

Dear CDS High School Parents & Students:

March 21, 2007

The course selection form for the 2007-2008 academic year is attached. Course descriptions, for the first year, will be available online at [www.covenantday.info](http://www.covenantday.info) (our CDS E-Letter) this Sunday, March 25<sup>th</sup>. Students are to examine their options, reference the course descriptions on the e-letter (go to High School section and then the Guidance Page), get recommendations from current teachers, discuss the options with their parents, make course selections, get needed signatures, and return the COURSE SELECTION FORM to the guidance office by Friday, March 30<sup>th</sup>. If you have questions regarding course selections, please feel free to contact me.

It's important that students select classes that are the best "fit" for them. Because a course is or is not regular, honors, or AP is not a good reason to choose a course or simply because a friend is choosing a course also is not a good reason. Students need to think about their entire academic load and whether they are willing and capable to do the work required of them. The best way to determine which courses one should take is through considering a variety of things: ability, love/passion for the subject, work ethic, and other time commitments. Choose wisely.

**END OF THE YEAR REMINDERS FROM THE GUIDANCE OFFICE:**

--Covenant Day School's High School graduation is Saturday, May 26<sup>th</sup> at 7:00 p.m. in the Worship Center.--

--All high school students are required to turn in their community service log to their Bible teacher this year. Twenty-five hours of community service is required each year. Begin logging next year's hours June 1<sup>st</sup>. Remember that 20 hours per service project is the maximum credited per service project and each student must participate in at least three different service projects.

--If you are not receiving the CDS E-Letter, you can sign up for it by going to our website, clicking on the scrolling announcement titles CDS E-Letter, and signing up at the bottom of the first screen. We will soon be kicking off our new Covenant Day School website.

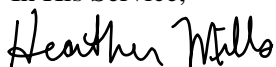
--Current sophomores are now priority for the career direct testing. There is a calendar posted in the study carrel in the back of the media center where they may sign up to reserve the computer for testing. The test will take about 50 minutes and is free of charge. They will receive back 30+ pages of evaluation and explanation. Outside of CDS, the cost is about \$100. Students are encouraged to sign up to take this during a free period, lunch, or after school.

--Current juniors need to turn in their resume to Miss Mills by 4th. Please place that on the server in "To Teachers: Mills' Box" in the appropriate folder.

**CDS High School Graduation Requirements:**

A student must accumulate the following Carnegie Units (CUs) to graduate from Covenant Day School: 24 credits (CUs) - 4 units of Math, 4 units of Language Arts, 3 units of Social Studies, 3 units of Science, 3 units of Bible (must be enrolled in a Bible course each year at CDS), ½ unit of PE, ½ unit of Health, 6 elective units (1 of which must be a fine arts credit). A student must also complete a total of 100 service hours during the high school years. (Note: Admission to most colleges requires a minimum of 2 years of the same foreign language.)

In His Service,



Heather Mills

Guidance Counselor

Covenant Day School

[hmills@covenantday.org](mailto:hmills@covenantday.org)

# CDS: HIGH SCHOOL COURSE SELECTION SHEET---CLASS OF 2009

Grade for 2007-2008: J U N I O R

Student's Name: \_\_\_\_\_ Student Email address: \_\_\_\_\_

Home phone number: \_\_\_\_\_ Parent Email address: \_\_\_\_\_

Please choose the courses below for which you desire to be enrolled next year. Please see the e-letter for course descriptions ([www.covenantday.info](http://www.covenantday.info)). If you select an honors or AP course, you must acquire the signature of your current teacher in the same subject area for which you are seeking approval. This will serve as the teacher's recommendation. If you are unable to get approval, select the regular course. **Regular courses do not need signature approval.**

## LANGUAGE ARTS: (all British Literature courses)

\_\_\_ Language Arts 11

\_\_\_ Honors Language Arts 11

\_\_\_ AP Language 11

\_\_\_\_\_ (current teacher approval for honors or advanced placement)

## MATH:

\_\_\_ Algebra II

\_\_\_ Advanced Functions  
& Modeling

\_\_\_ Honors Pre-Calculus

\_\_\_ Honors Algebra II

\_\_\_\_\_ (current teacher approval for honors or advanced placement)

## SCIENCE:

\_\_\_ Environmental Science

\_\_\_ Honors Environmental Science

\_\_\_ AP Env. Science

\_\_\_ Honors Physics

\_\_\_ AP Physics B

\_\_\_ Anatomy/Physiology

\*If you are a transfer student and in need of Biology or Chemistry, note that here. See electives.

\_\_\_\_\_ (current teacher approval for honors or advanced placement)

## HISTORY:

\_\_\_ Government/Economics

\_\_\_ Honors Gov't/Econ.

\_\_\_ AP U.S. Government

\*If you are a transfer student and in need of U.S. History or World History, note that here.

\_\_\_\_\_ (current teacher approval for honors or advanced placement)

## BIBLE:

X Bible 11 (Christian Doctrine)

\*If you have already taken this course, please note that here.

**FOREIGN LANGUAGE:** (Level III and higher are honors or advanced placement.)

- |                    |                  |                    |                     |
|--------------------|------------------|--------------------|---------------------|
| ___ French I       | ___ French II    | ___ Hon French III | ___ AP French IV    |
| ___ Latin I        | ___ Latin II     | ___ Hon Latin III  | ___ Hon Latin IV/V  |
| ___ AP Latin       | ___ Spanish I    | ___ Spanish II     | ___ Hon Spanish III |
| ___ Hon Spanish IV | ___ AP Spanish V | ___ Greek I        |                     |

\_\_\_\_\_ (current teacher approval for honors or advanced placement)

**ELECTIVES:**

NOTE: \*ONE FINE ARTS CREDIT IS REQUIRED PRIOR TO GRADUATION FROM CDS. \*

At this time, you are being asked to RANK the electives in order of preference. Once we have determined the interest level and teacher availability, we will finalize the course. At that point, we will do our best to assign you to the elective(s) that you have chosen as your top choice(s). Please note that all elective courses will be one credit courses. Classes will be filled on a first-come, first-served basis. Once a class is full, all remaining students will be enrolled in alternative electives. Please rank your top 6 choices in order of to preference (1 = highest choice, 6 = lowest). Several electives require teacher signatures. *\*Electives that meet the fine arts requirement\**

- |  |  |
|--|--|
| ___ *Art I                                   | ___ *Graphic Design & Photography (C. Smith's signature) |
| ___ *Art II (C. Smith's signature)           | ___ Lifetime Sports                                      |
| ___ *Art III (C. Smith's signature)          | ___ *New Media Productions                               |
| ___ *Art IV (C. Smith's signature)           | ___ Newspaper (B. Makla's signature)                     |
| ___ *AP Art History                          | ___ Pre-AP Computer Science                              |
| ___ AP European History                      | ___ Peer Tutoring (H. Mills' signature)                  |
| ___ AP Human Geography                       | ___ Science Olympiad (J. Foltz's signature)              |
| ___ *Band I                                  | ___ Sports Medicine                                      |
| ___ *Band II (M. Morton's signature)         | ___ Student Services                                     |
| ___ *Band III (M. Morton's signature)        | ___ Study Hall   |
| ___ *Band IV (M. Morton's signature)         | ___ *Theatre I   |
| ___ Biology II (possible AP option)          | ___ *Theatre II (E. Montes' signature)                   |
| ___ Chapel Preparation (C. Chin's signature) | ___ *Theatre III (E. Montes' signature)                  |
| ___ Chemistry II (possible AP option)        | ___ *Theatre IV (E. Montes' signature)                   |
| ___ *Choir (B. Cray's signature)             | ___ Yearbook (R. Rego's signature)                       |

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

**PLEASE RETURN THIS C.S. SHEET TO MISS MILLS BY FRIDAY, MARCH 30<sup>TH</sup>**

**CDS High School Graduation Requirements:**

A student must accumulate the following Carnegie Units (CUs) to graduate from Covenant Day School: 24 credits (CUs) - 4 units of Math, 4 units of Language Arts, 3 units of Social Studies, 3 units of Science, 3 units of Bible (must be enrolled in a Bible course each year at CDS), ½ unit of PE, ½ unit of Health, 6 elective units (1 of which must be a fine arts credit). A student must also complete a total of 100 service hours during the high school years. (Note: Admission to most colleges requires a minimum of 2 years of the same foreign language.)

# COVENANT DAY SCHOOL

## JUNIOR COURSE DESCRIPTIONS

Updated 3/2007

### LANGUAGE ARTS 11

The 11<sup>th</sup> grade Language Arts course will provide a solid foundation in the study of British literature. The course will be strongly literature-based but will continue to emphasize writing development, vocabulary, and grammar. Students will be exposed to genres of British literature including poetry, short stories, novels, drama, and nonfiction. As students encounter works from the major literary periods, they will trace the development of British values and philosophical concepts and evaluate these ideas from the standpoint of the Christian faith.

Prerequisite: Successful completion of 10<sup>th</sup> Grade Language Arts  
Credits: 1.0    GPA scale: 4.0

### HONORS LANGUAGE ARTS 11

The 11<sup>th</sup> grade Honors Language Arts course will provide a solid foundation in the study of British literature. The course will be strongly literature-based but will continue to emphasize writing development, vocabulary, and grammar. Students will be exposed to genres of British literature including poetry, short stories, novels, drama, and nonfiction. As students encounter works from the major literary periods, they will trace the development of British values and philosophical concepts and evaluate these ideas from the standpoint of the Christian faith.

The honors section of this course differs in the expectations, intensity, and depth of study. Students will read additional books and complete more complex writing assignments. It will be expected that students' thoughts and writing will show advanced skills of analysis and expression. Their work will be evaluated accordingly.

Prerequisite: "B" average or higher in 10<sup>th</sup> Grade Language Arts and teacher approval  
Credits: 1.0    GPA scale: 5.0

### ADVANCED PLACEMENT LANGUAGE AND COMPOSITION 11

AP Language and Composition will prepare students for the Advanced Placement Exam in English Language. The course is intended to take the place of a college freshman-level course, and students may earn college credit by receiving a qualifying score on the exams administered in May.

Students will practice reading and writing with the goal of better grasping such elements as diction, syntax, tone, structure, purpose and meaning. Writing will go beyond formulaic responses and will emphasize content, purpose, and audience with special attention paid to the traditional elements of rhetoric.

Upon completion of the course students should be able to:

- analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- apply effective strategies and techniques in their own writing;
- create and sustain arguments based on readings, research, and/or personal experience;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- write in a variety of genres and contexts, both formal and informal, employing appropriate conventions;
- produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions;

\* Adapted from Advanced Placement Program catalog for English Language and Composition.

Working from a perspective provided by the Christian faith, students will analyze the moral and ethical questions raised by the literature they read.

Prerequisite: "B" average or higher in 10<sup>th</sup> Grade Language Arts and teacher approval

Credits: 1.0 GPA scale: 6.0

## **ALGEBRA II**

Algebra II is a course that builds on the basic skills acquired in Algebra I and the logic skills and spatial relationships attained in Geometry. Abstract thinking continues to be developed as the course examines functions through multiple representations, such as graphs, tables, and symbolic notation. Extensive work with transformations in each function family helps to prepare students for advanced courses where an extensive knowledge of functions is necessary. The use of graphing calculators is integral to this course for presenting, understanding, and reinforcing concepts. This tool also makes it possible to use "real" data in exercises and application problems. Throughout the course, emphasis is given to understanding the relationship between God and his created world as described in mathematics and the natural sciences. Also, as students develop the rational thinking necessary to understand algebra, they are also encouraged to use this same rational thinking in formulating theological arguments and defending their faith.

Prerequisite: Successful completion of Geometry

Credits: 1.0 GPA scale: 4.0

## **HONORS ALGEBRA II**

Honors Algebra II is a course that builds on the basic skills acquired in Algebra I and the logic skills and spatial relationships attained in Geometry. Abstract thinking continues to be developed as the course examines functions through multiple representations, such as graphs,

tables, and symbolic notation. Extensive work with transformations in each function family helps to prepare students for advanced courses where an extensive knowledge of functions is necessary. The use of graphing calculators is integral to this course for presenting, understanding, and reinforcing concepts. This tool also makes it possible to use “real” data in exercises and application problems. The Honors section of this course includes additional topics such as conic sections and trigonometry to prepare students for a full Pre-Calculus class the following year. Throughout the course, emphasis is given to understanding the relationship between God and his created world as described in mathematics and the natural sciences. Also, as students develop the rational thinking necessary to understand algebra, they are also encouraged to use this same rational thinking in formulating theological arguments and defending their faith.

Prerequisite: “B” average or higher in Honors Geometry (or A in Geometry) and teacher approval

Credits: 1.0    GPA scale: 5.0

### **ADVANCED FUNCTIONS & MODELING**

Advanced Functions & Modeling is a course for the college-bound student who has completed Algebra II. A wide assortment of pre-calculus topics will be covered, including a solid introduction to trigonometry. The study of function families that was begun in Algebra II will be extended, and new topics such as arithmetic and geometric sequences and series, polar coordinates, parametric equations, and probability will be covered. Students will continue to use the graphing calculator as an essential tool for analyzing functions and problem solving. Emphasis again will be placed on a multi-representational approach for all concepts. As with all of the advanced math courses that CDS offers, emphasis will also be placed on understanding the role of mathematics in describing and understanding God’s created world, and on the development of rational thought as needed to formulate theological arguments.

Prerequisite: Successful completion of Algebra II

Credits: 1.0    GPA scale: 4.0

### **HONORS PRE-CALCULUS**

This course is for students who have successfully completed Honors Algebra II or Advanced Functions & Modeling, and are preparing for a college program that will be demanding in the areas of mathematics and science. The objectives of this course are to help the students truly understand the fundamental concepts of algebra, trigonometry, and analytic geometry; to foreshadow many of the important ideas of calculus; and to show how algebra and trigonometry can be used to model real-life problems. The course includes a thorough development of all of the major function families, and an integration of analytic geometry, trigonometry, vectors, parametric equations, and polar graphs. A multi-representational approach is emphasized (geometrical, numerical, analytical, and verbal) for all concepts, and the use of the graphing calculator is integral to the course. This course is a pre-requisite for students who plan to complete Calculus AB in their junior or senior year. As with all of the advanced math courses that CDS offers, emphasis will also be placed on understanding the role of mathematics in describing and understanding God’s created world, and on the development of rational thought as needed to formulate theological arguments.

Prerequisite: Honors Algebra II or Advanced Functions & Modeling & teacher approval  
Credits: 1.0 GPA scale: 5.0

### **ENVIRONMENTAL SCIENCE**

Environmental science is an interdisciplinary course, encompassing both natural and social sciences. Specifically, environmental science is the study of how humans affect and interact with the living and nonliving environment. The goal of the course is to acquire a general understanding of the natural environment and to assess how human activity alters this extremely complex system. Major themes throughout the year will be God's omnipotence and creativity as Creator and Sustainer of Life, as well as man's responsibility to be stewards over God's creation. Given the wide scope of the course, the course will focus on four broad content areas: ecosystems (how they function), population, energy, and pollution.

Prerequisite: none  
Credits: 1.0 GPA scale: 4.0

### **HONORS ENVIRONMENTAL SCIENCE**

Honors Environmental science is an interdisciplinary course, encompassing both natural and social sciences. Specifically, environmental science is the study of how humans affect and interact with the living and nonliving environment. The goal of the course is to acquire a general understanding of the natural environment and to assess how human activity alters this extremely complex system. Major themes throughout the year will be God's omnipotence and creativity as Creator and Sustainer of Life, as well as man's responsibility to be stewards over God's creation. Given the wide scope of the course, the course will focus on four broad content areas: ecosystems (how they function), population, energy, and pollution.

The honors section of environment science will include supplemental readings, labs and writing. As with other honors level courses, the expectations on the student will be higher.

Prerequisite: "B" average or higher in previous year's science course and teacher approval  
Credits: 1.0 GPA scale: 5.0

### **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

This course is designed to be the equivalent of a one-semester, introductory college course in environmental science. The course is broadly interdisciplinary, covering topics in biology, chemistry, earth science, physics, sociology, political science, economics, and ethics. Major themes throughout the year will be God's omnipotence and creativity as Creator and Sustainer of Life, as well as man's responsibility to be stewards over God's creation.

The goal of the course is the same as that described in the *Course Description for AP Environmental Science*: "to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and

analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them.” A student must sit for the AP exam in order to receive the additional quality point over and above the Honors level course.

By the very nature of the topics and their relevance to current events, this course appeals to a wide diversity of students with wide ranging interests such as: nature, science, law, economics, computers, and literature. This diversity lends itself to interesting discussions and presentation of scientific topics and concepts.

Prerequisite: “B” average or higher in previous year’s science course and teacher approval  
Credits: 1.0 GPA scale: 6.0

### **HONORS PHYSICS**

This course examines the fundamental concepts of physics, but includes a strong mathematical component. Faster paced than a Regular Physics course, it is recommended that students enrolled in this course have strong math skills. The course focuses on measurement & uncertainty, mechanics, energy, thermodynamics, electricity & magnetism, waves, sound & light, and classical relativity. Laboratory exercises are designed to confirm or illustrate the concepts in each of these areas. Comparisons or analogies are made between physical concepts, relationships and Biblical principles.

Prerequisite: “B” average or higher in Chemistry and teacher approval  
Credits: 1.0 GPA scale: 5.0

### **ADVANCED PLACEMENT PHYSICS B**

AP Physics B provides a systematic development of the main principles of physics, emphasizing problem solving as well as continuing to develop a deep understanding of physics concepts. It is assumed that the student is familiar with algebra and trigonometry; calculus is seldom used, although some theoretical developments may use basic concepts of calculus. In most colleges, this is a one-year terminal course including a laboratory component and is not the usual preparation for more advanced physics and engineering courses. However, this course will provide a foundation in physics for students in the life sciences, pre-medicine, and some applied sciences. Analogies are made between physical concepts, relationships and physical principles.

Prerequisite: “B” average or higher in Chemistry and teacher approval  
Credits: 1.0 GPA scale: 6.0

### **ANATOMY & PHYSIOLOGY**

This class is designed to expand the students’ knowledge of the structure and function of the human body. Emphasis will be placed on the interactions of organs as they work together to maintain balance or homeostasis. The student will be able to witness and appreciate the perfection of our Creator’s plan and the importance to protect that which He has bestowed on us. Technology, dissections and research will supplement the text and presentations.

Prerequisite: Successful completion of Biology I and Chemistry I  
Credits: 1.0 GPA scale: 4.0

### **GOVERNMENT/ECONOMICS**

Students are given a basic knowledge of the fundamental workings of the US government. Specifics include a general background on various types of government, the historical framework of the current US government system, and the system of federalism. Students then do an in-depth examination of the three branches of the government: legislative, executive and judicial. A “Hands-on” approach is given to the study of economics, incorporating the Junior Achievement Company Program. Students start their own company, sell their own product, and learn how businesses are run in addition to the basic concepts of capitalism.

Prerequisite: none  
Credits: 1.0 GPA scale: 4.0

### **HONORS GOVERNMENT/ECONOMICS**

Students are given a basic knowledge of the fundamental workings of the US government. Specifics include a general background on various types of government, the historical framework of the current US government system, and the system of federalism. Students then do an in-depth examination of the three branches of the government: legislative, executive and judicial. A “Hands-on” approach is given to the study of economics, incorporating the Junior Achievement Company Program. Students start their own company, sell their own product, and in the meantime learn how businesses are run in addition to the basic concepts of capitalism.

Honors Government and Economics will cover the same material listed above but at a more in-depth level. This will be seen in the material that is read, the format of the assignments that are completed, as well as the overall expectations. As with other honors level courses, the expectations of the student will be higher.

Prerequisite: “B” average or higher in previous year’s history course and teacher approval  
Credits: 1.0 GPA scale: 5.0

### **ADVANCED PLACEMENT GOVERNMENT AND POLITICS: U.S.**

AP U.S. Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics.

Prerequisite: “B” average or higher in previous year’s history course and teacher approval  
Credits: 1.0 GPA scale: 6.0

## **PSYCHOLOGY/SOCIOLOGY**

This course will consist of one semester of Psychology and one semester of Sociology. The Psychology portion will engage students in the understanding, articulation, and dissemination of psychology as a science. Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. It emphasizes the empirical examination of behavior and mental processes and it infuses perspectives fostering students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, and solve problems. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior.

The Sociology portion is designed to give students the tools necessary to concentrate on the systematic study of human society and human interaction. Students will develop a sociological imagination in which they will observe the connections between their personal lives within society, as well as public policy issues. Using observation, the scientific method, and cross-cultural examination, students will discover how patterns of behavior develop, culture is learned, and social predictions are made.

The opportunity to study both of these disciplines from a Christian perspective will allow students to see God's design for His creation in these areas.

Prerequisite: Successful completion of previous year's history course

Credits: 1.0 GPA scale: 4.0

## **BIBLE 11 – CHRISTIAN DOCTRINE**

Christian Doctrine introduces students to the basic elements of reformed Christian doctrine. It consists of a survey of Christian thought using the Westminster Confession of Faith and the Larger and Shorter Catechisms. The student will be exposed to the primary teachings of the Bible regarding the Holy Scriptures, God, man, creation, the fall, and redemption. Matters concerning the Christian life, as well as a consideration of the nature of the Church, the Christian family, the Law of God and the end times will be covered in this course.

Prerequisite: None – required course for all 11<sup>th</sup> graders

Credits: 1.0 GPA scale: 4.0

## **FRENCH I**

The text *Discovering French Nouveau! Bleu* is part of a carefully articulated three-level sequence of French instruction. Each level has its own special focus which builds in a spiraling progression across levels. The first level, *Bleu*, teaches basic communication with learned phrases, simple questions and answers, simple descriptions of people and things, simple narrations in the present tense (with an introduction to past narration), as well as simple explanations as to why something is done. Themes such as greeting and meeting people, time and weather, family and friends, food and restaurants, money and shopping, school and education, daily activities, getting around a city, describing oneself, home and furnishings, possessions and their description, sports, fitness, daily routines, medical and dental care, clothing

and personal appearance, leisure activities, music and entertainment, vacation and travel, and transportation are introduced.

In the spring, students participate in the National French Exam (Le Grand Concours) sponsored by the American Association of Teachers of French. This nationally recognized exam represents a reliable assessment of achievement, comparing thousands of American students yearly.

With the school's Christian mission in mind, some familiar Bible passages are presented in French as an introduction to theological vocabulary and as a reminder that the Word was sent to all people. Critical thinking from a Biblical worldview is encouraged particularly in the area of cultural comparisons.

Prerequisite: None

Credits: 1.0 GPA scale: 4.0

## **FRENCH II**

The text, *Discovering French Nouveau! Blanc*, builds upon the foundation of the first year. This level teaches creative conversation with asking and answering of more complex questions, more detailed descriptions, including simple comparisons of people, things and actions, basic narration of past conditions and events (using passé composé and imparfait tenses) as well as future events, discussions of hypothetical conditions and events, and expression of personal wishes, needs and obligations. Themes introduced during the first year are reviewed and amplified. New themes such as jobs and professions, helping around the house, and nature and the environment are introduced.

In the spring, students participate in the National French Exam (Le Grand Concours) sponsored by the American Association of Teachers of French. This nationally recognized exam represents a reliable assessment of achievement, comparing thousands of American students yearly.

With the school's Christian mission in mind, some familiar Bible passages are included in French as a continued introduction to theological vocabulary and as a reminder that the Word was sent to all people. Critical thinking from a Biblical worldview is encouraged particularly in the area of cultural comparisons.

Prerequisite: Successful completion of French I and teacher approval

Credits: 1.0 GPA scale: 4.0

## **HONORS FRENCH III**

The text, *Discovering French Nouveau! Rouge*, once again builds upon the first two levels. By the third year, students will be able to participate in extended conversation, using complex sentences and appropriate pronouns. They will be able to make more complex comparisons of people, things and actions. They will be able to present extended narration of past, present and future events and corresponding conditions, as well as expressing emotions, wishes and hypotheses in complex sentences. Themes introduced during the first two years are revisited, using more complex vocabulary and situations. New themes such as services and repairs as well as hotel accommodations are presented. Students will be able to express doubts and emotions, and cause and purpose, in complex discussion situations. The cultural video segments correspond to the reading section at the end of each unit. The third year text places an even stronger emphasis on reading and reading strategies, using a variety of authentic texts, as well as on culture, with extensive presentations about the French-speaking world.

In the spring, students again participate in the National French Exam (Le Grand Concours) sponsored by the American Association of Teachers of French. This nationally recognized exam represents a reliable assessment of achievement, comparing thousands of American students yearly.

With the school's Christian mission in mind, Bible passages are studied in French and additional theological vocabulary is introduced, as a reminder that the Word was sent to all people. Critical thinking from a Biblical worldview is encouraged particularly in the area of cultural comparisons. Regular writing assignments concentrate on analysis of ideas and situations from a Biblical perspective.

Prerequisite: Successful completion of French II and teacher approval

Credits: 1.0 GPA scale: 5.0

### **HONORS FRENCH IV**

The basic text *En Bonne Forme*, which includes a notebook and audio program, is designed to serve either as an intermediate-level university or advanced-level high school course. The foundational conviction of the authors is that a solid knowledge of French grammar is important. Therefore the book includes a complete, in-depth grammar review. Each grammar topic is introduced by one or more excerpts of French or Francophone literature. The core of each chapter is the thorough explanation of the grammar topic with reinforcement exercises. These are followed by a selection of idiomatic expressions which appear in the reading or are related to the grammar topic. The final section is one of synthesis, containing contextualized activities, communicative activities for pairs or groups, a translation exercise, and topics for written compositions. Students are thus given ample opportunity to improve all four skills: reading, writing, listening and speaking.

In the spring, students again participate in the National French Exam (Le Grand Concours) sponsored by the American Association of Teachers of French. This nationally recognized exam represents a reliable assessment of achievement, comparing thousands of American students yearly.

Exposure to Biblical passages and vocabulary is continued. Critical thinking from a Biblical worldview is encouraged particularly in the area of cultural comparisons. Weekly writing assignments concentrate on analysis of ideas and situations from a Biblical perspective.

Prerequisite: Successful completion of French III and teacher approval

Credits: 1.0 GPA scale: 5.0

### **ADVANCED PLACEMENT FRENCH LANGUAGE**

This class is intended for qualified students who are interested in completing studies comparable in content and difficulty to a full-year course in Advanced French Composition and Conversation at the third-year college level. The AP French Language course is designed to provide students with a communicative ability in the French language. The course has the following objectives:

- to develop the ability to understand spoken French in various contexts
- to develop a French vocabulary sufficient for reading newspaper and magazine articles, literary texts, and other nontechnical writing without dependence on a dictionary

- to develop the ability to express oneself in French, both orally and in writing, coherently and with reasonable fluency and accuracy

The course focuses on the mastery of communicative language skills rather than on the content of specific texts. Students must demonstrate the expected levels of proficiency in the four language skills: listening, speaking, reading and writing. The use of French in the classroom is a given of the AP program.

Biblical passages are read and discussed each week and exposure to Biblical vocabulary is continued. Critical thinking from a Biblical worldview is encouraged particularly in the area of cultural comparisons. Weekly writing assignments and in-class discussions offer opportunities to develop and express a coherent Biblical worldview.

Pre-Requisite: Successful completion of French III and teacher approval

Credits: 1.0 GPA scale: 6.0

### LATIN I

Instruction is built around a narrative of the daily lives of a Roman family and thus integrates cultural, historical, and geographical material into the Latin readings. Latin I covers basic information about Latin nouns, adjectives and adverbs. All conjugations of verbs are presented in all tenses and in the active voice. Grammar is clearly presented but always in conjunction with how it is used to convey content in readings. Since the long-term goal in the study of a classical language is to develop reading fluency, special attention is paid to developing a reading strategy by addressing the different levels of discourse, the various basic sentence types, and the integration of grammar with vocabulary.

The study of Latin lends itself to a discussion of how the historical and geographical context of the Roman Empire affected the development of the Christian church, as well as how the use of Latin has shaped theological language and our understanding of the Incarnation.

Latin students take the National Latin Exam and the Medusa Mythology Exam, two nationally-given exams, and medals and certificates are awarded for high scores in each. In April, students attend the North Carolina Junior Classical League Convention for which they are required to prepare a project or oral presentation, as well as a pre-convention creative writing piece on a classical theme. CDS also competes in NCJCL Certamen, a general-knowledge contest sponsored by JCL.

Prerequisite: “B” average in previous year’s English course

Credits: 1.0 GPA scale: 4.0

### LATIN II

Students continue in the *Ecce Romani* series. Instruction continues to be built around a narrative of the daily lives of a Roman family to integrate additional cultural, historical, and geographical material into the Latin readings. These become more complex, utilizing all declensions, all conjugations – active and passive – as well as subordinate clauses of most kinds. Students are introduced to the subjunctive and to reported speech. The course includes some authentic Latin texts, both secular and theological. The study of Latin lends itself to a discussion of how the historical and geographical context of the Roman Empire affected the development of the

Christian church, as well as how the use of Latin has shaped theological language and our understanding of the Incarnation.

Latin students take the National Latin Exam and the Medusa Mythology Exam, two nationally-given exams, and medals and certificates are awarded for high scores in each. In April, students attend the North Carolina Junior Classical League Convention for which they are required to prepare a project or oral presentation, as well as a pre-convention creative writing piece on a classical theme. CDS also competes in NCJCL Certamen, a general-knowledge contest sponsored by JCL.

Prerequisite: “B” average in Latin I (or in 8<sup>th</sup> Grade Latin at CDS) and teacher approval

Credits: 1.0    GPA scale: 4.0

### **HONORS LATIN III**

Latin III is traditionally the year where students consolidate grammar skills and read authentic Latin authors. *Ecce Romani Book III* features prose selections that deal with life at home and abroad during the early Roman Empire. Historical authors include Caesar, Cicero, Eutropius, Asconius, Augustus and Pliny.

Special attention is drawn to the life and persecution of Christians in the Empire, as well as to how an understanding of original Latin theological vocabulary can enhance understanding of theological concepts.

Latin students take the National Latin Exam and the Medusa Mythology Exam, two nationally-given exams, and medals and certificates are awarded for high scores in each. In April, students attend the North Carolina Junior Classical League Convention for which they are required to prepare a project or oral presentation, as well as a pre-convention creative writing piece on a classical theme. CDS also competes in NCJCL Certamen, a general-knowledge contest sponsored by JCL.

Prerequisite: Successful completion of Latin II and teacher approval; recommended “B” average or higher

Credits: 1.0    GPA scale: 5.0

### **HONORS LATIN IV**

This course is designed as a continuation of Latin III for the student who wishes to take another year of Latin before attempting the AP exam. The curriculum will be based upon the Latin Literature syllabus for the AP exam: the *Metamorphoses* of Ovid, and Love Poetry of Catullus. Students will have opportunity to consider and discuss the contrast between the world views of these authors and a biblical perspective on life and love.

In February, students take an advanced translation exam, sponsored by the Classical Association of the Middle West and South. March again brings the **National Latin Exam**, They will round out their experience of the classical world by taking the Medusa Mythology Exam and also writing a

Latin Skit for the **North Carolina Junior Classical League Convention** in Chapel Hill, for which a art project or memory selection will also be required. CDS will also compete in **Certamen**—at Wake Forest University in March.

Prerequisite: Successful completion of Latin III Honors or IVAP and teacher approval

Credits: 1.0 GPA scale: 5.0

*If desired, and if their schedules allow, qualified students may take this course in addition to the Latin IV AP course to develop fluency and competency.*

### **AP LATIN LITERATURE**

This college-level course in Latin poetry focuses on selections from Ovid’s *Metamorphoses* and *Amores*, along with select poems of Catullus, and covers approximately 1,650 lines. Metrics and poetic style are emphasized, as is preparation for the Advanced Placement Examination.

Prerequisite: Successful completion of Latin III Honors and teacher approval

Credits: 1.0 GPA scale: 6.0

### **ADVANCED PLACEMENT LATIN – VERGIL’S AENEID**

AP Latin is the culmination of the Latin program at most schools in the US, and is considered the most prestigious (and one of the most difficult) of the AP exams. A grade of 3 or above will almost certainly guarantee college credit. For example, Chapel Hill offers six hours credit for a 3 or above on the AP exam. The Latin AP Course Description reads as follows:

“...Students are expected to be able to translate accurately from Latin into English the poetry...they are reading and to demonstrate a grasp of grammatical structures and vocabulary. Since the appreciation of Latin Literature requires an understanding of the literary techniques of Latin writers and of poetic meters when appropriate, stylistic analysis is an integral part of the advanced work in the course. In addition, an AP Latin course includes the study of the cultural, social and political context of the literature on the syllabus.” (p.3)

For the accomplished, fluent, and highly motivated Latin student, the college-level course in Latin epic poetry focuses on selections from *The Aeneid* and covers approximately 1,850 lines of the text in selections from Books I, II, IV, VI, X, and XII.

The Latin readings prompt discussion of cultural, moral and religious differences between the ancient world and our own, and between the secular and Christian approach to life. Students have an opportunity to develop discernment of truth where it is found as well as the critical faculty necessary to navigate a secular world.

In February, students take an advanced translation exam, sponsored by the Classical Association of the Middle West and South. March brings the **National Latin Exam**, taken by over 110,000 students worldwide, and recognized by the Duke University TIPS program as a reliable assessment of achievement. In April, we will attend the **North Carolina Junior Classical League Convention**, for which a project will be required. CDS also competes in **Certamen**—at Wake Forest University in March.

Prerequisite: Successful completion of Latin III or IV and teacher approval

Credits: 1.0 GPA scale: 6.0

*If desired, and if their schedules allow, qualified students may take this course in addition to the Latin IV Honors course to develop fluency and competency.*

## **SPANISH I**

The purpose of Spanish 1 at Covenant Day School is to develop the ability in students to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills - listening, speaking, reading and writing with emphasis on the ability to communicate orally and in writing. Traditions, customs, beliefs, and cultural contributions of the Spanish speaking community, and how these elements relate to language are also emphasized. Students function in a variety of practical settings using listening, speaking, reading, and writing skills.

As we seek to better understand another language and culture, we broaden our understanding of the God who made all of us in His image. Learning another language provides us with increased opportunities for service and affords us a wider sphere of influence in contributing to the building up of the kingdom of God.

Prerequisite: None

Credits: 1.0 GPA scale: 4.0

## **SPANISH II**

The purpose of the Spanish 2 course at Covenant Day School is to provide a classroom experience that combines reading, writing, and speaking the language with elements of the Hispanic culture. The text, Paso a Paso 2, is designed to build upon and enhance the vocabulary and grammatical concepts that were learned in Spanish 1 by providing both oral and written communication. This book, with its basic subjects and experiences that occur in everyday life, provides a context to which students relate. Each chapter includes vocabulary coordinated with one or more grammar objectives. Students are encouraged to use new vocabulary in both previously learned and unfamiliar grammatical contexts, thus creating a spiral curriculum. Class time includes listening comprehension, reading comprehension, and both oral and written exercises. Most of the class is conducted in Spanish, but grammatical concepts are taught in English.

As we seek to better understand another language and culture, we broaden our understanding of the God who made all of us in His image. Learning another language provides us with increased opportunities for service and affords us a wider sphere of influence in contributing to the building up of the kingdom of God.

Prerequisite: Successful completion of Spanish I and teacher approval; recommended “B” or higher

Credits: 1.0 GPA scale: 4.0

### **HONORS SPANISH III**

The purpose of the Spanish 3 course at Covenant Day School is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis designed to build upon and enhance vocabulary and grammatical concepts that were learned in Spanish 1 and 2. Students continue in development of listening, speaking, reading, and writing skills. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

The content may include, but is not limited to, the following:

- conversational expression of feelings, ideas, and opinions in Spanish
- comprehension of spoken and written Spanish
- oral and written presentation of information and ideas, in Spanish, to an audience
- social interaction patterns within Hispanic culture(s)
- connections between the Spanish language and culture(s) and other disciplines
- communication patterns of languages
- Spanish language usage within and beyond the school

As we seek to better understand another language and culture, we broaden our understanding of the God who made all of us in His image. Learning another language provides us with increased opportunities for service and affords us a wider sphere of influence in contributing to the building up of the kingdom of God.

Prerequisite: successful completion of Spanish II and teacher approval; recommended ‘B’ or higher

Credits: 1.0    GPA scale: 5.0

### **HONORS SPANISH IV**

The purpose of the Spanish 4 course at Covenant Day School is to provide a classroom experience that combines reading, writing, and speaking the language with elements of the Hispanic culture. The course continues to focus on vocabulary acquisition as well as increased proficiency in speaking, listening, reading, and writing. Students are encouraged to gain conversational fluency in Spanish. Heightened emphasis is placed on reading and discussing Latin American literature and on composition. Class is conducted in Spanish.

With the school’s Christian mission in mind, some familiar Bible passages will be read and memorized in Spanish, as an introduction to theological vocabulary, and as a reminder that the Word was sent to all peoples.

Prerequisite: Successful completion of Spanish III and teacher approval

Credits: 1.0    GPA scale: 5.0

### **AP SPANISH LANGUAGE V**

AP Spanish Language is intended for students who wish to develop their proficiency in all four language skills: listening, speaking, reading, and writing. Students who enroll should already have a basic knowledge of the language and culture of Spanish-speaking peoples and should

have attained a reasonable proficiency in listening comprehension, speaking, reading, and writing. Although these qualifications may be attained in a variety of ways, it is assumed that most students will be in the final stages of their secondary school training and will have had substantial work in the language. This particular course is designed to be comparable to advanced level (fifth- and sixth-semester or the equivalent) college/university Spanish language courses.

As we seek to better understand another language and culture, we broaden our understanding of the God who made all of us in His image. Learning another language provides us with increased opportunities for service and affords us a wider sphere of influence in contributing to the building up of the kingdom of God.

Prerequisite: “B” average or higher in Spanish IV Honors and teacher approval  
Credits: 1.0 GPA scale: 6.0

### **GREEK I**

Instruction is built around a narrative about a farm family near Athens in the fifth century BC, and thus integrates cultural, historical and geographical material into the Greek readings. Greek I covers basic information about Latin nouns, adjectives and adverbs, and . Students will learn the active, middle and passive conjugations of verbs in several tenses.. Grammar is clearly presented, but always in conjunction with how it is used to convey content in readings. Since the long term goal in the study of a classical language is to develop reading fluency, special attention is paid to developing a reading strategy, by addressing the different levels of discourse and the various basic sentence types.

Each chapter includes a selection from the New Testament as well as from a classical author.

In the spring students take the **Medusa Mythology Exam**. Medals and certificates are awarded for high scores. In April, students attend the **North Carolina Junior Classical League Convention** in Chapel Hill. They will be required to prepare a project or oral presentation for the Convention.

Prerequisite: For 11<sup>th</sup> or 12<sup>th</sup> graders – or by teacher recommendation. It is recommended that students have at least two years of Latin or three years of a modern language.  
Credits: 1.0 GPA scale: 4.0

# 11<sup>th</sup> Grade Elective Options (all electives are one credit courses)

Updated 3/2007

*Courses noted with an “\*” meet the fine arts requirement for graduation.*

**\*Art I** – (students who have not taken HS Art before) – This is a course designed to introduce the beginning artist to various techniques of creating artworks and exploring how God’s beauty is reflected in our world every day. The basic elements of design, composition and color-theory are introduced. Artworks are produced through drawing, painting, mixed-media, and sculpture.

**\*Art II** – This is a course designed to expand on the techniques and processes studied in Art I. The focus of the class will be the creating of artworks in the four main areas of drawing, painting, sculpture, mixed-media and wheel-thrown ceramics. Students are tested on important artists and art vocabulary, and are expected to use this terminology for class critiques (both self-critiques and peer critiques). Students explore various Biblical principles and how to incorporate them into their artworks. *Prerequisite: Art I and teacher approval*

**\*Art III** - Students in this course build upon media skills & design concepts learned in Art II. Greater depth of skill development & creative thinking are encouraged in this course. Extended periods of time are allotted for production of drawings, sculptures & paintings so as to allow skill development with the emphasis upon art as expressive communication. The student begins developing a personal portfolio of art works. Weekly sketchbook drawings or independent art works are required. *Prerequisite: Art II and teacher approval*

**\*Art IV / Studio Art** - This studio course is based upon the format of the higher level Advanced Placement Studio art course. This is a portfolio production course that includes a series of works based upon a theme or concept that incorporates good design and composition elements. Students may choose a particular area of interest to focus on in the areas of drawing, painting or sculpture. This is an academic course because of the amount of time outside of class required to prepare for, research and produce quality artworks. Readings and written responses to a variety of aesthetic issues as well as artists are required. Emphasis is on the Christian view of issues in the arts. *Pre-requisite: Successful completion of Art I, Art II, and Art III, or an interview with the art teacher. Portfolio must be shown for admittance to this course.*

**\*AP Art History** - is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. In this course, students examine major forms of artistic expression from the past and the present from a variety of cultures. They learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see from a biblical perspective.

**AP European History** - The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. The entire curriculum will be viewed from a biblical perspective, thus giving further understanding and insight into God’s working in and through history. *Prerequisite: Successful completion of previous year’s history course and teacher approval*  
*Credits: 1.0 GPA scale: 6.0*

**AP Human Geography** - The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This course is designed to meet the criteria of an introductory college course in human geography. This course will also give students a unique understanding of the study of God’s creation and providential work in history. *Prerequisite: Successful completion of previous year’s history course and teacher approval*  
*Credits: 1.0 GPA scale: 6.0*

**\*Band I** – Students will begin to learn an instrument. This is for students with limited or no prior band experience. Please indicate the instrument(s) of which you are most interested in learning and playing.

**\*Band II** – Students will review basic skills of scales, rhythms, and theory. The main focus will be learning, reading, and performing traditional band literature. Musicianship and technical skills are emphasized and applied through ensemble performance. *Prerequisite: Band in 2006-7*

**\*Band III** – Students will review basic skills of scales, rhythms, and theory. The main focus will be learning, reading, and performing traditional band literature. Musicianship and technical skills are emphasized and applied through ensemble performance. *Prerequisite: Band in 2006-7*

**\*Band IV** - Students will review basic skills of scales, rhythms, and theory. The main focus will be learning, reading, and performing traditional band literature. Musicianship and technical skills are emphasized and applied through ensemble performance. *Prerequisite: Band in 2006-7*

**Biology II** -Biology II is designed to build upon the Biology I curriculum. The course is designed for students who have successfully completed foundation courses in biology and chemistry. The syllabus includes three major categories: molecules and cells, genetics and evolution, and organisms and populations. Students conduct all of the laboratory investigations. This course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Primary emphasis of the course is on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding is a grasp of science as a process; personal experience with scientific inquiry; recognition of unifying themes in biology; and application of biological knowledge and critical thinking to environmental and social concerns. Biology II stresses independent study and research as a means of acquiring scientific knowledge. Self-motivation is necessary for the student to be successful. An independent research project will be conducted at the end of the second semester. *Prerequisite: successful completion of Biology I, Chemistry I and teacher approval*  
*Credits: 1.0 GPA scale: 5.0*

**Chapel Preparation** – This course is designed for students to plan weekly chapel times as well as practice with the praise and worship team. *Students will have interviews/auditions for this course.*

**Chemistry II** - Chemistry II is designed to build upon the Chemistry I curriculum. It will be a one period elective course. This course will meet the needs of students who wish to enter higher education in the sciences. Chemistry II will develop scientifically literate and Christian individuals who are personally concerned for the industrial and environmental interaction of chemistry from a national and international perspective.

**Objectives:**

1. To provide a body of knowledge, principles, and concepts which characterize chemistry
2. To analyze scientific information critically and to recognize the limitations of scientific knowledge
3. To gain conceptual and practical skills through involvement in scientific activity
4. To improve in the ability to communicate scientific ideas both written and oral
5. To make the Christian student aware of the impact of science on society and to prepare for life in a technological age
6. To gain an ability to apply knowledge and skills in such a way as to generate new knowledge
7. To develop, from a Christian worldview, an appreciation of the responsibilities facing the scientist

*Prerequisite: Successful completion of Chemistry and teacher approval*

*Credits: 1.0 GPA scale: 5.0*

**\*Choir**- The students will become members of Covenant Day School's high school choir and will learn a variety of music. *Auditions will be announced.*

**\*Graphic Design & Photography** – This course will be an introduction to basic graphic design and photography. An extra fee may be required for this course. *Prerequisite: teacher approval*

**Lifetime Sports & Fitness** - As students begin to plan for their futures, it is a very important time for them to understand how they are to care for their bodies biblically in a way. In this course, students will develop skills related to adult and family responsibilities: personal development, human sexuality, avoidance of drug abuse, coping with grief and death, and conflict resolution. Students will develop and refine knowledge, understanding, and skills in lifetime sports and health-related fitness activities. Some of the lifetime sports skills included are tennis, bowling, badminton, aerobic activities, and volleyball.

**\*New Media Productions** - New Media Productions is a digital binary form of broadcasting. New Media Production is the creation of audio and video formats to be aired via the Internet or to be printed on CD or DVD. This class will create a real life industry experience which will include hands-on production of sporting events, special programs, and other school-related media projects. Hours outside of class will be expected. It is designed specifically for students who are interested in broadcast media.

**Newspaper** – Students will learn journalistic techniques and will be involved in the process of publishing the CDS student newspaper, *The Independent*. Students will participate in news writing, reporting, feature writing, proofreading, photography, and graphic design and layout. *Prerequisite: teacher approval*

**Peer Tutoring** – Students will receive or give tutoring to another peer in specific areas. This is designed to assist students in either a specific subject area or with organizational skills. Specific responsibilities will vary depending on the student and the arranged pupil/tutor contracts. Indicate your desire to be a tutor or a pupil and in what specific subject or area. NOTE- *No credit will be given for students receiving tutoring.* Teacher approval required.

**Pre-AP Computer Science** – The course is an introduction to Object Oriented Programming using the JAVA language. Students can expect to learn basic programming terminology, computer hardware basics, and coding programs using JAVA. Students can also expect to learn how to develop an effective problem-solving algorithm. The class will be presented in a combination of lectures and classroom exercises. This course will prepare one for AP Computer Science A. *Prerequisite: Algebra I*

**Science Olympiad** – This course is designed for students interested in furthering their skills in science. A significant part of this course will be directed towards preparation for the Science Olympiad competition in the spring which is required for all students in this course.

**Sports Medicine** - This course covers basic sports medicine concepts such as chronic illness, concussion, sprains and strains, heat illness and eating disorders.

**Student Services** – This is an opportunity to be an aide to a teacher within the school or to a staff person in another ministry of the church. Indicate where or with whom you would like to serve.

**Study Hall** – This will be an independent study hall for students to complete work at school. Students will be required to sign and uphold a study hall contract. No credit will be earned for study hall.

**\*Theatre I** – This is a beginning course in Theatre for which no previous experience is required. However, an open mind, a lot of enthusiasm, and self-discipline will be very helpful. The objective of this course is to provide students with a comfortable and well-rounded sense of themselves as performers, their relation to other student actors/classmates, and to their environment. At the same time, students will develop skills of perception, awareness, and appreciation for the craft of theatre as an art form and as a learning process. Students will perform a one-act play at night to be performed for an audience. Students may have after-school rehearsals and duties.

**\*Theatre II** – Students will expand on their knowledge of acting techniques from previous course studies. Student expectations are higher, due to the intense nature of this course. Students will expand on their developing skills of perception, awareness, and appreciation for the craft of theatre as an art form and as a learning process. Students will perform a one-act play at night in the fall and will have an active part in the major school play. After-school rehearsals and back-stage responsibilities may be a part of this course. *Prerequisite: Theatre I & teacher approval*

**\*Theatre III** - Theatre III follows Theatre II and is for students who wish to continue to study and develop their knowledge of theatre arts on a more challenging level. This course involves the applied study of theatre vocabulary, reading and writing of theatre literature, acting, and technical theatre. Acting experience in Theatre III continues and refines the exploration of the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing. In addition, students begin to practice individual analysis and critiquing of student work to develop a personal understanding of theatre arts by utilizing the knowledge base gained in previous study. Theatre study at this level places a greater emphasis on the execution of skills, ensemble work, and collaboration with other student artists. Students use a wider variety of theatre literature and styles from theatre history and various cultures in forms of theatre and theatre related media through informal and formal productions. *Prerequisite: Theatre II*

**\*Theatre IV** – Theatre IV follows Theatre III and is for students who wish to continue to study and develop their knowledge of theatre arts on a more challenging level. *Prerequisite: Theatre III*

**Yearbook** – Students who choose this elective will publish the school yearbook. *Pre-requisite: Current year English teacher recommendation and teacher approval from yearbook advisor*

### **CDS High School Graduation Requirements:**

A student must accumulate the following Carnegie Units (CUs) to graduate from Covenant Day School: 24 credits (CUs) - 4 units of Math, 4 units of Language Arts, 3 units of Social Studies, 3 units of Science, 3 units of Bible (must be enrolled in a Bible course each year at CDS), ½ unit of PE, ½ unit of Health, 6 elective units (1 of which must be a fine arts credit).

A student must also complete a total of 100 service hours during the high school years.

(Note: Admission to most colleges requires a minimum of 2 years of the same foreign language.)

