

# ELECTIVE COURSE DESCRIPTIONS

## I. Fine Arts Electives

**INTRODUCTION TO ART – Visual Art** (two semesters) **this course is open to all grade levels and serves as a prerequisite for all other art courses and fulfills the fine arts graduation requirement.**

This introductory course is designed to build a strong foundation of knowledge, skills, and appreciation for art. This course includes the basics of both two and three-dimensional art. The student will become familiar with the principles and elements of design in the works of other artists and be able to use these in their own art work. A wide range of media and techniques will be explored as well as subject matter. In addition to this, each student will be required to keep a sketch journal during the two semesters.

- **A Core 40 and AHD course; one credit per semester**

**CERAMICS I & II** (two semesters) **Prerequisite: Introduction to Art and strongly encouraged to have completed or enrolled in Drawing I & II during the same year.**

This course will allow the students to become familiar with the techniques and tools for working in clay. Clay is especially exciting to work with because of its extreme plasticity and the ability to retain its shape when dried and fired. These techniques and tools will include hand built, wheel thrown, sculpture, and glazing. By studying the history of ceramics, students will become familiar with the works and philosophies of contemporary potters. In addition to this, each student will keep a sketch journal of terms and designs for projects during the year.

- **A Core 40 and AHD course; one credit per semester**

**CERAMICS III & IV** (two semesters) **Prerequisite: Ceramics I & II and strongly encouraged to have completed or enrolled in Drawing III & VI during the same year.**

During this course students will be exploring more advanced sculpture techniques while continuing to develop their skills in manipulating clay. Students will be encouraged to try various types of clay such as high firing clays like stoneware and porcelain. Students will participate in the building and maintenance of an outdoor kiln (pit kiln) and learn how to correctly fire it. In addition to this, each student will keep a sketch journal of terms and designs for projects during the year.

- **A Core 40 and AHD course; one credit per semester**

**DRAWING I & II** (two semesters) **Prerequisite: Introduction to Art and strongly encouraged to be taken simultaneously with Ceramics I & II, or Painting I & II or Digital Design I & II.**

During this course, students will engage in drawing a wide variety of subject matter, while exploring the many styles of some outstanding artists. They will have the opportunity to become proficient using various drawing materials. Students will develop the knowledge and skill to draw the human figure, including portraits. The primary task in learning to draw is to be able to describe the three-dimensional world using only two dimensions. Students will be encouraged to look at their surroundings and develop an awareness of its variety, balance, uniqueness, and patterns, and understanding that all of this is by God's hand. Each student will keep a visual journal (sketch book) during the semester.

- **A Core 40 and AHD course; one credit per semester**

**DRAWING III & IV** (two semesters) **Prerequisite: Drawing I & II and strongly encouraged to be taken simultaneously with Ceramics III & VI, or Painting III & VI or Digital Design III & VI.**

This course will continue to engage students in drawing a wide variety of subject matter while exploring deeper into the task of describing their three-dimensional world using only two dimensions. Students will develop an understanding of this relationship of the subject matter that they are drawing with other objects surrounding it and with themselves as the artist. As with the basic Drawing and Painting class, students will be encouraged to look at their surroundings and develop an awareness of God's great creativity. Each student will be required to keep a sketch journal during the two semesters.

- **A Core 40 and AHD course; one credit per semester**

**PAINTING I & II** (two semesters) **Prerequisite: Introduction to Art and strongly encouraged to have completed or enrolled in Drawing I & II during the same year.**

During this course, students will paint a wide variety of subject matter, while exploring the many styles of some outstanding artists. This course will allow students to develop skills using a variety of painting media, such as watercolor, acrylics, mixed media, oils and computer painting as programs become available. The students will study a variety of styles and schools of paintings by artists throughout history. During this course, students will explore and develop good subject selection and composition. Each student will keep a visual journal (sketch book) during the semester.

- **A Core 40 and AHD course; one credit per semester**

**PAINTING III & IV** (two semesters) **Prerequisite: Painting I & II and strongly encouraged to have completed or enrolled in Drawing III & VI during the same year.**

During this course students will continue to explore the various qualities of each type of paint presents. Composition will become more of a focus as students learn to importance of the placement of objects and how the elements and principles work together to create a great work of art. Students will also study various periods of artistic style such as Impressionism, Optical Illusions and cubism and how these periods where effected by the events of their times. Students will be encouraged to look at their surroundings and develop an awareness of God's great creativity. Each student will be required to keep a sketch journal during the two semesters.

- **A Core 40 and AHD course; one credit per semester**

**DIGITAL DESIGN I & II** (two semesters) **Prerequisite: Introduction to Art and strongly encouraged to have completed or enrolled in Drawing I & II during the same year.**

This course will develop proficiency in the use of Adobe Photoshop & a basic knowledge, skills, and appreciation for the visual arts through the use of the computer as a medium in which to express themselves. Student projects will include product advertising and design, posters, text designs, photos manipulation, basic web design and basic animation.

- **A Core 40 and AHD course; one credit per semester**

**DIGITAL DESIGN III & VI** (two semesters) **Prerequisite: Digital Design I & II and strongly encouraged to have completed or enrolled in Drawing III & VI during the same year.**

This course will develop proficiency in the use of Adobe Illustrator and a basic knowledge of Adobe InDesign, Macromedia Dreamweaver, and Macromedia Flash. Student projects will include logo design, stationery package, product design, portrait illustration, advanced web design and advanced animation.

- **A Core 40 and AHD course; one credit per semester**

**SENIOR ART** (two semesters) **Prerequisite: Minimum of two years of advanced art classes. *Each student MUST submit a portfolio in order to be considered for this class along with a recommendation form. This class is only for seniors who plan on pursuing Art in college.***

Each student will be encouraged to develop their own style by studying various artists and their styles throughout history. Students will learn how to prepare their artwork for exhibit (Matting and framing techniques). Students will prepare a portfolio of actual pieces, a slide portfolio and, if possible, a CD of their art work for college application. Each student will be required to plan and participate in the senior art exhibit displaying his or her work. In addition to this, each student will keep a sketch journal during the year.

- **A Core 40 and AHD course; one credit per semester**

**AP® ART HISTORY** (two semesters) **Prerequisites: Successful completion of Introduction to Art, English teacher recommendation. This class is open to committed juniors and seniors with a strong interest in learning art history. Sophomores will be considered on an individual basis.**

This full year course is intended for students with a high degree of commitment to academic work. The History of Art from before the common era (B.C.E.) to the present day are discussed. Slide/lecture, video, class discussion, museum work and multimedia study aids reinforce reading assignments. Students examine the major forms of artistic expression of the past and of distant cultures, as well as those of our own time and environment. They learn to look at works of art critically, with intelligence and sensitivity, and to articulate and appreciate the art they experience. Students are expected to complete all reading assignments, keep a notebook, contribute to class discussions, complete all museum assignments and written work, and sit for the AP® exam in May. An exceptionally high degree of commitment to academic work is required. Advanced placement work must meet college standards. The class is a rigorous one, as the AP® art history exam mandates that an extensive amount of material be covered. This will include reading, writing, and studying images. In addition, students will be expected to actively participate in discussion during class. The artistic expression of many varied cultures with diverse religious beliefs will be covered and students should be comfortable exploring these traditions in view of their own faith traditions.

- **A Core 40 and AHD course; one credit per semester**

### **INTRODUCTION TO ACTING** (one semester) **Prerequisites: Open to students in grades 10-12**

This class provides an opportunity for students to create and perform characters both established and of their own design. Students will learn basics of acting, from the art and science of the audition to the mechanics of building a character in rehearsal and performance. Students will be required to perform various characters in a variety of media, including one-act plays, full-length plays, films, and improvisation. Additionally, students will be expected to view and critique performances in other venues (i.e. – community theatre, IRT, etc.).

- **A Core 40 and AHD course; one credit per semester**

### **ADVANCED ACTING THEORY** (one semester) **Prerequisites: Introduction to Acting**

This class provides an opportunity for students to take an in-depth look at acting techniques and methods pioneered by a variety of renowned acting coaches and teachers. Students will be required to create an acting style for themselves based on the methods of teachers like Adler, Meisner, Stanislavski, and Strasberg (among others) and study the history and evolution of these acting methods. Additionally, students will be expected to view and critique performances in other venues (i.e. – community theatre, IRT, etc.).

- **A Core 40 and AHD course; one credit per semester**

### **BEGINNING CHORUS** (two semesters) **Fulfills the fine arts graduation requirement**

Concert Choir is a non-auditioned group consisting of students from grades 9-12. The Choir rehearses and performs music from a variety of styles, and learns some basic music theory and sight-reading skills. Self-discipline, commitment, and the ability to work in a team are essential qualities for students wanting to sing in the Choir. Student time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances will be utilized as culminating activities for daily rehearsals and musical goals. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

- **A Core 40 and AHD course; one credit per semester**

### **INTERMEDIATE CHORUS - TREBLE ENSEMBLE** (two semesters) **Prerequisite: Concert Choir, this course is open to sophomore, junior, and senior girls, by audition only.**

This choir is designed specifically for advanced female singers who have progressed through the Concert Choir. Students in this course will learn music of an intermediate to advanced difficulty, develop music reading and sight-reading skills, and perform for a variety of concerts and venues both inside and outside the walls of Covenant Christian High School. Students in this ensemble are expected to have completed one year in the Concert Choir.

- **A Core 40 and AHD course; one credit per semester**

### **CHORAL CHAMBER ENSEMBLE** (two semesters) **Prerequisite: Concert Choir, admission by audition only**

The Chamber Chorus is an auditioned group of about sixteen singers. Students in this choir already have a firm grasp of music theory basics, sight-reading skills, and performance skills. The Chamber Chorus rehearses and performs music from a variety of styles at a relatively high degree of difficulty. Essential qualities and abilities of performers include self-discipline, teamwork, and commitment to excellence. Student time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances will be utilized as culminating activities for daily rehearsals and musical goals. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

A Core 40 and AHD course; one credit per semester

### **CONCERT BAND** (two semesters) **Fulfills the fine arts graduation requirement**

The Concert Band is a group consisting of students in grades 9-12. The band rehearses and performs selections from a wide variety of styles, as well as learning some basic music theory. Students in the band are required to participate in the Pep Band. The Concert Band requires much discipline and commitment from students, since glorifying God through musical beauty and excellence is our goal. Student time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances will be utilized as culminating activities for daily rehearsals and musical goals. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

- **A Core 40 and AHD course; one credit per semester**

### **INSTRUMENTAL ENSEMBLE - STRINGS (two semesters) Fulfills the fine arts requirement**

The Strings Ensemble is a group that consists of students from grades 9-12. The Strings Ensemble rehearses and performs selections from a wide variety of styles, as well as learning some basic music theory. The Strings Ensemble requires much discipline and commitment from students, since glorifying God through musical beauty and excellence is our goal. Student experiences include improvising, conducting, playing by ear, and sight-reading. Students will develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Student time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances will serve as culminating activities for daily rehearsals and musical goals.

- **A Core 40 and AHD course; one credit per semester**

### **MUSIC HISTORY & APPRECIATION (two semesters) Fulfills the fine arts requirement and is open to freshman, sophomore, junior and senior students.**

Students taking this course will focus on exploring music and the major musical style periods by way of understanding music in relation to history and culture. Activities may include listening, analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts.

- **A Core 40 and AHD course; one credit per semester**

### **MUSIC THEORY & COMPOSITION (two semesters) Fulfills the fine arts requirement and is open to freshman, sophomore, junior and senior students.**

In this course students will develop skills in the analysis of music and theoretical concepts. They develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

- **A Core 40 and AHD course; one credit per semester**

### **AP® MUSIC THEORY (two semesters) This class is open to committed juniors and seniors with a strong interest in learning music theory. Sophomores will be considered on an individual basis.**

This course is an in-depth study of the science of music. Students will discern how music works through analysis of musical compositions, the study of chords and harmony, and creating original compositions. This course is specifically designed for any students interested in pursuing music at the college level, but can be beneficial to anyone looking to take their musical skills to the next level. The ability to read music is paramount to this course, and students interested in taking AP® Music Theory should already have a fundamental understanding of music notation and acquired a basic skill level in a musical instrument or voice type.

- **A Core 40 and AHD course; one credit per semester**

## II. Math Electives

### **PROBABILITY & STATISTICS** (first semester only) **Prerequisite: C or better in Algebra II.**

This elective course is intended to be an introduction to Probability and Statistics for many types of students, not just those who are mathematically inclined. Any college-bound student who will have to take statistics at some point, perhaps for business or medicine or economics, would benefit from this beginning course. Students will learn methods of data collection and organization, graphical ways to present data, probability theory and probability distributions, and statistical methods for analyzing data. Statistical methods include estimation, hypothesis testing, regression and correlation, and statistical tests such as chi-square and ANOVA. Concept development will be very hands-on and the course will emphasize applications of concepts and the use of technology. The TI-83 or 84 Plus graphing calculator is required.

- **A Core 40 and AHD course; one credit per semester**

### **DISCRETE MATHEMATICS** (second semester only) **Prerequisite: C or better in Algebra II**

This course will stress the application of some familiar concepts and many new and useful mathematical concepts that will interest a wide variety of students. Topics covered are counting techniques, matrices, recursion, graph theory, the mathematics of social choice, linear programming, and game theory. The course will emphasize application of concepts and use of technology. The TI-83 or 84 plus graphing calculator is required.

- **A Core 40 and AHD course; one credit per semester**

### **PRE-CALCULUS/TRIGONOMETRY** (two semesters) **Prerequisite: successful completion of Algebra II**

Precalculus is an in-depth study of functions and their applications. This course lays the groundwork for calculus and requires students to understand concepts, as well as learn new skills. Students re-visit functions learned in Algebra II, such as polynomial, quadratic, exponential, logarithmic, and rational functions, and new functions—trigonometric, parametric, and polar—are introduced. Connections between functions and their graphs, including transformations of functions, are emphasized, along with their application as mathematical models. In trigonometry, students solve problems involving right and oblique triangles, prove trigonometric identities, and solve trigonometric equations. Other topics include matrices and fractals, conic sections, vectors, complex numbers, sequences and series, power series, proof by mathematical induction, partial fractions, limits, and a brief introduction to the derivative. Students will use technology extensively to explore new concepts and apply those concepts to real-world problems. The TI-84 Plus graphing calculator is required.

- **A Core 40 and AHD course; one credit per semester.**

### **AP<sup>®</sup> STATISTICS** (two semesters) **Prerequisite: Successful completion of Precalculus or Algebra II and teacher's recommendation. It is recommended that students take Precalculus prior to AP<sup>®</sup> Statistics, but a motivated student with strong Algebra II skills will also be successful.**

This course is a college-level introduction to probability and statistics. Knowledge of statistics is important in many professions besides math and science, such as nursing, psychology, business, and journalism, as well as a must for informed citizens and consumers. Students will learn methods of data collection and organization, graphical ways to present data, probability theory and probability distributions, and statistical methods for analyzing data. Statistical methods include estimation, hypothesis testing, regression and correlation, and chi-square. This will be a rigorous course with an emphasis on preparing students for the AP<sup>®</sup> test. This class is very different from other math courses. Students will be expected to read, think, and write with understanding. Fifty percent of the AP<sup>®</sup> grade is based on what you write about the statistics. A TI-83 Plus, 84-Plus, or TI-89 Graphing Calculator is required.

- **A Core 40 and AHD course; one credit per semester**

### **AP<sup>®</sup> CALCULUS BC** (two semesters) **Prerequisite: successful completion of Pre-calculus with a grade of "B" or higher plus the teacher's recommendation.**

This course is the foundational course for students planning to pursue any type of technical career choice. Major topics include functions, limits, continuity, derivatives and integrals. The course is highly application-oriented. The TI-Nspire CAS handheld will serve as the graphing calculator learning tool required for this course. All Calculus students will take the AP<sup>®</sup> exam. If there is even a remote possibility that you would need calculus in college, you really ought to take it in high school. The daily class assignment list will be given out at the beginning of the semester. There will also be a summer assignment to review and become acquainted with the technology.

- **A Core 40 and AHD course; one credit per semester**

### III. Social Studies Electives

#### **PSYCHOLOGY** (one semester) **This course is open to juniors and seniors.**

Beginning with a Biblical perspective of human behavior including the effects of the fall on all relationships, psychology will examine the impact of those broken relationships on all of man's life. Utilizing the scientific method, students will examine the empirical data that has been gathered concerning human development, learning, personality and mental health. Students will also compare and contrast both the socio-cultural and biological bases of behavior. The class will consider those explanations in light of the role of sin and redemption in the individual's life.

- **A Core 40 and AHD course; one credit per semester**

#### **SOCIOLOGY** (one semester) **This course is open to juniors and seniors.**

Beginning with the Biblical concept that unregenerate man has broken relationships with God, with himself, with one another, and with nature in general, students will examine the ways in which various groups within a culture interact. Specifically, students will define and study the idea of culture, social status, social groups and institutions and what factors contribute to change in each of those. The class will also examine a range of social problems faced in our culture today and consider the appropriate Christian responses to them.

- **A Core 40 and AHD course; one credit per semester**

#### **AP® U.S. HISTORY** (two semesters) **This course is open to juniors with the teacher's recommendation.**

The AP® U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U. S. History. The themes addressed in this course include, but are not limited to American diversity, American identity, culture, demographic changes, economic transformations, environment, globalization, politics and citizenship, reform, religion, slavery and war and diplomacy. This course will prepare students to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively. Critical thinking, writing and reading skills will be necessary; students are expected to take the AP® exam in May. *This course will require work over the summer which will be due before school starts in August.*

- **A Core 40 and AHD course; one credit per semester**

### IV. Foreign Language Electives

#### **SPANISH I** (two semesters)

Spanish I provides a foundation for the Spanish program at Covenant. Students are taught the basic structure of the language, along with vocabulary that would enable them to survive in any basic conversational situation. A great emphasis is placed on providing an environment where students feel comfortable communicating in a foreign language, even though their grammar and vocabulary are not yet perfected. They also have daily listening and writing exercises to practice these skills. The class curriculum is very structured; students speak, listen, read, and write within a specific context. As the year progresses, however, connections are made between contexts as the students' comprehension and production levels expand.

- **A Core 40 and AHD course; one credit per semester**

#### **SPANISH II** (two semesters) **Prerequisite: successful completion of Spanish I**

Spanish II builds upon Spanish I by expanding the contexts and multiplying the applications in which the basic language concepts may be used. Students are not permitted to speak English at any time during the course, and they should expect the same from their teacher. Students, therefore, are encouraged to use body language, dictionaries and other resources when their Spanish knowledge limits their ability to communicate effectively. However, in order to clarify the concepts within each chapter and throughout the course, the students' oral and written communication is intentionally restricted to the use of those concepts. Therefore, student dialogues and other projects are personalized within the limits of certain grammar concepts and thematic vocabulary, thereby making familiar what was once foreign. Students who successfully complete this course are prepared for the independent-communicator transition to Spanish III.

- **A Core 40 and AHD course; one credit per semester**

**SPANISH III** (two semesters) **Prerequisite: successful completion of Spanish I and II**

Spanish III builds upon Spanish II by expanding the contexts and multiplying the applications in which the intermediate language concepts may be used. As in Spanish II, students are not permitted to speak English at any time during the course, and they should expect the same from their teacher. Students, therefore, are encouraged to use body language, dictionaries, and other resources when their Spanish knowledge limits their ability to communicate effectively. Differing from Spanish II, however, the students' oral communication is restricted only by the current themes of the course, not by grammar, as students are encouraged to speak freely with the words they know. Written communication, such as prepared dialogues and essays, continues to be restricted to certain grammar concepts and thematic vocabulary. Students who successfully complete this course are prepared for the refined independent-communicator transition to Spanish IV.

- **A Core 40 and AHD course; one credit per semester**

**SPANISH IV** (two semesters) **Prerequisite: successful completion of Spanish I, II, III and written and oral entrance exam with a teacher recommendation.**

Spanish IV is *la cumbre* of the Spanish program, as students who take the course establish ownership of their Spanish language abilities. These students desire to refine their language skills beyond the Honors Diploma credit requirements, even though by successfully completing Spanish II they are already effective communicators. Accordingly, the format of Spanish IV is radically different from that of the previous three levels. First, there is no formal text, save the classic and modern Spanish and Latin American literature. Students are required to think outside of defined contexts and to begin to deal with broader ideas. Second, independent thought becomes more important than the acquisition of information. While structure and facts are still quite important for documentation and tests, students are asked to share opinions and in other ways react personally to the course material. Third, Spanish becomes a bonafied course, no longer getting to the point, but realizing it. Students will research, create, annotate, opine, argue, reflect, write, read and *think* in Spanish.

- **A Core 40 and AHD course; one credit per semester**

**GREEK I** (two semesters) **Prerequisite: successful completion of Spanish I and II. Teacher approval is required for this offering.**

This one-year study is designed to put the student in a position to be translating from the Greek New Testament in the spring. Importance is placed on mastering the paradigms due to inflection, building a vocabulary to approximately 300 words and translating sentences from Greek to English. This particular course requires daily study to insure a grasp of the material. The epistle of I John will be translated toward the close of the school year. **Class size is limited.**

- **A Core 40 and AHD course; one credit per semester**

**GREEK II** (two semesters) **Prerequisite: successful completion of Greek I. Teacher approval is required for this offering.**

This course builds on the foundations laid in first year Greek. Students will focus on word studies and translation. Vocabulary from first year will be reviewed and expanded to include approximately 300 additional words as students continue translating sentences from Greek to English. As with all language courses, daily study is required to insure a grasp of the material. Students should be highly motivated and able to work independently. **Class size is limited.**

- **A Core 40 and AHD course; one credit per semester**

**CHINESE I** (two semesters) **Prerequisite: successful completion of Spanish I and II. Teacher approval is required for this offering.**

This course, introduces students to effective strategies for beginning Chinese language learning, and to various aspects of Chinese-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write simple sentences using characters. This course also emphasizes the development of reading and listening comprehension skills, such as recognizing letters and sounds of familiar words and comprehending brief oral directions. Additionally, students will examine the practices, products and perspectives of Chinese-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Chinese language and culture outside of the classroom.

- **A Core 40 and AHD course; one credit per semester**

## V. Science Electives

### **CHEMISTRY I** (two semesters) **Prior or concurrent enrollment in Algebra II**

This course allows the students to synthesize useful models of the structure of matter and the mechanisms of its interaction as they study classification of matter and its changes, atomic structure, properties of elements and the periodic table, molecular structure and bonding, inorganic nomenclature and chemical equations, physical and chemical properties of solids, liquids, gases, the gas laws, solutions and acidbase theories.

- **A Core 40 and AHD course; one credit per semester**

### **AP<sup>®</sup> CHEMISTRY** (two semesters) **Prerequisite: Junior or senior with a “B” or better in Chemistry, completion of Algebra II, plus the teacher’s recommendation.**

Advanced placement Chemistry is a rigorous two-semester elective science course designed to provide students with a learning experience equivalent to that of a one-year general chemistry college course. Concepts from Chemistry I will be reviewed and studied in more depth: atomic structure, the periodic table, chemical reactions, stoichiometry, bonding, phases of matter, acids, bases, and solutions. Students will also study organic chemistry, thermochemistry, chemical equilibrium, kinetics and electrochemistry. AP<sup>®</sup> Chemistry is designed to give students a broad hands-on lab experience in which science concepts are applied. Students are expected to take the AP<sup>®</sup> Chemistry exam.

- **A Core 40 and AHD course; one credit per semester**

### **ADVANCED ENVIRONMENTAL SCIENCE** (two semesters) **Prerequisite: Biology I and Chemistry I plus the teacher’s recommendation; open to juniors and seniors.**

Based upon the biblical truth that God has given “dominion” over creation to man, this course focuses on the theme of *sustainability* as the key to the accomplishment of the command given to man in Genesis 1:26 and then repeated in Genesis 1:28. A considerable amount of reading is followed by the performing of three hours of community service each nine weeks. Service time will be spent maintaining the outdoor classroom area as students practice the sustainable methods learned in the classroom. Students will also maintain Covenant’s paper and plastics recycling program. An environmental research project or an individual environmental service project is required of each student each nine weeks as part of the nine week’s grade.

- **A Core 40 and AHD course; one credit per semester**

### **PHYSICS I** (two semesters)

This general high school physics course provides students the opportunity to interact with all sorts of physics concepts: how things move, what causes movement, collisions, energy, temperature, electricity, magnets, color and light. Many hands-on activities will be done. Elementary algebra will be used to understand how certain physical quantities relate.

- **A Core 40 and AHD course; one credit per semester**

### **AP<sup>®</sup> PHYSICS C MECHANICS** (1<sup>st</sup> year, two semesters): **Prerequisite: Concurrently taking calculus or strong in mathematics. Math teacher recommendation is necessary. Recommend students have previously taken Physics I.**

This is a calculus-based introductory physics course studying Newtonian mechanics that is similar to what would be learned in one-semester of college. The good news is that this is a year-long course. This will provide ample time to learn and practice the introductory calculus that will be expected of you to do well on the AP<sup>®</sup> Physics C Mechanics exam in May. So for those of you who are willing to accept the challenge of a rigorous curriculum, and you are willing to learn and put forth the effort, you have no reason to fear. Whoever you are, you are invited and welcome to AP<sup>®</sup> Physics C Mechanics! More good news is what is called Physics Phun Friday. More than 20% of class time will be spent doing labs, including the annual egg launch and mousetrap spring-powered vehicle competition.

- **A Core 40 and AHD course; one credit per semester**

**AP<sup>®</sup> PHYSICS B** (one semester) **Prerequisite: AP<sup>®</sup> Physics C Mechanics or Physics I, has taken/concurrently taking Trig.**

This is an algebra-based introductory physics course studying Newtonian mechanics, electricity & magnetism, fluid mechanics & thermal physics, waves & optics, and atomic & nuclear physics. Technically AP<sup>®</sup> Physics B is a 3-semester course at Covenant; a continuation of either 1st year physics course. (The 4th semester can be either used for a study hall where review material will be provided as the AP<sup>®</sup> exam approaches in May or students with calculus background can opt to take AP<sup>®</sup> Physics C E&M.) Students can be successful if they are strong in algebra and some geometry, specifically use of sine, cosine, & tangent. This course prepares students to take the AP<sup>®</sup> exam in May that can possibly earn them 8 hours of college credit. AP<sup>®</sup> Physics B is particularly helpful for any student interested in a medical career. Physics is an important component of the MCAT exam.

- **A Core 40 and AHD course; one credit per semester**

**AP<sup>®</sup> PHYSICS C E&M** (one semester) **Prerequisite: completion of Pre-Calculus preferred.**

This is a calculus-based introductory physics course studying electricity and magnetism. Students taking the course have had an introduction to some of these topics in previous physics courses. This will help, since the class is lab intensive and occurs during the Spring semester that is shortened by various factors including the need to finish and review in preparation for the AP<sup>®</sup> exam in May. Students will enjoy learning about and becoming more familiar with electrostatics, capacitors, circuits, magnetism, and flux. For students interested in science, computer science, and/or engineering this class will be an excellent preparation for college.

- **A Core 40 and AHD course; one credit per semester**

**BIOLOGY II** (two semesters) **Prerequisite: successful completion of Biology I**

*Biology II* is an advanced laboratory, field, and literature investigations-based course. Students enrolled in Biology II examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences.

- **A Core 40 and AHD course; one credit per semester**

## VI. English Electives

**STUDENT PUBLICATIONS: Newspaper** (two semesters) **Prerequisite: Open to sophomores, juniors and seniors with Newspaper advisor approval/recommendation form.**

In this elective course, students will work together to publish a monthly newspaper called “Veritas.” Each production cycle will last two weeks, in which students will write, design, and photograph the current events at Covenant. Classroom atmosphere during the production cycle will be very open-ended and informal, students will be given their assignment and will work independently and cooperatively to complete it. The remaining weeks each month will be used to study a certain topic in journalism. During the topic study, the classroom will be more of a traditional style.

- **A Core 40 and AHD course; one credit per semester**

**STUDENT PUBLICATIONS: Yearbook** (two semesters) **Prerequisite: Open to sophomores, juniors and seniors with Yearbook advisor approval/recommendation form.**

Students in this elective class will learn to effectively produce a book that records the history of one year of the school. They will learn to manage all aspects of the yearbook, including writing, designing, marketing and financing the entire project. While the journalism and yearbook classes both have the goals of teaching students to be discerning consumers and effective producers of the media, this class devotes nearly all class time to running the business of producing the yearbook, and less time in instruction of related topics. All methods of teaching will be based on the final product. Assessment will be determined by the students’ efforts and contribution to the final publication of the yearbook.

- **A Core 40 and AHD course; one credit per semester**

**SPEECH** (one semester) **This course is open to sophomores, juniors and seniors.**

Students in this class will learn to organize and present information of a practical, technical, and captivating nature. Emphasis will be placed on preparation and delivery of various types of speeches as well as the depth of research, clarity of organization, application of proof, and the appropriateness of style necessary to deliver a successful speech. Class objectives include the ability to demonstrate competence in communicating ideas in public, to become effective in relating ideas to an audience, to develop organization and focus in a message, to utilize standard research methods for support material, to use technology/visual aids as effective tools for speech presentations and to demonstrate integrity in research, preparation and delivery of speech presentations

- **A Core 40 and AHD course; one credit per semester**

**ETYMOLOGY** (one semester) **Open to sophomore, junior or senior students.**

Etymology is a one semester English elective designed for sophomore, junior or senior students who wish to enrich their vocabulary. The course material is targeted for the college-bound student. The student will learn Greek and Latin roots, prefixes, and suffixes; will study word histories; will prepare for the SAT/ACT; and will become aware of vocabulary in other school subjects, and in verbal and printed media. Practice tests will be taken regularly to improve SAT Critical Reading and Writing scores.

- **A Core 40 and AHD course; one credit per semester**

**DRAMATIC LITERATURE: Shakespeare & More** (one semester) **Open to sophomore, junior, or senior students.**

*Shakespeare and More* is a one semester English elective for sophomore, junior, or senior students. We will read and interpret 4 Shakespearean plays and 3 modern plays exploring some of the techniques that bring them to life on the stage. Students will participate in reading and writing assignments as well as class discussions. Students will be required to attend 2 evening/weekend plays and attend an IRT Shakespeare production as a class. The following plays from different periods of drama history will be read and studied: *As You Like It* (Shakespeare), *Measure for Measure* (Shakespeare), *King Lear* (Shakespeare), *The Tempest* (Shakespeare), *Our Town* (American drama), *Waiting for Godot* (Absurdist), *Six Degrees of Separation* (Modern)

- **A Core 40 and AHD course; one credit per semester**

**CREATIVE WRITING** (two semesters) **Creative Writing I is open to all students who have a “B” average in English. Any student with a lower grade average may petition to take the class and submit samples of his/her writing.**

First year creative writing focuses on expanding writing skills in poetry, short stories, and plays. Students also learn the connection between nature and poetry and music and poetry. Additionally, students will imitate well-known authors and discover how to create many genres of fictional writing. During the second semester, the entire focus is on playwriting and theatrical arts. Students will have the opportunity to write and perform radio commercials, television program episodes, and one-act plays. A unit in costuming will also be introduced during the fourth quarter. This portion of the course will allow students to practice vocal techniques, learn stage blocking, and participate in improvisational exercises.

- **A Core 40 and AHD course; one credit per semester**

**ADVANCED CREATIVE WRITING** (one semester) **Prerequisite: Creative Writing I and a teacher’s recommendation; open to sophomores, juniors and seniors.**

Advanced Creative Writing focuses on developing advanced creative writing skills in several genres: poetry, short story, mystery, the novelette and the five-character, three-act play. During first semester, poetry is introduced, both abstract and concrete, with an emphasis on the connection between poetry and music through the ballad and sonnet. Short stories and mysteries are also written during the first semester. Second semester the students critically look at how the genres of non-fiction, including the essay, personal letter, and forms of journalism, are affected by creative writing. Students also write a novelette and a short play after reading short stories like Kafka’s *Metamorphosis* and plays like Chekhov’s *The Cherry Orchard*. Students who take this class will build a portfolio, dramatically improve their writing abilities through use of metaphor and symbolism, and begin to master the art of wielding a significant vocabulary by becoming a better wordsmith.

- **A Core 40 and AHD course; one credit per semester**

**ADVANCED CREATIVE WRITING: THE STORY AND ITS WRITER** (one semester) **This class is primarily for juniors and seniors; younger students will need to have special permission to join the class.**

This class is an introduction to Short Fiction (short stories). Using Ann Charters book, *The Story and Its Writer*, students will not only read and discuss short stories, but also learn to imitate the creative styles of great writers and experiment with their own creative writing abilities. Part of the class will be involved in showing the progression from short story to film and video. Students may take this class, even if they have not taken first semester of Advanced Creative Writing.

- **A Core 40 and AHD course; one credit per semester**

**SCIENCE FICTION LITERATURE** (one semester)

This course examines literary aspects of the Science Fiction genre. Students will consider how Science Fiction uses imagined futures, alternate histories, alien cultures, and satire to grapple with genuine historical, philosophical, social, and religious concerns. Sub-genres include: hard sf, soft sf, cyberpunk, time travel, and apocalyptic; authors include Isaac Asimov, H.G. Wells, Robert A. Heinlein, Kurt Vonnegut, and others.

- **A Core 40 and AHD course; one credit per semester**

**AP® ENGLISH LANGUAGE & COMPOSITION – Grade 11** (two semesters) **Prerequisite: B+ average or higher in previous English courses plus the teacher’s recommendation.**

This is an advanced placement course based on content established by the College Board. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The AP® English course will prepare students for College Board Advanced Placement Exam through curriculum and similar testing procedures. Students can potentially earn college credit for this course by scoring a 3 to 5 on the College Board Examination.

- **A Core 40 and AHD course; one credit per semester**

**AP® ENGLISH LITERATURE & COMPOSITION – Grade 12** (two semesters) **Prerequisite: B+ average or higher in previous English courses plus the teacher’s recommendation.**

This course is designed to challenge the student’s ability to think critically, to synthesize literature, and to write effectively. The course will emphasize British literature, but may also include literary works from other countries. Additionally, coursework will include information regarding the history, culture, and philosophy of authors, their contemporaries, and their governments. Genres will include epics, novels, dramas and poetry. AP® English will also concentrate extensively on improving and refining writing styles. The course will focus on the following areas: thesis statements, evidence/proof paragraphs, argument, transitions, unity and coherence, and mechanical errors. Students will analyze literature, and associate various thematic concepts with historical progression. Students will also produce research, utilizing current MLA standards. The AP® English course will prepare students for College Board Advanced Placement Exam through curriculum and similar testing procedures. Students can potentially earn college credit for this course by scoring a 3 to 5 on the College Board Examination.

- **A Core 40 and AHD course; one credit per semester**

## VII. Physical Education Electives

**LIFETIME WELLNESS** (two semesters) **May be used to meet the PE II requirement; open to grades 10, 11, and 12.**

This is a student-driven class focusing on the 2 fitness components of cardiovascular endurance and body composition. We will be working out 4 days per week, 2 aerobic/cardio days (including step aerobics, kick boxing, circuit work, etc.) and 2 of toning/endurance (including pilates, circuit, ab/core and light dumbbell workouts, etc.). One day per week will be set aside for studying lifetime wellness topics within a Christian worldview. Topics such as nutrition, stress, various women's health issues, as well as other interesting and fun topics will be discussed. A discussion and design of an individual nutrition plan may also be included. Various fitness testing and measurements will be taken in order to determine the individual's body composition as well as the current level of all fitness components. Due to space and equipment this class is limited to 12 students.

- **A Core 40 and AHD course; one credit per semester**

**ADVANCED LIFETIME WELLNESS** (two semesters) **Open to junior and senior female students who have previously taken Lifetime Wellness.**

This course is designed for young ladies who have a sincere desire to work **diligently** at making lifestyle changes in all areas of Total Health: physical, emotional, social, intellectual and spiritual! There will be 4 days of intense workouts planned and a classroom day which will include a deeper exploration of topics covered in the first year class. Discussion on how to design programs based on personal goals will be one of the units included, as well as various other topics of interest to the students.

- **A Core 40 and AHD course; one credit per semester**

**INDIVIDUAL & LIFETIME SPORTS** (one or two semesters) **May be used to meet the PE II requirement; grades 10-12.**

Students will gain a keener understanding of the skills and strategies involved in the sports and activities covered. They will be required to teach, evaluate and officiate some of these activities. They will also gain an understanding of how a particular sport or athlete has impacted history or is currently impacting society. Students will also spend 2 days per week during 2<sup>nd</sup> semester training for Rock Climbing. The students learn patience through teaching and accepting those with varying gifts with a joyful heart! Some of the activities that might be included are: Officiating, Soccer, Flag Football, Australian Rules Football, Tennis, Team Handball, Frisbee, Fitness, Volleyball, Basketball, Shuffleboard, Table Tennis, Badminton, Croquet, Bocce, Horseshoes, Bowling, Speedball, Orienteering, Softball/Baseball, Golf, Rock Climbing, Archery and Track. This class is limited to 16 students. Sophomores, Juniors, and Seniors

- **A Core 40 and AHD course; one credit per semester**

**FITNESS & CONDITIONING** (two semesters) **May be used to meet the PE II requirement; open to grades 10-12.**

The focus of this class is God's amazing creation – the function of the body under physical training! The students will focus on the components of fitness, actually lift in a set overall body weight training program, and then put all their practice and knowledge together to design their own program. Teaching what a truly healthy lifestyle entails is vital to a lifetime of wellness. They will be equipped to share this knowledge with others! The students study the basic principles of physical fitness, cardio-respiratory endurance, muscular strength and endurance, flexibility, body composition. The first seven weeks of the semester are spent studying these fundamentals. The remaining eleven weeks, all of the students are in the weight room participating in the same overall strength training program. At the end of the first semester, students use the fundamentals they previously taught to design their own personal program. The second semester is spent participating in and evaluating that program. An intense nutrition study is also included in this class in order to understand the balance that both exercise and nutrition play in a truly healthy lifestyle! This class is limited to 16 students. Sophomores, Juniors, and Seniors

- **A Core 40 and AHD course; one credit per semester**

**ADVANCED FITNESS & CONDITIONING** (two semesters) **Prerequisites: Successful completion of Fitness and Conditioning and teacher recommendation of the advanced instructor.**

Students continue their study of the body and exercise as it relates to total health, both in theory and practice. Year-round participation in a weight-training program is continued and developed, added to which is regular speed and agility training. Physical performance tests, according to personal goals and wider fitness standards, are carried out every nine weeks to monitor progress and provide motivation. Students at various times train according to self-prescribed or teacher-designed exercise programs. In addition to a review of basic training principles learned in previous years, studies during this time include topics as: basic anatomy and physiology, exercise prescription, sports and performance injuries, diet and nutrition, factors affecting performance and advanced training techniques. Fitness and Conditioning is a prerequisite to this course, and admission to the class may be limited by the number of stations open in any given year.

- **A Core 40 and AHD course; one credit per semester**

## VIII. Bible Electives

### **ACT I: COMPARATIVE RELIGIONS** (one semester) **Open to juniors and seniors with teacher recommendation**

This course will take an empathetic look at the belief systems of the world's most important religions. The students will investigate how these religions have impacted culture and history, answering life's essential questions.

### **ACT III: GOD & HUMAN EXPERIENCE** (one semester) **Open to juniors and seniors with teacher recommendation**

This course will study the Christian view of humanity primarily through the thought of Augustine, Dante, & Pascal. Through discussion the class will look at the classical Christian response to human restlessness, wickedness, & pain; also, the students will have the opportunity to examine the plaguing questions of human meaning and divine presence.

### **ACT VI: NIETZSCHE & CHESTERTON** (one semester) **Open to juniors and seniors with teacher recommendation**

At the end of the 19<sup>th</sup> century European thought had been greatly impacted by naturalist thinkers such as Darwin, Marx, and especially Friedrich Nietzsche. He gained considerable ground with his book *Thus Spoke Zarathustra*. This growing perspective shaped the way people thought about existence and directed much of society toward decadence and subjectivism. In 1908 G.K. Chesterton published his response in *Orthodoxy* and followed this effort seventeen years later with *The Everlasting Man*. This class will place these two monumental thinkers in dialogue while viewing their respective positions in our modern context.

### **ACS V: CHRISTIAN SPIRITUALITY** (one semester) **Open to juniors and seniors with teacher recommendation**

The focus of this class is spiritual formation within the Christian tradition. Much time will be given to the varying rituals & practices of Christianity throughout Church History. This will include a close look at the classic disciplines that cultivate faith. Students will be required to write a creative spiritual autobiography as a culminating assignment.

## IX. General Electives

### **FILM I: FILM AS ART** (one semester) **Open to juniors and seniors**

This is a foundational course for film studies. It will first consider a “philosophy of art” and then examine the unique form of film—students will explore how film uniquely constructs meaning through narrative, cinematography, editing, and sound. Eventually the class will engage in a responsible critique and dialogue. This course will culminate in a series of student-led director studies, focusing on a director's film signature, world-view, and art style.

- A Core 40 and AHD course; one credit per semester

### **FILM II: FILM GENRE** (one semester) **Open to juniors and seniors**

First, students will be able to study the major story types, generic conventions, and the relationship between genre and audience. Second, the semester will include a film-making component; the students will work through the steps necessary for filmic expression, from conception to creation. The class will conclude with a film festival.

- A Core 40 and AHD course; one credit per semester

### **FILM III: THE DOCUMENTARY FILM** (one semester) **Open to juniors and seniors**

This course will serve as an introduction to the art of non-fiction cinema. The course will primarily look at the unique styles of the documentary and its role in society—the students will be able to study the unique qualities of documentary film in comparison with other fiction genres through an examination of the historically significant documentaries. The students will also create their own documentary for the year-ending film festival.

- A Core 40 and AHD course; one credit per semester

### **DIGITAL MEDIA & MOVIES** (two semesters) **Prerequisite: Successful completion of Computer Basics**

This course will develop and enhance creative thinking, media literacy, and film production skills of students while increasing knowledge of film making careers through the completion of a digital film projects. Projects include research, story development, screen writing, computer-assisted design, animation, audio, photography, and film production. Students will organize movie production teams and assume positions on the team to complete their digital film projects. This broad instructional approach allows students to be exposed to digital media and film industry project work. It will result in the development of valuable film industry production and management skills.

- A Core 40 and AHD course; one credit per semester