

**RCS ACADEMIC HONESTY
HONOR CODE**

I understand that I must use research conventions to cite and clearly mark other people's ideas and words within the paper. I understand that plagiarism is an act of intellectual dishonesty. I understand it is academically unethical and unacceptable to do any of the following acts:

- To submit essays written in whole or in part by another student as if it were my own.
- To download an essay from the Internet, then quote or paraphrase from it, in whole or in part, without acknowledging the original source.
- To restate a clever phrase verbatim from another writer without acknowledging the source.
- To take work originally done for one instructor's assignment and re-submit it to another teacher.
- To cheat on tests or quizzes through the use of crib sheets, hidden notes, viewing another student's paper, revealing the answers on my own paper to another student through verbal or textual communication, sign language, or other means of storing and communicating information—including electronic devices, recording devices, cellular telephones, headsets, and portable computers.
- To copy another student's homework and submit the work as if it were the product of my own labor.

I understand that the consequences for committing any of the previous acts of academic dishonesty can include a failing grade for the assignment or quiz, failure in the class as a whole and even expulsion from the school. I will not plagiarize or cheat. This policy is applicable in every discipline or class at Ridgefield Christian School, i.e., Spanish, social studies, etc.

Date _____

(Signature) _____

Name (Print Legibly): _____

Faculty Witness (Signature): _____

Faculty Witness Name (Print Legibly): _____

(All faculty witnesses will make a photocopy of each student's signed Honor Code to be kept in his/her file in the office, then return the Academic Handbook with signed Honor Code page to the student for his/her keeping.)

GRADING SCALE & GPA

Grade point averages on high school transcripts (and also for determination of graduation honors) are calculated using the 4.0 scale.

Cumulative GPA is determined by dividing the total number of quality points by the total number of courses.

Incompletes (I) are given when a student has been absent from school for an extended period of time just prior to the issuing of report cards.

Grading Scale & GPA Equivalent:

Grading Scale	GPA Equivalent	A.P. (Advanced Placement Weighted GPA)
90+ A (excellent work)	4.0	5.0
80-89 B (above average work)	3.0	4.0
70-79 C (average work)	2.0	3.0
60-69 D (below average work)	1.0	2.0

59 or below F (unsatisfactory)	0.0	0.0
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REPORTING OF STUDENT ACHIEVEMENT

We believe learning encompasses much more than what is taught in the classroom, and that a coordinated effort between the home and school is key to success. Therefore, communication with parents is a major priority at RCS. Teachers are charged with the responsibility of keeping parents informed of student progress. Parents are responsible to give support to the teaching-learning process, and to contact the teacher when questions or problems arise. The following methods have been instituted as a means with which to keep lines of communication between home & school open:

Parent/Teacher Conferences

These are scheduled at the beginning of the 2nd and 4th quarters of the school year to give opportunity for evaluation of student progress and to establish a good working relationship between teacher and parent (see the school calendar for specific dates). Additional conferences may be scheduled at the request of the parent or the teacher.

RenWeb (Parents Web)

Specific information about class assignments, homework, and grades can be found on Parents Web. Teachers update weekly, and this is a great first step to finding the information you need to stay connected. Each quarter, report cards are available for viewing through RenWeb. Students will have four grading periods on their progress in each subject area.

Communications by Email

Much of the information about the school year is communicated to parents via email. Please make sure that your email addresses are accurate (contact the office for changes) and inform the office if you cannot receive information through email. Teachers often email parents with updates, news, and other reports and communication.

TRANSCRIPT & REPORT CARD RELEASE

Report cards and transcripts will not be released unless satisfactory arrangements have been made with the Financial Office concerning financial obligations. All requests for transcripts must be made to the Academic Advisor. It is recommended that requests be made 1 business week prior to the date the transcript is needed to allow for processing time. We cannot guarantee a transcript release within fewer than five days' notice.

In addition to quarterly report cards, interim reports will be issued to families of students with a D or F at interim (mid-quarter). A student with two or more Ds (below 70%) or one F at quarter or semester's end will be placed on academic probation, and a meeting will be scheduled with parents and Academic Advisor to create an individualized intervention plan.

SEMESTER TEST POLICY

Purpose:

The intent of semester exams is to obtain the cumulative measure of a student's academic retention regarding individual disciplines of study through a marked and scored collection of questions, methods, or skills. This process is completed by developing testing instruments wherein the student is given the opportunity to recall facts, demonstrate procedures, utilize critical analysis, and/or make practical application.

Additionally, the semester testing experience can be viewed as a precursor to college/university semester testing wherein students are provided and given an opportunity to experience the study, preparation, and testing experience at the secondary level before proceeding to post-secondary institutions.

In providing the testing experience the first semester, and the second semester, recognizing and rewarding diligence of study and academic excellence, the following policy has been established for secondary students.

Fall Semester:

All students, grades 7-12, are required to participate and complete semester tests during the fall session of the school year. The semester test is a comprehensive final covering the entire work of the semester. It counts 20% of the student's grade. Semester tests are cited on the school calendar.

Semester testing is a required, vital component of the educational process. The test days are planned a year in advance; therefore, students should adhere to the schedule and make every effort to comply. Families are strongly discouraged from planning events on test days. Make-up testing creates a substantial hardship and interruption of school operations and procedures.

In the event a student is pre-empted from testing on the said day due to personal or extenuating circumstances the following rules will apply:

1. The student/parent must petition for consideration as soon as possible, but no later than 5 school days in advance of the test to gain administrator approval.
2. The student/parent must make prior arrangements for testing as soon as possible, but no later than 5 school days in advance of the test with the time being at the discretion of the teacher. Students should not expect teachers to be prepared

for impromptu testing.

3. All testing must be completed before the close of the semester due to finalizing grades and the completion of permanent records.

In the event of an emergency or extenuating circumstances (i.e. illness, death in the family, accident) the following rules will apply:

1. The student/parent should notify the school immediately.
2. The student/parent should be prepared to estimate a length of time the student will be out of school so that the administrator may work with the teachers to arrange make-up testing.
3. Upon the student's return, the student/parent will need to provide a doctor's note, parent note, etc.

Spring Semester – Exemption Policy:

Seniors will not be required to take spring finals regardless of their average. (*See exemptions)

Students, grades 7-11, will have the opportunity to earn exemptions from spring semester texts provided the student has an "A" average (90% or higher) in the class with some exceptions as listed below.

The semester test will count 20% of the student's grade. The test is comprehensive.

EXCEPTIONS:

*The exemption policy does not apply to students enrolled in concurrent college credit classes. RCS will follow the requirements of the partner university. Additionally the policy does not apply to any form of homeschool class or educational providers for any classes taken outside of RCS.

The exemption policy does not apply to one semester courses such as health, American government, economics, etc.

Students who have received an in-school or out-of school suspension are ineligible to participate in the exemption policy.

ACADEMIC AWARDS & HONOR ROLL

Academic awards will be given for end of the year letter grades for students in grades 7-12.

Students with all A's for the semester will be on honor roll and students with all A's and B's for the semester will be on the merit roll. A student may have a C for a quarter grade and be on the honor or merit roll if the semester grade is an A or B

End of the year awards are based on the student's performance both semesters.

Each high school teacher will give individual subject awards. Students with the highest numerical average in each class at a specified cut-off date will receive an award.

NATIONAL HONOR SOCIETY

Students enrolled in grades ten through twelve who embody the four membership pillars of the National Honor Society (Scholarship, Service, Leadership, and Character) will be considered for induction. Interested student must complete a Candidate Form. Criteria reviewed by the NHS Adviser and faculty council include weighted cumulative GPA (minimum 3.5), volunteer hours, leadership experiences, and exemplary character demonstrated in a clean disciplinary record. This includes attendance, tardies, and other disciplinary referrals. A student who has received ISS/OSS will not be eligible for the National Honor Society.

ACADEMIC PLACEMENT: PROMOTION/RETENTION

Realizing that each child's growth is individual, the promotion and retention policy is general in scope to allow for assessment of each child's complete development and the best interest of the individual child.

Grades 7 – 8:

In Grades 7 & 8, to be promoted to the next grade level, a student must satisfactorily complete the school's regular program of studies and pass a minimum of four of the five Ridgefield's five core classes (Bible, English, Math, Science, Social Studies). A student will be retained if he/she receives a yearly average of 59 F or below in two or more core subjects.

Students who do not make passing grades to be promoted to the next grade level must enroll in online summer school through Keystone School's online credit recovery program or an approved vendor of the Curriculum Committee, at the family's expense, to make up their credit(s). To receive summer school credit and promote to the next grade level, a student must have the course(s) pre-approved by the Administration, complete all coursework prior to the beginning of the next school year, and make a passing grade in the subject(s) taken. The Academic Advisor or appointed faculty proxy must administer a final exam.

Failure to have a summer school program of studies pre-approved by the Administration and completed by the first day of school with a passing grade will result in the student repeating the grade the following school year.

Grades 9 – 12:

Academically, the first year of a student’s high school career is grade nine. (One exception to this is 8th Grade Algebra I, which is the first high school credit a Ridgefield student has the opportunity to take. See Course Descriptions for more information.)

Promotion from grade eight to grade nine follows the junior high format for promotion. See paragraph above.

A student’s classification in high school is determined by the number of accumulated high school credits the student has earned. Ridgefield’s core courses are as follows: Bible, English, Math, Science, and Social Studies.

9 th grade (freshman)	promotion from 8 th grade
10 th grade (sophomore)	earned 5 core credits
11 th grade (junior)	earned 10 core credits
12 th grade (senior)	earned 15 core credits

If a student fails any classes and does not meet the minimum requirements at each grade level, the student can make up a total of one lost credit per year during the summer, at the student’s expense, through Keystone’s online credit recovery program or an approved vendor of the Curriculum Committee. Credits from failed courses can also be earned during the school day at RCS, either in a regularly scheduled class, or through independent study via Keystone or an approved vendor of the Curriculum Committee.

To receive summer school credit, a student must have the course(s) pre-approved by the Administration and make a passing grade in the subject(s) taken. The Academic Advisor or appointed faculty proxy must administer a final exam.

ACADEMIC PROBATION

RCS desires to partner with families of students struggling academically. A student with two or more Ds (below 70%) or one F at quarter or semester end will be placed on academic probation.

Academic probation will include a closer scrutiny and accountability toward student achievement. If a student is placed on academic probation, it is expected that parental

involvement along with Learner Services, where applicable, and faculty resources will be jointly used to help the struggling student achieve to the best of his/her ability.

Interim reports will be mailed to families of students with a D or F at interim (mid-quarter). A student with two or more Ds (below 70%) or one F at quarter or semester end will be placed on academic probation, and a meeting will be scheduled with parents and Academic Advisor to create an individualized intervention plan. Progress will be monitored and if, at the conclusion of the school year, the student has not shown improvement, the Administration will determine if dismissal will take place.

FAILURES/CREDIT RECOVERY

In the event that a 7th or 8th grade student fails a course, it is the responsibility of the family to contact the Administration to discuss options. (See Promotion & Retention policy for more info.)

In the event that a 9th-12th grade student fails a course, it is the responsibility of the family to contact the Administration to discuss arrangements to ensure enough credits for graduation.

RCS uses The Keystone School online program for credit recovery. Individual courses must be pre-approved, and may be taken in the summer or during a scheduled class period in the school day. (See Independent Study policy for more info regarding courses taken during a scheduled class period in the school day.)

Keystone's online credit recovery consists of 60 hours of coursework per semester, and typically costs \$116 for a one semester course, and \$155 for a full course. This cost is the sole responsibility of the family. All Keystone courses will be shown on the student's transcript, as well as the failed course. The failed course will not be removed from the transcript. The credit recovery course will not replace the original grade, but will be averaged with their original grade into the cumulative GPA.

Credit recovery may also be obtained from a provider of the family's choice, if pre-approved by the Curriculum Committee.

ASSIGNMENT/DUE DATE POLICY

In accordance with the goals and mission to equip students with life skills for a successful future, students are encouraged to develop responsibility and time management skills avoiding procrastination.

When assignments are made with extended due dates (i.e. major projects, research papers, etc.), students are expected to complete and/or turn projects in by the pre-announced time or in advance of the date/time regardless of the circumstances. Exceptions related to sports, field

trips, extracurricular activities, etc. are unacceptable. Minor illnesses lasting 1 to 2 days are unacceptable. If there are extenuating circumstances with regard to illness, a petition for leniency may be requested with teacher approval based upon the student's work ethic history, diligence of study, and absentee rate in the class.

History Fair and Science Fair projects are due on assigned date. No exceptions.

HOMWORK POLICY

Homework is an educational tool that reinforces skills and materials learned in class. It prepares students for upcoming topics, teaches them to work independently, and it enables parents to become involved in the education process. Helping your child with homework shows that you value learning. You can be supportive by following these points:

1. Provide a scheduled time and quiet location where your student can work undisturbed.
2. Examine the work to be turned in. See that it is neat and complete.
3. Listen to his/her memory work.
4. Sign his/her assignment sheet or homework, if necessary.

Because of local church worship services, there will **usually** not be homework assigned on Wednesday nights. However, work assigned earlier in the week may be due on Thursday.

MAKE-UP WORK

Parents should check on RenWeb for lesson plans and assignments. If parents have additional questions or need to pick up texts and resources they may call between 8:30 a.m. and 11:30 a.m. Materials may be picked up after 2:30 p.m. in the office or sent home with a sibling. Office hours are 7:30 a.m. to 3:30 p.m.

In grades 1-12 the number of days absent determines the number of days given to turn in completed assignments/tests. (Ex. If you are absent on Thursday and Friday, all work will be due by Wednesday.) This policy is in regard to illness or other absences of personal nature. Students missing class due to school sanctioned activities must complete classwork by original due dates as assigned by the teacher.

ALTERNATIVE METHOD OF INSTRUCTION (AMI) POLICY

Alternative Method of Instruction (AMI) days for inclement weather makeup will not exceed five school days. Ridgefield Christian requires its teachers to produce and post lesson plans that are current, relevant, and related to curriculum frameworks to the RenWeb portal in advance as part of its normal educational process. Anytime inclement weather is a possibility, students, parents, and teachers should make sure textbooks and other materials which may be required for lesson plans over the next several days be taken home each day. Ridgefield Christian will, upon notification via email, text, and/or announcement within the RenWeb portal, activate its inclement weather education policy. Activation will be at the administrator's discretion based upon factors including but not limited to the time of the year, school calendar, severity of the winter, snow or makeup days already provided in the calendar, etc. Upon activation, students and parents should check the RenWeb school portal for assignments which must be completed each day until such a time that the normal school day resumes and is in session. All work assigned for completion during the missed days must be turned in on the first normally resumed school day. Teachers should be available and accessible to students from 8 a.m. to 3:10 p.m. for interaction with regard to questions and help with assignments through text, email, etc. Teachers will evaluate all work.

EXTRACURRICULAR ELIGIBILITY

Students wishing to participate in the rich array of extracurricular opportunities at RCS will maintain a priority for academic success. The privilege of participating in extracurricular activities may be suspended or revoked if a student is placed on academic probation. In such cases, sponsors and coaches will be in communication with the Administration to monitor student progress and determine what steps are to be taken with students individually to help them maintain eligibility for particular programs.

ACCOMMODATIONS

Because RCS is a private school and does not accept federal funding, classroom teachers are not required to provide IEP's or 504 plans. However, individual classroom teachers communicate with parents and education/psychological professionals to ensure each child has access to the best educational opportunities. RCS is dyslexia friendly and has trained teachers who use whole group science-based reading instruction. Teachers work collaboratively with the academic advisor in determining appropriate modifications to assist students in being more successful in the general curriculum.

ATHLETIC ELIGIBILITY

RCS is a member of the Arkansas Activities Association (AAA). There are a number of guidelines that impact athletic eligibility. These include academic standards, such as a GPA of 2.0, transfer rules, attendance, etc. Information governing athletic eligibility (AAA Handbook) is available from the Administration or Athletic Director (A.D.).

HIGH SCHOOL LEARNER SERVICES

As an independent, private, Christian, college-preparatory school, RCS strives to partner with parents and meet the needs of each individual student to the best of our ability. We provide limited accommodations for qualifying students, but do not follow public school IEPs/504 plans. We generate our own classroom accommodation plans based on what we feel we can reasonably provide at RCS. For a list of available accommodations, see the Academic Advisor.

Parents or teachers suspecting a student is in need of special services or accommodations should make a written referral and submit it to the office of the Academic Advisor. When a student suspected of having a disability is brought to our attention, we will document the referral, provide written notice to the student's parent/teacher, and determine, in a collaborative meeting with parent and teacher, whether the student is a candidate for evaluation. RCS works closely with the Jonesboro Public Schools' Special Education Department to provide onsite consultation, evaluation, and services, such as Speech Therapy, to referred and qualifying students. The parent will be involved in every step of the process, and no testing or treatment will be provided without the parent's approval.

ACHIEVEMENT TESTING

Ridgefield Christian School will participate in a standardized achievement testing program each spring. Students in grades 1-9 take the Stanford 10. Parents will be notified of test results as soon as results are returned to the school. Grades 10-11 are given the Preliminary Scholastic Aptitude Test (PSAT), the Scholastic Aptitude Test (SAT), and the American College Test (ACT). These tests are administered at area schools on designated dates throughout the year.

PSAT/NMSQT

Administered each October for all 9th, 10th, and 11th graders, the PSAT measures reading, math reasoning, and writing skills. The test is sponsored by the College Board and allows students access to free college planning materials, along with their scores, in December. The test also determines National Merit Scholarship participants for juniors. PSAT scores may also be used to help determine student placement during course selection process. The cost of PSAT is the responsibility of the student.

ACT

The ACT test contains four curriculum-based, multiple choice tests that measure academic achievement in the areas of English, mathematics, reading, and science, as well as an optional essay-based writing test. All students must take the ACT or SAT in order to apply for college entrance.

The ACT test is currently administered at various locations locally, including area public high schools and ASU. The cost of the ACT is the responsibility of the family.

For test dates, fees, more information, and to register for the ACT, visit www.act.org.

SAT

The SAT assesses how well students analyze and solve problems and consists of critical reading, mathematics, and a writing component. As results on the ACT and the SAT vary, it is beneficial to take both tests. Some schools require the SAT as part of the admissions process. For more resources, see www.collegeboard.org.

TRANSFER CREDITS

For transfer students, approval must be granted for all coursework from other schools counted toward graduation from RCS. This includes homeschool courses. (See Homeschool Students policy for more info.) The Administrator and Academic Advisor, in conjunction with the Curriculum Committee when applicable, review transcripts during the admissions process. The Academic Advisor will then meet with the family to discuss arrangements for any missing credits.

Missing credits that constitute schedule conflicts (so that they are impossible to be made up at RCS) must be made up through Independent Study, at the student's expense, either in the summer or in a regularly scheduled class period at RCS.

RCS reserves the right to deny credit for coursework earned at schools without regional/national accreditation.

TRANSFER STUDENT TRANSCRIPTS

Students who have transferred or will transfer to RCS with previously earned credit/grades will be subject to the following guidelines:

- Once an official transcript is received from the student's previous school and the transcript has been reviewed by the Administration, the student will be notified of the transfer credits accepted and the credits will be added to the RCS transcript.
- All transfer credit will be marked as such on the RCS transcript.
- Transfer courses will fall under clear headings on the transcript, naming the school from which the credit was earned.
- GPA earned at other schools will be included in the RCS cumulative GPA.

HOMESCHOOL STUDENTS ATTENDING RCS

Seventh through twelfth grade homeschool students may attend RCS on a part-time basis (not intending to graduate) or may transfer to RCS on a full-time basis (intending to graduate). Full-time enrollment is the equivalent of eight class periods per day for seventh through eleventh graders, and at least five consecutive class periods per day for seniors, if scheduling is feasible. (See Graduating Seniors policy.)

Seniors desiring to graduate from RCS must be enrolled in five RCS classes including Bible and English and must pay full time tuition.

All homeschool students enrolling in RCS for senior high with the intent to graduate from RCS must submit the following materials, in addition to registration forms and fees, for admission and course placement:

- Homeschool Transcript, grades 9-12 (from a credible homeschool curriculum supplier, cover school, or arkansashomeschool.org)
- Course Syllabus, Scope and Sequence, Portfolio of Student Work, Textbook Samples, etc. for all transfer courses grades 9-12.

All requests for transfer credit will be evaluated by the Curriculum Committee. RCS reserves the right to deny credit for coursework earned in homeschool without sufficient content.

All students desiring to graduate from RCS must be enrolled full time both semesters of senior year, and must complete the following courses from RCS (no transfer credit accepted):

- Bible 12
- English 12

For part time enrollment cost breakdown, see the current year's Homeschool Student Registration Packet (Part Time Enrollment).

INTERNATIONAL STUDENTS ATTENDING RCS

RCS admits international students at the high school level. Before an international student is considered for admission to RCS, he or she must meet all of the qualifications. Special consideration will be given to missionary families and/or other families in extenuating circumstances. RCS requires all international students provide a complete transcript translated into English prior to enrollment. The transcript should be submitted as part of the initial admissions process.

Prior to admission, it will be determined if a student will be attending for credit or not for credit and if the student intends to graduate from RCS. A written agreement will be established on the part of the student and the Administration regarding the status of each student admitted.

For Credit International Students:

International students enrolling for the purpose of gaining credits toward graduation must exhibit a level of English proficiency that will allow them to fully participate in all assignments in all courses in which they enroll. Students from countries whose official language is not English must complete the following materials before being notified of an acceptance decision:

- Completed Enrollment Application
- Completed & Signed Financial Agreement
- Signed Withdrawal Financial Policy
- \$275 registration fee
- Complete Transcript translated into English
- Test scores to exhibit level of English proficiency, as well as academic level in the U.S. school system. Tests we accept include but are not limited to the TOEFL paper-based, the TOEFL internet-based, the ACT, and the SAT.

Because credits will accumulate toward graduation, it is imperative that For Credit International students be held to the same standards as other students. All international students must make known the length of their desired duration at RCS.

Not For Credit Exchange Students:

Exchange students not attending for the purpose of accumulating credits toward graduation will receive a transcript that notes that coursework was modified. More flexibility is granted in terms

of English proficiency, as well as fulfilling requirements for specific courses. However, we expect all exchange students to participate fully in the life of our school, including participating in coursework. All international students must make known the length of their desired duration at RCS.

GRADUATION REQUIREMENTS

Students must accumulate 28 units of credit between grades 9-12.

Basic Graduation Requirements:

4 Bible credits (or ½ credit for each semester enrolled at RCS)

4 English credits

4 Mathematics credits

3 Science credits

3 Social Studies credits

½ Fine Arts credit

½ Health credit

½ Speech credit

½ P.E. credit (no activity or assignment will substitute for this requirement)

8 Elective credits (in addition to the required classes listed above)

Athletic period is a non-credit elective.

Honor Graduate Requirements:

4 Bible credits (or ½ credit for each semester enrolled at RCS)

4 English credits

4 Mathematics credits (Algebra I, Algebra II, Geometry, PreCalculus, and/or Advanced Math,
incl. Alg. III/College Algebra)

3 Science credits (Physical Science, Biology, Chemistry)

3 Social Studies credits (½ credit Economics, ½ credit Government, World History, American History)

½ Fine Arts credit

½ Health credit

½ Speech credit

½ P.E. credit (no activity or assignment will substitute for this requirement)

8 Elective credits (in addition to the required classes listed above)

Athletic period is a non-credit elective.

Additional Requirements for Honor Graduate:

- 3.5 GPA or above
- two years of the same foreign language

GRADUATING SENIORS

An RCS senior intending to graduate must be enrolled as a full time student of RCS both semesters of their senior year, and must attend for at least five consecutive class periods per day. RCS seniors needing only five class periods to complete graduation requirements are only required to attend for the five consecutive class periods. Depending on the student's situation, they may begin class after first period or they may leave campus early, but they are not permitted to leave campus and return for a later class period during the school day without written parental authority in cases where the schedule may dictate some leniency. A student must have successfully completed all required coursework to participate in graduation ceremonies/exercises.

VALEDICTORIAN

The designations of valedictorian is intended to represent the highest ranked student(s) among the graduating seniors using the criteria contained herein. To be eligible to receive the designation of valedictorian, a student must:

- be enrolled at RCS full time
- be in attendance at RCS for his/her full junior and senior years (defined as enrolling prior to the end of the second week of school)
- be in good standing
- have a GPA of 3.5 or above.

Valedictorian will be calculated using overall, cumulative GPA. In case of a tie, the following criteria will be used, in the given order, to determine valedictorian:

1. Grade Point Average pursuant to the RCS Grading Scale.
2. Number of credit hours in higher level courses, including trigonometry, advanced math (including pre-calculus, algebra III, and/or college algebra and excluding business math, consumer math, and quantitative literacy), chemistry, anatomy and physiology, and any A.P. courses RCS may offer in the future. Difference must be at least 1 full credit.
3. Numeric Grade Average for each course taken the final 8 semesters (9th grade through 12 grade). Difference must be at least 1 full average point.

If the students are still tied after the above criteria, they will be declared co-valedictorians. In the case of co-valedictorians, the student(s) with the next highest rank will be salutatorian(s).

SALUTATORIAN

The designations of salutatorian is intended to represent the second ranked student(s) among the graduating seniors using the criteria contained herein. To be eligible to receive the designation of salutatorian, a student must:

- be enrolled at RCS full time
- be in attendance at RCS for his/her full junior and senior years (defined as enrolling prior to the end of the second week of school)
- be in good standing
- have a GPA of 3.5 or above.

Salutatorian will be calculated using overall, cumulative GPA. In case of a tie, the following criteria will be used, in the given order, to determine salutatorian:

1. Grade Point Average pursuant to the RCS Grading Scale.
2. Number of credit hours in higher level courses, including trigonometry, advanced math (including pre-calculus, algebra III, and/or college algebra and excluding business math, consumer math, and quantitative literacy), chemistry, anatomy and physiology, and any A.P. courses RCS may offer in the future. Difference must be at least 1 full credit.
3. Numeric Grade Average for each course taken the final 8 semesters (9th grade through 12 grade). Difference must be at least 1 full average point.

If the students are still tied after the above criteria, they will be declared co-salutatorians.

HONOR GRADUATES

To be an Honor Graduate, a student must fulfill all of the Honor Graduate Requirements as outlined under the Graduation Requirements policy. Honor Graduates will be classified as follows:

Cum laude – with academic distinction GPA 3.5 – 3.74

Magna cum laude – with great academic distinction GPA 3.75 – 3.9

Summa cum laude – with highest academic distinction GPA 3.91 or above

Only cords presented by RCS at the annual awards assembly – National Honor Society cords, Spanish National Honor Society cords, and Honor Graduate cords – may be worn with cap and gown at RCS Graduation.

GRADUATING EARLY

High School at RCS is regarded to be layering of four academic years, grades 9-12. Our expectation is that all RCS students attend four years of high school. Deviation from this path requires extraordinary circumstances approved by the Administration in consultation with the Board, to whom is entrusted the bestowing of all the rights and privileges of a high school diploma.

ACADEMIC ADVISING FOR COLLEGE

The Academic Advising office at RCS helps families navigate admission to college. Our desire is to connect you with the resources needed to make informed decisions in the college process and to help your students complete everything necessary for application and acceptance, as well as stay informed about deadlines and requirements.

To this end, the Academic Advisor will schedule individual appointments once a year with each freshman and sophomore to ensure each student is on track to achieve his/her college and career goals, including a review of the student's four-year plan, testing plan, and resume development.

The Academic Advisor will schedule individual appointments once a semester with each junior and once a quarter with each senior to talk specifically about necessary actions prior to graduation, including test preparation, needed coursework, college visits, resume building, college fund planning, and career planning.

In addition to these scheduled meetings, students and/or parents may schedule a meeting with the Academic Advisor to discuss changes in the student's plans or other questions or concerns. Students and parents should visit the office, call the office, or email the Academic Advisor to schedule an appointment at least one week in advance of desired meeting time.

COLLEGE VISITS

RCS offers juniors and seniors the opportunity to visit colleges firsthand and receive an administrator's excused absence. Seniors are allowed 2 days excused for college visits, and juniors are allowed 3 days excused for college visits.

All college visits are subject to administration's approval. Students must submit appropriate documentation from the admissions department of the institution visited in order for the absence to be excused as a college visit.

SCHEDULING: SELECTING COURSES

RCS desires that students be good stewards of their academic gifts and try to achieve the best fit possible each year in regard to course selection and load. The Academic Advisor and/or team of experienced teachers will consult with 9-12 students and their families at Registration. We encourage families to discuss and consider the following during the course selection process:

Prerequisites: Enrollment in some courses requires previous specified coursework and/or a particular grade, completion of student application or interview, a particular score on PSAT or SAT10 test, or teacher recommendation. In the event that a student does not meet the criteria for entrance and desires to petition that an exception be made, he or she may do so by a written appeal and will be considered by the Administrator in consultation with the Academic Advisor and teacher involved.

Counsel of Teachers: RCS teachers are often the best resources for knowing a student as a learner. Their input can be invaluable when selecting courses.

College and Career Goals: Many colleges use "academic rigor" as a leading criteria for acceptance and scholarships. Consultation with college admissions representatives can be helpful in determining if the courses selected are optimum for reaching the student's goals.

Interest and Enthusiasm: Students who are enthusiastic about a particular course of study are usually the best students. We strongly encourage students to explore areas of interest and passion. Planning well when selecting courses from year to year can optimize opportunity for exploration, especially during the junior and senior years when students become eligible for Advanced Placement courses and a variety of upper level electives.

Time Management: It is important to consider how much time a student is able to devote to coursework outside the classroom in choosing courses, especially if the student is involved in time-consuming extracurricular activities. It is recommended that students consult with teachers ahead of time regarding amount of time required for each course, and select an appropriate, well-balanced mix of challenge and interest. It is imperative to know that AP and college-level courses require a heavier load of independent work and work outside of class.

Number of Classes: Each student is required to enroll in 7 for credit classes each semester. Boys and Girls Basketball are no-credit classes.

SCHEDULE CHANGES

Students wishing to drop/add a class during the first two weeks of a semester may do so without penalty, but they must (1) attend classes until they have received email notification that their class change request has been processed, and (2) complete a class change request form with appropriate signatures. The only exception to this policy will be for those students who have been placed in the wrong level of class through the scheduling process (ex.: student is registered in Algebra I and should be in Algebra II).

Steps to Drop/Add a Class:

1. Obtain & complete a Drop/Add Request Form from the office.
2. Give the form to the teachers of the classes you wish to drop/add so they can indicate approval/disapproval. (This is a request form. It does not guarantee the requested change will be approved or can be processed.)
3. Take the form home and discuss the schedule change with your parents. Parent must sign the Drop/Add Request Form.
4. Return form to office, signed by teachers and parents.
5. Academic Advisor will notify the student when the schedule change has been finalized.

After the drop/add date, students will not be allowed to change classes unless new and unforeseen factors develop that merit such a change, such as a family emergency or illness. Students who are allowed to drop because of these factors will receive WP (Withdraw Passing) or WF (Withdraw Failing) on their transcript indicating that a course was begun but not finished. It is very rare and only for urgent needs that a change is made after the first 2 weeks of a semester. It is also unusual to change during the first 2 weeks, but factors other than illness and emergencies will be considered during that time.

ADVANCED PLACEMENT (A.P.) PROGRAM

RCS offers the following Advanced Placement (AP) course(s):

AP Language and Composition (Prerequisite: An "A" in English from the previous year or by teacher approval)

Additional AP courses will be added to the RCS Course of Study in the future and published on the website and in subsequent Academic Handbooks.

AP courses prepare students to pass a national, standardized exam through a year-long academically challenging course. Each AP exam costs \$94. The money is billed by RCS and paid to College Board.

Individual AP courses have different requirements. (See RCS Course Descriptions for more information.) However, GPA, PSAT scores, and teacher recommendations are all basic components of these criteria. Students earn college credit by achieving a score between 3 – 5 on the AP exam at the end of the year. NOTE: Not all colleges accept AP credit, and those that do offer varying amounts of credit based on scores and specific majors.

AP courses meet rigorous specifications mandated by College Board. These courses are designed to be challenging and are geared to serious students. AP courses make for competitive resumes, and high test scores provide a nationwide metric for universities to compare students within certain subjects.

See Grading Scale & GPA Policy for A.P. Grade Calculation & Weight Policy.

Parents and students must sign the AP commitment form prior to beginning an AP course.

CONCURRENT COLLEGE CREDIT PROGRAM

In partnership with Williams Baptist University, RCS offers two concurrent college courses for seniors: Composition I and Composition II. Each is a semester course. WBU concurrent enrollment courses are modified college courses, taught at RCS by teachers with advanced degrees.

In partnership with Black River Technical College, RCS offers several independent study online concurrent options for juniors/seniors, including College Algebra for seniors. (RCS Algebra III and BRTC Concurrent College Algebra are considered an Advanced Math course, as outlined in the RCS Honor Graduate requirements.) Independent Study concurrent courses are facilitated by an RCS faculty member, but are 100% online.

Concurrent college courses afford the opportunity to earn transferable college credit through a sponsoring institution while simultaneously earning high school credit. Students are responsible for the cost of concurrent courses in addition to RCS tuition and fees. Concurrent rates are significantly less expensive than typical college rates. The money is billed by RCS and paid to the sponsoring institution. For information about rates and course options, see the Academic Advisor.

Concurrent enrollment allows students to earn credit in core classes and enter college with credit hours in required courses. This saves families money and frees students to take more courses that interest them or are required. Concurrent enrollment allows students to earn college and high school credit at the same time, but it does not necessarily provide a more robust college application.

Individual concurrent courses have different requirements. (See RCS Course Descriptions for more information.) However, GPA, ACT scores, and teacher recommendations are all basic components of these criteria. NOTE: Individual universities have different policies regarding acceptance of transfer credit. Students should check their desired schools before registering.

RCS Students who are currently working to meet graduation requirements may enroll in concurrent course credit through our partner institutions. A student who enrolls in and successfully completes a course or courses offered by an institution of higher education shall be entitled to receive both high school and college grades and credit towards graduation. Three semester hours of college credit taken by a student shall be the equivalent of one-half unit of high school credit. All costs of higher education courses taken for concurrent college credit are the student's responsibility. Students who enroll in concurrent college courses at RCS must meet the requirements of the university and follow all procedures, deadlines, etc, of the university. Some BRTC courses will not transfer to certain colleges. It will be the responsibility of the student/parent to research transfer credits. All college coursework must meet the approval of the administration and board and must be in alignment with the standards and philosophy of Ridgefield Christian School. Mid-term grades will be requested by the Academic Advisor.

RCS Juniors are limited to one credit per year, i.e., two concurrent courses – one per semester. *College Algebra is not available to Juniors.* Seniors are limited to three credits for their senior year, i.e., six concurrent courses – three per semester including College Algebra if desired, plus Senior English (which is also College English I and II if enrollment requirements are met). When College English I or II and College U.S. History are being taken in the same semester, only two additional concurrent courses may be taken.

Only courses we do not offer at RCS will be available concurrently, i.e., Fine Arts Visual and Fine Arts Musical cannot replace the ½ Fine Art credit required for graduation from RCS.

ONLINE OR OFF-CAMPUS COURSES

Unless prior approval has been given, non-RCS courses will not be credited toward graduation. See the Independent Study policy for more information.

INDEPENDENT STUDY

Beginning in 2019, unless prior approval has been given, non-RCS courses (online courses, off-campus courses, or homeschool courses) will not be credited toward graduation. Families interested in Independent Study or homeschooling a course should make an appointment with the Academic Advisor to discuss options. The parent or Academic Advisor will then submit an Independent Study Curriculum Proposal (Intent Form) to the Curriculum Committee for review. All Independent Study courses must be authorized by RCS in an Independent Study Pre-Approval Agreement signed by the parent, student, and Academic Advisor, prior to enrolling. No credit will be given for Independent Study courses that have not been pre-approved by the Academic Advisor.

Once enrolled at RCS, all core classes (Bible, English, Math, Science, Social Studies) required for RCS graduation must be taken at RCS; once a student is enrolled at RCS, no Independent Study or homeschool credits will be accepted for transfer for these core course requirements.

Exceptions are made in extraordinary circumstances, including the following:

- credit recovery (with the exception of English 12 and Bible 12)
- scheduling conflicts (due to missing credits)
- homebound students
- elective courses not offered by RCS.

Individual courses are purchased directly through a pre-approved, accredited provider, and are in addition to RCS tuition and fees. Students may take Independent Study courses in the summer or during the school year; for both summer courses and school year courses.

Steps to Enrolling in Independent Study:

1. Parent, student, and Academic Advisor meet to discuss options
2. Parent or Academic Advisor submits curriculum proposal in writing (Intent Form)
3. Curriculum Committee reviews proposal
4. Academic Advisor contacts parent with committee's decision/options
5. Independent Study Pre-Approval Agreement is signed by parent, student, & Academic Advisor
6. Parent orders materials, enrolls student in course, and pays fees
7. Student completes work independently within pre-approved timeframe
8. Student completes final exam at end of course
9. Academic Advisor requests & receives transcript from provider & awards credit to the student's official academic record (via Renweb)

REPEATING A COURSE

All courses taken will be reflected on student transcripts. Students are permitted to retake the same course if the grade is below 90% and the course fits in the student's schedule with all other required classes for that school year or is pre-approved as independent study. Earning a better grade does not eliminate the first grade. In the case that a lower grade is earned when a course is repeated, it will also be reflected on the transcript.

Course Descriptions (2018-2019)

Mathematics

Pre-Algebra – This course focuses on the study of integers, order of operations, variables, expressions, and equations. Students will solve and graph equations and inequalities, write and solve proportions, and explore geometry, statistics and graph concepts. Problem solving will be incorporated throughout the course. Bible verses and biblical applications of mathematics are interwoven throughout.

Algebra I – A high school level course that focuses on the study of variables to represent unknown quantities and then solving for those unknown quantities by writing equations and inequalities. Topics include a review of order of operations with integers, solving equations, and simplifying expressions. Students will work extensively on solving and graphing linear and quadratic equations and inequalities. Additional topics will include rules of exponents, factors, and polynomial fractions, the Cartesian coordinate plane, radicals, and the quadratic formula. Students will learn to read, analyze and solve real-life applications with a Biblical viewpoint. **All RCS students take Algebra I in the 8th grade. Since it is a high school level course, the grade will go on the student's final high school transcript, and the grade will be in the final GPA at graduation.**

Geometry – Prerequisite is Algebra I. Geometry is another step in the overall educational process. It enhances the students' abilities to work practical problems. It also develops thinking processes that are essential in future math classes and in everyday life. This geometry course deals primarily with Euclidean geometry. You should expect the students to show all of their work and explain orally how a problem is solved. Topics to be covered in this course are ranging from basic geometry principles (i.e. sets, subsets of lines, planes and space) evolving into segments and angle measurements, to triangles, polygon, and circle measurements and finally to how these can be used in connecting to real life.

Algebra II – Prerequisites are Algebra I, Geometry. Algebra II is designed to reinforce the foundational algebraic concepts learned in Algebra I while preparing the student for higher-level courses by expanding known concepts and introducing new topics. Some of the new concepts include matrices, complex numbers, polynomial functions of higher degree, the relationship between rational exponents and radicals and logarithmic functions. Four methods for solving quadratic equations (factoring, taking roots, completing the square, and the quadratic formula) will be introduced. One of the objectives of this course is to prepare students for mathematics courses that are required in many fields of study.

Precalculus – Prerequisites are Algebra I, Geometry, Algebra II. Precalculus extends previously learned material to a deeper level and develops many new concepts. For instance, to find the inverse of a matrix, to measure how well a straight line fits plotted data, to apply math inductions to sequences, and to find the instantaneous rate of change of one variable with respect to another. The student is introduced to

basic trigonometry including radian measure, reference angles, trig ratios and solving triangles. Concepts of polynomials are reviewed before the introduction of different types of functions, operations with functions, and culminating with composition of functions. Most equations are conditional in that they have solutions at selected values of the variable. Students find these selected values to solve polynomial, rational, radical, exponential, logarithmic, and trigonometric equations. Students will also realize some equations have no solutions and are called inconsistent.

Algebra III – Algebra III provides an in-depth review of the principles of intermediate algebra. It is a self-contained refresher course on practical application. It is a prerequisite to College Algebra.

Quantitative Literacy - This course builds on Algebra 1 to explore mathematical topics and relationships. Emphasis will be placed on applying modeling as the process of choosing and using appropriate mathematics and statistics to analyze, to better understand, and to improve mathematical understanding in real world situations. Students will represent and process their reasoning and conclusions numerically, graphically, symbolically, and verbally. Quantitative Literacy will help students develop conceptual understanding by supporting them in making connections between concepts and applying previously learned material to new contexts. Students will be expected to use technology, including graphing calculators, computers, or data gathering tools throughout the course.

College Algebra – College Algebra is a one-semester concurrent course offered through BRTC, in which students will demonstrate the ability to interpret and analyze quantitative/mathematical information using multiple representations; apply mathematical methods to solve problems; construct and interpret graphs for systems of inequalities, polynomial functions, rational functions, exponential functions, and logarithmic functions; and read, interpret, and analyze given information to solve applied problems. An additional fee is required for this course.

Math Lab – This class is an elective designed for individualized practice of math concepts using the Accelerated Math software. Personalized assignments are generated based on teacher input and student performance from the Star math assessment. Accelerated Math supports differentiated practice so students can get help where they need it most. Students are responsible for working toward individual goals and objectives with guidance from the teacher.

Science

Science 7 – Students study general concepts for science including scientific methods, life sciences, body and reproductive science, and physical science.

Science 8 – Students study general science concepts including the nature of science, life science, physical science, earth and space science.

Physical Science 9 – Physical Science is a required 9th grade course that focuses on the two physical sciences of Chemistry and Physics. Topics covered are introduced to science, matter, states of matter, atoms, the periodic table, the structure of matter, chemical reactions, solutions, acid & bases, motion, forces, work and energy, heat & temperature, waves, sound & light, electricity, and magnetism.

Biology – Biology is the science of life and living things. Biology is taught in the 10th grade to all students. Junior high sciences are considered to be appropriate preparation for Biology. Topics by

chapter taught are the science of life, cell structure & function, homeostasis and cell transport, photosynthesis, fundamental of genetics, bacteria, protists, fungi, the importance of plants, plant structure & function, introduction to animals, worms, mollusks, arthropods, and insects.

Chemistry – Chemistry is taught in the Junior year. Biology in the 10th grade is considered a prerequisite. Chemistry is a physical science in which we cover chapters in matter and change, measurements & calculations, atoms, arrangements of electrons in atoms, the periodic law, chemical bonding, chemical formulas & compounds, chemical equations & reactions, stoichiometry, states of matter, ions, acids & bases, and oxidation-reduction reactions.

History

World History 7 – This is a required course for 7th grade students. History of the World leads students on a journey through time from Creation to the late twentieth century. The Christian perspective is the thread that connects the past to the present in this narrative of world history, teaching students to recognize the hand of God in human events.

American History 8 – This is a required course for 8th grade students. Land I Love presents the history of the United States from a conservative, Christian perspective as part of a well-rounded program to give students a deeper understanding of our nation's history. The goal of the text is three-fold: (1) to show God's hand in the history of the United States. (2) to emphasize the role of individuals in history, and (3) to teach the many lessons that can be learned from history. Above all, Land I Love emphasizes the providence of God in America's rise to greatness. The last nine weeks is devoted to teaching Arkansas History.

American Government/Economics –American Government is a graduation requirement offered as a one semester course in 9th grade. American Government is written from the conservative, Christian perspective. Basic to this perspective is the conviction that God is the Creator of the universe and that He founded and ordained government. This class emphasizes the important concepts and ideas in American Government as well as people and events. This class also emphasizes the responsibilities that come with our rights as American citizens. Economics is a required one semester course for those in the 9th grade. Topics covered are Everybody's Economics, Economists & Economic Laws, The Factors or Production, The Laws of Supply & Demand, The Productive Market Economy, The Good that Competition Does, Efficiency of Production, What Money is Good For and Government & the Economy.

World History – World History is a graduation requirement offered in the 10th grade. Because the focal point of history is the birth of Christ, this class takes the view that all history is either pointing toward the birth of Christ or looking back at it. This class helps students see the sovereign hand of God in history, as well as the consequences of man's choices. World History and Cultures emphasizes the important concepts and ideas in history as well as people and events.

American History – American History is a graduation requirement offered in the 11th grade. The text, United States History-Heritage of Freedom, is written from the Christian perspective. Basic to this perspective is the conviction that God is the creator of the universe and the Controller of history. The Christian perspective is the key to a proper understanding of history for it enables the students to see God's purpose and plan in human events. This class helps students see the blessings of righteousness as well as the consequences of sin, making history class an ideal opportunity for character-training. Heritage of Freedom emphasizes the important concepts and ideas in history as well as people and events.

English

English 7 - This course concentrates on grammar, writing, literature, and vocabulary. The study of grammar includes a detailed look at all parts of speech and varied functions in sentences pertaining to usage. Literature will consist of many genres, including fiction and poetry. Elements of literature will be observed and studied in detail, and students will begin to develop skills for formal composition through the use of the Institute for Excellence in Writing. They will form strategies for writing, from planning, drafting, revising, and editing their work.

English 8 - This course concentrates on grammar, writing, literature, and vocabulary. The study of grammar includes a detailed look at all parts of speech and varied functions in sentences pertaining to usage. Literature will consist of many genres, including fiction and poetry. Elements of literature will be observed and studied in detail, and students will begin to develop skills for formal composition through the use of the Institute for Excellence in Writing. They will form strategies for writing, from planning, drafting, revising, and editing their work.

English 9 - This course concentrates on grammar, writing, literature, and vocabulary. The study of grammar includes a detailed look at all parts of speech and varied functions in sentences pertaining to usage. Literature will consist of many genres, including fiction and poetry. Elements of literature will be observed and studied in detail, and students will begin to develop skills for formal composition through the use of the Institute for Excellence in Writing. The students will concentrate on narrative, expository, and persuasive writing, striving for logical and grammatical consistency.

World Literature 10 - This is a secondary literature course suitable for high school students. The course is broken between two semesters and offers students a wide survey of literature from many different cultures and time periods. The first semester concentrates on classic works, illustrating the foundation of Western culture and thought. The second semester surveys the contemporary world, studying works primarily written during the 20th century. This course emphasizes traditional literary study but is also a concentration on research, writing, and critical thinking. Students will continue to develop composition skills through expository, persuasive, and research oriented writing.

American Literature 11-12 - This is a secondary literature course suitable for high school students. In this course, students read and analyze works of American literature from Colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students will develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics. This course emphasizes traditional literary study but is also a concentration on research, writing, and critical thinking. Students will continue to develop composition skills through expository, persuasive, and research oriented writing.

A.P. Language and College Composition - Prerequisites: An "A" in 10th or 11th grade English or teacher approval. This is a secondary literature course suitable for students in grades 11-12. This course is an Advanced Placement course, alternating between AP Literature and AP Language each year. AP English Language focuses on rhetoric. Students will study language as a persuasive tool and examine the integral relationships of writer, context, audience, and argument. The course focuses primarily on nonfiction works. Techniques of diction, syntax, imagery, and tone are studied in order to better understand the nature of argumentation. Students should be able to read complex texts with understanding and write in a manner that explores ideas, reconsiders strategies, and emphasizes revision of drafts. Students will write formally and informally through revised essays, journals, collaborative writing, and in-class responses as

well as produce expository and argumentative compositions that introduce complex ideas developed through cogent and sustained reasoning. The course ends with the AP exam, through which students have the possibility of earning college credit. The course is also aligned with Williams Baptist University, and students are able to gain six hours of college composition credit (there is a fee required). **Students may take A.P. Literature with or without the additional WBU concurrent credit.**

Other Courses

Keyboarding 7 – This one semester course introducing 7th grade students to basic keyboarding skills, as well as Microsoft Word, Excel and Powerpoint.

Computer Applications - This one semester course includes a planned curriculum that provides content and learning experiences in basic motor skills and movement concepts as they apply to physical activity, lifetime sports, and recreational activities.

Study Skills – This one semester class covers brain-friendly strategies in the following 10 skills: Time & Task-Management, Organizing at Home & School, Writing Strategies, Note-Taking Strategies, Test-Taking Strategies, Paper Organization, Homework & Project Planning, Communication Skills, Reading Skills, and Goal-Setting.

College and Careers – This one semester elective course is for 11th graders. Students gain practical tools to help them prepare for college and career life. This course challenges students to carefully consider their unique abilities and the way God has crafted them to serve others. Through various guest speakers and hands-on activities, students gain insight into the world of choices before them and how to maximize their high school years as a starting point for the college and career journey God has planned for them.

Oral Communications – One semester course. Oral Communications (Speech) is a high school level course designed to give 10th grade students the opportunity to gain lifelong confidence speaking in front of others. Students prepare and present various types of speeches to develop interpersonal communication skills and poise. Students will also acquire better listening skills, increase their vocabularies and grow in research, organizations, and writing skills.

Spanish 1 – This course includes a variety of activities what will help you gain a basic understanding of the Spanish Language and some of the people who speak it. You can also expect to develop listening, reading, and writing skills in order to communicate in Spanish. Throughout the course you will be introduced to different forms of Hispanic culture, from everyday life to art and literature.

Spanish 2 – This course will allow students to further develop and improve listening, speaking, reading and writing skills. Emphasis is placed on comprehension of Spanish, as well as, reading and writing practice in Spanish using a variety of activities incorporating familiar vocabulary and structures.

Journalism I – This teacher approved course is designed to teach students basic journalistic skills such as layout, editing, copy writing, and photo design and selection. It culminates in the production of the school's yearbook.

Journalism II /III - Prerequisite: Journalism I/II. These teacher approved courses are for second and third year students of the yearbook editorial staff. These students will continue to develop their journalism skills, including copy writing, page editing, and photography. They will publish the school yearbook.

Personal Finance – This course is a semester long course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Student will gain knowledge of finance, debt, and credit management; evaluate and understand insurance and taxes, all from a biblical perspective.

Student Aide – Students in grades 11 and 12 may serve as a teacher’s assistant during one class period of their day. Students may be assigned to support an elementary teacher by making copies, sorting papers, providing individual academic support to students at the teacher’s request, etc. Students may also be assigned to serve in the office. The administrative office will assign the student’s place of service.

Theatre – Semester courses in which students learn and demonstrate mastery of theatre academic and performance skills. At the Theatre I level, students will explore theatre fundamentals, analyze and interpret scripts, evaluate artistic work, and use those evaluations to deepen the meaning of their work. In Theatre II and III students will focus on the practical application of skills developed in Theatre I. Students will take on more complex projects and may begin to develop directorial skills. Ultimately, students will make artistic decisions using multiple forms of inspiration, particularly focusing on social, cultural, and historical context.

Physical Education – This course provides students the continuing opportunity to learn through a developmentally appropriate, comprehensive sequentially planned physical education program. The focus of this course is the application of movement skills and knowledge to team physical activities; the assessment and maintenance of physical fitness to improve health and performance; the requisite knowledge of physical fitness concepts, principles and strategies to improve health and performance.

Personal Fitness for Life – one-semester course that includes a planned curriculum that provides content and learning experiences in motor skills and movement concepts as they apply to physical activity, health-related physical fitness, and lifetime sports and recreation.

First Aid and Safety – In this one semester course, students will be trained and participate in the psychomotor skills needed to perform hand-only cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED). The course content should focus on personal health and wellness and the practice of health-enhancing behaviors to avoid or reduce health risks.

Computer Science - Prerequisite: Successfully completed Algebra 1. This one semester course provides foundation understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. Students will begin to explore, apply, and move toward mastery in skills and concepts related to Computational Thinking and Problem Solving; Data and Information; Algorithms and Programs; Computers and Communications; and Community, Global, and Ethical Impacts. Emphasis will be placed in programming/coding.

Health - is a one-semester course required for graduation that provides content and learning experiences in nutrition, disease, prevention, human growth and development, healthy life skills, personal health and

safety, community health and promotion, decision-making skills, interpersonal communication skills, and information regarding the use and abuse of medications, alcohol, tobacco, and other drugs.

Medical Terminology - This one semester course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems.

Recreation Sports - This one semester course which includes a planned curriculum that provides content and learning experiences in basic motor skills and movement concepts as they apply to physical activity, lifetime sports, and recreational activities.