

# Harrells Christian Academy

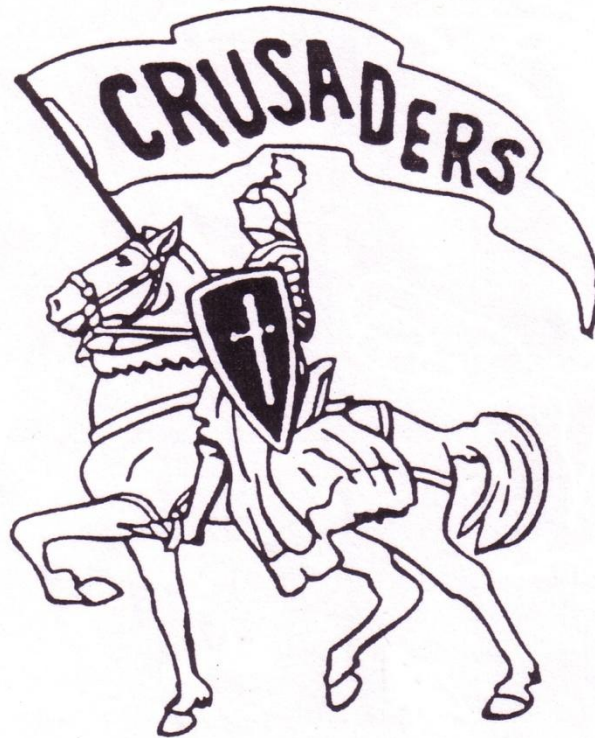


## Course Description Guide

“In a good school, the principal and the teachers share a common vision of what students should know. That vision is spelled out in a clear, specific curriculum that states what children are expected to learn each year. The curriculum puts academics first. It sets high but attainable standards. It teaches fundamental skills and general knowledge about important people, ideas, events and terms – knowledge that becomes a foundation for deeper, more sophisticated studies in high school and college.

Learning focuses on the basics: reading and writing, math and science, history and literature, and an introduction to the arts. A good school also teaches children how to think for themselves, to respond to questions, to solve problems, to pursue an argument, and to weigh alternatives. It helps them develop those habits of mind and traits of character that are prized by our society, preparing them for entry into the community of responsible adults.”

Ref: *The Educated Child*  
William J. Bennett



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## HCA Class Schedules

### Upper School (Mon-Thurs)

|                                 |             |
|---------------------------------|-------------|
| 1- period                       | 8:00-9:12   |
| Break                           | 9:12-9:27   |
| 2- period                       | 9:32-10:44  |
| 3- period                       | 10:49-12:01 |
| Lunch                           | 12:01-12:31 |
| Devotion/Chapel                 | 12:31-1:01  |
| 4- period                       | 1:06-2:18   |
| End of School Enrichment (EOSE) | 2:23-3:05   |

### Upper School (Friday)

|            |             |
|------------|-------------|
| 1st period | 8:00-9:03   |
| 2nd period | 9:08-10:11  |
| 3rd period | 10:16-11:19 |
| Lunch      | 11:19-11:49 |
| Devotion   | 11:49-12:19 |
| 4th period | 12:24-1:27  |

### Middle School (Mon-Thurs)

|                                 |             |
|---------------------------------|-------------|
| 1- period                       | 8:00-9:12   |
| Break                           | 9:12-9:27   |
| 2- period                       | 9:32-10:44  |
| 3- period                       | 10:49-12:01 |
| Devotion/Chapel                 | 12:01-12:31 |
| Lunch                           | 12:31-1:01  |
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### Middle School (Friday)

|            |             |
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| 1st period | 8:00-9:03   |
| 2nd period | 9:08-10:11  |
| 3rd period | 10:16-11:19 |
| Devotion   | 11:19-11:49 |
| Lunch      | 11:49-12:19 |
| 4th period | 12:24-1:27  |

### Lower School (Mon-Thurs)

|            |             |
|------------|-------------|
| First Bell | 7:55        |
| Tardy Bell | 8:00        |
| Lunch      | 11:15-11:55 |
| Dismissal  | 3:05        |

### Lower School (Fri)

|           |            |
|-----------|------------|
| Lunch     | 12:30-1:10 |
| Dismissal | 1:30       |

## HCA Academic Requirements

HCA has high expectations of its students. Considering these expectations and the HCA graduation requirements, it is expected that students' schedules contain an academically oriented course load.

### Grading Scale and GPA Scale

|    |          |      |
|----|----------|------|
| A+ | 98 - 100 | 4.33 |
| A  | 93 - 97  | 4.0  |
| A- | 90 - 92  | 3.67 |
| B+ | 87 - 89  | 3.33 |
| B  | 83 - 86  | 3.0  |
| B- | 80 - 82  | 2.67 |
| C+ | 77 - 79  | 2.33 |
| C  | 73 - 76  | 2.0  |
| C- | 70 - 72  | 1.67 |
| D+ | 67 - 69  | 1.33 |
| D  | 63 - 66  | 1.0  |
| D- | 60 - 62  | 0.67 |
| F  | Below 59 | 0.0  |

All Lower School elective classes and conduct will be graded as S – Satisfactory or N – Needs Improvement.

The Kindergarten will receive a report card at the end of the second grading period. Prior to that time, the teacher will provide written assessments.

### Lower School: Grades K-5

#### Academic Requirements

The Lower School Curriculum is designed based on the North Carolina Standard Course of Study. Each grade will have classes in the following areas: Bible, Language Arts, Mathematics, Science, and Social Studies. In addition each grade will have elective classes in

Art, Library/Technology Skills, Music, Physical Education, and Science/STEAM lab. Students must meet standards and master grade level objectives to be promoted.

## **Middle School: Grades 6-8**

### **Academic Requirements**

The Middle School Curriculum is designed based on the North Carolina Standard Course of Study. Each student in grades 6 – 8 will be required to take the following core courses: Language Arts, Mathematics, Science, and Social Studies.

In addition to the core class schedule each Middle School student will take Bible and Physical Education and be able to select from electives in Art, Biotechnology, Entrepreneurial Studies, Music/Chapel Team, Sports Information, Journalism, and Creative Writing.

Eighth graders have the opportunity to begin their high school course of study in either Spanish or French if they wish; otherwise, they will be required to take a study hall.

## **Upper School: Grades 9-12**

### **Academic Requirements**

HCA has high expectations of its students. Considering these expectations and the HCA graduation requirements, it is expected that students' schedules contain an academically oriented course load. All students must sign up for six courses. Exception to six courses may be given to juniors and seniors taking courses through the North Carolina Community College system with labs or extended hours.

### **HCA Graduation Requirements**

|                                    |   |
|------------------------------------|---|
| English                            | 4 units – 1 unit can be Dual Enrollment                                   |
| Mathematics                        | 4 units   |
| Science                            | 4 units - (must include a biology and a physical science)                 |
| Social Studies                     | 3 units – U.S. History, World History I and II                            |
| Religious Studies                  | 2 units - .5 credit Freshman and Sophomore years and 1 credit Senior year |
| Foreign Language                   | 2 units - (both in the same language)                                     |
| Fine Arts                          | .5 unit - Freshman year   |
| (beginning with the class of 2020) |   |
| Electives                          | <u>5 units</u>  |
| TOTAL                              | 24.5 units  |

Students must complete eight semesters during grades nine through twelve. All required courses must be taken on the HCA campus. Students will have the opportunity to accumulate 32 units of credit; however, the graduation requirement of 24.5 units allows a student the opportunity to repeat a class if necessary. HCA will not consider the possibility of early graduation.

Students and parents need to remain aware that college entrance requirements vary. Students planning to attend major colleges and universities should seek electives in English, math, science, social studies and foreign language beyond the core subjects required for graduation.

### **Athletic Eligibility**

In order to participate in athletics at HCA, a student-athlete must maintain good moral character; pass every academic course (maintaining a 70 numerical average or better). This will apply to all grading periods, both fall and spring semesters.

### **Exams**

First and second semester exams will be given in all core course areas for students in grades 8 -12. Exam/projects will be given in all electives with the exception of yearbook and journalism. Certain deadlines and/or assignments may be considered a student's exam grade. Seventh grade students will take first and second semester exams in English and mathematics. Sixth grade students do not take first and second semester exams however they will have a chapter test during the exam period.

Each exam period will last two (2) hours, and students will be expected to remain in the exam room the entire period. No exams are to be given early, late, or out of sequence except in extraordinary circumstances with the permission of the Headmaster. Exams count 20% of the semester grade.

### **Quality Point Average**

In computing a student's GPA, Advanced Placement courses add 2 quality points. Honor courses and Dual Enrollment courses add 1 quality point.

### **Class Rank**

HCA does not rank students in grades 9 – 12. In a group of highly capable students, GPA's may cluster closely together, and a small GPA difference can mean a dramatic change in class rank.

## North Carolina Academic Scholars Program

The State of North Carolina's Academic Scholars Program indicates that students have completed a balanced and academically rigorous high school program preparing them for post-secondary education.

Harrells Christian Academy students must

- begin planning for the program before entering grade 9 to ensure they obtain the most flexibility in their courses.
- complete all the requirements of the North Carolina Academic Scholars Program
- have an overall four-year unweighted grade point average of 3.5
- complete all requirements for a North Carolina high school diploma

Credits: The following designated number of credits per subject area listed below and must be taken in grades 9 – 12.

4 units English

4 units Mathematics (Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as a prerequisite OR Integrated mathematics I, II, III, and a higher level mathematics course with Integrated mathematics III as a prerequisite).

3 units Science (Biology, a Physics or Chemistry course, and an Earth/Environmental course)

4 units Social Studies (World History, Civics/Economics, US History, AP World History, and AP US History)

1 unit Healthful Living

6 units consisting of two (2) elective credits in a second language AND four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area

3 units consisting of higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as AP, IB, Dual or College Equivalent course, Advanced CTE/CTE credentialing course, or on-line courses.

HCA seniors will be recognized at graduation for this accomplishment.

## Academic Options

Within the curriculum at HCA, there are options available to students beyond listed course offerings. These options are exceptions to a student's schedule and require special permission by the Upper School Head in consultation with the Director of College Counseling.

## Awards and Recognitions

### Headmaster's List and Honor Roll

Students in grades 3 -12 are recognized for academic excellence each grading period. The following criteria are used to determine eligibility:

Headmaster's List All A's for the grading period

Honor Roll All A's and B's for the grading period

Students in grades 3 – 5 must also have all S's in elective classes and conduct.

### Duke University's Talent Identification Program (TIP)

Students in grades 4 – 6 that have participated in the Duke TIP Program's 4th-6th Grade Talent Search are recognized at the Lower and Middle School year end chapels. To participate, students meet the following criteria: they must be in fourth, fifth, or sixth grade and they must have scored at the 95th percentile or above on a standardized achievement, aptitude, or mental ability test. Not all students who qualified chose to enroll with the 4th-6th Grade Talent Search but we recognize those students who did participate.

### The Newkirk Award

The Newkirk Award is presented at graduation to the senior who has exhibited *outstanding character traits*, who has demonstrated *tenacity* (has kept on plugging when the chips were down) and who has shown *maturity of judgment* and dedication to purpose of *loyalty and devotion* to **Harrells Christian Academy** and to the **Lord Jesus Christ**.

### Upper School Academic Awards Program

An Awards program is held for Upper School students in the spring of the school year. Students are recognized for an academic average of 4.0 or above during the first through the end of the third grading periods of the current school year, subject area awards, and high honor awards. Students will receive an invitation to the banquet.

### Valedictorian and Salutatorian

Students with the highest "weighted" cumulative GPA from ninth grade to the end of the senior year and who have attended HCA for the last two consecutive school years will be awarded these honors and recognized at graduation. Beginning with the Class of 2019, HCA will no longer name a valedictorian and salutatorian. An award will be presented to the senior with the highest GPA.

### Marshals

The top five juniors will be selected as Marshals. These five juniors will be those students with the highest "weighted" cumulative GPA's from ninth grade to the mid-point of the fourth grading period of the junior year. Those students **MUST** have attended HCA for the last two consecutive school years.

These students will be recognized at the Upper School Academic Awards Program and will participate in the Baccalaureate service and the Graduation exercise.

### **Christian Character Awards**

The Christian Character Awards are presented to one student in the seventh through twelfth grade. This award is given to the students who have best displayed Christian character, citizenship, and represented HCA well. It is voted on by the respective school level faculty. This award is presented at the Upper School Academic Awards Program or the Middle School Awards Chapel.

### **Citizenship Awards**

The Academy believes so strongly in the importance of good citizenship that each Lower School teacher selects one student in their classroom each year who exemplifies the following qualities: kind, cheerful, loving attitude, shows respect of property, and to authority, and peers, obeys school and class rules, enthusiastic about school and learning, positive leader, honest, trustworthy, and a peacemaker.

These awards are presented at the Lower School year end chapel program.

At graduation, the Citizenship Award is presented to one male and one female member of the senior class. This award is given to the students who have best displayed character, citizenship, and represented HCA well. It is voted on by the Upper School faculty.

### **Crusader Awards**

The Crusader Award is given a fifth grader, an eighth grader and to either a junior or senior each year at their respective year end awards chapel or Upper School Academic Awards Program. This award is selected by the respective school level faculty and Headmaster using the following criteria:

- Academic integrity and diligence
- A positive role model – one who endeavors to help others
- Respectful in actions and words
- School spirit within and out of the classroom

### **Edgar William Johnson “Living Will” Awards**

The “Living Will” Award is given to a junior or senior and to a fifth grade student in memory of Edgar William Johnson, a former HCA student who possessed the mark of godliness. Godliness is simply sharing the compassionate heart and life of Jesus with others. Will wanted and strived to be like Christ, and in order to be like our Savior, we must be compassionate to people, full of kindness and goodness -- lived out with passion!

The “Living Will” Award is selected by committee and given to the student-athlete/student that demonstrates the following characters of discipleship:

- Hard-working servant
- Dedicated to Christ first, others second
- Christian values that stand strong and true
- Perseverance in all areas of life: weightlifting, athletics, and the classroom
- Respects spiritual authority and leadership, and is a leader for his peers
- Great friend and loyal teammate
- Possess the quality of sportsmanship
- Model of faith and humility
- A bold Christian witness for our Lord, and not ashamed to claim Him as Savior

The Upper School award is presented at the Upper School Academic Awards program and the Lower School award is presented at the Lower School year end chapel.

## College Counseling:

[http://www.harrellsca.com/current/college\\_counseling.cfm](http://www.harrellsca.com/current/college_counseling.cfm)

The purpose of this webpage is to establish better communication between the school and families beginning their 9th grade year interested in the college-going process. This may include: an upcoming timeline for students by grade, dates of upcoming events, articles that students may find interesting or helpful, video links, links to colleges that may have recently come across that may be 'hidden', and anything else that may be beneficial in regards to preparing for, and making a college choice.

# HCA College Counseling TIMELINE


Guide to elements that each student and family is expected to engage in to best position themselves for college success.

## 9th Grade

- \*Successful HS Transition
- \*Extra-Curricular
- \*HS Course Mapping
- \*Time Management Foundation
- \*How Teachers can Help
- \*Understanding GPA, Testing, and College.
- \*Summer Experience Planning

## 11th Grade

- \***Fall** - PSAT/ACT/SAT Test Prep
- \***Fall** - PSAT
- \***Fall** - ACT
- \***Winter** - SAT
- \*Build Extra-Curricular
- \*Understanding College Admissions
- \*College Research (Based on 10th Career and Majors Exploration)
- \***Spring** - SAT or ACT
- \***Summer** Internship / Experience
- \***Summer** - College Visits


 **9th**



**COLLEGE**

## 10th Grade

- \*Career Exploration
- \*Potential Majors
- \***Fall** - PSAT Test Prep
- \***Fall** - PSAT
- \***Fall** - Optional ACT
- \*Testing Strategy and Tips
- \*Academic Planning
- \*Course Selection for Success
- \*Summer Experience Planning

**10th** 

## 12th Grade

- \***Fall** - Final College List
- \***Fall** - ACT or SAT
- \***Fall** - Final College Visits
- \***Fall** - Essay work
- \***Fall / Winter** - Depends - Applications
- \***Fall / Winter** - Scholarship and Fin. Aid
- \***Winter** ACT or SAT
- Optional - Depends
- \***Winter / Spring** - Deferral / Waitlist / Acceptance
- \***Spring** - Final College Decisions

**12th** 



# *Lower School Curriculum*



*Harrells  
Christian Academy*

## **Lower School Course Guide K-5**

### **Kindergarten**

Kindergarten provides an enriching environment where each child may find success and enjoy the learning process. There is continuing emphasis on self-awareness and sensitivity to others, often learned and practiced through play. Socialization with others and adjusting to the routines and expectations of school are paramount to student success. As five year olds' abilities to perceive and internalize the world around them increase, so do their abilities to deal with ideas, concepts, patterns, and facts. Kindergarten provides opportunities for more formalized instruction in reading readiness, and phonics. Emphasis is placed on letters and sounds, letter formation, high-frequency sight words, shapes, colors, number skills 1-100, simple addition and patterns, while continuing to develop fine and gross motor skills through movement, play, and finger songs.

Students in kindergarten also receive the benefit of specialized instruction in Spanish, Physical Education, Music, Bible, Computers, and Art. In addition, the students go to the Media Center weekly for instruction in library skills and story time. Students also participate in hands-on activities that reinforce and enhance the science curriculum in a weekly science lab.

### **First Grade**

In first grade, we strive to help children grow academically, spiritually, emotionally, and physically. Each child's learning style is taken into consideration and instruction is adjusted to fit the child. The first grade language arts program is intensely focused and designed to foster the development of strategies and skills in oral and written language in order to learn to read and write through phonemic awareness. Writing journals are used for students to express their own feelings and experiences.

In math, students learn to develop number sense 1-100 and beyond, practice basic addition and subtraction skills, learn about fair shares, telling time, and look for patterns using a wide variety of hands-on and critical- thinking strategies. Students practice multiple skills on a daily basis.

In the science curriculum, first grade students use their senses to explore, observe, and classify.

Social studies teaches first graders to become aware of the differing communities and their diversities. The total curriculum facilitates knowledge and skills, analysis of tasks, generation of strategies for problem solving, and motivation to persevere and succeed.

### **Second Grade**

Second grade builds on a foundation that began in kindergarten and first grade. Each student varies in his or her rate of language development and the reading and writing curriculum adapts to individual needs of the students.

Emphasis is placed on encouraging reading for pleasure and discovering its usefulness in obtaining information. There is also oral reading by the teacher of selected literature, followed by various language arts activities. The books read provide a writing model for students to help develop their own writing compositions. Writing journals are used for students to express their own feelings and experiences. Sentence structure, capitalization, punctuation, and correct word usage are areas stressed throughout the year.

The second grade math program reviews and extends the concepts and skills of the previous levels. The program content consists of numeration and counting, problem solving and mental math, data collection and analysis, geometry, measurement, money, fractions, and the introduction of multiplication and division. Students are given various opportunities for drill to aid in their mastery of basic facts.

The science and social studies program provides experiences that help the children to develop and apply critical thinking skills and to develop work-study habits.

### **Third Grade**

The goal of the third grade is to enable all children to develop a solid foundation in the skills needed to become successful learners.

The reading program enables children to become independent readers while encouraging a lifelong love of reading. Using a combination of basal readers, phonics, novels, and self-selected books, direct reading instruction is provided. Emphasis is on oral fluency, critical thinking, phonetic skills, listening skills, vocabulary, comprehension, and the appreciation of literature.

Effective communication is the goal of the English program. Both oral and written communication is stressed. Direct instruction is provided in grammar, language mechanics, creative writing, and oral expression. The writing process is emphasized throughout the school year. Phonics and word patterns build a firm foundation of spelling principles and skills.

Mathematics is designed to logically develop the language and basic concepts of math. The program builds on the prior learning of basic skills and is presented in planned increments. Time is provided between each increment of learning for constant practice, leading to mastery. Oral and cumulative evaluations are built into the program. Speed and accuracy are stressed. Problem solving and estimation are used throughout the day.

The Social Studies program is designed to increase the students' understanding of change, current events, basic economic principles (to include the study of communities, technology, and history), and maps and globes. An important goal of the program is to encourage students to be informed and responsible citizens in their school, community, country, and the world.

The Science program features Life Science, Physical Science, and Earth Science. The program incorporates the use of the scientific method and capitalizes on the natural curiosity of young children. Technology and hands-on experiments in science lab and STEAM lab are utilized to supplement instruction.

### **Fourth Grade**

The goal of the fourth grade is to move students toward increasing independence in the use of communication skills and strategies. By this level, students read sufficiently well to comprehend, analyze, criticize, respond, and reflect on any text or task. Emphasis is placed on teaching strategies and study skills that encourage students to become true independent learners.

By fourth grade, students should be fluent, competent readers who tend to focus on meaning and details of text. At this level, many genres of literature are explored as well as skills such as chart, graph, timeline, and map reading. Along with the *A Beka* program and *Book Adventure*, novels are used to enhance the reading program. Students get many opportunities for writing, both creative and informative, with an increased emphasis on summaries, autobiographies, personal, and imaginative narratives. Children are given more responsibility for organizing, editing, and proofreading their work. Vocabulary strategies and phonetic spelling strategies continue to be stressed in all subject areas. Students are given many opportunities for oral expression and developing listening skills through the use of research reports, trade books, North Carolina current events, and technology.

The fourth grade social studies curriculum focuses on the study of our state, North Carolina. Students explore geographic regions, landforms, climate, and resources of the state. They study the land and its people, analyzing the diverse groups that have contributed to the development of our state. They also learn about our state's social, economic, and political issues. Each year the students visit the Outer Banks of North Carolina to enhance their studies.

The fourth grade math curriculum centers on the mastery of basic skills and how to use these skills to logically and creatively solve everyday math problems. It lays the foundation for higher mathematics. Using a solid, basic text and a variety of other materials, students develop critical-thinking and problem-solving skills.

The fourth grade science curriculum uses three approaches to help students think and make decisions. The approaches are hands-on activities, reading science content, and visualizing science concepts. Independent study, teamwork, experimentation, and individual and group projects help students develop problem-solving and critical-thinking skills. Teaching charts are used to enhance the study.

The fourth grade health curriculum introduces relevant health issues. Students are informed and motivated to make wise decisions for a lifetime of fitness and wellness.

In addition to academics, fourth graders develop socially and spiritually in order to succeed at school, at home, with friends, and in the community. At this level, the students are truly becoming independent and responsible learners. The curriculum promotes absolute truth, encourages good work habits, trains the intellect, is usable, and builds Christian character.

## **Fifth Grade**

The goal of fifth grade is to foster and enhance the skills mastered in previous grades in order to promote independent, life-long learners and to ensure a more successful transition into middle school.

The fifth grade language arts curriculum integrates the study of grammar, spelling, vocabulary, reading, and writing. Students are taught to recognize all eight parts of speech, as well as correct capitalization and punctuation. Students will express their writing skills through a variety of formats. Spelling and vocabulary words are selected to enhance the areas of reading and writing.

The fifth-grade math curriculum focuses on laying a solid foundation of basic arithmetic processes, yet gradually introduces students to a higher level of abstraction.

The science/health curriculum leads student to learn and develop scientific concepts by teaching new concepts based on students' prior knowledge. Students need to learn and retain basic scientific facts from the following units of study: The Nature of Science and STEM, The Engineering Process, Cells to Body Systems, Energy and Ecosystems, Natural Resources, Changes to the Earth's Surface, The Rock Cycle, Fossils, Oceans, the Solar System, Matter, Light and Sound, and Forces and Motion.

The social studies curriculum focuses on history of the United States. Reading, writing, and speaking skills are enhanced when reinforced in social studies. Many genres of literature are explored, as well as skills such as chart, graph, timeline, and map reading skills.

In addition to academics, fifth graders are provided many opportunities to set goals, reflect on classroom, academic and daily life performances, and acquire strong study and life skills in order to attain life-long goals and dreams.

## Writing Curriculum: Grades K-5

### Kindergarten:

- Participation in writing behaviors by using teachers' models of language
- Write by using models
- Creative writing with sight words in journals
- Use of environmental print
- Labeling
- Whole group/shared writing projects

### First Grade:

- Stories
- Letters
- Simple poems
- Oral and written retellings
- Journals

### Second Grade:

- Personal narratives
- Creative stories
- Descriptive writings
- Journals

### Third Grade:

- Personal narratives
- Short book reports
- Letters (friendly)
- Creative writing
- Paragraph formation
- Journal entries
- Notes

### Fourth Grade:

- Personal narratives
- Imaginative narratives
- Research reports
- Journals
- Instructions
- Letters
- Autobiographies
- Notes

### Fifth Grade:

- Research reports
- News articles
- Letters
- Poetry
- Essays
- Stories
- Journals

## Art Curriculum: Grades K-5

### Kindergarten

The study of Visual Arts begins in kindergarten with the introduction of skills and concepts that will be completely new for most of the children. Due to the children's different developmental levels when entering kindergarten, it is expected that this year will emphasize joyful exploration and discovery; mastery is a process that will require repetition at subsequent grade levels.

The emphasis at this grade level is on:

- Personal experience and/or imagination
- Exploring a variety of media (paint, pencil, markers, and clay) to develop fine and gross motor skills
- Learning care and use of tools and equipment
- Following safety rules
- Family, five senses, counting, and retelling stories in pictures
- Learning about a variety of artists and art forms, including architecture
- Art elements – color, shape, and line

### First Grade

The study of Visual Arts is cumulative and sequential, to include learning introduced and emphasized at previous grade levels.

The emphasis at this grade level is on:

- Teaching art using students' favorite books
- Recognizing that mistakes can be turned into creative opportunities
- Repetition, pattern, geometric shapes, and texture
- Telling and recording original stories through art
- Observing how artists tell stories through their art

### Second Grade

The study of Visual Arts is cumulative and sequential, to include learning introduced and emphasized at previous grade levels.

The emphasis at this grade level is on:

- Awareness of themselves and their own community
- Trying a variety of techniques (i.e., collage, print, clay, drawing, and paper maché) and imagery to enhance the design solution
- Emphasis and movement
- Weather and seasons
- Recognizing how artists create moods/emotions in their work
- Reality and fantasy

### Third Grade

The study of Visual Arts is cumulative and sequential, to include learning introduced and emphasized at previous grade levels.

The emphasis at this grade level is on:

- Research and personal interests
- Demonstrating ease in using a variety of media (i.e., paper maché, clay, paint, and pastels)
- Use of space and balance in art

- Fables and myths, measurement, calligraphy, plants
- Differentiating between landscape, portrait, and still life

#### Fourth Grade

The study of Visual Arts is cumulative and sequential, to include learning introduced and emphasized at previous grade levels.

The emphasis at this grade level is on:

- The ability to organize and sequence
- Incorporating multi-step processes (i.e. with clay: slab, fire, glaze)
- Value
- North Carolina history, animals, symmetry, narrative writing
- Exploring the art of North Carolina
- Recognizing the styles of artists (i.e. Monet, Picasso, Van Gogh)
- Comparing and contrasting art movements

#### Fifth Grade

The study of Visual Arts is cumulative and sequential, to include learning introduced and emphasized at previous grade levels.

The emphasis at this grade level is on:

- Integrating and synthesizing subject matter, current events
- Evaluating results and recognizing which media will be successful in given situations
- Unity
- Cultures of the Americas, plants, interdependence
- Exploring the art of the Americas

**Bible Curriculum: Grades K-5**

One purpose of the Bible curriculum for grades K – 5 is to teach Christian values and morals. Another is, through teaching Bible stories from the Old and New Testaments, students will be able to apply what they have learned to their everyday lives. Grades K-5 have Bible daily. The ultimate goal of the Bible curriculum is to have each student develop a relationship with Jesus Christ and to accept Christ as his or her Savior.

Chapel is held each week with guest speakers, preachers, and skits presented by the students. Pledges to the American flag, the Christian flag, and the Holy Bible are recited along with The Lord’s Prayer. Students in grades K – 5 are required to present a chapel program once per year.

**Computers & Technology: Grades K-5**

Based on North Carolina Information and Technology Essential Standards, National Education Technology Standards, National Science Board Science, Technology, Engineering, and Mathematics (STEM) Standards, and educational goals of Harrells Christian Academy.

***K to 5<sup>th</sup> Grade Mission Statement for Computers, Information, and Technology:***

Technology has become an integral part of our everyday lives, rapidly growing and expanding beyond what many people are able to keep up with. In order for our students to be successful in their future endeavors, they must learn how to utilize various forms of technology and determine which applications are appropriate for specific purposes. Focus areas for the lower school students include: basic information technology, computer specifics, keyboarding, internet usage, multimedia applications, word processing skills, spreadsheet development, safety, and the ethical use of technology. Problem Based Learning will be incorporated into the classroom setting to allow students to learn teamwork, investigational skills, and critical-thinking skills with the benefits of technology applications. Projects from other subjects will be integrated into this classroom environment as well.

**Information Skills: Grades K-5**

- Print, non-print, and electronic resources will be exposed
- Personal tastes will be developed through guided practice
- Authors, illustrators, genres, and styles will be compared and contrasted
- Similarities and differences will be identified as related to the environment and personal experiences
- Information and resources will be shared in a variety of formats to extend content of resources used

## The Lynne Wells Williams Media Center

The media center at Harrells Christian Academy serves students from kindergarten through the twelfth grades. Our media center contains over 17,000 volumes. It is located on the upper level of the Marshburn Hall Building. The media center supplements each grade level program by providing materials to complement the curriculum both through media center checkout and by placing materials in the classroom. Media Skills instruction / story time begins in kindergarten and continues through fifth grade on a weekly basis. There is reading guidance and literature appreciation as well as introduction of new skills at each grade level. Grades six through twelve visit the media center for book checkout or research as needed anytime during the day.

**Music Curriculum: Grades K-5**

Music is a glorious part of God’s creation and, at Harrells Christian Academy, our mission is to use music not only to educate for performance, but also to express praise. Music is a vital part of every child’s day. In addition to singing, students feel and express themselves through their responses to a variety of rhythms. Students use their voice, body sounds, movement, and instruments as tools to express their ideas and feelings. Our lower school students have 45 minutes of music resource each week and have many opportunities to participate in weekly Chapel Programs and musicals throughout the school year. K-5 Music students at HCA learn more than excellent musicianship - they learn to offer their gifts back to God.



The music program is designed as a comprehensive study to allow students to become musically literate. Music Education helps students express and interpret meaning. Through music, students increase their awareness of rich and diverse cultures, beliefs, and societies of humankind. As students examine the role of music throughout history and in different cultures, they develop respect for diversity.

K-5 students have resource music weekly, while experiencing music daily in the regular classroom. Sign language is used in the classroom as a teaching tool and as a guide in helping to memorize song lyrics.

The processes of learning, creating, and understanding music are the primary goals of the music program. While performance is an important aspect of music study, it does not substitute for students' development of creative processes and of broader integrated experiences and understanding. Through creating, students are able to be imaginative, think critically, and approach tasks in new and/or different ways. K-5 students can participate in private music lessons on a variety of instruments.

### **Physical Education Curriculum: Grades K-5**

The physical education department at Harrells Christian Academy is structured to build on coordination, balance, fine and gross motor skills, and competing in team sports. Students will be encouraged to develop life-long fitness skills and habits, including social skills such as sportsmanship. Programs such as Fitness Renaissance and other fitness incentive-based programs will recognize students' physical fitness and hard work.

# *Middle School Curriculum*



*Harrells  
Christian Academy*

## **Middle School Course Guide**

### **Language Arts**

#### **6th Grade ELA**

This course focuses on overall reading, writing, spelling, speaking, listening, grammar, and vocabulary development. All major genres in reading are explored with an emphasis on fiction, nonfiction, short stories, novels, drama, and poetry. Students will use oral language, written language, media, and technology as they interpret, evaluate, and reflect literature. Students use oral language, written language, media, and technology for expressive, informational, argumentative, critical, and literary purposes.

#### **7th Grade ELA**

The seventh grade language arts curriculum helps students deepen and expand their understanding and experience in literary study. All major genres are explored and students are involved in making connections between literature and personal experiences. Students use oral language, written language, and media and technology for expressive, informational, argumentative, critical, and literary purposes. Along with using the basal text, students complete novel studies. Writing skills are stressed in letters, reports, poetry, essays, and comprehension questions and responses. Vocabulary development is encouraged throughout all subject areas. Students also explore the structure of language and study grammatical rules in order to speak and write effectively.

#### **8th Grade ELA**

This course focuses on reading, writing, listening, speaking, grammar, and vocabulary development. Students will expand their understanding and experience in literary study through short stories, nonfiction, myths, tales, novels, drama, and poetry. Students will use oral language, written language, media, and technology for expressive, informational, argumentative, critical, and literary purposes.

### **Mathematics**

#### **Prentice Hall Common Core Mathematics – Course 1**

Math concepts in Course 1 include but are not limited to; Whole Numbers and Decimals  
Data and Graphs, Patterns and Variables, Number Theory and Fractions, Operations Involving Fractions, Ratios, Proportions, and Percents, Geometry, Probability, Integers, Equations and Inequalities. The following elements are emphasized to increase student proficiency in math:  
Problem Solving Skills, Reason Abstractly and Quantitatively Modeling with Project Based Learning, Group Based Learning and the Use of Technology.

#### **Prentice Hall Common Core – Course 2**

Math concepts in Course 2 include but are not limited to; Decimals and Integers – Measures of Central Tendency, Exponents, Factors, and Fractions, Operations with Fractions, Equations and Inequalities, Ratios, Rates, Proportions, Percents, Geometry, Measurement, Patterns and Rules  
Graphing in the Coordinate Plane, Probability. The following elements are emphasized to increase student proficiency in math: Problem Solving Skills, Abstract and Quantitative Reasoning, Modeling with Project Based Learning/Group Based Learning, and Use of Technology.

#### **8th Grade Math**

Eighth grade math focuses on skills needed to be successful in Algebra 1. Students will expand their knowledge and understanding of the number system, expression and equations, functions, geometry, as well as statistics and probability. These skills will be the tools students need for success at the high school math level.

**PreAlgebra** Pre-Algebra provides the foundation for Algebra. This course follows NC K-12 standards, curriculum, and instruction. Appropriate technology will be incorporated into instruction and assessment. Main topics include

but are not limited to; Ratios and Proportional Relationships, Simple and compound interest, Problem Solving, The Number System, Expressions and Equations, Geometry, and Statistics and Probability.

### **Algebra 1**

This course includes: operations with polynomials, the study of relations and linear functions and their graphs, and an introduction to nonlinear functions. Appropriate technology will be incorporated into instruction and assessment. Operations with numbers and expressions is a major focus, and includes; problem solving using algebraic expressions and equations, laws of exponents, operations with polynomials (add, subtract, multiply, divide, & compose), formulas to model and solve problems, simplifying radicals, operations on radicals, and variations. Other units include; geometry and measurement, Cartesian geometry (points, slope, equations of lines, and graphing linear inequalities), parallelism and perpendicularity of lines and segments, linear models, and relations and functions.

## **Social Studies**

### **6th Grade Social Studies Course Description**

Students in sixth grade will focus heavily on the discipline of geography by using the themes of location, place, movement, human-environment interaction and region to understand the emergence, expansion and decline of civilizations and societies from the beginning of human existence to the Age of Exploration. Students will take a systematic look at the history and culture of various world regions including the development of economic, political and social systems through the lens of change and continuity. As students examine the various factors that shaped the development of civilizations, societies and regions in the ancient world, they will examine both similarities and differences among these areas. A conscious effort should be made to integrate various civilizations, societies and regions from every continent (Africa, Asia, Europe and the Americas). This class will be organized around five strands: history, geography and environmental literacy, economics and financial literacy, civics and government and culture.

### **7th Grade Social Studies- North Carolina and United States**

Students in eighth grade will continue to build on the fourth and fifth grade introductions to North Carolina and the United States by embarking on a more rigorous study of the historical foundations and democratic principles that continue to shape our state and nation. Students will begin with a review of the major ideas and events preceding the foundation of North Carolina and the United States. The main focus of the course will be the critical events, personalities, issues, and developments in the state and nation from the Revolutionary Era to contemporary times. Although the major focus is state and national history, efforts should also be made to include a study of local history. The standards are organized around five strands: history, geography and environmental literacy, economics and financial literacy, civics and governance and culture.

### **8th Grade Social Studies- Civics and Economics**

Civics and Economics has been developed as a course that provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship in macro/micro economics and personal finance. The essential standards of this course are organized under three strands – Civics and Government, Personal Financial Literacy and Economics. The Civics and Government strand is framed to develop students' increased understanding of the institutions of constitutional democracy and the fundamental principles and values upon which they are founded, the skills necessary to participate as effective and responsible citizens and the knowledge of how to use democratic procedures for making decisions and managing conflict. The Economic and Personal Financial Literacy strands are framed to provide students with an understanding of the role economic factors play in making economic decisions, the ability to reason logically about key economic issues and the knowledge and skills needed to manage personal financial resources effectively for lifetime financial security. Taken together, these three strands should help to prepare students to become responsible and effective citizens in an interdependent world.

### **World Geography**

World Geography focuses on countries and the physical components of those countries. Students learn about the cultures and the economy in each country as well. Students develop and refine specific map skills. Students learn to use a variety of tools, such as tables, charts, and diagrams, in making associations with economy or global issues.

Students also learn to make literary connections with excerpts from multicultural authors. Through research and cooperative-learning activities, students discuss the similarities and differences to their own country and culture. Countries studied: Asia: Japan, Korea, China, Southeast Asia, India, and the Middle East. Africa: North Africa, West Africa, Central Africa, East Africa, and South Africa . Australia, New Zealand, and the Pacific Islands. Maps used in course; Political maps Physical maps, Choropleth maps, Distribution maps, the atlas.

## **Science**

### **6th Grade Earth Science**

Earth Science is the study of the Earth's systems and the universe surrounding it. Students explore their world by participating in a variety of activities that require them to utilize science-based processing skills in order to gain a new understanding of the world around them. Students will explore basic concepts in Hydrology, Meteorology, Astronomy, Geology and Energy Resources.

### **7th Grade Life Science**

Science is constantly changing with advancements in technology and medicine. These advances require today's students to prepare themselves to make informed decisions on such questions as preferred medical treatment, genetic engineering, government regulations, and environmental pollution. Success in everyday living depends on the students developing an interest in and understanding of their world. The Life Science course offered to seventh grade students at Harrells Christian Academy strives to develop this interest and understanding by introducing basic concepts in biology.

Students are expected to attain a working knowledge of several lab skills and investigations, including dissections, to form a foundation for future study. The concepts learned in this course will be expanded upon as students pursue Biology and Advanced Biology in the ninth and twelfth grades.

### **8th Grade Physical Science**

Physical Science provides students the opportunity to learn lab safety, the use of reference materials, and the application of process skills. Students gain an understanding of forces and motion, energy, electricity and magnetism, waves, sound, and basic chemistry. Course topics include but are not limited to; lab safety, inquiry and data analysis, including metric measurement and the Scientific Method, basic chemistry, the Periodic Table, atomic theory, force and motion, energy, electricity and magnetism, waves, and sound.

### **Physical Education Grades 6-8**

The Physical Education curriculum for grades 6 – 8 concentrates on the cognitive and physical skills required to participate and enjoy various team sports. This involves the knowledge and application of rules and basic skills and the understanding of competitive play and positive sports conduct - all with an emphasis on participation. The Health aspect of the curriculum addresses nutrition and diet, substance abuse, stress, interpersonal relationships, decision making, and other related topics.

## **Spiritual Life**

### **6th Grade Girls Bible**

**Course Description:** This course focuses on personal development and building a deeper relationship with Christ. The course is discussion based accompanied by journal writing/reflecting, close readings of the *Holy Bible*, study of "Right Now Media" Christian Database/Platform, and viewing of approved Christian films.

## **6<sup>th</sup> Grade Boys Bible**

This class will cover a broad overview of the Old Testament. We will cover material from the Pentateuch, historical books, poetic books, and Major and Minor Prophets. This class will focus on the narrative of the Old Testament as well as timeless principles that are to be learned from the Old Testament.

## **7<sup>th</sup> Grade Girls Bible**

This class will cover a wide range of topics including: Purpose of Life, Responsibility, Relationships, and Careers. In this class the goal is to instill a biblical worldview to live by and to help guide students in how to glorify God in new stages of life.

## **7<sup>th</sup> Grade Boys Bible**

This class will study the Gospel of John. The class will study the narrative of the life of Jesus, the themes presented in the book, and the life principles to be learned from the book. The purpose of the Gospel of John is to explain why one should follow Christ. In this class students will learn about those reasons to follow Christ and learn how to communicate that to others.

## **8th grade Girls Bible**

Biblical womanhood is a course developed around the scriptural exhortation to womanhood. This all female class, is taught from the complementarian perspective for gender roles established in Genesis 1-3. Students also cover how feminism suggests a design for womanhood contrary to scripture. Students will engage in scriptural instruction for each stage of womanhood.

## **8th Grade Boys Bible**

This class will cover a wide range of topics including: Purpose of Life, Responsibility, Relationships, and Careers. In this class the goal is to instill a biblical worldview to live by and to help guide students in how to glorify God in new stages of life.

## **Electives**

### **Visual Arts**

Students will be able to use appropriate vocabulary to describe art, including Elements of Art, Principles of Design, types of media, various processes and style. Students should understand how the Elements of Art can aid in the planning and creation of personal art. Students will be able to identify artists' styles and recognize how artists use the Elements of Art and Principles of Design in creating art. It is the goal that students learn to generate solutions to artistic problems. Students will use observation skills of the immediate environment to create original imagery and understand that original imagery is a means of self expression used to communicate ideas and feelings. This course aims to create art using a variety of 2D and 3D media, including digital. Students will create art in different media using various techniques and processes, analyze art from various historical periods in terms of style, subject matter and movements, understand the connections between art and other disciplines. Students should be able to understand the role of art in creating digital images and design. Finally, students will be able to use formative, self-evaluation strategies and results to improve the quality of art.

### **Biotechnology**

Biotechnology is defined as the use of the study of life in order to make advancements in the world around us. It provides the opportunity to study not only biology alone, but integrating concepts of the agricultural world around us lets us understand how we may consistently move forward with both technology and life. Various topics discussed include: medical research; food/fiber/fuel availability; natural resources and leadership in the FFA.

### **Creative Writing**

This course is an extension of the Middle School Language Arts curriculum. Emphasis is placed on expressive and informational writings as well as vocabulary development and grammar usage/mechanics. Students will practice

creative writing through many outlets and genres. There is also opportunity for publication in the student-produced middle school newsletter.

### **Entrepreneurial Studies**

Project Based Learning is implemented throughout the entirety of the course. Guest speakers from surrounding communities who are business owners, leaders, thinkers, and entrepreneurs are utilized when appropriate for instruction. Students learn technical terms related to business, small business and the entrepreneurial realm. Students reflect upon, articulate, and eventually create their own business models. Students explore who they are as young business minds, current and future leaders, and develop a passion for creating the business culture of the future. Students work individually, in pairs, and groups/teams to learn business concepts such as: Career Management, Personal Finance, Business Management, Business Financial Planning, Entrepreneurship, Marketing, Sports & Entertainment & Fashion, The Importance of Body Language/Posture in the Workplace, Dress Code. Students gain communication skills related to positive self-esteem, job interviews, and overall workplace behavior. Students learn the importance of building a professional resume beginning in high school. Students are encouraged to consider community service projects and initiatives, choosing classes and extra-curricular, both inside/outside of school, that will shape their future in a meaningful.

### **French**

The French courses at HCA will provide an introduction to the French language and the diverse cultures of France and the francophone world. The students will learn and develop the basic functions of the French language. Emphasis is placed on the development of the four skills: listening, speaking, reading, and writing. Other activities will be included to emphasize the culture of the francophone world with songs and food.

### **Middle School Music & Drama**

This full-year course offers students the opportunity to deepen their understanding of musical and theatrical performance through classroom instruction and collaborative production of skits and songs. In music, the course will introduce students to the fundamentals of singing, sight-reading, choral performance, and listening. In drama, the course will introduce students to the fundamentals of staging, acting, voice projection (with and without microphones), and close reading. Since the primary venues for performing skits and songs will be in school chapel services, the course will actively consider how music and drama contribute to the experience of Christian worship. Occasional field trips and guest speakers will augment course instruction.

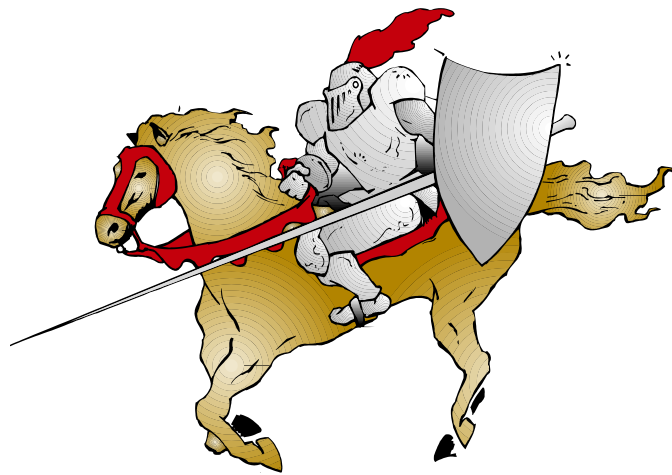
### **Sports Information**

Sports Information will cover a wide range of topics focused on athletics. Most of the class will consist of writing about what is happening in the world of sports on the local, regional, national, and global levels. Students will analyze print media, advertisements, and brand marketing. Students will write using a variety of media outlets, including social media perspectives using personal experiences, information gathered from school sporting events, and conduct interviews with local athletes.

### **Spanish 1**

The major course goals are for students to learn to speak, read, write, and sing in Spanish. Students will also learn facts regarding the culture of Spanish-speaking countries and how they differ from our own culture. Students will be exposed to the works of various, famous, Hispanic authors. Objectives will include: Speed Spanish to allow students to read and speak Spanish immediately, Vocabulary, Grammar, Verb tenses, and Cultural Reading.

# *Upper School Curriculum*



*Harrells  
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## **English**

### **English I**

English I focuses on classic and contemporary fiction, as well as nonfiction, poetry, and drama. Students are introduced to literary terms that will be needed during the course of their high school English requirements. The literature selections integrate grammar and writing skills. The students are encouraged to practice oral skills through viewing and representing activities that coincide with the literature. The grammar skills are reinforced through the use of the Prentice Hall textbook, as well as through individual student-led mini lessons. Honors level follows the same framework. Honors level challenges students through more independent reading and writing assignments. The expectations for this level are heightened in all areas.

### **English II**

English II focuses on literature from varying world cultures. Students explore the different literary genres ranging from classical to contemporary pieces. The composition and grammar is accomplished through the use of the Prentice Hall textbook, as well as through individual student-led mini lessons. Students will learn to address literature through response writing. The students are also encouraged to practice oral skills through active participation and presentations. There are at least two literary projects which focus on authors other than American. The projects include one research paper and one multi-media presentation.

Honors level follows the same framework, but challenges students through more independent reading and writing assignments. The expectations for this level are heightened in all areas.

### **English III and A.P. ® English Language & Composition**

English III features literature from our very own American culture and Shakespearean literature. In chronological order, the students encounter novels, drama, short stories, and non-fiction genres. The composition and grammar is accomplished through the use of the Prentice Hall textbook, as well as through individual student-led mini lessons. The students are also encouraged to practice oral skills through active participation and presentations. The students complete a research paper and an accompanying presentation.

Honors level follows the same framework, but challenges students through more independent reading and writing assignments. The expectations for this level are heightened in all areas.

The AP Language and Composition course is a rigorous, college level class designed to “make students aware of the interactions among a writer’s purpose, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing” ([www.collegeboard.com](http://www.collegeboard.com)). Students will engage in numerous and diverse complex readings and writings of fiction and non-fiction texts to prepare them to achieve a score of 3 or higher on the AP Language exam.

### **English IV and A.P. ® English Literature**

English IV focuses on the study of British literature. In chronological order, the students encounter novels, drama, short stories, and non-fiction genres. The composition and grammar is accomplished through subjective, analytical, and evaluative responses. The students are encouraged to practice oral skills through active participation in class. The students also complete one research paper during the second semester.

The Honors level follows the same framework, but requires summer reading and the writing of a related essay. The Honors level challenges students through more reading. The expectations for this level are heightened in all areas.

The A.P. ® level follows the same framework, but requires summer reading and writing. The A.P. level challenges students through more reading and presents more challenges to students in the areas of literary terminology and response. The expectations for this level are heightened in all areas as they prepare for the Advanced Placement ® exam in the spring.

## **Mathematics**

### **Algebra 1**

This course includes: operations with polynomials, the study of relations and linear functions and their graphs, and an introduction to nonlinear functions. Operations, Geometry and measurement, Linear Models, and Relations to functions are strong points of focus. Appropriate technology will be incorporated into instruction and assessment.

### **Geometry**

Geometry continues student's study of geometric concepts, building upon middle school topics. Students will move from an inductive approach to deductive methods of proof in their study of two- and three-dimensional geometric figures. Reasoning skills will be emphasized and students will broaden their use of the coordinate plane. Practical exercises from such fields as carpentry, sports, auto mechanics, drafting, and other real life applications are used to motivate the study of geometric principles. Appropriate technology will be used regularly for instruction and assessment.

The Honors level course follows the same framework, but proceeds at a quicker pace. The Honors level challenges students through more in depth application of the skills required for the standard course of study. Overall expectations for this level are heightened in all areas.

### **Algebra II**

This course continues the study of advanced algebraic concepts with topics to include: relations and functions; rational expressions; complex numbers; systems of equations and inequalities; polynomial functions and their graphs; transcendental functions and their graphs; matrices; and applied problem solving. Students will be expected to describe and translate among graphic, algebraic, numeric, and verbal representations of relations and use those representations to solve problems. Emphasis is to be placed on practical applications and modeling. Appropriate technology will be used regularly for instruction and assessment.

The Honors level course follows the same framework, but proceeds at a quicker pace. The Honors level challenges students through more in depth application of the skills required for the standard course of study. Overall expectations for this level are heightened in all areas.

### **Advanced Functions**

This course provides an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications are drawn.

Appropriate technology, from manipulatives to calculators and apps appropriate to the material, should be used regularly for instruction and assessment.

Advanced Functions topics are to include: linear, polynomial, exponential, trigonometric, and logarithmic functions, statistical analysis of data, and applied problem solving.

### **Discrete Mathematics**

This course reinforces and enriches students' knowledge of advanced algebra with an emphasis on probability and data analysis. Applications and modeling are an intrinsic part of the course. Appropriate technology is used for instruction and assessment. Functions include, but are not limited to: linear, quadratic, other polynomial, exponential, and rational, all over the set of complex numbers. Functions are analyzed graphically, numerically, algebraically, and verbally.

Discrete Math topics to include: operations on complex numbers, advanced algebraic techniques, matrices, graph theory, statistical principles and methods, recursively-defined relationships (sequences and series), and applied problem solving.

### **Pre-Calculus**

Pre-Calculus provides students an honors level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for Calculus. Algebraic, numerical, graphical, and verbal interpretations of practical exercises are compared to see which works best and how they support each other. Applications and modeling will be included throughout the course of study. Examples and exercises will be drawn from such fields as: business, social science, finance, engineering, physics, chemistry, biology, economics, and statistics. Appropriate technology will be used regularly for instruction and assessment.

As a precursor to the study of Calculus, this course contains advanced algebraic topics with emphasis on trigonometry and graph analysis over a variety of function types (constant, linear, quadratic, polynomial, rational, exponential, logarithmic, trigonometric, and piece-wise defined).

### **Honors Calculus**

This course combines verbal, numerical, graphical, and analytical approaches to the development of the concepts of Calculus as follows: functions, limits, derivatives, and integrals. The applications of these concepts will also be emphasized. Graphing technologies will be utilized throughout the course.

### **Introduction to Statistics**

This is an elective course. The course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will analyze existing data as well as data collected through surveys, observational studies, and experiments. The four main components of the course include: exploring data, data collection, probability, and inference.

### **A.P. ® Statistics**

AP Statistics is a yearlong course offering college credit through the advanced placement-testing program, and whose content reflect that of an introductory statistics course in college. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploratory analysis, planning a study, probability, and statistical inference.

## **Science**

### **Physical Science**

The Physical Science curriculum is designed to continue the investigation of the concepts that guide inquiry in the practice of science initiated in previous grades. The Physical science course will provide a rich knowledge base to provide a foundation for the continued study of science, particularly Physics and Chemistry, but not to exclude Biology. This course satisfies the Physical Science component for graduation.

The curriculum will integrate lab work from both chemistry and physics topics. These investigations should be approached in both a qualitative and a quantitative manner in keeping with the mathematical skills of the students. This will provide students with their first introduction to a physical science laboratory.

### **Biology, Honors Biology, and AP ® Biology**

**Biology** is the study of living organisms, their origins, how they survive, reproduce, change over time, and interact with each other and their environments. The primary objective of each Biology course is to provide students with a fundamental understanding of modern biology and scientific processes, building a foundation for success in a college level Biology course. Topics covered in the course include chemistry of life, cells and cell energetics, heredity, molecular genetics, evolution, diversity of organisms, structure and function of both plants and animals, and ecology.

The Biology and Honors Biology course material is divided into three areas of study: 35% molecules and cells, 35% evolution and genetics, and 30% organisms and populations. Nature of science will be taught throughout the

year. Students will be ultimately responsible for their learning; therefore, they should be organized, prepared, and motivated to increase their knowledge daily.

The **Honors Biology** curriculum is more rigorous than the Biology curriculum. The Honors course places a higher priority on developing critical-thinking skills by examining real-world problems. The Honors curriculum examines topics with more depth and includes more advanced resource material in addition to the adopted text. Laboratory investigations play a more prominent role in the Honors course. Labs are more sophisticated than in the Biology curriculum and students are expected to design and carry out experiments using appropriate methods and resources independently.

The **AP Biology** curriculum differs significantly from a first year high school Biology course with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required by the students. The primary emphases of the course are: developing an understanding of concepts; a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and the application of biological knowledge and critical thinking to environmental and social concerns. The course is divided into four areas of study, known as The Big Ideas (see below). This course prepares the student to take the AP Biology Exam in May. Therefore, the pace, the amount of material covered, and the amount of outside work are challenging.

### **Honors Anatomy And Physiology**

Honors Anatomy and Physiology is the study of the structural and functional characteristics of living things. The course begins at the microscopic level with atoms and cells and then to tissues, organs, and finally organ systems in order to fully understand the human body. This course will include animal dissection as a means to learn body structure and functions. All human body systems will be covered.

### **Chemistry**

At Harrells Christian Academy, Chemistry is designed to meet the needs of our students. Two levels of chemistry are offered, Standard Chemistry and Honors Chemistry. The selection of level is usually based on the mathematical ability of the student. Requirements, testing, assignments, and grading scale vary depending on which level of chemistry is chosen.

The main theme of this chemistry course is that the properties of matter are a consequence of its structure. Based on this premise, chemistry is taught with an emphasis on structure as it relates to elements, compounds, and reactions. Nomenclature, chemical calculations, and the use of the Periodic Table as a tool are taught throughout the course.

Chemistry is a laboratory science. Emphasis is placed on lab work. This lab work includes investigations in which procedures are given and followed, as well as explorations in which the students design experiments and budgets to solve chemical-industry problems.

The Honors level course follows the same framework, but proceeds at a quicker pace. The Honors level challenges students through more in depth application of the skills required for the standard course of study. Overall expectations for this level are heightened in all areas.

### **A.P. ® Chemistry**

This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course enables them to undertake, as college freshmen, second year work in chemistry or to register for courses in other fields where general chemistry is a prerequisite. Since the laboratory experience will be equivalent to that of a typical college course, it may satisfy the student's college laboratory science requirement.

Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. This course is designed to be taken after the completion of a first year course in high school chemistry. This course prepares the student to take the A.P. ® Chemistry exam in May. Therefore, the pace, the amount of material covered, and the amount of outside work are challenging.

### **A.P. ® Environmental Science**

A.P. ® Environmental Science is offered as a year-long, A.P. ® level course. It is offered as a science to juniors and seniors. The goal of the A.P. ® Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, analyze environmental problems, evaluate risks, and examine solutions. This integrated science course encourages the students to look at the earth and the effects of human activity on the environment. Students are led to evaluate viewpoints and develop their own opinions by becoming informed consumers.

There are numerous laboratory and field experiences incorporated into the A.P. ® Environmental Science course. Field work may include water quality analysis, soil analysis, and beach ecology. Field trips and classroom labs round out a hands-on learning experience.

### **Physics and A.P. ® Physics**

**Physics**, the most fundamental of the natural sciences, is quantitative in nature and uses the language of mathematics to describe natural phenomena. Inquiry is applied to the study of matter and energy and their interaction. Honors Physics will prepare our students for introductory physics at the college level. A high level of mathematical proficiency with a minimum grade of C in Pre-Calculus is suggested. A grade of A or B in Honors Chemistry *and* a grade of A or B in Algebra II is required to take Honors Physics.

### **A.P. ® Physics 1**

A.P. Physics provides a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving ability using algebra and trigonometry, but rarely calculus. The course provides a foundation for students going into the life sciences, pre-medicine, and some applied sciences. The main goal of A.P. ® level Physics is to prepare for the A.P. ® test in May. There is more out-of-class work than in Honors Physics. It is advised that A.P. ® Physics students have a minimum grade of B in Pre-Calculus and take Calculus concurrently.

### **A.P. ® Psychology**

The science of Psychology is the study of the mind and human behavior. AP Psychology provides students with a foundation for understanding what psychology is, how it is studied scientifically, and how our minds and bodies mature physically, emotionally, and sometimes abnormally over the lifespan. The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. Emphasis is placed on promoting critical thinking in the classroom and everyday life.

### **Forensics**

Forensic science is the application of science to law. This course will restrict its study to those areas of chemistry, biology, physics, and geology that are useful for determining the evidential value of crime-scene and related evidence. By using laboratory experience and analysis, students will be able to make conclusions about “whodunit.”

This is a semester course. The entire course will be based on laboratory and field experiences. Lab work and reporting results will be emphasized. Because of the emphasis on lab, no textbook will be required.

### **Social Studies**

#### **Civics**

Students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. By examining the legal and political structure of our country, this course serves as a foundation for United States History.

#### **World History**

World History is a year-long required survey course that explores the key events and global historical developments since 1350 A.C.E. that have shaped the world we live in today. The scope of Modern World History provides the latitude to range widely across all aspects of human experience: economics, science, religion, philosophy, politics &

law, military conflict, literature & the arts. The course will illuminate connections between our lives and those of our ancestors around the world. Students will uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and test theories. Students will refine their ability to read for comprehension and critical analysis; summarize, categorize, compare, and evaluate information; write clearly and convincingly; express facts and opinions orally; and use technology appropriately to present information. The Honors level course follows the same framework, but proceeds at a quicker pace. The Honors level challenges students through more in depth application of the skills required for the standard course of study. Overall expectations for this level are heightened in all areas.

### **A.P. ® World History**

The AP® World History course focuses on developing students' understanding of world history from approximately 8000 B.C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods and develop and use the same thinking skills and methods employed by historians when they study the past. The course also provides five themes: Interaction between humans and the environment, Development and interaction of cultures, State building, expansion, and conflict, Creation, expansion, and interaction of economic systems, and Development and transformation of social structures. AP® World History is designed to be the equivalent of a two-semester introductory college or university world history course.

### **US History**

The chronological study of United States History in the eleventh grade is a comprehensive course designed as a continuation of the Civics and Economics curriculums. This course will analyze the political, social, and cultural issues, as well as their impact on American society from the early national period through current times.

### **A.P. ® US History**

The curriculum framework of the A.P. ® US HISTORY course begins by describing the historical thinking skills that are central to the study and practice of history. Thematic learning objectives are broken down into the following categories: Identity, Work, Exchange, and Technology, Peopling, Politics and Power, America in the World, Environment and Geography – Physical and Human, Ideas, Beliefs, and Culture. The course is divided into nine historical periods that run from the pre-colonial era to the present:

### **A.P. ® American Government And Politics**

Advanced Placement American Government and Politics is an intensive study of the structure of the United States Government and the processes that make this form of government effective in today's modern and ever changing world. The course covers the Constitution underpinnings of the United States Government, political beliefs, political behaviors, political parties, interest groups, mass media, the institutions of the national government, civil rights and civil liberties. All participants take the national Advanced Placement Exam at the end of the course.

### **Civil Rights Movement**

This course examines African Americans' continuing struggle for civil rights in America. Concentrating on the period extending from the desegregation battles of the 1950s and 60s to the battles over affirmative action of the present day, this course will look at the issues and events which define the movement, examine the role of both leaders and followers in pushing the movement forward, and explore the role of music and the arts as a tool to resist oppression. Students will assess the achievements gained in the movement to date, and ascertain the status of the Civil Rights Movement as we enter the new century. The course will also place the African American struggle for civil rights in its larger context by examining the 19<sup>th</sup> and early 20<sup>th</sup> century antecedents of the struggle.

### **Art Curriculum**

#### ***Grades 9 - 12***

#### **Ceramics** (*pre-requisite: Foundations of Art*)

This course will cover the basic techniques of hand-built pottery. Students will also discover different glazing techniques, as well as firing processes. The history of ceramics will be explored too.

### **Computer Art** (*pre-requisite: Foundations of Art*)

Students will explore the world of digital art through use of the Adobe Creative Suite programs Photoshop, Illustrator, and InDesign. Projects will expand both raster and vector programs and a brief introduction to web design will also be covered, along with an exploration of the differences between RGB and CMYK color spectrums.

### **Foundations Of Art**

#### **Ideas In Modern Art** (*pre-requisite: Foundations of Art*)

Art Foundations is a lively, inviting, comprehensive course written for beginning level artists. This course includes interactive activities and multicultural studio projects representing a wide variety of cultures, artistic styles and art media. This course is designed to enrich the lives of its participants through discovery and creative problem solving. It provides students with a broader perception of their environment and cultural perspectives. The course was designed around the following key concepts: • Meaningful, hands-on learning experiences that allow for personal growth and creative expression • Integration of aesthetics, art criticism, art history, and studio production • Sequentially planned experiences that build on concepts and provide learning opportunities that incorporate a variety of media, artistic styles and historical periods Throughout this course, students will keep a sketchbook and develop an art portfolio featuring selected works of art. In addition, students will self-examine completed works in an effort to foster a sense of accomplishment and commitment to high standards of art production.

#### **COURSE OBJECTIVES:**

Students will...

- be able to talk about works of art and learn basic skills and knowledge necessary to communicate in each art form.
- learn the elements and principles of art • work with various media • evaluate the work of master artists • develop an awareness of an appreciation for the presence of art both within the classroom and everyday experiences • will create studio projects and participate in studio activities that give students the opportunity to create works of art using various media and techniques • review works of art from various periods, styles, and cultural groups to develop a broad base that celebrates cultural diversity and an understanding of global views • explore, theorize and apply principles of aesthetics and art criticism to their own artwork and the artwork of their classmates • form an appreciation of and a satisfying experience in the arts

### **Painting** (*pre-requisite: Foundations of Art*)

Create artwork in pencil, charcoal, pen, oil & chalk pastel, acrylic paint, watercolor, and mixed media. Throughout this course, students utilize traditional drawing and painting techniques. Each project assigned facilitates in building an understanding of the properties of light, aerial perspective, scale, and proportion. The elements of art and principles of design are integrated into student projects. Teacher demonstrations and projected slide shows enable them to develop an appreciation for the visual arts as well as expose them to the various styles of painting from ancient to modern art eras. Art is a vehicle for knowing and understanding the world and their heritage. At this level, students may discover or develop a unique talent that could lead to further studies or career opportunities in visual art.

### **Photography I** (*pre-requisite: Foundations of Art*)

This course is an introduction to digital photography, the camera, and the process of capturing lights. Students will also explore the history of photography and darkroom techniques to better understand how their camera works. Basic editing techniques will be taught. Each student will be required to furnish their own digital single-lens reflex camera with all manual control options as well as at least a 4G disc for storage.

### **Photography II** (*pre-requisite: Photography I*)

This course reviews techniques learned in Photography I while exploring further processes allowed by both their camera and the editing programs. Both small and large format printing will be covered while also investigating new options for exhibition. Each student will be required to furnish their own digital single-lens reflex camera with all manual control options as well as at least a 4G disc for storage.

### **Theater Arts I**

Theatre Arts I is a process-driven course that guides students reflectively through an experience of the human condition from the perspective of others. This collaborative course works extensively with other members of the FCDS community. The project-based units focus on storytelling, improvisation, basic stage craft, and acting. Students will create a comedic improv show, participate in the Storytelling Festival, assist Theatre Arts II showcase

performances, and present scenes to audiences around the school. Students will develop and use skills in speech, movement, critical thinking, collaboration, creative thinking, stage craft, and reflection.

### **Video Arts** (*pre-requisite: Foundations of Art*)

Students will explore the world of digital art through the use of video camcorders as well as Mac operating systems, iMovie, and Adobe Premiere Pro and After Effects. Students will learn about the creative aspects, as well as production and editing through several projects during the semester.

## **Bible and Religion Curriculum**

### **Grades 9 - 12**

The purpose of the Bible curriculum at HCA is to teach Christian values, morals, and character traits. Chapel is held each week with speakers, preachers, Fellowship of Christian Athlete programs, and drama. Pledges to the American flag, the Christian flag, and to the Holy Bible may be recited, along with The Lord's Prayer.

Videos on Christian topics are used throughout all grade levels. Memory work of scripture is required and students participate in giving devotions.

## **Biblical Principles**

### **Ninth Grade**

Biblical principles for ninth grade students will consist of an exegetical study of the major covenants of the Old Testament. Students will develop a clear understanding of what a covenant is and how that covenant applies to Christian Theology. Students will also examine how only Jesus can fulfill each of the covenants which exist in the Old Testament. This course is discussion fueled and designed to cultivate a culture of exegetical thinking through considering the meta-narrative of scripture.

#### Course goals:

As students consider each verse of the text in its proper context, students will strive to answer three consistent questions each class period.

Question One- What does this passage reveal about God's character?

Question Two- How does knowing this aspect of God's character impact my view of self?

Question Three- How should I respond to this passage?

### **Tenth Grade**

Biblical principles for tenth grade students will be an exegetical study of the life of Jesus. Students will walk through the narratives of Jesus' life in sequential order. This course will also be supplemented by the text *Hole in our Holiness* by Kevin DeYoung. This course will unpack the message of the Gospel through group discussion, personal reflection, and classroom instruction.

#### Course goals:

As students consider each verse of the text in its proper context, students will strive to answer three consistent questions each class period.

Question One- What does this passage reveal about God's character?

Question Two- How does knowing this aspect of God's character impact my view of self?

Question Three- How should I respond to this passage?

## **Senior Seminar/Biblical Principles**

### **Twelfth Grade**

The Senior Seminar course is designed to apply the information found in the Gospel to the students' lives with consistency and zeal. Students will consider the message of the Gospel through a lens of accurate theology. Students will also consider the value of apologetics as well as the necessity the Church plays in the lives of believers.

This course will be discussion driven and will be supplemented by two textbooks in addition to the Bible. The *Explicit Gospel* by Matt Chandler and *Mere Christianity* by C.S. Lewis will be considered and evaluated through group discussion, personal reflection, and classroom instruction.



Course goals:

An overarching goal of the course is to equip students with an ability and desire to read the Bible independently. As students consider each verse of the text in its proper context, students will strive to answer three consistent questions each class period.

Question One- What does this passage reveal about God's character?

Question Two- How does knowing this aspect of God's character impact my view of self?

Question Three- How should I respond to this passage?

## **The Old Testament**

This course is a study on the covenants of the Old Testament and how Jesus ultimately fulfills each of these covenants.

Course goals:

- To see scripture as a cohesive narrative displaying the character of God
- To see that Jesus is the highlight of the entirety of scripture, including the Old Testament
- To consider how Jesus fulfills each covenant in the Old Testament

## **Biotechnology**

### **Agriculture Science – Grades 10, 11, And 12**

Agricultural History, Basic Principles and Operations of Hydraulics, Pneumatics, combustion engines, electronics, satellite guidance, and communication skills are among the many things that are covered in this curriculum. Leadership development and business management will also be included by incorporating Agricultural Education and FFA into the classroom curriculum.

Major Course Objectives:

1. The importance of leadership skills in Agricultural Science by utilizing the FFA.
2. Understanding the importance of record keeping in personal and professional arenas.
3. Understand how Agricultural science has evolved and become a part of our daily lives.

### **Horticulture – Grades 9, 10, 11, And 12**

Horticulture is the beginning of the horticulture curriculum offered by agriculture education in the state of North Carolina. We will be covering such topics as leadership, careers in horticulture, and Supervised Agriculture Experience. We will also be looking at plant physiology, soils, nutrients, fertilizers, exploring the role of nutrients and fertilizers, applying all of these procedures to plant a garden and pest management, as well as to explain integrated pest management and pesticides. Horticulture is a hands-on course. Students will be learning how to grow and manage plants, such as mums and poinsettias, as well as starting our spring plant growth.

### **Agriculture Business – Grades 9, 10, 11, And 12**

Agriculture Business is the beginning of the agriculture business curriculum for Harrells Christian Academy. We will be covering such topics as professionally communicating, public speaking basics, basics of agricultural communication, decision-making skills, management of agricultural business, marketing and pricing of agricultural products, basics of financial contracts, and financial literacy basics. We will be covering such topics as leadership, careers in agriculture business and Supervised Agriculture Experience. Agriculture Business is a hands-on course. Students will be learning how to manage the selling and marketing of products coming out of all portions of our facility.

## **French**

The French courses will provide an introduction to the French language and the diverse cultures of France and the francophone world. The students will learn and develop the basic functions of the French language. Emphasis is placed on the development of the four skills: listening, speaking, reading, and writing. Other activities will be included to emphasize the culture of the francophone world with songs and food.

### **French I**

French I is an introductory course to the French language and culture of the francophone world. Communication, culture, comparisons, and experiences between the French and English languages will be studied. Everyday vocabulary will be spoken and written. Grammar areas covered are subject/verb agreement, noun/adjective agreement, and number/gender agreement. Verb tenses covered are present and past tense. Culture will be studied in every chapter.

### **French II**

French II is a continuation of the skills mastered in French I. The students will continue to read, speak, and write in French. Students will also be exposed to a variety of literature from French and francophone authors.

### **French III**

French III is designed as a continuation for those students who have mastered French I and II. Students will strengthen their verbal and writing skills by reading, writing, and speaking using a variety of tenses to become linguistically proficient in the language.

The Honors level course follows the same framework, but proceeds at a quicker pace. The Honors level challenges students through more in depth application of the skills required for the standard course of study. Overall expectations for this level are heightened in all areas.

### **Information Skills**

GRADES 9-12

Students visit the media center for book checkout and research as needed, anytime during the day.

### **The Lynne Wells Williams Media Center**

The media center at Harrells Christian Academy serves students from kindergarten through the twelfth grades. Our media center contains over 17,000 volumes. It is located on the upper level of the Marshburn Hall Building. The media center supplements each grade-level program by providing materials to complement the curriculum, both through media-center checkout and by placing materials in the classroom. Media-skills instruction/story time begins in kindergarten and continues through the fifth grade on a weekly basis. There is reading guidance and literature appreciation, as well as introduction of new skills at each grade level. Grades six through twelve visit the media center for book checkout or research as needed, anytime during the day.

### **Computers & Technology Curriculum**

*Grades 9 - 12*

#### *Graphic Designs and Publications (Grades 10 – 12)*

The Graphic Designs and Publications class is responsible for designing, writing, editing, and distributing the *Green & Gold* and *The Crusader Corner*. The *Green & Gold* is published twice per year and pertains to Harrells Christian Academy and its students. It is distributed to parents, grandparents, alumni, and friends. *The Crusader Corner* is a monthly online newsletter designed for upper school students.

In addition to creating articles, taking pictures, and designing layouts, the students learn to set goals and meet deadlines. The class maintains a business-like atmosphere with each student having specific responsibilities.

*Yearbook Design and Publication (Grades 9-12)* Yearbook Design and Publication is responsible for the production of the *Shield's Image*, the school yearbook. This course teaches journalism through writing and photography.

Using the online Jostens website <http://www.yearbookavenue.com>, the yearbook staff learns to create stories, write captions, design layouts, use graphics, and take pictures. In addition to the creative side of yearbook, students learn to set goals and meet deadlines. They develop marketing skills needed for their future by selling and designing business and personal ads. Approval to join the yearbook staff must be given by the adviser, guidance counselor, and headmaster.

## **Electives**

### **Lower School Teacher Assistant**

Teacher Assistants are individuals who provide support to the lead instructor and to students in an appropriate manner that improves the overall quality of education in the classroom. Other related job titles include: teacher aides, assistant teachers, instructional aides, teacher paraprofessionals, para-educators, instructional assistants, and classroom assistants. They work primarily under the direction of school supervisors and/or teachers. Which allows teachers more time for lesson planning, teaching, and giving students any necessary individual attention in addition to allowing students to practice their leadership skills in a real-world environment.

### **A.P. ® Microeconomics And Macroeconomics**

A.P. Economics is a college level, full year course designed to provide students with a thorough understanding of the principles of economics. A.P. Economics will emphasize the study of national income, economic performance measures, economic growth and international economics. The aim of A.P. Economics is to provide the student with a learning experience equivalent to that obtained in a typical college introduction level economics course. Students will learn to think like economists – to question, to evaluate marginal costs and marginal benefits, to explore the many ways that one action will cause secondary actions.

The course will be split into 2 areas of focus in order to best prepare students for the AP Micro and Macro exams in May. The textbook provides students with a comprehensive breakdown of concepts and corresponding percentages of those concepts that they can expect to see on each individual AP exam.

### **Macroeconomics**

AP Macroeconomics is a course designed to provide students with a thorough understanding of the principles of economics in examining aggregate economic behavior. Students taking the course can expect to learn how the measures of economic performance, such as GDP, inflation and unemployment, are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. Students will also learn the basic analytical tools of macroeconomics, primarily the aggregate demand and aggregate supply model and its application in the analysis and determination of national income, as well as evaluating the effectiveness of fiscal policy and monetary policy in promoting economic growth and stability. Recognizing the global nature of economics, students will also have ample opportunities to examine the impact of international trade and international finance on national economies. Various economic schools of thought are introduced as solutions to economic problems are considered.

### **Microeconomics**

Advanced Placement Microeconomics is a course designed to provide students with a thorough understanding of the principles of economics as they apply to individual decision-making units, including individual households and firms. Students taking the course will spend time examining the theory of consumer behavior, the theory of the firm, and the behavior of profit-maximizing firms under various market structures. They will evaluate the efficiency of the outcomes with respect to price, output, consumer surplus, and producer surplus. Student will have an opportunity to examine the behaviors of households and businesses in factor markets, and learn how the determination of factor prices, wages, interest, and rent influence the distribution of income in a market economy. Students will also consider instances in which private markets may fail to allocate resources efficiently and examine various public policy alternatives aimed at improving the efficiency of private markets.

### **Music Curriculum**

#### ***Grades 9 – 12***

Upper school students can participate in private lessons on a variety of instruments.

### **Physical Education/Health Curriculum**

#### ***Grades 9-12***

#### **Physical Education**

The Physical Education curriculum for grades 9-12 concentrates on the cognitive and physical skills required to participate in and to enjoy various team sports. This involves the knowledge and application of rules and basic skills, the understanding of competitive play and positive sports conduct, all with an emphasis on participation. The

Health aspect of the curriculum addresses nutrition and diet, substance abuse, stress, interpersonal relationships, decision making, and other related topics.

## **Spanish**

The Spanish courses will provide an introduction to the language and to the diverse cultures of the twenty Spanish speaking countries. The students will learn and develop the basic functions of the language. Emphasis is placed on the development of the four skills: listening, speaking, reading, and writing. As appropriate, singing, cooking, dancing, and opportunities outside the classroom are integrated into the course.

### **Spanish I**

This fun, interactive course is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of High School Spanish 1. Students begin their introduction to Spanish by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

### **Spanish II**

Spanish 2 continues the learning process that began with Spanish 1 and adheres to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Instructional material introduces students to new grammar and vocabulary and allows them to build conversational and reading skills to cover many common situations in daily life. Unit topics include daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Unit activities blend different forms of communication and culture to ensure that standards are met. The successful completion of Spanish 1 is a prerequisite for this course.

### **Spanish III**

The major course goals are for students to continue to learn to speak, read, write, and sing in Spanish. Students will also learn facts of the culture of Spanish-speaking countries and how they differ from our own culture. Students will be exposed to the works of various, famous, Hispanic authors. History and geography of various Hispanic countries will be covered.

The Honors level course follows the same framework, but proceeds at a quicker pace. The Honors level challenges students through more in depth application of the skills required for the standard course of study. Overall expectations for this level are heightened in all areas.

### **Spanish IV**

The major course goals are for students to continue to learn to speak, read, write and sing in Spanish. Students will also learn facts of the culture of Spanish-speaking countries and how they differ from our own culture. Students will be exposed to the works of various, famous, Hispanic authors. History and geography of various Hispanic countries will be covered. The Honors level course follows the same framework, but proceeds at a quicker pace. The Honors level challenges students through more in depth application of the skills required for the standard course of study. Overall expectations for this level are heightened in all areas.

## **French I**

This fun, interactive course is filled with diverse, multimedia language activities. The instruction is equivalent to that found in the first semester of High School French I. Students begin their introduction to French by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a

strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

## **French II**

French 2 continues the learning process that began with French 1 and adheres to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Instructional material introduces students to new grammar and vocabulary and allows them to build conversational and reading skills to cover many common situations in daily life. Unit topics include daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Unit activities blend different forms of communication and culture to ensure that standards are met. The successful completion of French 1 is a prerequisite for this course.

## **Fuel Education/Visnet Online Courses**

### **Veterinary Science**

Veterinary Science is designed to provide students with an opportunity to study the science of veterinary medicine, including animal anatomy and physiology, animal health, nutrition, and cause/prevention of disease. Students will learn various veterinary laboratory skills, aseptic and surgical procedures, basic radiology, and scientific research and writing skills.

### **Honors Earth Science**

The Earth science course is designed to interpret and understand the world around you. In order to do so, students will investigate and study the interactions between the four major Earth's spheres, including the geosphere, atmosphere, hydrosphere and biosphere in order to explain Earth's formation, processes, history, landscapes, how and why Earth changes over time. The course will also explore how current actions of man interact and affect Earth's spheres leading to local and global changes. Topics to be addressed include, but are not limited to, the scientific method, mapping Earth's surface, minerals, rocks, plate tectonics, earthquakes, volcanoes, geologic time, and meteorology. Students will participate in laboratory exercises, small group activities, web based investigations, class discussions, projects, and research.

### **Nutrition and Wellness**

This semester long elective course provides students with an overview of good nutrition principles that are necessary for physical and mental wellness and a long, healthy life. Instructional materials include discussions of digestion, basic nutrients, weight management, sports and fitness, and life-span nutrition. The Nutrition and Wellness course emphasizes an understanding of today's food and eating trends and gives students the capacity to intelligently evaluate all available sources of nutrition information and make informed decisions. Unit topics include a course introduction, wellness and food choices in today's world, digestion and major nutrients, and body size and weight management.

## **Dual-Enrollment English Sampson Community College**

### **ENG 111 Writing and Inquiry**

Prerequisites: DRE 098 Corequisites: None Class Lab Clinical Credit 3 0 0 3

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

### **ENG 112 Writing/Research in the Disciplines**

Prerequisites: ENG 111 Corequisites: None Class Lab Clinical Credit 3 0 0 3

This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines.

**HARRELLS CHRISTIAN ACADEMY DUAL-ENROLLMENT COURSES THROUGH SAMPSON COUNTY COMMUNITY COLLEGE ADHERE TO THE FOLLOWING STANDARDS:**

**Cooperative Innovative High School Programs**

1. Cooperative Innovative High School Programs are located on college campuses, enroll 100 or fewer students per grade level, and provide opportunities for students to complete an associate degree program or earn up to two years of college credit within five years are defined as Cooperative Innovative High School Programs.

2. Eligibility requirements for Cooperative Innovative High School Programs are established jointly by local boards of education and local boards of trustees in accordance with G.S. 115C-238.50.

3. The State Board of Education and the State Board of Community Colleges may waive the requirement that a Cooperative Innovative High School Program is located on the community college campus.

**College Readiness\* Benchmarks on Approved Diagnostic Assessment Tests**

| Test        | PLAN** | PSAT** | Asset<br>(NCCCS Cut Score)              | COMPASS<br>(NCCCS Cut Score)  | Accuplacer<br>(NCCCS Cut Score)                                      |
|-------------|--------|--------|---|-------------------------------|--|
| English     | 15     | 45     | 41 Writing                              | 70 Writing                    | 86 Sentence Skills or DRE Composite score of 151 or higher           |
| Reading     | 18     | 47     | 41 Reading                              | 81 Reading                    | 80 Reading or DRE Composite score of 151 or higher                   |
| Mathematics | 19     | 47     | 41 Numerical Skills and 41 Int. Algebra | 47 Pre-Algebra and 66 Algebra | 55 Arithmetic or 7 or above on DMA sections 1-5 and 75 Elem. Algebra |