



**SALISBURY**  
CHRISTIAN SCHOOL

# High School Course Catalog

**2023-2024**

807 Parker Road  
Salisbury, MD 21804  
410-546-0661  
[www.salisburychristian.org](http://www.salisburychristian.org)



# Table of Contents

Foundational Principles	3
English Department	4
Mathematics Department	6
Science Department	8
Social Studies Department	10
Bible Department	12
Foreign Language Department	14
Physical, Health, & Family Education Department	14
Fine Arts Department	15
Technology Department	16
Graduation Requirements & Course Sequences	19
Internships & Alternative Credit Possibilities	21
Additional Information	24

*This course catalog represents potential course offerings; not all courses are guaranteed each academic year. Additionally, all course offerings are subject to a minimum student enrollment, typically of six (6) students. If a course is not offered on campus due to low enrollment, an online offering may be available, potentially at an additional cost.*

Note: The four-digit numbers under many course titles correspond to the Wicomico County Course Catalog for reference when students transfer to SCS from the public school system.

# Foundational Principles

## Foundational Scripture

“In all things... Christ preeminent.” Colossians 1:18

## Mission

Salisbury Christian School exists to honor Jesus Christ by offering a comprehensive educational program founded upon Biblical truth and academic excellence.

## Vision

Salisbury Christian School leads students to spiritual, intellectual, social, and physical maturity, in partnership with parents and the church, so that students become disciples of Jesus Christ, walking in wisdom, obeying His Word, and living their faith.

## Core Values

- Reverence
- Respect
- Relationships
- Responsibility

## Desired Student Outcomes

*Salisbury Christian School aspires that all students...*

### Spiritual Foundation

- Commit to a personal relationship with Jesus Christ.
- Affirm that the Bible defines absolute truth.
- Demonstrate the spiritual disciplines of worship, prayer, Bible study, service, and fellowship that lead to a resilient faith.
- Articulate the message of the Gospel and live a mission-minded life.

### Character Formation

- Exhibit growth in the fruits of the Spirit: love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness, and self-control.
- Demonstrate an attitude of compassionate boldness through servant leadership.
- Display respect for authority and resolve conflicts graciously.
- Develop responsible stewardship of resources, time, and spiritual, mental, emotional, and physical health.

### Scholastic Preparation

- Apply creativity and critical thinking to solve real-world problems both independently and collaboratively.
- Communicate effectively with precision and clarity through oral and written expression.
- Exemplify motivation through work ethic and the utilization of unique talents and abilities.
- Display the qualities of a productive, lifelong learner, being curious, observant, inquisitive, knowledge-seeking, and well-read.

## State Approval, Affiliations, and Accreditation

Salisbury Christian School is fully approved in Kindergarten through twelfth grade by the Maryland State Department of Education. Such approval is based on the quality of facilities, curriculum, and teacher preparation. The Early Learning Center of SCS meets the standards prescribed by the Maryland State Department of Education, Office of Child Care. SCS is a member of the Association of Christian Schools International (ACSI). SCS is dually accredited through the Middle States Association of Colleges and Schools (MSA) and ACSI.

# English

## **English 9**

2013                      Grade 9                      Full Year Course                      1 credit

This course challenges students to apply critical and creative thinking skills in order to read and understand literary works from a variety of genres, to enhance composition skills using creative and formal essay writing, to review and expand upon various grammar principles and skills, to expand vocabulary, and to learn through collaborative problem-solving, as well as through formal lecture and discussion. Students will read essays, short stories, novels, poetry, and plays, including their first Shakespearean play *Romeo and Juliet*. Students will continue to refine verbal skills through class discussions and presentations.

## **English 9 Honors**

2011                      Grade 9                      Full Year Course                      1 credit

This is an accelerated course in which students apply critical and creative thinking skills in order to read and understand literary works from a variety of genres, to build and enhance composition skills using creative and formal essay writing. Students will read essays, short stories, novels, poetry, and plays, including their first Shakespearean play *Romeo and Juliet*. Students will continue to refine verbal skills through class discussions and presentations.

*Prerequisites: successful completion of lead in English course with a grade of B or better; teacher recommendation; signed permission form*

## **English 10**

2023                      Grade 10                      Full Year Course                      1 credit

This course focuses on the reading and analysis of various genres of literary works. Students are challenged to strengthen and expand academic composition skills, to review grammar principles, to expand vocabulary, and to engage in critical and creative thinking. Students will learn and practice the necessary skills required for conducting effective research. Christian themes in literature are explored through non-fiction essays, short stories, drama, and poetry from a variety of cultures, historical periods, and authors.

## **English 10 Honors**

2021                      Grade 10                      Full Year Course                      1 credit

This course focuses on the reading and analysis of various genres of literary works. Students are challenged to strengthen and expand academic composition skills, to review grammar principles, to expand vocabulary, and to engage in critical and creative thinking. Christian themes in literature are explored through non-fiction essays, short stories, drama, and poetry from a variety of cultures, historical periods, and authors. The study of Shakespeare continues with a selected play. Assignments are designed to prepare students for college-level courses.

*Prerequisites: Overall GPA of at least 3.25 for Grade 9; successful completion of lead in English course with a grade of B or better; teacher recommendation; signed permission form*

## **English 11 American Literature**

2033                      Grade 11                      Full Year Course                      1 credit

This course focuses on American literature and examines writing styles that are central to America's existence as a nation. Beginning with Native American myth and poetry, this course traces the development of independent thinking that is the essence of America, from the Puritan influence through significant historical periods, which are part of the American journey. Students are encouraged to apply concepts viewed in their historical context to current issues through composition, projects, creative writing, class discussion, and student presentations.

### **English 11 Honors American Literature**

2033                      Grade 11                      Semester Course                      1/2 credit

This course focuses on the most influential works of American literature and examines writing styles that are central to America's existence as a nation. This course traces the development of American thought from the Puritan influence through significant historical periods, which are part of the American journey. Modern prose, poetry, and drama are included. Assignments are designed to prepare students for college-level courses.

*Prerequisites: Cumulative GPA of at least 3.25; successful completion of lead in English course with a grade of B or better; teacher recommendation; signed permission form*

### **ENG 101 - Fundamentals of English I (Dual Enrollment)**

1096                      Grade 11                      Semester Course                      1/2 SCS credit/3 College

This is a college course designed to help students develop their college-level writing skills with an emphasis on the writing process. This course includes an introduction to research skills. Students write summary assignments and a series of essays in various modes, culminating in an argumentative research paper. Students must earn a grade of "C" or better in this course in order to enroll in ENG 151. Lecture Hours: 39.

*Prerequisites: Cumulative GPA of at least 3.25; successful completion of lead in English course with a grade of C or better; teacher recommendation; signed permission form*

### **ENG 151 - Fundamentals of English II (Dual Enrollment)**

1115                      Grade 12                      Semester Course                      1/2 SCS credit/3 College

This course continues to help students develop their college-level writing skills. Students are introduced to the study of literature (prose, poetry, fiction and drama). Students integrate outside sources with their own ideas in written arguments. They also refine their research and documentation skills. Lecture Hours: 39.

*Prerequisite(s): ENG 101 with a grade of "C" or better*

### **English 12 World Literature**

2043                      Grade 12                      Full Year Course                      1 credit

This course challenges students to respond critically to World literature through the analysis of the representative writing of distinct geographical regions from around the world. This includes novels, plays, poetry, short stories, and nonfiction works by accomplished writers from Africa, Asia, Europe, and Latin America. Students will also become acquainted with a number of critical approaches to literature. This course also incorporates film as literature; in addition to reading written works by regional authors, students will also evaluate a film produced by the people of each of the four geographic regions. In accordance with the Modern Language Association, student writing will emphasize the practice and refinement of analytical composition skills.

### **English 12 Honors World Literature**

2044                      Grade 12                      Semester Course                      1/2 credit

This course challenges students to respond critically to World literature through the analysis of the representative writing of distinct geographical regions from around the world. This includes novels, plays, poetry, short stories, and nonfiction works by accomplished writers from Africa, Asia, Europe, and Latin America. Students will also become acquainted with a number of critical approaches to literature. This course also incorporates film as literature; in addition to reading written works by regional authors, students will also evaluate a film produced by the people of each of the four geographic regions. This class is condensed into one semester so it aims more for depth than breadth. In accordance with the Modern Language Association, student writing will emphasize the practice and refinement of analytical composition skills.

*Prerequisites: Cumulative GPA of at least 3.25; successful completion of lead in English course with a grade of C or better; teacher recommendation; signed permission form*

### **Speech Communications (Elective)**

2066                      Grades 9-12                      Semester Course                      1/2 credit

Students will learn how to deliver a variety of speeches and debates, describe how speech training helps in various speaking situations, evaluate speeches and give appropriate constructive criticism, explain the methods of connecting information within the body of a speech, demonstrate the use of persuasive appeals in speaking, and effectively argue a point. There will be an emphasis on what makes effective communication, including key elements such as tone and body language.

### **Creative Writing (Elective)**

1095                      Grade 9-12                      Semester Course                      1/2 credit

The purpose of this one semester elective course is to give students the opportunity to think and write creatively in a variety of contexts, using their God given abilities, while growing as readers and writers. Students will have a chance to find and express their voices through descriptive stories, poetry, personal narrative, reviews, editing, script and multimedia writing.

## **Mathematics**

### **Algebra I**

3024                      Grade 9                      Full Year Course                      1 credit

This course extends and formalizes mathematics that students learned throughout middle school. Topics include the computation of real numbers (including fractions, decimals, and signed numbers); simplifying and evaluating algebraic expressions; solving linear and quadratic equations in one variable; sets of numbers; properties of real numbers; laws of exponents; computing and factoring polynomials; various word problems (with and without charts); solving linear equations in two variables; linear, quadratic, and exponential functions; systems of linear equations; inequalities in one and two variables; and simplifying and computing with radicals.

*Prerequisites: Successful completion of Pre-Algebra with a C or better recommended*

### **Geometry**

3033                      Grades 10-11                      Full Year Course                      1 credit

This course provides the student with a thorough study of Euclidean geometry learning formal proofs and the axiomatic structure of mathematics. Students are introduced to the use of definitions, postulates and theorems in deductive reasoning. Topics such as properties of lines, planes, angles, parallel lines, congruent and similar polygons, right triangles and quadrilaterals, circles, solids, area and volume and constructions are included. The course concludes with a study of topics from analytic geometry.

*Prerequisites: Successful completion of Algebra I with a C or better recommended*

### **Geometry Honors**

3032                      Grade 9                      Full Year Course                      1 credit

This course presents a systematic development of the logical structure of Euclidean, analytic and transformational geometry. Deductive reasoning is extensively utilized, with emphasis on formal proofs of geometric theorems. Introductory trigonometry is included to prepare students for more advanced courses such as calculus. Applications of areas, volumes and basic trigonometry to real-world situations are explored.

*Prerequisites: Cumulative GPA of at least 3.25; successful completion of lead in math course with a grade of B or better recommended; teacher recommendation; signed permission form*

## **Algebra II**

3023                      Grades 10-11                      Full Year Course                      1 credit

This course offers topics such as structure and properties of the real number system, imaginary and complex numbers, radicals, polynomials, rational expressions, factoring, the remainder and factor theorems, solving equations and inequalities, solving word problems, graphing linear equations, relations and functions, quadratic equations, systems of equations and inequalities, and exponentials and logarithmic functions. Any concepts not reached within this course will be addressed in future math courses, such as PreCalculus.

*Prerequisites: Successful completion of Algebra I and Geometry with a C or better Recommended*

## **Algebra II Honors**

3022                      Grade 10                      Full Year Course                      1 credit

This course extends the concepts of equations, functions and graphing that have already been introduced in algebra I. It expands function concepts to include exponential, logarithmic and trigonometric functions. The course also covers topics that will be needed in advanced courses such as calculus, statistics and physics. This includes topics such as systems of equations, the complex number system, and rational functions.

*Prerequisites: Cumulative GPA of at least 3.25; successful completion of lead in math course with a grade of B or better recommended; teacher recommendation; signed permission form*

## **Pre-Calculus / Trigonometry**

3045                      Grades 10-12                      Full Year Course                      1 credit

This course offers topics that are an extension of algebra and trigonometry. Students will apply their skills to concepts such as transformations of functions, polynomial functions, rational functions, exponential and logarithmic functions, trigonometric functions, basic trigonometric identities, and mathematical induction.

*Prerequisites: Cumulative GPA of at least 3.25; successful completion of Algebra II and Geometry with a C or better recommended*

## **Pre-Calculus / Trigonometry Honors**

3045                      Grades 10-12                      Full Year Course                      1 credit

This course offers topics that are an extension of algebra and trigonometry. Students will apply their skills to concepts such as transformations of functions, polynomial functions, rational functions, exponential and logarithmic functions, trigonometric functions, trigonometric identities, applications, inverse functions, and mathematical induction. Time permitting, other possible topics to be addressed are sequences, series, matrices, conics, and limits of sequences and functions.

*Prerequisites: Cumulative GPA of at least 3.25; successful completion of lead in math course with a grade of B or better recommended; teacher recommendation; signed permission form*

## **Trigonometry / Algebra III**

1103                      Grades 11-12                      Full Year Course                      1 credit

In preparation for college math, life-applications, and business related mathematics students will work with linear and quadratic functions, polynomial functions, inequalities, exponents and logarithms. The course will also include the study of some basic trigonometry concepts, and additional business mathematics curriculum.

## **Statistics Honors**

3025                      Grades 11-12                      Semester Course                      1/2 credit

This course is a comprehensive introduction to elementary statistics. Topics include data organization and presentation, measures of central tendency and variability, random variables, probability laws and counting techniques. Also included are common statistical distributions, such as the binomial distribution, normal distribution, student's t-distribution, F-distribution and Chi-Square distribution. Confidence intervals and tests of statistical hypotheses involving means and proportions are also

covered. Graphing technology is utilized throughout the course. A real-life emphasis asks students to utilize data drawn from the sciences, business, medicine, archeology and consumer economics.

*Prerequisites: Cumulative GPA of at least 3.25; successful completion of lead in math course with a grade of B or better recommended; teacher recommendation; signed permission form*

### **MTH 152 Elementary Statistics (Dual Enrollment)**

MTH 152                      Grades 11-12                      Semester Course                      1/2 SCS credit/3 college

This course introduces elementary statistics through a critical examination of its subjects and applications. Topics from descriptive statistics include data organization, expectation and measures of variation. Also covered are random variables, probability laws, counting techniques, binomial and normal distributions, applications of the central limit theorem, confidence intervals and tests of statistical hypotheses involving the mean, median and proportions. Topics from parametric and nonparametric statistics are introduced.

*Prerequisites: Cumulative GPA of at least 3.25; successful completion of lead in math course with a grade of C or better; teacher recommendation; signed permission form*

### **Advanced Placement Calculus A/B**

3043                      Grade 11-12                      Full Year Course                      1 credit

This course is structured as a two-semester course divided into two major categories: differential calculus and integral calculus. It emphasizes the study of the derivative and integral and their applications. The course also includes a study of the following topics: rate of change of a function, derivatives of algebraic and transcendental functions, methods of integration, areas and volumes. (All AP Courses may be taken as Honors Level credit instead of AP Credit if a student opts out of taking the AP exam at the end of the year).

*Prerequisites: Cumulative GPA of at least 3.25; successful completion of lead in math course with a grade of B or better recommended; teacher recommendation; signed permission form*

## **Science**

### **Biology**

3523                      Grade 9                      Full Year Course                      1 credit

This course is designed to be a college preparatory overview of the life sciences that is both biblically-informed and scientifically accurate. It is designed to survey living systems from the molecular level up to the ecosystem level. Topics include an introduction to molecular biology, cell biology, genetics, taxonomy, evolution/intelligent design, human anatomy and physiology, zoology, botany and ecology. Laboratory activities are an integral part of the curriculum.

### **Biology Honors**

3522                      Grade 9                      Full Year Course                      1 credit

This course is designed to be an intensive college preparatory overview of the life sciences that is both biblically-informed and scientifically accurate. It is designed to be a laboratory-based survey of living systems from the molecular level up to the ecosystem level. Topics include an introduction to molecular biology, cell biology, genetics, taxonomy, evolution/intelligent design, human anatomy and physiology, zoology, botany and ecology.

*Prerequisites: successful completion of lead in Science course with a grade of B or better; teacher recommendation; signed permission form*

### **Chemistry Honors**

3532                      Grade 10                      Full Year Course                      1 credit

This course is designed to be an intensive college preparatory overview of chemistry that is both biblically-informed and scientifically accurate. It is designed to be a laboratory-based survey of matter,

its structure, composition and reactions. Topics include an introduction to matter, atomic theory, the periodic table, formation of compounds, types of compounds, chemical reactions and equations, electron configurations, periodicity, chemical bonding, kinetic theory, gas laws, stoichiometry, solutions chemistry and acid-base reactions.

*Prerequisites: Cumulative GPA of at least 3.25; successful completion of lead in science course with a grade of B or better recommended; teacher recommendation; signed permission form*

### **Physical Science**

1106                      Grade 11                      Full Year Course                      1 credit

Physical science is based on the topics of the structure and properties of matter, chemical reactions, forces and interactions between particles, energy and waves of electromagnetic radiation and electricity. Many processes will be used to demonstrate understanding of the topics, including developing and using models, planning and conducting investigations, analyzing and interpreting data and constructing explanations.

### **Earth & Space Science**

1105                      Grade 10-12                      Full Year Course                      1 credit

Earth and Space Science is based on the topics of Earth's Systems, space systems, the history of the Earth, weather & climate and human sustainability. The course will focus on analyzing and interpreting relevant Earth and space science data and using engineering and technology concepts to design solutions to challenges facing human society.

### **Physics Honors**

3547                      Grade 11-12                      Full Year Course                      1 credit

This course is designed to be a college preparatory introduction to physics that is both biblically informed and scientifically accurate, reflecting God's design in the universe. Topics include kinematics, dynamics, work-energy, momentum, optics, electromagnetism and sound. Laboratory activities are an integral part of the curriculum. Emphasis on mathematical problem-solving.

*Prerequisites: Cumulative GPA of at least 3.25; successful completion of lead in science course with a grade of B or better recommended; completion of Algebra II highly recommended; teacher recommendation; signed permission form*

### **Marine Science (Elective)**

3553                      Grades 11-12                      Semester Course                      1/2 credit

This course is designed to be a one-semester college preparatory overview of the marine sciences that is both biblically-informed and scientifically accurate. It is designed to survey living and non-living systems in a marine environment from the molecular level up to the ecosystem level. Topics include an introduction to marine science, a survey of marine organisms, the chemistry of water, an introduction to oceanography and management of ocean resources. Laboratory activities are an integral part of the curriculum.

*Prerequisites: successful completion of Biology*

### **Anatomy and Physiology (Elective)**

3553                      Grades 11-12                      Semester Course                      1/2 credit

This course provides a college preparatory overview of the structure and function of the various systems of the human body. This includes cellular biology and histology. Emphasis is placed on how the structure of body organs and tissues compliment their functions. The relationship between body systems is explored as is their contribution to the functioning of the body as a complete unit. Students will study integumentary, skeletal, muscular, nervous, endocrine, digestive, urinary, cardiovascular, respiratory, lymphatic/immune, and reproductive systems. Laboratory sessions include dissection and selected experiments in physiology.

*Prerequisites: successful completion of Biology and Chemistry*

### **BIO 101 - Fundamentals of Biology (Dual Enrollment)**

BIO 101      Grades 11-12      Semester Course      1/2 SCS credit/4 College

This introductory course is designed to acquaint non-science students with the basic concepts of living organisms, including cell structure and function, metabolism, human and plant systems, genetics, evolution, adaptation and ecology.

*Prerequisites: Cumulative GPA of at least 3.25; successful completion of Algebra I and Biology with a B or better recommended; teacher recommendation; signed permission form*

### **CHM 105 - General Chemistry 1 (Dual Enrollment)**

CHM 105      Grades 11-12      Semester Course      1/2 SCS credit/4 College

This course examines the fundamental laws of chemistry and atomic structure, with an emphasis on chemical calculations and quantitative relationships.

*Prerequisites: Cumulative GPA of at least 3.25; successful completion of Algebra I and Chemistry with a B or better recommended; teacher recommendation; signed permission form*

## **Social Studies**

### **United States History**

2522      Grade 9      Full Year Course      1 credit

This year-long course is a study of the history of the United States from the period of Reconstruction at the end of the American Civil War continuing through many periods of change leading up to World War II. Topics covered will include Reconstruction, expansion across the United States westward, the rise of big business, farm & labor concerns, imperialism, the progressive movement, World War I, normalcy and Depression, the New Deal, and World War II. This class will analyze the social, political, economic, and cultural history of the United States. Over the course of the year, we will examine secondary historical accounts and primary source documents in order to better understand the major transformations that led to the development of modern America.

### **American Government**

2566      Grade 10      Full Year Course      1 credit

This class will explore the origins of the American democratic system while looking at how the constitution embodies the values and purposes set up by the founding fathers. The structure and function of the government will be analyzed on a national, state, and local level while showing how each level is interrelated. This will launch the class into discussing how constitutional values relate to other nations and world affairs. Throughout the course we will focus on how the people play an active role in government and the importance each citizen contributes to society.

### **American Government Honors**

899      Grade 10      Full Year Course      1 credit

This year-long course provides students with a practical understanding of the principles and procedures of government. The course begins by establishing the origins and founding principles of American government. After a rigorous review of the Constitution and its amendments, students investigate the development and extension of civil rights and liberties. Lessons also introduce influential Supreme Court decisions to demonstrate the impact and importance of constitutional rights. The course culminates in an examination of public policy and the roles of citizens and organizations in promoting policy approaches.

*Prerequisites: Cumulative GPA of at least 3.25; successful completion of lead in social studies course with a grade of B or better recommended; teacher recommendation; signed permission form*

## **World History**

2517                      Grade 11                      Full Year Course                      1 credit

This course is a broad study of world history from 1400 to the present and will also emphasize major turning points in the shaping of the modern world. We will look at the history of the world through major themes such as power and authority, religious and ethical systems, causes and outcomes of revolution. We will focus on how these themes in history impact our world today, and how the events of the past affect the present and the future. In order to know and understand where the human race is heading it is important to know where we have been.

## **HIS 101 - World Civilizations I (Dual Enrollment)**

HIS 101                      Grades 11-12                      Semester Course                      1/2 SCS credit/3 college

This course covers major world civilizations from prehistoric times through the Middle Ages, focusing on the political, social, economic, and intellectual issues of the various societies and cultures. Student class grades and semester exams are exchanged with Wor-Wic Community College for 3 college credits.

*Prerequisites: Cumulative GPA of at least 3.25; successful completion of lead in social studies course with a B or better recommended; teacher recommendation; signed permission form*

## **HIS 151 - World Civilizations II (Dual Enrollment)**

HIS 151                      Grades 11-12                      Semester Course                      1/2 SCS credit/3 college

This course covers major world civilizations from the Renaissance to the present, focusing on the political, social, economic and intellectual issues on every continent. Student class grades and semester exams are exchanged with Wor-Wic Community College for 3 college credits.

*Prerequisite(s): HIS 151 with a grade of "C" or better*

## **Financial Literacy**

1110                      Grades 10-12                      Semester Course                      1/2 credit

This curriculum provides life-changing education. Students will not only learn about personal finance but also how to put that knowledge into action now and in the future. The course begins with a foundational understanding of personal finance, what it is and why it is crucial. Students will learn the history of accepted money behaviors and how they have changed over time. Then students will learn essential money principles, goal-setting strategies, and their role in a solid financial plan. Students will identify their money personalities to understand their strengths and weaknesses in money better. Students will be challenged to think differently about money - that debt is not good, and looking successful is not the same as being successful. This course covers budgeting basics, saving money, credit and debt, consumer awareness, career readiness, college planning, financial services, the role of insurance, income and taxes, housing and real estate, investing and retirement, and global economics.

## **PSH 101 - Introduction to Psychology (Dual Enrollment)**

PSY 101                      Grades 11-12                      Semester Course                      1/2 SCS credit/3 college

The aim of this course is to provide students with a basic overview of psychology as a behavioral science and to help students develop a more comprehensive and accurate understanding of human behavior. Topics include psychology and development, cognitive processes, learning, intelligence, motivation and emotion, perception, personality, behavior and psychotherapy. and Semester exams are exchanged with Wor-Wic Community College for 3 college credits.

*Prerequisites: Cumulative GPA of at least 3.25; signed permission form*

## **ELED 201 - Introduction to Teaching (Dual Enrollment)**

ELED 201                      Grades 11-12                      Semester Course                      1/2 SCS credit/1 college

Provides a comprehensive orientation to the teaching profession. The theoretical content and field-based experience will help you gain an informed overview of the dimensions of public education in the United States. We will examine and critique historical, philosophical, and intellectual foundations of the American educational system that include school organization and governance,

ethical and legal matters, social roles, curriculum, major trends, and current educational issues. Together, we will develop a broad understanding of teaching certification and licensure and reflect on our own personal interests in a teaching career.

*Prerequisites: Cumulative GPA of at least 3.25; signed permission form*

### **Geography (Elective)**

HIS 2545                      Grades 11-12                      Semester Course                      1/2 credit

This course will survey the cultures, physical geography, human movement, climate and the global impact. This elective will be offered as an additional course for students to grow their knowledge of the ever-shrinking world in which we live. Students will be required to build their knowledge and skills in understanding human culture, settlement, and interaction; reading and drawing maps; global connections and issues; physical locations and climates; and ties to historical and political issues.

### **Economics (Elective)**

2543                              Grades 11-12                      Semester Course                      1/2 credit

The general objective of this high school economics course is for students to master fundamental economic concepts, appreciate how the principal concepts of economics relate to each other, and understand the structure of economic systems. Students will explore components of the American economy such as supply and demand, inflation, unemployment, GDP, trade, and business functions. This course also examines topics which are essential to functioning as a citizen in the economy, including investments, taxes, savings, insurance, and consumer skills.

### **Modern America: US History 1945-Present (Elective)**

Grade 10-12                      Semester Course                      1/2 credit

This course looks at a fairly short period of time in U.S. history, between the end of World War II and the present. This time has seen enormous change--in American society, economics, politics, race relations, gender roles, and other areas. Old questions continued to face Americans during the last half of the twentieth century. For example--How democratic a society is America? What role should the government play in American life? A major theme in all of U.S. history since 1945 is how the nation would use its unprecedented wealth and power. In this period, America's wealth and power posed problems and opportunities. How did the U.S. become involved in the Cold War, Vietnam War, and--more recently--wars in Afghanistan and Iraq.

### **Introduction to Business (Elective)**

6501                              Grades 11-12                      Semester Course                      1/2 credit

The general objective of this course is to introduce students to the idea of entrepreneurship and the major steps to creating a small business. Topics explored will be business plan development, ownership, finance, strategies, best business practice and marketing.

## **Bible**

### **Bible 9**

646                              Grade 9                              Full Year Course                      1 credit

During the first semester, this course will challenge students to objectively investigate the roles of faith, trust, and reason in determining the beliefs that we use as the foundational elements to our worldview. Students will understand and apply the disciplines of epistemology and metaphysics in determining how to interact with opposing beliefs, assumptions and perceptions with gentleness and respect. Students will examine the concept of truth and determine what makes something objectively worthy of trust. During the second semester, this class will focus on inviting students to build a solid foundation of belief in the person of Christ and His teachings. Students will examine the Christ-centered theistic worldview in comparison to other major worldviews and gain an understanding of what it means to apply God's invitation to love Him with all of their heart, soul, and mind. Students will be challenged to apply the definitions of faith and truth in their examination of the

Bible's claim to be God's collected book of inerrant revelation. Ultimately, the course will provide an opportunity to gain an understanding of the whole of Scripture in view of the mission of God.

### **Bible 10**

647                      Grade 10                      Full Year Course                      1 credit

During the first semester, students will examine and apply the concept of Christ's role as our prophet, priest, and king. Students will gain an understanding of Jesus as the fulfillment of prophecy and will not only understand His place in history, but also His relevance to our lives today. The purpose of this course is to equip students with basic guidelines, principles, and tools to effectively evaluate the claims of Christ. During the second semester, students will understand that Christ's example in discipleship is the model for both the process of spiritual growth and the product of spiritual maturity. The stages of spiritual growth identified and utilized by Christ will be used as the outline for the course. Students will learn to apply the principles of spiritual growth taught by Christ and identify His model both personally and in the context of community.

### **Bible 11**

648                      Grade 11                      Full Year Course                      1 credit

This course equips students to examine the major doctrines pertaining to the nature and existence of God, evil, and the nature of man. Students will interact with Doctrine in the context of community to exercise critical thinking and gain an appreciation for the significance of reasoned theology in the context of applying their personal worldview. Students will strengthen the skill of defending their theological positions in a contemporary culture of competing worldviews.

### **Bible 12**

649                      Grade 12                      Full Year Course                      1 credit

This course equips students to identify the tension between the eternal plan of God and the reality of operating in a disintegrated culture. Students will examine the purpose of God for the earth and their role in applying their unique calling in this generation. Students will examine key New Testament interactions in the early church to identify early conflicts and victories, as well as the response of the early church to cultural challenges it faced. Students will compare and contrast common approaches to the relationship between Christ and Culture and formulate their own theological perspective and personal plan for application beyond the walls of the classroom in constructing a Senior Thesis.

### **Leadership I & II (Electives)**

1016                      Grades 11-12                      Semester Course                      1/2 credit

This course explores essential elements of effective biblical leadership. Students will acquire the skills needed to succeed and effectively influence others, discussing topics such as goal setting, project proposal, communication, organization, and service. Case studies of biblical leaders will also be reviewed. Students will be expected to apply their learning through involvement in leading school and community activities beyond the school day.

### **Faith and Film (Elective)**

1116                      Grade 9-12                      Semester Course                      1/2 credit

This course uses the medium of film as an avenue for reflection upon the meaning and truth of the Christian faith as well as its communication and embodiment in contemporary culture. The course will use a broad cross-section of film to open up creative windows for understanding and communicating the Christian faith, and it will also assist the student in thinking critically about film from a variety of theoretical and theological perspectives.

## Foreign Language

### **Spanish I**

4031                      Grades 9-11                      Full Year Course                      1 credit

This course focuses on the three modes of communication at the center of the American Council on the Teaching of Foreign Languages (ACTFL): interpersonal, interpretive, and presentational. Students will interact and negotiate meaning in spoken and written conversations; will understand, interpret, and analyze what is heard, read, or viewed on a variety of topics; and will learn to present information, concepts, and ideas to inform, explain or persuade using appropriate media. Upon completion of this course students will have the ability to carry on simple conversations in the present and past tenses, will have developed a substantial vocabulary, and will have an understanding of and appreciation for Hispanic cultures around the world.

### **Spanish II**

4032                      Grades 10-12                      Full Year Course                      1 credit

This course will continue to focus on the three modes of communication at the center of the ACTFL standards. Upon completion of this course students will be able to have more in-depth conversations and discussions in the present and past tenses. Students will understand how to use the imperfect, subjunctive, and conditional tenses, will add to their vocabulary, and will continue to expand their knowledge of Hispanic cultures.

### **Spanish III**

4033                      Grades 10-12                      Full Year Course                      1 credit

This course continues to focus on the three modes of communication at the center of the ACTFL standards but challenges the language learner to read informative and literary texts, to work on creative and open-ended projects, and to expand their vocabulary base. Students continue to be exposed to the wonders of the Hispanic world.

### **Spanish IV**

4034                      Grades 11-12                      Full Year Course                      1 credit

This course continues the focus on the three modes of communication at the center of the ACTFL standards. Students have acquired basic communication skills, and are now able to begin mastery of the Spanish language by augmenting their vocabulary and learning even more about different Spanish-speaking cultures. They engage in interpersonal and presentational communication activities that require them to use Spanish in real-life situations. *Note: This course is typically offered via an online platform or as an independent study.*

## Physical, Health, & Family Education

### **General Physical Education**

6013                      Grades 9-12                      Semester Course                      1/2 credit

This physical education course is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies of individual and team sport activities, as well as fitness concepts and conditioning techniques used for achieving and maintaining optimal physical fitness. Students will benefit from comprehensive individual activities, team activities, and cardiorespiratory activities. Students will: learn to have fun and enjoy exercising their physical bodies; learn basic anatomy and physiology as it relates to physical education; learn physical fitness concepts; learn rules, regulations, skills, and concepts as they relate to individual and team sports; develop positive behaviors for a lifetime of movement, wellness, and fitness.

## **Health**

6062                      Grades 9-10                      Semester Course                      1/2 credit

This course is designed to provide students with the knowledge to improve current and future health behavior and to emphasize that we are to honor God with our bodies (1 Corinthians 6:19-20). This course covers topics such as spiritual and mental health, diseases, nutrition and fitness, consumer health, family life, sexuality, drugs, alcohol, tobacco, first aid, safety, and CPR.

## **Personal Fitness/Recreational Sports I & II (Electives)**

6012                      Grades 9-12                      Semester Course                      1/2 credit

This course will be a combination of Personal Fitness and Recreational Sports. The Personal Fitness curricula of this course is designed to help students accomplish three primary objectives: to become physically active while pursuing goals to become physically fit; to become a decision maker who can plan his or her own fitness program; to acquire knowledge about the benefits of physical activity and about the principles of fitness. Topics during the course will include: training principles, nutrition and weight control, health-related components, skill-related components, goal setting, exercise safety, and fitness program planning.

## **Personal Development (Elective)**

993                      Grades 10-12                      Semester Course                      1/2 credit

This course empowers students to become responsible and contributing family members and citizens in the 21st century. Throughout the course students will: focus on healthy life choices and decision making; learn and apply the art of communication and relationship building; practice and apply management skills; learn about clothing and develop basic sewing skills; incorporate nutrition and healthy practices in their lives; apply basic cooking skills in the kitchen.

# **Fine Arts**

## **Art Studio I/II**

4511                      Grades 9-12                      Semester Course                      1/2 credit

Each semester of Studio Art will be designed to help students develop intermediate skills in a variety of art media including drawing, painting, printmaking and sculpture. This course will focus heavily on experimentation and the processes involved in each art medium. Students will be encouraged to express original solutions to art assignments based on their increasing mastery of the Elements of Art, Principles of Design, and art techniques. Art history, aesthetics and Biblical connections will be woven throughout the curriculum. Students will demonstrate increased confidence in problem solving and creative expression and will be encouraged to reflect on their progress as artists.

## **Drawing**

630                      Grades 9-12                      Semester Course                      1/2 credit

Drawing is a fine arts course of study in which the student will work as an artist to develop the beginning and intermediate skills of drawing. This class will equip students with an understanding of the use of the elements of art and the principles of design in drawing. Students will create projects using graphite, conte crayon, charcoal, watercolor, marker, and paper. The student will work to communicate ideas through the making of artistic works, which reflect personal themes as well as which influence the world around them and impact the social and cultural environments in which they live. Through drawing, they will make connections between the artist and himself, the artist and God, the artist and the family, the artist and the community, and the artist and the world.

## **Painting**

1001                      Grades 9-12                      Semester Course                      1/2 credit

Painting is a fine arts course of study in which the student will work as an artist to develop the beginning and intermediate skills of painting. This class will equip students with an understanding of the use of the elements of art and the principles of design in painting. Students will create projects using acrylic and watercolor paint with various brush techniques on paper, canvas and wood. The student will work to communicate ideas through the making of artistic works, which reflect personal themes as well as which influence the world around them and impact the social and cultural environments in which they live.

## **Band**

5522                      Grades 9-12                      Full Year Course                      1 credit

High School Band is a continuation of instrumental music, building on those skills that were acquired in middle school. Those skills include good tone quality, knowledge of music theory, and sight reading. The goal is to develop the student into a good musician and help the student appreciate all kinds of music. Band is a performance-based class, and attendance at all performances is mandatory. *Prerequisite: Band director approval*

## **Chorus**

5511                      Grades 9-12                      Full Year Course                      1 credit

High School Chorus is an ensemble designed to train healthy vocal technique and increase musicianship. Students will develop music reading, sight-singing, and performance skills while engaging in leadership and team building opportunities. Repertoire will be chosen from a variety of different styles and genres, such as a cappella, Christian, secular, jazz, patriotic, classical, Broadway, rock, and more. Previous singing experience is preferred but not required. Additionally, individuals may elect to participate in adjudicated contests and honor choirs. High School Chorus is a performance-based class, and attendance at all performances is mandatory.

# **Technology**

## **Digital Imaging and Editing**

880                      Grades 9-12                      Semester Course                      1/2 credit

This course is designed to familiarize students with the basics of Adobe Photoshop editing software and Adobe Lightroom to catalog and edit digital images. The technical skill sets necessary to improve, transform, and manage digital photographs for print, email, and Web distribution are emphasized, enabling students to unleash their creativity. Students will learn editing fundamentals, which include acquiring images from a variety of sources, making color corrections, applying filters and effects, and sharing images via email and the Web. Students will maintain a student Blog and learn how to use a blog effectively in curating their work and proper use of this powerful social digital platform.

## **Graphic Design**

1002                      Grades 9-12                      Semester Course                      1/2 credit

This course introduces students to the fundamental skills and knowledge needed to create graphic designs using industry standard hardware and software (Adobe Illustrator and Adobe Photoshop) for a variety of purposes and outputs. The appropriate use of technology and industry-standard equipment is an integral part of this course. In-depth and practical projects will offer students an understanding of how the publishing and advertising industry uses graphic design in practical and effective ways.

### **Introduction to Programming**

1111                      Grades 9-12                      Full Year Course                      1 credit

This class is designed to provide an introduction to the concepts of computer programming, using several programming languages (Scratch, developed by MIT), EV3 (developed at Carnegie Mellon University and in conjunction with Lego Mindstorms), as well as Python (a written computer language). The course is designed to allow creativity and individualized approaches to projects. Students are then introduced to basic robotics using the EV3 software and Mindstorms robotics kits. Students will then write computer programs in Python, an interpreted, interactive, object-oriented programming language.

### **Yearbook (Elective)**

2054                      Grades 10-12                      Full Year Course                      1 credit

This course focuses on the logistics of producing a school yearbook. Emphasis will be placed on proper photographic techniques as well as standard journalistic coverage of the school year. In addition, computer and digital camera skills will be taught. Regular written and photographic assignments will be due each week. After-school time and possible weekends may be required. This course may be repeated more than once. This is an elective credit.

*Prerequisites: Yearbook adviser approval; successful completion of Digital Imaging and Editing*

### **Broadcast Journalism (Elective)**

1109                      Grades 9-12                      Full Year Course                      1 credit

This course is designed for the study and practice of the basic elements of broadcast journalism and video production. The course will emphasize news-gathering, writing, video recording, editing, and the study of mass media. Students will learn the basic elements of news value and vocabulary specific to broadcast writing. They will also identify various news sources and use interview skills to create stories using video and editing software. This course also explores the world of digital video and television production. Students work in collaborative teams to produce projects using cameras, while learning the basics of studio and field production, lighting and sound.

### **Advanced Robotics**

Grades 10-12                      Full Year Course                      1 credit

Advanced robotics is designed for high school students in grades 10-12 who have previously completed Introduction To Robotics in middle school. Using the VEX robotics system, students will learn about design, construction, and programming robots to accomplish specific tasks and solve complicated problems. Students will collaborate with their classmates to design, build, and program various types of robots that use a wide variety of sensors. Students will learn about programming concepts and apply those concepts to the operation of their robot designs. The course will focus on complex problem solving, advanced design, and writing code using Python as the course's primary programming language. The course will end in a competition where teams will compete against each other in a culminating challenge. The course will provide students with a greater foundation in programming, logic, and robotics that will prepare them for further pursuits within the field of computer science or robotics.

### **AP Computer Science A**

Grades 11-12                      Full Year Course                      1 credit

This class is designed to teach introductory Java programming comparable to a first year, 3-credit college programming class. The class begins with an overview of object-oriented programming and the general concepts related to logic and creative and critical thinking. Using the standard Java library classes from the AP Java subset defined in the Appendices A and B of the AP Computer Science Course Description, the student is taught to write original code as well as reuse the presented code. The AP Case Graphical Labs, new in 2014-15, introduces students to a simulated “real-world” use of problem solving using the Java programming language. The course will involve reading, problem-solving, and writing code. Labs as defined in the Course Outline are required to successfully complete the course. *Prerequisites: Cumulative GPA of 3.25 or higher; successful completion of all*

*Algebra classes and concurrent enrollment in PreCalculus/Trigonometry or higher; teacher recommendation; signed permission form*

# High School Suggested Course Sequence: Standard

Required Subjects	Ninth	Tenth	Eleventh	Twelfth
<b>English</b> <i>4 credits</i>	English 9	English 10	American Literature	World Literature
<b>Math</b> <i>4 credits*</i>	Algebra I	Geometry	Algebra II	Algebra III
<b>Science</b> <i>3 credits</i>	Biology	Physical Science	Earth Science	Elective
<b>Social Studies</b> <i>3 credits</i>	U.S. History	Government	World History	Elective
<b>Bible</b> <i>4 credits**</i>	Bible 9	Bible 10	Bible 11	Bible 12
<b>Foreign Language</b> <i>2 credits</i>	Spanish I, Spanish II (Other Language options may be pursued online)			
<b>Physical Ed – ½ credit</b> <b>Health – ½ credit</b> <b>Finance. Lit – ½ credit</b> <b>Fine Arts – 1 credit</b> <b>Technology – 1 credit</b>	Physical Education Health Financial Literacy Art, Band, Chorus Digital Imaging & Editing, Graphic Design, Intro. to Programming, Broadcast Journalism			
<b>Electives</b> <i>(All offerings are subject to change)</i>	Anatomy & Physiology, Creative Writing, Economics, Geography, Executive Internship, Faith & Film, Introduction to Business, Introduction to Psychology, Introduction to Teaching, Leadership, Marine Science, Personal Fitness / Recreational Sports, Personal Development, Speech Communications, Yearbook			

## NOTES:

- A credit is the value assigned to a full year course. One half credit (½) is the value assigned to a semester course.
- SCS requires math in all four years of high school, per the Maryland College & Career Readiness Act.
- The Bible sequence will be adjusted for students entering SCS after Grade 9.
- The Financial Literacy requirement begins with the Class of 2026 and beyond.
- 5 credits to become a Sophomore, 11 credits to become a Junior, and 18 credits to become a Senior.

## SCS Graduation Requirements

In order to graduate from SCS students must:

1. Have the necessary number of courses and 26 total credits (26.5 total credits for the Class of 2026 and beyond)
2. Fulfill the Community Service Requirement of eighty hours of documented volunteer or missions work
3. Complete their Senior Thesis
4. Have a GPA of at least 2.0
5. Adhere to all Attendance Policies outlined in the Parent / Student Handbook
6. Fulfill all financial obligations to the school

# High School Suggested Course Sequence: Advanced

Required Subjects	Ninth	Tenth	Eleventh	Twelfth
<b>English</b> <i>4 credits</i>	English 9 ( <i>H</i> )	English 10 ( <i>H</i> )	Amer. Lit ( <i>H</i> ) & Eng. 101 ( <i>D.E.</i> )	Eng. 151 ( <i>D.E.</i> ) & World Lit ( <i>H</i> )
<b>Math</b> <i>4 credits</i>	Geometry Algebra II	Algebra II Trig/Pre-Calc	Trig/Pre-Calc <i>AP</i> Calculus	Statistics( <i>H</i> ) Trig/Pre-Calc <i>AP</i> Calculus
<b>Science</b> <i>3 credits</i>	Biology ( <i>H</i> )	Chemistry ( <i>H</i> )	Physics ( <i>H</i> )	Biology 101 <i>and</i> Chemistry 105 ( <i>D.E.</i> )
<b>Social Studies</b> <i>3 credits</i>	U.S. History	Government	World Civ. ( <i>D.E.</i> )	Intro to Psych. ( <i>DE</i> )
<b>Bible</b> <i>4 credits</i>	Bible 9	Bible 10	Bible 11	Bible 12
<b>Foreign Language</b> <i>2 credits</i>	Spanish I, Spanish II, Spanish III, Spanish IV (Other Language options may be pursued online)			
<b>Physical Ed – ½ credit</b> <b>Health – ½ credit</b> <b>Finance. Lit – ½ credit</b> <b>Fine Arts – 1 credit</b> <b>Technology – 1 credit</b>	Physical Education Health Financial Literacy Art, Band, Chorus Digital Imaging & Editing, Graphic Design, Intro. to Programming, Broadcast Journalism			
<b>Electives</b> (All offerings are subject to change)	Anatomy & Physiology, Creative Writing, Economics, Geography, Executive Internship, Faith & Film, Introduction to Business, Introduction to Psychology, Introduction to Teaching, Leadership, Marine Science, Personal Fitness / Recreational Sports, Personal Development, Speech Communications, Yearbook			

## NOTES:

- A credit is the value assigned to a full year course. One half credit (½) is the value assigned to a semester course.
- (*H*) designates an Honors course. (*D.E.*) designates a Dual Enrollment Course through Wor-Wic Community College. *AP* designates an Advanced Placement® Course
- SCS requires math in all four years of high school, per the Maryland College & Career Readiness Act.
- The Financial Literacy requirement begins with the Class of 2026 and beyond.
- The Bible sequence will be adjusted for students entering SCS after Grade 9.
- 5 credits to become a Sophomore, 11 credits to become a Junior, and 18 credits to become a Senior.

## **SCS Graduation Requirements**

In order to graduate from SCS students must:

1. Have the necessary number of courses and 26 total credits (26.5 total credits for the Class of 2026 and beyond)
2. Fulfill the Community Service Requirement of eighty hours of documented volunteer or missions work
3. Complete their Senior Thesis
4. Have a GPA of at least 2.0
5. Adhere to all Attendance Policies outlined in the Parent / Student Handbook
6. Fulfill all financial obligations to the school

# Internships & Alternative Credit Possibilities

## Executive Internship Program

The Executive Internship Program is an optional academic program whereby students gain up to two semesters' worth of career-related work experience to complement and enhance their high school education. It offers an opportunity for students to apply their high school knowledge and skills to a real-life work experience in an area of personal interest. This experience will help determine future career paths and provide direction for choosing college major options. In addition, students will gain valuable insight into the challenges of a career in a chosen area. Students will receive one half-credit per semester and internships are graded on a Pass/Fail basis. *Prerequisites: 18 credits; 3.0 GPA; site approval by SCS administration; recommended completion or concurrent enrollment of ELED 201 Introduction to Teaching for those completing an internship on the SCS campus*

### Student Intern Responsibilities:

- Complete a minimum of 2 hours per week at site placement.
- Be professional, prompt, and consistent in reporting to your placement, notifying your supervisor in advance if you are unable to attend for any reason.
- Complete required written assignments at the end of each grading period, described below:
  - *End of first marking term at placement:* Write and submit a two-page reflection exercise outlining your on-site activities, feelings about the experience, learning goals for the second half of your placement, as well as thoughts about the pursuit of this career as an option for your future.
  - *End of semester at placement:* Write and submit an MLA or APA formatted paper of no fewer than 3-5 pages which includes three sections; (1) an overview of the field of study in which you completed the internship, (2) a description of what pathway needs to be followed to pursue this career, (3) a personal reflection of your internship experience. At least two, reputable outside sources must be utilized and appropriately cited within the paper.
- Communicate any placement concerns with the SCS Guidance Counselor.

### Site Placement/Sponsors Responsibilities:

- Commitment of one semester (approximately 16 weeks) of twice weekly student visitations for 1-2 hours each visit.
- Plan the intern's time to observe and/or involve them in as many practical, meaningful, and developmentally appropriate ways as possible.
- Communicate any placement concerns with the SCS Guidance Counselor.

## Independent Study for High School Credit

Independent study courses are offered only to full-time students who are highly motivated, self-disciplined, and can work well independently. Independent Study Courses may be initiated by SCS or by the student and must receive parent and Administrator approval prior to the beginning of the proposed program.

### SCS-Initiated

Occasionally a student's schedule does not provide a space for a required course. When this occurs, an Independent Study Program may possibly be arranged for ninth through twelfth grade students. The student accepts the responsibility of working through a pre-planned and approved body of work, with the goal of receiving high school credit. A monitoring teacher will be assigned for periodic checkpoints, acceptance and grading of completed work, support and encouragement, and determination of a final evaluation and grade.

### Student-Initiated

Steps to establish an Independent Study Program:

1. The student contacts the Principal for permission to submit a proposal.
2. The student prepares, with help from the monitoring teacher, a proposal consisting of the following:
  1. A clearly written statement describing the course area, topic, or problem the student intends to study

2. A detailed outline of the course work to be done
3. The name of the textbook and other teaching materials to be used (include related reading, interviews, field trips, computer research, conferences, etc.)
4. The student prepares a statement of what is to be learned from this study
5. The student sets up a conference with the Principal, Guidance Counselor, monitoring teacher, and parent to discuss the student's proposal and establish a timeline and other guidelines. The student will establish how the course will be monitored, evaluated, and graded, as well as establish the minimum amount of time to be spent on the program and a way to log "time spent." Note: The monitoring teacher will not be responsible for the student's follow-through of this proposal.

### **Extended Campus Policy**

The following are requirements for early departure from SCS for a college course or a career opportunity:

1. The student and parents are responsible for submitting the Off-Campus Course Permission Form to the Guidance Counselor and Principal by June 1 of the preceding year (see Parent Resources on SCS Website).
2. A parent conference may be required to assess the merits of the proposal.
3. The student must be in good academic standing, including:
  1. An overall GPA of 3.0 or higher
  2. No failing grades
  3. A grade of "A" in the subject area proposed
  4. A minimum of four scheduled courses at SCS, including Bible and English

SCS will not adjust its academic schedule to meet any college or career schedules. Students should consider all academic possibilities offered by SCS before the school will consider off-campus course proposals. The student must be making satisfactory progress on his/her community service requirements. There will be no tuition discounts for students not taking a full course load at SCS due to off-campus courses. Grades for off-campus courses will not count toward SCS transcript GPA credits. However, completion of college courses will be noted on the high school transcript. Students must notify the Guidance Counselor of any changes to their off-campus course schedule.

### **Dual Enrollment**

Dual Enrollment courses provide students with the opportunity to earn both high school and college credits at the same time, maximizing time, effort, and expense. These college courses meet on the SCS campus, often with SCS teachers, during the normal daily schedule. College credits are automatically awarded as long as a final grade of "C" or better is earned in the class. Parents are responsible for paying Dual Enrollment fees; however, this added financial investment during high school ultimately leads to future financial savings:

- Unlike a traditional college class, SCS provides all textbooks and other required learning supplies (lab materials, art supplies, etc.).
- Dual Enrollment costs are offered to SCS students at an often significantly reduced rate than the college's regular tuition rate.
- Earning college credits prior to high school graduation may help students complete their college course work at an accelerated rate, leading to future financial savings.

SCS has Dual Enrollment agreements with two institutions of higher education. Both are accredited and credits earned transfer to most other colleges and universities.

### **Wor-Wic Community College**

Dual Enrollment courses are offered in partnership with Wor-Wic Community College. Parents will be responsible for paying Dual Enrollment fees, per credit, determined by Wor-Wic based on the student's place of residence at a reduced rate of 75% of Wor-Wic's regular tuition rate. Parent payment is made directly to the college. A Dual Enrollment Agreement Form must be completed and signed by students and parents prior to being enrolled in a Dual Enrollment course (see Parent Resources on SCS Website).

Visit <https://www.worwic.edu/Apply-Register/Dual-Enrollment> for additional information about this exciting dual enrollment option!

Wor-Wic Dual Enrollment Criteria:

1. Be a junior or senior and at least 16 years of age by the beginning of the college semester
2. Possess an unweighted GPA of 2.75 or above on a high school transcript
3. Complete an application to Wor-Wic Community College and Dual Enrollment Certification Form

### ***Salisbury University***

Parents will be responsible for paying Dual Enrollment fees in the amount of \$150 per credit for Maryland residents or \$300 per credit for non-Maryland residents. Parent payment is made directly to Salisbury University. Students must meet the requirements outlined below and will become a non-degree-seeking student at the University. A Dual Enrollment Agreement Form must be completed and signed by students and parents prior to being enrolled in a Dual Enrollment course (see Parent Resources on SCS Website).

#### Salisbury University Dual Enrollment Criteria:

1. Be a junior or senior and at least 16 years of age by the beginning of the college semester
2. Possess an unweighted GPA of 2.75 or above on a high school transcript
3. Receive written confirmation of the guidance counselor's approval for enrollment
4. Complete of the "Salisbury University High School Students Application for Concurrent Enrollment/Non-Degree Registration Form" and the "Maryland Residency Form" (see Parent Resources on SCS Website).

# Additional Information

## Honors Courses

Honors courses are offered to students who desire academic challenges and display a proven work ethic and prior academic success. Honors courses will involve work over and above the regular class work. Completion of an Honors course will add a half-point to the student's grade point average (e.g. a final grade of "A" will be averaged as a 4.5). The additional quality points are not given if a student earns a "D" or an "F" in the course. An Honors Course Permission Form must be completed and signed by students and parents prior to being enrolled in an Honors course (see Parent Resources on SCS Website).

### *Honors Eligibility Criteria:*

1. Cumulative GPA of 3.25 or higher
2. "B" or better in prior lead-in courses (e.g. Student must earn an "A" or "B" in English 8 if planning to take Honors English in 9<sup>th</sup> grade)
3. Completion of all prerequisites noted in the High School Course Catalog (see Parent Resources on SCS Website)
4. Teacher recommendation

### *Honors Course Instructional Guidelines:*

Honors level courses should extend, accelerate, and enrich beyond a standard level course, with both curriculum and instruction indicating measurable depth in rigor, complexity, challenge, and creativity. Teachers are free to design the curriculum and instructional practices that best achieve the expected level of rigor for the content area. Since classes receiving the designation Honors are weighted when calculating GPA, Honors courses will utilize *one* of the options below as a test grade each marking term.

- Students will select a course topic corresponding to the teacher's instruction to examine the topic more deeply in an MLA or APA formatted thesis-based essay of no fewer than 3-5 pages.
- Students will select a course topic corresponding to the teacher's instruction to examine the topic more deeply in a memorized informative peer instructional speech of no less than 3-5 minutes.
- Students will research real-life applications of a particular course topic and present their findings through either an in-class presentation of no less than 3-5 minutes *or* an MLA or APA formatted paper of no fewer than 3-5 pages.
- Students will select a course topic corresponding to the teacher's instruction and create a comprehensive instructional resource to be shared with his/her peers to aid in instruction and/or independent study. Resources may include an anchor chart (definitions, images, and examples included), a study guide with answer key, an informative explainer video, a podcast, etc.
- Students will complete an independent study on a book of their choice with prior approval from the teacher, culminating in a 3-5 minute book talk presentation or video, a 3-5 page essay exploring literary elements (character development, theme, symbolism, etc.) found in the book, *or* a culminating art project that represents literary elements found in the book.

*Note:* Honors courses for Seniors may only include one project for the second semester in acknowledgement of the senior thesis, early final exams, and mission trip.

## Advanced Placement (AP) Courses

AP courses are approved by the College Board, are college-level courses offered in high school and taught by SCS faculty. The AP exam, offered in May and scored by the College Board, must be taken in order for students to receive AP credit on their transcript. If students choose not to take the AP exam, they will be awarded Honors credit only on their transcript. Students may choose prior to the start of the course to take it for Honors credit only. Students must still meet all eligibility criteria. Scores of 3, 4, and 5 on the AP exam are accepted by *most* colleges for credit. Students pay for the AP exam. Completion of an AP course will add one point to the student's grade point average (e.g. a final grade of "A" will be averaged as a 5.0). The additional quality points are not given if a student earns a "D" or an "F" in the course. An AP Course Permission Form must be completed and signed by students and parents prior to being enrolled in an AP course (see Parent Resources on SCS Website).

#### AP Eligibility Criteria:

1. Cumulative GPA of 3.25 or higher
2. “B” or better in prior lead-in courses
3. Completion of all prerequisites noted in the High School Course Catalog (see Parent Resources on SCS Website)
4. Teacher recommendation

#### Community Service Requirements

In keeping with the philosophy and mission of SCS, thirty (30) hours of unpaid service are *highly encouraged* in middle school. This practice establishes a strong habit of Christian service and prepares students for the high school community service graduation requirement. Eighty (80) hours of unpaid service, beginning after the completion of eighth grade, are required. Students are *highly encouraged* to complete approximately twenty (20) hours per year while in high school. All hours above the required number will also be noted on the transcript. Credit will not be given for community service done at school between the beginning and end of any school day.

Proposals for community service projects should be submitted to the Principal or Counselor for approval. The person(s) being served or the project coordinator must document all hours; parent documentation is not permissible. Examples of acceptable projects include: a church, family, school, or community service project; volunteer service at a hospital or nursing home; helping the needy through a youth group project; overseas or local missionary programs. Documentation of all hours is required within three months of completion of the service on the appropriate Community Service Verification Form (see Parent Resources on SCS Website). Hours completed for other organizations (such as Honor Societies) do not contribute toward the graduation requirement.

#### Senior Thesis Requirement

This graduation requirement will be administered through the English and Bible Departments. This capstone project requires students to articulate a personal faith journey, reflecting upon and communicating formative milestone experiences and future plans. The essay and interview components of this requirement serve as documentation that SCS graduates can communicate effectively.

#### Study Hall

Students may have a study hall built into their schedule for a variety of reasons (structured study hall, scheduling necessity, student request, etc.). Only one study hall per year is permitted within a student’s schedule. Students are expected to remain in the assigned study hall location each day for the full duration of the period and to work productively, without distraction to others. *Seniors only* with a study hall that is scheduled for the first or last period of the day may be granted permission to be off-campus during that period *only*. The student and parents are responsible for submitting the Off-Campus Permission Form to the Guidance Counselor.

#### NCAA Eligibility Requirements

Student-athletes who desire to play collegiate sports should visit <http://www.eligibilitycenter.org> for requirements and other pertinent information.