

# **MANSFIELD CHRISTIAN SCHOOL**



## **SECONDARY SCHOOL ACADEMIC HANDBOOK**

**2017-2018**

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Academic Information  
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## **IMPORTANT: PLEASE READ**

The following pages contain course descriptions and academic requirements for students to consider when choosing their courses for the next school year. It is of the **utmost importance** that students follow the prescribed sequence of courses for the diploma option they wish to obtain. Please take time to study the required courses for each of our diploma programs. Keep in mind that policies, procedures, standardized testing, and course offerings are subject to change at any time.

Our college preparatory programs, when diligently followed and successfully completed, will prepare students for just about any college. Each year, approximately 90% of our graduates go on to college. You as parents play a crucial role in your child's career decision-making process. It is impossible for us to give your child the proper guidance without your support and prayers.

We are available to talk to you about the academic program here at MCS, college requirements, and programs that interest your son or daughter. Each student should prayerfully consider God's will concerning course choices and preparation for a career.

Please remember that we are partners in your child's education and will do all we can to be sure your child has the information he or she needs to make these important choices.

## ADVANCED PLACEMENT COURSES

Mansfield Christian School is proud to join the thousands of high schools that offer Advanced Placement (AP) courses. Students taking these classes earn high school credit for the courses and may also earn college credit for these courses if they choose to take and pass the AP exams after taking these courses. Hundreds of colleges accept AP exam results for college credit, but not all do. Therefore, it is important for students to take this into consideration when making a college choice.

## CLASS RANK

Most college academic scholarships are based at least in part on a student's rank in class. Therefore, students should take their high school rank very seriously. When applying to college, a student needs to realize that many colleges would like a student to be in the upper half of his/her senior class. It is possible, however, to be in the lower half and still be admitted to a college. Some colleges are more selective than others. It is important that you keep in contact with your Guidance Counselor to determine the exact entrance requirements of a college you are considering. Class rank is important and is something that should motivate students to do their very best and to take as many honors/CCP/AP courses as they are academically able to handle.

### **Specifics Used in Determining Rank**

1. Students are ranked at the end of their junior year, at the end of the first semester of their senior year, and are given a final rank at the end of the second semester of their senior year.
2. A student's grade point average will be rounded off to the nearest hundredth.
3. No grades obtained through home school programs, accredited or non-accredited, or non-chartered private schools will be used in determining rank. Transfer students who come to Mansfield Christian from this type of school must complete the junior and senior years in our classroom setting in order to be ranked.
4. Any student currently enrolled in MCS who desires to take either an online or summer school course must have that course approved by the Guidance Counselor **prior to** enrolling in a course to be sure that course will count toward Mansfield Christian's graduation requirements and class rank.

## COLLEGE CREDIT PLUS (CCP) PROGRAM

The State of Ohio makes provision for talented high school students enrolled in chartered non-public high schools to take some college course. Under this program, the student takes course work for both high school credit and college credit, coinciding and depending upon allocated hours by the State. It is important for the students and their parents to realize that there are both advantages and disadvantages to participating in this program. This State program is known as College Credit Plus.

### **Guidelines for CCP Registration**

Taking CCP classes is a privilege that is earned and requires hard work to maintain.

1. Taking college courses in high school is definitely not for every student, even if the student meets the academic requirements. There are increased responsibilities for both the student and the parent. The very nature of the college grading system requires good honest communication between the parents and student. College professors are not required to notify parents if the student doesn't hand in homework or fails a test. If the added responsibility of CCP classes is accepted, increased communication between parents and the student is needed.
2. Students must be admitted by the college of their choice in order to participate in CCP. Students and parents should check the website of the college selected for specific prerequisite grades and/or test scores.
3. The grading periods of college differs from that of high school. North Central State College (NCSC) is on a semester system with two grading periods: Fall and Spring. Mansfield Christian has four 9-week grading periods per year. College grades will be available online after the professor posts grades each semester. Parents should ask their child to see the grades.
4. Some advanced CCP courses have prerequisite courses and grades. These are determined by the college.
5. According to the rules set forth for CCP by the Ohio Department of Education, should a student drop a CCP class for any reason after the no-fault drop date for that class, **the parent assumes financial responsibility for the class**. The State will not pay for a dropped class, and the parent will be required to reimburse the State for the class. Therefore, please discuss with your student this ramification and

make sure that he/she is fully committed to a CCP class before signing up to take it.

6. All of our CCP courses are set up in a two-course sequence of Fall and Spring. Students are required to take both courses in the sequence unless the Principal grants special permission or the student is dropped due to low grades.
7. At the end of each year, the various CCP courses will appear on the student's Mansfield Christian High School transcript. In order to obtain a transcript of college course work and credits, the student must go to the respective college and request a transcript be sent. There is normally a charge for each college transcript. The Mansfield Christian transcript will reflect only high school credits.
8. It is the goal of our CCP program to enable a student to complete many General Education requirements that would usually be taken at the college of their choice following high school. Throughout our history of offering post-secondary courses, we have found that the vast majority of colleges our students attend have accepted all credits. Realize, however, that we cannot guarantee that the college that the student attends will accept every credit.
9. It is of vital importance that the student and parents help us monitor the student's stress level. Taking CCP classes is not recommended for the student who works 10 or more hours per week at an after school job! Students who are heavily involved in athletics should also consider taking fewer CCP classes. Parents need to be on the lookout for tell-tale signs of emotional distress or depression. This is especially important if the student is a "perfectionist." If the student is accustomed to getting all "A's" and then gets their first "B" in a CCP class, it is not the end of the world! Better to graduate with 12+ hours of college credit and save parents \$20,000 in college costs than to have all "A's" and get a \$3000 academic scholarship. Having said this, remember that it is even more important to allow time for spiritual growth activities like your church youth group or a Bible study.
10. A student may not enroll in any specific college course through the CCP program if the student has already taken the same high school course as that college course.
11. The CCP program does not require college instructors to send progress reports home to parents; thus parents must communicate with their child on a consistent basis to monitor performance. CCP instructors are willing to meet with parents regarding any concerns. A student withdrawing from Mansfield Christian School will also be dropped from the CCP classes being taught on the MCS campus.
12. Parents must realize that it is the State of Ohio that funds the CCP program and that these funds are not guaranteed. Mansfield Christian School will continue to make CCP courses available as long as it is possible.
13. **Read carefully this State of Ohio Policy: "A student or the student's parent will reimburse the State for the amount of State funds paid to a college for a course in which the student is enrolled under CCP if the student does not attain a passing final grade in that course."**

### NCSC Grading Scale

A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	D-	0.67
C+	2.33	F	0.00

Students enrolled in CCP courses at North Central State College (NCSC) will receive a separate grade report at the end of each semester.

### CCP Courses Taken Off-Campus

1. When attending college off campus, students are responsible for their own transportation to and from their college of choice. The availability of reliable transportation is very important, and parents must remember that colleges may have classes when Mansfield Christian is closed due to bad weather. Also note that vacations will not necessarily coincide with Mansfield Christian's schedule. (This is not a problem with students enrolled in our "in house" CCP program.)
2. Students participating in this program must be exemplary in character, attendance, and conduct.
3. If at any time the Mansfield Christian administration determines that a student in the program has allowed his/her grades to drop or has attendance problems, the student's enrollment in the CCP program may be

terminated at the end of the current semester.

4. Prior to enrolling in a post-secondary class, each student will be notified by the Guidance Counselor as to the amount of high school credit he/she will be awarded if he/she successfully completes the college level class. It is the responsibility of the student to find out the amount of credit and whether a particular course meets Mansfield Christian's graduation requirements **PRIOR** to taking the course.

### **CCP Online College Courses**

MCS and the State of Ohio allow online college courses to be taken as CCP dual credit courses. All course registrations must be approved by the Principal prior to enrollment. While the State of Ohio may pay for many online college courses as part of its CCP program, financial charges for college courses is the responsibility of the student's parents. The following guidelines will help the student understand how online CCP courses work as part of the student's educational experience.

1. Full-time students taking CCP courses must take a minimum of four regular MCS courses during any semester.
2. Students may take classes from more than one college at a time. Under Option B, the State of Ohio will pay for courses from more than one college, including many private colleges. The college must be based in Ohio or have an extension campus in Ohio.
3. The State of Ohio limits the number of credits it will finance and that limit may change from year to year.
4. Students must meet entrance requirements of the college of choice for online courses.
5. Online courses may have limited enrollment. MCS bears no responsibility for the student's ability to enroll in an online college course.
6. If a student drops a course after the no-fault drop date or fails the college course, the State will require the student/parent to reimburse the State for the full cost of tuition and books.
7. Some online college courses meet at specific times while other courses may be taken at the student's discretion. Be sure to be aware of which type.
8. By law, MCS cannot restrict the selection of online college courses by students. However, a school may develop its own policies regarding whether a particular high school course must still be taken as a graduation requirement.

### **Requesting CCP College Transcripts**

It is the responsibility of the student to request a transcript from the college for college credit earned through the CCP program. A Mansfield Christian School transcript will reflect only high school credits earned by the student.

### **COLLEGE VISITS**

There is perhaps no more important aspect to choosing a college than an actual visit to the college campus. The visit should include the opportunity to stay in the dorm, visit classes, eat college food, and talk to key faculty and admission personnel.

#### **Guidelines for College Visits:**

1. Discuss with the Guidance Counselor which colleges have the programs and distinctions you are looking for and prioritize your selection criteria.
2. For sophomores, juniors, and seniors, Mansfield Christian will treat a college visit as a "field trip" when the appropriate MCS College Visit Form is completed so that a student is not counted "absent". Appointments with college personnel must also be made by the student.
3. College Visit Permission Forms should be obtained from the secondary school office and properly filled out and signed by MCS administration prior to the college visit. Following the visit, parents and a college admissions office counselor must sign the form and students are to return it to the secondary office so that the visit may be recorded as a college visit day (a non-absence).
4. Note: no completed and returned form = absence.

It is highly recommended that every junior planning on further education after graduation make at least two college visits. Please do not wait until the senior year to begin looking! We recommend that at least two applications be submitted prior to Christmas vacation during the senior year.

### **COURSE FAILURE AND REPETITION/CREDIT RECOVERY**

Students who earn a final course grade of an “F” fail that course. Students who fail the following courses must make them up before proceeding to the next higher course: English, Mathematics and Bible. (Example: two English classes cannot be taken concurrently.) A failure in any of these courses must be remediated during the summer in order for a student to return in the fall. Failed elective courses do not need to be repeated if all graduation requirements are met.

Students who fail English, Mathematics or Bible must take the class during the summer or the student may not be permitted to return the following year. There is a fee for the repeated course. A Christian curriculum must be used for remediation for these classes. Recommended courses are approved by the Principal and Guidance Counselor. The courses must be taken for credit and a grade of “P” (passing) will be included in the student’s cumulative file. The grades will not figure into the student’s GPA. The failed grade will count towards the student’s GPA.

For any student having academic problems, an appointment should be made with the Guidance Counselor to discuss tutoring, summer school, or online make-up coursework. There is a fee for repeating a course online if taken through MCS during the summer. Prior to registering in any summer school program, a student should check with the Guidance Counselor to see whether the program in question will be accepted for credit recovery. This applies to both junior high and high school courses.

### **COURSE REGISTRATION PROCEDURE**

1. After reading this Academic Handbook, with special attention paid to the different Mansfield Christian High School diploma programs, students and parents should select required and elective courses.
2. For further information, read the course descriptions for both required and elective courses at the end of this Academic Handbook. These are arranged by department.
3. A Course Registration Form will be sent home with each student during course registration week. This form should be carefully checked and signed by both the student and a parent and returned to the secondary office by the date listed on the bottom of the form.
4. The Guidance Counselor will be available to assist students in filling out their registration forms. If the Guidance Counselor has a concern regarding a student’s program, parents will be notified.
5. Parents are encouraged to call the Guidance Counselor with any questions they might have concerning course offerings or the Mansfield Christian School diploma programs. We welcome your questions and input at any time.

### **CREDIT FLEXIBILITY PLAN**

The State of Ohio allows school districts to develop alternative programs whereby students may earn units of high school credit based on a demonstration of subject area competency, instead of or in combination with completing hours of classroom instruction. As a chartered nonpublic school, MCS is not required to adopt such a program but has chosen to do so. A junior or senior may enroll as a Quick Start (QS) student with permission of the Principal. A different tuition scale will apply to these students. Refer to the MCS High School Student Classifications Chart for academic details. Please see the Guidance Counselor for more information regarding these programs.

The purposes behind the program are to allow students to:

- Show what they know and that they are ready to move on to higher-order content; and
- Learn subject matter or earn course credit in ways not limited solely to seat time in the classrooms of a school building.

According to the program guidelines, students may earn credits by:

- Completing coursework; or
- Testing out of or demonstrating mastery of course content; or
- Pursuing one or more “educational options” (e.g., distance learning, educational travel, independent study, an internship, music, arts, after-school/tutorial program, community service, or other engagement projects).

Mansfield Christian School believes that we can best educate and cultivate servants for Christ through our courses, Fine Arts programs, and extracurricular sports and activities. To this end, we have created strong academic and spiritual programs to meet the needs of our students. Although **Credit Flexibility** is an option available for our students, we do not believe that this option provides us the best opportunities to fulfill our mission and partner with our school parents, a partnership built upon cooperation, communication, and shared values. To this end, any student interested in this option must first consult with the Guidance Counselor in order to receive approval for participation in Credit Flex.

### **Application**

Any student may apply for high school credit to be awarded through Credit Flexibility. The student must submit an application on the MCS **Credit Flexibility Application** form. All required information must be provided. The student may be required to provide supporting documentation as determined by the Guidance Counselor and/or Principal. Applications are due one month before scheduling.

### **Review of Application**

The Principal will review the application. The student is responsible for locating and/or identifying a mutually acceptable course of study or educational program not offered in the school to earn a desired credit. **The course of study or education program must meet the Ohio Academic Content Standards.** If the application is approved, a teacher of record will be selected from our faculty or administrators. The teacher of record will assess the student's progress and assign quarter and semester grades. Upon approval of a completed application, the student may proceed with the learning activity and credit will be awarded when all requirements are completed and evaluated. The Principal may consult with the teacher of record, department head, or others, as needed, to provide information prior to making a decision regarding the awarding or denial of credit.

### **Awarding credit**

A student may be eligible to receive credit upon satisfactory completion of the alternative coursework, activity, assessments, and/or performances as required by the Principal or designee. Approved credit awarded through this policy will be posted on the student's transcript and counted toward the student's grade point average (GPA) and as graduation credit in the related subject area or as an elective.

The following standards and guidelines apply to awarding credit:

1. The total number of credits that may be awarded is not limited.
2. The successful completion of a preapproved course may result in credit being designated as fulfilling either required or elective credit toward graduation requirements.
3. All courses must be biblically integrated.
4. All courses, as applicable, must be aligned to the Ohio Academic Content Standards to receive credit.
5. Credit from other educational providers, including online providers, may be accepted in accordance with the Ohio Operating Standards.
6. The Principal or designee may award credit or partial credit in the amount approved in advance based upon the equivalence to a 120-hour course (Carnegie unit). In preapproved cases, partial credits may be awarded where deemed appropriate.
7. The Principal or designee may award credit or partial credit for preapproved assessments, performances, or work products that demonstrate mastery of content of any course offered at MCS. Elective credit for courses not offered at MCS may also be earned in this manner if preapproved.
8. If a student transfers from another school district to MCS and the student has not completed the course requirements to receive credit as approved by the other district, MCS's Principal or designee may consider this a new application for credit. The Principal or designee may assign partial credit for partial completion as deemed appropriate.
9. Credits completed in another district before transfer to MCS will count as credits toward fulfilling graduation requirements as awarded by the sending district. The Principal or designee will review the transfer credit to determine equivalency to specific courses offered by MCS.



10. To qualify for credit by assessment (test-out), the student must show mastery in the subject as determined by the teacher of record. MCS-developed and/or approved tests and assessments (including papers and projects used to determine advancement and course credits) will be given quarterly; exams will be given in January and June. Students failing to pass a required course by assessment will be required to take the course through traditional methods in subsequent semesters.
11. There are **NO** weighted grades for credits earned through credit flexibility.
12. The teacher of record reserves the right to withdraw the student from a course (with penalty) for issues involving plagiarism and copyright violation.
13. The student must complete all coursework assigned by the teacher of record on or before the due date, or the student may be withdrawn with penalty from the course.
14. The decision of the teacher of record regarding a withdrawal from the course may be appealed to the Principal. The Principal must receive a letter outlining the reason(s) for the appeal within 10 calendar days following notification of withdrawal.
15. The student, where applicable, is responsible to check on OHSAA extra-curricular eligibility requirements.

### **Determining Grades**

Grades earned through Credit Flexibility will **NOT** be weighted. Credit Flexibility courses may not be taken pass/fail. The letter grade to be posted on the transcript and included in the student's grade point average will be awarded as determined by the teacher of record.

1. If a student fails to make adequate progress or coursework, the approval to further pursue the proposed credit may be revoked, and a reduced or failing grade will be posted to the student's transcript.
2. The final grade for the course must be posted before the credit can count toward graduation.
3. If a student is unable to complete the course due to illness (with provided medical documentation or other valid reason as determined by the principal or designee), an extension may be permitted and/or requirements revised. If the student does not intend to complete the credit and there has been an illness or other valid reason, the application may be withdrawn without penalty by the Principal or designee.
4. Should a student transfer to another school district, upon written request of the student or parent, the district shall forward a copy of the approved application to the new district for its consideration.

### **DAILY PLANNERS**

In order to encourage students to become successful and organized, all secondary students will receive a daily planner at the start of each school year. Seventh, eighth and ninth grade students will be required to use their planner on a daily basis to fulfill homework requirements set by individual teachers. These requirements are put forth to prepare students for their final years of high school and their college years.

### **DROP/ADD POLICY**

1. During the first three weeks of school, class changes may be made without penalty. However, the student must realize he/she will be responsible for all material taught before he/she enters a class.
2. After the first three weeks of school, a course may be changed only if the Guidance Counselor deems it necessary and the change is approved by the Principal.
3. Continued Failure in a Course: If after the first grading period, a student realizes that he does not have the background necessary to handle a particular course, a comparable course that the student can handle may be substituted with the permission of the teacher, the student's parents or guardian, and the Principal.
4. A course may not be dropped if it leaves the student with more than one study hall in his adjusted schedule. Exceptions will be at the discretion of the Principal.
5. Students dropping a course after the first three weeks of school may receive a 'WP' (withdraw passing) or 'WF' (withdraw failing) on his/her transcript for the dropped course, depending on his/her grade at the time of the drop. Please take this into consideration before making a final decision to drop a course.

6. At the beginning of the second semester, ten school days will be allotted for new (semester) course changes.
7. CCP classes follow the various drop guidelines established by the college offering the course.

### **END-OF-YEAR AWARDS**

**Junior High:** Students will be recognized for all A's for the year, not 3.4 or 3.7 GPA awards. Two student awards will be recognized for each course, but no student will be awarded more than two subject awards. Subject awards are based on three factors: grade in course, thoughtful participation in class, and evident interest in subject.

**High School:** The 3.4 and 3.7 GPA awards are based only on unweighted grades. Seniors will be recognized for Academic Honors (cum laude, etc.) rather than at the Awards Ceremony. However, students will be presented their respective medals in advance of Commencement in order to be able to wear them for the class picture.

### **FINANCIAL OBLIGATIONS**

All families shall be expected to make tuition payments according to Mansfield Christian School's payment policy. Each family's preferred manner of payment must be submitted each year at the time of student re-enrollment. Mansfield Christian School reserves the right to withhold official academic transcripts and other student records due to non-payment of tuition or other unpaid fees such as class dues and athletic fees. All tuition accounts must be current for students to participate in year-end overnight trips.

### **GETTING INVOLVED IN YOUR CHILD'S ACADEMIC PROGRAM**

No matter what grade your child is in, it is important for you as a parent to have a good understanding of your child's academic program and to stay in good communication with his/her teacher(s). It is the desire of every teacher at Mansfield Christian School to make learning an enjoyable experience. Only when a student has a positive attitude toward a subject does the student really desire to increase knowledge in that area of study. While not every student will "like" every subject, it is our desire that he will at least see the need of learning and not strongly "dislike" a subject. You, as parents, can play an extremely important role in helping your child think positively. We need to foster the attitude that if a child is "weak" in a subject, then the student should have the desire to master that "weakness" rather than not take a subject (if optional). We need to make that subject our "hobby"! If necessary, make up study cards and keep reviewing until the material is mastered. If a student knows a subject well, he is going to feel much more positive about that course.

By the time a student gets into the high school years, it is important for parents to begin to discuss with their teen the topic of career interests. In both grades 11 and 12, students receive career and college information periodically. By discussing with your teen his/her vocational likes, and just as important, their dislikes, a teen begins to see that there are going to be various requirements involved in the pursuit of different careers. When a teen has a goal established (for example, he/she wants to be a doctor or engineer), he/she begins to realize that getting good grades is of the utmost importance. If he/she wants to get into a good college, not only are good grades important, but involvement in class, school, community, and church activities are also vital. As parents reinforce these goals, we can work together as a team to enable our Mansfield Christian School students to be successful in their academic pursuits.

MCS uses the STI system for recording and storing student data, which gives parents easy access through the internet. Detailed instructions for this are mailed annually to each family with username and password. Please contact the secondary office if you have not received this or need additional information.

### **GRADING SCALE AND PROCEDURES**

#### **Grading Periods**

There are four grading periods in the regular high school program (nine weeks each). However, for CCP college courses, North Central State College has only two grading periods: fall and spring semesters.

## **MCS Grading and Grade Point Scale**

A	95 - 100	(4.0)	C	75 - 78.99	(2.0)
A-	92 - 94.99	(3.7)	C-	72 - 74.99	(1.7)
B+	89 - 91.99	(3.3)	D+	69 - 71.99	(1.3)
B	85 - 88.99	(3.0)	D	65 - 68.99	(1.0)
B-	82 - 84.99	(2.7)	D-	62 - 64.99	(0.7)
C+	79 - 81.99	(2.3)	F	0 - 61.99	(0.0)

## **High School Credits**

Yearlong high school courses will receive credit by semester. Core courses (English, Bible, mathematics, science, social studies, and foreign language) will have semester exams. Semester grades for core courses will be weighted on a scale that takes 45% of the first quarter's numeric grade, 45% of the second quarter's numeric grade, and 10% of the semester exam's numeric grade and combines them for a final numeric semester grade. This final numeric grade will then be converted to a letter grade and figured into the student's grade point average (GPA).

Example: A student receives an 84% grade for first quarter, a 91% grade for second quarter, and an 89% on his semester exam. The semester grade would be calculated as such:

$(84 \times .45) + (91 \times .45) + (89 \times .1) = 37.8 + 40.95 + 8.9 = 87.65$  (The 87.65% is within the "B" range and would thus be figured into the student's GPA as a 3.0.)

For non-core courses (art, music, etc.), there will be no semester exam. Therefore, each quarter grade will be weighted equally at 50% each and calculated for a final numeric semester grade, which will then be converted into a letter grade and figured into the student's GPA.

Example: A student receives an 89% grade for first quarter and a 94% grade for second quarter. The semester grade would be calculated as such:

$(89 \times .5) + (94 \times .5) = 44.5 + 47.0 = 91.5$  (The 91.5% would NOT be rounded to 92% and thus is a "B+" (3.3).)

## **College Credit Plus Courses**

For all Honors/CCP classes, a letter grade is assigned by the class instructor at the completion of each college semester. Since each grade represents the grade for a completed course, it is immediately added to the student's transcript and becomes part of their overall GPA (as opposed to having to wait until the end of the high school semester for regular high school courses).

## **GRADUATION REQUIREMENTS**

The required number of credits in each subject area that a student needs for graduation is determined by the diploma program sought. The normal required graduation requirement is 24 credits. Regardless of the number of credits needed for graduation, all full-time students are expected to carry a full schedule. Most students take six courses per semester and have one study hall or an additional elective. Students preparing for college are encouraged to take advantage of College Credit Plus and Advanced Placement courses as much as possible.

In some cases, students may earn more than one credit in a particular discipline during the school year through taking CCP courses. However, for the disciplines of English, math, science, and social studies, a minimum of semesters completed and passed also apply, regardless of the total number of credits earned in those disciplines. These semester minimums are listed in the diploma option charts. Semester equivalents may not substitute for the semester requirement except in the case of failed semester courses.

A student transferring to MCS after starting ninth grade from a non-Christian school is required to earn only the number of Bible credits equal to the number of semesters attending MCS. A waiver of Bible credit requirements will reduce the total number of credits needed for graduation by the equivalent number of Bible credits waived.

A student may be exempted from the high school graduation requirement for physical education by the successful completion of two seasons of interscholastic athletics and/or the participation in the school's cheer squad. Such exemption does not reduce the requirement for the student to earn a total of 24 units for graduation from Mansfield Christian School.

A student who takes Algebra I, Health, or a foreign language in junior high may have those courses counted for high school credits.

## **MANSFIELD CHRISTIAN HIGH SCHOOL DIPLOMA OPTIONS**

It is the desire of MCS to meet the educational needs of all of our students. Our high school diploma programs are based on the premise that all of our graduates should be equipped to continue their studies, whether to a vocational college or a prestigious four-year university. Before a student and his/her parents can decide what further educational option to pursue after high school, it is important to understand the student's aptitudes and the various types of colleges available, in order to select the best high school diploma track.

There is a wide variety of colleges and universities. Some colleges are very vocationally oriented, such as vocational schools and community colleges. Most of these colleges offer programs that do not result in a Bachelor's degree but nevertheless offer valuable occupational training and certifications. Students attending community colleges following a more traditional academic track may have the option of transferring to a four-year college to complete their academic training. Most colleges have selective enrollment, and thus MCS students are encouraged to take the most vigorous high school program possible for their aspirations. Regardless of which college prep track MCS students select, it should be understood that colleges look at many factors including GPA, ACT and/or SAT scores, advanced high school coursework, extracurricular activities, and recommendations. Therefore, students are encouraged to consider all of these factors when selecting courses and choosing college options.

In order to give our students a college preparation program best suited for their aptitude and aspirations, MCS offers the following high school academic program options:

### **College Prep I Diploma Program**

The College Prep I Diploma Program is designed primarily for those students who are considering attending a community college, vocational college, or open admissions college. (Many Christian and Bible colleges fit this category.)

### **College Prep II Diploma Program**

The College Prep II Diploma Program fits the traditional college prep program and prepares students for most college and university admissions requirements. Students in this program must complete at least two years of the same foreign language and must also complete certain courses beyond the requirements of the College Prep I program.

### **College Prep III Diploma Program (Ohio High School Academic Diploma with Honors)**

The College Prep III Diploma Program meets the rigorous requirements necessary to receive an Ohio High School Academic Diploma with Honors. This program is designed to give students the preparation necessary to gain acceptance into colleges with high admission standards.

## COLLEGE PREPARATORY I DIPLOMA REQUIREMENTS

Total Minimum Credits = 24

English	<b>4 credits (must include 8 semesters)</b>
Math	<b>4 credits (must include 8 semesters)</b> Algebra I or Integrated Math I - 1 credit Geometry or Integrated Math II - 1 credit Algebra II or Integrated Math III - 1 credit 1 additional math credit
Science	<b>3 credits (must include 6 semesters)</b> Physical Science - 1 credit Biology - 1 credit Chemistry - 1 credit
Bible	<b>4 credits or 1 credit</b> for each year at MCS
Social Studies	<b>3 credits (must include 6 semesters)</b> World Geography or World History - 1 credit U.S. History - 1 credit American Government - ½ credit Economics and Financial Literacy- ½ credit
Health	<b>½ credit</b>
Phys. Ed.	<b>½ credit</b> = 1 year physical education
Fine Arts	<b>1 credit</b>
Electives	<b>4 credits</b>

## COLLEGE PREPARATORY II DIPLOMA REQUIREMENTS

Total Minimum Credits = 24

English	<b>4 credits (must include 8 semesters)</b>
Math	<b>4 credits (must include 8 semesters)</b> Algebra I or Integrated Math I - 1 credit Geometry or Integrated Math II - 1 credit Algebra II or Integrated Math III - 1 credit 1 additional math credit
Science	<b>3 credits (must include 6 semesters)</b> Physical Science - 1 credit Biology - 1 credit Chemistry - 1 credit
Foreign Language	<b>2 credits</b> of the same language (3 years recommended)
Bible	<b>4 credits or 1 credit</b> for each year at MCS
Social Studies	<b>3 credits (must include 6 semesters)</b> World Geography or World History - 1 credit U.S. History - 1 credit American Government - ½ credit Economics and Financial Literacy - ½ credit
Health	<b>½ credit</b>
Phys. Ed.	<b>½ credit</b> = 1 year physical education
Fine Arts	<b>1 credit</b>
Electives	<b>2 credits</b>

**COLLEGE PREPARATORY III DIPLOMA REQUIREMENTS (Ohio Honors Diploma)**

Total Minimum Credits = 24

Students need to fulfill only 7 of the following 8 criteria.<sup>1</sup> Any subject credit total that is exempted, due to seven other criteria having been met, must meet College Prep II requirements. Diploma with Honors requirements pre-supposes completion of all high school diploma requirements in Ohio Revised Code.

English	<b>4 credits (must include 8 semesters)</b>
Math	<b>4 credits (must include 8 semesters)</b> Algebra I - 1 credit Geometry - 1 credit Algebra II - 1 credit any higher level course - 1 credit
Science	<b>4 credits</b> including Physics and Chemistry ( <b>must include 8 semesters</b> )
Foreign Language	<b>3 credits</b> (3 credits of one language or 2 credits each of two languages)
Social Studies	<b>4 credits (must include 8 semesters)</b> World Geography or World History - 1 credit U.S. History - 1 credit American Government - ½ credit Economics and Financial Literacy - ½ credit Any other SS course- 1 credit
Fine Arts	<b>1 credit</b> The credits for the Fine Arts requirement must meet State of Ohio criteria. See course listings for details.
GPA	3.5 on a 4.0 unweighted scale
ACT/SAT score	27 ACT or 1210 SAT Writing sections of either standardized test should not be included in the calculation of this score.
Health	½ credit
Phys. Ed.	½ credit
+++++	+++++
Bible	MCS also requires one credit of Bible for each year at MCS.

## **GRADUATING WITH ACADEMIC HONORS**

For a student at Mansfield Christian to graduate with academic honors, he/she must meet the following criteria:

*To determine graduation honors, the following scale shall be used:*

### SUMMA CUM LAUDE (with highest honor)

Weighted GPA 4.75 or higher  
*or*  
Unweighted GPA of 3.98 or higher

### MAGNA CUM LAUDE (with great honor)

Weighted GPA 4.50 – 4.74  
*or*  
Unweighted GPA 3.85 – 3.97

### CUM LAUDE (with honor)

Weighted GPA 4.25 – 4.49  
*or*  
Unweighted GPA 3.70 – 3.84

Students in the MCS Independent Studies Program can qualify for the above graduation honors if they have taken six MCS full-time academic classes, with a minimum of two of those classes taken their senior year and have obtained at least a 3.5 GPA for the six classes.

## **HIGH SCHOOL STUDENT CLASSIFICATIONS**

### ***Full-time Student***

A full-time student is defined as a student taking at least four regular MCS courses on campus for high school credit during a semester. “Regular MCS courses” are defined as courses taught by an MCS teacher or administratively-approved teacher involving more than one student, meeting at least three days per week on campus. These include courses that are dual credit College Credit Plus (CCP) courses taught by an MCS-approved teacher, but “regular MCS courses” do not apply to any online courses (high school or CCP) or Credit Flex courses. Refer to the MCS High School Student Classifications Chart for academic details.

*Additional guidelines for full-time students:*

1. A full-time student may not take more than one regular study hall period per semester. However, a student taking a College Credit Plus (CCP) course that meets fewer than five days per week may have an additional study hall period during the period the CCP class is not in session.
2. A junior or senior with a first period CCP course that does not meet daily may arrive second period, with parental permission, on the days the first period CCP class does not meet.
3. A junior or senior with a seventh period study hall may leave after sixth period, daily, with written parental permission.
4. A student taking an online college course during the year may be expected to do their work during the regular school day in a scheduled study hall.
5. Teacher Aide and Office Aide courses receive .25 credit per semester but are not included as a “regular MCS course.”

### ***Independent Studies Students***

An Independent Studies (IS) student is defined as a student enrolled in the Independent Studies program.



*Additional guidelines for IS students:*

1. Students in grades 7-12 are required to take at least one MCS class on campus (but no more than three during the school day) or one of the weekly After School Classes. The regular MCS class requirement may be met with an on-campus CCP class (but not an online course unless permission is granted, e.g., in lieu of a study hall).
2. Students may not transfer into the IS program after their sophomore year or during the second semester of their sophomore year, unless they were homeschooled independently during their sophomore year.
3. IS students may take one study hall if there is a class period between classes taken on campus. An additional study hall will result in an additional fee.
4. In addition to classes on the MCS campus, IS students may choose to pursue classes on a college campus or online.
5. IS and QS students are expected to arrive at MCS no more than 10 minutes prior to their scheduled classes (if the first class is after first period). Additionally, IS and QS students are required to exit the building soon after their classes have been dismissed.

### **HOMWORK POLICIES**

Homework is an important part of a student's educational experience. Homework reinforces knowledge and skills being learned and gives the opportunity for the expression of creativity through projects and research papers. However, homework is also controversial and can be a source of frustration if not monitored. Listed below are some of the key policies MCS has adopted regarding homework:

1. Because homework usually involves the reinforcement of material still being learned (formative assessment), teachers may only count the totality of homework no more than 25% of the quarter grade.
2. Homework is to be submitted at the beginning or during the class for the date due. Late homework may only be submitted late for the following reasons:
  - Excused absence
  - Submission of a homework pass (if the teacher uses passes)
  - Administrative permission based on extraordinary circumstances
3. Normally a student who is absent will have as many days to submit homework as the number of days absent. Special circumstances may warrant additional time, but a student will not have more than one week from the absence to submit missed homework unless administrative approval is given.
4. In addition to receiving a zero for the assignment, junior high students who have unexcused missing assignments will also be required to serve a detention on the third (and each additional) missed assignment in the same class during the quarter. For all secondary students, a detention may be issued when a student is developing a pattern of coming to class unprepared (e.g., no book or paper for the third or more time).
5. Homework will not be accepted for credit following an unexcused absence.
6. A teacher may grade homework based on the number correct or on effort shown.
7. Homework will be graded and posted within one week of the due date.
8. Teachers may not assign extra credit assignments without administrative approval. Extra credit will not be allowed to substitute for a pattern of not submitting homework.
9. Generally the maximum time spent on homework should equal the grade level times ten minutes (e.g., 7<sup>th</sup> graders having 70 minutes of homework) with a normal maximum of 120 minutes for students in grades 10-12. (Students in CCP classes may experience more than 120 minutes homework daily.) Please notify the Guidance Counselor if your child is regularly spending more time on homework than this.

## **INDEPENDENT STUDIES PROGRAM**

Independent Studies offers a program for students who do not attend MCS high school full time in the traditional daily classroom. While this program has certain restrictions for admittance, it offers an alternative for some Christian families. Secondary Independent Studies students are expected to abide by the same testing requirements, parent meetings, and academic requirements as the full-time student. There are also meetings offered specific to Independent Studies. Independent Studies students are permitted to attend up to three regular MCS classes and complete the rest of their requirements at home. Families interested in this option should contact the Independent Studies office.

## **INTERIM NOTICES**

A student who is receiving a grade below 72 (C-) at the end of the first four weeks of each grading period will have an interim notice sent home to his/her parents. Parents are strongly encouraged to contact the teacher for advice.

## **JUNIOR HIGH PROMOTION POLICY**

Students who do not pass the second semester in both English and Math and the second semester in at least two of the other core classes (i.e. Bible, Science, History) may be prevented from being promoted to either eighth or ninth grade. Students who do not meet this requirement may be required to repeat the second semester of the required course(s) in an approved summer school program in order to become eligible for promotion. MCS offers make-up online courses for a fee. Students may also avail themselves of non-MCS summer programs if approved in advance by the MCS administration.

## **NATIONAL HONOR SOCIETY**

Students do not apply for membership in the National Honor Society; rather, students are selected on the basis of leadership, service, character, and academics. Membership is granted to those students selected by the National Honor Society Selection Committee in each school. This committee consists of five teachers appointed by the Principal. The National Honor Society advisors do not vote in the selection process. The decision of the faculty committee is final. The Principal or advisor will be glad to counsel any non-selected students and/or their parents concerning the area(s) in which the student needs to improve. It is important to remember that students or parents are not entitled to a hearing before the Selection Committee. Failure to be accorded an honor is not a deprivation of a right, and due process is not applicable to such situations.

### ***NHS Selection Guidelines:***

#### ***A. Full Time Students:***

1. Students must complete at least one year as a full-time student at Mansfield Christian School in our regular classroom setting where they can be observed by faculty and peers. Students must have completed their sophomore year at MCS.
2. New Senior Admissions: A senior who has accumulated a GPA of 3.5 or higher at an accredited high school and has taken a curriculum that would be classified as honors or college prep shall be eligible to be nominated for the Flames chapter of NHS if the NHS advisor or principal from the former school indicates that the student was slated to be inducted into NHS at that school.
3. A cumulative GPA of 3.5 unweighted or 4.0 weighted GPA is required.
  - A. Students who are eligible scholastically ("candidates") shall be notified and asked to complete and submit the Students Activity Information Form for further consideration for selection.
  - B. The faculty shall be requested to evaluate candidates based on leadership, character, and service using the official evaluation form provided by the chapter advisor.
  - C. The faculty Council shall review the Student Activity Information Form and faculty evaluations in order to determine membership.
4. Once inducted, a member must maintain at least a 3.5 unweighted or 4.0 weighted GPA.
5. To be an active NHS member and graduate with NHS distinction, the student must maintain full-time status at Mansfield Christian School.

6. Any member who falls below the standards of scholarship, leadership, character, or service may be considered for dismissal from the Flames Chapter of the NHS. This includes any violation of the law or major school regulations (suspension-level offenses) or the accumulation of minor MCS offenses (detention-level offenses). Details may be found in the bylaws of the Flames Chapter of the NHS posted in the MCS website. Once dropped from membership, the student is no longer eligible to be in the National Honor Society.

#### **B. Independent Studies Students**

1. Students in the Mansfield Christian School Division of Independent Studies can become eligible for the National Honor Society after completing six units of credit of on-campus classes, three of which must be core classes, with a cumulative GPA of 3.5 unweighted or 4.0 weighted GPA. The core classes must include courses in mathematics, science, social studies, English, foreign language, Image or Bible.
2. To be considered for selection, Independent Studies students must be nominated by the Independent Studies Director and a Mansfield Christian School classroom teacher; they must be currently enrolled in minimum of two MCS classes on campus. See *Fulltime Students Selection Guidelines* for specific application and membership procedures.
3. To maintain membership, the student must continue to take two such courses each year and attend all NHS meetings.
4. Any member who falls below the standards of scholarship, leadership, character, or service may be considered for dismissal from the Flames Chapter of the NHS. This includes any violation of the law or major school regulations (suspension-level offenses) or the accumulation of minor MCS offenses (detention-level offenses.) Details may be found in the bylaws of the Flames Chapter of the NHS. Once dropped from membership, the student is no longer eligible to be in the National Honor Society.

### **REQUESTING STUDENT COLLEGE OR SCHOLARSHIP RECOMMENDATIONS**

When students ask teachers or administrators to fill out a recommendation for them, there are several courtesies that should be observed.

1. Provide the person with a postage paid envelope (if needed) addressed to the college or scholarship agency to receive the recommendation.
2. Always allow a minimum of one full week before the recommendation needs to be mailed and an additional week for the mail to be delivered.
3. Be sure to complete all requested information before handing it to the teacher or administrator. This usually involves writing your name and signing a release form that you waive your right to see the recommendation. Note: it is unethical to ask someone to write an honest evaluation and then ask to read the evaluation.

### **SENIOR POLICIES**

1. Prior to registering for the senior year, each student should carefully check his/her credits to be sure that he/she has taken and passed all required subjects.
2. Any senior that has failed or is failing a course needed for graduation must make arrangements with the Guidance Counselor to remove the deficiency.
3. A senior that is deficient by one course credit but is in the process of removing that deficiency will be permitted to “walk” through graduation ceremonies. They will receive an empty diploma case until the course is successfully completed. A student deficient in more than one course credit will not be permitted to participate in graduation ceremonies.
4. All seniors are required to pass all five subject areas of the Ohio Graduation Test (OGT) prior to receiving a diploma or meet the State’s OGT exemption rules. A student with one failed OGT may “walk” in graduation.
5. Because American Government and Economics are divided into semesters, any senior who failed American Government at the end of the first semester is required to begin immediately retaking that course through an online course if he desires to graduate with his class.
6. Prior to any diploma being presented, the Guidance Counselor will certify that all requirements for graduation have been met. No diploma shall be issued without this certification.

7. Graduation speakers: The student “honors” speaker for graduation will be selected by the administration from among the top three academic graduates (highest GPAs, excluding the class representative if in the top three). The student “class representative” speaker will be the senior class president, unless declared ineligible due to major disciplinary reasons. All student speeches must be provided to the Secondary Principal by the start of graduation practice. The Principal reserves the right to edit or even reject any or all of the planned student speeches. The senior class will be afforded the privilege of nominating up to three potential keynote graduation speakers. The administration will normally choose from among the nominees. However, if none of the nominees is selected by the administration or declines the invitation to speak, the administration will select its own choice for keynote speaker. The administration reserves the right to make all final decisions on speakers, whether student or keynote.

## TESTING

### Testing Security Plan

For students who will be taking any of the state assessments, the following outlines Mansfield Christian School’s Test Security Plan, ensuring all involved that there are purposeful and specific procedures in place to ensure the security and accurate reporting of your child’s achievement tests. If you have any questions about the following, please contact your child’s building principal.

Per Ohio Administrative Code 3301-13-05 (J), MCS is required to notify you of the written Security Plan for administering state assessments [OAC 3301-13-05 (H)]. This is outlined below; staff members receive further, more specific instructions about their involvement with the specific assessments and are required to follow written procedures set forth in the Test Administrator Manual for each test administration.

All materials will be handled and tracked by the designated Test Coordinators. The logistics are particular to each assessment.

### **All personnel have been informed of the following:**

**Under Ohio Law, releasing any test questions or other contents of a test to students or helping students cheat in any other way may be punishable by invalidation of test scores, termination of employment, suspension of certificates to teach, and/ or prosecution. These are security violations (not an exhaustive list):**

1. It is illegal to review the test before the administration and create study guides for, or somehow release test questions to students based upon questions known to be on state tests.
2. Individuals monitoring a given test subject may not look ahead at other test subjects printed in a test booklet.
3. No secure material from any operational test may be released to any student, to the media or to the general public, including describing questions in a letter, discussing test questions, or photocopying test questions.
4. It is unethical and illegal to alter any student response or to assist a student to cheat in any other way.
5. Unauthorized persons may not be present during a statewide test administration; **only test coordinators may access secure materials**, as well as (on test day) designated testing administrators and monitors, and testing students.
6. NO ONE may stand beside a student’s desk and indicate in some manner that the student’s answer is incorrect, blank, or deficient in some manner
7. NO ONE may review or alter a student’s response after the student has turned in the test booklet or answer document.
8. Refer to OAC 3301-7-01 *Standards for the ethical use of tests* for further information.
9. Accessing an electronic device during or after testing is not permissible unless permitted by the testing agency. Test administrators may have a cell phone for medical and technological emergencies or to perform necessary test-related actions. Test administrators must not use the cell phone for non-test related issues.
10. Electronic duplication of test materials is not permitted.

*Concerns about security violations must be brought immediately to the Test Coordinator who will administer proper procedure for security violations.*

Students planning to take CCP classes for the first time must meet the college's admission requirements. It is recommended that juniors take the ACT exam at least once. Students in 12th grade should continue taking the ACT, with the goal of raising their scores to better increase chances for college scholarships.

The ACT's counterpart exam is the SAT. While most colleges in Ohio and the Midwest either require or accept the ACT, if a student chooses to apply to a college in other parts of the country, he might find the SAT is preferred. The SAT basically tests the areas of math and English (with an optional writing test), while the ACT adds social studies, reading, and natural science with an optional writing section. As far as scholarships are concerned, the majority of colleges have a chart showing the amounts awarded for both the ACT and corresponding SAT scores.

The Preliminary SAT (PSAT) is used by the National Merit Scholarship Corporation as the main factor in selecting National Merit Scholarship finalists. This test will be given in the fall and is administered to juniors.

Performance on the ACT or SAT is important in earning financial aid from colleges. College academic scholarships are usually based on three factors: 1) a student's grade point average, 2) rank in class, and 3) ACT or SAT scores. Many colleges offer academic scholarships on a sliding scale. For example: If a student has an ACT composite of 23, he might automatically receive a \$1,000 grant. If he has a score of 25, he gets \$2,000, a 27 earns \$3,000, etc. Therefore, you can see the importance of trying to get the very highest scores that your child is capable of receiving.

It is important for students and parents to stay abreast of the dates for College Board exams. **The Mansfield Christian School Code for ACT & SAT exams is 363166.** This will be needed when filling out the online registration.

### **TEST POLICY**

No more than two tests will be administered to secondary students in a single day. (This does not necessarily pertain to CCP classes on or off MCS campus.)

### **TRANSCRIPTS**

Students needing to have a transcript sent to a particular college or scholarship agency should request these through the high school office.

### **TRANSFER STUDENTS**

All questions as to the acceptance of transfer credits meeting MCS requirements should be addressed to the Guidance Counselor.

### **WEIGHTING FACTORS FOR MCS COURSES**

The following value points for weighting MCS courses will be used:

- 1.0 All required courses and electives not specifically designated below
- 1.5 Specific courses as follows: Physics and Spanish III
- 2.0 All Advanced Placement and CCP classes

## **COURSE DESCRIPTIONS BY DEPARTMENT (subject to change)**

**Prerequisites:** Some elective courses have prerequisites. Note the following:

1. The prerequisite for all second semester courses for year-long elective courses is a passing grade for the first semester, unless administrative approval is otherwise given.
2. Prerequisites that mention a required minimum grade for the prerequisite course refer to the second semester grade for the course listed. If no grade is mentioned, then a passing grade in the prerequisite course is sufficient.
3. All CCP courses have additional prerequisites that are determined either by the State of Ohio or NCSC.

## **BIBLE DEPARTMENT**

### **Worship Leadership**

**Two Semesters**

**1 Credit**

This course is a concept and application course that explores the fundamental theology, techniques, technology, planning, scheduling and elements that go into a worship service. The lab is formatted to introduce an element of Christian Worship, for example music, and then study the history, development and contemporary considerations for that element in the Church today; such as music style, instrumentation, music technology, music production, lyrical depth, musical theology or whether the Church should sing at all. Then students apply what they have learned each week in Mansfield Christian Chapel, through personally leading the chapel service, or inviting guests that embody the element of worship being studied.

### **Bible 7**

**Two Semesters**

**All Year**

Bible 7 spends the year with an in-depth study of the life of Christ from the account of John's gospel. We explore truth about the person of Jesus Christ and His miracles and how His deity affects the way we should live, think, and love others.

### **Bible 8**

**Two Semesters**

**All Year**

Bible 8 is a Bible survey course that covers the key themes and characters of the Old and New Testaments using the Route 66 curriculum giving students the opportunity to delve into scripture in a personal way.

### **Bible I & II**

**Two Semesters**

**1 Credit**

Taken from *Mastering Bible Study Skills* by Paul Pyle, this course covers the authority of the Bible and how it was carefully transmitted and translated over the centuries. Using various Bible study tools help each student examine historical and cultural context, literary genres, and literary devices that provide an overview for application into their lives. Bible memory and application deepens their understanding of scripture so they grow in the grace and the knowledge of our Lord and Savior. *Life-Shaping Decisions* by Rick Horne is a course that emphasizes identifying personal talents in pursuit of a fulfilling career. God orchestrates our personality, experiences, gender, interests and spiritual gift to glorify Himself in our Christian service. Each student needs to have the means to make wise choices as they plan their futures to glorify God. Also included is an in-depth study of the book of Romans, written by the Apostle Paul. This course is based off the book *Romans: Becoming New in Christ* by Jack Kuhatschek. Finally, this course examines the history of the Christian church. We start with the events of Acts 2 and the day of Pentecost and move all the way through to the modern church of today.

### **Bible III & IV**

**Two Semesters**

**1 Credit**

**Apologetics:** This course is designed for the student to understand why they believe what they believe. It approaches the evidence for the existence of the Christian God through the sciences, theology and philosophy. The goal is to have reasonable and logical evidence for the existence of the Christian God and the truthfulness and historical accuracy of His Word, The Bible. **Christian Ethics:** This course guides the student in the creation of their beliefs on world issues. It compares Christian morals and standards with other worldviews and provides evidence for the adoption of the Christian ethic. The student will form a well-researched opinion based upon the truthfulness of God's Word and the content of His character.

## ENGLISH DEPARTMENT

### English 7

All Year

This course is a combination of literature, grammar, writing, and vocabulary. Many different genres of literature are studied with a focus on fiction, non-fiction, drama, and poetry. Students will concentrate on solid sentence and paragraph structures while writing short stories and book reviews. Spelling and grammatical concepts are applied. There will be periodic oral presentations as well.

### English 8

All Year

This course is an extension of the 7<sup>th</sup> grade literature, grammar, writing, and vocabulary program. Different genres of literature are studied. Grammar skills are applied to compositions with a focus on solid paragraph structure and essay development. Students will write their own autobiographies, utilizing different styles of writing: poetry, essay, and letter formats. Research papers utilizing the MLA format will also be written. Spelling and grammatical concepts are applied. Structured oral presentations will be practiced as well.

### English I

Two Semesters

1 Credit

Grade 9 English I is designed to give students a basic understanding of the different genres of literature. In the first semester, the students will be exploring short stories, poetry, and classics. Vocabulary development, grammar, and writing will be emphasized, and students will be encouraged to write creatively, as well as reflectively. Because English I is designed to give students a basic understanding of the different genres of literature, students will continue to delve into various forms of literature such as drama and nonfiction. Students will also be working on an extended assignment of researching and writing a persuasive essay, using proper citations in the MLA format or writing a reflective essay on their legacies, in conjunction with the nonfiction unit. Throughout the semester, students will continue to hone their skills in vocabulary development and grammar. *Prerequisite: English 8 with a second semester grade of C or higher. Students who do not have the prerequisite grade will take English Basics I instead.*

### English II

Two Semesters

1 Credit

Grade 10 Throughout the semester, students will learn to improve their writing by thoroughly learning and applying necessary grammar rules. Vocabulary assignments will be a weekly task. The literature in English II is a survey of American Literature, in which selections are studied from a period approach. This includes the study of the novel *The Scarlet Letter*, culminating with a project notebook and composition assignment. Writing projects will include a personal narrative and book reviews. Vocabulary and grammar units continue this semester. Writing projects include essays, responses to current periodical articles, and a research paper. The survey of American Literature continues into the modern writers. *Prerequisite: English I with a second semester grade of C or higher. Students who do not meet this prerequisite will take English Basics II instead.*

### English III

Two Semesters

1 Credit

Grade 11 The literature in English III will include, but not be limited to, selections from British Literature, including works by Shakespeare. Students will also improve their writing ability by applying grammar and usage rules. Vocabulary lesson assignments will be a weekly task. Writing projects include a personal narrative and responses to prompts and informational texts. Writing includes a study of *The Lively Art of Writing*, with projects including a persuasive essay, compare-and-contrast essay and a research paper. The survey of British Literature, including a comparison of the written and screen versions of *Gulliver's Travels*, continues into the modern era. Group and individual presentations for discussion will be given as responses to current print or visual news media. *Prerequisite: English II with a second semester grade of C or higher. Students who do not meet this prerequisite will take Composition instead.*

### English IV

Two Semesters

1 Credit

Grade 12 This course focuses on preparing seniors for freshman college level English courses. Throughout the semester, students will be learning to improve their writing by thoroughly learning and applying necessary grammar rules. Writing assignments will consist of essays, literary analysis, and responses to varying media, including the film *Gifted Hands: the Ben Carson Story*. Vocabulary and grammar units continue this

semester. Students will write a research paper on a persuasive topic and a retrospective essay on high school English. Students will also study the written and screen version of Shakespeare's *Julius Caesar*. Additional writing projects may be given as time allows, such as a description of students' life goals, retrospective compositions, and a survey of college communication class requirements. Group and individual presentations for discussion will be given as responses to current print or visual news media.

### ***English Department College Credit Plus Offerings***

#### **ENG 1010 – English Composition I**

**First Semester**

**1 HS Credit /3 College Credits**

This is a basic course in expository writing and critical reading. Students read a variety of nonfiction works and write summaries, analyses, essays, and a researched argument in response to their reading. Students learn to read actively and accurately and to organize, develop, and revise coherent papers appropriate for a college-educated audience. *Prerequisite: See CCP guidelines.*

#### **ENG 1030 – English Composition II**

**Second Semester**

**1 HS Credit/3 College Credits**

This is a course in argument and research writing. Students read theme-based works in a variety of genres and write summaries, responses, and an argument and research paper. Students learn to organize research projects, find and evaluate sources, incorporate ideas and quotations from sources, document their sources in MLA and APA style, analyze and use argumentative strategies and persuasive appeals, and prepare and revise effective, coherent papers. *Prerequisite: English 1010 with a grade of C- or better.*

### **FINE ARTS DEPARTMENT**

#### ***VOCAL MUSIC***

#### **Junior High Choir**

**Two Semesters**

**All Year**

The primary objective of this performance course is the development of vocal skills. Music of differing styles and time periods will be used to provide a well-balanced music education. The choir is open to students who enjoy singing and want to develop their vocal abilities. Informal auditions will be held to assess the student's potential in this course. *This is an elective for students in grades 7 and 8.*

#### **High School Choir**

**Two Semesters**

**1 Credit**

Grades 9, 10, 11, 12 The primary objective of this performance course is mastery of vocal skills and the development of an appreciation and passion for music outside of school. Music of differing styles and time periods will be used to provide a well-balanced music education. The choir is open to students who enjoy singing and want to fully develop their vocal abilities. Students will acquire a working knowledge of music theory, aural skills, and reading skills. Students will demonstrate a mastery of many musical concepts as demonstrated through performance. Informal screening will be held to assess the vocal range and tone of the student's voice.

#### **IMAGE**

**Two Semesters**

**1 Credit**

Grades 9, 10, 11, 12 This select ensemble consists of students interested in pursuing more advanced musicianship and repertoire. Vocal, instrumental, and technical training will prepare students to actively participate in ministry at school and in the community. Image members will be required to participate in choir concerts in addition to those of Image. Students will master vocal, instrumental, and technical aspects of music and ministry in order to demonstrate practical performance skills in local churches. Students will also demonstrate an understanding of inter- and intra-personal skills, servant leadership, ministry skills, and more.

*Prerequisite: Audition (held in the spring for the upcoming school year)*



## **INSTRUMENTAL**

### **Jr. High Band**

**All Year**

This is a preparation for High School Band. The course revolves around three evening concerts throughout the school year, and most class time is spent preparing for these performances. Students may also choose to participate in the OMEA solo and ensemble competition in the second semester. Other opportunities are available to give students a taste of what band class is like at the high school level. Eighth grade students are also eligible to join the Blue Flames Jazz Band and students in either grade may choose to play in the pep band for a few games during basketball season. *Prerequisite: 5<sup>th</sup> or 6<sup>th</sup> grade Band class (or other instrumental music experience) and teacher permission. This is an elective for students in grades 7 and 8.*

### **High School Band**

**Two Semesters**

**1 Credit**

Grades 9, 10, 11, 12 This is a performance based course, which presents concerts several times a year. The High School Band also participates in events (i.e. solo and ensemble) sponsored by the Ohio Music Education Association. The pep band is an outgrowth of the high school band that performs at high school basketball games and assemblies. The Blue Flame Jazz Band is an extra-curricular ensemble open to students in grades 8-12. During the first semester, students not only develop their musical abilities but also perform a concert in November, prepare for the Ohio Music Education Association Solo and Ensemble Adjudicated Event, perform at high school boys basketball games, and sometimes participate in the school Christmas program. This is a performance based course, which presents concerts several times a year. The High School Band also participates in events (i.e. solo and ensemble) sponsored by the Ohio Music Education Association. The pep band is an outgrowth of the high school band that performs at high school basketball games and assemblies. The Blue Flame Jazz Band is an extra-curricular ensemble open to students in grades 8-12. During the second semester, the high school band presents two concerts, performs at high school boys basketball games, and occasionally attends ACSI music events. *Prerequisite: at least one year of JH Band and teacher permission*

## **ART**

### **JH Art**

Grade 7, 8 Junior High Art will focus on instruction in the element and principles of design, with a variety of 2-D and 3-D assignments. Students are encouraged to take art in high school and improve basic art skill levels. *This is an elective for students in grades 7 and 8.*

### **Art I**

**Two Semesters**

**1 Credit**

Grades 9, 10, 11, 12 This course is designed to give students a basic understanding of the many forms of art. In this first semester, the students will be learning basic drawing and rendering skills. They will be exposed to the many drawing mediums as well as different drawing techniques. Students will be learning basic painting, sculpting, and printing techniques. They will be exposed to many different mediums from Paint and Canvas to Clay and Paper Mache.

### **Art II**

**Two Semesters**

**1 Credit**

Grades 10, 11, 12 This course is designed to build upon the foundational skills that were obtained in Art I. This section has a very strong emphasis on drawing and painting. Art II students will be required to create works of art that will be submitted in the Ohio Governors Art Show as well as a variety of other art competitions. *Prerequisite: Intro to Art*

### **Art III**

**Two Semesters**

**1 Credit**

Grades 11, 12 This course is intended for students who are considering an art focused career. This section is strongly focused on the preparation of an art portfolio. The portfolio is the key to getting accepted into the majority of acclaimed art schools. Projects for the portfolio will differ for each student according to their area of focus. The students will be required to create original works of art for submission in the Ohio Governors Art Show as well as a variety of other art competitions. *Prerequisite: Art II*

**Ceramics I****Two Semesters****1 Credit**

Grades 9, 10, 11, 12 This course is designed to give a basic understanding of the various techniques for using clay as an art medium. The students will be learning hand building techniques like pinch, coil, slab, and relief as well as various glazing techniques. During the second semester, the students will be working on refining their clay building techniques by creating challenging new projects. Students will also be given the opportunity to work on the pottery wheel. *Prerequisite: Intro to Art*

**Ceramics II****Two Semesters****1 Credit**

Grades 10, 11, 12 This course is designed to build upon the basic clay forming skills obtained from Ceramics I. Students will be focusing on creating original hand built works of art. During the second semester, students will be focusing on refining their wheel throwing skills. Students are required to produce projects that can be submitted into the Ohio Governors Show as well as a variety of other area art competitions. *Prerequisite: Ceramics I*

**Yearbook****Two Semesters****1 Credit**

Grades 10, 11, 12 The student will learn the basics of digital photography while taking pictures of fall and winter school events such as games, special activities, and day to day activities. The student will learn the basics of digital photography while taking pictures of winter and spring school events such as sporting events, special activities, and day-to-day activities. They will be responsible for producing the yearbook using Lifetouch Software.

**FOREIGN LANGUAGE DEPARTMENT****Spanish I****Two Semesters****1 Credit**

Grades 8, 9, 10, 11 The first semester of Spanish I is designed to give students foundation skills in the language. They will be introduced to pronunciation rules, basic conversational phrases, and begin to build a basic working vocabulary. In addition, they will begin to establish listening comprehension skills and strategies. Students will be able to narrate using the simple present tense. Throughout the semester, students will encounter information about Spanish culture and will be encouraged to compare those cultures with their own. The second semester of Spanish I will continue to build upon the foundational skills established in the first semester. Students will learn to narrate in the past using the preterit tense, and will also be able to talk about daily life, likes and dislikes, and hobbies. They will be able express wishes by giving affirmative commands. Second semester Spanish I students will participate in more verbal conversation activities and be encouraged to use the language skills they have acquired to communicate effectively. They will continue to develop an awareness of Spanish-speaking culture and an appreciation for its distinctiveness and contributions.

**Spanish II****Two Semesters****1 Credit**

Grades 9, 10, 11, 12 During the first semester of Spanish II, students will begin to lay the foundations for more complex communication in the Spanish language. They will learn grammar concepts that facilitate this such as direct and indirect object pronoun usage, idiomatic expressions, the passive voice, formal command forms, and irregular verbs. They will continue to develop their ability to shift easily from present tense to past tense. Conversational activities will focus on building speaking confidence, and learning to carry on conversations by asking for more information, asking follow-up questions and responding to spontaneous questions or situations. Students focus on building their speed of comprehension and speaking. They will be asked to generate both written and oral responses to pictures, questions, or scenarios. Creativity and original self-expression will be encouraged. They will be introduced to short pieces of Spanish literature, such as poetry and folktales. During second semester, Spanish II students will learn the imperfect tense and be able to narrate more fully in the past by using both the preterit and the imperfect. *Prerequisite: Spanish I*

**Spanish III****Two Semesters****1 Credit**

Grades 10, 11, 12 During the first semester of the Spanish III year, specific areas of grammar weakness will be identified and reviewed so that the student will be able to shore up their abilities. Students will expand their vocabularies and be able to develop vocabulary based on areas of interest. There will be daily focus on conversation abilities and communication within “real-world” settings. The use of dictionaries will be lessened as students learn to access and use what they know to communicate effectively. Students will learn the future, conditional and perfect tenses and use that grammar in both written and verbal contexts. During the second semester of Spanish III, students will learn and work with the present subjunctive mood. Using the subjunctive they will express wishes, desires, opinions, discuss current issues, and the future. They will focus on building conversational speed and clarity, and will explore Spanish short story literature. There will be an emphasis on evangelism and sharing personal testimonies in Spanish, and students will prepare for evangelistic opportunities.  
*Prerequisite: Spanish II with a second semester grade of B- or higher*

**French I****Two Semesters****1 Credit**

Grades 9, 10 French I is designed to give students foundation skills in the language. They will be introduced to pronunciation rules, basic conversational phrases, and begin to build a basic working vocabulary. In addition, they will begin to establish listening comprehension skills and strategies. Students will be able to narrate using the simple present tense. Throughout the semester, students will encounter information about French culture and will be encouraged to compare those cultures with their own. Students will learn to narrate in the past using the preterit tense, and will also be able to talk about daily life, likes and dislikes, and hobbies. They will be able express wishes by giving affirmative commands. Second semester French I students will participate in more verbal conversation activities and be encouraged to use the language skills they have acquired to communicate effectively. They will continue to develop an awareness of French-speaking culture and an appreciation for its distinctiveness and contributions.

**French II****Two Semesters****1 Credit**

French II is designed to provide students with improved basic skills in the language. They will be introduced to pronunciation rules, basic conversational phrases, and build an extended working vocabulary. In addition, they will expand established listening comprehension skills and strategies. Students will be able to narrate using the more advanced present tense. Throughout the semester, students will encounter information about French culture and will be encouraged to compare those cultures with their own. Students will also build on previous knowledge to narrate in the past using the preterit tense improving their ability to talk about daily life, likes and dislikes, and hobbies. They will be able express wishes by giving affirmative commands. Students will participate in more verbal conversation activities and be encouraged to use the language skills they have acquired to communicate effectively. They will continue to develop an awareness of French-speaking culture and an appreciation for its distinctiveness and contributions.

**Rosetta Stone****Two Semesters****1 Credit**

Grades 11, 12 Students who have started a foreign language through the Rosetta Stone platform will continue to have the option to take new levels. Rosetta Stone is an immersion-based online program that incorporates speaking and listening skills with visual and auditory reinforcement. Students are required to take the first two levels of Rosetta Stone to earn one credit for the language they choose. Level 3 of Rosetta Stone will be equivalent to another credit, and levels four and five will be equivalent to a third credit for language (when applicable).

## MATHEMATICS DEPARTMENT

### Math 7

All Year

Students review and master basic arithmetic in order to lay a needed foundation for studying higher mathematics. Some of the topics covered are whole numbers, fractions, decimals, ratios and proportion, percent, measurement, pre-algebra and an introduction to geometry.

### Pre-Algebra

All Year

Grades 7, 8 This course begins with a review of basic skills involving factors, decimals, ratios, percent, and measurements. Students will learn how to solve basic algebraic problems, including simplifying algebraic expressions, solving equations, graphing, and working with square roots. Other major areas of study include: statistics, probability, and business mathematics. Lastly, this course provides an introduction to geometry, covering such topics as perimeter, area, and volume of various shapes. *Prerequisite for 7<sup>th</sup> grade: 6<sup>th</sup> grade teacher recommendation (if coming from MCS 6<sup>th</sup> grade) and principal decision. If transfer from another school, then MCS principal decision alone.*

### Algebra I

Two Semesters

1 Credit

Grades 8, 9 This course is a study of the general properties of real numbers and the fundamentals of algebra. Topics include expressions, equations, functions, properties of real numbers, and solving, graphing, and writing linear equations. Students will learn how to apply these concepts in solving word problems in which such equations arise. Students will learn how to solve and graph linear inequalities and systems of linear inequalities. Other topics of study include: applying exponential properties, factoring polynomials, solving quadratic equations, solving radical equations, applying the Pythagorean Theorem, and finding probabilities. Throughout the year, students learn the vocabulary of mathematics and logical thinking in real-world situations. *Prerequisite: Pre-Algebra with a grade of C or higher*

### Geometry

Two Semesters

1 Credit

Grades 9, 10 The word “geometry” comes from two Greek words meaning “earth measure” and refers to the size, shape, and position of things. In Geometry students will study the properties and relationships of points, lines, and planes. Emphasis will be placed on the development of the student’s ability to think in a logical and orderly manner through deductive reasoning. Beginning with a few self-evident facts the student will discover and apply other facts related to the study of proofs, parallel and perpendicular lines, triangles, and congruence. The application of deductive reasoning for the topics of polygons, similarity, right triangle trigonometry, circles, area, and volume will be explored and used to solve practical problems. Algebra skills will be strengthened through review and geometric exercises requiring algebraic skills. *Prerequisite: Algebra I with a second semester grade of C or higher; or Integrated Math with principal and teacher recommendation*

### Algebra II

Two Semesters

1 Credit

Grades 10, 11 Algebra II is a course building on and expanding the elements of Algebra I and Geometry to better develop the student’s understanding of mathematical structure and method. An emphasis is placed on application of algebraic theory and principles of problem solving. Topics include equations and inequalities, functions, systems of equations and inequalities, matrices and determinants, quadratic functions, polynomials, powers, roots and radicals. Algebra II is a course building on and expanding the elements of Algebra I and Geometry to better develop the student’s understanding of mathematical structure and method. An emphasis is placed on application of algebraic theory and principles of problem solving. Topics include exponential and logarithmic functions, rational equations and functions, quadratic relations and conics, sequences and series, probability and statistics, trigonometric ratios, graphs identities and equations. *Prerequisite: Geometry with a second semester grade of C or higher; or Integrated Math II with principal and teacher recommendation*

**Integrated Math I****Two Semesters****1 Credit**

**Grades 9** This course is designed to review the major concepts of Pre-Algebra and to build a firm foundation of the fundamentals of Algebra. Topics include expressions, equations, functions, percent, proportions, probability, and a further development of geometric concepts. Students will continue to build a firm foundation of the fundamentals of algebra. Topics include solving, graphing, and writing linear equations, factoring, and applying exponential properties.

**Integrated Math II****Two Semesters****1 Credit**

**Grades 10** This course is designed to review and expand upon the fundamentals of algebra and introduce practical geometric concepts. Topics include solving radical equations, solving and graphing quadratic equations, and applying the Pythagorean Theorem. Students will continue to study topics of geometry such as the properties of points, lines, planes, solids, polygons, congruence and similarity, circles, area, volume, and coordinate geometry. Throughout the course students will learn the vocabulary of mathematics and logical thinking in real-world situations. *Prerequisite: Algebra I or Integrated Math I*

**Integrated Math III****Two Semesters****1 Credit**

**Grades 11** This course builds on and expands the elements of basic algebra and geometry to better develop the student's understanding of mathematical structure and method. An emphasis is placed on application of algebraic theory and principles of problem solving. Topics include equations and inequalities, functions, systems of equations and inequalities, matrices and determinants, quadratic functions, polynomials, powers, roots and radicals. This is a course building on and expanding the elements of Algebra I and Geometry to better develop the student's understanding of mathematical structure and method. An emphasis is placed on application of algebraic theory and principles of problem solving. Topics include exponential and logarithmic functions, rational equations and functions, quadratic relations and conics, sequences and series, probability and statistics, and trigonometry. *Prerequisite: Geometry or Integrated Math II*

**Transition to College Math****First Semester****½ Credit**

**Grades 11, 12** This course is an integration of Algebra and Geometry in preparation for college level math. The format is a functional approach which relies heavily on the graphing calculator technology. The common behaviors of linear, quadratic, absolute value, square root, and exponential functions will be analyzed. *Prerequisite: Algebra II*

**Transition to College Math****Second Semester****½ Credit**

**Grades 11, 12** This course is an advanced study of the five basic functions using numeric, graphical, and analytic approaches. These approaches will be utilized in developing mathematical models. Geometry and basic trigonometry will also be reviewed.

***CCP Math Department College Credit Plus Offerings*****MATH 1110 - College Algebra****1 HS Credit/4 College Credits**

This course is designed to cover 1) polynomial operations, rational expressions, exponents, radicals; 2) linear and quadratic equations, inequalities, absolute value applications and their graphs; 3) graphs of elementary functions and non-functions including inverse functions, combining functions, and translating and transforming functions; 4) study of polynomial functions including the Fundamental Theorem of Algebra, zeroes of polynomials, rational functions, partial fractions; 5) exponential and logarithmic functions including graphs and applications; 6) Gauss-Jordan elimination and Cramer's Rule.

**MATH 1130 – College Trigonometry****1 HS Credit/4 College Credits**

This course includes the study of trigonometric functions and inverse trigonometric functions and their graphs; solutions of right and oblique triangles and their applications; solutions of trigonometric equations and inequalities; the use of identities, vectors, and complex numbers; and solutions of polar equations and parametric equations. Students must supply a graphing calculator. Successful completion of MATH1110 with a grade of C- or better.

**MATH 1150 – College Calculus I****First Semester****1 HS Credit/5 College Credits**

A study of analytic geometry, limits, continuity, the derivative, basic differentiation rules, rates of change, the product and quotient rules, higher-order derivatives, the chain rule, implicit differentiation, related rates, extrema on an interval, Rolle's Theorem and the Mean Value Theorem. Function analysis includes increasing and decreasing functions and the first derivative test, concavity and the second derivative test, limits at infinity and curve sketching. Concluding topics include anti-derivatives, indefinite and definite integrals, the Fundamental Theorem of Calculus, and integration by substitution. Applications include optimization problems, Newton's method, differentials, and areas of planar regions.

**MATH 1151 – College Calculus II****Second Semester****1 HS Credit/5 College Credits**

This course is a continuation of MATH1150 Calculus I. Topics include integration and applications, calculus of exponential and logarithmic functions, hyperbolic functions, methods of integration, integration by parts, indeterminate forms and moments and centers of mass, fluid pressure and force, integration techniques, series including Taylor and Maclaurin, calculus of conics, calculus of parametric equations, and polar forms of conic sections including Kepler's Laws.

**PHYSICAL EDUCATION DEPARTMENT****Physical Education 7****1 semester**

Students will develop their bodies and minds through activities which emphasize cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition. Additional emphasis is placed on team and individual competition that affords opportunities to demonstrate leadership, fellowship, cooperation, self-control, fair play, respect for authority, patience and humility. *This is a required class for Grade 7.*

**Physical Education 8****1 semester**

This course focuses on building a foundation for life-long learning through physical activity in Cross Country, Floor Hockey, Soccer, Speedball, Basketball, Volleyball, Softball, Conditioning Exercises, Weightlifting, Tennis, and Flag Football, Ultimate Frisbee, Golf. These components provide an opportunity for the development of each student's physical, social, and emotional well-being. *This class is only for 8<sup>th</sup> graders.*

**Health 8****One Semester****½ Credit**

Health combines scientifically accurate, age-appropriate godly health content with extensive instruction, practice, and application of the skills necessary to achieve optimal health and wellness. This course meets the high school graduation requirement for Health. *This is a required class for Grade 8.*

**Fitness and Strength Training****Two Semesters****½ Credit**

Grades 11, 12 Students will engage in physical fitness activities with an emphasis on cardiovascular endurance, flexibility, body composition, muscular endurance, and muscular strength training, enabling the students to strengthen their bodies for the purpose of improving sports specific, skill-related activities, such as agility, speed, and balance. Students will build upon previously gained knowledge in order to develop cardiovascular endurance, flexibility, body composition, muscular endurance, and muscular strength training. The students will develop their own fitness and strength guide, grounded upon what they have learned. The purpose is to give students keys to strengthening their bodies and maintaining a healthy lifestyle.

## **SCIENCE DEPARTMENT**

### **Science 7**

**All Year**

Students use the scientific method as it pertains to foundations in earth and physical science. The students study a unit examining how evidence in nature supports creation over random changes over time. Students interpret data using charts, graphs, illustrations, and graphic organizers. A Christian worldview enables the students to uncover the truth about scientific discoveries.

### **Science 8**

**All Year**

Students receive an overview of earth and space science, life science, and physical science. An in-depth comparison of creation and evolution will end in a debate among two teams. Students interpret data on charts, graphs illustrations, and data organizers. A Christian worldview will enable students to uncover the truth about scientific discoveries.

### **Physical Science**

**Two Semesters**

**1 Credit**

Grade 9 Students will review the scientific method and apply it as part of their study of the nature of science and physics, with a focus on mechanics, energy, and waves and how they are related. Students will also study forces, motion, and electricity. The focus will be on basic chemistry, beginning with a thorough explanation of the atom, the properties of matter, and the periodic trends of elements. Bonding between atoms and the chemical reactions that take place between them will then studied. Finally, students will be given an introduction to astronomy.

### **Biology**

**Two Semesters**

**1 Credit**

Grade 10 Biology is a systematic study of the fundamental biological principles from a creationist's position. This course looks at God's truth and science, organic chemistry, cellular structure and function, history of life, genetics, and classification. During second semester students will examine the six kingdoms of life, with special emphasis on plants and animals. Students will also be introduced to the science of ecology, which includes ecosystems, the biosphere, and the biomes of the world. *Prerequisite: Physical Science*

### **Chemistry**

**Two Semesters**

**1 Credit**

Grades 11, 12 Chemistry is a college preparatory course for those with a strong math and science background. Chemistry is the study of the structure and composition of the world that God has given us, and the changes that each of these undergo. Areas in the first semester will include: measurements and their conversions, calculations of matter, and matter. Methods of learning include lecture, problem solving, demonstrations, and experimentation. An exam will be given at the end of semester I. This is a comprehensive exam. Students will utilize the methods and fundamentals from the first semester to continue building upon those precepts. Chemistry is a cumulative course of study and reinforcement of these tenets will be the building blocks for the second semester. Chemistry is a method of inquiry founded upon the order of the natural world and the design of our Creator. The building of critical thinking skills and laboratory investigation will continue in order to reduce problems to identifiable and answerable conclusions, based on the validity and absolute order of God's creation. Areas of study will include, but not be limited to, physical characteristics of gases, the gas laws, molecular composition of gases, states of matter, and ions in aqueous solutions. Methods of learning will include lecture, problem solving, demonstrations, independent student-based research and presentations, and experimentation. A cumulative final exam will be given at the end of the second semester. *Prerequisite: Biology*

### **Physics**

**Two Semesters**

**1 Credit**

Grades 11, 12 Physics is a college preparatory course for those with a strong math background. Physics will provide students with a general understanding, knowledge, and awareness of the physical world around them from a Biblical world view. Topics will introduce the concepts of mechanical, electrical, and atomic physics. Areas of study include: laws of motion, mechanics, work, energy, equilibrium, and fluids. Areas of study include: wave theory, sound, light, heat, kinetic theory, electricity, electric circuits, magnetism, electromagnetism, relativity, and atomic theory. *Prerequisite: Algebra II with a second semester grade of C or higher*

## **Science Department College Credit Plus Offerings**

### **CHEM 1030 – Chemistry**

**First Semester**

**1 HS Credit/3 College Credits**

Grade 11, 12 This course is designed to give the student an appreciation and understanding of general inorganic chemistry. This course will cover atomic and molecular structure, molecular forces, properties and states of matter, naming of chemical compounds, types and behaviors of solutions, types of reactions, acid/base chemistry, and carefully chosen organic topics with their applications to specific health problems. Laboratory exercises will enhance and reinforce lecture topics. *Prerequisite: See CCP guidelines.*

### **CHEM 1210 – Chemistry I**

**Second Semester**

**1 HS Credit/5 College Credits**

Grade 11, 12 This course is a quantitative introduction to dimensional analysis with significant figures, atomic structure, the molecule, principles of ionic bonding, stoichiometry, chemical solutions, thermochemistry, classification of elements including periodicity, electron configuration, gases, liquids, and solids. Student will be exposed to applications of chemistry in society

### **BIOL 1710 – Intro to Anatomy and Physiology**

**First Semester**

**1 HS Credit/3 College Credits**

Grade 11, 12 This course is an introductory study of life processes and biological principles. Special reference to the human organism is used in describing the nature of life-sustaining functions. Cellular function and the structure and function of the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems are introduced. Laboratory experiences are designed to supplement the lecture topics and include microscopy, the study of models, specimen dissection, cadaver study, and physiological experiments. *Prerequisite: See CCP guidelines.*

### **BIOL 1730 – Basic Anatomy and Physiology**

**Second Semester**

**1 HS credit/4 College Credits**

Grade 11, 12 This course presents the basic terms and concepts that deal with the structure and processes of the human body. It involves examination of the body as a whole, the cell, and tissues. The basic structure and physiology of the integumentary, skeletal, muscular, nervous, cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive, and endocrine systems are presented. Laboratory exercises enhance and support the lecture topics and include microscopy, the study of models, specimen dissection, cadaver study, and physiological experiments. *Prerequisite: See CCP guidelines.*

## **SOCIAL STUDIES DEPARTMENT**

### **Social Studies 7**

**All Year**

This course covers ancient world civilizations including Egypt, China, India, Africa, Rome, and Greece. Students will learn how people have attempted to address common problems of survival, as well as the day-to-day tasks of life. Students will also learn about the roots of American heritage through the histories of many cultures. The course will also contain lessons on the history of Ohio, including the study of its geographical, political, social, and cultural importance in relation to shaping the Midwestern portion of the United States.

### **Social Studies 8**

**All Year**

Students will explore, explain, and discuss the political, constitutional, economic, social, and multicultural developments which have shaped the American way of life. The course will begin with the Age of Discovery and early colonial settlement. This will be followed by a study of the major events of early U.S. history including the War of Independence, formation of the new nation, the Constitution, Manifest Destiny, the Civil War, and Reconstruction.

### **World Geography**

**Two Semesters**

**1 Credit**

Grade 9 Students will engage in learning about major aspects of geography of the world, starting with a focus on North and South America. Starting with the creation of the world, students will learn about different climates, ecosystems, people groups, natural resources, cultures, technology, and the spread of various religions, especially Christianity. Students will be reminded that God created the world and its diversity, and they will better understand the role of God's people and His gospel in the world. Students will learn about the regions



of Asia, Asia Minor, China, Japan, and many Pacific Island countries. Students will also explore the “Land Down Under,” Australia. A research project and presentation will be done on the different geographical areas studied throughout the year.

### **U. S. History**

**Two Semesters**

**1 Credit**

**Grade 10** The U.S. History course is built around the timeline from 1877-present. The course will begin with the post-Reconstruction “Wild West.” Students will also explore the nation’s story throughout the Industrial Age, the “melting pot” era, territorial expansion, World War I, the Roaring 20’s, and the Great Depression. The study continues with World War II, the Cold War, Korea/Vietnam Wars, the 1960’s conflicts to the present. Students will learn how to conduct interviews and give speeches, resulting from their research.

### **American Government**

**First Semester**

**½ Credit**

**Grade 11, 12** Students begin this course by examining the Christian influence upon the creation of the American form of government. Special attention will be given to the Constitution and the Bill of Rights. An elections unit will challenge students to explore their choices among candidates and issues. Students will also study the three branches of the federal and state government, including individuals presently holding those positions. Students will also learn about local governments.

### **Economics and Financial Literacy**

**Second Semester**

**½ Credit**

**Grade 11, 12** This course is a survey course of principles of economics, budgets, credit, investments, debt, supply and demand. The course is designed to be a practical element of managing money and understanding the financial aspects of our world in light of God’s Word before students graduate.

## ***Social Science Department College Credit Plus Offerings***

### **HIST 1010 – Am. Culture & History to 1877**

**First Semester**

**1 HS Credit/3 College Credits**

This American Studies course is an introductory survey course covering the development of American politics, law, religion, philosophy, art, and literature from 1600 to 1877. The goal of the course is to help students understand the cultural development of the United States especially in relation to its religion, art, philosophy, law, and political system. *Prerequisite: See CCP guidelines.*

### **HIST 1030 – Am. Culture & History From 1877**

**Second Semester**

**1 HS Credit/3 College Credits**

This American Studies course is an introductory survey course covering the development of American politics, law, religion, philosophy, art, and literature from 1877 to the present. The goal of the course is to help students understand the cultural maturity of the United States especially in relation to its religion, art, philosophy, law, and political system. *Prerequisite: See CCP guidelines.*

### **HIST 1050 – Western Civilization I**

**First Semester**

**1 HS Credit/3 College Credits**

This course presents an overview of European civilization from antiquity to about the year 1600, stressing the chief political, social, cultural, and religious developments within this span of time. This class will help students gain a better understanding of the historical narrative of European civilization, particularly as it relates to political institutions and structures and social and cultural developments; develop improved textual interpretation skills through the careful reading and discussion of ancient and medieval texts; and refine their ability to express ideas and produce convincing arguments through writing essays and short paper. *Prerequisite: See CCP guidelines.*

### **HIST 1070 – Western Civilization II**

**Second Semester**

**1 HS Credit/3 College Credits**

This course presents an overview of European civilization from around 1500 to the present, stressing the chief political, social, cultural, and religious developments within this span of time. This class will help students gain a better knowledge of the historical narrative of European civilization, particularly as it relates to political institutions and structures and social and cultural developments; develop improved textual interpretation skills through the careful reading and discussion of historical texts; and refine their ability to express ideas and produce convincing arguments through writing essays and a short paper. *Prerequisite: See CCP guidelines.*

## TECHNOLOGY

### STEM - 7

Half Year

This is an exciting, hands-on class where students will learn the basics of operating systems, coding, app-development, and electronics. Fun collaborative, team projects will be assigned solving real-world problems using engineering design processes. Additional topics covered will include the use and application of the Microsoft Office Suite, the "Cloud", Graphics editing, and the Internet. No prior technical coding or electronics skills required.

### STEM - 8

Half Year

This is an exciting, hands-on class where students will learn the basics of operating systems, coding, app-development, and electronics. Fun collaborative, team projects will be assigned solving real-world problems using engineering design processes. Additional topics covered will include advanced usage and application of the Microsoft Office Suite, Graphics design tools, and Email. No prior technical coding or electronics skills required.

### STEM 1

Two Semesters

1 Credit

This is an exciting, hands-on class where students will learn graphics design, introduction to software development, CAD (computer aided design), 3D modeling and printing, film editing and production, introduction to electronics design, introduction to web development, integrated engineering and special design projects. No prior technical coding or electronics skills required.

### STEM – Engineering Track

Two Semesters

1 Credit

This is an exciting, hands-on class available for those who have already taken STEM 1. This will include advanced electronics design, advanced software development, advanced engineering design processes, advanced CAD and 3D Modeling, advanced web development and special design projects.

### STEM – Media Track

Two Semesters

1 Credit

This is an exciting, hands-on class available for those who have already taken STEM 1. This will include advanced CAD and 3D Modeling, advanced graphics design, advanced film editing and production, introduction to audio and production engineering, advanced web development and special design projects.

### Introduction to Radio

Two Semesters

1 Credit

Grades 10, 11, 12 This class will introduce students to radio broadcasting and prepare students to operate the school's campus radio station, 88.5 The Flame. A history of radio, studio operation, FCC rules, and the growth of Christian radio will be studied, along with the basics of reading and performing for radio. At least one field trip may be taken. Students will build upon basic skills learned in the first semester, with an emphasis on hands-on experience in the studio, plus continued development of vocal skills and basic production techniques. At least one field trip may be taken. *Prerequisite: 2.5 overall GPA; Guidance Counselor and Radio Station Manager approval.*

### Introduction to Radio Production

Two Semesters

1 Credit

Grades 11, 12 Students build upon the hands-on production skills learned in the Introduction class. Advanced techniques of studio use, with an emphasis on multi-trac production used in the radio industry will be taught. Studio skills will continue to be developed using the campus radio station, 88.5 The Flame. At least one field trip may be taken. More complex multi-trac production projects are introduced. Vocal skills will continue to be developed on WVMC FM and campus radio, 88.5 The Flame. At least one field trip may be taken. *Prerequisite: Introduction to Radio with a grade of B or higher OR Guidance Counselor and Radio Station Manager approval.*

**Office/Teacher Aides**

**OTHER**  
**Two Semesters**

**½ Credit**

Grades 10, 11, 12 This is a service class. Enrollment in the course each period will depend upon the school's need during that time. Students in this class will be expected to carry out duties necessary to assist Mansfield Christian School staff.

## **APPENDIX A – MCS Credit Flex Foreign Language Program (Rosetta Stone Program)**

### ***-ONLY APPLICABLE TO STUDNETS CURRENTLY ENROLLED IN THESE COURSES-***

MCS allows high school students to take a foreign language, other than Spanish (which may be taken through our regular classes), through the Rosetta Stone (RS) online program. Some RS language courses offer three levels and some offer five levels. Our experience has shown that the RS levels do not match up well with the standard school year. Therefore, our policy is to count Levels I and II as the first year of the course, Level III as the second year, and, for those courses that have five levels, Levels IV and V as the third year of the language. The following policies also apply to RS courses:

1. Students may complete more than the required levels during the year, but they must complete the minimum each semester (generally about 40% of the total expected coursework) in order to receive credit. (This would mean 80% of Level I for first year foreign language, 40% of Level III for second year and 80% of Level IV for third year for the end of the first semester.) Failure to complete a course by the deadline (no more than two weeks after the end of the semester) will result in the student's grade being reduced by one point for every percentage point not completed. High School credit will not be given if less than 80% of the total expected coursework is not completed by the end of the school year. (Extensions for unusual circumstances may be granted on a case-by-case basis.)
2. A student may not move to the next RS level until 100% of the total expected coursework is completed, even if that means that work must extend to the next school year. (If less than 80% of the total expected coursework was not completed, the student must take the whole year-long assignment over the next year if that language is selected by the student again.)
3. A student who completes the required levels for a year-long course and chooses to work ahead must complete a semester's level of work in order to receive any credit for the accelerated course (e.g., if a student completes Levels I and II during the year for the first year language and then chooses to begin Level III during the same school year, the student must complete at least  $\frac{1}{2}$  of Level III by the end of the school year to receive  $\frac{1}{2}$  credit for the course). No other partial credit (either less than or greater than  $\frac{1}{2}$ ) will be allowed. A student who does not finish the  $\frac{1}{2}$  credit work must repeat the beginning of that level the next year if another year of the language is desired.
4. Students are given a period in their schedule to work on their RS coursework. This period is to be used for this purpose only. Students who do not make satisfactory progress in an RS course at the end of a semester may be required by the Principal to drop the course.
5. Students must submit the Course Completion Form to the Records Secretary when they have finished a level in order to receive high school credit.
6. Prior to enrollment in an RS course, the student and that student's parent must sign the agreement outlining the policies and requirements of an RS course.