine Arts Credit (.5)\*:** See Fine Arts Options

**PE Credit (.5):** Freshman Physical Education

**Math:** Algebra I or Geometry

**Social Studies:** World History

**Science:** Physical Science or Biology

**World Language:** I or II

**Study Hall**

**\*Band, Chorus, Praise Team or Yearbook are full year courses. If a Freshman takes one of these courses, they will take their PE credit in their Junior or Senior year.**

### **Grade 10: (Class of 2027 and following)**

**Bible:** New Testament Survey

**English:** English 10

**Fine Arts Credit (.5)\*:** See Fine Arts Options

**Technology Credit (.5):** See Technology Options

**Math:** Algebra II or Geometry

**Social Studies:** European History

**Science:** Biology or Chemistry

**World Language:** II or III

**Study Hall**

**\*Band, Chorus, Praise Team or Yearbook are full year courses. If a Sophomore takes one of these courses, they will take their Technology credit in their Junior or Senior year.**

### **Grade 11:**

**Bible:** Healthy Christian Relationships + Bible Elective

**English:** English 11

**Math:** Advanced Functions, Pre-Calculus, Algebra II, Calculus

**Social Studies:** United States History

**Science:** Earth and Environmental Science, Chemistry, Honors Anatomy, AP Biology, AP Chemistry

**Communications (.5)**

**Technology (.5):** See Technology Options

**Study Hall**

### **Grade 12:**

**Bible:** Worldviews OR World Religions + Bible Elective

**English:** English 12

**Math:** Advanced Functions, Pre-Calculus, Calculus

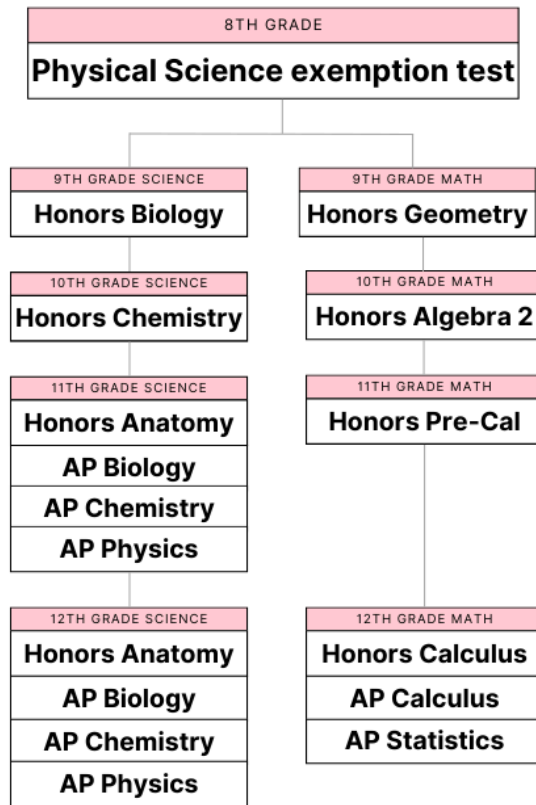
**Social Studies:** US Government and Economics

**Science:** Physics / AP options (Science course optional Senior year)

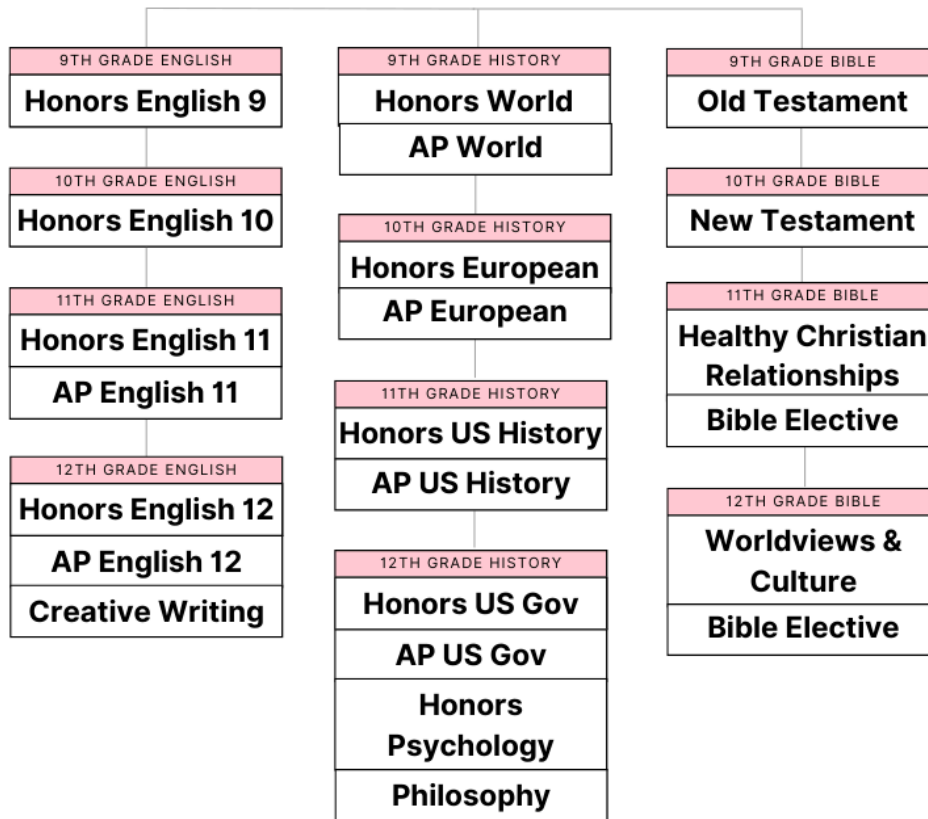
**Elective (2 or 3 credits)**

**Study Hall**

# Science and Math



# Humanities







# Exploratory Electives

9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
<b>Art 1, Art 2</b>	<b>Weight Training</b>	<b>Entrepreneurship</b>	<b>Digital Art</b>
<b>Band</b>	<b>Team Sports</b>	<b>Leadership</b>	<b>Sound and Lighting Design</b>
<b>Concert Choir</b>	<b>PE</b>	<b>Engineering Essentials</b>	<b>Visual Design</b>
<b>Praise Team</b>			<b>Video Production</b>
<b>Theatre Arts</b>			
<b>Costuming</b>			
<b>Stagecraft</b>			
<b>Woodworking</b>			
<b>Digital Photography</b>			
<b>Music Theory</b>			
<b>Yearbook</b>			

## NORTHSTAR ACADEMY ONLINE COURSES

Gaston Christian High School is an affiliate school with NorthStar Academy ([www.northstar-academy.org](http://www.northstar-academy.org)), a Christian provider of quality online courses. Accessibility to these online classes allows GCHS to offer a broader curriculum to better meet the needs of the students.

Please contact the School Counselor to get more information about this online program.

### Policies for NorthStar Academy Online Courses

1. NorthStar Academy online courses may not be taken as a substitute for courses taught by GCS faculty except by administrative approval. Such approval would typically be granted if students have an unusual course schedule which prevents them from taking a required course at Gaston Christian due to scheduling problems. This approved exception would generally apply to students who transfer to GCS in their junior year and who have taken courses at their previous school in a different sequence from our standard course sequence.
2. Online courses may be taken on a credit-recovery basis. Students who do not pass a GCS course may take the online course from NorthStar to make up that credit (at the expense of the student's family).
3. Students taking online courses during the school year will be scheduled one class period during the school day for course work.
4. Students and parents should realize that the NorthStar courses are as rigorous as on-campus classes and should expect a similar workload that includes homework time in addition to regular class time.
5. Grades for NorthStar Academy online courses will appear on student transcripts the same as with on-campus courses.
6. Any book fees for the online courses will be the responsibility of the parents.
7. The fees for NorthStar Academy courses taken at Gaston Christian are the responsibility of the student's family. Northstar publishes their prices annually and interested students should check their website prior to registration for fee information. Please note that all fees are paid through GCS since the students receive a discount for registering through the school.
8. An additional fee has been added to the price of the Northstar AP courses to cover the cost of the required AP exam that is administered in May. **All students taking AP courses through Northstar will be required to take the AP exam at the end of the school year.**

## COLLEGE NOW PROGRAM

The College Now program (also known as the Career and College Promise Program - or CCP) is a dual-enrollment opportunity for high school juniors and seniors to take tuition-free college classes through the North Carolina community college system, offering both on-campus and online courses. We work specifically with Gaston College. The earliest that a student can take a College Now course is August of the junior year. As a courtesy to our students, Gaston Christian School partners with Gaston College to allow students to add another layer of rigor to their transcript and experience an online class. It is not the goal of GCS for our students to graduate high school with an Associate's degree from Gaston College because our students are paying tuition for a quality education from Gaston Christian School. The High School coursework and rigor that we offer are paramount in preparing students for their college experience and scholarship search. For these reasons, the following policies are in place for students wanting to participate in the College Now dual enrollment program.

### Policies for College Now Courses

1. Juniors and seniors must have an overall GPA of 2.8 and demonstrate an ability to work independently and in a timely manner to enroll in College Now Courses. Students must maintain a 2.8 GPA to remain in the program.
2. Courses through the College Now Program **may not be taken as a substitute for courses taught by GCS faculty** except by administrative approval for the following reasons: Such approval would typically be granted if students have an unusual course schedule that prevents them from taking a required course at Gaston Christian due to scheduling problems. This approved exception would generally apply to students who transfer to GCS in their junior or senior years and who have taken courses at their previous school in a different sequence from the standard course sequence. In addition, students may take College Now courses that are also offered at GCS if they have already completed or are currently enrolled in these high school courses.
3. Students taking an online course during the school year will use their study hall during which they can work on College Now coursework during each semester. If a student enrolls in more than one College Now class, studies for an additional course must be completed during personal study time.
4. Students and parents should realize these courses require a similar workload as college-level classes.
5. Students incur nominal tuition fees through Gaston College for College Now courses and are responsible for any other fees for these classes, including textbooks. These fees will be the responsibility of the parents. Please note that some of the required books can be expensive.
6. Credits for College Now courses are indicated on the GCS transcript as high school courses; students request a separate transcript from the college to show the courses as college credits.
7. The grades for these courses are included in cumulative GPA calculations and are weighted the same as A.P. classes since they are college-level courses. The cumulative GPA is what will appear on all transcripts that we submit to students, colleges, and scholarship applications. However, we will also calculate a "GCS GPA" that represents all classes taken at Gaston Christian that are not College Now. While this form of the GPA will not appear on any

transcripts, it is the form of the GPA that will be used to determine Junior Marshals, the valedictorian, and the salutatorian.

8. Students do receive graduation credit(s) for College Now courses. Each college course counts as 1 GCS graduation credit. Regardless of the type of course, they are counted as general elective credits toward graduation requirements.
9. Students enrolled in a College Now course at a community college other than Gaston College must submit a copy of their transcript to the High School Counselor at the end of the semester.
10. Gaston Christian School only allows students to take **one class the first semester** that they join the College Now program so that they can get adjusted to the format and logistics of the program. After the first semester, students may take up to two classes per semester. The only exception to this is for seniors who have been in the program prior to senior year and have had successful completion of each course taken. Consideration will be given to these students to take an additional course per semester. Any rising senior wishing to take more than two classes will need to seek approval from the administration and explain why they wish to take more than two courses.

**GASTON CHRISTIAN SCHOOL**  
**PROPOSED COURSE OFFERINGS 2024-2025**

Note: All courses are 1.0 credit unless otherwise designated.

<p><b><u>Bible</u></b>  <b>Bible 9 (Old Testament Survey)</b>  <b>Bible 10 (New Testament Survey)</b>  <b>Healthy Christian Relationships (0.5 credit)</b>  <b>Worldviews &amp; Culture (0.5) OR World Religions (0.5)</b>  <b>Philosophy &amp; Apologetics (0.5 credit) - Elective</b>  <b>The Book of Revelation (0.5 credit) - Elective</b>  <b>The Book of Galatians (0.5 credit) - Elective</b>  <b>Biblical Theology (0.5 credit) - Elective</b>  <b>New Testament Greek (0.5 credit) - Elective</b>  <b>Christian Spirituality (0.5 credit) - Elective</b>  <b>Women of the Bible (0.5 credit) - Elective</b></p> <p><b><u>Business</u></b>  <b>Entrepreneurship/Media (0.5 cr)</b>  <b>Leadership</b>  <b>Office Aide</b>  <b>Introduction to Communications (0.5 credit)</b></p> <p><b><u>English</u></b>  <b>CP or Honors English 9</b>  <b>CP or Honors English 10</b>  <b>CP, Honors or AP English 11</b>  <b>CP, Honors or AP English 12</b>  <b>Creative Writing (0.5 credit) - Elective</b>  <b>Cross Disciplinary Studies (Int'l Students)</b></p> <p><b><u>Fine Arts</u></b>  <b>Art I, II (0.5 credit each)</b>  <b>Honors Art III, IV (1.0 credit)</b>  <b>AP Art and Design</b>  <b>Band / Honors Band</b>  <b>Chorus &amp; Honors Ensemble</b>  <b>Costuming I, II (.5 credit)</b>  <b>Honors Costuming III, IV (0.5 credit)</b>  <b>Digital Photography I, II (0.5 credit)</b>  <b>Music Theory I and II (0.5 credit)</b>  <b>Praise Team I, II, III, IV</b>  <b>Theatre Arts I</b>  <b>Honors theater Arts II, III, IV</b>  <b>Stagecraft (0.5 credit)</b>  <b>Yearbook</b>  <b>Woodworking I, II, III, IV (.5 credit)</b></p>	<p><b><u>Foreign Language</u></b>  <b>Spanish I, II, III, IV</b></p> <p><b><u>Mathematics</u></b>  <b>Algebra I</b>  <b>Geometry</b>  <b>Honors Geometry</b>  <b>Algebra II</b>  <b>Honors Algebra II</b>  <b>Advanced Functions &amp; Modeling</b>  <b>Precalculus</b>  <b>Honors Precalculus</b>  <b>Honors Calculus</b>  <b>AP Calculus</b>  <b>AP Statistics</b></p> <p><b><u>Science</u></b>  <b>Honors Anatomy and Physiology</b>  <b>CP or Honors Biology</b>  <b>CP or Honors Chemistry</b>  <b>CP Earth and Environmental Science</b>  <b>Engineering Essentials (Elective)</b>  <b>Principles of Engineering (Elective)</b>  <b>CP or Honors Physical Science</b>  <b>Honors Physics</b>  <b>AP Biology, Chemistry or Physics</b></p> <p><b><u>Social Studies</u></b>  <b>CP, Honors or AP European History</b>  <b>Honors Psychology (Elective)</b>  <b>CP, Honors or AP U.S. Government/Economics</b>  <b>CP, Honors or AP U.S. History</b>  <b>CP, Honors or AP World History</b>  <b>Philosophy (0.5) - Elective</b></p> <p><b><u>Technology</u></b>  <b>Computer Science (elective)</b>  <b>Digital Art (0.5 credit)</b>  <b>Sound &amp; Lighting Design for the Stage (0.5 credit)</b>  <b>Visual Design (0.5 credit)</b>  <b>Video Production (0.5 credit)</b></p> <p><b><u>Wellness/Fitness</u></b>  <b>P.E. (0.5 credit)</b>  <b>Team Sports (0.5 credit)</b>  <b>Weight Training (0.5 or 1.0 credit)</b></p>
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## EXPLANATION OF COURSE TYPES

### HONORS CLASSES

Gaston Christian School currently offers a wide variety of Honors classes. **Courses designed as “Honors” are accelerated and require stronger background and more intensive preparation than other courses. Approval must be given before these classes may be taken and is based on criteria that are particular to each subject area.** Once students are admitted into the program, they are required to maintain specified standards.

#### Requirements for Honors English students:

- Minimum average of 90 in any regular English course for admission to Honors English program (including English 8)
- Written recommendation from the current teacher based on the student’s interest and proficiency and his/her desire to work in an academically challenging environment as demonstrated by overall attitude and behavior; homework and attendance history will be reviewed.
- Overall standardized achievement test scores of the 7<sup>th</sup> stanine or higher in reading and language skills for admission to Honors English 9 and Honors English 10; College Board PSAT and SAT scores will be considered for admission to Honors English 11 or Honors English 12 (minimum score of 500-550 on Reading subtest).
- An Honors English student on any grade level should maintain a 90 average to continue in the program.

#### Requirements for Honors Math Students:

- A minimum average of 90 in 8<sup>th</sup> grade HS Honors Algebra I or 95 in 8<sup>th</sup> grade HS College Prep or a minimum average of 90 in 9<sup>th</sup> grade Algebra I for acceptance in Honors Geometry
- A minimum average of 90 in both Algebra I and Geometry for acceptance into Honors Algebra II
- A minimum average of 90 in Honors Geometry for acceptance into Honors Algebra II
- A minimum average of 90 in Honors Geometry and Honors Algebra II for acceptance into Honors Pre-Calculus
- A minimum average of 90 in Honors Precalculus for acceptance into Honors Calculus; a minimum average of 90 in Precalculus for acceptance into Honors Calculus
- Written recommendation from the current teacher based on the student’s interest and proficiency and his/her desire to work in an academically challenging environment as demonstrated by overall attitude and behavior; homework and attendance history will be reviewed.
- Overall standardized achievement test scores of the 7<sup>th</sup> stanine or higher in mathematics skills for admission to 9<sup>th</sup> and 10<sup>th</sup> grade Honors classes; for admission to 11<sup>th</sup> and 12<sup>th</sup> grade level courses, College Board PSAT and SAT scores will be considered (minimum score of 500-550 on Math subtest).

#### Requirements for Honors Science Students:

- A minimum average of 90 in 8<sup>th</sup> grade Honors Earth science or a 95 in College prep Earth Science for admission to Honors Physical Science
- A minimum average of 90 in Physical Science or 90 in Honors Physical Science for admission to Honors Biology

- For admission into Honors Chemistry: a minimum average of 90 in Honors Physical Science and Honors Biology; a minimum average of 90 in Honors Geometry and Honors Algebra II. (or concurrent enrollment in Honors Algebra II with a minimum average of 90 in Honors Geometry or equivalent)
- For admission into Honors Anatomy and Physiology, a minimum average of 90 in Honors Physical Science and Honors Biology; Chemistry is recommended but not required.
- For admission into Honors Physics, a minimum average of 90 in Honors Algebra II and Honors Precalculus (or concurrent enrollment in Honors Precalculus)
- Written recommendation from the current science teacher based on the student's interest and proficiency and his/her desire to work in an academically challenging environment as demonstrated by overall attitude and behavior; homework and attendance history will be reviewed.
- Overall standardized achievement test scores of the 7<sup>th</sup> stanine or higher in reading and math skills for admission to Honors Physical Science and Honors Biology
- For admission into Honors Chemistry, Honors Physics, and Honors Anatomy and Physiology, College Board PSAT and SAT scores will be considered (minimum scores of 500-550 on Reading and Math subtests).

#### **Requirements for 9th Grade Acceptance into Honors Biology:**

- A minimum average of 95 in 8th grade science
- A minimum average of 95 in Algebra I
- Written recommendation from the current science teacher based on student's interest and proficiency and his/her desire to work in an academically challenging environment as demonstrated by overall attitude and behavior; homework and attendance history will be reviewed
- Standardized achievement test scores of the 8th stanine or higher in science, reading, language, and math skills
- Score of 90 or above on assessment to measure background knowledge in science and critical reading abilities (to be administered in spring of 8th grade year)

#### **Requirements for Honors History Students:**

- For freshmen, a minimum average of 90 in 8<sup>th</sup> grade Honors history or a 95 in college prep 8th grade history for admission to Honors World History.
- For sophomores, a minimum average of 90 in Honors World or of 95 in college prep World history for admission to honors European history.
- A minimum average of 90 in Honors European History or of 95 in college prep European History for admission to Honors U.S. History.
- A minimum average of 90 in Honors U.S. History or 93 in U.S. History with teacher recommendation; minimum average of 90 in Honors Biology or 93 in Biology for admission to Honors Psychology.
- A minimum average of 90 in Honors U.S. History or of 93 in college prep U.S. History for admission to Honors Government.
- Written recommendation from the current teacher based on the student's interest and proficiency and his/her desire to work in an academically challenging environment as demonstrated by overall attitude and behavior; homework and attendance history will be reviewed.

- Overall standardized achievement test scores of the 7<sup>th</sup> stanine or higher in reading skills for admission to Honors Government/Economics, Honors World History, and Honors US History
- College Board PSAT scores will also be considered for admission to Honors World History, Honors U.S. History, and Honors Psychology (minimum score of 500-550 on Reading subtest).

**Requirements for Honors Spanish III Students:**

- A minimum average of 90 in Spanish II
- Written recommendation from the current teacher based on the student's interest and proficiency and his/her desire to work in an academically challenging environment as demonstrated by overall attitude and behavior; homework and attendance history will be reviewed.

**Requirements for Honors Art Students:**

- Prerequisites: Art I and Art II for Honors Art III; Honors Art III required for entry into Honors Art IV
- Minimum average of 93 in Art II for acceptance into Honors Art III
- Minimum average of 90 in Honors Art III for acceptance into Honors Art IV
- Acceptance into the Honors Art program by the current teacher based on the student's interest and proficiency and his/her desire to work in an academically challenging environment as demonstrated by overall attitude and behavior; homework and attendance history will be reviewed.

**Requirements for Honors theater Arts Students:**

- Prerequisite: Theatre Arts
- Minimum average of 93 in Theatre Arts
- Written recommendation from the Theatre Arts teacher based on the student's interest and proficiency and his/her desire to work in an academically challenging environment as demonstrated by overall attitude and behavior; attendance history will be reviewed.
- A proven commitment to the Theatre Arts program as evidenced by artistic and/or technical contributions made to Gaston Christian Players' productions

**Requirements for Honors Costuming Students:**

- Prerequisite: Costuming
- Minimum average of 93 in Costuming
- Teacher recommendation
- A proven commitment to the Theatre Arts program as evidenced by artistic and/or technical contributions made to Gaston Christian Players' productions



## **ADVANCED PLACEMENT (AP)**

Gaston Christian School currently offers a wide variety of Advanced Placement courses.. **Because these AP courses are comparable to first-year college courses, students will have considerably more homework per class period; these classes also demand superior reading, writing, and thinking skills.** At the end of the year, **students in AP classes will be required to take the College Board AP Examination.** AP Art and Design students are required to submit a portfolio of artworks for review by the College Board. Colleges may grant credit for successful scores on the College Board AP exam given in May. **Approval must be given before AP classes may be taken and is based on criteria that are particular to each subject area as set forth in this Catalog.** Once students are admitted into a program, they are required to maintain specified standards. Students enrolled in AP courses pay an additional fee for each AP class (\$190 per course).

### **Requirements for Advanced Placement English Students:**

- A minimum average of 93 in Honors English 10 for admission to the AP program; an AP English student should maintain a 90 average in order to continue in the program.
- A minimum average of 93 in AP English 11 in order to enroll in AP English 12; no admission to AP program from Honors English 11
- Written recommendation from the current teacher based on the student's interest and proficiency and his/her desire to work in an academically challenging environment as demonstrated by overall attitude and behavior; homework and attendance history will be reviewed.
- College Board PSAT and SAT scores will be considered for admission to AP English 11 and AP English 12 (minimum score of 500-550 on the Reading subtest).
- Submission of a timed writing sample on an assigned prompt for admission to AP English 11 (Members of the English Department will supervise and grade essays to assess analytical and writing skills.)

### **Requirements for AP Calculus:**

- A minimum average of 93 in Honors Precalculus
- Written recommendation from the current teacher based on the student's interest and proficiency and his/her desire to work in an academically challenging environment as demonstrated by overall attitude and behavior; homework and attendance history will be reviewed.
- College Board PSAT and SAT scores will be considered for placement (minimum scores of 500-550 on Reading and Math subtests).

### **Requirements for AP Statistics Students:**

- A minimum average of 93 in Honors Precalculus or minimum average of 93 in Honors Algebra II with concurrent enrollment in Honors Precalculus
- Written recommendation from the current teacher based on the student's interest and proficiency and his/her desire to work in an academically challenging environment as demonstrated by overall attitude and behavior; homework and attendance history will be reviewed.
- College Board PSAT and SAT scores will be considered for placement (minimum scores of 500-550 on Reading and Math subtests).

### **Requirements for AP Biology Students:**

- Prerequisites: Honors Biology and Honors Chemistry

- Minimum average of 93 in Honors Biology; minimum average of 93 in Honors Chemistry
- Written recommendation from the current teacher based on the student's interest and proficiency and his/her desire to work in an academically challenging environment as demonstrated by overall attitude and behavior; homework and attendance history will be reviewed.
- College Board PSAT and SAT scores will be considered for placement (minimum score of 500-550 on Reading subtest).

**Requirements for AP Chemistry Students:**

- Prerequisites: Honors Chemistry (minimum average of 93) and Honors Algebra II (minimum average of 93); Honors Precalculus or concurrent enrollment (minimum average of 93)
- Written recommendation from the current teacher based on the student's interest and proficiency and his/her desire to work in an academically challenging environment as demonstrated by overall attitude and behavior; homework and attendance history will be reviewed.
- College Board PSAT and SAT scores will be considered for placement (minimum scores of 500-550 on Reading and Math subtests).

**Requirements for AP Physics 1 Students:**

- Prerequisites: Honors Chemistry (minimum average of 93) and Honors Algebra II (minimum average of 93); Honors Precalculus or concurrent enrollment (minimum average of 93).
- Written recommendation from the current science and math teacher based on the student's interest and proficiency and his or her desire to work in an academically challenging environment as demonstrated by overall attitude and behavior; homework and attendance history will be reviewed.
- College Board PSAT and SAT scores will be considered for placement (minimum scores of 500-550 on Reading and Math subtests).

**Requirements for AP European History Students:**

- A minimum average of 93 in Honors World History or 90 in AP World History for admission to AP European History.
- A minimum average of 93 in Honors English
- Submission of a writing sample to be administered in the spring of 9th grade year and evaluated by AP Social Studies instructors.
- Written recommendation from the current teacher based on the student's interest and proficiency and his/her desire to work in an academically challenging environment as demonstrated by overall attitude and behavior; homework and attendance history will be reviewed.
- Work ethic (homework and in class effort) and attendance history will be reviewed.
- College Board PSAT and SAT scores will be considered for placement (minimum score of 500-550 on Reading subtest).

**Requirements for AP U.S. History Students:**

- A minimum average of 93 in Honors European History for admission to AP U.S. History
- A minimum average of 93 in Honors English
- Submission of a writing sample to be administered in the spring of 10th grade year and evaluated by AP Social Studies instructors.

- Written recommendation from the current history and English teachers based on the student's interest and proficiency and his/her desire to work in an academically challenging environment as demonstrated by overall attitude and behavior;
- Work ethic (homework and in class effort) and attendance history will be reviewed.
- College Board PSAT and SAT scores will be considered for placement (minimum score of 500-550 on Reading subtest).

**Requirements for AP U.S. Government and Politics Students:**

- A minimum average of 93 in Honors World History, Honors European, and Honors US History or a 90 in AP U.S. History
- Written recommendation from the current teacher based on the student's interest and proficiency and his/her desire to work in an academically challenging environment as demonstrated by overall attitude and behavior; homework and attendance history will be reviewed.
- Work ethic (homework and in class effort) and attendance history will be reviewed. College Board PSAT and SAT scores will be considered for placement (minimum score of 500-550 on Reading subtest).

**Requirements for AP World History Students:**

- A minimum average of 93 in Honors 8th Grade High School Geography and Honors 8th Grade English for admission to AP World History.
- Written recommendation from the current teacher based on the student's interest and proficiency and his/her desire to work in an academically challenging environment as demonstrated by overall attitude and behavior; homework and attendance history will be reviewed.
- Work ethic (homework and in-class effort) and attendance history will be reviewed.
- Submission of a writing sample to be administered in the spring of the 8th grade year and evaluated by AP Social Studies instructors.
- College Board PSAT and SAT scores will be considered for placement (minimum score of 500-550 on Reading subtest).

**Requirements for AP Art and Design:**

- Enrolled in 12th grade
- Completion of or current enrollment in Honors Art IV
- Minimum average of 95 in Honors Art courses
- Written recommendation from the current art teacher based on the student's interest and proficiency and the student's desire to work in an artistically challenging environment as demonstrated by overall attitude and behavior
- Plans to pursue collegiate studies in art and design and/or to pursue a future career in art

**College Now Course Requirements:**

- Must have a GPA of at least 2.8 to enter the program
- May only take up to 2 courses a semester without approval from the administration
- Must maintain at least a GPA of 2.8 to remain in the program

# COURSE DESCRIPTIONS

## \*\*\*\*\*BIBLE\*\*\*\*\*

### **APOLOGETICS**

Christian Apologetics is an intellectual and spiritually enriching discipline that seeks to provide a rational defense and explanation of the Christian faith. This course delves into the critical examination of the foundational beliefs of Christianity and equips students with the tools necessary to engage in thoughtful dialogue with those who may question or challenge these beliefs. Throughout the course, students will explore the historical, philosophical, and theological dimensions of Christian apologetics. Topics covered include the existence of God, the reliability of the Bible, the problem of evil, the historical evidence for Jesus Christ, and the compatibility of faith and reason. The course encourages critical thinking and engages students in constructive conversations about the Christian worldview in a diverse and pluralistic society.

### **BIBLICAL THEOLOGY**

This course is an introduction to Christian theology. The course will provide an overview of the major doctrines of the Christian faith (i.e., Trinity, Bible, person and work of Christ, humanity, salvation, person and work of the Holy Spirit, church, eschatology) in the context of the Statement of Faith of Gaston Christian School. It will also help our staff and students differentiate between essential core doctrines and those that are of a more peripheral nature in order that they can cooperate well with others in the body of Christ.

### **BIBLE 9**

#### **Old Testament Survey**

This course is an overview of the entire Old Testament. The goals of the course are 1) to glorify God by familiarizing students with the history of salvation; 2) to glorify Christ by showing how He is the fulfillment of Old Testament types and promises; 3) to familiarize students with key stories from the Old Testament which are necessary for Biblical literacy both in the Church and in Western literature. In so doing, the student will come to a deeper and fuller appreciation for the Gospel as it is presented in the New Testament and will be equipped to help others understand the Bible.

### **BIBLE 10**

#### **New Testament Survey**

This class is a broad overview of the books of the New Testament. We will begin with a recap of the whole Old Testament, recognizing that the New cannot be properly understood without the Old. We will learn the different literary genres and historical contexts represented in the New Testament and understand how these guide us in reading the Bible responsibly and effectively. The goal of this course is to grasp how God's plan for his Kingdom to come on earth as it is in heaven is inaugurated in Jesus Christ and his Church, and how that plan invites us all today to join that Kingdom.

### **CHRISTIAN DISCIPLINES**

This course is a combination of studying the prescriptive (the theology and necessity of the spiritual life) and descriptive (practices and lived experiences) elements of Christian life. The class will study the ways the Scriptures demonstrate and the Church has learned to engage, live, and move in the presence of

God, and attempt to begin charting a course between being a new convert and becoming a mature follower of Christ. This course will be sensitive to the varied traditions of the Christian faith, with a view toward encouraging the student to participate in the spiritual practices and traditions he or she is a part of.

### **THE BOOK OF GALATIANS**

The New Testament book of Galatians shows us that the Gospel is necessary for everyday life and transforms us from the inside out. This course is a focused study that explores the historical, theological, and practical aspects of the book. Students are invited to delve into the rich content of Galatians, understanding its cultural context and the theological implications for following Jesus while fostering a deeper appreciation for the transformative power of the gospel in the lives of believers.

### **HEALTHY CHRISTIAN RELATIONSHIPS (11)**

This course explores a biblical view of the relationships that all people experience. We will explore biblical foundations for healthy relationships with God, ourselves, families, friends, boyfriends, girlfriends, spouses, and creation. (Guys and girls will take this in separate classrooms. This course is required for juniors.)

### **INTRO TO BIBLE (required for new International students, optional for new students)**

#### **Foundational Bible Introduction**

International Bible is an introductory Bible class for first-year International students. It is a foundational study of Genesis, Exodus, and the book of John for first-year International students. It focuses on how the sin of man is met by the intervention and redemption of God, through Jesus Christ. The goals of this class are to introduce God as Creator and Jesus Christ as Redeemer to first-year students, as well as, familiarize students with the rudiments of Bible study and how to search for information in the Bible, and prepare International students to join domestic students in mainstream Bible classes the following year.

### **THE BOOK OF REVELATION**

This course is designed as an expository study of the Book of Revelation, with the goal of taking the student through the entire book with cross references to other portions of Scripture. The purpose is to assist the student in gaining a greater comprehension of the biblical teaching contained in the Book of Revelation with an emphasis on historical and practical application of the text.

### **WOMEN IN THE BIBLE**

Throughout Scripture, God weaves in the lives and experiences of women to show His character and declare His glory. This course provides an in-depth exploration of the diverse roles, narratives, and experiences of different women in the Bible. Students are encouraged to foster critical thinking, cultural awareness, and a deeper appreciation for the diverse roles and contributions of women in biblical literature.

### **WORLDVIEWS & CULTURE (12)**

This course is a survey of the study of modern “isms” that students are likely to encounter in the world today. Over the course of the semester we will study Secularism, Marxism, and Postmodernism. We will use source readings from each of these movements as we try to develop an appropriate Christian response to each.

## **WORLD RELIGIONS (12)**

This course will be a survey of the major religions of the world. We will study Judaism, Christianity, Islam, Hinduism, Buddhism and Taoism. If time allows we will look briefly at modern cults such as Mormonism, Jehovah's Witnesses and Scientology. The purpose of this course is to introduce students to the beliefs and practices of each of these religions.

## **\*\*\*\*\*BUSINESS\*\*\*\*\***

### **ENTREPRENEURSHIP/MEDIA**

The course seeks to engage interested and motivated students with a simulated entrepreneurship experience that provides real-world lessons needed to successfully start a business. Over the course of a semester, this course immerses students in business fundamentals like market opportunities, innovation, viability, feasibility, and business plan development. Working in teams, and mentored by business leaders, the students pitch their business plans at the end of each semester as part of a regional competition all the while learning what the Bible says about conducting business in a God-honoring way. Podcasting is purposeful audio recordings can bridge gaps in so many ways: Students are able to take ownership of learning and it's an incredible vehicle for creativity. Media/Podcast course starts with the origins of podcasting and includes exemplary podcasts on many subjects. Step by step, students are guided through strategies to develop podcast content and acquire the skills needed to record, edit, and distribute podcasts. Students will develop and implement radio type programs and videos for the upper school.

### **INTRODUCTION TO COMMUNICATIONS (11)**

This course, required for all GCS juniors, is a semester overview of basic communication skills. The purpose of the course is to equip the student with both the knowledge and the skill to communicate effectively in everyday life situations as well as professional situations. The coursework will include but not be limited to several in-class presentations, several improvisational speeches, in-class lecture and note taking, and a final project/presentation.

### **LEADERSHIP (Student Council)**

This course can only be taken by juniors and seniors. These students will be a part of a student council that actively leads by helping in the spiritual formation of the high school, in handbook editing, in disciplinary items, and in social events (proms, homecoming etc.). The leadership curriculum is developed by Ron Blue Institute, alongside texts such as *21 laws of irrefutable leadership*, *The Steward Leader: Transforming People, Organizations and Communities*, etc. Christian schools have the opportunity to be at the forefront of developing young people who are prepared to influence their world significantly. Designed from a model that begins with self-leadership and includes informal and formal leadership, this curriculum will engage the student with relevant theory, transformational principles from God's Word, and real-life application. Incorporating the principles of stewardship, students will begin to understand and live out their responsibility to be "in the world" while striving to make a difference in the lives of others.

## **OFFICE AIDE (12)**

This is a course available to a limited number of Seniors as determined by Administration. Students will assist with a variety of administrative tasks. Students must apply for this course. This course is a pass/fail course. A credit is given for this course.

## **\*\*\*\*\*ENGLISH\*\*\*\*\***

### **ENGLISH 9**

Prerequisite: English 8

English 9 focuses on developing critical thinking, reading comprehension, and writing skills. Students are challenged to analyze short stories, novels, poetry, and drama; they explore the writings of long fiction through studies of John Bunyan, George Orwell, and William Shakespeare. In addition, a literary anthology provides a thematic approach to literary studies. Students build vocabulary skills, research skills, and grammar skills throughout the course of the year. Summer reading is required.

### **HONORS ENGLISH 9**

Prerequisite: English 8 and acceptance into the Honors program

This course offers a more intense and in-depth study of literature with a strong emphasis on mastery of literary devices and analysis; Honors English 9 also focuses on developing critical thinking, reading comprehension, and writing skills. Students analyze short stories, novels, poetry, and drama; they explore the writings of long fiction through studies of John Bunyan, George Orwell, Jack London and William Shakespeare. In addition, a literary anthology provides a thematic approach to literary studies. Students build vocabulary skills, research skills, and grammar skills throughout the course of the year. Summer reading is required.

### **ENGLISH 10**

Prerequisite: English 9

English 10 builds on foundations of literary analysis and critical thinking with a special emphasis on developing the ability to write clearly and effectively. Literary studies for English 10 are *Night*, *Julius Caesar*, *Antigone*, *The Screwtape Letters* and selections from a literature anthology; the students also review grammar skills throughout the year and continue to build research and vocabulary skills. Summer reading is required.

### **HONORS ENGLISH 10**

Prerequisite: Honors English 9 and continued acceptance in the Honors program or completion of English 9 and approval for acceptance into the Honors program

As an Honors course, this class takes a more analytical approach to the study of literature selections (*Night*, *Julius Caesar*, *The Screwtape Letters*, *Antigone*, *Les Miserables*, *A Doll's House* and *The Metamorphosis* as well as anthology selections). Honors English 10 also provides a focus on developing the ability to write clearly and effectively, with an emphasis on evidence-based analysis; students will complete a research writing project. Summer reading is required.

### **ENGLISH 11**

Prerequisite: English 10

This course follows the development of American literature from Native American oral tradition and myths to modern literary styles and includes study of a diversity of literary forms (poetry, short stories, essays, and novels) by some of the most noted American authors. Studies in long fiction include *To Kill a Mockingbird*, *The Great Gatsby*, and *The Old Man and the Sea*. Students will complete a research project. Summer reading is required.

### **HONORS ENGLISH 11**

Prerequisite: Honors English 10 and continued acceptance into the Honors program

This course offers a critical approach to the study of literature with a strong emphasis on literary analysis. The students focus on a chronological survey of American literature (poetry, short stories, essays, and novels). Studies in long fiction include *To Kill a Mockingbird*, *The Great Gatsby*, and *The Crucible*. Both in-class and out-of-class essays are required as well as a research project. Summer reading is required.

### **AP ENGLISH 11**

Prerequisite: Honors English 10 and acceptance into the Advanced Placement program.

This course is designed to give the student exposure to college-level work as well as provide preparation for the Advanced Placement examination in Language and Composition. In this class, there is extensive practice of writing and analyzing AP exam essays with a particular focus on literary analysis and critical reading skills; the class is designed for students who are highly motivated and who are capable of reading complex literary selections and producing close textual analysis of them. Timed writings are an integral part of this course. Students are required to take the AP exam offered by the College Board in May. The literary emphasis is a chronological survey of American literature (Native American oral tradition to modern literary styles) with the following supplemental studies that may include *The Scarlet Letter*, *The Great Gatsby*, and *The Glass Menagerie*. Research focuses on poetry analysis. Summer reading is required.

### **ENGLISH 12**

Prerequisite: English 11

A chronological survey of British literature (Anglo-Saxon period to the twentieth century) is the central focus of this course. Longer works of literature include *Dr. Jekyll and Mr. Hyde* and *Macbeth*. Other aspects of the course include writing assignments appropriate for college preparation as well as a research project. Summer reading is required.

### **HONORS ENGLISH 12**

Prerequisite: Honors English 11 and continued acceptance into the Honors program

A chronological survey of British literature (from the Anglo-Saxon period to the twentieth century) provides the central focus of this course. Longer works of literature include *Wuthering Heights* and *Macbeth*. Numerous writing prompts, a focus on literary and rhetorical devices, and a research paper are also requirements for Honors English 12. Summer reading is required.

### **AP ENGLISH 12**

Prerequisite: AP English 11 and continued acceptance in the AP program

This course is designed to give the student more exposure to college-level work by building on the skills and knowledge gained in AP English 11 as well as to provide preparation for the Advanced Placement examination for English Literature and Composition administered by the College Board in May



(required of all AP English 12 students). The class is designed for students who are highly motivated and who are capable of reading complex literary selections and producing close textual analysis of them. Timed readings and writings are an integral part of this course with particular emphasis on literary analysis and critical reading skills. The literary focus is a chronological study of British literature with a brief examination of Greek tragedy. Along with the textbook survey of literature, students will pursue the following supplemental studies: *Oedipus Rex*, *Macbeth*, *Heart of Darkness*, and *Wuthering Heights*. Critical analysis of poetry constitutes the research project; vocabulary studies focus on literary and rhetorical devices. Summer reading is required.

### **CREATIVE WRITING (11-12)**

This course operates under the philosophy that any human creative activity is a reflection of the Imago Dei in humanity; humans are creative because God, who made us in His image, is creative. This course is designed to develop student creative writing skills through repeated practice and workshopping. Students will improve their craft through daily quick-writes, targeted story prompts, character studies, and more. Projects will be independent, usually guided by a prompt or rubric, and read aloud by students for feedback purposes before final submission. Due to the emphasis upon peer feedback, students will be expected to meet a high standard of maturity and respect. Creative Writing is a semester course.

### **CROSS DISCIPLINARY STUDIES**

The Cross Disciplinary Studies course is one that first-year international students are offered to accommodate adaptation of study in the United States. This course helps the students to better understand the school's policies and rules, equips them in usage of the English language in academic and informal settings, and assists in the fusion of the multiple subjects and materials in their first year of study. An intentional focus is paid to customized help in writing and in areas that students may struggle during this transition time. The course is a year-long mandatory class for all new international students and will be included on the student's transcript. It is offered for 1 credit and a grade.

## **\*\*\*\*\*FINE ARTS\*\*\*\*\***

### **ART I**

Art I is a basic introduction to various visual art concepts and art-making techniques. Students will use various art media and methods to create drawings, paintings, and ceramic pieces. Art I is a one-semester course.

### **ART II**

Prerequisite: Art I

The purpose of this course is to build on the foundation of skills and understanding of the visual arts. Projects for this class will include working with clay, paper maché, mosaics, weaving, and wire sculpture. Art history will be incorporated into projects assigned. Art II is a one-semester course.

### **ART III**

Prerequisite: Art II

The purpose of this course is to help the students who are interested in the creative aspect of making art, using the elements and principles of design in compositions and other projects. Projects for the class

will include drawing, painting, and sculpture. Art history will be incorporated into projects. Students have the option to take Art III for a semester or for the full year.

### **HONORS ART III**

Prerequisite: Art II and teacher recommendation

This course is for the more serious-minded art student. The development of clear goals and detailed plans to meet them are utilized through the use of the elements and principles of design. Projects for this class include painting, multimedia, sculpture, and clay. The opportunity for developing proficiency in a chosen media of interest is also available. The manipulation of art media, puzzle-solving procedures, art criticism, and art history are included in this course. In addition, independent projects are allowed and encouraged. Honors Art III is a yearlong course.

### **HONORS ART IV**

Prerequisite: Honors Art III and teacher recommendation

This course is for the more serious-minded art student. The development of clear goals and detailed plans to meet them are utilized through the use of the elements and principles of design. Four areas of concentration include art production, art criticism, aesthetics, and art history. In addition, students will be encouraged to concentrate on portfolio development. The opportunity for developing proficiency in a chosen media of interest is also available. Independent projects are allowed and encouraged. Honors Art IV is a yearlong course.

### **HONORS ART V**

Prerequisite: Honors Art IV and teacher recommendation

This course is for the more serious-minded art student. The development of clear goals and detailed plans to meet them are utilized through the use of the elements and principles of design. Four areas of concentration include art production, art criticism, aesthetics, and art history. In addition, students will be encouraged to concentrate on portfolio development. The opportunity for developing proficiency in a chosen media of interest is also available. Independent projects are allowed and encouraged. Honors Art V is a yearlong course.

### **AP ART AND DESIGN**

Prerequisite: Honors Art III and acceptance into the Advanced Placement program.

This college-level course challenges the student to produce in-depth, inquiry-based art and design making. Because of the demand of the course set forth by the College Board (portfolio standards and expectations), this class is only for the very serious-minded art student who plans to pursue collegiate studies in art and design and/or who is interested in a future career in art. The AP Art and Design student will exhibit a high level of maturity, strong time management and organizational skills, an ability to work on projects independently, and a consistent work ethic. The student is required to submit a digital portfolio of required artworks for review by the College Board.

### **DIGITAL PHOTOGRAPHY I**

Prerequisite: Art 1

This course will be an introduction to basic digital photography. Students are welcome and encouraged to have their own personal camera, however cameras will be available for students that do not have one. Students will need their own 64 GB SD cards. Students will learn the basics of how to use digital cameras, the functions of the camera (ISO, aperture, shutter speed), composition, and story-telling. This

course will focus on digital photography as an art form. A variety of field trips in the immediate area as well as field trips to highly photographic locations will be offered. Students will enter their work in the Scholastic Art & Writing Awards, in which a small monetary fee will be required from the student to enter. Students will edit photos on school supplied iPads. Digital Photography is a one-semester course. Gaston Christian School requires that all students adhere to the Computer Access Policy, Addendum B, in the Student/Parent Handbook. Students and parents acknowledge their understanding and willingness to abide by these expectations by signing the Agreement Signature page. Students may take this course more than once, but doing so requires a teacher recommendation.

## **DIGITAL PHOTOGRAPHY II**

Prerequisite: Art I and Digital Photography I

This course will be a continuation of Digital Photography I. Cameras will be provided for students enrolled in the class. Students will focus heavily on portfolio development and build on the skills learned in the previous class offering. This course will focus on digital photography as an art form. A variety of field trips in the immediate area as well as field trips to highly photographic locations will be offered. Students may be asked to enter their work in the Scholastic Art & Writing Awards, in which a small monetary fee will be required from the student to enter. Students will edit photos on school supplied iPads. Digital Photography II is a one-semester course. Gaston Christian School requires that all students adhere to the Computer Access Policy, Addendum B, in the Student/Parent Handbook. Students and parents acknowledge their understanding and willingness to abide by these expectations by signing the Agreement Signature page. Students will need their own 64 GB SD cards.

## **BAND (9-12)**

This course is designed to help woodwind, brass, and percussion students develop proper instrumental techniques and sight-reading skills. Music history, music theory, and music terminology will be learned as it relates to the literature being rehearsed. Students electing band must be proficient in their particular instrument with a minimum of three years of band experience, a history of private lessons, or acceptance through student audition. A variety of instrumental literature will be utilized. Performances include Christmas and spring concerts. Band is a yearlong course.

## **HONORS BAND (10-12)**

Prerequisite: Band 9

This course is designed for those with more advanced experience and skill with woodwind, brass, and percussion players. In this course, they will continue to develop proper instrumental techniques and sight-reading skills. Music history, music theory, and music terminology will be learned as it relates to the literature being rehearsed. Students electing honors band must be proficient in their particular instrument with a minimum of two years of band experience at GCS in middle school and/or high school. A variety of instrumental literature will be utilized. Performances include Christmas and spring concerts. Students in Honors Band will be required to do extra assignments and extra work beyond what the students in Band are required to do. This could include, but is not limited to attending performances, auditioning for an honors band or a community band, and/or writing research papers. Honors Band is a yearlong course.

## **PRAISE TEAM**

This course is designed to provide an understanding of music and worship in the local church and an overview of a professional worship leader's and musician's responsibility to the ministry of worship in

the church. Emphasis is given to the reasons for studying worship, the relationship between music and worship; the principles for Biblical worship; the tasks of teaching and training worshipers; and congregational worship leading in the local church. Students will also study general music theory and theory specific to the instrument and voice. Auditions are required. This course is year long.

### **CONCERT CHOIR & HONORS ENSEMBLE**

This course is designed for the student who enjoys singing and performing choral music; no experience is required. Music history, music theory, and music terminology will be taught as it relates to the literature being rehearsed. A variety of choral literature will be studied and performed with an emphasis on sacred music. Performances include Christmas and spring concerts, chapel, choir tour, and occasional performances in area churches and community functions. Concert Choir is a yearlong course.

\*Students can be placed at an honors-level of Concert Choir that may also be called Honors Ensemble. To enter the honors-levels, students need to be in High School chorus 1 year and recommended by the teachers. Once enrolled, they will try out for the NCMEA Honors chorus if selected by the director. They will help keep the library up to date and keep up with copies of music filed away. They will audition for high school musicals. And they will go and/or see/watch 1 choral performance per semester and write a paragraph review of that performance turned in for a grade. Examples could be musicals or chorus performances at other highschoools, local theater musicals, Christmas/Easter Productions at churches etc.

### **MUSIC THEORY I**

The major emphasis of this course is to develop musical knowledge in students through study of the vertical aspects of music, their relationship to God, and how music can be a vital part of their Christian faith. This course is highly recommended for those students who wish to know more about music and how to use it, including students in the Fine Arts Department who wish to have a deeper knowledge of their craft and intend on pursuing a career or college degree in music. This course is designed to enhance music skills and basic music fundamentals. The course takes a beginning approach to the concepts of theory and analysis, with references to historical context. The essential aspects of melody, harmony, rhythm, and form are studied. Students will study notation, structure, function, scales, intervals, chords, and key signatures. Individual creativity is nurtured through both rhythmic and melodic composition. Students will also be introduced to Christian music and how it is composed, arranged, and used in a worship setting.

### **MUSIC THEORY II**

The major emphasis of this course is to dive deeper into musical knowledge through the study of the vertical aspects of music, their relationship to God, and how music can be a vital part of their Christian faith. This course is highly recommended for those students who wish to know more about music and how to use it, including students in the Fine Arts Department who wish to have a deeper knowledge of their craft and intend on pursuing a career or college degree in music. This course is designed to enhance music skills and build on the basic music fundamentals. The course takes an intermediate approach to the concepts of theory and analysis, with references to historical context, building on what students learn from HS Music Theory 1. The essential aspects of melody, harmony, rhythm, phrasing, 4 part writing and form are studied. Students will study modes, sequence, modulation, variation, notation, structure, function, and scales. Individual creativity is nurtured through both rhythmic and melodic composition. Students will also be introduced to Christian music and how it is composed, arranged, and used in a worship setting.

## **THEATER ARTS (9-12)**

Theater Arts at GCS is concerned with developing the creative imagination within each student by providing a nurturing environment for its expression. As part of the long history of Christian involvement with the fine arts, our program seeks to impart all the various aspects of theater in a way that enables each student to be a redemptive presence on and off the stage. Students will learn the basics of theater arts: theater terminology & etiquette, theater history, the production process, acting skills, technical aspects of theater, and play analysis. They will also acquire the fundamental value of mutual respect as well as greater self-confidence. Theatre Arts is a semester or year long course.

## **HONORS THEATER ARTS (10-12)**

Prerequisite: Theater Arts and teacher recommendation

Honors theater Arts involves the applied study of theater vocabulary, reading and writing of theater literature, acting, and technical theater. Acting experience in Honors Theatre Arts continues and refines the exploration of the concepts of self, body and voice work, improvisation, and acting techniques. Theater study at this level places a greater emphasis on the execution of skills, ensemble work, and collaboration with other student artists. Students use a wider variety of theater literature and styles from theater history and various cultures in forms of theater and theater related media through informal and formal productions. Honors Theater Arts is a yearlong course.

## **STAGECRAFT**

This program creates the opportunity for students to learn the necessary skills for successful stagecraft design and production. Students will gain theoretical and practical competence in scenic design, set construction, stage direction, and all other aspects of stagecraft. As a ‘hands-on’ course, students are required to help design and construct the sets for all theater arts productions as well as provide support for other activities at GCS as needed. Stagecraft is a semester (fall only) or yearlong course.

## **COSTUMING (10-12)**

The first semester of this course offers an introduction to the history, concepts, and techniques of theatrical costuming. Students will learn and practice costuming techniques (hand sewing, machine sewing, patterning, etc.) as well as examine costuming history and design. In the second semester, students will collaborate with the theater arts department to design and construct costumes for its productions. Costuming is a semester-long course, but it may be taken more than once in the same year or in different years.

## **HONORS COSTUMING (11-12)**

Prerequisite: Costuming and teacher recommendation

Honors Costuming continues exploring the processes of costume construction learned in the first level of costuming while allowing students to take on leadership roles as designers and lead costumers. Students enrolled in Honors Costuming will learn and use more advanced costuming techniques and practices on more intricate costumes and projects. In addition to providing core support for the theatre arts department’s play season, students will be expected to submit work to display at each of the Fine Arts Nights. Honors Costuming is a semester-long course, but it may be taken more than once in the same year or in different years.

## **WOODWORKING I**

This is a foundational course where students are taught proper operation and use of all the tools in the woodworking shop. Students learn how to identify wood species and wood products as well as their relevant utilization in craft and construction. Through a personalized mentoring process, students are taught foundational techniques used in selecting, dressing, and joinery. They will also gain an extensive knowledge of wood finishes and their proper application.

## **WOODWORKING II**

Prerequisites: Woodworking I

This class builds on the competencies acquired in Woodworking I. Students will confront and overcome the challenges posed by advanced-level projects. They will also learn common techniques used in professional cabinet making and products commonly used in interior design. Additional training will be given in marketing for students interested in entering the craft market.

## **WOODWORKING III**

Prerequisites: Woodworking II

Woodworking III focuses on traditional woodcrafts produced by hand tools using traditional techniques. Students will learn the proper use and maintenance of planes, chisels, froes, handsaws, wedges, and other hand tools used by craftsmen in centuries past. Through examining various furniture pieces and handicrafts made before the advent of power tools, students will learn to replicate these time-honored methods. The skills acquired will enable students to design and construct projects inspired by tradition as well as gain skill in furniture restoration.

## **WOODWORKING IV**

Prerequisites: Woodworking III

This class engages with woodworking in the ways the other course do but with a focus on wood carving, marquetry, veneering, and inlaying. Students will develop expertise in using all of these methods to make and enhance heirloom level projects worthy of exhibition and collection. Students in this class will be required to purchase their own set of basic carving tools as per the teacher's recommendation. (Students that may need help with purchasing may discuss their need with the class instructor for assistance). Students will learn the stylistic features of each style by examining representative pieces. They will also learn to evaluate the relative strengths and aesthetic values of each style before creating projects mimicking the styles of their choice.

## **YEARBOOK (9-12) [Teacher recommendation required]**

Yearbook involves writing, editing, creative design, and technology skills to help preserve the history of Gaston Christian School. Because of the many deadline pressures involved, students must be organized and responsible. Students will take part in personally planning and organizing the yearbook theme, cover, and basic design. They will be responsible for all photographs, including writing copy and designing the pages on which they are placed. The entire yearbook is produced online; therefore, good computer skills are essential. Students are expected to learn teamwork and to complete all assignments; they will also be required to sell commercial and personal advertisements to help offset the yearbook's cost. Enrollment is limited to 12 students. Yearbook may count as a Fine Arts graduation credit. Honors credit is available to students after 2 years of staff membership.

## \*\*\*\*\*FOREIGN LANGUAGE\*\*\*\*\*

### **FRENCH I**

French I focuses on the basic structure of the French language, including both grammar and conversational skills. Students begin to develop listening, writing, reading, and speaking abilities and also become acquainted with French culture.

### **SPANISH I**

Spanish I focuses on the basic structure of the Spanish language, including both grammar and conversational skills. Students begin to develop listening, writing, reading, and speaking abilities and also become acquainted with Hispanic culture.

### **SPANISH II**

Prerequisite: Spanish I

Spanish II builds on the foundation of the first-year study, allowing students to develop proficiency in spoken and written Spanish. By expanding the vocabulary and reviewing grammar skills, the students develop a certain fluency while broadening their knowledge of various aspects of Hispanic cultures.

### **HONORS SPANISH III**

Prerequisite: Spanish II and acceptance into the Honors program

Honors Spanish III is an elective for those students who have successfully completed Spanish II at the high school level or have placed out of Spanish II because of previous acquaintance with the language. Students continue to develop their proficiency in the four skills: listening, writing, reading, and speaking. The course provides opportunities to acquire a certain fluency and ease of understanding through various means, including short literary texts, authentic materials, and videos in the Spanish language. The student is required to communicate as much as possible in Spanish to develop oral and written skills.

### **HONORS SPANISH IV**

Prerequisite: Honors Spanish III and acceptance into the Honors program

Honors Spanish IV is an elective for those students who have successfully completed Spanish III at the high school level or have placed out of Spanish III because of previous acquaintance with the language. Students continue to develop their proficiency in the four skills: listening, writing, reading, and speaking. The course provides opportunities to acquire a certain fluency and ease of understanding through various means, including short literary texts, authentic materials, and videos in the Spanish language. The student is required to communicate as much as possible in Spanish to develop oral and written skills.

## \*\*\*\*\*MATHEMATICS\*\*\*\*\*

**A TI-83 or TI-84 graphing calculator is required for all high school math courses.**

## **ALGEBRA I**

Prerequisite: Pre-Algebra

Considered to be the most important foundational math course in high school, the primary aim of Algebra I is to enable the student to learn, communicate, and apply algebraic concepts: operations with real numbers and polynomials, relations and functions, creation and applications of linear functions and relations, and nonlinear functions. Problem-solving strategies are incorporated through the course.

## **GEOMETRY**

Prerequisite: Algebra I

Geometry continues the study of geometric concepts building upon middle school topics. Students will move from an inductive approach to deductive methods of proof in their study of geometric figures. Two-dimensional reasoning skills will be emphasized, and students will broaden their use of the coordinate plane to include transformations of geometric figures. Appropriate technology, from manipulatives to calculators and graphics software, will be used regularly for instruction and assessment.

## **HONORS GEOMETRY**

Prerequisite: Algebra I and acceptance into the Honors program

In addition to the content of Geometry, three-dimensional reasoning skills will be emphasized along with advanced topics.

## **ALGEBRA II**

Prerequisite: Geometry

Algebra II continues the study of advanced algebraic concepts including graphing, functions, polynomials, rational expressions, complex numbers, systems of equations and inequalities, and matrices. Emphasis will be placed on practical applications and modeling. Appropriate technology, from manipulatives to calculators and graphics software, will be used regularly for instruction and assessment.

## **HONORS ALGEBRA II**

Prerequisite: Honors Geometry and continued acceptance in the Honors program or completion of Geometry and approval for acceptance in the Honors program

In addition to the content of Algebra II, the Honors level course will include advanced topics in the study of algebra.

## **ADVANCED FUNCTIONS AND MODELING**

Prerequisite: Algebra II

Advanced Functions and Modeling provides students an in-depth study of the modeling and application of functions. Topics of basic statistics will also be introduced. This course is offered to keep active advanced algebra skills for the college bound. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessments.

## **PRECALCULUS**

Prerequisite: 11th grade Algebra II or 11th grade Advanced Functions and Modeling

Precalculus provides the student with continued study of advanced algebraic topics, as well as the study of analytical geometry, sequences and series, and a study of logarithms and trigonometry. This course is



meant to prepare the student for continuation in calculus on a high school level or as an introduction for an entry-level college mathematics course. Appropriate technology, from manipulatives to calculators, will be used regularly for instruction and assessment.

### **HONORS PRECALCULUS**

Prerequisite: Honors Algebra II or Advanced Functions and Modeling

Along with topics of Precalculus, the honors course will include an introduction to limits and continuity and the derivative with its applications. This course will prepare the student for the study of calculus on the AP level or as an introduction for an entry-level college mathematics course. Appropriate technology, from manipulatives to calculators, will be used regularly for instruction and assessment.

### **HONORS CALCULUS**

Prerequisite: Precalculus or Honors Precalculus

Honors Calculus develops the student's understanding of calculus (functions, graphs, limits, derivatives and integrals) and provides experience with its methods and applications. Appropriate technology, from manipulatives to calculators, will be used regularly for instruction and assessment.

### **AP CALCULUS**

Prerequisite: Honors Precalculus and acceptance in the Advanced Placement program

AP Calculus is a one-year high school course equivalent to a one-semester college course in Calculus. Emphasis will be placed on the skills required to take the College Board AP test through the use of geometric, numerical, analytical, and verbal expressions of concepts, results, and problems. Appropriate technology, from manipulatives to calculators, will be used regularly for instruction and assessment. Students will be required to take the AP exam administered by the College Board in May.

### **AP STATISTICS**

Prerequisite: Honors Precalculus (or concurrent enrollment in Honors Precalculus) and acceptance into the Advanced Placement program

AP Statistics, a one-year high school course equivalent to a one-semester, introductory college course in statistics, introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will observe patterns and departures from patterns, decide what and how to measure, produce models using probability and simulation, and confirm models. Appropriate technology, from manipulatives to calculators, will be used regularly for instruction and assessment. Students will be required to take the AP exam administered by the College Board in May.

## **\*\*\*\*\*SCIENCE and ENGINEERING\*\*\*\*\***

### **HONORS ANATOMY AND PHYSIOLOGY**

Prerequisites: Honors Physical Science; Honors Biology; Chemistry is recommended but not required.

This course provides an in-depth study of the systems of the human body and enables students to develop an understanding of human anatomy and physiology by exploring the structure and function of vertebrate tissues and organ systems. The course is designed for students who may want to enter the medical or biological fields.

## **BIOLOGY**

Focusing on the foundational principles of the life sciences, this course provides a broad understanding of many biological topics, including the function and structure of cells, biochemistry, genetics, microbiology, botany, and zoology. Laboratory opportunities include microscopic investigations and dissections as students observe and study the intricate design inherent in God's creation.

## **HONORS BIOLOGY (9)**

Prerequisite: Honors 8th Grade English and Honors 8th Grade Science

Critical thinking opportunities and current events applications will be the focus of this basic survey of themes in biology. Topics are similar to those taught in Biology but are covered with increased breadth and depth. They include function and structure of cells, biochemistry, genetics, microbiology, botany, and zoology. Laboratory opportunities include microscopic investigations and dissections as students observe and study the intricate design inherent in God's creation.

## **HONORS BIOLOGY (10)**

Prerequisite: Honors Physical Science or Physical Science and acceptance into the Honors program

Critical thinking opportunities and current events applications will be the focus of this basic survey of themes in biology. Topics are similar to those taught in Biology but are covered with increased breadth and depth. They include function and structure of cells, biochemistry, genetics, microbiology, botany, and zoology. Laboratory opportunities include microscopic investigations and dissections as students observe and study the intricate design inherent in God's creation.

## **AP BIOLOGY**

Prerequisites: Honors Biology, Honors Chemistry and acceptance into the Advanced Placement program

The AP Biology course is designed to be the equivalent of an introductory biology course usually taken by biology majors during their first year of college. The course and subsequent exam focus on aspects of biology including statistics, graphing, and experimental design, chemistry of life, cell structure and function, cellular energetics, cell communication and cell cycle, heredity, gene expression and regulation, natural selection, and ecology. By building the course around, and making connections between the four Big Ideas, students are provided a conceptual framework, factual knowledge, analytical and inquiry skills necessary to think critically and to deal with the rapidly changing science of biology. The investigative lab component of the course is designed around six science practices that engage learners in inquiry-based activities, which lead to critical thinking for environmental and social concerns.

The college course in biology differs significantly from the usual first high school course in biology with respect to the kind of textbook used, the range and depth of topics covered, the type of laboratory work done by students, and the time and effort required by students. The textbooks used for AP Biology, as well as the labs performed, should be the equivalent of those done by college students. A minimum of 25% of instructional time will be spent in completing hands-on lab investigations covering a wide range of scientific topics and incorporating the science practices. Students will be required to maintain a laboratory notebook for the course where they will record and present evidence of the investigations.

## **CHEMISTRY**

Prerequisite: Physical Science, Biology, Algebra II

Chemistry explores the composition, structure, properties, and transformation of matter. Its problem-solving approach coordinates theoretical elements of the science with laboratory experimentation. Students receive an introduction to the major divisions of chemistry and develop a greater understanding of and appreciation for the order and design of God's creation.

### **HONORS CHEMISTRY**

Prerequisites: 11th-12th graders: Honors Biology, Honors Algebra II, and continued acceptance in the Honors program; 10th graders--Honors Biology, concurrent enrollment in Honors Algebra II, and continued acceptance in the Honors program.

Honors Chemistry is for students who exhibit exceptional aptitude in math and science since topics are covered with increased breadth and depth. This class is a survey of the basic themes in chemistry including the classification of matter, behavior of subatomic particles, trends in the periodic table, molecular bonding, chemical equations and reactions, stoichiometry, kinetic molecular theory, solutions, chemical equilibrium, acids and bases, and reduction-oxidation reactions. Lectures include theoretical concepts and numerous math-based problem-solving applications. Laboratory activities allow students to investigate basic principles in chemistry and apply learned theory. As an honors course, students will be expected to grasp an in-depth, theoretical understanding of each topic and apply those concepts mathematically. Several projects involving the application of chemistry-related themes will be completed.

### **AP CHEMISTRY**

Prerequisites: Honors Chemistry (minimum average of 93); Honors Algebra II (minimum average of 93), Honors Precalculus or concurrent enrollment (minimum average of 90); acceptance into the AP program

This second-year chemistry course is very demanding, both in time and effort required. Students will utilize the first-year chemistry course content for a foundation for discussion of the following topics: chemical kinetics, equilibrium, thermodynamics, electrochemistry, nuclear chemistry, and organic chemistry. College-level laboratory investigations are an integral part of this course, designed to be the equivalent of the general chemistry course usually taken during the first college year. Students must take the Advanced Placement Chemistry exam in May.

### **ENGINEERING ESSENTIALS**

Prerequisites: Honors Biology, past or concurrent enrollment in Honors Algebra II, and a teacher recommendation.

This is our first STEAM class! It is part of a curriculum called Project Lead the Way. Students explore the breadth of engineering career opportunities and experiences as they solve engaging and challenging real-world problems like creating a natural relief center system or creating a solution to improve the safety and well-being of local citizens. This is an honors-level course.

### **ENVIRONMENTAL SCIENCE**

Earth and environmental systems is a course examining the earth's formation, composition, structure and natural systems. Students will practice making observations, forming scientific questions and posing hypotheses as they explore the earth's internal and external processes and how they shape the surface of the earth. Topics include: basic ecology, species and population ecology, communities, biomes, and biodiversity, atmosphere and biogeochemical cycles, plate tectonics, minerals, mining, soil, fossil fuels, renewable energy, surface water, and groundwater.

## **PHYSICAL SCIENCE**

Physical Science is a foundational course that prepares students for more advanced high school science. With an emphasis on God's orderliness, this course provides an overview of chemistry and physics. One semester focuses heavily on chemistry concepts such as properties of substances and general trends of the periodic table. The other term concentrates on physics concepts such as movement, electricity, sound waves, and light. The course offers numerous lab activities to complement classroom discussion. Homework and class work will emphasize logic, math, and problem-solving skills. Additional projects will be required to supplement the curriculum.

## **HONORS PHYSICAL SCIENCE**

Prerequisite: Acceptance into Honors program

Honors Physical Science is a foundational course that prepares students for more advanced high school science. With an emphasis on God's orderliness, this course provides an overview of chemistry and physics. One semester focuses heavily on chemistry concepts such as properties of substances and general trends of the periodic table. The other term concentrates on physics concepts such as movement, electricity, sound waves, and light. The course offers numerous lab activities to complement classroom discussion. Homework and class work will emphasize logic, math, and problem-solving skills. Additional chemistry and physics projects will be required to supplement curriculum.

## **PRINCIPLES OF ENGINEERING**

Prerequisite: Algebra 1

Explore how modern engineers are helping improve the world through diverse engineering fields such as product design, robotics, mechanical design, infrastructure, and sustainability. Learn the principles of engineering as well as the cutting-edge tools of robotics, 3-D modeling, programming, and prototyping that engineers are using to solve problems today and for the future! This course introduces students to engineering concepts that are applicable to a variety of engineering disciplines and empowers them to develop technical skills through the use of engineering tools such as 3-D modeling software, hands-on prototyping equipment, programming software, and robotics hardware to bring their solutions to life. Students apply the engineering design process to solve real-world problems across a breadth of engineering fields such as mechanical, robotics, infrastructure, environmental sustainability, and product design and development .

## **AP PHYSICS 1**

Prerequisites: Honors Chemistry (minimum average of 90) and Honors Algebra II (minimum average of 90); Honors Precalculus or concurrent enrollment (minimum average of 90); acceptance into the AP program. This physics course is very demanding, both in time and effort required. It will be a math heavy algebra-based in-depth investigation into the following topics: kinematics, dynamics, gravitation, work, energy, momentum, statics, torque, thermodynamics, waves, electricity, magnetism, optics, relativity, quantum physics, and radioactivity. College-level laboratory investigations are an integral part of this course, designed to be the equivalent of the general physics course usually taken during the first college year. Students must take the Advanced Placement Physics 1 exam in May.

## **HONORS PHYSICS**

Prerequisites: Honors Precalculus (or concurrent enrollment); acceptance into the Honors program

Students will study a variety of topics that include the laws of motion, changes within physical systems, conservation of energy and momentum, force, thermodynamics, and the characteristics and behavior of waves. Students will also conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and problem solving. A strong math background is required.

## **\*\*\*\*\*SOCIAL STUDIES\*\*\*\*\***

### **EUROPEAN HISTORY**

This course offers a comprehensive survey of European history, spanning from ca. A.D. 1450 to the present day. Students will explore the political, economic, social, and cultural developments that have shaped the European continent, analyzing key events, movements, and individuals that have played pivotal roles in its rich and diverse history. This course will cover key aspects of European history including the Age of Revolutions, 19th Century Nationalism and Industrialization, World Wars and Interwar period as well as the Cold War and post-Cold War era.

### **HONORS EUROPEAN HISTORY**

Prerequisite: Honors or AP World History

This honors-level course in European History is designed for students seeking a rigorous and in-depth exploration of the continent's complex historical developments including those listed in European History description above. Building upon the foundational aspects covered in standard European History courses, this honors course delves deeper into key themes, encourages critical analysis, and fosters a nuanced understanding of the historical forces that have shaped Europe and affected the world. Emphasis is placed on advanced research skills, critical thinking, and the ability to synthesize information from various sources.

### **AP EUROPEAN HISTORY**

Prerequisite: Honors or AP World History

AP European History is an introductory college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation.

### **PHILOSOPHY**

This course is a survey of and engagement with the main ideas discussed and debated throughout the history of Western thought, beginning with the Greeks. Western philosophy and philosophers will be studied with three main focuses: knowledge (what is the nature of truth and how do we know it?), being (what is reality and how did it come into existence?), and value (how should we live personally,

corporately, and what is goodness?). This will be taught from a Christian perspective and will also include many primary source readings from non-Christian perspectives.

## **HONORS PSYCHOLOGY**

Prerequisite: Student meets standards of participation in the Honors Program with prior Honors classes  
This class is a general survey course designed to introduce students to the fundamental methods and content of psychology. Students will compare and contrast Christian psychology with secular approaches; compare and contrast the major principles of the learning, psychodynamic, cognitive, biological, and sociocultural perspectives in psychology; list and apply the essential elements of critical thinking; distinguish between basic and applied psychological research. Topics of discussion include research methods, the biology of behavior, sensation and perception, stress and adjustment, learning, memory, cognition, motivation, emotion, life-span development, personality, abnormal behavior and its therapies, social behavior, and individual differences.

## **U.S. GOVERNMENT AND ECONOMICS**

During the first part of the course, students survey the important events and ideas that shaped the writing of the Declaration of Independence and the U.S. Constitution. The second part of the course explores the development of economics throughout United States history. Supply and demand, monetary systems, and economic theories are studied to prepare the student for living in today's world.

## **HONORS U.S. GOVERNMENT AND ECONOMICS**

Prerequisite: Honors or AP United States History

This course will allow the students to survey the development of the U.S. Constitution and American government through the use of primary sources, simulations, problem solving, and comparative government study. The students will also survey the development of the United States economic system. Studies of supply and demand, monetary systems, economic theories, and personal finance prepare the student for living in today's world.

## **A.P. U.S. GOVERNMENT AND POLITICS**

Prerequisite: Honors or AP United States History

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they complete a political science research or applied civics project. Methods include lecture/discussion; readings of textbook and primary sources; Supreme Court opinion analysis; and a community service project. The goals of this course are to expose students to the methods and expectations of a college freshman government class and to prepare the student for the AP exam in May.

## **U.S. HISTORY**

This course provides the students with a general history of the United States of America (from the Pre-Columbian Period to the present). The student will learn to identify the religious and secular

influences on the formation of this country, to identify key events and people in its history, and to explain key themes in our nation's history through written assignments and research projects.

### **HONORS U. S. HISTORY**

Prerequisite: Honors or AP European History

The course provides the students with a history of the United States (from the Pre-Columbian Period to the present) through intensive reading and writing. The students' knowledge of the nation's past is used to gain a proper historical perspective: determining how past events have influenced current times and how the cause and effect relationships shape the future.

### **A.P. U.S. HISTORY**

Prerequisite: Honors or AP World History, Honors or AP European History, Honors English 10, and acceptance into the Advanced Placement program. The A.P. U.S. History course examines the entire scope of history from the settlement of the American continents to events of current times. Emphasis is placed upon a complete understanding of social, political, diplomatic, economic, cultural, and intellectual movements as well as the development of minorities and women in each major era. The students will develop the ability to write college-level essays and use a variety of documents to answer short answer questions, long response questions, and document-based questions (DBQs). Methods include lecture/discussion; readings; map interpretation; and research into key events, movements, and people (including all Presidents). The goals of this course are to expose students to the methods and expectations of a college freshman history class and to prepare the student for the AP exam in May.

### **WORLD HISTORY**

Providing an overview of the history of civilization from Creation to the present, this course focuses on how God uses individuals and groups of people to accomplish His plan for man. The class will study the various cultures and movements of the Mediterranean region and Europe and, as time permits, Asia and Africa. Emphasis is placed on historical/cultural progression. Methods include lecture/discussion, reading, map interpretation, and development of essay writing skills.

### **HONORS WORLD HISTORY**

Prerequisite: Acceptance into the Honors program; Honors English and Honors Geography preferred

This course provides an overview of the history of civilization from Creation to the present. The course focuses on how God uses individuals and groups of people to accomplish His plan for man. The class will study the various cultures and movements of the Mediterranean region, Europe, Africa, and Asia. Emphasis is placed on political, diplomatic, and intellectual movements. The student will develop the ability to write logical essays; methods include lecture/discussion, readings, and map interpretation. The goals of this course are to expose the student to the development of current world culture and to prepare a student for the methods, expectations, and techniques of an Advanced Placement history course.

### **A.P. WORLD HISTORY**

Prerequisite: 8th Honors English and 8th grade Honors Geography

Students cultivate their understanding of world history from c. A.D. 1200 . to the present by analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions, and organization, and technology and innovation.

## \*\*\*\*\*TECHNOLOGY\*\*\*\*\*

### **COMPUTER SCIENCE**

Prerequisite: Algebra 1

Computer Science engages students in collaborative projects that help them develop in-demand computer science knowledge as well as transportable skills like creative thinking and communication. And whether they're creating an online art gallery or using automation to process and analyze DNA-sequence data, the Computer Science students are seeing how their learning connects to the real world.

### **DIGITAL ART**

Prerequisite: Art 1

This course will be an introduction to creating digital art. Students will use school supplied iPads and Apple Pencils to create their art. The use of the Procreate app, and Adobe Creative Suite apps will be a focus. Students will enter their work in the Scholastic Art & Writing Awards, in which a small monetary fee will be required from the student to enter. Digital Photography is a one-semester course and can count as either a tech credit. Gaston Christian School requires that all students adhere to the Computer Access Policy, Addendum B, in the Student/Parent Handbook. Students and parents acknowledge their understanding and willingness to abide by these expectations by signing the Agreement Signature page.

### **SOUND and LIGHTING DESIGN for the STAGE**

This technology course introduces students to technical systems and programs used to produce visual and audio effects for staged performances. Students will learn the terminology, technology, and practices used by sound and lighting technicians and designers to create their own sound and lighting designs for in-class projects and out-of-class performances. Sound and Lighting Design for the Stage is a one-semester course.

### **VISUAL DESIGN**

Students will learn the art of graphic design through an introduction to Adobe Photoshop and Illustrator. As students use the Adobe programs, they will learn the art of typography, manipulation of photos, creating 3D effects, creating logos, and preparing professional finalized documents for print. Students will also become proficient in navigating the Apple operating system workspace. A portion of the class will be dedicated to learning through an online curriculum that is geared toward preparing interested students to take an Adobe certification exam! Visual Design is a one-semester course. Gaston Christian School requires that all students adhere to the Computer Access Policy, Addendum B, in the Student/Parent Handbook. Students and parents acknowledge their understanding and willingness to abide by these expectations by signing the Agreement Signature page.

### **VIDEO PRODUCTION**

Students will learn the art of video editing and will be introduced to iMovie, Adobe Premiere Pro, Adobe Audition, and Adobe After Effects. As students use the Adobe programs, they will learn the art of video editing, audio editing, visual effects, sound effects, and rendering projects. Students will learn key concepts of composing good video shots and how to piece them together into a polished finished product. Students will also become proficient in navigating the Apple operating system workspace.



Video Production is a one-semester course. Gaston Christian School requires that all students adhere to the Computer Access Policy, Addendum B, in the Student/Parent Handbook. Students and parents acknowledge their understanding and willingness to abide by these expectations by signing the Agreement Signature page.

## **\*\*\*\*\*WELLNESS/PHYSICAL EDUCATION\*\*\*\*\***

### **PHYSICAL EDUCATION (9)**

In this course, the students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and a choice to live a physically active lifestyle. The students will engage in a daily regimen of vigorous physical and cardio-respiratory activity. Students have the option to take Physical Education classes for a semester or for the full year.

### **TEAM SPORTS**

Prerequisite: Health/Physical Education

This course is designed to teach skills and basic rules and to offer physical activity in sports such as baseball, basketball, volleyball, soccer, and softball. The course is open to students in grades 11-12. Students have the option to take the Team Sports course for a semester or for the full year.

### **WEIGHT TRAINING I**

Prerequisite: Health/Physical Education

This course equips students with the knowledge to develop, implement, and maintain a program to strengthen the body. Students are taught the basic fundamentals of weight lifting and challenged (under the supervision of the instructor) to develop their own weight training routines to achieve their desired results. Students have the option to take Weight Training classes for a semester or for the full year.

### **Weight Training II**

Prerequisite: Weight Training I

This course builds upon the foundation learned in Weight Training I to equip students to further develop, implement, and maintain a program to strengthen the body. Students will build upon the basic fundamentals of weight lifting learned in Weight Training I and challenged (under the supervision of the instructor) to further their own weight training routines to achieve their desired results. Students have the option to take Weight Training classes for a semester or for the full year.

### **Weight Training III**

Prerequisite: Weight Training II

This course builds upon the foundation learned in Weight Training I & II to equip students to further develop, implement, and maintain a program to strengthen the body. Students will build upon the basic fundamentals of weight lifting learned in Weight Training I & II and challenged (under the supervision of the instructor) to implement more complex lifting techniques to aid in achieving their desired results. Students have the option to take Weight Training classes for a semester or for the full year.