



CCA High School  
Academic Planning Guide

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2025-26



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# INTRODUCTION

This Academic Planning Guide has been developed to provide our students and parents with important information that will assist you in making informed decisions about programs and course choices throughout your high school years. We encourage students and parents to read this guide carefully.

The CCA Guide provides a detailed listing of the courses generally available to our high school students. However, it should be noted that not all the courses listed are scheduled every year. Sufficient numbers of student requests for specific courses may be a determining factor whether a course will be offered for the upcoming school year.

Students and parents should work together to explore CCA's course offerings. The course descriptions included in this Guide are arranged by subject. Each description will feature information about the grade level and the required prerequisites that must be satisfied prior to enrollment in the course. Some courses will require an additional fee and/or administrative and instructor approval. All course offerings may be subject to change.

A note to middle school parents:

Students who exhibit an aptitude for math and languages may be eligible to receive high school credit for the following courses in junior high: Algebra I and Spanish I. Eligibility to receive high school credit will be determined by consideration of standardized test scores, student grades, and teacher recommendations. Courses taken for high school credit in middle school count for credit but are not figured into a student's high school GPA. Credits in middle school may allow for more flexibility in high school planning but are not meant to reduce high school expectations. For example, taking Algebra in middle school should not be used as a plan to not take a math course senior year. Rather, it should allow students to reach higher levels of math.

## Non-discrimination Policy

*Cornerstone Christian Academy admits students of any race, color, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to its students. CCA does not discriminate on the basis of race, color, or national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other school administered programs, and employment policies.*

## Residency Requirements

To graduate from CCA, a student must complete a minimum of eight credits total taken during the junior and senior years. For students transferring in their senior year from an accredited institution, they must take a minimum of four credits for that year (with at least three of those credits coming from core academic courses). “Eighth-hour” courses (i.e., applied ministry and athletics) do not count towards residency requirements.

In general, a full year’s instruction in each course of study at CCA earns one (1) credit, and a semester earns ½ credit. Please see the Parent/Student Handbook, *Determining Credit for Courses* for more information.

## Course Selection Process

Courses for the following school year will be selected during a course selection window in the Spring semester as established by the school. Information about the course selection process will be distributed in the Spring from the registrar’s office. Students and parents are strongly encouraged to use this Guide and the course catalog contained herein to assist in making informed choices for the upcoming school year. Courses should be selected based on graduation requirements, student interests and abilities, and desired college and career outcomes.

Academic advising appointments will be offered for families needing assistance with special circumstances/requests or who need help with the course selection process in general. It is imperative for parents and students to review their approved courses on Skyward once the selection process is concluded in the spring. Students who do not select courses will have their courses selected for them based on the student’s graduation program and required courses.

**The window to request any course changes for the upcoming school year will be the 2-week period following the release of the official approved course list.**

Course availability is based on enrollment numbers and/or instructor availability. Teachers and staff are hired, and the master schedule is set according to student selections. Therefore, staffing needs are dependent upon the integrity of the student selection process.

Student class schedules will be available for students to view two weeks prior to the start of the school year.

## Schedule Change Guidelines

**Schedule changes refer to swapping one course for another course.** To provide course continuity and allow accurate projections of course offerings and class size, schedule changes after official schedules are released will only be considered under the following circumstances:

- Seniors who need to drop a course in order to enroll in another course needed for graduation.
- A student who has not completed the appropriate prerequisites for a course in which they are enrolled.
- A student failed a course and is not eligible to proceed in the enrolled course.
- Junior and senior level students who desire to change their graduation plan and add or drop courses to meet the new plan.

**Requests for schedule changes meeting the above criteria must be initiated ONLY DURING THE FIRST INSTRUCTIONAL WEEK OF CLASSES AT CCA. Schedule changes will be subject to course availability.**

## Withdrawing from Courses

Beyond the schedule change deadline, students may withdraw from a class without adding another course in accordance with the following guidelines:

- Withdraw in the first 6 instructional weeks, no academic penalties.
- Withdraw in weeks 7-13; a record of enrollment will appear on the HS transcript and the student will receive a grade of WP (withdrew passing) or WF (withdrew failing). This grade will have no impact on the student's GPA.
- Withdraw in weeks 14 or after; will receive a grade for the course in accordance with the standard course grading system, with zero entered for all work not submitted for grading.
- Students who withdraw completely from CCA prior to the end of a semester may, at the administration's discretion, receive grades of I (incomplete) for all courses dropped at the time of withdrawal.
- See section on honors course exit guidelines for withdrawing from Honors or dual credit courses

Keep in mind that withdrawing from a course will impact a student's graduation plan. Students who take less than a full course load all four years of high school are at risk of not having enough credits to graduate.

Grades of I, WP, WF, and P or F (for pass/fail courses) are not calculated into a student's cumulative grade average at any time.

Occasionally, an administrator will transfer a student out of one class and into another course (e.g., transfer from math to a Learning Lab math course). In those cases, the student's grades will directly transfer to the course the student enters (i.e., a 60 in the

class becomes a 60 in the new class). The student may be required to attend additional tutoring or complete assignments to become oriented with the activities of the new course. The administration may also choose to remove a student from a course entirely if it deems it to be in the best interest of the student. Full consideration will be given to the student's graduation plan and credit requirements.

## Honors & Dual Credit Courses

CCA offers dedicated Honors level and Dual Credit courses for students in their junior and senior years. These courses are designed to challenge students having a strong aptitude for a specific course of study. should expect an increased academic rigor in Honors courses.

### Honors Courses

In order to qualify for entrance into an Honors class, a student must exhibit readiness by securing at least a 95 average in a current corresponding on-level course or at least an 80 average in a current corresponding subject in an Honors course.

Students who do not meet the necessary requirements may petition an academic administrator for a waiver after Spring report cards are released. Upon receipt of a written request, the administrator will gather information from the appropriate staff members and set a meeting with the student and their guardians to discuss a possible waiver.

### Honors Course Exit Guidelines

The following guidelines are given for students who for whatever reason find themselves in need of dropping an Honors course.

It is required that prior to requesting a change, the student and parent discuss the decision with the teacher. Many interventions are available to assist students as they acclimate to the expectations in the advanced coursework. Healthy academic struggle can build skills, increase academic confidence, and build resiliency. Remember that the purpose of adding weighted points to advanced courses is to help reduce the impact of a slightly lower grade.

Students must initiate the request to change. In all cases, if the request is approved, schedule changes will be subject to availability. Note that the change may affect other components of the student's schedule.

#### Exit Procedures – First Semester

- To request a change, students must obtain an honors course exit form from the office of the principal and obtain all required signatures.
- Exit forms must be turned in to the principal between the 10<sup>th</sup> and 12<sup>th</sup> instructional school days of the semester for either a one- or two-semester course.

- If a student transfers out of an honors class, the student's grades will directly transfer to the course the student enters (i.e., a 60 in an honors class becomes a 60 in the new class). The student may be required to attend additional tutoring or complete assignments to become oriented with the activities of the new course.
- A student may also exit a two-semester course at the end of the first semester. Exit forms must be submitted to the principal prior to the last day of the semester. If a student's average is below a 70 prior to the semester exams, students are encouraged to request a change out of the honors course for the second semester.

### Exit Procedures – Second Semester

Students beginning the second semester of a two-semester course are expected to remain in the course for the remainder of the year.

Students who are beginning a new one-semester course in the second term must submit an exit form within the first 6 school days of the second semester. **Special attention should be paid by those seniors enrolling in Government Honors for the Spring semester. There will not be an on-level class to which to drop and failing the course could jeopardize on time graduation.**

To request a change, students must obtain an honors course exit form from the office of the principal and obtain all required signatures.

If a student transfers out of an honors class, the student's grades will directly transfer to the course the student enters (i.e., a 60 in an honors class becomes a 60 in the new class). The student may be required to attend additional tutoring or complete assignments to become oriented with the activities of the new course.

### Exit at Any Other Time

A student requesting to exit an honors class at any other time must receive approval from the principal. Such requests will only be considered based on documented emergency situations.

## Dual Credit

### Dual Credit/Concurrent Credit Program Overview

Qualified Cornerstone students may take courses that provide both high school and college credit through a partnership between CCA and John Brown University (JBU), Colorado Christian University (CCU), and Collin College (CC). A variety of courses can be taken for dual credit based on student need and college course offerings. Core dual credit courses are weighted on a 5-point scale and students should expect course subject matter and workload at a college level. College credits earned in high school will transfer to most colleges or universities.

## What is Dual Credit?

Qualified students may take dual credit courses during their junior and senior year for the specified classes *noted in this catalog*. These students will receive credit both for their high school and their college transcript. Courses may be taught at Cornerstone by our qualified dual credit professors or on the Collin College campus with their professors.

## What is Concurrent Credit?

This is when a student is concurrently enrolled in a college course that is *not listed in this catalog*. These college courses are taught on the Collin College campus and the credit will appear on the student's college transcript, but not necessarily on the high school transcript.

## What is Concurrent Transfer Credit?

This is when a student is concurrently enrolled in a college course *not offered in this course catalog* but has received prior permission for the course to transfer onto the high school transcript. All transfer credit policies apply.

**\*\*Official approval from a CCA Administrator is required for both dual and concurrent credit.\*\***

### Dual Credit Guidelines:

- Students must obtain approval by consulting with a CCA Administrator and the Dual Credit Coordinator prior to enrollment in *any* college course.
- Students must meet all honors course requirements when applicable, as well as the college or universities' dual credit requirements.
- Qualified students will be enrolled simultaneously at Cornerstone Christian Academy and/or John Brown University (JBU), Colorado Christian University (CCU), or Collin College (CC) to receive high school as well as college credit.
- Students must have a minimum of a 3.0 grade point average and demonstrate the maturity level needed to be successful in college course work. Students must also meet minimum admissions requirements of the respective college (see below).
- After meeting the admissions requirements, students must then complete a separate application and enrollment procedure at the appropriate college to complete registration for the course.
  - For students taking Collin County college courses, please follow the steps for application and enrollment outlined in the Getting Started (Registration and Checklist) on Collin's website: [Cornerstone Christian Academy - Collin College\\*](#)
  - Students taking college courses through JBU and CCU will be provided enrollment information from the dual credit professor after it has been determined the student is eligible.
- Students taking college courses through JBU or CCU will be taught on the CCA campus by one of our qualified dual credit professors. Our professors understand the roles of their disciplines in Christian education and will interpret them in light of Christian theology and ethics.

- All Collin College courses will be taught on the Collin College campus with their professors. All off-campus college courses must be scheduled at times that do not conflict with their CCA courses.
- College courses are taught according to the policies and procedures of the respective university. These classes do not follow CCA policies on such topics as grade reporting, parent contacts, development of semester exams, etc.
- Students must earn a grade of 70 or above to obtain high school credit for the course. Students that earn a letter grade of D (60-69) may be awarded a 70 and earn credit for the course, however they will be considered on probation for the dual credit program and may be denied enrollment in college courses the following semester.
- The colleges charge tuition and fees for dual credit courses and students are responsible for all textbooks, fees, and tuition associated with the courses.
- Students who desire to change a dual credit course will be subject to the withdrawal procedures of the respective college. Additionally, dual credit students who wish to withdraw should immediately contact the Registrar or Principal to discuss options to recover the credit.
- Students may repeat any dual credit course in which a grade of B or lower was earned. When the course is repeated, both courses and their grades are shown on the transcript, but only the last grade received will be used in calculating the cumulative grade-point average and applicable credits. If the same grade is earned twice, only one grade will be used to calculate the GPA. Students may repeat a dual credit class one time only (per course).

*\*Other courses Collin makes available to CCA students are subject to preapproval by CCA Administration and the dual Credit Coordinator. They will be decided on a case-by-case basis.*

## Dual Credit College Admissions/Eligibility Requirements

- John Brown University entrance requirements: Students seeking to take courses through JBU are required to have an ACT Composite Score of **20** or SAT Composite of **1020** and at least a 3.0 overall GPA. Juniors may also qualify with a minimum PreACT score of **20**, PSAT score of **1020**, or Aspire score of **429**.
- Colorado Christian University and Collin College entrance requirements: Students must satisfy the TSI (Texas Success Initiative) college entrance exam minimum score requirements OR receive an exemption based on the qualifying scores according to the tables below.

<b>New TSIA2 Minimum Score Requirements for Collin and CCU (beg. Jan. 11, 2021)</b>	
Reading/Writing	Math
CRC 910—944 w/Diagnostic level 5-6 and Essay 5-8 OR CRC 945—990 w/Essay 5-8	CRC 910-950 w/Diagnostic level 6 OR CRC 950-990

**OR**

<b>TSI Exemption Scores (minimum scores listed) for Collin and CCU</b>			
Test	Combined/Composite Requirement	Exempts TSI Reading & Writing	Exempts TSI Math
SAT (after 3/2016)	N/A	EBRW: <b>480</b>	Math: <b>530</b>
ACT (after 2/15/23)	N/A	Comb Eng. & Rd: <b>40</b>	Math: <b>22</b>
ACT (before 2/14/23)	Composite: <b>23</b>	English: <b>19</b>	Math: <b>19</b>
<b>Temporary Waiver for Dual Credit students (minimum scores listed) *</b>			
Test	Combined/Composite Requirement	Waives TSI Reading & Writing	Waives TSI Math
STAAR	N/A	English III: <b>4000</b>	Algebra II: <b>4000</b>

*\* Waivers are only needed for the subject you want to take. All test scores must be documented on an official document from the high school.*

## Dual Credit Courses

Courses offered at CCA using our instructors:

**20<sup>th</sup> Cent. American History** (CCU, 11<sup>th</sup> Grade) (year-long course-3 college credits/1 HS credit)

**Introductory Psychology** (CCU, 11<sup>th</sup> & 12<sup>th</sup> Grade) (year-long course-3 college credits/1 HS credit)

**English III American Lit/Comp Honors** (CCU, 11<sup>th</sup> Grade) (year-long course-3 college credits/1 HS credit)

**College Algebra** (CCU, 11<sup>th</sup> & 12<sup>th</sup> Grade) (year-long course-3 college credits/1 HS credit)

**English IV Brit Lit Honors DC** (CCU, 12<sup>th</sup> Grade) (year-long course-3 college credits/1 HS credit)

**General Biology** (CCU, 12<sup>th</sup> Grade) (year-long course-3 college credits/1 HS credit)

**Intro to Statistics** (CCU or JBU, 12<sup>th</sup> Grade) (year-long course-3 college credits/1 HS credit)

Courses offered outside CCA at Collin College:

**Calculus I** (CC MATH 2413) (1 semester course-4 college credit hours/.5 HS credit)

**Calculus II** (CC MATH 2414) (1 semester course-4 college credit hours/.5 HS credit)

**Calculus III** (CC MATH 2415) (1 semester course-4 college credit hours/.5 HS credit)

**College Algebra** (CC MATH 1314) (1 semester course-3 college credit hours/.5 HS credit)

**Differential Equations** (CC MATH 2320) (1 semester course-3 college credit hours/.5 HS credit)

**Elementary Statistics** (CC MATH 1342) (1 sem. course-3 college credit hours/.5 HS cr.)

**Plane Trigonometry** (CC MATH 1316) (1 semester course-3 college credit hours/.5 HS credit)

**Pre-Calculus** (CC MATH 2412) (1 semester course-4 college credit hours/.5 HS credit)

NOTE: These courses will only be considered for dual credit when taken during the regular school year (Fall or Spring semester). Occasionally, a student may receive permission to take these classes at Collin College during the summer, but they will be considered concurrent credit or concurrent transfer credit and *will not* be calculated in a student's GPA.

## Transfer of Credits

CCA accepts requests for transfer credit from any student who is currently enrolled at CCA or who is entering CCA for the first time. There are guidelines that must be met by the student and then reviewed by the Registrar, and possibly the Principal, before credit will be granted. Simply turning in an *Application for Transfer Credit* does not ensure approval.

### Credit Equivalents and Transfer of Grades

- Each high school course (9th-12th grade) requested as a transfer credit toward a CCA diploma will be processed in terms of the following equivalents:
  - 1 complete semester course at an accredited high school =  $\frac{1}{2}$  credit at CCA
  - 1 complete year-long course at an accredited high school = 1 credit at CCA
- High school credits for courses taken before a student enters 9<sup>th</sup> grade will not be considered for transfer, except for Spanish 1 and Algebra 1. In such cases, students may be required to show proficiency by taking an exam corresponding to the course being considered for transfer.
- There is a per class fee for accepting transfer credits. This fee will be waived in the initial transfer of credits for new students (please see CCA Financial Policies.)

### Transferring Credits from an Accredited High School or other Institution

- To transfer high school credit from another accredited public or private school, the institution must be accredited by an official agency recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation.
- An official transcript from the school where the student received the actual credits must be submitted.
- The class submitted for credit must be a credit-bearing class.
- The student must have a passing final grade of 70% or above (or the letter grade equivalent according to the grading scale of the previous school). An exception may be granted, at the administration's discretion, for students who earned a grade

below 70 at an accredited school, when the previous school's policies recognize a numeric grade of 60-69 or a letter grade of D as passing.

- An *Application for Transfer Credit* must be submitted to the Registrar's office for all transfer credit requests after initial acceptance into CCA.
- The class must be equivalent in content and academic level as offered by CCA.
- A student's numeric or letter grades earned from transfer courses from accredited sources will be indicated on the transcript prepared by CCA, and grades from institutions accredited through AdvancEd/Cognia will be included in the student's overall GPA according to CCA's unweighted scale.
- When letter grades are listed on the transcript, a numerical equivalent will be assigned, as follows:

91 for A-	81 for B-	71 for C-
95 for A	85 for B	75 for C
98 for A+	88 for B+	78 for C+

(If prior school awarded credit for a D, a "P" will indicate credit)

- Weighted core courses from accredited institutions (dual credit, honors, AP, IB) will be accepted **IF** CCA has an equivalent weighted course.
- Current students wishing to take courses outside of CCA and transfer those credits must make prior arrangements with the Registrar.

## **Transferring Credits from an Unaccredited Source (New students only)**

- The class submitted for credit must be congruent in content and academic level as offered by CCA.
- An official transcript (*or* grade report in the case of a home school) must be submitted.
- The student must have used a standard high school level textbook (a fill-in-the-blank workbook approach is not acceptable) and taken closed-book tests or essay exams. In the event a student does not have the required final exam(s) and/or research paper, the student may be required to demonstrate mastery of the material by taking a proficiency exam, writing a research paper, or by other methods, at the discretion of the administration.
- The student must have received a passing grade of 70% or above (or letter grade equivalent according to the grading scale of the previous school).
- An *Application for Transfer Credit* must be submitted with the above requirements.
- For a class taken in an informal setting or home school, the application must be accompanied by proper documentation including copies of coursework, projects, exams, work/project samples etc. Determination of credit is decided upon by the Principal in conjunction with the appropriate Department Chair.
- A student's numeric or letter grades earned from transfer courses from unaccredited sources will NOT be indicated on the transcript prepared by CCA and will not be included in the student's overall GPA.

## **Transferring Credits from Participation in Extracurricular Activities**

In the event a student wishes to apply for transfer of elective credit for participation in extracurricular activities (e.g., gymnastics, dance, music lessons, etc.), CCA must receive

a completed *Application for Transfer Credit* signed by the parent, student, and the official instructor of the class. This form must contain and satisfy the following criteria:

- The student must receive prior approval from CCA Administration.\*
- The student must have received an equivalent amount of time with the instructor as a student enrolled in a CCA course. For example, a CCA student enrolled in a ½ credit-bearing course will receive 48 hours of instruction time from the instructor during the semester. Therefore, in order to receive one credit for any one complete course (first and second semester), a student must receive 96 hours of instruction time.
- Instruction time does not include independent practice, recitals, or performances.
- Proper documentation of instruction time must be submitted with the application containing the dates and hours of instruction, along with the instructor's signature. This supporting documentation may be in the form of a detailed listing of dates and times of instruction, practice schedules or timekeeping logs.
- Students may be approved for a maximum of .5 extracurricular elective credits per semester or one credit per school year, for a maximum of 2 credits.
- Hours of instruction for extracurricular activities will only begin accruing the summer before the 9<sup>th</sup> grade year.

\*If CCA already offers the requested extracurricular activity, the transfer credit may not be approved.

## **Test for Credit**

In rare circumstances and in selected courses for which a student has no prior instruction, the student may petition to gain credit by examination, either through a test developed by the staff at CCA or by use of a College Level Examination Program (CLEP) exam. The test will be administered to evaluate competency in the given class. A score of 80% or better is required to receive credit for that class. The credit will be given, but no grade will be associated with the credit. Test for credit fees will apply.

## **Applied Ministry Community Service**

As part of Cornerstone Christian Academy's commitment of encouraging its students to participate in mission efforts and service to the community, students must earn one credit in the area of Applied Ministry prior to graduation in order to receive a diploma from CCA.

To earn a credit in Applied Ministry, a student must comply with the following guidelines and requirements:

- A minimum of 15 hours of community is required for each year of high school attended at CCA; and
- Seniors must receive approval for the number of hours required for graduation by March 31 of their graduating year; and

- Service hours must be submitted on a student's x2vol.com account and will only be considered for service completed within one (1) year prior to submission; and
- A supervisor must verify the service work and hours performed; and
- The student must provide an email address for the supervisor verifying the service work and hours performed; and
- Students transferring to CCA during the Spring semester must complete the required hours for that school year and all subsequent years in attendance at CCA; and
- Only community service work for non-profit organizations will be considered for approval; and
- Students are strongly encouraged to complete their required hours in a variety of ways and not just through service at the local church; and
- A maximum of 6 hours per day may be counted on non-CCA sponsored mission trips, camps or other service work performed for more than a day, unless otherwise approved by CCA; and
- Participation in a CCA-sponsored mission trip or other event may be counted toward a student's community service hours, and
- Service work performed as a duty or merit achievement for a club or organization, e.g., Scouts, 4H, or to earn academic or other credit, will not be accepted; and
- Work performed for a parent or relative will not be accepted without prior approval from an administrator.

## GPA Scale

CCA reports an unweighted GPA for each student on their high school transcript. Grade points are awarded based on the following scale, regardless of the level of the course. Coursework grade averages are reported on a 100-point system on the report card and the transcript. Some courses are graded on a Pass/Fail criterion and will not contribute to a student's cumulative grade average at any time. (*Remember: Courses taken for high school credit in middle school count for credit but are not figured into a student's high school GPA.*)

### UNWEIGHTED GPA SCALE

Numerical Grade Range	Letter Grade	Points Awarded
90-100	A	4.0
86-89	B+	3.67
83-85	B	3.33
80-82	B-	3.0
76-79	C+	2.67
73-75	C	2.33
70-72	C-	2.0
0-69	F	0

## GPA Scale and Weighted Courses

### WEIGHTED GPA SCALE

While CCA reports an unweighted GPA on transcripts, for certain situations grade point averages and class rankings are computed using an unweighted as well as weighted GPA Scale (see below). The weighted scale is intended to adequately reflect the grades obtained in courses of varying levels of difficulty. Course descriptions include necessary indicators to determine the weight of the course (honors, dual credit, etc.). Only core courses (English, math, science, social studies) taken in High School (grades 9 – 12) are included in the weighted GPA scale.

Grade	Letter Grade	Honors/Dual Credit	Standard College Preparatory Courses
97-100	A+	5.0	4.0
93-96	A	4.8	3.8
90-92	A-	4.6	3.6
87-89	B+	4.4	3.4
83-86	B	4.2	3.2
80-82	B-	4.0	3.0
77-79	C+	3.8	2.8
73-76	C	3.6	2.6
71-72	C-	3.4	2.4
70	F	3.0	2.0
0-69	0	0	0

Colleges and universities may develop their own procedures for interpreting grade information. It is common for institutions to recalculate the GPA based on an internal formula. For example, some institutions may only consider grades earned in core areas or may utilize a different weighting scale. NCAA may also recalculate a student's GPA when making admission considerations. Check with your prospective institutions for more information.

### Class Rank

CCA is a non-ranking school and does not normally publish class rank on transcripts. This ensures colleges and universities will have to consider students for admission based on factors other than class rank. This is especially important when large numbers of students are separated by a tiny fraction of a point in the GPA for rank calculation. When a situation arises where a college, university, or scholarship program requires CCA to present a student's class rank for eligibility purposes, CCA will

provide that class rank to the student and the requesting entity. Requests for class rank should be made to the school registrar. CCA will calculate class rank twice during a student's time at CCA: at the end of the junior year and after the fall semester of the senior year. Again, this rank will not be posted publicly but may be requested by contacting the school registrar. This information will be available after the first week of the Spring term.

## Highest-Ranking Graduate/Top 10%

Highest ranking graduate is that graduate of whom it could be said that no other student could be considered higher regarding the school's model for academic and character performance. Students who are ranked within the Top 10% or considered Highest Ranking Graduate of their graduating class are eligible for certain privileges when applying to public colleges in Texas, including automatic admission and sometimes free tuition if they meet the criteria. In Texas, students who are in the top 10% of their graduating class receive automatic admission to any public university or college in Texas, with the exception of the University of Texas. U.T.'s admissions policies can be found on their website.

The determination of Highest-Ranking Graduate (HRG) is assessed according to the following criteria:

- The calculated GPA using the criteria below.
- Satisfy all requirements for graduation.
- Attend CCA full time during their entire Junior and Seniors years.
- Exemplify the CCA vision of a model student as delineated in the CCA vision statement.
- Consideration of the number and nature of community service hours.
- Final determination will be made by the Head of School in consultation with academic principals based on the criteria listed above.

CCA's Highest Ranking Graduate and Top 10% will be determined using the 5.0 Weighted GPA, calculated to four decimal places, plus consideration of the criteria listed below. Only students who are graduating on the Distinguished graduation plan will be considered and only courses in the required core subjects (English, math, science, social studies) will be included in the calculation for HRG and Top 10%. The top four grades within each content area will be used in the calculation. The fall semester grades of senior year will be used to determine final rank, Top 10%, and Highest-Ranking Graduate. Valedictorian will be announced during the second semester of the senior year.<sup>1</sup>

Only weighted classes taken while enrolled at CCA, or for which CCA offers a corresponding weighted course, will be weighted in calculating for Highest Ranking Graduate and Top 10%. For example, a student transferring in with an honors English I

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<sup>1</sup> *If a student is not taking a core class when the calculation is made, that missing grade will counted as 0 in this calculation. For example, a student who opts not to take math their senior year after having satisfied the math requirement needed for graduation at the end of 11<sup>th</sup> Grade will incur a zero for calculation purposes.*

course will be calculated on the 4.0 scale because CCA does not currently have a corresponding English 1 honors course.

## **GPA FOR RANK AND HRG EXCLUDED COURSES**

- Classes that are not core classes (science, math, English, social studies)
- College courses that are not approved dual credit courses
- Credit by Exam courses
- Distance learning courses unless the course receives prior school approval
- Courses taken during the summer, unless assigned by the school as credit recovery

Calculations related to Top 10% and the Highest-Ranking Graduate are done for internal purposes only and will not be published. As noted above, students may request their class rank at the end of the junior year and after the first week of the Spring semester of the senior year. By State of Texas provision, CCA designates annually a “Highest Ranking Graduate.” In the case of a tie, the school may recommend a maximum of two students for this honor.

## **Valedictorian**

Currently CCA appoints a Valedictorian only. As the number of graduating seniors increases to a threshold determined by the administration, a Salutatorian may be named in addition to the Valedictorian. Valedictorian will be determined through a process whereby the top 3 highest ranking students will be considered by administrator review of each student’s place of leadership within the school, character, community service, strength of schedule, and administrator recommendation. In the event there is a two-way tie, the highest ranking of the students will be awarded Valedictorian. Valedictorian will be named during the Spring semester, usually in late February or early March.

## **College Readiness Testing**

### **PSAT/NMSQT:**

All Students in grade 11 will take the PSAT/NMSQT. The test is administered at CCA in October. The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). This standardized test provides firsthand practice for the SAT®. It also gives you a chance to enter NMSC scholarship programs and gain access to college and career planning tools.

The PSAT/NMSQT measures: Critical reading skills, Math problem-solving skills, and Writing skills. The most common reasons for taking the PSAT/NMSQT are to:

- Receive feedback on your strengths and weaknesses
- See how your performance on an admissions test might compare with that of others applying to college.
- Enter the competition for scholarships from NMSC (grade 11)
- Help prepare for the SAT

### **PSAT 9/10:**

All students in grades 9 and 10 will take the PSAT 9/10 test in the Spring (usually in April). This test measures student progress toward college and career readiness.

The PSAT 9/10 provides measures of student success with tests in Reading, Writing, Language and Math. The benefits of taking Aspire include:

- Evidence-based results
- Identify areas for improvement
- Results are used by The College Board to individualize study programs through Khan Academy
- Help prepare for the PSAT/NMSQT and SAT

### **SAT:**

The SAT is a national college admissions examination designed to assess your academic readiness for college. The exams provide a path to opportunities, financial support, and scholarships, in a way that is fair to all students. The SAT and SAT Subject Tests keep pace with what colleges are looking for today, measuring the skills required for success in the 21st century. Students should take the SAT in the fall and/or spring of their junior year and again in the fall of their senior year if desired. This test is not administered at CCA. You must register online. For more information, go to [www.collegeboard.org](http://www.collegeboard.org).

### **ACT:**

The ACT is a national college admissions examination that consists of subject area tests in English, Math, Reading, and Science. There is an optional Writing test. Students should take the test sometime in their junior year. ACT results are accepted by all 4-year colleges and universities in the U.S. This test is not administered at CCA. For more information on registering, visit [www.actstudent.org](http://www.actstudent.org).

## **TSI:**

The Texas Success Initiative (TSI) is used to determine college readiness. Any student that is planning to enter a Texas community college or 4-year college in Texas is required by law to take the test. It is recommended that you take the test during your senior year. CCA students who wish to be considered for Dual Credit classes through Colorado Christian University or Collin College will be required to successfully complete the test prior to being enrolled in Dual Credit courses.

The test consists of three sections: Reading, Mathematics, and Writing. You may be exempt from the TSI exam by attaining the following scores on standardized tests:

- ACT: A minimum composite score of 23, with at least 19 on both the English and the Math tests.
- SAT: A minimum qualifying score of 480 on the Evidence Based Reading/Writing and 530 on the Math tests.

## **Financial Aid Information**

Students who meet curriculum requirements for graduation are eligible to apply for financial aid for postsecondary education. To apply for federal and state financial aid, complete the FAFSA which is available online at <https://fafsa.ed.gov>. It is important to apply for financial aid early in the senior year. Students that are not eligible to fill out the FAFSA may still apply for state aid through the TAFSA application. For more information about Texas financial aid, go to [www.collegeforalltexans.com](http://www.collegeforalltexans.com).

## Additional Online Resources

This list is provided as a service to students and families. CCA does not endorse the organizations and resources listed below nor is it an exhaustive list of resources. Families are free to obtain information from any other source.

<p>COLLEGE APPLICATION SITES</p> <p><a href="https://applytexas.org">https://applytexas.org</a> <a href="https://www.commonapp.org">https://www.commonapp.org</a> <a href="https://www.coalitionforcollegeaccess.org/">https://www.coalitionforcollegeaccess.org/</a></p> <p>TEST PREPARATION</p> <p>SAT: <a href="http://www.collegeboard.org">www.collegeboard.org</a> ACT: <a href="http://www.actstudent.org">www.actstudent.org</a></p> <p>COLLEGE SEARCHING</p> <p><a href="https://www.parchment.com">https://www.parchment.com</a> <a href="https://www.aie.org/">https://www.aie.org/</a> <a href="https://www.myplan.com/">https://www.myplan.com/</a> <a href="https://www.collegeboard.org/">https://www.collegeboard.org/</a> <a href="http://www.collegeforalltexans.com/">http://www.collegeforalltexans.com/</a> <a href="https://www.petersons.com/">https://www.petersons.com/</a> <a href="https://www.usnews.com/">https://www.usnews.com/</a> (click Education)</p> <p>COLLEGE ATHLETICS</p> <p><a href="http://www.ncaa.org/student-athletes">www.ncaa.org/student-athletes</a> <a href="http://www.njcaa.org/eligibility/index">www.njcaa.org/eligibility/index</a> <a href="https://www.playnaia.org/">https://www.playnaia.org/</a></p> <p>VOLUNTEER INFORMATION</p> <p><a href="https://volunteermckinney.org/">https://volunteermckinney.org/</a></p>	<p>FINANCIAL AID AND SCHOLARSHIPS</p> <p><a href="https://studentaid.ed.gov/sa/fafsa">https://studentaid.ed.gov/sa/fafsa</a> <a href="http://www.collegesavings.org">http://www.collegesavings.org</a> <a href="http://www.thecb.state.tx.us/app/txcrews/">http://www.thecb.state.tx.us/app/txcrews/</a> <a href="https://www.scholarships.com">https://www.scholarships.com</a> <a href="https://www.aie.org">https://www.aie.org</a> <a href="https://www.fastweb.com/">https://www.fastweb.com/</a> <a href="http://www.finaid.org/">http://www.finaid.org/</a> <a href="http://www.nasfaa.org/">http://www.nasfaa.org/</a> <a href="https://www.petersons.com/">https://www.petersons.com/</a> <a href="https://www.salliemae.com/">https://www.salliemae.com/</a> <a href="https://studentaid.ed.gov/sa/">https://studentaid.ed.gov/sa/</a> <a href="https://www.mappingyourfuture.org/">https://www.mappingyourfuture.org/</a></p> <p>CAREER INVESTIGATION</p> <p><a href="https://www.texascareercheck.com">https://www.texascareercheck.com</a> <a href="https://www.texasrealitycheck.com">https://www.texasrealitycheck.com</a> <a href="http://www.careers.org">www.careers.org</a> <a href="http://www.careeronestop.org">www.careeronestop.org</a> <a href="http://www.careerbuilder.com">www.careerbuilder.com</a> <a href="http://www.usajobs.com">www.usajobs.com</a></p> <p>MAJORS</p> <p><a href="https://www.mymajors.com/">https://www.mymajors.com/</a></p>
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# Graduation Planning

Students and parents are encouraged to begin planning for Graduation as early as possible. CCA has developed some tools that can help with this. Below is a year-by-year checklist, followed by descriptions of the various plans offered. Please note that the requirements have changed for students who will graduate in 2028 and beyond; there is a separate guide for them.

## 4 Year Graduation Planning Tool

Use these practical suggestions to help prepare you for college.

### **FRESHMAN YEAR**

Fall

- Make a four-year plan for graduation to plan courses for freshman year.
- Begin meeting the foreign language requirements.
- Do your best in all classes. Remember the courses and grades determine the grade point average used by the school and colleges.
- Participate in school-related activities and community service.

Spring

- Do your best in all classes.
- Begin reviewing college admissions requirements. Do this by going to [www.collegeboard.com](http://www.collegeboard.com). There is valuable information on this site that will help you to choose and prepare for college.
- Take the PSAT (usually in April).

### **SOPHOMORE YEAR**

Fall

- Continue in your extracurricular activities. Focus on **quality, not quantity**.
- Complete the foreign language requirements
- Continue doing your best in all classes.
- Continue reviewing college admissions requirements.

Winter

- Work with principal if you have grade concerns.
- Use a college search engine to begin focusing on specific schools.

Spring

- Meet with school official and parents to review your schedule for next year.
- Research which schools offer programs that meet your career plans or ideas.
- Commit to community service. 60 hours (15 hours per year) is required of all CCA graduates.
- Take the PSAT (usually in April).

### **JUNIOR YEAR**

Fall

- Take the PSAT/NMSQT in October. This is the National Merit Qualifying Year.
- Attend college nights in your area. Large surrounding school districts hold them, usually in September or October.
- Continue using the internet to investigate colleges. Narrow your search.
- Work on gathering community service hours (15 hours per year).

## Spring

- Set up [Parchment](#) account
- Look for information from CCA about the PSAT and your individual score report.
- Take the ACT and/or SAT test.  
ACT website: [www.act.org](http://www.act.org)  
SAT website: [www.collegeboard.com](http://www.collegeboard.com)
- Continue using college search engines to investigate colleges. Narrow your search.
- Visit colleges. Attend on prospective student days, if possible.
- Register for your senior classes. Meet with the Principal or Registrar if you need help in making your selections.
- Work on your college resume; include personal references from teachers/adults with whom you have worked.
- Request transcripts as needed for college admissions purposes through Parchment.

## Summer

- Visit as many of your top choice schools as possible.

## **SENIOR YEAR**

### Fall

- Request applications from your top schools.
- Begin working on Texas Common Application.
- Take the ACT/SAT Reasoning and SAT Subject tests, if appropriate.
- Keep up with scholarship opportunities and college visits.
- Continue logging your community service hours.
- Apply for scholarships as soon as you can. Unofficial transcripts are often required for scholarship applications and are available in Skyward Family Access.
- Request letters of recommendation from your principal and some teachers.
- Keep copies of everything you send to colleges.
- Request transcripts as needed for college admissions purposes through Parchment.
- Have your parents complete the FAFSA (Free application for Financial Aid) as soon as possible after October 1.

### Spring

- Maintain good grades and attendance.
- Ensure you have the 60 hours of community service (15 hours per year) logged and turned in to the Registrar. Deadline to submit hours for approval is MARCH 31.
- Following graduation, you will need to request a final, official transcript to provide the college or university you will be attending; these are also available in Parchment.

# Graduation Requirements – Diploma Plans 11<sup>th</sup> & 12<sup>th</sup> Grades\*\*\*\*

Foundation Plan		Recommended Plan	Distinguished Plan** <i>Students must also meet requirements for 1 or more Performance Acknowledgements</i>
<b>English/ Language Arts</b>	<b>4 Credits</b> English I English II English III English IV or College Prep English	<b>4 Credits</b> English I English II English III English IV or advanced English	<b>4 Credits</b> English I English II English III English IV or advanced English
<b>Math</b>	<b>3 Credits</b> Algebra I Geometry Algebra II* or College Prep Math	<b>4 Credits</b> Algebra I Geometry Algebra II Advanced Math course	<b>4 Credits</b> Algebra I Geometry Algebra II Advanced Math course
<b>Science</b>	<b>3 Credits</b> Biology Chemistry or IPC Physics or other Science course	<b>4 Credits</b> Biology Chemistry or IPC Physics*** or advanced Science course +1 Additional advanced Science	<b>4 Credits</b> Biology Chemistry or Physics*** (CCA recommendation) or advanced Science course +1 Additional advanced Science
<b>Social Studies</b>	<b>3 Credits</b> World History w/ Geo US History Government (.5) Economics (.5)	<b>4 Credits</b> World History w/Geography I World History w/Geography II US History Government (.5) Economics (.5)	<b>4 Credits</b> World History w/Geography I World History w/Geography II US History Government (.5) Economics (.5)
<b>Physical Education</b>	<b>1 Credit</b>	<b>1 Credit</b>	<b>1 Credit</b>
<b>Language other than English (L.O.T.E.)</b>	<b>2 credits</b> in same language	<b>2 credits</b> in same language	<b>2 credits</b> in same language
<b>Fine Arts</b>	<b>1 credit</b>	<b>1 credit</b>	<b>1 credit</b>
<b>Electives</b>	<b>4 credits</b>	<b>5 credits</b>	<b>5 credits</b>
<b>Community Service</b>	<b>1 credit</b>	<b>1 credit</b>	<b>1 credit</b>
Total Credits	<b>22 credits</b>	<b>26 credits</b>	<b>26 credits</b>

\*A student graduating with a Foundation Plan without taking Algebra II is not eligible for automatic admission to a Texas public college or university and may not be eligible for certain forms of financial aid. For more information visit: [https://tea.texas.gov/Academics/Graduation\\_Information](https://tea.texas.gov/Academics/Graduation_Information).

\*\* Please see requirements for Performance Acknowledgements on subsequent page.

\*\*\*Physics is recommended for students seeking entry to the most competitive universities and/or seeking a STEM major in college.

\*\*\*\*Beginning with the class of 2028, there are some changes to the graduation requirements – see next page.

## Graduation Requirements – Diploma Plans Class of 2028 ff.

<b>Foundation Plan</b>		<b>Recommended Plan</b>	<b>Distinguished Plan**</b> <i>Students must also meet requirements for 1 or more Performance Acknowledgements</i>
<b>English/ Language Arts</b>	<b>4 Credits</b> English I English II English III English IV or College Prep English	<b>4 Credits</b> English I English II English III English IV or advanced English	<b>4 Credits</b> English I English II English III English IV or advanced English
<b>Math</b>	<b>3 Credits</b> Algebra I Geometry Algebra II* or College Prep Math	<b>4 Credits</b> Algebra I Geometry Algebra II Advanced Math course	<b>4 Credits</b> Algebra I Geometry Algebra II Advanced Math course
<b>Science</b>	<b>3 Credits</b> Biology Chemistry or IPC Physics or other Science course	<b>4 Credits</b> Biology Chemistry or IPC Physics*** or advanced Science course +1 Additional advanced Science	<b>4 Credits</b> Biology Chemistry or Physics*** (CCA recommendation) or advanced Science course +1 Additional advanced Science
<b>Social Studies</b>	<b>3 Credits</b> World History w/ Geo US History Government (.5) Economics (.5)	<b>4 Credits</b> World History w/Geography I World History w/Geography II US History Government (.5) Economics (.5)	<b>4 Credits</b> World History w/Geography I World History w/Geography II US History Government (.5) Economics (.5)
<b>Physical Education</b>	<b>1 Credit</b>	<b>1 Credit</b>	<b>1 Credit</b>
<b>Language other than English (L.O.T.E.)</b>	<b>2 credits</b> in same language	<b>2 credits</b> in same language	<b>2 credits</b> in same language  <i>3 credits in the same language is CCA's recommendation for this degree plan.</i>
<b>Fine Arts</b>	<b>1 credit</b>	<b>1 credit</b>	<b>1 credit</b>
<b>Electives</b>	<b>3 credits</b>	<b>4 credits</b>	<b>5 credits</b>
<b>Bible</b>	<b>1 credit</b>	<b>1 credit</b>	<b>1 credit</b>
<b>Community Service</b>	<b>1 credit</b>	<b>1 credit</b>	<b>1 credit</b>
Total Credits	<b>22 credits</b>	<b>26 credits</b>	<b>27 credits</b>

\*A student graduating with a Foundation Plan without taking Algebra II is not eligible for automatic admission to a Texas public college or university and may not be eligible for certain forms of financial aid. For more information visit: [https://tea.texas.gov/Academics/Graduation\\_Information](https://tea.texas.gov/Academics/Graduation_Information).

\*\* Please see requirements for Performance Acknowledgements on subsequent page.

\*\*\*Physics is recommended for students seeking entry to the most competitive universities and/or seeking a STEM major in college.

## Diploma Plans

The Foundation High School Program is a single graduation program. Students can build on the Foundation Plan by earning a Recommended Level or a Distinguished Level plan. A student's transcript will be noted with the highest-level plan achieved as well as any Performance Acknowledgements a student achieves.

### Graduation Program Options:

#### Foundation Plan

All high school students are required to complete the requirements of the Foundation Plan, at minimum. While a Foundation Plan is considered to make a student *college eligible*, CCA highly recommends students to minimally complete the Recommended Plan to ensure *college readiness*.

#### Recommended Plan

*The default graduation plan for all CCA students is the Recommended Diploma Plan.* Students may earn the Recommended Level Plan by completing the 22 credits consisting of the curriculum requirements for the Foundation Plan **and**

- 1 additional Math credit (Algebra II required)
- 1 additional Science credit
- 1 additional Social Studies credit
- 1 additional elective credit

#### Distinguished Plan

Students wishing to be considered for Highest Ranking Graduate must graduate with this Diploma Plan. Additionally, this plan must be earned to be admitted to a Texas public university under the Top 10 percent automatic admission law. The Distinguished Graduation Plan may be earned by:

- completing all 26 credits of the of the Recommended Plan **and**
- earning a cumulative unweighted GPA of 3.0 **and**
- meeting the requirements of 1 or more Performance Acknowledgements:

#### Performance Acknowledgements

- 1) Outstanding performance in Honors courses by successfully completing at least five (5) Honors credits at CCA during the junior and senior year, with at least 2 of those courses completed during senior year. Students must maintain a minimum 80% grade average in each course. Earning an A or B in a pre-approved dual credit college course taken during high school may be substituted for an Honors course.
- 2) Outstanding performance on the PSAT, SAT or ACT:
  - a) PSAT score of commended or higher by the NMSQT of the College Board, the National Hispanic Recognition Program (NHRP) of the College Board, or the National Achievement Scholarship Program of the National Merit Scholarship Corporation; OR

- b) SAT score of 1250 (combined critical reading and mathematics; OR
  - c) ACT Score of 28 (composite).
- 3) Outstanding performance on a College Board advanced placement (AP) test by earning a score of 3 or higher.

*NOTE: CCA's goal in offering Recommended and Distinguished Diploma Plans is to ensure college readiness for graduating students. Although students are considered college eligible with a Foundation Plan alone, many competitive 4-year universities require incoming freshmen to have completed the most challenging and rigorous graduation plan available to them. Students considering entrance into the most competitive universities are advised to earn the Distinguished Level Plan and have included in their course work Physics and a 3<sup>rd</sup> year of L.O.T.E.*

*Please carefully research the admissions requirements for universities you are considering when making your course requests.*

# Course Offerings/Course Descriptions

**NOTE: All classes are subject to availability. There are minimum and maximum enrollment requirements for each class.**

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## English/Language Arts

### English I 9<sup>th</sup> Grade

*(ENG 100) (1 Credit)*

**Prerequisite:** None

Utilizing both the textbook anthology and whole-class novels, the literature aspect English I is focused on World Literature. Students will be expected to read and analyze literature and respond to the reading both in writing and in class discussions. Students will study advanced grammar and syntax and apply those lessons through the production of six formal writing pieces in the genres of narrative, expository, persuasive, compare & contrast, literary analysis, and Biblical analysis. One of these pieces will include research and internal citations using the MLA format. Vocabulary instruction will be centered around Greek and Latin roots/prefixes/suffixes, and the application of those in order to problem solve unfamiliar words. All topics of study and discussion will require student evaluation based upon a Christian worldview.

### English II 10<sup>th</sup> Grade

*(ENG 200) (1 Credit)*

**Prerequisite:** English I

Utilizing both the anthology and the novels, we will study World Literature. *Mirrors & Windows* is broken into 6 separate units of study: Fiction, Nonfiction, Poetry, Drama, Folk Literature, and Independent Reading. The novels are meant as a supplement to the class both to instill a love of reading and provide opportunities for research (through various papers and projects). Students will produce several writing samples in the areas of expository, narrative, and persuasive, and poetry. English II students will also create a group research report, in which they must research, organize, quote, paraphrase, and cite accordingly using MLA format. All topics of study and discussion will require student evaluation based upon a Christian worldview.

### English III American Lit 11<sup>th</sup> Grade

*(ENG 300) (1 Credit)*

**Prerequisite:** English II

Utilizing both the anthology and the novels, we will study American Literature from its very beginning to present day. *Mirrors & Windows* provides an excellent overview of all the key periods throughout American history by highlighting the authors that contributed along the way. The novels are meant as a supplement to the class both to instill a love of reading and

provide opportunities for research (through various papers and projects). Students will produce several writing samples in the areas of expository, narrative, and persuasive, and poetry. English III students will also write a research report, in which they must research, organize, quote, paraphrase, and cite accordingly using MLA format. All topics of study and discussion will require student evaluation based upon a Christian worldview.

### English III American Lit /Comp. Honors 11<sup>th</sup> Grade

*(ENG 300H) (1 Credit)*

**Dual Credit through Colorado Christian University or John Brown University**

**Prerequisite:** English II, with an overall grade average of 95 or above in English II or teacher recommendation

See section on Dual Credit courses for Dual Credit Eligibility guidelines.

This class is a combination of American literature and composition. Students will complete a variety of papers to prepare for college-level writing as well as personal reflection. Literature elements and Biblical worldview and cultural influence analysis will be taught through selections of various American literature eras from early American writing through the Modern Era. Grammar and punctuation will be reinforced through writing and online programs. Vocabulary through Greek and Latin roots and affix curriculum and through literature selection. Students will receive college credit for an introductory composition course for grades of C or above as well as high school credit for English III. Instructor approval is required to enroll in the Dual Credit program

### English IV British Literature 12<sup>th</sup> Grade

*(ENG 400) (1 Credit)*

**Prerequisite:** English III

This class is a combination of British literature and composition. Students will complete a variety of papers to prepare for college-level writing as well as personal reflection. Literature elements and Biblical worldview and cultural influence analysis will be taught through selections of various British literature from the Anglo-Saxon Era through the Modern Era. Grammar and punctuation will be reinforced through writing and online programs. Vocabulary through Greek and Latin roots and affix curriculum and through literature selection.

### English IV Brit Lit Honors/Brit Lit 12<sup>th</sup> Grade

*(ENG400H) (1 Credit)*

**Prerequisite:** English III

This class combines DC British literature in the fall and honors British Literature in the spring. The fall Dual Credit survey of early British texts will introduce key authors of British

imaginative literature and texts that have survived through the centuries. Students will become familiar with the craftsmanship of the Middle Ages, the renewed passions of the Renaissance, and the wit and wisdom of 17th and 18th century through both spoken and written discourse. This course will hone students' writing skills in academic argument, analyzing various perspective, and defend a claim. Brit Lit Honors spring: Literature elements and Biblical worldview and cultural influence analysis will be taught through selections of various British literature from the Romantic Era through the Modern Era. Grammar and punctuation and vocabulary will be reinforced through writing and online programs. Instructor approval is required to enroll in the Dual Credit program.

**College Prep English (CPELA) 12<sup>th</sup> Grade**  
(ENG CPELA) (1 Credit)

**Prerequisite:** English III, English III (LL), or English III College Success

This course is designed in conjunction with Collin College to provide the students the skills needed to enter directly into credit-bearing English classes at Collin or other colleges. This is a performance-based course designed to develop students' critical reading and academic writing skills through extensive instruction emphasizing skills and techniques related to vocabulary, grammar, comprehension, literary elements, essay writing and critical analysis. *Successful completion of this course earns an English exemption for the Texas Success Initiative (TSI) at Collin College. This class is available to students enrolled in CCA's Learning Lab Program. All other students desiring to enroll in this course must present a written request to an academic principal and be approved prior to enrolling. This course may be substituted for senior level British Literature (ENG 400).*

**English/Language Arts-Learning Lab 9<sup>th</sup>-11<sup>th</sup> Grade**  
(ENG 110, ENG 210, ENG 310) (1 Credit)

Learning Lab Language Arts classes at the HS level specialize in direct instruction in reading comprehension, writing, vocabulary development, spelling, and grammar in a small group setting. Students considering college-level coursework will be instructed in developing test-taking strategies in preparation for college entrance exams. The unique learning needs and learning style of each student is taken into consideration when choosing teaching techniques and creating learning expectations. Students enrolled in Learning Lab classes should not purchase curriculum from BNC or the published CCA curriculum list. *These classes are available only to students enrolled in CCA's Learning Lab Program and require prior approval from a Learning Lab instructor or CCA administrator.*

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## History

**Economics 12<sup>th</sup> Grade**  
(HIS ECN) (.5 Credit)

**Prerequisite:** U.S. History

This course covers the basic concepts of economics as well as how they play out in everyday life. Students will develop an understanding of the decision-making processes involved in all levels of economics, from personal finance to macroeconomics. Students will also study the way in which economics and politics react to and affect one another in the United States, and will compare the free-market system of the United States with economic systems in other parts of the world.

**Government 12<sup>th</sup> Grade**  
(HIS GOV) (.5 Credit)

**Prerequisite:** U.S. History

Students will examine the design and development of the United States government. The course will cover the original functioning of the government as well as the way in which the government has adapted to handle new situations over its history. Students will also discuss and consider the philosophical premises that underlay both the original design and the developmental changes that have taken place, and will think critically about those premises to develop their own political philosophy.

**Economics Honors 12<sup>th</sup> Grade**  
(HIS ECNH) (.5 Credit)

**Government Honors 12<sup>th</sup> Grade**  
(HIS GOVH) (.5 Credit)

**Prerequisite:** US History, with an overall grade average of 90 or above in US History (or 80 in US History Honors)

These semester long courses will focus on the interplay between worldview and political and economic policy. It will study major movements in political and economic philosophy using excerpts from the writings of major political thinkers, and then examine how these ideas have historically and currently influenced the actions of political and economic leaders. Students will be encouraged to think critically on a wide range of political and economic topics and to approach these topics from a wide range of viewpoints while always using a biblical worldview as the standard of comparison. Instructor approval is required to enroll in the Honors program. *The Honors level Government/Economics courses may be taken in lieu of regular Government/Economics.*

**US History 11<sup>th</sup> Grade**  
(HIS USA) (1 Credit)

**Prerequisite:** World History with Geography II

This course will examine U.S. history in the 20<sup>th</sup> Century with a focus on the interaction of the United States with the world. Major events both inside the U.S. and globally will be examined to give students a clear picture of how the United States came

to occupy a central position in global politics. The course will encourage students to keep up with current events and interpret them through an historical context. Students will develop deeper critical thinking skills as well as research and writing skills as they learn to examine sources critically for reliability and bias.

**20th Cent. American History CCU** **11<sup>th</sup> Grade**  
(HIS CLGHISUSA) (1 Credit)/ DC through Colorado Christian University

**Prerequisite:** World History w/Geography II, with an overall grade average of 90 and dual credit requirements. This course will examine U.S. history in the 20<sup>th</sup> Century. Major events both inside the U.S. and globally will be examined to give students a clear picture of how the United States came to occupy a central position in global politics. The course will take a multidisciplinary approach to an examination of U.S. international relations to guide students to understanding current events around the world in their historical context. Students will develop deeper critical thinking skills as well as reading, research and writing skills as they learn to examine sources critically for reliability and bias, and to integrate their personal faith in interpreting and understanding historical events. Instructor approval is required to enroll in the Dual Credit program.

**World History w/ Geography I** **9<sup>th</sup> Grade**  
(HIS WOR) (1 Credit)

**Prerequisite:** None  
This course will present a survey of Western Civilization from its foundations in ancient Greece up to the decline of European power during the World Wars. Students will study the progression of worldviews as they changed from the ancient to the modern world and how those worldviews affect our modern society. The course will focus on skills such as intellectual empathy and writing effectively about history. It will also examine the important role of geography in history.

**World History w/ Geography II** **10<sup>th</sup> Grade**  
(HIS WOR2) (1 Credit)

**Prerequisite:** World History I  
This survey will continue to examine World History following the Enlightenment as movements like Nationalism and Liberalism developed and the wider world became more interconnected. Students will also analyze the rise of the United States as a world power, placing that rise in its proper global context. The course will build skills in critical thinking, analyzing sources, and writing effectively about history.

## Mathematics

**A TI-83 or TI-84 graphing calculator is required in all math courses. Students must have their own calculator for use in the classroom and at home.**

**Algebra I** **9<sup>th</sup> Grade**

(MAT AL1) (1 Credit)

**Prerequisite:** Pre-Algebra

Course coverage will include a review of symbols and expressions, along with the commutative, identity, associative, and distributive properties; integers and rational numbers; equations and formulas; inequalities, exponents, and polynomials; polynomials and factoring; graphs and linear equations; systems of equations; inequalities; relations and functions; and quadratic equations.

**Algebra II** **11<sup>th</sup>-12<sup>th</sup> Grade**

(MAT AL2) (1 Credit)

**Prerequisite:** Geometry

Algebra II extends the topics first seen in Algebra I and provides advanced skills in algebraic operations. Additionally, linear and quadratic functions and relations, exponential and logarithmic functions, graphing, and sequences and series will be explored. Successful completion of Algebra II is required for a student to be considered for Distinguished Level of Achievement.

**Algebra 2 Honors** **10<sup>th</sup> Grade**

(MAT AL2H) (1 Credit)

**Prerequisite:** Algebra I, with an overall grade average of 80 or above in Geometry Honors

The Algebra 2 Honors class is for students who successfully completed Geometry Honors in 9<sup>th</sup> grade. Algebra II extends the topics first seen in Algebra I and provides advanced skills in algebraic operations. Additionally, linear and quadratic functions and relations, exponential and logarithmic functions, graphing, and sequences and series will be explored. Successful completion of Algebra II is required for a student to be considered for Distinguished Level of Achievement.

**College Prep Math (CPMAT)** **12<sup>th</sup> Grade**

(MAT CSM) (1 Credit)

**Prerequisite:** Algebra II or Algebra II (LL)

This senior level math class was designed in conjunction with Collin College to help students improve their math performance in preparation for college level credit-bearing math. Topics include study of relations, functions, inequalities, algebraic expressions and equations. Individual student needs will be taken into consideration when preparing lessons. No textbook is required for this course, however, a fee for an online program (ALEKS) will be purchased by the school for each student enrolled and charged to the student. *Successful completion of this course earns a Math exemption for the Texas Success Initiative (TSI) at Collin College. This course is designed for students concurrently enrolled in CCA's Learning Lab Program and any student who does not qualify for dual credit math after taking the TSI.*

**Geometry** **10<sup>th</sup> Grade**

(MAT GEO) (1 Credit)

**Prerequisite:** Algebra I

In the study of Geometry, students will learn geometric thinking and spatial reasoning. Geometric figures and their properties will be studied and applied to real world applications. The students will strengthen their algebraic thinking skills while learning to use the various tools of geometry. Throughout the course, logical thinking and problem-solving skills will be emphasized.

### **Geometry Honors**

**9<sup>th</sup> Grade**

(MAT GEOH) (1 Credit)

**Prerequisite:** Algebra I Honors, with an overall grade average of 80 or above in Algebra I Honors

The Geometry Honors class is for students who successfully completed Algebra I in 8<sup>th</sup> grade. In this Geometry course, students will learn geometric thinking and spatial reasoning. Geometric figures and their properties will be studied and applied to real world applications. The students will strengthen their algebraic thinking skills while learning to use the various tools of geometry. Throughout the course, logical thinking and problem-solving skills will be emphasized. Instructor approval is required to enroll in this Honors course.

### **Math-Learning Lab**

**9<sup>th</sup>-11<sup>th</sup> Grade**

(MAT AL1LL, MAT GEOLL, MAT AL2LL) (1 Credit)

Learning Lab Math classes specialize in differentiated instruction in mathematic concepts and computation. All curriculum, class and homework assignments are matched to each student's instructional level. Teaching techniques and learning expectations are individualized to address the unique learning needs and learning style of each student. Students enrolled in Learning Lab classes should not automatically purchase curriculum from MBS or the published CCA curriculum list; this will be determined after evaluation of needs. *These classes are available only to students enrolled in the Learning Lab and require prior approval from a Learning Lab instructor or CCA administrator.*

### **Dual Credit Math Courses**

See section on Dual Credit courses for Dual Credit Eligibility guidelines.

### **Calculus I**

**11<sup>th</sup>-12<sup>th</sup> Grade**

#### **Dual Credit through Collin College**

(MAT CLGC) (.5 Credit)

**Prerequisite:** CC MATH 2412; or equivalent, and an overall A/B grade average

(CC: MATH 2413) Limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric,

and transcendental functions, with an application to calculation of area. Graphing calculator required. Lab included.

### **Calculus II**

**11<sup>th</sup>-12<sup>th</sup> Grade**

#### **Dual Credit through Collin College**

(MAT CLGC2) (.5 Credit)

**Prerequisite:** CC MATH 2413, and an overall A/B grade average (CC: MATH 2414) Differentiation and integration of transcendental functions; parametric equations and polar coordinates; techniques of integration; sequences and series; improper integrals. Graphing calculator required. Lab included.

### **Calculus III**

**11<sup>th</sup>-12<sup>th</sup> Grade**

#### **Dual Credit through Collin College**

(MAT CLGC3) (.5 Credit)

**Prerequisite:** CC MATH 2414, and an overall A/B grade average (CC: MATH 2415) Advanced topics in calculus, including vectors and vector-valued functions, partial differentiation, Lagrange multipliers, multiple integrals, and Jacobians; application of the line integral, including Green's Theorem, the Divergence Theorem, and Stokes' Theorem. Graphing calculator required. Lab included.

### **College Algebra**

**11<sup>th</sup>-12<sup>th</sup> Grade**

#### **Dual Credit through Collin College**

(MAT CLGA) (.5 Credit)

**Prerequisite:** Algebra II *or other advanced math*), (an overall A/B grade average, and meet TSI college-readiness standard for Mathematics; or equivalent (CC: MATH 1314) In-depth study and applications of polynomial, rational, radical, exponential, and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included. Graphing calculator required. Lab required.

### **College Algebra**

**11<sup>th</sup>-12<sup>th</sup> Grade**

#### **Dual Credit through Colorado Christian University**

(MAT CLGA1) (1 Credit)

**Prerequisite:** Algebra II *(or other advanced math)*, an overall A/B grade average, and meet TSI college-readiness standard for Mathematics; or equivalent

(CCU: MATH 111) This class includes a brief review of intermediate algebra, the real and complex number systems, arithmetic operations with polynomials, special products and factoring, linear, fractional, and quadratic equations, inequalities, exponents, radicals, absolute values, functions and graphs, logarithmic and exponential functions, trigonometric functions and their graphs, systems of equations, and basic matrix algebra. This is a year-long course. Students who successfully complete this dual credit course will earn both high school (1 credit) and college credit.

### **Differential Equations**

**11<sup>th</sup>-12<sup>th</sup> Grade**

#### **Dual Credit through Collin College**

(MAT CLGD) (.5 Credit)

**Prerequisite:** CC MATH 2414, an overall A/B grade average, and meet TSI college-readiness standard for Mathematics; or equivalent

(CC: MATH 2320) Ordinary differential equations, including linear equations, systems of equations, equations with variable coefficients, existence and uniqueness of solutions, series solutions, singular points, transform methods, and boundary value problems; application of differential equations to real-world problems. Graphing calculator required. Lab required.

**Elem Statistical Methods** **11<sup>th</sup>-12<sup>th</sup> Grade**  
**Dual Credit through Collin College**

*(MAT CLGES) (.5 Credit)*

**Prerequisite:** Algebra II (*or other advanced math*), an overall A/B grade average, and meet TSI college-readiness standard for Mathematics; or equivalent

(CC: MATH 1342) Collection, analysis, presentation, and interpretation of data and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals, and hypothesis testing. Use of appropriate technology is recommended. Graphing calculator required. Lab required.

**Intro to Statistics** **11<sup>th</sup>-12<sup>th</sup> Grade**  
**Dual Credit through John Brown University or CCU**

*(MAT CLGST) (1 Credit)*

**Prerequisite:** minimum ACT math score of 19, or minimum SAT math score of 510

(JBU: MTH 1003) This course is intended to give students an understanding of basic statistical concepts and to help them to become critical readers of quantitative information. It focuses on methods of collecting, organizing, analyzing, and interpreting data. Meets the Mathematics requirement of the Core Curriculum.

**Plane Trigonometry** **11<sup>th</sup>-12<sup>th</sup> Grade**  
**Dual Credit through Collin College**

*(MAT CLGT) (.5 Credit)*

**Prerequisite:** CC MATH 1314 or MATH 1414; or equivalent, and an overall A/B grade average

(CC: MATH 1316) In-depth study and applications of trigonometry including definitions, identities, inverse functions, solutions of equations, graphing, and solving triangles. Additional topics such as vectors, polar coordinates, and parametric equations may be included. Graphing calculator required.

**Pre-Calculus** **11<sup>th</sup>-12<sup>th</sup> Grade**  
**Dual Credit through Collin College**

*(MAT CLGPC) (.5 Credit)*

**Prerequisite:** CC MATH 1314 or the equivalent preparation, and an overall A/B grade average

(CC: MATH 2412) In-depth combined study of algebra, trigonometry, and other topics for calculus readiness. Graphing calculator required. Lab required.

## Science

### Anatomy and Physiology

11<sup>th</sup> Grade

(SCI APH) (1 Credit)

**Prerequisite:** Biology

This course covers the basics of human anatomy and physiology including anatomical terminology, basic biochemistry, cells and tissues, and the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems. Also Introduced are common human disease processes. Students will learn how to apply the knowledge of the body in terms of healthcare.

### Anatomy & Physiology Honors

11<sup>th</sup> Grade

(SCI APHH) (1 Credit)

**Prerequisites:** Biology, with an overall grade average of 90 or above in current science course

Anatomy and Physiology Honors engages students in learning all the essential knowledge and skills of Anatomy and Physiology while providing greater depth. Instructor approval is required to enroll in the Honors program.

### Biology

9<sup>th</sup> Grade

(SCI BIO) (1 Credit)

**Prerequisite:** None

In this class, students will reinforce and master concepts in biology. The science of life study includes cell structure growth and development, cell function, photosynthesis, cellular respiration, genetics, DNA, RNA and the genome, the chemistry of life, and ecology. The learner will explore evolution, the fossil record, and speciation as part scientific theory, and part unconfirmed hypothesis. Students will learn taxonomy through the study of the kingdoms. Throughout the class, a biblical worldview that emphasizes the truth of creation and man's role as steward of the world will be taught.

### General Biology

12<sup>th</sup> Grade

#### Dual Credit through Colorado Christian University

(SCI CLGGBIO) (1 Credit)

**Prerequisites:** Biology, IPC, or Chemistry; Anatomy & Physiology recommended. See section on Dual Credit courses for Dual Credit Eligibility guidelines.

(CCU: ) Fundamental principles of living organisms will be studied from a Biblical perspective, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included with reinforcing laboratory activities.

### Chemistry

10<sup>th</sup> Grade

(SCI CHM) (1 Credit)

**Prerequisite:** Biology and Algebra I (min. 85 grade) plus approval from Biology & Algebra teachers

The objective of this course is to facilitate the understanding of chemistry concepts for all students of all learning levels, allowing students to hone their investigative, critical, and deductive reasoning skills. The Chemistry class will take the student from understanding the properties and changes of matter to having the ability to break down and comprehend multiple reactions, beginning with an introduction to chemistry, analyzing data, matter, atom structure, the mole, reactions, and states of matter. Within each unit real-world applications are discussed.

### Chemistry Honors

10<sup>th</sup> Grade

(SCI CHMH) (1 Credit)

**Prerequisite:** Biology and Algebra I (min. 85 grade) plus approval from Biology & Algebra teachers

This course is designed to be a first-year general chemistry course for students with exceptional math and science skills. Topics are introduced and reinforced by a mixture of experiments, demonstrations, lectures, group work, and problem solving. The course blends theory, practical lab skills, and everyday applications. Activities are designed to promote critical thinking, questioning techniques, and an awareness of the environment. Topics of study include data analysis, atomic structure, periodic table, ionic and covalent compounds, chemical reactions, the mole, stoichiometry, kinetics, solutions, thermochemistry, reaction, rate, chemical equilibrium, acids and bases, and electrochemistry. Quantitative and qualitative analyses will be required.

### Integrated Physics and Chem (IPC)

10<sup>th</sup> Grade

(SCI IPC) (1 Credit)

**Prerequisite:** Biology

IPC is designed to introduce students to the basic concepts of both physics and chemistry. Students will conduct laboratory and field investigations, use scientific methods during investigation, and make informed decisions using critical thinking and scientific problem-solving. Through investigation and critical thinking, students will examine force, motion, energy, and matter. In Integrated Physics and Chemistry, students use scientific reasoning and problem solving to investigate the nature of physical science, matter, the periodic table, chemical reactions, solutions, and nuclear chemistry. The IPC course is taken in lieu of Chemistry.

### Marine Science

12<sup>th</sup> Grade

(SCI MAR) (1 Credit)

**Prerequisite:** Biology, and IPC or Chemistry

Marine Science builds on the physical and life science concepts learned in previous courses and applies that knowledge to the exploration of the living and nonliving environments of bays and oceans. The first semester focuses on various aspects of oceanography including chemistry, plate tectonics, sediments, ocean and atmospheric circulation, waves, tides, and coastal processes. The second semester will focus on marine biology: plankton, algae, plants, animals, marine ecosystems, and ecology. Marine Science is taught with an emphasis on the Christian perspective and responsibility to our Earth. Special

emphasis will be given to creation, the flood, and ethical and social responsibilities of the believer to the Creator's creation.

## Physics Honors

12<sup>th</sup> Grade

(SCI PHYH) (1 Credit)

**Prerequisite or Corequisite:** Algebra II, with an overall grade average of 90 or above in current science course (or 80 in current Honors science)

In Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills. This class is required for students who successfully completed Chemistry.

## Fine Arts

### Art I

9<sup>th</sup> Grade

(FAR 100) (1 Credit)

**Prerequisite:** None

High school Art I is an art and design class that includes 3-dimensional art. Students will explore a broad range of techniques and approaches to art through collage, mixed media, drawing, painting, and sculpting. Development of technical skills and artistic vocabulary will include drawing techniques, color wheel theory and 3 dimensional designs. Sketchbooks will be used by each student to explore project ideas, reinforce lessons from class and to practice drawing from various subject matters. Also, research, art appreciation from a Biblical perspective, art history, and art in our community will be regularly integrated as part of this course. The emphasis on critiquing in this class will be on original ideas, composition, artistic process, and aesthetic value of finished work.

### Art Appreciation

10<sup>th</sup>-12<sup>th</sup> Grade

(FAR AAP) (.5 Credit)

**Prerequisite:** None. Students who successfully complete Art I are not eligible to take this course.

Art Appreciation is the knowledge and understanding of the universal and timeless qualities that identify all great art. This course includes a study of art history, different eras, movements, styles and techniques. It also includes an in-depth study of the elements and principles of art, color theory and methods used in creative thought and processes. The format of this class will vary. It includes online presentations, activities and short creative writing assignments with an occasional outing to a museum and/or an art gallery to help students gain a deeper understanding of the way art expresses culture and worldview.

This course will not be assigned a particular period during the school day; rather, students will work independently through their course work and meetings with the teacher will be scheduled at times convenient for student/teacher. More information regarding meeting times will be distributed by the teacher the first week of school. *This course is equivalent to Art I. Students who successfully complete this semester-long course will be eligible to enroll in advanced Art classes.*

### Art II

10<sup>th</sup>-12<sup>th</sup> Grade

(FAR 200) (1 Credit)

**Prerequisite:** Art I

High school Art II is an art and design class that includes sculpture relief. Students will explore a broad range of techniques and approaches to art through collage, mixed media, drawing, painting, and sculpture relief. Development of technical skills and artistic vocabulary will include drawing techniques, and color wheel theory, and will expand on the elements and principles of art begun in Art I. Sketchbooks will be used by each student to explore project ideas, reinforce lessons from class, and to practice drawing from various subject matters. Also, research, art appreciation from a Biblical perspective, art history, and art in our community will be regularly integrated as part of this course. The emphasis on critiquing in this class will be on original ideas, composition, artistic process, and aesthetic value of finished work.

### Graphic Arts/Yearbook I

10<sup>th</sup>-12<sup>th</sup> Grade

(FAR GYB1) (1 Credit)

### Graphic Arts/Yearbook II

(FAR GYB2) (1 Credit)

### Graphic Arts/Yearbook III

(FAR GYB3) (1 Credit)

**Prerequisite:** FAR GYB1: Art I or Art Appreciation, or special permission from instructor; FAR GYB2: Graphic Arts/Yearbook I; FAR GYB3: Graphic Arts/Yearbook II.

In these courses, students will gain skills in the following areas: page design, advanced publishing techniques, copywriting, editing, and photography while producing a creative, innovative yearbook that records school memories and events. There is an emphasis on journalism skills in this class. Participants gain useful, real-world skills in time management, marketing, teamwork, and design principles. Students in these courses must have their own laptop computer capable of utilizing Adobe Creative Suite and uploading photos. The Adobe Creative Suite software will be supplied by CCA.

### Independent Study in Advanced Art

11<sup>th</sup>-

12<sup>th</sup> Grade

(FAR IND) (.5 or 1 Credit)

**Prerequisite:** Art I and Art II

This advanced art course is designed for students who wish to explore art beyond Art I and Art II. With the teacher, students will establish goals for individual growth and exploration of their own interests and style in their study of the visual arts. The

instructor and student will establish an expected number of projects/assignments and approximate due dates. Students will work at their own pace, choose their own subjects, and be responsible for monitoring their own progress in terms of meeting the goals and due dates. Students will also be responsible for creating a digital online portfolio. A review of their portfolio will take place at the end of each semester. Students must demonstrate a high level of individual expression, exceptional understanding of the core elements and principles of art, and a high degree of craftsmanship. Students will meet with the instructor regularly in the beginning and then on an as-needed basis. Meeting times will be established between the student and teacher, taking their schedules into consideration. Students will be responsible for procuring the necessary materials for their projects.

### **Introduction to Photoshop** **10<sup>th</sup>-12<sup>th</sup> Grade** *(PHO INT) (.5 Credit)*

**Prerequisite:** Art I or Art Appreciation

Students will gain a working knowledge of Photoshop and develop their skills in creating, editing, and altering images through a basic understanding of the tool bar, layers, and the adjustments panel. This course will take a look at the basic yet powerful features of Photoshop that include photo-editing, creating vector images, type and web design. Students will discover the vast possibilities of traditional tools and develop an understanding of sophisticated layering techniques and filters. Throughout this course they will learn the tools they need to be more efficient in their skills and to increase the flexibility and quality of their artwork. Students may be required to print out and/or mount some of the projects at teacher's request. Students in this course must have their own laptop computer capable of utilizing Adobe Creative Suite and uploading images. The Adobe Creative Suite software will be supplied by CCA. This class is ideal for students who are new to Photoshop.

### **Advanced Photoshop** **10<sup>th</sup>-12<sup>th</sup> Grade** *(PHO ADV) (.5 Credit/Spring semester only)*

**Prerequisite:** Intro to Photoshop

Photoshop 2 in a continuation of skills learned in Intro to Photoshop. Students may be required to print out and/or mount some of the projects at the teacher's request. Students in this course must have their own laptop computer capable of utilizing Adobe Creative Suite and uploading images. The Adobe Creative Suite software will be supplied by CCA.

### **iPhone Photography** **10<sup>th</sup>-12<sup>th</sup> Grade** *(PHO iPP)(0.5 Credit, offered both Fall & Spring semesters)*

**Prerequisite:** Art I or Art Appreciation.

In this semester-long project-based course, students will be introduced to some of the creative possibilities of iPhone photography. Starting with basic strategies that include composition, exposure, and lighting. This hybrid course will meet once a week where the teacher will introduce the concept for that week. Then, students will be required to submit photos

on the other school days. Students must own an iPhone that is updated with the current iOS, bring it to class, and be able to go to different locations throughout the week to complete assignments. This course will cover how to take better photos by utilizing many of the iPhone features when taking portraits, landscapes, and architectural photos. It will also help students explore taking photos at night, long exposure photos and unique close ups.

*Note: This elective meets after school (Period 8) each Wednesday.*

### **Praise and Worship I** **9<sup>th</sup>-12<sup>th</sup> Grade** *(FPW 100) (1 Credit)*

#### **Praise and Worship II**

*(FPW 200) (1 Credit)*

**Prerequisite:** FPW 200: Praise & Worship I

These classes are an introduction to music Production and Performance of the individual and collaboration of a group. Students will engage in a study of worship, style, music fundamentals, creative process, sound production, and rehearsal techniques. Students taking these courses will be responsible for planning and leading the music for Higher Ground and select school functions and therefore will be expected to exhibit a high level of personal discipleship. Students do not need to be musically gifted to participate. Rehearsals outside of school hours may be necessary as determined by the teacher. One fine arts credit per year will be earned for students meeting the participation and attendance requirements for the courses. Teacher recommendation is required for enrollment.

### **Praise and Worship III** **11<sup>th</sup>-12<sup>th</sup> Grade** *(FPW 300) (1 Credit)*

#### **Praise and Worship IV**

*(FPW 400) (1 Credit)*

**Prerequisite:** FPW 300: Praise & Worship II; FPW 400: Praise & Worship III

Praise and Worship III and IV are a continuation of Praise and Worship I and II. Students taking this course will be responsible for planning and leading the music for Higher Ground and select school functions and therefore will be expected to exhibit a high level of personal discipleship. Students do not need to be musically gifted to participate. Rehearsals outside of school hours may be necessary as determined by the teacher. One fine arts credit per year will be earned for students meeting the participation and attendance requirements for the courses. Teacher recommendation is required for enrollment.

### **Music Theory** **11<sup>th</sup>-12<sup>th</sup> Grade** *(FMU THE) (1 Credit)*

This course is designed to enhance musical skills and basic music fundamentals. The essential understanding of how music is constructed; aspects of melody, harmony, rhythm, and form are studied. Throughout the course of the year, students will study

basic notation, scales, key signatures, intervals, triads, cadences, non-chord tones, part-writing and analysis of a score. Aural dictation and ear training are also an integral part of the course and will be taught throughout the year.

**Drumline** **9<sup>th</sup>-12<sup>th</sup> Grade**  
(FMU DRM) (.5 Credit/Fall semester only)

**Prerequisite:** None

*Drumline requires an additional fee and meets outside of school hours during the Fall semester. This course is in addition to the 6 classes included in a student's schedule.* Students in the drumline will study, practice, and perform a wide variety of percussion literature with emphasis on the continual development of technical facility, precision movement, and musical notation reading skills. Practices will begin during the summer. The drumline will perform for the high school football home games. For more information about joining the HS Drumline, contact the Praise & Worship Instructor. This course is graded on a Pass/Fail criterion and will not contribute to a student's cumulative grade average.

**Independent Study in Music I** **9<sup>th</sup>-12<sup>th</sup> Grade**  
(FMU IND) (.5 Credit)

**Prerequisite:** None

Students enrolled in private music lessons through CCA will earn .5 credit following successful completion of 48 hours of instruction. Students will receive a P for "pass" on their transcript and will not contribute to a student's cumulative grade average.

## Foreign Language (LOTE)

**Spanish I** **9<sup>th</sup> Grade**  
(FLS 100) (1 Credit)

**Prerequisite:** None

Students will build their Spanish skills in the areas of speaking, writing, reading, and listening. The class will utilize an eclectic methodology that will encourage participation and immersion in the Spanish language. Ultimately, the goal of the CCA Spanish program is to create students who are not only bilingual but bicultural. Included in the course goals is to develop and train the cerebral linguistic centers to improve overall learning potential, critical thinking skills, and cultural adaptability. It is the prayer and desire of the instructor that the learning of this Language will facilitate the promulgation of the Gospel to the Spanish-speaking nations.

**Note: The curriculum includes an online component; it works best with non-MacBook devices.**

**Spanish II** **9<sup>th</sup>-12<sup>th</sup> Grade**  
(FLS 200) (1 Credit)

**Prerequisite:** Spanish I

Students will continue to build and perfect their Spanish skills in the areas of speaking, writing, reading, and listening. The class

will utilize an eclectic methodology that will encourage participation and immersion in the Spanish language. Ultimately, the goal of the CCA Spanish program is to create students who are not only bilingual but bicultural. Included in the course goals is to develop and train the cerebral linguistic centers to improve overall learning potential, critical thinking skills, and cultural adaptability. It is the prayer and desire of the instructor that the learning of this language will facilitate the promulgation of the Gospel to the Spanish-speaking nations.

**Note: The curriculum includes an online component; it works best with non-MacBook devices.**

**American Sign Language (ASL)** **9<sup>th</sup> Grade**  
(FLASL I)(1 Credit)

This introductory course is designed to equip students with the foundational skills needed to communicate in American Sign Language (ASL). With a strong emphasis on practical communication, students will develop both expressive (signing) and receptive (understanding) abilities. The course will cover the ASL alphabet, fingerspelling, basic vocabulary, grammar, numbers, and common phrases used in everyday conversations.

In addition to language skills, students will explore the history, culture, and experiences of the Deaf community, gaining a deeper understanding and appreciation for those who communicate primarily through ASL. Students will also practice facial expressions, storytelling, and other key components of clear and effective signing.

It is the instructor's prayer and desire that students not only grow in their ability to communicate in ASL but also develop a heart for reaching the Deaf community with the hope of the Gospel.

**World Language Studies 1** **9<sup>th</sup>-12<sup>th</sup> Grade**  
(FLW 100) (1 Credit)

**World Language Studies 2**  
(FLW 200) (1 Credit)

**Prerequisites: Prior approval from a CCA administrator**

Classical World Languages is a course that will study the origins of our English language. This will include the study of affixes and roots primarily from Greek, Latin, Anglo-Saxon, and other Indo-European languages. The primary focus of these classes will be on etymology (the origin of words) and morphology (word patterns). As students study words and word families, they will gain mastery of the formula for word meanings. The ultimate goal of classical word study is to enhance reading and writing skills. The method of study will not be to simply memorize a list of words, but to learn strategies to apply when encountering new words. These classes are a good option for students in grades 9-12 who struggle with foreign language memorization and recall. It is also a great choice for those wanting to expand their vocabulary, increase their ability to analyze and think critically about unfamiliar words, and become a better speller.

With prior approval, these courses may be substituted for Foreign Language high school credits.

*Students who wish to study a different language should speak with the Registrar or Academic Advisor for more information. Please note that prior administrative approval must be granted beforehand.*

## General Electives/Humanities

### **Creative Writing: Fiction** 9<sup>th</sup>-12<sup>th</sup> Grade (HUM CWF) (.5 Credit)

**Prerequisite:** None

This creative writing course will primarily focus on prose fiction writing. Students will evaluate the effectiveness of fiction of varying styles. They will learn the basics of developing a character, creating a relevant setting, manipulating plot devices, and tying these elements to a theme. Students will write short stories and/or short plays, engage in a “writer’s workshop” class structure to improve those pieces, and complete a final portfolio. Creative writing is a personal, aesthetic, experiential writing course in which students discover their own artistic voice and progressively inspire their own writing after published works in several genres. The true art of writing includes not only the process of journaling or generating, but also phases of reading, mentoring, experimenting/ revising, and editing. All final pieces created for this class will reflect the writing process. The goal is to become a community of writers who experiment, craft, revise and tinker with our work. The course is conducted in a workshop format, providing a forum for discussion of published works as well as students’ own.

### **Creative Writing: Advanced** 10<sup>th</sup>-12<sup>th</sup> Grade (HUM CWADV) (.5 Credit)

**Prerequisite:** Creative Writing: Fiction

This course is an advanced Creative Writing class. Students will be expected to have mastered the teaching in Creative Writing: Fiction.

### **Entrepreneurship** 10<sup>th</sup>-12<sup>th</sup> Grade (HUM ENTR) (.5 credit)

**Prerequisite:** None

The Entrepreneurship course is designed to introduce students to the world of small business ownership and management. This course builds students' skills in the knowledge of types of business ownership, legal issues, business finance/start-up costs, business trends, site selection, marketing, pricing strategies and the development of a business plan on the students' product/service of choice. The students will develop and/or operate a mock business in which they will realistically perform duties in areas such as product planning, financing, human resources, marketing/advertising, selling, and management of product(s). This hands-on course involved students in a variety of activities that will provide them with the

skills necessary to be successful in a constantly changing workplace.

### **Introductory Psychology** 11<sup>th</sup>-12<sup>th</sup> Grade **Dual Credit through John Brown University**

(PSY CLG) (1 Credit)

See section on Dual Credit courses for Dual Credit Eligibility guidelines.

**Prerequisite:** Meet college entrance requirements for JBU, and an overall A/B grade average (JBU: PSY 1013) This course will focus on the scientific study of human behavior and mental processes including the brain and behavior, consciousness, learning and memory, development, sociocultural processes, emotions, stress and health responses, psychopathology, and treatment methods in psychological science. Students are introduced to theory, research, and practice as the foundations of modern psychology. Students must meet the requirements for college entrance before enrolling in this course. There will be a separate tuition for this course that will be paid to JBU. This is a year-long course. Students who successfully complete this dual credit course will earn both high school (1 credit) and college credits.

### **Developmental Psychology 11th-12th Grade** **Dual Credit through John Brown University**

(PSY CLGDEV) (1 Credit)

(NOT OFFERED 2025-26)

See section on Dual Credit courses for Dual Credit Eligibility guidelines.

**Prerequisite:** Introductory Psychology or Teacher approval. Meet college entrance requirements for JBU, and an overall A/B grade average (JBU: PSY 2413) This course will study the physical, cognitive, emotional, and social development of the human from conception to adulthood. There will be a separate tuition for this course that will be paid to JBU. This is a year-long course. Students who successfully complete this dual credit course will earn both high school (1 credit) and college credits.

### **Foundations in Personal Finance** 10<sup>th</sup>-12<sup>th</sup> Grade (BUS FPF)

Foundations in Personal Finance gives students the tools they need to navigate the financial world with wisdom. This course includes lessons focused on teaching students basic money principles like budgeting, saving, and spending. Students also learn important life topics ranging from college and career planning to taxes and investing and how to honor the Lord with their finances—content that makes a difference and will last a lifetime.

### **New Testament (Fall)** 9<sup>th</sup>-12<sup>th</sup> Grade (BIB BIBN1) (.5 Credit/Fall semester)

## **New Testament (Spring)**

*(BIB BIBN2) (.5 Credit/Spring semester)*

**Prerequisite:** None

This course is an overview of the New Testament Scriptures including instruction on the basic theme and general content of every New Testament book, showing the relationship of books, placing them in historical and geographical context, and presenting the teachings of Christ and the apostles to the early church. An emphasis on critical thinking, sound hermeneutics, and spiritual application will help encourage the student to a deeper relationship with Christ and more effectiveness in transmitting the truth of the Gospel to others. The Fall semester will focus on the gospels and Acts, while the Spring semester will examine the epistles and the Revelation.

## **Old Testament (Fall)**

*(BIB BIBO1) (.5 Credit/Fall semester)*

*(NOT OFFERED 2025-26)*

## **Old Testament (Spring)**

*(NOT OFFERED 2025-26)*

*(BIB BIBO2) (.5 Credit/Spring)*

**Prerequisite:** None

This course is an overview of the Old Testament scriptures focusing on the content of each of the Old Testament books, the historical events that give context to the books, and specific questions that help draw out the overarching principles contained in the Old Testament. Spiritual application and accompanying philosophical theology will help sharpen apologetic and critical thinking skills and aim the student toward a deeper relationship with God. The complete Old Testament course consists of two parts. The Fall semester will focus on the Pentateuch and the origins of Israel's life as a nation, while the Spring semester will survey Israel's national history up to the exile and return.

## **World Mythology**

*(HUM MYT) (1 Credit)*

This course will survey myth and folklore from around the world. Students will read the literature of myths and legends from many traditions, and will consider the worldviews behind them. Students will also examine the way the Bible uses mythic language and symbols to communicate divine truth, and how those truths are echoed (often dimly) by the myths of many cultures. Finally, students will examine the creative aspect of myth-making, and the origins and motivations of this form of story-telling (what Tolkien called 'sub-creation'), and the place of myths in the world today.

## **Speech and Debate**

*(SPD 100) (.5 or 1 Credit)*

**Prerequisite:** None

The goal of this course is to help students develop their abilities in public speaking and debate. The course will focus on skills such as researching, presenting arguments both orally and on paper, and interacting with others in a formal debate style. The first semester will begin with a focus on the basic skills of speech and debate, such as understanding logic and fallacies and different ways to present an argument. It will then focus on large-scale, formal debate. The second semester will focus on smaller-scale, one-on-one debate, as well as the rhetorical skills of public speaking. Students will develop these skills using both speeches written by others, and finally, by preparing and delivering a speech on a topic of their own choosing.

**9<sup>th</sup>-12<sup>th</sup> Grade**

**9<sup>th</sup>-12<sup>th</sup> Grade**

**10<sup>th</sup>-12<sup>th</sup> Grade**

# Physical Education/Athletics

\*Athletics are offered outside school hours.

## Athletic Trainer/Manager

9<sup>th</sup>-12<sup>th</sup> Grade

(PE ATR) (.5 Credit)

## Athletic Videographer

(PE ATV) (.5 Credit)

(Fall, Winter, Spring sports seasons in lieu of other sports or Cheer)

**Prerequisite:** Prior approval by CCA Athletic Director

This class provides Athletics credit for serving in one of the following capacities: Athletic Trainer, Team Manager, or Team Videographer. Students will earn PE/Athletics credit for the class. Students will be assigned to a specific CCA athletic team and will support the team in one of several capacities. They will attend a mandatory training session prior to the start of the season and will report to the team coach at the beginning of the season. They will assist the team throughout the sports season in their chosen capacity and will learn how to be a valuable part of an athletic team in a supporting role. Students are required to attend all practices and sporting events during the season, so the course will require after-school hours and travel to sporting events. When the team is transported to events by the school, the trainer/manager/videographer will travel with the team. Attendance and participation at practices and sporting events is a requirement for credit. Equipment and training will be provided. A 1–2-day training session will be required for each position and will take place over the summer.

Trainers will learn how to tape body parts to help prevent injuries, or to provide support for minor injuries. They will also learn basic first aid and basic injury evaluation processes.

Team Managers will assist coaches with practice and game set up, break down, as well as other functions that support the team and help keep the Coach's attention and focus on the athletes.

Team Videographers will record all practices and games for their assigned team, upload video to our video hosting website, as well as create player and team video highlight films for recruitment and end of year banquets.

Teams eligible for these positions:

Varsity Volleyball

Varsity Football

Varsity Soccer

Varsity Boys Basketball

Varsity Girls Basketball

Varsity Baseball

## CCA Athletics Program

9<sup>th</sup>-12<sup>th</sup> Grade

(.5 Credit per sport)

**Prerequisite:** None

The CCA Athletics Program currently includes the following sports:

### FALL:

Football (AFB 100)

Volleyball (AVG 100)

Soccer (ASC 100)

Cross Country (ACC 100)

### WINTER:

Archery (AAR 100)

Basketball (ABB 100, ABG 100)

Competitive Swimming (ACS 100)

### SPRING:

Fencing (AFN 100)

Golf (AGO 100)

Tennis (ATN 100)

Track & Field (AFT 100)

Softball (ASB 100)

Students who successfully complete a sport season will earn a one-half PE/Athletics credit. Participation in practices and games is a requirement for credit. Students who want to participate in more than one sport during a season are required to request approval by the Athletic Director. All students must complete an Athletics Registration during enrollment. If a student is interested in 2 sports in the same season, the student may indicate their choices in order of preference. If their first choice does not have enough participation for a team to make, the student will be placed in their second-choice sport if space is available. Some sports may have tryouts for placement on a Varsity or Junior Varsity (JV) team. Certain sports, such as Archery and Fencing, will have enrollment limits and registration for these teams will be on a first-come, first served basis. Each sport is subject to an athletic fee. If no sport is selected for a student during enrollment and the student requests to register for a sport at a later time, the student's participation will be subject to roster availability. See *CCA Athletics Program Policies for details*.

## Cheer

9<sup>th</sup>-12<sup>th</sup> Grade

(CHEER CGRD (.5 Credit) (Fall))

**Prerequisite:** None

This spirit team consists of cheerleaders and Color Guard team. The purpose of the team is to promote school spirit in a way that honors the Lord at all times. Students will learn the fundamentals of cheerleading and color guard techniques such as chants, motions, dance, jumps, kicks, voice projection, flag carrying, and beginning tumbling. Along with this learning, students will engage in a team devotional and personal discipleship. Students are expected to be positive role models for others and exhibit positive attitudes. Students will be expected to attend after-school practices and participate in all home football and basketball games and pep rallies. Students involved in fall and winter athletic teams are not eligible for this activity. CCA administrator and/or teacher approval is required. An activity fee is required for this team and includes the cost of uniforms. This course is graded on a Pass/Fail criterion and will not contribute to a student's cumulative grade average.

## **Introduction to Strength Training      9<sup>th</sup>-12<sup>th</sup> Grade**

*(PEIST) (0.5 Credit) (offered both Fall & Spring semesters)*

**Prerequisite:** None

The Introduction to Strength Training class is available for all high school students. Students will learn different types of workouts that incorporate agility, free weights, machines, and flexibility to increase their strength and athletic performance. They will be introduced to proper weight-lifting techniques using both machines and free weights. They will learn the differences in training methods based on fitness goals (toning, increasing muscle mass, injury prevention). CCA Athletic dress code will apply to Strength Training students. This course is graded on a Pass/Fail criterion and will not contribute to a student's cumulative grade average.

***Please note that this class takes place from 8:00 am to 9:30 am on Tuesday & Thursday mornings.***