



*Bethany Christian
High School*

*Course Offerings
2008-09*

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SCHOOL PROFILE

Bethany Christian Schools
 2904 S Main St, Goshen, IN 46526-5499
 574 534-2567 • 574-533-0150 fax
 www.bethanycs.net

State Dept. of Education # B015
<http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=B015>

Allan Dueck, Principal
 Hank Willems, Assistant Principal
 Jim Buller, Guidance Counselor

ACCREDITATION

State of Indiana
 CEEB #151-312

LOCATION IN STATE

Southern Elkhart County
 City of Goshen

SIZE OF SCHOOL (grades 6-12)

Class of 2008 / 12th grade – 44
 Class of 2009 / 11th grade – 50
 Class of 2010 / 10th grade – 49
 Class of 2011 / 9th grade – 49
 Class of 2012 / 8th grade – 40
 Class of 2013 / 7th grade – 28
 Class of 2014 / 6th grade - 20

POST-HIGH SCHOOL TRAINING & ACTIVITIES

(estimates) 80% to four-year college
 10 % to two-year college
 5 % to business/technical school
 5 % to voluntary service
 5 % to work or other activities

GRADING SYSTEM

Letter = percentage

A+ = 98-100
 A = 93-97
 A - = 90-92
 B+ = 87-89
 B = 83-86
 B - = 80-82
 C+ = 77-79
 C = 73-76
 C - = 70-72
 D+ = 67-69
 D = 63-66
 D - = 60-62
 F = 0-59

GRADE POINT AVERAGE

A = 4.000
 A - = 3.667
 B+ = 3.333
 B = 3.000
 B - = 2.667
 C+ = 2.333
 C = 2.000
 C - = 1.667
 D+ = 1.333
 D = 1.000
 D - = .667
 F = .000

SAT SCORES

Class of	% of class	Reading/ Verbal avg	Math avg	Writ avg
2007	88%	572	595	557
2006	92%	558	577	535
2005	94%	557	555	n/a
2004	71%	573	584	n/a
2003	92%	571	558	n/a
2002	89%	569	565	n/a

ISTEP SCORES

2006	Pass Math	Pass Eng	Pass Both
Gr 10	90%	90%	85%
Gr 9	85%	96%	85%
Gr 8	89%	94%	85%
Gr 7	90%	77%	74%
Gr 6	87%	96%	82%

2007	Pass Math	Pass Eng	Pass Both
Gr 10	92%	92%	86%
Gr 9	90%	83%	80%
Gr 8	90%	85%	83%
Gr 7	93%	86%	82%
Gr 6	95%	90%	90%

GRADUATION REQUIREMENTS (see next page)

BETHANY CHRISTIAN HIGH SCHOOL GRADUATION REQUIREMENTS

SUBJECT AREA	Bethany General		Bethany Honors		Core 40		IAHD IN Academic Honors	
	To Do		To Do		To Do		To Do	
Diploma Requirements								
English	8		8		8		8	
Mathematics	4		6		6		8	
			Alg I+II, Geom		Alg I+II, Geom		Alg I+II, Geom, Precalc	
Science	4		6		6		6	
			Bio, Chem, Addt 2		Bio, Chem, Addt 2		Bio, Chem, Addt 2	
Social Studies								
U.S. History	2		2		2		2	
Amer. Government	1		1		1		1	
World History	2		2		2		2	
Economics					1		1	
Health	1		1		1		1	
Physical Education	2		2		2		2	
Fine Arts								
Chorale (9 th)	1		1		1		1	
Art (9-12)	1		1		1		1	
Elective Credit (9-12)	1		1		1		1	
* art								
* music								
* Theatre Arts								
* Creative Writing								
Foreign Language			4		encouraged		6 (one language)	
Bible (1/yr/BCHS)	4		4		4		4	
Additional Electives	11		8		5		2	
TOTAL NEEDED	42		47		42		47	

Notes:

- IAHD and Bethany Honors Diploma both require 3.0 cumulative GPA.
- Core 40 diploma required for graduation: students pursuing General HS diploma must "Opt Out".
(details for Opt Out process available in Guidance Office)
- For any other details or questions, stop in the guidance office.

Effective beginning with students who enter high school in 2007–08

Course and Credit Requirements	
English/ Language Arts	8 credits Credits must include literature, composition, and speech
Mathematics	6 credits 2 credits: Algebra I* 2 credits: Geometry* 2 credits: Algebra II* <i>(*or complete Integrated Math series I, II, and III for 6 credits.)</i> All students are required to take a math or physics course during their junior or senior year.
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits World Languages Fine Arts Career/Technical
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits (Career Academic Sequence Recommended)**
40 Total State Credits Required	

CORE40 with Academic Honors (minimum 47 credits)

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits.
- Earn 2 Core 40 fine arts credits.
- Earn a grade of “C” or above in courses that will count toward the diploma.
- Have a grade point average of “B” or above.
- Complete one of the following:
 - Two Advanced Placement courses and corresponding AP exams
 - Academic, transferable dual high school/college courses resulting in 6 college credits
 - One Advanced Placement course and corresponding AP exam and academic transferable dual high school/college course(s) resulting in 3 college credits
 - Score 1200 or higher combined SAT math and critical reading***
 - Score a 26 composite ACT
 - An International Baccalaureate Diploma.

***SAT requirements will be modified with the addition of the writing section.

CORE40 with Technical Honors (minimum 47 credits)

For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Complete a career-technical program (related sequence of 8-10 career-technical credits)
- Earn a grade of “C” or above in courses that will count toward the diploma.
- Have a grade point average of “B” or above.
- Complete state recognized certification requirements.*

*Anticipated—State Board action to be complete fall 2006.

* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years.
** All students are strongly encouraged to complete a Career Academic Sequences (selecting electives in a deliberate manner) to take full advantage of career exploration and preparation opportunities.
Schools may have additional local graduation requirements.

INDIANA CORE40 Your Academic Edge

Indiana's Core 40 curriculum helps you make the most of your high school years by providing the academic foundation you will need to succeed in college and the workforce. Here are some of the benefits of Core 40:

- **Challenging Courses = Big Rewards.** Students who take strong academic courses in high school are more likely to enroll in college and earn a degree. That's important, because higher education pays: On average, college graduates earn more than a million dollars more over a lifetime than those with only a high school education. High school graduates earn 42 percent more than high school dropouts. Core 40 pays.
- **More Career Options.** Good jobs require education beyond high school. That means if you want a job that will support you and your future family, provide health benefits and offer a chance for advancement, you'll need to complete a two- or four-year degree, apprenticeship program, military training, or workforce certification. If you are planning to go directly to work after high school graduation, you will still need to be prepared for training and retooling throughout your lifetime. Core 40 gives you more options — and more opportunities — to find a career with a real future.
- **What Employers and Training Programs Want.** Employers, apprenticeship programs and the military all agree — they expect you to arrive with essential skills, including speaking and writing clearly, analyzing information, conducting research, and solving complex problems. The expectations are the same: You need Core 40.
- **Preparation for College Success.** It's not just about getting in — it's about finishing. To succeed in college-level work, students need to complete Core 40 in high school. Anything less may mean taking remedial (high school) coursework in college, which means it will take you longer to finish and will cost you more in college tuition. It also means you'll have a greater chance of dropping out before you get your degree. That's why Core 40 is a college admissions requirement: In fall 2011 you won't be able to

start at a four-year public Indiana college without Core 40 (or a documented equivalent). Most private colleges require students to have at least this level of high school academic preparation. Core 40 is your best preparation for success.

- **Money for College.** The Core 40 diploma can help you earn money for college. Indiana students who complete a Core 40 diploma and meet other financial aid and grade requirements can receive up to 90 percent of approved tuition and fees at eligible colleges. Core 40 with Academic Honors graduates can receive up to 100 percent and some colleges also offer their own scholarships specifically for students who earn this diploma.

Succeeding With Core 40

Core 40 becomes Indiana's required high school curriculum in fall 2007. Students entering high school at that time will be expected to complete Core 40 as a graduation requirement.

By providing all Indiana students a balanced sequence of academically rigorous high school courses in the core subjects of English/language arts, mathematics, science and social studies; physical education/health and wellness; and electives including world languages, career/technical, and fine arts, the Core 40 requirement gives all our students the opportunity to compete with the best. That's great news for Indiana students.

To graduate with less than Core 40, a student must complete a formal opt-out process involving parental consent. See your school counselor for full details.

For more information about Core 40 and your career and course plan, see your counselor and visit Learn More Resource Center at www.learnmoreindiana.org.

(updated 9/23/05)

INDIANA ACADEMIC HONORS DIPLOMA
4-year Course Outline
Suggested Plan

Grade 9		
1	English 9	English 9
2	Algebra I or Geometry	Algebra I or Geometry
3	Env. Science Adv.	Env. Science Adv.
4	Old Testament	Health
5	Spanish I	Spanish I
6	Physical Education	Physical Education
7	Chorale/Study Hall	Chorale/Study Hall

Grade 10		
1	English 10	English 10
2	Geometry or Algebra II	Geometry or Algebra II
3	Biology	Biology
4	New Testament	Elective? Art?
5	Spanish II	Spanish II
6	World History	World History
7	Study Hall	Study Hall

Grade 11		
1	English 11	English 11
2	Algebra II or Precalc	Algebra II or Precalc
3	Chemistry	Chemistry
4	US History	US History
5	Spanish III	Spanish III
6	Jubilate or Elective	Church History
7	Study Hall	Study Hall

Grade 12		
1	English 12	English 12
2	Economics	American Government
3	Art Class	Elective
4	Elective	Christian Faith Journey
5	Elective	Elective
6	Jubilate or Elective	Jubilate or Elective
7	Study Hall	Study Hall

Bethany Christian High School

COURSES FOR 2008-2009

Bible

Bible 9: Old Testament (1 Semester -9)
 Bible 10: New Testament (1 Semester -10)
 Bible 11: Church History (1 Semester -11)
 Bible 12: Christian Faith Journey (1 Semester-12)
 Christianity and World Religions (1 Sem. 11-12)

English

English 9 Standard
 English 9 Advanced
 English 10 Standard
 English 10 Advanced
 English 11 Standard
 English 11 Advanced
 English 12 Standard
 English 12: College Prep World Literature
 AP English 12
 Creative Writing (1 Semester 11-12)

Spanish

Spanish I (9-10)
 Spanish II (10-12)
 Spanish III-Literature and Media
 Spanish IV-Culture and Conversation

Mathematics

Math Lab
 Algebra I (9-10)
 Geometry (9-11)
 Algebra II (10-12)
 Pre-Calculus (11-12)
 Advanced Placement Calculus (12)

Computer Technology

Computer Applications (1 Semester – 9-12)
 Advanced Computer App. (1 Semester 10-12)

Music

Chorale (all year, alternate/day - 9)
 Intermediate Chorus (1 Semester – 10-11)
 Advanced Orchestra (9-12)
 Advanced Chorus: Jubilate (11-12)
 Bruin Jazz (9-12)
 Choral Chamber Ensemble: Cornerstone (11-12)

Art

Intro. to 2/3-D Design: General Art (1 Sem. 9-12)
 Ceramics I (1 Semester 10-12)
 Ceramics II (1 Semester 10-12)
 Advanced Art (1 sem 11-12/see prerequisites)
 Drawing (1 Semester 9-12)
 Media Arts: Photography (1 Semester 10-12)
 Painting (1 Semester 10-12)

Social Studies

Required

United States History (2 Semesters 11)
 Government (1 Semester 12)

Electives

World History and Civilization (2 Semesters 10-12)
 World Geography (1 Semester 11-12)
 Psychology (1 Semester 11-12)
 Economics (1 Semester 11-12)
 Law Education

Science

Environmental Science-Advanced (9)
 Biology I (10-11)
 Chemistry (11-12)
 Chemistry II (1 Semester - 12)
 Physics I (12)
 Biology II (1 Semester - 12)

Family and Consumer Sciences

Nutrition and Wellness (1 Semester 10-12)
 Advanced Nutrition and Foods (1 Semester 10-12)
 Fashions and Textiles Foundations (1 Semester 10-12)
 Interpersonal Relationships: Family Living (1 Sem. 10-12)

Physical Education and Health (all 1 sem)

Physical Education I (all year, alternate day, 9)
 Health Education (1 Semester, 9)

Electives grades 10-12

Elective Physical Education II, Team Sports 207
 Elective Physical Education, Life Sports
 Elective Physical Education, Weightlifting

Technology Education

Woodworking (1 Semester 9-12)

Driver Education-likely as summer class

Bethany Christian Schools
2008-2009
REGISTRATION INFORMATION

GENERAL INSTRUCTIONS

BETHANY RESIDENCY REQUIREMENTS

To qualify for graduation from Bethany Christian High School, students must be enrolled in high school for a minimum of seven semesters. They must also spend their final two semesters as full-time students at Bethany and have completed all credits required for graduation by the end of their final semester here. (Exception will be made for a student who fails a course during his or her final two semesters; in such a case the student would be allowed to make up the failed course through correspondence and still qualify for graduation from Bethany.) If a class is offered at Bethany the student must take that class here or petition the guidance counselor at least 2 weeks prior to the semester to take it elsewhere. A student must successfully complete one Interterm for each year of enrollment at Bethany.

INDEPENDENT STUDY OPTIONS

- ❑ Qualifications: **seniors and 2nd-semester juniors** who have maintained a **3.0 or higher** GPA may apply.
- ❑ A student may not take more than two independent study courses, and only one during a semester.
- ❑ The student must submit a SEPARATE written application (available in the guidance office).
 - For a 1st Semester I.S., application must be finalized by May 23, 2008.
 - For a 2nd Semester I.S. application must be finalized by December 1, 2008.
- ❑ The independent study topic will be of special interest to the student and the student, in consultation with a monitoring teacher, will design the course. The time and energy required for an independent study course would be commensurate to that required for a typical high school course. (Often takes more time)
- ❑ Credits earned from independent study are elective credits that, with the exception of an unresolved schedule conflict, cannot replace required courses.
- ❑ If you wish to include one or two independent study course(s) in your schedule next year, enter "Independent Study" as one of your selections on the worksheet on page 4.

MENTORSHIPS

Seniors may participate in job shadowing **one semester** and receive a maximum of 2 credits for this career exploration opportunity. It is the student's responsibility to arrange for job placement, after consulting the guidance counselor. The placement must be finalized by May 23, 2008 to be approved for the following year. More detailed information is available in the guidance office.

Bethany Christian High School

COURSE DESCRIPTIONS, 2008-2009

ART

Intro to 2/3-D Design: General Art

General Art is a studio-oriented course focusing on creating and critiquing artwork and learning art history. Students create within specific design parameters in the following media: wire or wood sculpture, pottery, drawing, painting, photography, and batik. This course lays the foundation for in-depth study in photography, painting, and advanced art workshop.

Drawing

Drawing students complete a series of projects, each building on previous ones. A studio-oriented and hands-on study, *Drawing* helps students sharpen their skills by realistically rendering objects, scenes, and people, using a variety of media and methods. As the student's skills develop, personal style and expression become evident and help to guide media and subject matter.

Ceramics I

Students learn aspects of both the craft and fine art of making pottery, as they create ceramic pieces both by hand and on the potter's wheel. As they experience different firing techniques, they learn strengths and weaknesses of each. Students refine an appreciation for various types of artwork as they learn to give and receive constructive evaluation. This course provides a foundation for *Ceramics II* and *Advanced Art Workshop*. Open to students in grades 10-12.

Media Arts: Photography

Students learn the basic operations of a Single Lens Reflex camera and how this camera reads light in different settings using black and white film. They learn to process their own film, experiment with multiple printing techniques, and explore the intersection of graphic design and photography using computers.

Painting

Students focus on realistically rendering people, objects, and scenes through two media: acrylic and watercolor. They also experience differing color theories and relate them to design techniques used in their painting compositions. Students observe and study other styles of art through written reports and painting studies of professional artwork.

Advanced 2-D Art: Workshop

Advanced Art Workshop is designed for self-motivated art students who have demonstrated serious interest in studying art. Students choose a medium to focus on and then design and propose a schedule of projects. Along with their proposed artwork, they participate in detailed written and group evaluations of each other's work. Students enter artwork in shows and competitions outside school. Two art classes and a recommendation from the art teacher are prerequisites for this course.

Ceramics II

Students choose between functional or sculptural pottery as they solve design problems in making their projects. They learn advanced processes of making pottery that help them understand the complex relationship between the fire of the kiln and the decoration on pottery. *Ceramics I* and a recommendation from the art teacher are prerequisites for this class.

BIBLE

Bible 9: Old Testament

This course, taken in ninth grade, surveys the way that God calls and shapes a group of people throughout the Old Testament. Special attention is given to God's continuing to call people in spite of their continued disobedience. Students learn the story of the Old Testament, develop Bible study skills, and explore their relationship with God.

Bible 10: New Testament

This tenth-grade course examines the life and teachings of Jesus as recorded in the four gospels. Emphasis is placed on Jesus' non-resistance, identifying with the poor and oppressed, and extending grace to all people. Students apply the lessons of the New Testament to personal faith and to ministry in the church and world.

Bible 11: Church History

This course, typically taken during the junior year, covers the story of Christian church history, introducing students to the multifaceted nature of Christianity. The Anabaptist Mennonite story is featured; however, students independently research persons and movements of particular interest to them. Whenever possible students discover history through the stories of individuals.

Bible 12: Christian Faith Journey

During the final semester of their senior year, students in this course explore the basic truth of Christian beliefs through reading, discussion, and reflection. They discover patterns of relating to God in prayer and service. In response to each component of belief, students articulate personal positions, sharing them with classmates and others. Significant emphasis is placed on personal reflection and class conversation.

Christianity and World Religions

This junior/senior elective course offers students the opportunity to explore the ways that Christianity interacts with other major religions. Through academic inquiry and personal experience students will review the basic assumptions of Christianity, learn the broad contours of other religions and explore the places that these different traditions are in conversation with each other.

COMPUTER TECHNOLOGY

Computer Applications

Students master word processing, spreadsheet, presentation, and database skills as well as Window operating system and general file management through the use of Microsoft Windows, Word, Excel, Power Point, and Access software.

Advanced Computer Applications

Students learn how to design and program web pages using HyperText Markup Language (HTML). Students also design and build simple Windows applications using Visual Basic. Notepad, Internet Explorer, DreamWeaver, Fireworks, Flash, and Visual Basic are used. *Computer Applications* is a prerequisite.

Computer Programming

In this introductory course, students solve open-ended problems and develop procedural programming skills using LEGO robots and the languages Robolab and Not Quite C. Students learn the fundamentals of electronic circuits and the binary number system. *Algebra II* is a prerequisite or co-requisite.

Advanced Computer Programming

Students design and program animated and interactive web pages using Notepad, Microsoft Internet Explorer, Macromedia Studio MX (DreamWeaver, Fireworks, Flash). *Computer Programming* is a prerequisite.

ENGLISH

English 9/10 (101/201) Standard

Students focus on basic language skills. They read an American Indian historical novel, non-fiction, British fantasy, and drama. Short stories, essays, and poetry are read and written. Students work on research skills, newspaper writing, journaling, speech, and drama. Cultural units incorporate guest speakers, informational and folk literature, and the native language. ISTEP scores and teacher recommendation determine placement in this course.

English 9 (111) Advanced

Students study the language arts through reading and writing about literature from a variety of forms and origins; communicating ideas in poetry, mime, and personal essays; developing media awareness in the areas of television and newspaper journalism; connecting concepts to biblical text; researching socio-historic context; and using Standard English conventions in writing.

English 10 (211) Advanced

Students delve into the language arts through reading, writing, research, and public speaking with emphasis on understanding process, audience, and purpose. The course exposes students to a broad base of multicultural literature, including short stories, non-fiction, novels, and drama. Course activities hone vocabulary comprehension skills and fluency in Standard Written English.

English 11 (301-302) Standard

Students study the language arts through reading, writing, research, and presentations with emphasis on communication skills and examining American cultural values. A chronological and thematic overview of American literature develops strong reading and analysis skills. Writing activities focus on proficient use of Standard Written English and the development of a personal voice. ISTEP scores and teacher recommendation determine placement in this course. Offered every other year, alternating with *English 12 (EN 401-402) Standard*.

English 11 (311-312) Advanced

Students study classic and contemporary essays, poetry, drama, stories, and novels from the American tradition. They analyze and respond to the literature in discussion and writing, and evaluate the content as a product of its genre and time period. Emphasis is placed on writing as a tool for developing and expressing thought, and as a vehicle for literary analysis. ISTEP scores and teacher recommendation determine placement in this course.

English 12 (401-402) Standard

This course is designed for students who struggle with key aspects of English/Language Arts such as reading comprehension and analysis, essay construction, and grammar and spelling. Students will read novels, short stories and poetry from cultures around the world and will build writing skills and confidence through regular writing assignments. This class is only open to students whose ISTEP scores and/or English grades show difficulty with English/Language Arts. The course is offered every other year, alternating with *English 11 (EN 301-302) Standard*.

English 12 (411-412) Advanced: College Prep World Literature

This class is designed for students who plan to go to college but don't want the rigor of an AP class. Students in this class will read critically from a variety of time periods, genres, and regions, including Shakespearean drama, British poetry of the 1800s, Latin American short stories, and South African fiction. Strong emphasis will also be placed on college-level writing, including styles such as the personal essay, analytical essay, and research essay. This class is open to all students.

English 12: AP World Literature

This course covers much of the same material as the college prep class, only at an accelerated pace. Students are expected to read and comprehend works on their own, then analyze and respond to them together in class discussions and essays. Frequent writing—analytical, personal, responsive, and research—is also part of the class. The course culminates in the Advanced Placement test in early May, which can earn students up to three general education credit hours at most colleges. Approximately 12–15 hours of summer reading and 8–10 hours of reading over Christmas break will be assigned. This course is open to all motivated students.

Theatre Arts

Students in this class, a hands-on junior/senior elective, build performance skills and increase their ability to interpret character and scene. Students practice movement, voice, concentration, and interpretation skills in regular, in-class activities, and then apply these skills to group and individual projects and performances. Through the reading of plays and scenes and by attending community performances, students increase their familiarity with and understanding of dramatic literature from a variety of cultures and eras. Offered alternate years.

Creative Writing

Students in the *Creative Writing* elective use a workshop and portfolio method to develop writing skills over a period of time. Through regular writing exercises, wordplay, peer and teacher critiques, and extensive revision, students develop original poetry and short stories in two nine-week units. The course culminates in a coffeeshouse-style public presentation. Offered alternate years.

FAMILY AND CONSUMER SCIENCES

Nutrition and Wellness

Nutrition and Wellness enables students to realize the components and lifelong benefits of sound nutrition and wellness practices and empowers them to apply these principles in their everyday lives. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is used in order to integrate suggested topics into the study of individual and family issues.

Advanced Nutrition and Foods

Advanced Nutrition and Foods is a sequential course that builds on concepts from *Nutrition and Wellness*. This course addresses more complex concepts in nutrition and foods, with emphasis on contemporary issues or on advanced special topics such as international, regional, and/or cultural foods; food science, nutrition, and dietetics.

Fashion and Textiles Foundations

This course covers exploration of textiles and fashion industries: elements of science and design in textiles and apparel; textiles principles and applications; social, psychological, cultural and environmental aspects of clothing and textiles selection; and clothing and textile products for people with special needs. Critical thinking skills are applied to consumer options for fashion, textiles, and related equipment and tools; care and maintenance of textile products, equipment, and tools; impacts of technology; construction and alteration skills; and contemporary issues. A garment is constructed.

Interpersonal Relationships: Family Living

Family Living addresses the knowledge, skills, attitudes and behaviors all students need to participate in positive, caring, and respectful relationships in the family and with individuals at school, in the community, and in the workplace. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is used in order to integrate suggested topics into the study of individual and family issues.

Child Development and Parenting

This course focuses on supporting and promoting the optimal growth and development of infants and children. The focus is on research-based nurturing and parenting practices and skills, including brain development research, that support positive development of children.

Adult Roles and Responsibilities

Adult Roles and Responsibilities builds knowledge, skills, attitudes, and behaviors students will need as they prepare to take the next steps toward adulthood in today's ever-changing society. The focus is on becoming independent, contributing, and responsible participants in family, community, and career settings.

MATHEMATICS

Math Lab

This elective class provides supplemental learning to augment material from a consecutively enrolled math course.

Algebra I

Algebra I provides for the development of the algebraic skills and concepts necessary for students who will take other advanced college-preparatory courses. In particular, this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout this course. Topics include properties of real numbers, solution sets, basic operations with polynomials, and solving quadratic equations and systems, as well as the use of exponents and introductory topics from statistics and probability.

Geometry

Provides students with experiences that deepen the understanding of shapes and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures include the study of: angles, lines, planes, congruent and similar triangles, trigonometric ratios, polygons, and circles and spatial drawings. An understanding of proof and logic is developed. *Algebra I* is a prerequisite.

Algebra II

Expands on the topics of *Algebra I* and provides further development of the concept of functions. Expanded topics include the theorems and algorithms of algebra, polynomials and polynomial functions, rational exponents and the complex numbers, sequences and series. Other topics include the properties and graphs of conic sections, permutations and combinations, matrices and exponential and logarithmic functions. *Algebra I* is a prerequisite.

Pre-Calculus

Uses a functional approach to connect the various concepts and skills studied in the course. Students examine the relationship of equations and graphs of linear, quadratic, and parametric equations. The trigonometric relationships are developed from an understanding of the circular functions and their properties and graphs. The course includes the theory of equations, exponential and logarithmic functions, polar coordinates, vectors, matrices, and determinants. *Algebra II* is a prerequisite.

Advanced Placement Calculus

Students examine the theory of Calculus and experience its methods and applications. A multi-representational approach is emphasized, with concepts, results and problems being expressed graphically, numerically, analytically, and verbally. Topics include limits, continuity, derivatives, integrals, and techniques of integration involving rational, trigonometric, logarithmic, and exponential functions. The course follows the College Board Entrance Examination guidelines for advanced placement mathematics, and students have the opportunity to earn college credit for the course. *Pre-Calculus* is a prerequisite.

MUSIC

Beginning Chorus: Chorale

This course, designed for vocal discovery in grade nine students, includes study of vocal skills and performance, basic music theory, and music history. The *Chorale* performs in the Christmas and spring concerts.

Intermediate Chorus: Class Voice

The course focuses on creating and performing music written by students in the class. Students experience vocal sight-reading, rhythmic and melodic dictation, journaling, ringing handbells, group singing, and music listening and theory, mixed with vocal technique. Students will attend a professional musical production, and create and film their own musical. This course is recommended before taking *Jubilate Singers*.

Advanced Chorus: Jubilate Singers

Jubilate Singers is a junior/senior course open to all students in semester one, and by audition in semester two. Singers explore vocal music through sight-reading, vocal techniques, ensemble singing in three-to-eight parts, analysis, and worship. They lead congregational participants through singing, drama, scripture reading, and worship leading. Prerequisite is *Intermediate Chorus: Class Voice* or private lessons arranged through the music department.

Choral Chamber Ensemble: Cornerstone Singers

A group of eight to twelve students selected by audition from the *Advanced Chorus/Jubilate*, this ensemble performs in junior youth settings, local churches, and in *Jubilate* programs. Members create worship experiences that include scripture reading, drama, prayer, and energetic music. Students are expected to bring a strong commitment to sharing their faith and participating in a concert schedule. One-quarter credit per semester.

Advanced Orchestra

The high school *Orchestra* is a performance-based ensemble comprised of string, woodwind, brass, and percussion instruments. Students in grades 9-12 rehearse and perform various styles and levels of music. The orchestra rehearses in a “sectional” format with winds and percussion meeting twice a week, strings meeting twice a week, and the full orchestra meeting once a week. In addition to school concerts in fall, Christmas and spring, the Orchestra participates in the Midwest Regional Mennonite Orchestra Festival each spring. One-half credit per semester

Jazz Ensemble: Bruin Jazz

Bruin Jazz introduces students to a uniquely American style of music. Students are given opportunities to improvise, solo, and pursue forms of popular music including swing, funk, rock, and the blues among others. In addition to performing in the fall and spring concerts, *Bruin Jazz* serves as the pep band at a number of boys and girls basketball games. One-quarter credit per semester only upon joint enrollment in *Orchestra*.

HEALTH AND PHYSICAL EDUCATION

Secondary Physical Education I/II

Secondary Physical Education I continues the emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms: (1) health-related fitness activities (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) gymnastics, (6) outdoor pursuits, (7) self-defense, (8) aquatics, (9) dance, and (10) recreational games. Ongoing assessment includes both written and performance-based skill evaluations.

Health and Wellness Education

Students develop advanced knowledge of personal responsibility for health behaviors, the relationship between health behaviors and health promotion and disease prevention, interrelationships between the dimensions of health, interrelationships between health behaviors and the functioning body systems and health, the influence of external factors of health, ways to prevent injury and illness throughout the life span, advances in medicine and the prevention and control of health problems, and complex health terms and concepts.

Secondary Physical Education II: Team Sports

Students improve physical fitness by participating in team sports and learn rules, strategies, and basic skills in an active environment. *Team Sports 207* features soccer, field hockey, flag football, team handball, and basketball; *Team Sports 208* features volleyball, indoor soccer, team handball, international games, badminton doubles, speedball, floor hockey, and softball.

Secondary Elective Physical Education: Weight Training

This course is designed with the concept of improving each student's overall fitness level. The development of cardiovascular fitness, strength, and muscular endurance through free-weight exercises, medicine ball routines, and aerobic activities is the main focus of the course. Students will learn the importance of warm up and stretching and their relation to performance and fitness.

Secondary Elective Physical Education: Life Sports

This course focuses on physical activities that can be played throughout life – tennis, canoeing, roller-blading, racquetball, mountain biking, skiing, golf, swimming, and bowling. Students design a personal fitness plan based on their needs and interests.

SCIENCE

Environmental Science-Advanced

Designed for BCHS ninth graders, this course offers students the opportunity to investigate first hand the environment and to explore the interrelationship between the environment and life. Special emphasis is placed on our local situation, including the study of water, air, population and natural resources. The primary goal is to understand the role of humans in affecting and responding to changes in the environment.

Biology I

A lab-oriented study of life, *Biology I* includes an introduction to biological concepts and methods including biochemistry, cytology, genetics, microbiology, botany, and human biology. These topics are studied primarily from a human perspective. Emphasis is placed on the intricacy and the inter-relatedness of all life forms.

Chemistry I

This class is a laboratory-oriented study of the chemical properties and reactions of gases, liquids, and solids. While learning about the usual chemical concepts of atomic structure, chemical bonding, energy relationships, and equation writing, students also explore the impact of chemistry and related technology on society. *Algebra I* is a prerequisite.

Chemistry II

This course emphasizes the quantitative nature of chemistry, builds on the chemical concepts developed in Chemistry I, and introduces new concepts such as electron configuration, types of chemical reactions, and chemical equilibrium. Laboratory activities illustrate principles described in the text and explored during class discussion. *Chemistry I* and *Algebra II* are prerequisites.

Physics

This concept-oriented study of matter and energy includes topics such as mechanics, wave motion, light, electricity, and modern physics with moderate laboratory and mathematical applications. Project-oriented studies such as flight, aerodynamics, amusement park physics, and bridge building are incorporated, especially during second semester. Completion of or enrollment in *Algebra II* is a prerequisite

Biology II

This one-semester lab-oriented course includes in-depth study of topics such as botany, genetics, bacteriology, and bioethics. Emphasis is placed on developing scientific skills including isolation and identification of bacteria, use of lab equipment (oil immersion scopes and autoclave), and use of taxonomic keys. *Biology I* and *Chemistry I* are prerequisites.

Marine Biology

This advanced course concentrates on the ecology and taxonomy of the marine environment in the Florida Keys. It is offered on location during spring break in conjunction with Goshen High School. Prerequisites include *Biology I*, *Chemistry I*, and three Saturday morning seminars prior to the trip. An additional fee is assessed.

SOCIAL STUDIES

World History and Civilization

World History and Civilization explores the development of civilization, culture, and people from ancient times through the Reformation during first semester. Students analyze and explore the development of societies, empires, and religions and link past events with current ones. Second semester explores key events and developments from the Industrial Revolution to the present that shaped peoples and places in the modern age. Students examine the concepts of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures during this time period.

United States History

Emphasizes national development from the late nineteenth century to the present. After reviewing fundamental themes in the nation's early development, students examine the key events, people, and movements from the Gilded Age to the present as they relate to present-day life in the United States.

World Geography

In this upper level elective, students use maps, globes, graphs, and information technology to study physical and cultural patterns across the globe. Students apply knowledge of geographic concepts to research, inquiry, and participatory processes.

United States Government

Provides a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. Students examine their rights and responsibilities as citizens and explore ways to exercise these in the context of Christian faith.

Psychology

Psychology is the scientific study of behavior and mental processes. Students learn from a Christian perspective to think critically about topics such as the scientific method, the biological basis of behavior, psychological disorders, factors in psychological development and change throughout life, and social influences on human behavior.

Economics

Economics studies the allocation of limited resources. In this course, students analyze and critique economic reasoning and decision-making at various levels and develop an understanding of how these decisions affect people.

Law Education

This upper-level elective examines issues surrounding crime in the United States. Students investigate the causes of crime, determine criminal procedure, and discern justice (including mediation and reconciliation) from a faith perspective.

SPANISH

Spanish I

Spanish I is an introductory Spanish course of the Spanish language. The course presents elementary grammar and exposes the student to oral, written, and comprehension concepts. The student will memorize vocabulary, listen to tapes, respond to classroom commands, describe people and things in simple phrases, and create small dialogues. The students will also create good habits of pronunciation and intonation, read short narrative texts on simple topics, write short messages, and learn about other communities of faith in the Hispanic world. Students will receive a multi-facet exposure to the Spanish and Latin American culture, and have ample opportunity to connect their Christian faith with issues in the world beyond our borders.

Spanish II

Spanish II is the second of four courses designed to teach fluency in the Spanish language. The course reinforces grammar learned in *Spanish I* and exposes the student to the majority of the remaining oral, written, and comprehension concepts. Students will comprehend and respond to brief written directions and information, read short narrative texts on simple topics, and will increase communication skills. Students will also write short compositions, translate simple texts, and identify people and objects based on oral and written descriptions. Students will receive a multi-faceted exposure to the Spanish and Latin American culture, and have ample opportunities to connect their Christian faith with issues in the world beyond our borders.

Spanish III

This class emphasizes Culture and Conversation and is designed to teach fluency in the language through conversational Spanish. Via course materials, students tour different Spanish-speaking countries, with emphasis on the culture and traditions of each, as well as learn about Latinos in the United States. Students also review grammar already learned and apply more complex forms of grammar, including such things as:

- responding to factual and interpretive questions and interact in a variety of social situations, such as expressing regrets, condolences, and complaints, and using more than rote memory formula phrases;
- completing authentic forms and documents and take notes that require familiar vocabulary and structures;
- writing paraphrases, summaries, and brief compositions;
- describing different aspects of the culture, using the foreign language where appropriate, including: major historical events, political structures, value systems, visual arts, architecture, literature, and music; and
- seeking help in a crisis situation and participating appropriately at special family occasions, such as birthdays, weddings, funerals, and anniversaries.

Spanish II is a prerequisite.

Spanish IV

Spanish IV emphasizes Literature and Media and is designed to give the student ample opportunity to freely communicate and discuss topics relevant to Hispanic and Latino literature and film. Students will read current literature, discuss Spanish movies, and present their own topical research. The course focuses on a more communicative approach, integrating into it advanced reading and writing. Students will engage in conversations, understand and interpret written and spoken language, write short well-organized compositions on given topics. Students will also identify and discuss elements of literature and look at the role of faith and religion in the Hispanic literature. *Spanish III* is a prerequisite.

TECHNOLOGY EDUCATION

Woodworking

Students first learn to operate machines and hand tools safely in the woodworking shop, after which they plan a simple project focusing on accuracy and precision in measuring and joinery. They then plan and construct a larger project involving different types of joinery. *Woodworking 101* is a prerequisite for *Woodworking 301*.

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