



# Course Catalog

River's Edge CA

Upper Academy

2011-2012

# Table of Contents

Graduation Requirements (preliminary) .....	<b>3-4</b>
Credit Requirements.....	3
Grades and GPA.....	3
Community Service.....	4
Diploma Plans.....	4
Parental Roles .....	<b>5-6</b>
Ninth Grade Course Offerings.....	<b>7-13</b>
Language arts/English.....	7
History.....	8
Mathematics.....	9
Science.....	10
Electives.....	11-13

# Graduation Requirements

<b>Tennessee Graduation Requirements</b>
<b>Requirements for Students Beginning High School in Fall 2009</b>
<b>TOTAL CREDITS REQUIRED: 22</b>
<b>MATH: 4 Credits</b> Including Algebra 1, Algebra 2, Geometry, and a fourth higher level math course
<b>SCIENCE: 3 Credits</b> Including Biology, Chemistry or Physics, and a third lab course
<b>ENGLISH: 4 Credits</b>
<b>SOCIAL STUDIES: 3 Credits</b>
<b>PHYSICAL EDUCATION AND WELLNESS: 1.5 Credits</b>
<b>PERSONAL FINANCE: .5 Credits</b>
<b>FOREIGN LANGUAGE: 2 Credits</b>
<b>FINE ARTS: 1 Credit</b> May be waived for students not going to a University to expand and enhance the elective focus
<b>ELECTIVE FOCUS: 3 Credits</b> Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement (AP), or International Baccalaureate (IB)

## Grades and GPA

- GPA will begin to accumulate in 9th grade.
- For purposes of counting GPAs, grades in Honors and AP courses will be weighted higher.

Grades	Descriptors	Percent Scale	Grade Points
A	Excellent	93-100%	4
B	Good	85-92%	3
C	Average	75-84%	2
D	Below average	70-74%	1
F	Failure	0-69%	0

## Community Service

Students are required to participate in a minimum of 50 hours of documented community service in order to receive a diploma from River’s Edge Christian Academy. Students are required to complete a Community Service Verification Form for all volunteerism counting towards this requirement. Community service hours may be completed through any activity related to the community, church or family. *(Should this provide hardship for a particular family, please discuss this further with the Academic Advisor.)*

### Sample Four Year Diploma Plan for River’s Edge CA for 2011-2012

<b>FRESHMAN</b>	<b>SOPHOMORE</b>	<b>JUNIOR</b>	<b>SENIOR</b>
<b>STANDARD DIPLOMA</b>	<b>STANDARD DIPLOMA</b>	<b>STANDARD DIPLOMA</b>	<b>STANDARD DIPLOMA</b>
9 <sup>th</sup> English (1) Algebra 1 (1) Physical Science (1) World History (1) Fine Arts (1) (Band or Chorus or Art) Physical Education (1)	10 <sup>th</sup> English (1) Geometry (1) Biology (1) Geography (1) Spanish 1 (1) Computer Science (.5) Health (.5)	11 <sup>th</sup> English (1) Algebra 2 (1) Chemistry (1) Spanish 2 (1) U.S. History (1) Online course of choice (1)	12 <sup>th</sup> English (1) Pre-calculus (1) Apologetics (.5) Personal Finance (.5) Government (.5) Economics (.5) Internships (1) Elective or Spanish 3 (1) PSCC course of choice(1)
<b>HONORS DIPLOMA</b>	<b>HONORS DIPLOMA</b>	<b>HONORS DIPLOMA</b>	<b>HONORS DIPLOMA</b>
9 <sup>th</sup> English (1) Algebra 1 (1) Physical Science (1) World History (1) Fine Arts (1) (Band or Chorus or Art) Physical Education (1)	10 <sup>th</sup> English H (1) Geometry (1) Biology (1) Geography (1) Spanish 1 (1) Computer Science (.5) Health (.5)	11 <sup>th</sup> English H (1) Algebra 2 (1) Chemistry (1) Spanish 2 (1) U.S. History (1) Online course of choice (1)	12 <sup>th</sup> English AP (1) Pre-calculus or Calculus AP (1) Apologetics (.5) Personal Finance (.5) Government (AP) (.5) Economics (.5) Honors Thesis/ Internship (1) Physics or Spanish 3 (1) PSCC course of choice(1)

\*Fine arts requirement fulfilled by taking band with Knoxville Christian Youth band or Choir or Art (encouraged to continue throughout high school career).

\*Physical Education may be fulfilled with requirement to participate in a sport sometime during high school career (Running for God, basketball, volleyball possibly partnering with another school--KCS or Ambassadors); use Presidential Fitness model.

# Parental Roles

**Primary Teacher** - Many University-Model Schools® only offer elective classes for grades 1 and 2, so these students are being schooled in their academic studies at home. A University-Model School will often offer academic workshops to these parents to assist them in the direct teaching of their children. If available, the workshops are designed to help parents eliminate the many hours of preparation and lesson planning and thus give them more time for the one-on-one teaching that is usually quite simple and fun. Emphasis at this level is primarily placed on teaching through games and other attractive and entertaining techniques.

**Co-Instructor** - In this role, parents will receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and preparation or review needed for the next class. They will also bear the primary responsibility for direct instruction in some aspects of the course, such as spelling, and in monitoring their child's academic progress (including the timely submission of all assignments).

**Private Tutor** - In courses involving this role, parents receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and any preparation or review needed for the next class. Courses utilizing this role will usually be at the elementary level.

**Guide for Dependent Study** - This role will usually relate to parents with children in grades 7-10. These students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teachers are dependent upon parents to make certain their children keep up with the course material assigned and to communicate to teachers if difficulties arise. In some cases, private tutoring might be necessary.

**Guide to Independent Study** - Academic courses at the 11<sup>th</sup> and 12<sup>th</sup> grade levels will usually involve this role by the parent. Here, the parent has the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. Courses offered by a University-Model School at this level should mimic that of a junior or community college program where independent study skills and disciplined planning for completing homework assignments are necessary.

**Interactive Discussion** - In courses utilizing this role (ex. Health courses), parents are expected to interact with their children on teacher-directed topics throughout the semester. Students will then reflect on those interactions through class discussions and written assignments. These courses are designed to place emphasis on the parent-student relationship by emphasizing and reinforcing the values parents are teaching within their home. These courses also provide families with the opportunity to explore and interact on issues that are of importance, especially during the teen years.

**Course Monitor** - Some courses will involve equipment or expertise which necessitates that teaching be done in the classroom and leaves little for parents at home. This role, therefore, will require the least amount of time by parents, but its importance cannot be understated. The primary responsibility of parents is to track the progress of their children and to monitor how well they are doing. Are they becoming discouraged? Are they enjoying the class? What are the activities being done each day in class? What are they learning? In short, parents need to show an interest and express this to their children. If problems should develop, teachers need to know immediately.

**Project Assistant** - Some courses utilizing this role would include different grade levels of drama or music. The primary responsibility of parents is to track the progress of their children and to monitor how well they are doing. They need to have a sincere interest in their children's class activities and express that interest to their children. Furthermore, help at home might be needed occasionally in support of a particular project. If problems should develop, teachers need to know immediately.

**Parent Coach** - The role of the parent coach is to provide individual practice and instruction to his/her son or daughter at home. The director or team coach will organize the group activity (choir, band, team sport, etc.), direct practices, and communicate to the parent-coaches information and directions concerning regular home practice on individual skills. This role is used primarily for competitive extracurricular activities in grades 1-8 and possibly 9-10.

**The Active Supporter** - This parental role usually involves competitive class or extracurricular activities designed for 11<sup>th</sup> and 12<sup>th</sup> grade students (and possibly 9<sup>th</sup> and 10<sup>th</sup> grades as well). In competitive high school programs preparing students for college, conditioning training, practice, and work on individual skills go beyond the expertise of most parents. As a result, parents are instead required to actively support their children through regular attendance at games, performances, and practices or rehearsals. Parents are also encouraged to show their support by participating in booster club activities which usually play a vital role in supporting high school extracurricular programs. At a time when older students are beginning to increase their time away from home as they move gradually toward independence, high school athletics offers parents a regular avenue through which to remain an active part of their children's lives and interests.

Note: Parental roles and descriptions adapted from *Character Driven College Preparation* by Dr. John W. Turner, Jr.

# Ninth Grade Course Offerings

## Language Arts/English

### **English 9 (grade 9)**

**ENG0900**

**Text: Bob Jones University Press - Literature, Grammar and Writing, and Spelling**

**Literature:** This part of the course is designed to teach the process of literary analysis that enables students to interpret and evaluate what they read in light of biblical truth. The readings offer instruction in six literary elements: conflict, character, theme, structure, point of view, and moral tone. An English translation of Rostand's drama *Cyrano de Bergerac* is included. The updated Student Text includes three new selections, as well as brief introductions for each selection, reading-check questions, and author biographies.

**Grammar:** This portion of the course aims to review the eight parts of speech, five basic sentence patterns, usage, and mechanics. It will also introduce relative pronouns, pronoun reference problems, indicative/imperative mood. Dictionary skills, library skills, study skills, and the writing process are part of the year's work. Literature selections provide students the opportunity to analyze real texts. Writing projects include paragraphs of comparison/contrast and personal experience, a research essay, poetry and devotional writing, a personal response to literature.

**Vocabulary:** This part of the course focuses on Latin word parts, discusses the difference between denotative and connotative meaning, and expands the discovery of word meaning through context. Each lesson provides word games, puzzles, and reinforcement activities to help students build and retain vocabulary.

**Parental Role:** *Private Tutor/Guide for Dependent Study*

**Course Prerequisites:** Satisfactory performance on the standardized test and successful completion of English 8 (ENG0800), or Administrator approval

# History

## **History 9 (grade 9)**

**HIS0900**

**Text: Bob Jones University Press - World History**

This text will guide the student through the story of history from the dawn of civilization to the present world. Students are encouraged to explore the past and delve in to the twists and turns of world history through relevant activities and class discussions. The text emphasizes how a Christian worldview affects the study of history, illustrating the crucial nature of viewing history through the lens of the Bible. *World History* provides an essential survey key to future study.

**We strongly suggest that students enroll in English 9 and History 9 concurrently as studying the literature of a particular historical era illuminates and deepens the students' understanding of history.**

**Parental Role:** *Private Tutor/Guide for Dependent Study*

**Course Prerequisites:** Satisfactory performance on the standardized test and successful completion of History 8 (HIS0800), or Administrator approval

## **American Government (grade 11)\*\***

**HIS1100**

**Text: Bob Jones University Press - American Government**

This course takes a historical approach to American government, analyzing its levels and branches and explaining its scriptural foundation. The course provides students with an overview of the changes and developments of our government along with discussions about current issues. Students also examine the Constitution, political parties, elections, interest groups, mass media, and political behavior.

*\*\* This course will be offered only if we are able to fill the allotted 10 spaces.*

**Parental Role:** *Private Tutor/ Guide to Independent Study*

**Course Prerequisites:** Satisfactory performance on the standardized test and successful completion of History 9 (HIS0900), or Administrator approval

# Mathematics

## **Algebra 1 (grade 9\*)**

**MAT0900**

**Text: Glencoe - Algebra 1 (2010 edition)**

Algebra 1 will cover the language of algebra, expressions, equations, and functions; solving linear equations; linear functions and inequalities; solving systems of linear equations and inequalities; polynomials and factoring polynomials; quadratic and exponential functions; radical expressions, functions, and equations; statistics and probability.

**Parental Role:** *Private Tutor/Guide for Dependent Study*

Special note: For students to be successful, the teacher relies upon the parent to make sure that the student keeps up with and completes all course material assigned and seeks appropriate help if needed.

**Course Prerequisites:** Satisfactory completion of Algebra Applications (MAT0800) or other approved advanced algebra course, or teacher recommendation and Administrator approval

*\* Students in other grades may take this course if prerequisites are met; "grade 9" is only a guideline.*

# Science

## **Physical Science (grade 9\*)**

**SCI0900**

**Text: Apologia - Physical Science**

Physical Science is designed to serve as a foundation for other high school courses, especially chemistry and physics. Chemistry units include but are not limited to atomic structure of matter, learning the periodic table, such as: some basic chemical symbols, formulas, bonding, and isotopes, with basic nuclear chemistry. Physics units include Newton's three laws of motion, forces, speed, velocity, acceleration, relationships between electricity and magnetism, and wave phenomena and behavior, including electromagnetic and sound waves. Because experimentation is the basis of science, laboratory demonstrations and investigations are an integral part of this course. The course also discusses such topics as the atmosphere, the hydrosphere, the weather, the structure of the earth, environmentalism, and astrophysics.

**Parental Role:** *Private Tutor/Guide for Dependent Study*

*\* Students in other grades may take this course if prerequisites are met; "grade 9" is only a guideline.*

**Course Prerequisites:** Satisfactory completion of General Science or equivalent level science course, or teacher recommendation and Administrator approval

## **Biology (grade 10\*)\*\***

**SCI1000**

**Text: Apologia - Biology**

This course is a college-prep biology course that provides a detailed introduction to the methods and concepts of general biology. Heavily emphasizing the vocabulary of biology, it provides the student with a strong background in the scientific method, the five-kingdom classification scheme, microscopy, biochemistry, cellular biology, molecular and Mendelian genetics, evolution, dissection, and ecosystems. It also provides a complete survey of the five kingdoms in Creation. Students who take and understand this course will be very well-prepared for a tough university biology course.

*\*\* This course will be offered only if we are able to fill the allotted 10 spaces*

**Parental Role:** *Private Tutor/Guide for Dependent Study*

*\* Students in other grades may take this course if prerequisites are met; "grade10" is only a guideline.*

**Course Prerequisites:** Satisfactory completion of Physical Science or equivalent level science course, or teacher recommendation and Administrator approval

# Electives

## Physical Education

### PHE0900

The aim of the physical education program at River's Edge Christian Academy is to develop and improve each student's personal fitness and motor skills, as well as to encourage good sportsmanship and leadership qualities in each child. By incorporating challenging yet achievable tasks, the students can attain positive attitudes about physical activity and fitness and gain skills necessary to participate in various sports. Development of character is a major aim of the physical education program with students learning the importance of positive attitudes, goal setting, strong work ethics, and teamwork. Classes are structured around age appropriate activities with instruction taking place both in the gym as well as outdoors as appropriate.

**Parental Role:** *Parent Coach/Active Supporter*

**Course Prerequisites:** None

## Beginning Band (grade 5 – 12)

### BAN0900

Partnership with: The Knoxville Christian Youth Band ([www.kcyb.org](http://www.kcyb.org))

The Knoxville Christian Youth Band offers quality music education in a band setting using qualified music staff. This class is for new students. Beginning Band will meet for instruction and practice one hour per week, Tuesdays, from 5pm-6pm, at First Baptist Church of Powell. Participation requirements are as follows: Students are asked to commit for the full academic year, take private lessons, at least one-half hour per week, and meet all attendance requirements of rehearsals and performances.

**Cost:** \$105/semester or \$170/year (*private lessons and equipment rental are **not** included in this fee*)

**Parent Role:** *Positive Motivator & Chaperone*

**Course Prerequisites:** None

**Course Corequisites:** One-half hour private lessons weekly (August - March)

## Concert Band (grade 5 – 12)

### BAN0910

Partnership with: The Knoxville Christian Youth Band ([www.kcyb.org](http://www.kcyb.org))

This class is for students with a minimum of 6 months playing experience. Concert Band will meet for instruction and practice two hours per week, Tuesdays, from 4pm-6pm, at First Baptist Church of Powell. Participation requirements are as follows: Students are asked to commit for the full academic year, take private lessons (through their sophomore year), at least one-half hour per week, and meet all attendance requirements of rehearsals and performances.

**Cost:** \$105/semester or \$170/year (*private lessons and equipment rental are **not** included in this fee*)

**Parent Role:** *Positive Motivator & Chaperone*

**Course Prerequisites:** 6 months playing experience

**Course Corequisites:** One-half hour private lessons weekly (August - March)

## **Symphonic Band (grade 5 – 12)**

**BAN0920**

Partnership with: The Knoxville Christian Youth Band ([www.kcyb.org](http://www.kcyb.org))

This class is for advanced students only. Students are required to audition to be accepted into the Symphonic Band. Auditions are held in mid-August at First Baptist Church of Powell. The Symphonic Band will meet for instruction and practice two hours per week, Tuesdays, from 6:30pm-8:30pm, at First Baptist Church of Powell. Participation requirements are as follows: Students are asked to commit for the full academic year, take private lessons, at least one-half hour per week (through their sophomore year), and meet all attendance requirements of rehearsals and performances.

**Cost:** \$105/semester or \$170/year (*private lessons and equipment rental are **not** included in this fee*)

**Parent Role:** *Positive Motivator & Chaperone*

**Course Prerequisites:** Audition to be accepted into the band

**Course Corequisites:** One-half hour private lessons weekly (August - March)

## **Jazz Band (grade 5 – 12)**

**BAN0930**

Partnership with: The Knoxville Christian Youth Band ([www.kcyb.org](http://www.kcyb.org))

This class is for advanced students only. Students are required to audition to be accepted into the Jazz Band. Auditions are held in mid-August at First Baptist Church of Powell. The Jazz Band will meet for instruction and practice two hours per week, Thursdays, from 6:30pm-8:30pm, at First Baptist Church of Powell. Participation requirements are as follows: Students are asked to commit for the full academic year, take private lessons, at least one-half hour per week (through their sophomore year), and meet all attendance requirements of rehearsals and performances.

**Cost:** \$105/semester or \$170/year (*private lessons and equipment rental are **not** included in this fee*)

**Parent Role:** *Positive Motivator & Chaperone*

**Course Prerequisites:** Audition to be accepted into the band

**Course Corequisites:** One-half hour private lessons weekly (August - March)

## **Choir**

**CHO0900**

Details to be determined

**Parental Role:** *Parent Coach/Active Supporter*

**Course Prerequisites:** None

## **Art**

**ART0900**

Course will include introduction to sketching, use of clay, painting, print making, and other media. Students in both middle and high school grades are eligible to participate. Course will be taught on Monday and Wednesday afternoons.

*\*\* This course will be offered only if we are able to fill the allotted 10 spaces.*

**Parent Role:** *Positive Motivator & Chaperone*

**Course Prerequisites:** None

## **Health**

**HEA0900\*\***

**Text:** Bob Jones University Press

This course will help the student learn to promote his/her health physically, emotionally, intellectually, and socially.. Level II topics such as dating principles, sexually transmitted diseases, and sex education (for instructors to use at their discretion). The student text covers a variety of topics including nutrition, exercise, personal hygiene, safety, and disease.

*\*\* This course will be offered only if we are able to fill the allotted 10 spaces.*

**Parental Role:** *Interactive Discussion*

**Course Prerequisites:** None

## **Computer Science**

**COM0900\*\***

**Text:** TBD

*\*\* This course will be offered only if we are able to fill the allotted 10 spaces*

**Parental Role:** *Parent Coach/Active Supporter*

**Course Prerequisites:** None

## **Spanish 1**

**SPA0900\*\***

**Text:** Bob Jones University Press

This course introduces students to beginning Spanish. Students will learn how to ask and answer questions in Spanish, give and follow directions, purchase items, make small talk, and present the gospel. The textbook is rich with activities to help students gain confidence with the Spanish language.

*\*\* This course will be offered only if we are able to fill the allotted 10 spaces.*

**Parental Role:** *Course Monitor /Active Supporter*

**Course Prerequisites:** None

# Upper division

## Courses offered if 10 students fill each course

### **Chemistry (grade 11\*)**

**SCI1100**

**Text: Apologia – Chemistry (2<sup>nd</sup> edition)**

In order to be able to understand this text, the student needs to have completed algebra I. This course is designed to be a first-year high school chemistry course and gives the student a rigorous foundation in chemistry, in order to prepare him or her for a college-level course. The course covers significant figures, units, classification, the mole concept, stoichiometry, thermochemistry, thermodynamics, kinetics, acids and bases, redox reactions, solutions, atomic structure, Lewis structures, molecular geometry, the gas laws, and equilibrium. Students who take and understand this course will be very well-prepared for a tough university chemistry course.

**Parental Role:** *Private Tutor/Guide for Independent Study*

*\* Students in other grades may take this course if prerequisites are met; “grade 11” is only a guideline.*

**Course Prerequisites:** Satisfactory completion of Physical Science or equivalent level science course and Algebra 1, or teacher recommendation and Administrator approval

### **Physics (grade 12\*)**

**SCI200**

**Text: Apologia – Physics (2<sup>nd</sup> edition)**

This college-prep physics course is designed for the student who has completed algebra and has had an introduction to the definitions of sine, cosine, and tangent. It provides a detailed introduction to the methods and concepts of general physics, heavily emphasizing vector analysis; this text is ideal preparation for a university-level physics course. It provides the student with a strong background in one-dimensional and two-dimensional motion, Newton’s laws and their application, gravity, work and energy, momentum, periodic motion, waves, optics, electrostatics, electrodynamics, electrical circuits, and magnetism.

**Parental Role:** *Private Tutor/Guide for Independent Study*

*\* Students in other grades may take this course if prerequisites are met; “grade 11” is only a guideline.*

**Course Prerequisites:** Satisfactory completion of Physical Science or equivalent level science course, Algebra 1, Geometry and or Trigonometry, or teacher recommendation and Administrator approval

### **Algebra 2 (grade 11\*)**

**MAT1100**

**Text: Glencoe – Algebra 2 (2010 edition)**

**Parental Role:** *Private Tutor/Guide for Independent Study*

Special note: For students to be successful, the teacher relies upon the parent to make sure that the student keeps up with and completes all course material assigned and seeks appropriate help if needed.

**Course Prerequisites:** Satisfactory completion of Algebra 1 or other approved advanced algebra course, or teacher recommendation and Administrator approval

*\* Students in other grades may take this course if prerequisites are met; “grade 11” is only a guideline.*