A sincere thank you from me for exploring the extraordinary possibilities of Southside Christian High School for your student! I personally do not take your interest for granted. The secondary years are extremely important as students are preparing for their post-secondary education plans. High school students are discovering who God has created them to be, solidifying their worldview, and beginning to understand God’s calling in their lives. Our objective is to help your children develop the critical skills and abilities God gives them in a challenging, supportive, engaging, fun, Christ-centered, and biblically-directed learning environment.

The focus of high school is on the education of the whole child, including academic, physical, social, emotional, and spiritual development. Our goal is to help each child identify and develop his or her gifts and abilities in preparing for the future in their post-secondary education. We are committed to preparing each child for the wonderful plans God has for their lives, whether they choose a two-year program, four-year college or university, gap year, the military, or an immediate launch into their vocational career. Learning must continue for a lifetime, as we seek to honor God through our vocational service to Him.

Because we believe that transformative education happens only in the context of relationship, a key component in facilitating the development of our students is the cultivation of a family atmosphere within our school community. To accomplish a sense of family at the high school level, relationships are built in the classroom and through sports, chapels, class retreats, spiritual emphasis activities, and small groups. There are so many opportunities in high school for students to become actively engaged in leadership, so we invite you to consider these possibilities for your student: academics at various levels to challenge all learners (including many AP and dual-enrollment college classes) and academic support services through Student Success Services, clubs, athletics, and JTerm options to name a few. The possibilities are limitless!

You are making an extremely important decision for your student and family. If you need additional information at any time during your decision-making process, please do not hesitate to contact me. I am more than happy to sit down with you myself or to arrange other meetings with key personnel at your convenience. I hope I have the opportunity to serve you and your family in the future!

For God’s Kingdom,

Bob Stouffer, Ph.D.
High School Principal
Mission Statement
The mission of Southside Christian School (SCS) is to serve as partners with Christian parents in providing an excellent education consistent with biblical truth.

Vision Statement
The vision of Southside Christian School is partnering with Christian parents to serve our community as a leader in Christian education, resulting in transformed lives equipped to reflect and extend the kingdom of God. Southside Christian School is committed to partner with Christian parents to serve our community by providing an affordable and accessible Christ-centered education. By attracting and retaining a credentialed core of spiritually vibrant master educators, SCS will continue to be a recognized leader in Christian education, offering model academics, athletic, and fine arts programs for our students. We desire to steward the resources God has entrusted to our care through fiscal prudence and by cultivating a culture of philanthropic support for the school. SCS is passionate to nurture growth in our students, participate in their spiritual transformation, and equip them to reflect and extend God’s kingdom. Remaining true to our 50 year spiritual heritage, we are committed to cultivating a biblical worldview within our students, enabling them to live effective and productive lives in service to our Lord Jesus Christ.

Family-School Covenant
According to the Bible, parents are responsible for the training of their children (Deut. 6:1-7; Prov. 22:6; Eph. 6:1-4). Southside Christian School serves as a partner with parents in providing an excellent education consistent with biblical truth. Harmony between home and school provides the best environment for godly training to take place.

Spiritual Life
In a Christian school, spiritual formation is a deliberate and intentional plan. At SCS, it permeates every learning experience and is the heart of all we do.

Our Chapel program is a foundational component of student life at SCS. High school students attend a weekly chapel service designed to engage them in heartfelt worship and give them a foundation in scriptural principles that will serve them their entire lives. Small groups, led by a faculty mentor, provide an opportunity for students to deepen their relationships with each other and with God while learning to apply biblical truths.

SCS holds a Spiritual Life Conference for one day each in the fall and spring. Guest speakers and praise teams from area churches and Christian colleges bring a fresh voice to the ministry of challenging students spiritually. Following the worship and messages, students gather in their small groups to explore scriptural principles in a deeper way and to develop relational bonds that enable them to support one another in their walk with Christ.
**Expected Student Outcomes**

**Spiritual Development/Formation**

Our goal is for Southside Christian students to have a personal belief in Christ as their Savior and to seek to live a life of faith and obedience in relationship with Him as evidenced by:

- possessing and being able to articulate a thorough knowledge of scripture that results in an integrated Biblical worldview (Col. 1:9-10)
- displaying a consuming love for God and love for all people regardless of gender, race, ability, age, culture, or economic status (Mark 12:29-30)
- developing spiritual habits that produce an intimate relationship with the Lord and with the local body of Christ (John 15:4; Heb. 10:24-25)
- demonstrating the fruit of the Spirit (Gal. 5:22-23)
- living as responsible stewards of their minds, bodies, gifts, resources, time, and talents (Luke 16; 1 Peter 4:10).

**Academic Excellence**

Southside Christian students will be prepared for college and vocational excellence as evidenced by:

- developing lifelong learning habits that produce competency (Prov. 10:14; Phil. 1:6; 2 Tim. 2:15)
- developing their intellect to the fullest ability in order to think analytically and employ problem-solving skills (Prov. 18:13,15,17; Rom. 12:2; Eph. 5:8-16; Phil. 4:6; James 1:5)
- recognizing, developing, and utilizing God-given abilities to the fullest extent (Ex. 31:2-5; Dan. 1:17)
- maturing as Christian leaders to serve in their respective disciplines (2 Tim. 3:16-17; Titus 2:1).

**Cultural Engagement**

Southside Christian students will impact the community and culture with truth as evidenced by:

- living and sharing the gospel by making disciples (Matt. 28:19,20)
- understanding, engaging, challenging and/or supporting the current social, economic, and cultural ideologies in a spirit of love and grace (1 Sam. 16:7; 2 Chron. 7:14; Hos. 14:9; Rom. 12:2; Eph. 4:15)
- contributing positively to the community through civic responsibility (Neh. 4:6; Prov. 6:6; Prov. 28:7; Ecc. 9:10; Jer. 29:7)
- fostering a spirit of community service and a missionary mindset while serving others with a heart of compassion (Matt. 28:19; Eph. 5:21; Phil. 2:3-11; James 4:10)
- appreciating and influencing the arts, literature, media, and the sciences through the lens of scripture (Ex. 35:30-35; Psa. 150:1-5; Eph. 2:10; Phil. 4:8; Col. 3:16).

**Exemplary Accreditation**

Southside Christian School (SCS) is accredited by the Association of Christian Schools International (ACSI), and Cognia. SCS was awarded Exemplary accreditation by ACSI in 2019. SCS is also an approved Student and Exchange Visitor Information System (SEVIS) school, registered with the U.S. Immigration and Customs Enforcement.

**Academic Program**

SCS conducts college preparatory instruction on a yearly basis. Classes are 45 minutes long and meet five days a week with eight classes per day. Classes start at 8:05 a.m. and end at 3:20 p.m. One year equals one credit (1.0), unless noted. A minimum of 29 credits are required for graduation. Placement in Honors and AP classes is based on grades and teacher recommendation. All students taking an AP course are required to take the respective AP exam in the spring.

**Grading System**

Grade Point Average (GPA) is computed according to the 10-Point South Carolina Uniform Grading Scale (SCUGS). Advanced Placement and Dual-Enrollment courses earn an additional quality point. Honors courses earn an additional .5 quality point. All courses, excluding ACT/SAT Prep, Aide, Academic Support, Math Team, Student Government, JTerm, and Study Hall are used in computing GPA and class rank.

**Grades**

Report cards are issued approximately every 9 weeks (once per quarter). Two quarters comprise one semester, and two semesters comprise the school year. Exams are given at the end of each semester for academic core and elective courses, such as English, Math, Science, Social Studies, and World Language. Semester grades are calculated as 40% for each quarter and 20% for the semester exam. Bible classes may have a final project and Fine Arts classes have a final performance grade. Final grades are weighted with each semester as 50% of the total.

**Honor Roll**

High school students are eligible for the SCS Semester Honor Roll, if they meet the following criteria:

For Honor Roll with Distinction:
1. Final semester GPA of all classes is at least 4.0
2. No individual class semester GPA of less than 4.0

For Honor Roll:
1. Final semester GPA of all classes is at least 3.5
2. No individual class semester GPA of less than 3.5

**Class Rank**

SCS utilizes the South Carolina Uniform Grading Policy (SCUGP) in calculating and determining class rank. While SCS has a policy on the academic ranking of students, SCS does not believe that ranking provides a valid measure of performance and therefore, we do not publish rank as part of the college admissions process. However, an official ranked annual transcript is available to students at the end of each academic year.
**Graduation Requirement Credits**

4 English
English 1, English 2, and two other English courses

4 Math
Algebra 1 and 2, Geometry and another math

3 Science
Biology, Chemistry or Physics, and one other lab science

4 Social Studies
Cultural/Human Geography, World History, US History, Government & Economics

2 World Language
Must be consecutive years

4 Bible

1 Computer Science

1 Fine Arts

1 Physical Education/Health

4 Electives

**JTerm Each Year Enrolled (.25 per year at SCS)**

1 All students must take a full year of Math and English each year they attend high school. English 1 is required for all ninth grade students.

2 Algebra 1 H taken in seventh or eighth grade counts as a fifth math credit for graduation. Geometry H taken in eighth grade counts as a sixth math credit for graduation.

3 Some colleges/universities may require 3 credits of a world language.

Seniors who wish to receive an SCS diploma must be full-time students during their senior year. Students must take five (5) or more courses at SCS to be considered full-time and will pay full tuition. No SCS student may take classes outside of SCS for credit without having prior written authorization from the High School Principal.

**JTerm**

Sabre JTerm is a one-week, intensive, experiential learning program in which current SCS students will be challenged to take their classroom learning to the next level. A variety of experiences are available, and students are encouraged to choose one that fits their overall goals and aspirations for the future. The purpose of this curriculum is life transformation and the extension of God’s kingdom. Students are required to be involved in Sabre JTerm during each year of full-time enrollment at Southside Christian School. Students receive .25 credits for each year of participation.

**Graduation with Honors**

**Purpose**

- To encourage and motivate students to enroll in a challenging sequence of courses during their high school years
- To better equip students for the challenging programs which they may encounter during their college years
- To set forth a worthy goal for students to work toward, so that many of the school’s excellent students will be motivated to achieve

**Requirements**

SCS bestows three levels of graduation honors to graduating seniors: Cum Laude, Magna Cum Laude, and Summa Cum Laude.

- Candidates for Cum Laude (with honors) will have a minimum of a 3.8 GPA cumulative for 8 semesters, including SCS high school courses taken in middle school.
- Candidates for Magna Cum Laude (with high honors) will have a minimum of a 4.2 GPA cumulative for 8 semesters, including SCS high school courses taken in middle school.
- Candidates for Summa Cum Laude (with highest honors) will have a minimum of a 4.5 GPA cumulative for 8 semesters, including SCS high school courses taken in middle school.

Additional course requirements to graduate with honors must include the GPA requirement as listed above, 5 classes in higher level courses, (H, AP, or DE) and one of the following requirements must also be met: 4 semesters at SCS or a SAT combined score of at least a 1200 or ACT of at least 25.

Designation of graduation honors will not be determined until all grades have been submitted at the end of the senior year.

Candidates for academic honors must not have exceeded ten absences from school or any class during their senior year without medical reasons or extenuating circumstances, as approved by the High School Principal.

The SCS administration reserves the right to withhold Cum Laude, Magna Cum Laude, and Summa Cum Laude honors. Candidates must be seniors in good standing with the faculty and administration, the National Honor Society (NHS) and the Beta Club, as applicable.

**Valedictorian and Salutatorian**

The number one ranked student in the graduating class will be honored as Valedictorian; the number two ranked student will be honored as Salutatorian.

SCS’s Valedictorian and Salutatorian are students chosen to deliver a farewell address during commencement exercises. The students will have attended Southside Christian School for their last six semesters and will have the highest (Valedictorian), and second highest (Salutatorian), weighted grade point average. Furthermore, the Valedictorian and Salutatorian selection as academic and spiritual leaders will need to be affirmed by school administration. The selection of the Valedictorian and the Salutatorian will also include an administrative review of the student’s disciplinary and attendance record to determine no major disciplinary infractions and/or excessive absences.

Academic Calculation of Highest Weighted GPA annual grades from all approved high school courses (excluding pass/fail courses) are calculated to determine weighted grade point average. The determination of the GPA will review all high school credits earned.

Students must meet the Graduation with Honors requirements for consideration as Valedictorian or Salutatorian.
**Course Designations**

Four levels of courses are offered at SCS:
- College Preparatory (CP)
- Honors (H)
- Advanced Placement (AP)
- Dual-Enrollment (DE)

College preparatory classes are designed to prepare students for college courses. Honors courses are taught at a more challenging level, designed for the above average student who can excel with a more rigorous curriculum. Dual-Enrollment and Advanced Placement classes are college-level courses and are more intense and faster paced than CP or honors courses. Students in AP classes are required to take the national AP exam in May. If students do not take the AP exam, they will not receive AP quality points in their GPA calculation. Qualifying scores on the AP exam may result in college credit at most colleges, as well as the possibility of exempting some college classes. Except for Dual-Enrollment, Academic Support, Aide and Math Team, all classes at SCS receive one credit per year, or one-half credit per semester. Quality points are awarded based on the numeric grade earned in the class and the level at which the class was taken (CP, H, DE, or AP). The state of South Carolina has issued a Uniform Grading Scale that is utilized to calculate a student’s Grade Point Average (GPA). This scale is located at the back of this booklet.

**Advanced Placement (AP)**

AP courses are college-level courses that students can take while still in high school. AP Exams are two-three hour exams given in May, made up of multiple-choice and free-response (essay) questions. They are scored on a scale of 1 to 5, with a 3 considered as a qualifying score for college credit by most colleges. Most AP classes are comparable to first-year college courses where students have the opportunity to study a subject in-depth at the college level. SCS offers 15 AP courses. All students taking an AP course are required to take the respective AP exam in the spring.

**Honors and AP Class Criteria**

To maintain excellence in the Honors and AP classes offered at Southside Christian School, the following criteria for enrollment have been established:
- Teacher recommendation
- Demonstrated work ethic, which consists of turning in completed assignments on time, preparation for class, participation in class, working up to potential, showing initiative in seeking help when needed, etc.
- Scores within range of:
  - ACT Aspire Reading 430
  - ACT Aspire English 430
  - ACT Aspire Math 433
  - PSAT ERW 580
  - PSAT Math 550
  - ACT English 24
  - ACT Reading 24
  - ACT Math 23
  - ACT Composite 23

**Criteria for continued enrollment in Honors or AP classes during the school year**

Parents or administration may request that a student be moved to a lower level class at the end of the grading period if the student has less than a 77%.

*If a student has been disciplined for academic dishonesty, he or she will be required to wait one year before being considered for an Honors or AP class in the subject the academic dishonesty occurred. Students could potentially be removed from Honors and AP classes mid-semester for academic dishonesty.*

**Honors and AP Class Appeals**

Students who wish to take an Honors or AP class without meeting the criteria listed above must submit an appeal to the Director of Guidance.

An appeal will be considered only if there is positive teacher support. If the promoting subject teacher does not recommend the student enroll in an honors or AP class, the appeal will be dismissed.

The appeal should come from the student. The appeal should include:
1. Reason(s) the student fell below the class entrance criteria
2. Third quarter grade in the related subject area

**Dual-Enrollment Program**

**Palm Beach Atlantic University**

The Dual-Enrollment Program allows qualified juniors and seniors to earn college credit for select SCS courses. Many colleges and universities accept dual-enrollment credits toward the requirements of a bachelor’s degree, potentially reducing college costs. Many colleges view the completion of these rigorous classes favorably. This coursework reflects well on our students when they apply to the college of their choice, possibly providing an advantage to SCS students in the competitive college admissions process.

SCS offers a dual-enrollment program with Palm Beach Atlantic University (PBA). The university issues the college level credits. SCS faculty who teach the classes are adjunct professors of the university.

The following courses are offered as dual-enrollment (DE): **Psychology** (2 PBA courses or 6 credit hours), **PreCalculus Honors** (2 PBA courses or 6 credit hours) and **Organizational Leadership** (1 PBA course or 3 credit hours). Dual-enrollment students are responsible for purchasing their own textbooks and any related college fees.

Classes taken for dual credit may be calculated into the college grade point average for scholarship purposes. Please check with prospective colleges for more details.

The availability of SCS dual-enrollment classes is dependent upon continuing approval from Palm Beach Atlantic University.
Criteria to receive college level credit for Dual-Enrollment classes

- Junior or Senior status
- Maintains an overall GPA of 3.0
- Meets PBA requirements

Course Changes

Courses may not be added or dropped without the permission of both the parent, teacher, and principal. This process must be initiated through the guidance office. Any course dropped after the first two weeks of the semester, and no later than one week after the start of the second or fourth quarters, will be recorded as a WP (Withdraw Passing) or WF (Withdraw Failing). The High School Administration reserves the right to cancel classes at their discretion.

Full-Time/Part-Time Status

In Grades 6-12, students who attend five or more classes at SCS are considered full-time and are to pay full tuition. Full-time status is required for students to participate in extracurricular activities and sports.

Homeschool students who wish to take one to four classes are considered part-time and will pay pro-rated tuition.

Transfer Students

Southside Christian School will evaluate all previous transcripts and syllabi to determine transfer of credit. Credit will be awarded based on final grades, an SCS placement test and an SCS teacher recommendation.

College Testing

Students will take the PSAT in the fall of their sophomore year, the PSAT in the fall of their junior year, and the ACT and SAT initially in the spring of their junior year. The ACT and SAT can be taken multiple times. AP exams are given in May of each school year to students who are enrolled in the AP course.

Students can register online at www.collegeboard.com for the SAT and at www.actstudent.org for the ACT. The PSAT is administered each fall and the ACT Aspire is administered at SCS each spring.

Online Classes

Students may take up to two online classes from an accredited institution as elective options if SCS does not offer the course. The final grade will be calculated by using the SCUGS into their SCS GPA. The final grade will show on their SCS transcript. If they withdraw from the online course, that will be reported as a withdrawal pass or withdrawal fail. The online course(s) must be approved through the Guidance office and High School Principal. Students must complete and submit the Online Course Request form and submit it to the Guidance office.

If the online course is a prerequisite for another class, the online course must be completed before proceeding to the next level course.

An online course cannot be taken for a course that is currently offered at SCS.

Online classes are considered to be in addition to SCS classes. Full time status at SCS is a minimum of 5 classes.

SCS Testing Program

<table>
<thead>
<tr>
<th>Class</th>
<th>Examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>12th Graders</td>
<td>ACT, SAT, AP</td>
</tr>
<tr>
<td>11th Graders</td>
<td>PSAT, ACT, SAT, AP</td>
</tr>
<tr>
<td>10th Graders</td>
<td>PSAT, AP</td>
</tr>
<tr>
<td>9th Graders</td>
<td>ACT Aspire</td>
</tr>
</tbody>
</table>

Exam Exemption Second Semester

Exam Exemption Criteria

All High School students (grades 9-12) may be eligible to exempt a second semester exam based on meeting all of the following:

1. Academic: A second semester average of 90 or above in the course
2. Behavior: One detention, no suspensions
3. Attendance: No more than 5 unlawful absences in a semester course and 10 unlawful absences in a year-long course. (Refer to the definition of unlawful absence in the attendance section of the Student and Family Handbook)

Purpose: To provide intrinsic motivation and an awareness of how academics, behavior, and attendance all work in tandem to prepare students for real world experience. Our goal is to acknowledge and reward students who demonstrate self-control, perseverance, respect, and integrity but who also encourage and motivate others to adopt those same character traits.

Additional Information

- Performance-based courses (band, chorus, etc.) may elect to use a grade from one or more performances in lieu of a written assessment for the second semester exam grade. This will be communicated in the course syllabus and the exam requirements for these courses would not be eligible for exemption.
- Students enrolled in AP and Dual Enrollment classes will be required to take their College Board/Dual Enrollment examination.
# High School Curriculum

<table>
<thead>
<tr>
<th>Department</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>English 1; English 1 CP; English 1 H</td>
<td>English 2; English 2 CP; English 2 H</td>
<td>English 3; English 3 CP; English 3 H; AP English Language &amp; Composition; AP English Literature &amp; Composition</td>
<td>English 4; English 4 CP; English 4 H; AP English Language &amp; Composition; AP English Literature &amp; Composition</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Algebra 1; Algebra 1 CP; -Algebra 1 H; Geometry; Geometry CP; -Geometry H</td>
<td>Geometry; Geometry CP; Geometry H; Algebra 2; Algebra 2 CP; Algebra 2 H</td>
<td>Algebra 2; Algebra 2 CP; Algebra 2 H; Algebra 3; Algebra 3/Trigonometry CP; Honors PreCalculus; AP Calculus AB</td>
<td>Algebra 3; Algebra 3/Trigonometry CP; Statistics CP; Honors PreCalculus; AP Calculus AB; AP Calculus BC; AP Statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Biology CP</td>
<td>Chemistry CP; Chemistry H; Physics CP; Physics H; AP Physics 1</td>
<td>Earth Science CP; Honors Anatomy &amp; Physiology; Physics CP; Physics H; AP Biology; AP Chemistry; AP Physics 1</td>
<td>Earth Science CP; Honors Anatomy &amp; Physiology; Physics CP; Physics H; AP Biology; AP Chemistry; AP Physics 1</td>
</tr>
<tr>
<td></td>
<td>Cultural /Human Geography H</td>
<td>World History CP; World History H; World History AP</td>
<td>US History CP; US History H; US History AP</td>
<td>*Government CP; *Government H; *Economics CP; *Economics H</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bible</strong></td>
<td>Biblical Worldview CP</td>
<td>Spiritual Formations CP</td>
<td>Theology and Apologetics CP</td>
<td>Culture and Senior Seminar CP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>World Language</strong></td>
<td>Spanish 1 CP, 2 CP, 3 H, AP Spanish Language and Culture; French 1 CP, 2 CP, 3 H, AP French Language and Culture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>Beginner Band CP; Band CP/H; Choir CP/H; Beginner Handbells CP; Advanced Handbells CP/H (invitation only); Grace Notes CP/H (invitation only); Sounds and Sabres CP/H (invitation only); Musical Theatre; Speech and Debate; Art 1, 2, &amp; 3 CP; AP Studio Art:Drawing Portfolio; AP Studio Art: 3D Portfolio; String Orchestra 1 &amp; 2 CP/H; AP Music Theory (Grades 11 and 12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technology and Media Arts</strong></td>
<td>Fundamentals of Computing; Graphic Design; *Advanced Graphic Design 2 H; *Advanced Graphic Design 3 H; *Web Design; AP Computer Science Principles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Ed.</strong></td>
<td>Physical Education and Health (prerequisite for following classes); Strength &amp; Conditioning (Male); Strength &amp; Wellness (Female)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>JTerm</strong></td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>DE Psychology; *DE Organizational Leadership; *ACT/SAT Test Prep; Introduction to Engineering; Yearbook; Team Sports; Study Hall; Available at 0.5 credits per year, graded pass/fail, not included in GPA: ACT/SAT Test Prep; Academic Support Class; Aide; Math Team</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*One semester each

-Algebra 1 H may only be taken in 7th or 8th grade, with qualifying test scores and teacher recommendation. Geometry H may be taken in 8th grade upon successful completion of Algebra 1 H in 7th grade.
High School English Program

**9th Grade**
- Choose one
  - English 1
  - English 1 CP
  - English 1 Honors

**10th Grade**
- Choose one
  - English 2
  - English 2 CP
  - English 2 Honors

**11th Grade**
- Choose one
  - English 3
  - English 3 CP
  - English 3 Honors
  - AP English Language and Composition*
  - AP English Literature and Composition

**12th Grade**
- Choose one
  - English 4
  - English 4 CP
  - English 4 Honors
  - AP English Language and Composition
  - AP English Literature and Composition**

* Recommended for junior year
** Recommended for senior year
English

English 1 - Holt Rinehart Winston; Sadlier-Oxford; Various Novels
Course length: 1 year
Teacher recommendation required

This course will be genre based and will lead students to apply standard English language skills through a selection of texts as they study and develop writing skills in paragraph construction, argumentative, narrative, and research paper writing. Students will recognize how authors often reflect their worldviews in their writings and will learn to apply Christian worldview to pieces that were not written from that perspective. Students will practice the use of sound grammatical skills through oral and written communication. Additionally, vocabulary skills will be honed to enhance the following: reading comprehension, writing, and SAT/ACT preparation.

English 1 CP/Honors - Holt Rinehart Winston; Sadlier-Oxford; Various Novels
Course length: 1 year
Honors: See Honors and AP class criteria on page 6

This course will be genre based and will lead students to expand and apply Standard English language skills through a selection of texts taken from world literature as they study and develop writing skills in argumentative, informative/explanatory, narrative, and research paper writing. Students will recognize how authors often reflect their worldviews in their writings and will learn to apply Christian worldview to pieces that were not written from that perspective. Students will practice the use of sound grammatical skills through oral and written communication. Additionally, vocabulary skills will be honed to enhance the following: reading comprehension, writing, and SAT/ACT preparation.

In the Honors level course, literature, writing, and grammar study will exceed the scope of the regular curriculum.

English 2 - Holt Rinehart Winston; Sadlier-Oxford; Various Novels
Course length: 1 year
Teacher recommendation required

This course will lead students to apply Standard English language skills through a selection of texts taken from American literature as they develop writing skills in argumentative, informative/explanatory, narrative, and research paper writing. Students will recognize how authors often reflect their worldviews in their writings and will learn to apply Christian worldview to pieces that were not written from that perspective. Students will practice the use of sound grammatical skills through oral and written communication. Additionally, vocabulary skills will be honed to enhance the following: reading comprehension, writing, and SAT/ACT preparation.

In the Honors level course, literature, writing, and grammar study will exceed the scope of the regular curriculum.

English 2 CP/Honors - Holt Rinehart Winston; Sadlier-Oxford; Various Novels
Course length: 1 year
Prerequisite: English 1
Honors: See Honors and AP class criteria on page 6

This course will lead students to expand and apply Standard English language skills through a selection of texts taken from world literature as they study and develop writing skills in argumentative, informative/explanatory, narrative, and research paper writing. Students will recognize how authors often reflect their worldviews in their writings and will learn to apply Christian worldview to pieces that were not written from that perspective. Students will practice the use of sound grammatical skills through oral and written communication. Additionally, vocabulary skills will be honed to enhance the following: reading comprehension, writing, and SAT/ACT preparation.

In the Honors level course, literature, writing, and grammar study will exceed the scope of the regular curriculum.

English 3 - Holt Rinehart Winston; Various Novels; Sadlier-Oxford
Course length: 1 year
Teacher recommendation required

This course will lead students to apply Standard English language skills through a selection of texts taken from world literature as they study and develop writing skills in paragraph construction, argumentative, narrative, and research paper writing. Students will recognize how authors often reflect their worldviews in their writings and will learn to apply Christian worldview to pieces that were not written from that perspective. Students will practice the use of sound grammatical skills through oral and written communication. Additionally, vocabulary skills will be honed to enhance the following: reading comprehension, writing, and SAT/ACT preparation.

In the Honors level course, literature, writing, and grammar study will exceed the scope of the regular curriculum.

English 10
English 3 CP/Honors - Holt Rinehart Winston; Various Novels; Sadlier -Oxford
Course length: 1 year
Prerequisite: English 2
Honors: See Honors and AP class criteria on page 6
This course will lead students to expand and apply Standard English language skills through a selection of texts taken from American literature as they study and develop writing skills in argumentative, informative/explanatory, narrative, and research paper writing. Students will recognize how authors often reflect their worldviews in their writings and will learn to apply Christian worldview to pieces that were not written from that perspective. Students will practice the use of sound grammatical skills through oral and written communication. Additionally, vocabulary skills will be honed to enhance the following: reading comprehension, writing, and SAT/ACT preparation.
In the Honors level course, literature, writing, and grammar study will exceed the scope of the regular curriculum.

English 4 CP/Honors - Holt Rinehart Winston; Various Novels; Sadlier -Oxford
Course length: 1 year
Prerequisite: English 3
Honors: See Honors and AP class criteria on page 6
This course will lead students to expand and apply Standard English language skills through a selection of texts taken mainly from British literature as they study and develop writing skills in argumentative, informative/explanatory, narrative, and research paper writing. Students will recognize how authors often reflect their worldviews in their writings and will learn to apply Christian worldview to pieces that were not written from that perspective. Students will practice the use of sound grammatical skills through oral and written communication. Additionally, vocabulary skills will be honed to enhance the following: reading comprehension, writing, and SAT/ACT preparation.
In the Honors level course, literature, writing, and grammar study will exceed the scope of the regular curriculum.

English 4 - Holt Rinehart Winston; Various Novels; Sadlier -Oxford
Course length: 1 year
Teacher recommendation required
This course will lead students to apply Standard English language skills through a selection of texts taken mainly from British literature as they develop writing skills in argumentative, informative/explanatory, narrative, and research paper writing. Students will recognize how authors often reflect their worldviews in their writings and will learn to apply Christian worldview to pieces that were not written from that perspective. Students will practice the use of sound grammatical skills through oral and written communication. Additionally, vocabulary skills will be honed to enhance the following: reading comprehension, writing, and SAT/ACT preparation.
**English (cont’d)**

**AP English Language & Composition**

*Course length: 1 year*

See Honors and AP class criteria on page 6

Students in this introductory, college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of how language works. Additionally, they will be introduced to basic rhetorical principles. Through close reading and frequent writing, students will develop their ability to work with language and text to gain a greater awareness of purpose and strategy, while strengthening their own composition skills.

Students enrolled in this course are required to take the AP Language Exam in May. AP students are responsible for purchasing their own textbooks and paying for the AP exam.

**AP English Literature & Composition**

*Course length: 1 year*

See Honors and AP class criteria on page 6

This course is designed for advanced English students who have demonstrated superior reading and writing skills. AP Literature and Composition builds upon the reading done in previous English courses. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The course requires extensive reading and writing with mandatory deadlines and rigorous expectations. AP Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide meaning for their readers. Students will consider a work’s structure, style, and themes, as well as the use of figurative language, imagery, symbolism, and tone.

Students enrolled in the course are required to take the AP Literature and Composition exam in May. AP students are responsible for purchasing their own textbooks and paying for the AP exam.

**Supplemental English and Writing (SEW) - Longman**

*Course length: 1 year*

Required for all first year international students

This course is designed to help first-year international students achieve success in their core academic subjects, especially those that require English fluency. Students will be instructed in the four areas of reading, listening, speaking, and writing. Textbook selections will expose students to a variety of literary genres, while writing assignments will focus on a variety of writing styles such as narrative, descriptive, persuasive, etc. Special emphasis will be given to practical vocabulary (frequently-used English words), and students will be drilled in proper pronunciation and the use of correct grammar, both spoken and written. Classroom instruction will draw attention to, and assist with, the English-learning challenges faced by native speakers of Asian, Romance, and Germanic languages.
High School Mathematics Program

- Algebra 1 will be taken in either 7th, 8th, or 9th grade depending on placement by the math department.
- Geometry and Algebra 2 may be taken concurrently with each other.
- AP Statistics or CP Statistics may be taken concurrently with another math class.
- Please see the course descriptions for Honors and AP prerequisites.
- At least one math course is required each year of high school.
- PreCalculus is a Dual Enrollment course and will count as college credit for MAT1853 and MAT1863.
Algebra 1 - McGraw Hill
Course length: 1 year
Teacher recommendation required
The purpose of Algebra 1 is to provide students with a broad foundation of more complex mathematics. The course will cover simplifying algebraic expressions and solving linear and quadratic equations. Additional time is spent on core course objectives. Classes are small to allow for more individualized attention to student needs.

Algebra 1 CP - McGraw Hill
Course length: 1 year
The purpose of Algebra 1 is to provide students with a broad foundation for more advanced high school mathematics. This course will cover simplifying algebraic expressions (rational, irrational, and polynomial expressions) and solving algebraic equations (linear and quadratic equations, graphing linear equations, inequalities, systems and functions). Students will see that Algebra consists of basic patterns which repeat themselves, reflecting the fact that a God of order has created an orderly universe in which such patterns can be discovered and appreciated. A TI-84 calculator is required for this course.

Geometry - McGraw Hill
Course length: 1 year
Teacher recommendation required
The purpose of Geometry is to apply geometric concepts to real-world applications. Topics include exploring geometry, reasoning, basic proofs, polygons, triangle congruence and similarity, and perimeter, area, and volume of various shapes. Additional time is spent on core course objectives. Classes are small to allow for more individualized attention to student needs.

Geometry CP - McGraw Hill
Geometry Honors - Glencoe-McGraw Hill
Course length: 1 year
Prerequisite CP: Algebra 1
Honors: See Honors and AP class criteria on page 6
The purpose of this course is to motivate students through real-world applications of geometric concepts. By learning geometry, students will see the dependability, orderliness, and omniscient character of the Creator God. Topics will include exploring geometry, reasoning, logic, proofs, parallels, polygons, triangle congruence, perimeter, area, shapes in space, surface area, volume, similar shapes, circles, and the coordinate plane.

In Honors Geometry, students will use deductive methods of proof in their study of two- and three-dimensional geometric figures. Reasoning skills will be more heavily emphasized through two-column proofs, paragraph proofs, and flowchart proofs. By learning geometry students will see the dependability, orderliness, and omniscient character of the Creator God. Topics will include exploring geometry, reasoning, logic, parallels, polygons, triangle congruence, perimeter, area, shapes in space, surface area, volume, similar shapes, circles, the coordinate plane, trigonometry, basic graph theory, and fractals. A TI-84 calculator is required for this course.

Algebra 2 - McGraw Hill
Course length: 1 year
Teacher recommendation required
Algebra 2 reviews and expands elementary Algebra 1 concepts while exploring complex numbers, logarithms, exponential equations, probability and trigonometry. Additional time is spent on core course objectives. Classes are small to allow for more individualized attention to student needs.
**Mathematics (cont’d)**

**Algebra 2 CP - McGraw Hill**
**Algebra 2 Honors - Glencoe-McGraw Hill**

**Course length:** 1 year  
**Prerequisites for CP:** Algebra 1 and Geometry  
**Honors:** See Honors and AP class criteria on page 6

Algebra 2 reviews and deepens elementary Algebra 1 concepts while exploring more advanced topics such as complex numbers, conic sections, logarithms, exponential equations, probability, and trigonometry. Students will learn that Algebra consists of patterns which repeat themselves, reflecting the fact that a God of order has created an orderly universe in which such patterns can be discovered and appreciated.

Honors Algebra 2 covers many of the same topics as Algebra 1 but in more detail. Topics covered are solving equations, simplifying expressions, understanding order of operations, using properties (field axioms), arithmetic operations with positive and negative numbers, polynomials, factoring, graphing (linear and quadratic equations & inequalities), working with radicals, conic sections, logs, rational expressions, and linear programming. Matrices, trigonometry, and simple probability will also be introduced. A TI-84 calculator is required for this course.

**Algebra 3/Trigonometry CP - Pearson**

**Course length:** 1 year  
**Prerequisite:** Algebra 2

This course is designed to prepare students to take Honors PreCalculus either in the 12th grade or in college. Topics will include simplifying expressions, solving equations, inequalities, linear equations, quadratic equations, polynomials, functions, rational functions, exponential functions, logarithmic functions, systems of equations, conic sections, trigonometric functions, advanced trigonometric graphs, trigonometric identities, and solving trigonometric equations. A TI-84 calculator is required for this course.

**Algebra 3 - Pearson**

**Course length:** 1 year  
**Teacher recommendation required**

Algebra 3 is designed to prepare students for an introductory college mathematics course. Topics include simplifying expressions, solving equations, functions, perimeter and area of various shapes, and basic probability. Some trigonometric functions will be covered. Additional time is spent on core course objectives. Classes are small to allow for more individualized attention to student needs.

**Statistics CP - Pearson-Prentice Hall**

**Course length:** 1 year  
**Prerequisite:** Algebra 2

This is a senior-level math class. Juniors may take this course only if taking it concurrently with another math class.

This course will introduce students to basic probability and statistical methods and models. It does not go in-depth in any particular area, but rather is intended as an overview of several different areas within the field of statistics, while stressing the use of technology. Topics will include methods of data collection, display and analysis, basic probability, permutations and combinations, discrete distributions, normal, chi-squared and t-distributions, hypothesis testing, and confidence intervals. A TI-84 calculator is required for this course.

This course may be taken concurrently with Alg 3/Trig, Honors PreCalculus, or AP Calculus.

**AP Statistics - Starnes and Tabor**

**Course length:** 1 year  
**Prerequisite:** Algebra 3/Trig. or PreCalculus  
See Honors and AP class criteria on page 6

This is a senior-level math class. Juniors may take this course only if taking it concurrently with another math class.

The purpose of the AP course in statistics 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: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. These concepts will be explored much more in-depth than in the CP Statistics class. Students who successfully complete the course and exam may receive credit for a one-semester introductory college statistics course.

Students enrolled in this course are required to take the AP Statistics exam in May. AP students are responsible for purchasing their own textbooks and paying for the AP exam. A TI-84 calculator is required for this course.

This course may be taken concurrently with Honors PreCalculus or AP Calculus.
PreCalculus Honors/Dual Enrollment - Stewart
Course length: 1 year
Prerequisite: Algebra 2
See Honors and AP class criteria on page 6

Honors PreCalculus is a college-preparatory course to follow successful completion of Algebra 1, Geometry, and Algebra 2. This course of study is for students who are well prepared for advanced mathematics. Many topics introduced in Algebra II are studied more extensively in PreCalculus. The course will incorporate the study, identification, and graphing of several types of functions including but not limited to logarithmic, exponential, rational, polar and trigonometric functions. In addition, the effect of parameter changes on functions will be covered. Analytic trigonometry, trigonometric and parametric equations, polar coordinates, vector applications, conic sections (including rotation of axes), and complex numbers will be taught in greater depth than previous courses. The TI-84 Plus is required for this course. Dual-enrollment students are responsible for purchasing their own textbooks and related college fees.

Upon successful completion of the Dual-Enrollment Program (DEP), 6 credit hours (C or above) are awarded for Palm Beach Atlantic University course MAT 1853 College Algebra and MAT 1863 Trigonometry and Analytic Geometry. Dual-enrollment credit is only applicable to Juniors and Seniors. Grade on PBA transcript is subject to PBA grading scale.

The availability of SCS dual-enrollment classes is dependent upon continuing approval from Palm Beach Atlantic University.

AP Calculus AB - Stewart
Course length: 1 year
Prerequisite: PreCalculus
See Honors and AP class criteria on page 6

The purpose of this class is to introduce students to the field of calculus and give them a strong foundation to help them be successful in future mathematics courses. In this class they will not only learn how to do calculus, but also how to study, work hard, and be successful in math. Through this process the students will learn to appreciate calculus as a lens with which to view the world God has created. This course will cover the first semester of college calculus in 36 weeks. Topics will include evaluating limits, finding derivatives, and evaluating definite and indefinite integrals. The AP course will look more in-depth into applications in physics, chemistry, biology, finance, and other areas.

Students enrolled in this course are required to take the AP Calculus AB exam in May. AP students are responsible for purchasing their own textbooks and paying for the AP exam. A TI-84 calculator is required for this course.

AP Calculus BC - Stewart
Course length: 1 year
Prerequisite: PreCalculus

AP Calculus BC is the equivalent of both a first and second semester Calculus course. The course will cover everything that AP Calculus AB entails, as well as additional topics: parametric, polar, vector functions, advanced integration techniques, Taylor and Maclaurin series, and tests for convergence.

Students enrolled in this course are required to take the AP Calculus BC exam in May. AP students are responsible for purchasing their own textbook; however, this course will use the same textbook as the AP Calculus AB course. AP students are also responsible for paying for the AP exam. A TI-84 calculator is required for this course.
Please be aware that Biology, Chemistry, or Physics, and one other lab science for which Biology, Chemistry, or Physics is a prerequisite are required for graduation from SCS and admission to South Carolina colleges and universities.
Science

Biology CP/Honors - *Pearson*
Course length: 1 year
Honors: See Honors and AP class criteria on page 6

In this course, students will recognize God’s command for man to have dominion over creation (Gen. 1:28-30). Thus, the purpose of biology is not merely knowledge but application of that knowledge for the benefit of mankind. In this course students will engage in scientific and engineering practices as a means to investigate such fields as molecular biology, ecology, anatomy, cytology, and genetics. With the academic knowledge students gain through this course, they will also find a greater appreciation for God’s physical creation and an increased interest in science. The Honors course is designed for the student who desires to take a more advanced science pathway in high school. Honors students will be responsible for more labs and projects, as well as more independent work.

Chemistry CP/Honors - *Pearson*
Course length: 1 year
Prerequisites CP: Biology and Algebra 1
Honors: See Honors and AP class criteria on page 6

This course will explore the fascinating world of chemistry. Students will study the elements, compounds, chemical properties, atomic structure, chemical reactions, stoichiometry, acids and bases, states of matter, behavior of gases, bonding, the periodic table, and nuclear chemistry. Students will seek to understand not only the facts, formulas, and principles that make up the chemical world but also the underlying principles. Through this course the students will develop critical thinking and problem solving skills that they will use throughout their lives. The Honors course will provide an introduction to thermochemistry, colligative properties, and equilibrium that will be helpful for students who plan on taking AP Chemistry.

Physics CP/Honors - *Pearson*
Course length: 1 year
Prerequisites CP: Biology, Algebra 1 and Geometry
Honors: See Honors and AP class criteria on page 6
Co-requisite: Algebra 2; Chemistry

The study of physics allows the students to explore the physical world that God has created. In this course students will examine the principles behind mechanics, fluids, light, sound, optics, electricity, and magnetism. The course will prepare the students not only to understand the principles of physics but apply those principles to problem solving in everyday life. Experiments and demonstrations lead the students to an awareness of the physical laws that God has put in place and allowed us to understand and apply.

Earth Science CP - *McGraw Hill*
Course length: 1 year
Prerequisites: Biology and Chemistry

Earth Science is a laboratory based course emphasizing the function of the earth’s systems. Students will investigate and study the interactions between earth’s four major spheres: the atmosphere, lithosphere, hydrosphere, and celestial sphere. The course will explore man’s responsibility to care for God’s creation. Topics to be addressed include, but are not limited to, the scientific method, mapping earth’s surface, minerals, rocks, soil analysis, plate tectonics, geologic time, water systems, oceanography, astronomy, and meteorology. Students will participate in laboratory exercises, small group activities, web based investigations, class discussions, and projects which may involve research.

Anatomy/Physiology Honors - *Pearson*
Course length: 1 year Lecture/Lab format
See Honors and AP class criteria on page 6

Honors Anatomy and Physiology is offered to upperclassmen interested in advanced human biology and/or the medical field. Our focus will be on the unique design of our bodies as to their anatomical structures (form), physiology (how they function), and how we are fearfully and wonderfully made (Psalm 139:13). The goals of this course include mastering anatomical terminology, describing the designed structures and purposeful functions for each of the body systems, and exploring causes of disease/disorders of the body through case studies and diagnostic application. Students will also be introduced to clinical research in the area of medicine and advancing technologies of the medical field.

AP Biology - *Pearson*
Course length: 1 year
See Honors and AP class criteria on page 6

This AP Biology course is designed to be the equivalent of a college introductory biology course, usually taken by biology majors during their freshman year. This in-depth study of God’s creation will enable students to view science as a process, rather than an accumulation of facts. Each student will gain personal experience in scientific inquiry through the College Board required labs as well as other activities and investigations. As students begin to recognize the unifying themes in biology, they can then apply this and critical thinking to environmental, social, and spiritual concerns.

Students enrolled in the course are required to take the AP Biology Exam in May. AP students are responsible for purchasing their own textbooks and paying for the AP exam.
AP Chemistry
Course length: 1 year
See Honors and AP class criteria on page 6

The course is designed to be the equivalent of a general chemistry course, usually taken during the freshman year of college. The course is structured around the six “Big Ideas” of chemistry and allow the students to develop a greater understanding of the amazing molecular world God has created. Topics include, but are not limited to atomic structure, chemical bonding, kinetic theory, equilibrium, kinetics and electrochemistry. Special emphasis is placed on the students practicing the 7 essential science practices in which scientists engage. Laboratory experiments are hands-on. Students collect, process, manipulate, and graph data, using a variety of standard laboratory equipment, sensors, and instrumentation. Significant class time is consumed by student-centered activities that combine content with inquiry and developing reasoning skills.

Students enrolled in the course are required to take the AP Chemistry Exam in May. AP students are responsible for purchasing their own textbooks and paying for the AP Exam.

AP Physics 1
Course length: 1 year
See Honors and AP class criteria on page 6

AP Physics 1 is equivalent to the first semester of an algebra-based college physics course and provides students with enduring understanding to support future study in science or medicine. The class is conducted using inquiry-based instructional strategies that focus on the 7 “Big Ideas” of physics which govern the physical world or order that God has created. Topics include kinematics, dynamics, circular motion, momentum, simple harmonic motion, electrostatics, circuits, waves, and sound. Students spend significant time engaged in inquiry-based lab work, using the 7 essential science practices of scientists. They are tasked with designing procedures, collecting data, and establishing mathematical relationships between variables to derive fundamental physics equations. Students also have the opportunity to work collaboratively to solve challenging physics problems and present solutions to the class.

Students enrolled in the course are required to take the AP Physics 1 Exam in May. AP students are responsible for purchasing their own textbooks and paying for the AP Exam.

AP Physics C
Course length: 1 year
Prerequisites: AP Physics 1 or Honors Physics
See Honors and AP class criteria on page 6

AP Physics C is equivalent to introductory calculus-based college physics sequence and provides students with enduring understanding to support future study in physical science or engineering. The class is conducted using inquiry-based instructional strategies that focus on two major areas of physics governing the physical world that God has created. The course is broken into two half-year courses each equivalent to a semester-long, introductory calculus-based college course. The first semester will focus on mechanics applying differential and integral calculus including kinematics, Newton’s laws of motion, work, energy, and power, systems of particles and linear momentum, circular motion and rotation, oscillations and gravitation. The second semester will focus on electricity and magnetism applying differential and integral calculus including electrostatics, conductors, capacitors, and dielectrics, electric circuits, magnetic fields, and electromagnetism. They are tasked with designing procedures, collecting data, and establishing mathematical relationships between variables to derive fundamental physics equations. Students also have the opportunity to work collaboratively to solve challenging physics problems and present solutions to the class.

Students enrolled in the course are required to take the AP Physics C: Mechanics and the AP Physics C: Electricity and Magnetism exams in May. AP students are responsible for purchasing their own textbooks and paying for the AP Exam.
High School Social Studies Program

9th Grade
Choose one
- Cultural/Human Geography
- Honors Cultural/Human Geography

10th Grade
Choose one
- World History
- Honors World History
- AP World History

11th Grade
Choose one
- US History
- Honors US History
- AP US History

12th Grade
Choose one
- Economics/Government
- Honors Economics/ Honors Government
Social Studies

Cultural/Human Geography CP/Honors - *BJU Press*

Course length: 1 year

Students will learn the geographical characteristics, area relationships, and major problems of the world’s diverse regions. The underlying theme is to explain how and why geographic factors create global contrasts. Special emphasis is placed on how the world has become more interdependent as complex economic systems have evolved with regional specialization.

World History CP/Honors - *BJU Press*

Course length: 1 year

Honors: See Honors and AP class criteria on page 6

Students are provided with an overview of world history from Creation to the present and, in doing so, highlight the actions of God working through events in human history. Cause and effect, trends, and geography are emphasized. Honors students are expected to write analytically and to follow current events.

AP World History

Course length: 1 year

See Honors and AP class criteria on page 6

AP World History prepares students to take the AP World History Exam in the tenth grade. The course focuses on developing students’ abilities to think and write conceptually about world history from approximately 1250 BC to the present and apply historical thinking skills as they learn about the past.

Students enrolled in the course are required to take the AP World History Exam in May. AP students are responsible for purchasing their own textbooks and paying for the AP exam.

US History CP/Honors - *BJU Press*

Course length: 1 year

Prerequisites CP: World History or Honors World History

Honors: See Honors and AP class criteria on page 6

The purpose of this course is to teach students the history of the United States from the early European settlements to the present, and to highlight the unique ways that God has directed and blessed America. Students are required to be familiar with the Constitution, key Supreme Court cases, U.S. Presidents, and geography. Honors students are expected to write extensively and analytically, using MLA format and good organization.

AP US History

Course length: 1 year

See Honors and AP class criteria on page 6

APUSH is a challenging course that is meant to be the equivalent of a freshman college course. It is a survey of American history from the age of exploration to the present. This class will look at social, political, economic, cultural, and religious issues. Solid reading and writing skills, and a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on evaluating events, critical thinking, note taking, essay writing, chronology, and interpretation of original documents.

Students enrolled in the course are required to take the AP US History Exam in May. AP students are responsible for purchasing their own textbooks and paying for the AP exam.


**Economics CP - McGraw Hill**

Course length: 1 semester

Economics is the study of the history of economics including micro- and macro-economics and personal finance. Students will focus on such topics as business organization, markets, competition, supply and demand, factors of production, money, banking, and consumer rights and responsibilities.

**Economics Honors - McGraw Hill**

Course length: 1 semester

See Honors and AP class criteria on page 6

Economics is the study of the history of economics including micro- and macro-economics and personal finance. Students will focus on such topics as business organization, markets, competition, supply and demand, factors of production, money, banking, and consumer rights and responsibilities. In addition, students will study the decisions made by individuals and groups, the factors that affect those decisions, and how those decisions impact others.

**Government CP - McGruder**

Course length: 1 semester

The purpose of the government course is to teach students both the structure and the operation of the American system of government. The course focuses primarily on the national government. Specific topics of study regarding the national government include the following:

- historical and philosophical foundations of our country’s constitutional government
- creation and structure of the U.S. Constitution
- organization and powers of the Legislative Branch
- organization and powers of the Executive Branch
- organization and powers of the Judicial Branch
- the rights and responsibilities of citizenship

International and state government issues will be examined and discussed through projects and current events reports.

**Government Honors - McGruder**

Course length: 1 semester

See Honors and AP class criteria on page 6

The Honors class covers the same topics as the CP class, and additional emphasis will be placed on public opinion, political parties, and the process by which leaders are chosen.
9th Grade
Biblical Worldview CP - BJU Press
Course Length: 1 year

Everybody has a story, and every piece of culture tells a story. Students will investigate the Bible’s storyline (Creation-Fall-Redemption-New Creation) and then examine crucial issues in contemporary culture like gender, government, science, history, and the arts. What story do each of these topics tell? And how does the biblical storyline interact with the problems these issues present? That’s what Biblical Worldview is designed to explore. Students will learn the basic foundations of a biblical worldview through a narrative approach to how God’s revelation in Jesus Christ shapes our entire view of life. “For in him we live and move and have our being” (Acts 17:28).

This course will aid students in answering the following essential questions:

1. How does this lesson, unit, story, or passage call a person to lovingly respond to God?
2. How does this lesson, unit, story, or passage call a person to lovingly respond to others?
3. How does the call from this lesson, unit, story, or passage shape one’s identity in relation to God and others?

10th Grade
Spiritual Formations CP - Various Authors
Course Length: 1 year

We have all been designed for intimacy with our Heavenly Father, but what does this look like for us to live that out in all of life? This course will look into overall personal spiritual health, spiritual formation, what it looks like to integrate the spiritual disciplines into all of life and what discipleship looks like in the day to day. Ultimately the focus for this class is for students to learn what it looks like to grow up in the image of Christ. Students will take time to unpack how they “relate to God and draw near to Him”, nurture one’s spirit, allow the 12 spiritual disciplines to come alive, and discover what is looks like to be a disciple of Jesus in the everyday stuff of life and speaking the truths about him into those moments. Spiritual Formations is a practical guide to seeing how ALL of life is to be offered up to our Heavenly Father.

This course will aid students in answering the following essential questions:

1. How does this lesson, unit, story, or passage call a person to lovingly respond to God?
2. How does this lesson, unit, story, or passage call a person to lovingly respond to others?
3. How does the call from this lesson, unit, story, or passage shape one’s identity in relation to God and others?

11th Grade
Theology and Apologetics CP - Summit Ministries
Course Length: 1 year

In this course, students will work to develop a strong understanding of the essentials of the Christian worldview. Students will examine common objections to the faith, so that they may be equipped to confidently and effectively respond to those challenges. Specific topics include biblical authority, the biblical narrative, and how to read the Bible. Apologetic topics include good and evil, the problem of pain, and truth in a relativistic culture.

This course will aid students in answering the following essential questions:

1. How does this lesson, unit, story, or passage call a person to lovingly respond to God?
2. How does this lesson, unit, story, or passage call a person to lovingly respond to others?
3. How does the call from this lesson, unit, story, or passage shape one’s identity in relation to God and others?

12th Grade - Summit Ministries
Culture and Senior Seminar * CP
Course Length: 1 year

In the first semester, students will examine culture, cultural challenges, and social engagement through a biblical worldview. The course will focus on topics impacting society such as technology, arts and entertainment, the value of human life, sexuality, creation care, religious freedom, and poverty. Students will be challenged to answer how each topic calls them to respond to both God and man and reflect on how each topic helps to shape their own identities.

Second semester, students will participate in a senior seminar. They each will choose a topic of interest that relates to a local or global concern. They will then investigate, research, create, and present individual senior seminar projects. During the third quarter, students will work to prepare and complete their projects. During the fourth quarter, each student will present his or her final project to a panel. Details of the project will be presented within the first quarter.

This course will aid students in answering the following essential questions:

1. How does this lesson, unit, story, or passage call a person to lovingly respond to God?
2. How does this lesson, unit, story, or passage call a person to lovingly respond to others?
3. How does the call from this lesson, unit, story, or passage shape one’s identity in relation to God and others?

*Presentation of this project is required for graduation.
Introduction to the Bible will expose students to the Bible as the foundation for Christian beliefs and practices. Students will study the Old Testament, including the different books of the Old Testament and major persons and themes of the Bible. Students will also be introduced to the person of Jesus Christ as the promised Messiah of the Old Testament. They will study the life and teachings of Jesus as well as an overview of the New Testament, including the early church and the teachings of the apostles. Students will memorize important Scripture verses from the Bible that match the main concepts being discussed and taught in class.
Students who desire to succeed in world languages should study an average of 30 minutes per night.

**Spanish 1 CP - Santillana USA**  
Course length: 1 year
Students will acquire the ability to perform basic language functions in Spanish. They will learn to list, ask questions, describe, narrate, etc in many different contexts. The emphasis is on getting the message across, as well as doing it in a grammatically correct way. Therefore students will be exposed to a great deal of real-world language in realistic situations. Cultural awareness will be developed as the class reads about situations in which non-native speakers demonstrate common cultural misconceptions.

**Spanish 2 CP - Santillana USA**  
Course length: 1 year  
Prerequisite: Spanish 1
Students continue to develop language proficiency and cultural awareness. Technology is a key component to the curriculum and regular Internet access is required. Class instruction is provided primarily in Spanish, with grammar explanations given in English. Students are encouraged to think critically and take risks in speaking and writing.

**Spanish 3 Honors - Santillana USA**  
Course length: 1 year  
Prerequisite: Spanish 2
Students increase proficiency in reading, speaking, writing, and comprehending the language. More advanced grammar concepts are introduced and practiced. Technology is a key component to the curriculum, and regular Internet access is required. Class instruction is provided primarily in Spanish, with some clarification given in English. Students are encouraged to think critically and to take greater risks in speaking and writing.

**AP Spanish Language and Culture - Vista Higher Learning**  
Course length: 1 year  
See Honors and AP class criteria on page 6
The AP Spanish Language and Culture class is taught exclusively in Spanish to help students improve their proficiency across the three modes of communication: interpretative, interpersonal, and presentational. This includes vocabulary usage, language control, communication strategies, and cultural awareness. This class builds upon the skills developed within intermediate and advanced Spanish classes by applying each skill to a specific, contemporary context (health, education, careers, literature, history, family, relationships, and environment). Students strive to refine their skills in writing, reading, speaking, and understanding spoken Spanish. The course develops proficiency in these skills, specifically in preparation for the AP Spanish Language Exam. This class focuses on the integration of authentic resources, including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, magazine and newspaper articles, with the goal of providing a rich, diverse learning experience.

Students enrolled in the course are required to take the AP Spanish Exam in May. AP students are responsible for purchasing their own textbooks and paying for the AP exam.

*Generally, colleges/universities require two/three consecutive years of the same high school world language to qualify for admissions.*
French 1 CP - Vista Higher Learning
Course length: 1 year
Students will acquire the ability to perform basic language skills in French. They will learn to list, ask questions, describe, and narrate, etc. in many different contexts. The student is encouraged to speak to be understood, while using correct grammar and pronunciation. An online textbook, using interactive activities, equips the student to work towards mastery and have additional practice for weaker areas of language acquisition.

French 2 CP - Vista Higher Learning
Course length: 1 year
Prerequisite: French 1
Students continue to acquire language proficiency and cultural awareness. The usage of the online text continues to encourage development of listening and speaking skills, as well as reading and writing. Having mastered the basics in French 1, students are required to think more critically and to take more risks in speaking and writing.

French 3 Honors - Vista Higher Learning
Course length: 1 year
Prerequisite: French 2
Students will continue to improve their language acquisition skills. Cultural sensitivity continues to develop through the many readings in the text. Internet sources, both within and independent of the online text, are used to research the most current global events and topics, especially in French-speaking countries. Students are encouraged to increase speaking and writing to gain proficiency. Although this is not an AP course, many seniors taking the class will reach the proficiency level to test out of their first semester college world language course.

AP French Language and Culture - Vista Higher Learning
Course length: 1 year
See Honors and AP class criteria on page 6
In their fourth year of French, students will demonstrate a thorough understanding of basic grammar and common tenses, will read and write far more often, and be expected to demonstrate proficiency. Literary selections are read and discussed in French; continuation of internet activities and searches are used to stimulate class discussions. The entire course will be taught in French, and students will be expected to understand, follow along, and respond in French. The goal of this course is for students to take and pass the AP exam, in order to gain credit for a world language course at the university level. Students enrolled in the course are required to take the AP French Exam in May. AP students are responsible for purchasing their own textbooks and paying for the AP exam.

*Generally, colleges/universities require two/three consecutive years of the same high school world language to qualify for admissions.

Fine Arts

Each spring, the Band, Choir, Sounds and Sabres, Grace Notes, Strings, and Advanced Handbells classes attend a festival competition. Attendance is required and involves a fee which is billed to the students in equal increments on the families’ school billing.

All high school music students are required to obtain concert attire from the school. A tuxedo/dress fee will be billed in the fall.

Honors Music: A student may receive honors credit for his/her music performance class according to the teacher’s recommendation. Honors students must complete a Music Theory workbook and three projects each semester in addition to ensemble work.

Choir 9, 10, 11, 12 CP/Honors
Course length: 1 year
High School Choir is a Fine Arts course available to all interested high school students. This class offers training in basic singing skills, with an emphasis in sight reading and choral blend. Skills learned will be demonstrated in several performances throughout the school year, including the annual Spring Festival trip.

Grace Notes CP/Honors
Course length: 1 year
Grace Notes is an all ladies choral ensemble available to students by audition only. This class offers advanced musical challenges for students who have already exhibited vocal skill and musical understanding. Students are prepared for the SC All State Chorus fall audition.

Sounds & Sabres CP/Honors
Course length: 1 year
Sounds & Sabres is a mixed choral ensemble available to students by audition only. This class offers advanced musical challenges for students who have already exhibited vocal skill and musical understanding. Students are prepared for the SC All State Chorus fall audition.

String Orchestra 9, 10, 11, 12 CP/Honors
Course length: 1 year
Prerequisite: Must have been a member of the Middle School Strings class or have taken a minimum of one year of private instruction
High School String Orchestra is a Fine Arts course for those who desire to build upon their foundational skills with the violin, viola, cello, or double bass. Learned skills will be demonstrated in several performances throughout the school year including the annual Spring Festival trip.

Beginner Band CP
Course length: 1 year
This course will be open to interested Freshmen and Sophomores who are interested in joining the HS band program, but do not have the prerequisite MS band experience. No prior experience is necessary.
Band 9, 10, 11, 12 CP/Honors
Course length: 1 year
Prerequisite: Must have been a member of the Middle School Band or taken one year of private instruction

High School Band is a Fine Arts course for instrumentalists in grades 9-12 who want to increase their abilities in advanced music. Skills learned will be demonstrated in several performances throughout the school year, including the annual Spring Festival trip.

Beginner Handbells CP
Course length: 1 year

This class is for novice musicians who have not already acquired instrumental or choral skill. This course will teach the fundamentals of music through handbell ringing.

Advanced Handbells CP/Honors
Course length: 1 year

This ensemble of experienced Handbell ringers is available by invitation only. The class offers advanced musical studies through multiple genres. Skills learned will be demonstrated in several performances throughout the school year, including the annual Spring Festival trip.

Advanced Placement Music Theory 11, 12
Course length: 1 year
Prerequisites: Must be enrolled in a music ensemble and have acquired at least basic performance skills in voice or on an instrument

The student’s ability to read and write musical notation is fundamental to this course.

The ultimate goal of the AP Music Theory course is to develop a student’s ability to recognize, understand and describe the basic materials and processes of music that are heard or presented in a musical score.

Students enrolled in the course are required to take the AP Music Theory Exam in May. AP students are responsible for purchasing their own textbooks and paying for the AP exam.

Art 1 CP
Course length: 1 year

The purpose of this class is to examine God’s gift to each student and, by doing so, recognize if the gift given was in the area of art. By expanding on the gift, the student will discover various types of artwork using many different techniques to help stimulate the student to strive to do better and desire to learn more. Many different mediums will be used – watercolors, oils, acrylics, charcoal, chalks, pencil/pen, clay, linoleum cuttings, inks, batik, block printing, stenciling, scratch art, etc. Students will be billed at the beginning of the school year for an art supplies kit. The supplies are non-consumable and are kept by the student at the end of the school year.

Art 2 CP
Course length: 1 year
Prerequisite: Art 1

The purpose of this course is to examine God’s gift to the student in the area of art. Building upon their knowledge and skill learned in Art 1, students will examine and “go deeper” into the subject matter to master skills only briefly taught in Art 1. Students will gain a better understanding of what types of art they like best and, possibly, what career opportunities are available for their skills. Many mediums will be used – oils, acrylics, watercolors, pastels, charcoal, black ink and pencils, wire, stained glass, clay, linoleum carvings, calligraphy, and 3-D construction (homes, bridges). Students who have purchased supplies in Art 1 may reuse them.

Students will need to purchase any necessary supplies.

Art 3 CP
Course length: 1 year
Prerequisite: Art 2

Students who intend to complete an AP Art portfolio should enroll in this course. Preliminary AP portfolio work will be addressed.

AP Studio Art: 3D Portfolio
Course length: 1 year
Prerequisite: Art 3

Students will develop a portfolio consisting of 24 works of art in a 3D format. It takes 2 years in actuality to complete as Art 3 is the prerequisite. A student may construct any art in a 3D format. It takes 2 years in actuality to complete. Students will develop a portfolio consisting of 12 high-quality art works - all based upon a particular theme, and 12 additional high quality art works showing progression of talent and various choices of mediums. This program is not for the average art student. The student should begin preparing quality works early in their high school years. AP Studio Art is an independent study. Students taking this class may wish to sit in on an Art 1 or 2 class to allow time to work on their portfolio. The student must be dedicated and self-motivated to complete all required pieces. Students must spend 6 hours per week on their art which includes 5 class periods and 2 hours outside of class. Artwork for portfolios may be in any medium and may incorporate jewelry or clothing.

Students enrolled in this course are required to submit an AP Art Portfolio in May. Students will incur billing charges for the final AP Portfolio.

AP Studio Art: Drawing Portfolio
Course length: 1 year
Prerequisite: Art 3

Students will develop a portfolio which will be submitted to the College Board’s AP Art Program review. This portfolio consists of 12 high-quality art works - all based upon a particular theme, and 12 additional high quality art works showing progression of talent and various choices of mediums. This program is not for the average art student. The student should begin preparing quality works early in their high school years. AP Studio Art is an independent study. Students taking this class may wish to sit in on an Art 1 or 2 class to allow time to work on their portfolio. The student must be dedicated and self-motivated to complete all required pieces. Students must spend 6 hours per week on their art which includes 5 class periods and 2 hours outside of class. Artwork for portfolios may be in any medium and may incorporate jewelry or clothing.

Students enrolled in this course are required to submit an AP Art Portfolio in May. Students will incur billing charges for the final AP Portfolio.
Fine Arts (cont’d)

Musical Theatre
Course length: 1 year
Musical Theatre will be an introduction to the profession of musical theatre. The course is designed to provide students with a well-rounded education of theatre. This course will begin with the basics of stage direction and choreography. The class will also include the basics of stage, costume, and makeup design.

Speech and Debate CP
Course length: 1 year
Speech and Debate focuses on improving the rhetoric and comportment of students by learning style, methods, and historical figures of great speech and debate.

Technology and Media Arts*

Fundamentals of Computing CP
Course length: 1 year
Fundamentals of Computing will introduce students to business applications and the field of computer science through an exploration of engaging and accessible topics. Students will gain valuable skills while learning Microsoft Word, PowerPoint, and Excel as well as an introduction to computer programming. Through creativity and innovation, students will use critical thinking and problem solving skills while working on projects that are relevant to students’ lives. Students will gain a fundamental understanding of the history and operation of computers and programming. Student will explore computing careers as well as examine societal and ethical issues of computing.

Graphic Design CP
Course length: 1 year
Students learn and apply the fundamentals of design in visual communications, including design principles, typography, use of color, pixel and vector based graphics, production, digital printing processes, and ethical considerations. This class will provide an overview of the design communication process, including conceptualization, creative processes, terminology, and technology. Students will become proficient with Adobe Master Collection learning InDesign and Photoshop. Students will gain skills in digital illustration, page layout, image-scanning, and image manipulation. Students will gain a fundamental understanding of programming and web design and how it relates to graphic design.

Advanced Graphic Design 2 Honors
Course length: 1 semester
See Honors and AP class criteria on page 6
Class size is limited
Advanced Graphic Design 2 is designed for students who wish to further their knowledge and skills in graphic design. Students must be focused and self-motivated.
Students will explore the integration of typography and imagery from planning, conceptualization, and creation through management of content for a variety of projects. Major themes include contrast and fusion of graphic form, text/image collage, hierarchy, grid systems, and extended layouts; critiques and discussions of professional work including traditional structures of books, catalogs, magazines, analysis of selected topics in advertising, design or illustration and brochures; study of cultural, social, and psychological aspects of advertising design, including consumer behavior and effects of globalization; development of advertising design for various media, including print, broadcast, direct mail, packaging, and point-of-purchase; emphasis on creative self-assessment, portfolio preparation, written communication, and presentation skills, use of Adobe Master Collection emphasizing InDesign, and Photoshop in creating projects as well as introduction to Illustrator. Students will gain a fundamental understanding of programming and web design and how it relates to graphic design.

Advanced Graphic Design 3 Honors
Course length: 1 semester
See Honors and AP class criteria on page 6
Class size is limited
Advanced Graphic Design 3 is designed for students who wish to master their knowledge and skills in graphic design, as well as continue to develop a strong portfolio. Students must be focused and self-motivated. The class involves strong project-based collaborative learning.
Advanced Graphic Design 3 emphasizes creative self-assessment, peer-evaluations, portfolio development, written communication, and presentation skills, emphasizing the use of Adobe Master Collection mastering Adobe InDesign, Photoshop, and Illustrator in creating projects. Students will gain a fundamental understanding of programming and web design and how it relates to graphic design.

Web Design CP
Course length: 1 semester
This course is an introduction to web design where students will code with HTML5 and CSS3 to create exceptional web design. Students will learn basic to advanced concepts and skills for developing web pages and websites as well as learn to create dynamic websites that incorporate forms, videos, JavaScript, and cutting-edge CSS3. This course offers basic introductions for beginners with the flexibility to quickly progress to advanced topics for experienced users.

AP Computer Science Principles
Course length: 1 year
Prerequisite: Fundamentals of Computing
AP Computer Science Principles covers the entire CS Principles Framework in the Beauty of Joy and Computing (BJC) and addresses the seven Big Ideas in the framework with a primary emphasis on programming (Big Idea 5) and, closely linked with programming, on abstraction (Big Idea 2). As much as possible, BJC uses programming as
the vehicle to tell other parts of the story; for example by presenting data (Big Idea 3) not through commercial database software but by writing programming projects that manipulate data sets as lists.

The course is designed to provide students with the opportunity to develop computational thinking practices and an understanding of the social implications of computing and to engage in programming. There is a strong focus on learning through labs and projects where students have opportunities to create programs and other computational artifacts. Students are engaged in small group and whole class discussions, particularly in relation to social implications topics. The curriculum content is designed to foster collaboration and creativity. Throughout the course, students engage in pair programming, and there are ample opportunities for students to collaborate and be creative in learning the course content.

* Virtual students will need access to a Windows computer for all technology courses.

Physical Education

**PE/Health Girls CP**
Course length: 1 year
The purpose of girls’ physical education at SCS is to introduce, refine, and perform the basic skills necessary for participation in team and individual sports, and recreation with the goal of life-long participation. Young women are taught to discipline their minds and bodies for optimum health, wellness, and fitness, as well as “for godliness”. Young women are taught to take care of and guard their bodies through abstinence education with Biblical integration and spiritual emphasis (1 Timothy 4:7b-8).

**PE/Health Boys CP**
Course length: 1 year
The purpose of boys’ physical education at SCS is to introduce, refine, and perform the basic skills necessary for participation in team and individual sports, and recreation, with the goal of life-long participation. Young men are taught to discipline their minds and bodies for optimum health, wellness, and fitness as well as “for godliness”. Young men are taught to take care of and guard their bodies through abstinence education with Biblical integration and spiritual emphasis (1 Timothy 4:7b-8).

**Strength & Conditioning CP - Elective**
Course length: 1 year
Prerequisite: PE/Health
The purpose of strength training at SCS is to have students learn the proper technique for lifting and to train for power and explosiveness, helping the student athlete perform better. We also work on speed and flexibility training. This class gives students an outstanding foundation of strength beneficial to all sports, in-season and out-of-season. Our goal is that each student will have the proper foundation for life-long participation in this aspect of fitness, and to train young people to discipline their minds and bodies for optimum health and fitness as well as “for godliness” (1 Timothy 4:7b-8).

**Strength & Wellness Concepts for Girls CP - Elective**
Course length: 1 year
Prerequisite: PE/Health
This course is designed for all students. Athletes will be able to maximize their time by training during the school day for their specific sport(s). Those students that are not school athletes will be able to learn more about nutrition, speed/agility, and strength training to maximize their personal fitness and strength goals. The purpose of this course is to give students the opportunity to learn specific strength training techniques, nutrition concepts, and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive strength training and cardiorespiratory endurance activities. Students will learn how to develop a lifetime fitness program based on a personal fitness assessment that stresses strength, muscular endurance, flexibility, cardiorespiratory endurance, and basic nutrition. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, nutrition, and movement activity for a lifetime.
Dual Enrollment Psychology

DE Psychology
PSY 2133 General Psychology PBA
Course length: 1 of 2 semesters
Prerequisite: Junior or Senior Status; overall 3.0 GPA

The Dual Enrollment (DE) course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. The first semester course will introduce students to the discipline of psychology by emphasizing the history of psychology as a science, the different theoretical approaches that underlie explanation of behavior, and the many different subfields within psychology. The course traces the emergence of scientific psychology in the nineteenth century from its roots in philosophy and physiology and covers the development of the major “schools” of psychology, showing how these schools differed in what they viewed as the proper subject matter of psychology. General Psychology surveys the major sub-disciplines of psychology as a science and as a helping profession, including physiology of behavior, learning, motivation, and abnormal and social psychology. This course provides a reasonable understanding of the field and enables the student to follow up in areas of interests. The course includes a biblical perspective of psychology. General Psychology students who earn a “C” or above receive three (3) hours of college credit from Palm Beach Atlantic University.

DE Developmental Psychology
PSY 2183 Life Span Development PBA
Course length: 2 of 2 semesters
Prerequisite: Junior or Senior Status; overall 3.0 GPA

The Dual Enrollment (DP) - Life Span Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. This second semester course will introduce students to the discipline of psychology by emphasizing the history of psychology as a science, the different theoretical approaches that underlie explanation of behavior, and the many different subfields within psychology. The course traces the emergence of scientific psychology in the nineteenth century from its roots in philosophy and physiology and covers the development of the major “schools” of psychology, showing how these schools differed in what they viewed as the proper subject matter of psychology. However, psychology as an academic discipline at SCS will be carefully evaluated in light of biblical principles and will not be reticent to address issues where scripture and psychology seem to be in tension. Students enrolled in Life Span Development, who earn a “C” or above receive three (3) hours of college credit from Palm Beach Atlantic University.

DE Organizational Leadership
ORL 1013 Foundational in Leadership PBA
Course length: 1 semester
Prerequisite: Junior or Senior Status; overall 3.0 GPA

Examines foundational components of leadership, including: character, vision, emotional intelligence/connectedness, tolerance, persistence/grit, empowerment, strategy, and judgment. Learners are tested via weekly quizzes and a final written examination on both knowledge and application of these components in a leadership context. The course curriculum assists learners in applying these components in the development of their own leadership style. Students enrolled in Foundational Values in Leadership who earn a “C” or above receive three (3) hours of college credit from Palm Beach Atlantic University.

ACT/SAT Test Prep CP
Course length: 1 semester

This class is designed to help students prepare to take the SAT and/or ACT by completing a very comprehensive self-paced, individualized program. Students will review topics, concepts, and take practice tests throughout the semester. They will also learn test taking strategies and be provided with resources to help them feel more confident when taking the test. This class is graded on a Pass/Fail basis and students receive .5 credits.

Introduction to Engineering CP - Key Curriculum Press
Course length: 1 year
Prerequisite: Chemistry

Introduction to Engineering is a full-year course designed to introduce students to the world of technology and engineering. This course is a good first step for students interested in exploring a future in engineering or for those who understand the necessity for Christians to become technologically literate citizens. Additionally, the course will help high school students answer the question: How much math and science do I need to study in high school? Through instruction and projects, students will have an opportunity to see the impact of science, mathematics, and engineering on their world, whether it be for a specific career or daily Christian life.
**Yearbook CP**  
**Course length:** 1 year

Yearbook students should have at least keyboarding as a previous requirement. Entrance to the class is based on an application due in the spring that includes references, examples of design ability, and examples of photography. Class is limited in size.

**Team Sports**  
**Course length:** 1 year

Team Sports will enable students to acquire basic knowledge of team sports play, develop skills in specified team sports, and maintain or improve health-related fitness. A variety of sports will be presented including basketball, field hockey, flag football, soccer, softball and volleyball.

Students will be instructed on safety practices, rules, terminology, etiquette, history of the sports, sportsmanship, correct techniques in performing skills, consumer issues, and the benefits of participation. The course will include fitness activities, and assessment of skills and fitness assessments.

**Study Hall (no credit)**

**Academic Support Class**

Provided through the Student Success Services Center, Academic Support provides assistance in study skills, test preparation, and classroom accommodations for those with diagnosed learning needs. The course is graded on a Pass/Fail basis and students receive .25 credits per semester. Space is limited.

**Aide**  
**Course length:** 1 year

Students are assigned to various departments and employees within SCS. Aide opportunities are available for High School students to assist teachers at all grade levels as well as in athletics, office personnel, copy center, lunchroom, and library. Students are given the opportunity to show evidence of their servant’s heart, develop good work-related skills and experience potential career opportunities in education, athletics, office/clerical, food service, or health-related fields. This class is graded on a Pass/Fail basis and students receive .5 credits.

**Math Team**  
**Course length:** September through March

The Math Team consists of students who would like to compete in high school mathematics tournaments throughout the year at various local, state, and regional competitions. Currently, students meet two days per week during lunch to prepare for competitions. Membership is open to any SCS student, but there will be a tryout held at the beginning of each school year. Participation at each competition is required. Students are responsible for participation fees involved with competitions. Each year of participation on the math team is worth .5 credits and is graded on a Pass/Fail basis.
# South Carolina Uniform Grading Scale (Revised 2016)

<table>
<thead>
<tr>
<th>Average</th>
<th>Grade</th>
<th>College Prep</th>
<th>Honors</th>
<th>AP/IB/Dual Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>A</td>
<td>5.000</td>
<td>5.500</td>
<td>6.000</td>
</tr>
<tr>
<td>99</td>
<td>A</td>
<td>4.900</td>
<td>5.400</td>
<td>5.900</td>
</tr>
<tr>
<td>98</td>
<td>A</td>
<td>4.800</td>
<td>5.300</td>
<td>5.800</td>
</tr>
<tr>
<td>97</td>
<td>A</td>
<td>4.700</td>
<td>5.200</td>
<td>5.700</td>
</tr>
<tr>
<td>96</td>
<td>A</td>
<td>4.600</td>
<td>5.100</td>
<td>5.600</td>
</tr>
<tr>
<td>95</td>
<td>A</td>
<td>4.500</td>
<td>5.000</td>
<td>5.500</td>
</tr>
<tr>
<td>94</td>
<td>A</td>
<td>4.400</td>
<td>4.900</td>
<td>5.400</td>
</tr>
<tr>
<td>93</td>
<td>A</td>
<td>4.300</td>
<td>4.800</td>
<td>5.300</td>
</tr>
<tr>
<td>92</td>
<td>A</td>
<td>4.200</td>
<td>4.700</td>
<td>5.200</td>
</tr>
<tr>
<td>91</td>
<td>A</td>
<td>4.100</td>
<td>4.600</td>
<td>5.100</td>
</tr>
<tr>
<td>90</td>
<td>A</td>
<td>4.000</td>
<td>4.500</td>
<td>5.000</td>
</tr>
<tr>
<td>89</td>
<td>B</td>
<td>3.900</td>
<td>4.400</td>
<td>4.900</td>
</tr>
<tr>
<td>88</td>
<td>B</td>
<td>3.800</td>
<td>4.300</td>
<td>4.800</td>
</tr>
<tr>
<td>87</td>
<td>B</td>
<td>3.700</td>
<td>4.200</td>
<td>4.700</td>
</tr>
<tr>
<td>86</td>
<td>B</td>
<td>3.600</td>
<td>4.100</td>
<td>4.600</td>
</tr>
<tr>
<td>85</td>
<td>B</td>
<td>3.500</td>
<td>4.000</td>
<td>4.500</td>
</tr>
<tr>
<td>84</td>
<td>B</td>
<td>3.400</td>
<td>3.900</td>
<td>4.400</td>
</tr>
<tr>
<td>83</td>
<td>B</td>
<td>3.300</td>
<td>3.800</td>
<td>4.300</td>
</tr>
<tr>
<td>82</td>
<td>B</td>
<td>3.200</td>
<td>3.700</td>
<td>4.200</td>
</tr>
<tr>
<td>81</td>
<td>B</td>
<td>3.100</td>
<td>3.600</td>
<td>4.100</td>
</tr>
<tr>
<td>80</td>
<td>B</td>
<td>3.000</td>
<td>3.500</td>
<td>4.000</td>
</tr>
<tr>
<td>79</td>
<td>C</td>
<td>2.900</td>
<td>3.400</td>
<td>3.900</td>
</tr>
<tr>
<td>78</td>
<td>C</td>
<td>2.800</td>
<td>3.300</td>
<td>3.800</td>
</tr>
<tr>
<td>77</td>
<td>C</td>
<td>2.700</td>
<td>3.200</td>
<td>3.700</td>
</tr>
<tr>
<td>76</td>
<td>C</td>
<td>2.600</td>
<td>3.100</td>
<td>3.600</td>
</tr>
<tr>
<td>75</td>
<td>C</td>
<td>2.500</td>
<td>3.000</td>
<td>3.500</td>
</tr>
<tr>
<td>74</td>
<td>C</td>
<td>2.400</td>
<td>2.900</td>
<td>3.400</td>
</tr>
<tr>
<td>73</td>
<td>C</td>
<td>2.300</td>
<td>2.800</td>
<td>3.300</td>
</tr>
<tr>
<td>72</td>
<td>C</td>
<td>2.200</td>
<td>2.700</td>
<td>3.200</td>
</tr>
<tr>
<td>71</td>
<td>C</td>
<td>2.100</td>
<td>2.600</td>
<td>3.100</td>
</tr>
<tr>
<td>70</td>
<td>C</td>
<td>2.000</td>
<td>2.500</td>
<td>3.000</td>
</tr>
<tr>
<td>69</td>
<td>D</td>
<td>1.900</td>
<td>2.400</td>
<td>2.900</td>
</tr>
<tr>
<td>68</td>
<td>D</td>
<td>1.800</td>
<td>2.300</td>
<td>2.800</td>
</tr>
<tr>
<td>67</td>
<td>D</td>
<td>1.700</td>
<td>2.200</td>
<td>2.700</td>
</tr>
<tr>
<td>66</td>
<td>D</td>
<td>1.600</td>
<td>2.100</td>
<td>2.600</td>
</tr>
<tr>
<td>65</td>
<td>D</td>
<td>1.500</td>
<td>2.000</td>
<td>2.500</td>
</tr>
<tr>
<td>64</td>
<td>D</td>
<td>1.400</td>
<td>1.900</td>
<td>2.400</td>
</tr>
<tr>
<td>63</td>
<td>D</td>
<td>1.300</td>
<td>1.800</td>
<td>2.300</td>
</tr>
<tr>
<td>62</td>
<td>D</td>
<td>1.200</td>
<td>1.700</td>
<td>2.200</td>
</tr>
<tr>
<td>61</td>
<td>D</td>
<td>1.100</td>
<td>1.600</td>
<td>2.100</td>
</tr>
<tr>
<td>60</td>
<td>D</td>
<td>1.000</td>
<td>1.500</td>
<td>2.000</td>
</tr>
<tr>
<td>59</td>
<td>F</td>
<td>0.900</td>
<td>1.400</td>
<td>1.900</td>
</tr>
<tr>
<td>58</td>
<td>F</td>
<td>0.800</td>
<td>1.300</td>
<td>1.800</td>
</tr>
<tr>
<td>57</td>
<td>F</td>
<td>0.700</td>
<td>1.200</td>
<td>1.700</td>
</tr>
<tr>
<td>56</td>
<td>F</td>
<td>0.600</td>
<td>1.100</td>
<td>1.600</td>
</tr>
<tr>
<td>55</td>
<td>F</td>
<td>0.500</td>
<td>1.000</td>
<td>1.500</td>
</tr>
<tr>
<td>54</td>
<td>F</td>
<td>0.400</td>
<td>0.900</td>
<td>1.400</td>
</tr>
<tr>
<td>53</td>
<td>F</td>
<td>0.300</td>
<td>0.800</td>
<td>1.300</td>
</tr>
<tr>
<td>52</td>
<td>F</td>
<td>0.200</td>
<td>0.700</td>
<td>1.200</td>
</tr>
<tr>
<td>51</td>
<td>F</td>
<td>0.100</td>
<td>0.600</td>
<td>1.100</td>
</tr>
</tbody>
</table>
Use this tool to plan your four-year course of study at Southside Christian School. Items in bold are required for the represented year. Please refer to the Academic Handbook for course details.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Subject</th>
<th>Course Name</th>
<th>CP</th>
<th>H</th>
<th>AP</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Bible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Choose from the following:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Physical Education &amp; Health, World Language, Technology, Fine Arts, Elective, Study Hall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>Subject</th>
<th>Course Name</th>
<th>CP</th>
<th>H</th>
<th>AP</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Bible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Choose from the following:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Physical Education &amp; Health, World Language, Technology, Fine Arts, Elective, Study Hall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Subject</th>
<th>Course Name</th>
<th>DE</th>
<th>CP</th>
<th>H</th>
<th>AP</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Bible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>World Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Choose from the following: Technology, Fine Arts, Elective, Study Hall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Year</th>
<th>Subject</th>
<th>Course Name</th>
<th>DE</th>
<th>CP</th>
<th>H</th>
<th>AP</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Bible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>World Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Choose from the following: Technology, Fine Arts, Elective, Study Hall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**