

Victory Christian High School



Course Description Manual

2011 – 2012

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SCHEDULING INFORMATION 2011 - 2012

It should be understood that if a sufficient number of students do not pre-register for a specific course, the course will not be offered for that particular year. Each student should be familiar with the requirements for graduation, as well as the course content, **prior** to registering for classes. A great deal of time and effort is spent scheduling students and arranging classes. Consequently, schedule changes (dropping and adding courses) will be very minimal.

GRADUATION REQUIREMENTS

All candidates for a Victory Christian High School diploma must have earned 260 credits in Grades 9-12. Ten credits are equal to one year's work for a class meeting 5 hours per week. Five credits are equal to a semester's work for a class meeting 5 hours per week, and 2.5 credits are equal to nine week's work in a class meeting 5 hours per week.

GENERAL CURRICULUM

Bible	40*
Computer Applications	10++
English	40
Social Studies	30
Science	20
Math	30***+
Physical Ed.	20**
Electives	<u>70</u>
	260

COLLEGE PREPARATORY

Bible	40*
Computer Applications	10++
English	40
Social Studies	30
Science	30
Math	40***+
Physical Ed.	20**
Foreign Language	30
Electives	<u>20</u>
	260

++ Computer Applications or passing a proficiency test with a 70% is required for graduation.

* Students transferring to Victory Christian Schools may have Bible requirements waived for semesters they were enrolled in a high school that did not require Bible classes. Bible class waivers may reduce the total number of units required for graduation.

** Students may waive up to one year of high school P.E. by participating in high school team athletics. Each athletic season successfully completed will waive the equivalent of 2.5 units. P.E. waivers do not reduce the total number of units required for graduation. Two and one-half credits will be waived for each high school athletic season successfully completed (i.e., 2.5 for soccer, 2.5 for basketball, cheerleading, etc.).

*** Algebra I is a state requirement for graduation from high school. Students passing Algebra 1 in 8th grade will receive high school credit for that course. The Administration reserves the right to determine whether high school credit will be given for courses taken in 8th grade at any other school even if such credit is given on their submitted transcript.

1. There will be no provision for early graduation from Victory Christian Schools. Seniors must take a minimum of five (5) classes. (Full tuition will be charged because additional classes are available). As a general rule, in order to qualify for a diploma, a Senior must have completed both semesters of his/her Senior year at Victory.
2. Students may not elect to take a course that is offered through extension, other institutions, etc., that is offered in the curriculum at Victory (unless there are extenuating circumstances).

3. If students elect to take college course work, the student is responsible for the tuition payment.
4. Any student taking outside courses must have approval PRIOR TO enrollment by the Principal.
5. Students will not receive credit for courses taken for personal enrichment, however, these courses may be listed on the back of the student's transcript.

INDEPENDENT STUDY

Students may elect to study a topic that is not available in the regular school program on an independent basis. The independent study program at VCS is a supervised self-study program.

In supervised self-study, the student may either take psychology or some area of special interest. If a topic of special interest is selected, the student must outline his objectives, methods of achieving those objectives, and the means of evaluation. The student must also find a faculty advisor and present the proposal to the Principal for approval. A fee of \$50 per semester will be charged for supervised self-studies.

COLLEGE ENTRANCE REQUIREMENTS

CHRISTIAN, PRIVATE, AND OUT-OF-STATE SCHOOLS

Students meeting the University of California entrance requirements generally will meet requirements of Christian (Master's, Bob Jones University, others), private, and out-of-state schools. In addition to academic requirements, most colleges require:

1. Evidence of good moral character
2. Evidence that the applicant has been born again by faith in Jesus
3. Willingness to abide by the doctrinal position and standards of conduct of the college

CALIFORNIA COMMUNITY COLLEGES

Any student who has earned a high school diploma or has reached the 18th birthday is eligible to enroll at a California community college. The community college awards Associate of Arts degrees, Occupational Certificates, and transfer units to students who wish to continue their education at a four-year college or university. Los Rios Community College District requires students to take placement tests prior to registration.

CALIFORNIA STATE UNIVERSITIES AND COLLEGES

(Chico, Fresno, Humboldt, Sacramento, San Diego, and 14 other locations)
and

UNIVERSITY OF CALIFORNIA

(Berkeley, Davis, Irvine, Los Angeles, Riverside, San Diego, San Francisco, Santa Barbara, Santa Cruz)

Admission is determined by (1) high school grade point average, (2) either the ACT or SAT tests, and (3) completion of the specific subject requirements listed below. The GPA is based on work completed in Grades 10, 11, and 12 excluding P.E. grades.

Note: A one-year course is to be with a grade of a "C" or better.

- | | |
|---|--|
| a. History: | 2 years - U.S. History and World History |
| b. English: | 4 years |
| c. Mathematics:
mathe-
Algebra 2 | 3 years required (4 years recommended) of college preparatory
matics courses are Algebra 1, geometry, and |
| d. Laboratory Science:
biology, | 2 years required (3 years recommended) of physical science,
chemistry, or physics |
| e. Foreign Language
foreign
demon- | 2 years required (3 years recommended) - two years of the same
language (subject to waiver for non-English speaking students
strating equivalent competency) |
| f. Visual / Performing Arts: | 1 year - art, drama, or music courses which involve analysis |
| g. College Preparatory Electives: | 1 year chosen from one of the areas above |

VICTORY CHRISTIAN SCHOOLS' SUGGESTED FOUR-YEAR PLAN

(Includes college preparatory and general diploma classes you should consider year by year)

	<u>GENERAL</u>		<u>COLLEGE PREPARATORY</u>	
9th	Bible	10	Bible	10
	English 9	10	English 9	10
	Physical Science	10	Physical Science	10
	P.E.	10	P.E.	10
	Pre-Algebra, Algebra 1, or Geometry	10	Pre-Algebra, Algebra 1, or Geometry	10
	World History (or Elective)	10	World History	10
	Elective	10	Elective	10
	TOTAL CREDITS	70	TOTAL CREDITS	70
10th	Bible	10	Bible	10
	English 10	10	English 10	10
	Biology	10	Biology	10
	P.E.	10	Spanish 1	10
	World History (or Elective)	10	Math (next in sequence)	10
	Math (next in sequence)	10	P. E.	10
	Computer Applications	10	Computer Applications	10
	TOTAL CREDITS	70	TOTAL CREDITS	70
11th	Bible	10	Bible	10
	American Literature	10	American Literature	10
	U.S. History	10	U.S. History	10
	Math (next in sequence)	10	Chemistry	10
	Electives	30	Math (next in sequence)	10
			Spanish 2	10
		Elective	10	
	TOTAL CREDITS	70	TOTAL CREDITS	70
12th	Bible	10	Bible	10
	Government / Economics	10	Government / Economics	10
	British Literature	10	British Literature or AP English	10
	Electives	40	Conceptual Physics or AP Physics	10
			Math (next in sequence)	10
			Spanish 3	10
			Electives	10
	TOTAL CREDITS	70	TOTAL CREDITS	70

HIGH SCHOOL CURRICULUM - 2011 - 2012

Department	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Bible	Bible	Bible	Bible	Bible
English	English 9	English 10	American Literature	British Literature * AP English - Literature
Foreign Language	Spanish 1	* Spanish 2	* Spanish 3	* Spanish 4
General Electives	Computer - Applications	Career Ed / Consumer Ed - sem. Computer - Applications * Computer - Web Design Drivers Ed / Health - sem. * Speech * Yearbook	Career Ed / Consumer Ed - sem. Computer - Applications * Computer - Web Design Drivers Ed / Health - sem. * Speech * Yearbook	Computer - Applications * Computer - Web Design * Speech * Yearbook
Independent Study	Not recommended at this time	Psychology	Psychology	Psychology
Mathematics	Pre-Algebra * Algebra 1 * Algebra 2	* Algebra 1 * Algebra 2 * Geometry * Pre-Calculus * Honors Pre-Calculus	* Algebra 2 * Geometry * Pre-Calculus * Honors Pre-Calculus * Applied Calculus * Statistics * AP Calculus	* Algebra 2 * Geometry * Pre-Calculus * Honors Pre-Calculus * Applied Calculus * Statistics * AP Calculus
Physical Education	P.E.	P.E.	Weight Training	Weight Training
Science	Physical Science	Biology	* Chemistry * Conceptual Physics * AP Biology	* Chemistry * Conceptual Physics * AP Physics * AP Biology
Social Science	World History	World History (if not taken as Freshman)	U.S. History	Government - sem. * AP Government - sem. Economics - sem.
Visual and Performing Arts	Art 1 * Band * Choir Drama 1	Art 1 * Art 2 * Band * Choir Drama 1 * Drama 2	Art 1 * Art 2 * Band * Choir Drama 1 * Drama 2	Art 1 * Art 2 * Band * Choir Drama 1 * Drama 2

**Indicates a prerequisite is needed before enrolling in the course.*

NOTE: Students may elect to take a course below their grade level but may not take a course above their grade level without permission.

COURSE PREREQUISITES 2011 - 2012

ENGLISH	AP English	- "A" in English 11 and teacher's initials
FOREIGN LANGUAGE	Spanish 1	- To take in 9 th grade must have a "B" in English 8 and desire to take 4 years of Spanish
	Spanish 2	- "75%" in Spanish 1
	Spanish 3	- "75%" in Spanish 2
	Spanish 4	- "80%" in Spanish 3
GENERAL ELECTIVES	Computer Web Design	- Keyboarding knowledge and Mr. Whiteside's initials, if student hasn't taken Computer Applications
	Yearbook	- "B" in English and Mr. Whiteside's initials
MATH	Algebra 1	- "A" in Math 7 or "C" in Pre-Algebra
	Geometry	- "C" in Algebra 1
	Algebra 2	- "C" in Geometry
	Pre-Calculus	- "C" in Algebra 2
	Honors Pre-Calculus	- "B" in Algebra 2 and Mrs. Preston's or Mrs. Richardson's initials
	Applied Calculus	- "C" in Pre-Calculus
	AP Calculus	- "B" in Honors Pre-Calculus and teacher's initials
SCIENCE	Chemistry	- Physical Science and Algebra 2
	Physics (Conceptual)	- Physical Science & Algebra 2 Completion of Biology or Chemistry recommended
	AP Physics	- Applied Calculus and Chemistry or Conceptual Physics or Pre-Calculus (with at least a "B") and Conceptual Physics
	AP Biology	- Biology and Chemistry and Dr. Erdman's Initials or Chemistry concurrently with AP Biology and Dr. Erdman's initials
SOCIAL SCIENCE	AP Government	- Mr. Pratt's initials
VISUAL AND PERFORMING ARTS	Art 2	- "C" in Art 1
	Band	- Audition or previous experience & Mr. Jeffrey's initials
	Choir	- Audition & Mrs. Farris' initials

BIBLE DEPARTMENT

Philosophy

The Victory Christian School Bible curriculum has been structured to reinforce and unify our Christian philosophy of education. This philosophy is one in which all truth is related to the revelation of God in Scripture.

Goals

1. To lead the student into an understanding of the Bible and of Christian doctrine, that his faith in Jesus Christ and confidence in the authority of the Word of God might be strengthened.
2. To equip the student with the skills needed for continuous study of the Word throughout his lifetime and for communication of the Word to others.
3. To develop within the student a sense of responsibility in personal soul winning and evangelism.
4. To cultivate a Biblical system of values.
5. To instill in students the importance of the local church and a desire to be involved and active in a local church.

9th & 10th Grade Bible - Life of Paul

Course Description

The purpose of this course is to study the chronological development of the early church as recorded in the writings of Paul. The early days, church growth, and Paul's missionary journeys are studied. Emphasis is placed on Scripture memorization and increased Biblical knowledge with spiritual application.

General Course Objectives/Content

- Gaining a Biblical knowledge of the foundation of the early church and God's plan for the expansion of the kingdom of God through evangelism and discipleship
- Memorizing, interpreting, and applying Scripture passages coordinated with the progression of the lessons, including writing an interpretive memory outline
- Familiarize the students with the geography of the developmental events of the early church
- Looking at and learning from the problem-solving employed by the early church fathers in overcoming common road-blocks to ministry
- Developing and maintaining a personal quiet time journal, providing opportunities for personal evaluation, and sharing of applications with others

Primary Texts/Resources

- *Bible Truths for Christian Schools - Lessons from the Early Church*, Bob Jones University Press, 1994
- *Bible* (KJV & NASB)

9th & 10th Grade Bible - Patterns for Christian Living

Course Description

The purpose of this course is to establish Biblical guidelines for young believers in developing personal relationship with God and man. Each student learns the importance of establishing and maintaining a growing, loving relationship with God. The student will learn the basic doctrines of theology and the practical application of it in their lives. Emphasis is placed on Scripture memorization and increased Biblical knowledge with spiritual application.

General Course Objectives/Content

- To explore the major doctrines of theology proper, including the Person and Work of Jesus and the work of the Holy Spirit
- To understand the dynamics of salvation
- To encourage the genuine, personal application and growth in Christian character

Primary Texts/Resources

- *Bible Truths for Christian Schools*, Bob Jones University Press
- *Bible* (KJV & NASB)

11^h & 12th Grade Bible - Apologetics

Course Description

The purpose of this course is to survey world religions and philosophies that will stimulate the application of critical thinking and analysis to worldview, apologetics, life, and personal evangelism.

General Course Objectives/Content

- Understand and apply critical thinking skills to apologetics and worldview
- Gain basic understanding of world philosophies and the major religions
- Develop the ability to communicate the Gospel to any man that would ask
- Develop the ability to recognize the errors contained in other worldviews
- Articulate a defensible Biblical worldview as a guide and standard for life
- Utilize the tools, abilities, and skills learned in life service for Christ

Primary Texts/Resources

- *To Everyone An Answer*, IVP Academic, 2004

11^h & 12th Grade Bible - Old Testament Survey

Course Description

The purpose of this course is to give the student general survey knowledge of the Old Testament. Emphasis will be placed upon the development of a thoughtful, systematic, and accurate Biblical basis for studying and interpreting the Scriptures, as well as increasing the

student's knowledge of the content of the Old Testament, and its implications for doctrine, prophecy, and personal application.

General Course Objectives/Content

- Develop a general knowledge of the content and flow of the Old Testament
- Understand the historical and geographical context of the Old Testament
- Analyze, identify, and explain the major themes of the Old Testament
- Reflect upon and apply the doctrines of the Old Testament to one's life
- Develop lifelong Bible study skills

Primary Texts/Resources

- *Bible* (King James, New King James, or New American Standard)

ENGLISH DEPARTMENT

Philosophy

Because language is a unique gift from God, it is our desire to equip our students with tools to deal responsibly with this gift. Therefore academic competence in grammar, spelling, vocabulary, and composition is a primary goal. Students are encouraged to impact their world through excellent oral and written expression.

To instill foundational Biblical Truth, all literature is analyzed from a Christian perspective. Analysis of character motivations and consequences resulting from choices made is done to inspire students to form Godly inner convictions.

Goals

It is the goal of Victory Christian School's English Department to:

1. Provide students with a solid background in grammatical rules and skills.
2. Allow improvement in reading comprehension skills.
3. Give students opportunities to write and design graphics for publication.
4. Acquaint students with their rich heritage in both American and British literature.
5. Instruct students in modern rhetorical methods.
6. Create situations for developing originality in writing.
7. Allow students opportunities to better express themselves orally.
8. Allow an opportunity for reading literature through the filter of God's Truth.
9. Cause students to feel that Christian values are easily superior to the values of the world, as seen in the writing of non-Christians.

9th Grade English

Course Description

This course includes reviewing and enriching the student's usage and mechanics of grammar and composition. Word parts such as prefixes, suffixes, and roots are memorized systematically. The students learn to develop their thoughts and ideas through creative writing, as well as expository essays that defend their original thesis. Oral presentations are given as representative of mastery of both grammatical constructions and vocabulary, and also of creative script writing skills.

General Course Objectives/Content

- Review eight parts of speech, study and incorporate phrases and clauses into writing to improve written expression
- Improve vocabulary by memorizing word root meanings
- Develop skills to analyze literary themes, plot, and character growth
- Recognize literary devices employed by the author and evaluate their effectiveness
- Improve thesis writing skills
- Discuss and analyze literature in light of God's Word

Primary Texts/Resources

- *Writing and Grammar, Gold Level, Prentice Hall, Inc., 2001*
- *Word Dissection, Volume 1*
- *Great Expectations, Charles Dickens*
- *Screwtape Letters, C. S. Lewis*

10th Grade English**Course Description**

In preparation for learning to write a thesis paper, such skills as writing mechanics and literary style are emphasized in this course. Vocabulary words will be memorized on a weekly basis. The study of literature continues with the analysis of short stories, poetry, essays, novels, and dramas.

General Course Objectives/Content

- Grammatical study of parts of speech, phrases and clauses, and verb and pronoun usage
- Improve thesis writing skills
- Identifying of the elements of literature in great works of literature
- Increase knowledge of vocabulary
- Discuss and analyze literature in the light of God's Word

Primary Texts/Resources

- *Writing and Grammar, Platinum Level, Prentice Hall, Inc., 2001*
- *Elements of Literature, Bob Jones University Press, 1989*
- *Vocabu-Lit Book J, Perfection Learning, 2002*
- *Write Reflections*

11th Grade American Literature**Course Description**

This course is a cross-section of various genres designed to create appreciation for and teach evaluation of the lives and works of various American authors. Other areas of development include weekly vocabulary and the development of several styles of thesis writing.

General Course Objectives/Content

- Learn and differentiate between the different eras and genres of literature
- Learn new vocabulary and integrate in their language and writing
- Learn the structure and persuasive language of response writing
- Learn strategies for deep literature analysis

Primary Texts/Resources

- *American Literature for Christian Schools, Bob Jones University Press, 1994*
- *The Scarlet Letter, Nathaniel Hawthorne*
- *MLA (Modern Language Association) Handbook*

- *Write Reflections*
- *The Red Badge of Courage*, Stephen Crane
- *Wordly Wise Book 8*, Educator's Publishing Services, 1993

12th Grade British Literature

Course Description

This course is designed to familiarize students with prominent English authors. Students analyze the works of various authors in terms of style, historical settings, themes, and literary devices.

General Course Objectives/Content

- Study the development of genres of literature as it relates to British history
- Familiarize students with classics in British literature
- Study the interactions between political, religious, and cultural developments and literature (subject matter, genres, and themes)
- Improve students' writing through frequent short essays and a major literary research paper

Primary Texts/Resources

- *British Literature for Christian Schools*, Bob Jones University Press, 1992
- *Building an Active College Vocabulary*
- *MLA Handbook*
- *Write Reflections*
- *Jane Eyre*, Charlotte Bronte
- *The Great Divorce*, C. S. Lewis

12th Grade AP English

Prerequisite

Grade of "A" in English 11 or approval of the teacher

Course Description

This course includes both the reading and analysis on discursive prose, poetry, and drama from various fields and periods. The process of writing will be closely examined with the various works studied serving as models of effective styles.

General Course Objectives/Content

- Learn and understand the requirements of the AP exam per the College Board
- Learn techniques of poetry analysis
- Learn advanced writing techniques
- Learn strategies of deep literature analysis

Primary Texts/Resources

- *Heart of Darkness*, Joseph Conrad
- *Jane Eyre*, Charlotte Bronte
- *Pride & Prejudice*, Jane Austen
- *Crime & Punishment*, Fyodor Dostoevsky
- *Macbeth*, Shakespeare
- *Hamlet*, Shakespeare
- *Things Fall Apart*, Chinua Achebe
- *Oedipus the King*, Sophocles

FOREIGN LANGUAGE DEPARTMENT

Philosophy

God has control over every language as demonstrated in Scripture by the examples at Babel (Genesis 11:1-9) and at Pentecost (Acts 2). A major reason for learning Spanish is the benefits to Christians in God's service both here and abroad as missionaries. The knowledge of a foreign language expands us beyond our own small world into a world of diverse cultures, ideas and attitudes. The study of any foreign language enhances our knowledge and understanding of our own language. The well-trained Spanish speaking person in California is able to seek and obtain more diverse employment because of the skills learned. Learning a foreign language will enrich a person in many areas, not just in the language learned.

Goals

1. To develop skills in listening, reading, and writing in a foreign language.
2. To familiarize students with linguistic terminology and application.
3. To teach about the culture of the people who speak the language and to help students become interested in and appreciative of other cultures.
4. To show the students practical ways to use foreign language in today's world.
5. To equip students to be able to lead another person to the Lord by use of Scripture.

Spanish 1

Prerequisite

Completion of English 8 with a "B+" or higher

Course Description

This course acquaints the student with the basic written and spoken language. Vocabulary and grammar skills are developed through oral, reading, and writing practice. Speaking, listening, and written skills are emphasized. Several aspects of Spanish-speaking civilizations and cultures are introduced.

General Course Objectives/Content

- Development of vocabulary
- Grammar concepts, including nouns, adjectives, verbs, and parts of speech
- Cultural concepts of Hispanic cultures
- Knowledge of God's plan to use our language ability to go into all the world to teach the Gospel

Primary Texts/Resources

- *Realidades, Level 1*, Prentice Hall, Inc., 2004

Spanish 2

Prerequisite

Completion of Spanish 1 with a “mid C” (75%) or higher

Course Description

This course continues the study of written and spoken language. Learning continues at a more rapid pace and grammatical structures become more complex. Scripture memorization and cultural enrichment continues.

General Course Objectives/Content

- Further development of vocabulary
- More intensive grammatical study of parts of speech
- Continued study of Hispanic cultures
- Knowledge of God’s plan to use our language to go into all the world to teach the Gospel

Primary Texts/Resources

- *Realidades, Level 2*, Prentice Hall, Inc., 2004

Spanish 3

Prerequisite

Completion of Spanish 2 with a “mid C” (75%) or higher

Course Description

This course involves intensive study of grammar to finish the basics. Literature and culture are studied from Spanish texts. In addition to Scripture memorization, students write and present their personal testimonies in Spanish.

General Course Objectives/Content

- Further development of vocabulary
- More intensive grammatical study
- Continued study of Hispanic cultures
- Knowledge of God’s plan to use our language to go into all the world to teach the Gospel
- Introduction of literature to develop reading and comprehension, as well as analytical skills

Primary Texts/Resources

- *Realidades, Level 3*, Prentice Hall, Inc, 2004

Spanish 4

Prerequisite

Completion of Spanish 3 with a "B-" (80%) or higher

Course Description

This course involves the study of complex grammatical concepts. Supplemental reading in Spanish literature and cultural texts, Scripture memory, a presentation of personal testimonies, and an oral presentation of a children's story is a part of the course.

General Course Objectives/Content

- Further development of vocabulary
- More intensive grammatical study
- Continued study of Hispanic cultures
- Knowledge of God's plan to use our language to go into all the world to teach the Gospel
- Introduction of literature to develop reading and comprehension as well as analytical skills

Primary Texts/Resources

- *Imagina*, Vista Higher Learning, 2007
- *Imagina – Student Manual*, Vista Higher Learning, 2007

GENERAL ELECTIVES

Subject Philosophy

Victory Christian Schools offers a wide variety of electives to meet the many interests and needs of high school students. These courses offer students practical training in a variety of areas that develop untapped potential. Skills learned in elective classes have direct application to out-of-school life and vocational aspirations.

Computer Applications

Course Description

This course helps students develop basic keyboarding and beginning computer application skills. Students learn keyboard touch-typing techniques and machine control, with both speed and accuracy. They are then able to employ the computer to learn Microsoft Office 2003 applications, including Word, Excel, PowerPoint, Access, and Internet Explorer.

General Course Objectives/Content

- Learn ethical use of the Internet and software
- Develop personal use skills of the Internet, word processing, spreadsheets, databases, and presentations
- Develop skills that will be helpful for employment in the business world
- Make the student aware of career opportunities and expectations of the business world
- Encourage the student to relate spiritual principles to the practice of living and working in our society
- Provide for practical applications of skills through work experience

Primary Texts/Resources

- *A Guide to Microsoft Office 2003 Professional*, Lawrenceville Press, 2004

Computer Web Design

Prerequisites

Successful completion of Computer Applications or passing the Computer Assessment test with a 70% or better, and the ability to type 30 w.p.m.

Course Description

In this course students will learn Web Design using Adobe Dreamweaver and photo editing using Adobe Photoshop.

DRIVER'S/HEALTH/CAREER/CONSUMER EDUCATION

Career Education

Course Description

This course explores career choices students will one day make. Emphasis is given to seeking God's will in choosing a career. Areas discussed include interview dress and etiquette, preparing a resume, filling out job applications, and practice interviews. Guest speakers from various careers also visit the class to present information on what their career entails and how to get there.

General Course Objectives/Content

- To expose students to career opportunities and how to set attainable career goals
- To help students develop cover letters, refine resumes, fill out job applications and go through interviews
- To learn how education plays a key role in career planning
- To understand the importance of each student being in the center of God's will for all career plans

Primary Texts/Resources

- *How Much Spring is in Your Diving Board?*, Harry Dahlstrom, ACSI
- *Job Hunting Handbook*
- *Style Guide to Writing Resumes*

Consumer Education

Course Description

In this course, students are introduced to everyday situations they will encounter in the business world. These include profit and loss, balancing a budget, income taxes, comparison shopping, buying a car, personal finances, buying a home, credit, and banking. Emphasis is placed on a Christian's responsibility in the business world.

General Course Objectives/Content

- Give each student an all-around view of practical day-to-day consumer education, including purchasing an automobile, setting a budget, and investigating household expenses
- Learn key areas that will make up their daily schedules once they gain their independence
- Learn skills and principles to handle their money to honor the Lord
- Compare the world time zones in relation to the types of travel

Primary Texts/Resources

- *Consumer Mathematics in Christian Perspective*

Drivers Education

Course Description

This course is devoted to educating the student on driving laws, procedures for safety, and rules of the road.

General Course Objectives/Content

- To teach state driving strategies and attitudes which will develop responsible driving habits
- Develop a realistic view of one's ability to handle the social pressures associated with driving
- Learn the California rules of the road
- Become familiar with the different systems of the car, as well as safety checks and procedures
- Discuss basic driving skills and environments associated with all levels of driving
- Become familiar with emergency situations and procedures and the importance of defensive driving
- Discuss the process of and responsibility of owning a car
- Prepare students for behind-the-wheel driving and bring them to a pre-driving permit level

Primary Texts/Resources

- *Responsible Driving*
- *California Drivers Handbook*

Health Education

Course Description

This course is designed to educate students regarding current health issues, including substance abuse, diseases, personal safety, nutrition, and mental health.

General Course Objectives/Content

- Develop a working knowledge of the Biblical concept that our bodies are the temple of God
- Learn how to better take care of this temple
- Learn the importance of taking care of our physical, mental, and emotional health and the factors that can affect them

Primary Texts/Resources

- *Health Education for Christian Schools*

Psychology (Independent Study)

Course Description

This course covers the basics of psychology, including its facets, limits, and scope. Topics include a study of the nervous system, learning, memory, personality, and psychological disorders.

General Course Objectives/Content

- How to manage time by completing assignments as assigned
- Acquire additional information relevant to subject matter by reading magazine articles and books
- Familiarization of nervous system, personality, and psychological disorders
- How to write a correct outline

Primary Texts/Resources

- *Exploring Psychology*, Worth, 1996

Speech

Prerequisites

9th grade must have a “B” in English 8

10th - 12th grades must have successfully completed English the previous year

Course Description

This course is designed to teach students through a practical approach of the various principles of speech making. Students study different types of speeches, presentation styles, and preparation techniques, and give various kinds of speeches in and out of class. Students are also encouraged to enter the ACSI Speech Meet.

General Course Objectives/Content

- Learn the components of debate
- Learn the qualities of good public speaking
- Learn to discern quality information from fallacious information
- Learn different approaches to witnessing

Primary Texts/Resources

- *The Art of Christian Persuasion*, Em Griffen
- *Speech for Christian Schools*, Bob Jones University Press, 1985

Yearbook

Prerequisites

The ability to key 30 w.p.m. or higher; a grade of “B” or higher in English; the recommendation of the Yearbook teacher

Subject Philosophy

In producing a yearbook whose traits represent a school obedient to Christ, the Scripture from Philippians 4:8 is applied, “Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.” The yearbook is not only a picture book, but also a history and reference book

that records the faces and facts of the school year. Students learn to write copy to complement the pictures in order to give as complete a record of the year as possible.

Course Description

The purpose of this course is to produce Victory's yearbook, *Anchor*. Our yearbook is published as a chronicle of the year's events for grades 7 – 12. Staff members are selected for the fall semester during the previous spring semester. Students will learn Desktop publishing using Adobe *InDesign*, use journalistic skills in reporting, recording, composition and design, and basic photography, as well as business skills.

General Course Objectives/Content

- To produce a yearbook whose traits represent a school obedient to Christ
- To learn desktop publishing
- To design layouts
- To learn to take photographs
- To learn to prepare photos for publishing
- To select, crop, and write captions for photographs
- To write copy, including captions, articles, and headlines

Primary Texts/Resources

- *Writing Yearbook Copy*, Herff Jones
- *Yearbooks by Design*, Herff Jones
- *InDesign Tutorial*

MATHEMATICS DEPARTMENT

Philosophy

The consistency of mathematical truths demonstrates the orderliness, precision, and consistency of God. Mathematical study should result in a greater appreciation of the works of God in His creation. Man's creativity, like God's, often requires some mathematical understanding. God designed man to be creative. The understanding of mathematical concepts adds to our understanding of expressions in other areas of life. Through the study of mathematics, our students develop the skills necessary "for the renewing of their minds to prove what is the good, acceptable and perfect will of God."

Goals

The Mathematics Department maintains the following goals with respect to its offered program of classes. The difficulty of a particular class will determine the degree to which these goals are satisfied.

We desire the student to spiritually:

1. Perceive and appreciate the order of God (I Corinthians 14:33, 40) as demonstrated by a study of mathematics with emphasis on discussion of:
 - a. The unity of the distinct branches of mathematics.
 - b. The correlation between faith and the development of an axiomatic system (i.e., the relationship between the development of a mathematical system and our belief in God and the sequential belief in His Word).
 - c. The translation of physical phenomena into a mathematical relationship (i.e., the parabolic path of a projectile described, in an exact mathematical sense, by a quadratic equation).
2. Appreciate the need for reading and reasoning skills, and their importance in the study of Scripture.
3. Appreciate the need for diligence, consistency, and great individual effort in the systematic process of achieving comprehension of a mathematical system and the corresponding need for the same type of effort in the systematic process of spiritual growth.

We desire the student to generally:

1. Develop habits of effective, critical, and discriminatory thinking.
2. Develop the ability to distinguish between relevant and irrelevant data.
3. Appreciate the need for precision of language.
4. Perceive the role of deductive and inductive reasoning.

We desire the student to mathematically:

1. Gain competence in the basic mathematical skills.
2. Acquire facility in applying mathematical techniques.
3. Appreciate the presentation of communication of thought through symbolic expression.
4. Gain a basic understanding of the development of a mathematical system.
5. Appreciate the application of mathematics in relation to other sciences, in statistics and probability, and in logical reasoning and language development.

Pre-Algebra

Course Description

This course combines a rigorous review of basic skills and structure and a sound development of the real number system. It covers the concepts of real numbers, equations, relations, and functions in preparation for the study of algebra. It includes a study of geometry, measurement using the metric system of units, and an introduction to percentage and statistics.

General Course Objectives/Content

- Mastery of arithmetic operations using whole numbers, fractions, and decimals
- Basic geometry and formulaic evaluation
- Solving one-step equations and establishing foundational principles of algebra
- Evaluation of expressions using exponents
- Simplifying expressions using order of operations

Primary Texts/Resources

- *Algebra ½, An Incremental Development, 3rd Edition, Saxon*

Algebra 1

Prerequisites

Pre-Algebra with a grade of “C” or higher. If in 8th grade, a grade of “A” in Math 7 or teacher approval

Course Description

This course is designed to establish a basic foundation in algebra. Working with the real number systems, solving equations, simplifying and factoring polynomials to solve problems, simplifying numerical and algebraic fractions, working with and graphing linear equations, and the analysis of linear functions are covered.

General Course Objectives/Content

- Review and further study of addition, subtraction, multiplication, and division of rational expressions
- Solving one- and two-variable equations
- Solving word problems of several varieties
- Polynomials and non-linear functions
- Graphing and solving linear equations
- Radical and rational functions
- Data analysis – statistics and probability

Primary Texts/Resources

- *Algebra 1, Glencoe Mathematics, California Edition, McGraw Hill, 2006*

Geometry

Prerequisite

Algebra 1 with a grade of "C" or higher

Course Description

This is a course in logic and deductive reasoning, designed to stimulate logical and orderly thought processes. This course includes an introduction to basic terms of geometry, a review of basic algebraic operations, defining angles, perpendicular and parallel lines, defining types of triangles, proving theorems for congruent and similar polygons, and identifying parts and properties of circles.

General Course Objectives/Content

- Measurement of segments and angles independently and in figures
- Congruence of segments, angles, and figures
- Properties of parallel and perpendicular lines, triangles, quadrilaterals, and circles
- Proving congruence or similarity of various figures
- Construction of various figures and relationships as they are learned

Primary Texts/Resources

- *Geometry for Christian Schools, 2nd Edition*, Bob Jones University Press, 1999

Algebra 2

Prerequisite

Geometry with a grade of "C" or higher

Course Description

This course continues with an intense review of all topics covered in Algebra 1 and covers the axioms and ordered properties for the real number system, graphing systems of linear equations and inequalities, study of functions and polynomials, factoring and graphing polynomials, working with rational algebraic expressions, radicals and irrational numbers, solving quadratic equations, and using geometric properties to write equations for circles, parabolas, ellipses and hyperbolas. Topics in trigonometry are covered, and the equivalent of half a year of geometry is covered.

General Course Objectives/Content

- Review and further study of addition, subtraction, multiplication, and division of rational expressions
- Solving one-, two-, and three- variable equations and quadratic equations
- Solving word problems of several varieties
- Perimeter, area, and volume of various figures
- Graphing linear equations
- Various topics in geometry and trigonometry are covered, mostly on measurement

Primary Texts/Resources

- *Algebra 2, An Incremental Development, Third Edition*, Saxon Publishers

Pre-Calculus**Prerequisite**

Algebra 2 with a grade of "C" or higher

Course Description

This course continues with an intensive review of all topics covered in Algebra 2, and covers the fundamental skills of algebra, geometry, and trigonometry, including logarithms, exponentials, trigonometric equations and identities, and advanced word problems.

General Course Objectives/Content

- Students will understand, apply, and compare linear and exponential functions.
- Students will use linear and exponential formulas to model a set of data and determine which model is the best.
- Students will understand and apply transformations of functions from three views: formula, table, and graph.
- Students will explore trigonometric functions and identities, and polar coordinates.
- Students will be introduced to composition of functions and inverse functions.
- Students will be introduced to and explore polynomial functions, rational functions, vectors, matrices, sequences and series.

Primary Texts/Resources

- *Pre-Calculus with Limits: A Graphing Approach, 4th Edition*, Houghton Mifflin. 2005

Honors Pre-Calculus**Prerequisite**

Algebra 2 with a grade of "B" or higher and teacher approval

Course Description

This course provides the student preparation for AP Calculus and college calculus. Topics covered include circular functions, graphical characteristics of trigonometric functions, inverses, identities, polar coordinates, vectors, conic sections, limits, convergence and divergence, logarithmic and exponential functions, sequences, series, and probability.

General Course Objectives/Content

- Students will understand, apply, and compare linear and exponential functions.
- Students will use linear and exponential formulas to model a set of data and determine which model is the best.

- Students will understand and apply transformations of functions from three views: formula, table, and graph.
- Students will explore trigonometric functions and identities, and polar coordinates.
- Students will understand and apply composition of functions and inverse functions.
- Students will explore and understand polynomial functions, rational functions, vectors, sequences, and series.

Primary Texts/Resources

- *Pre-Calculus with Limits: A Graphing Approach, 4th Edition*, Houghton Mifflin. 2005

Applied Calculus

Prerequisite

Pre-Calculus with a grade of “C” or higher

Course Description

This course prepares the student for either AP Calculus at the high school level or first semester calculus at the college level. The topics covered include limits and continuity, derivatives, applications of derivatives, and integration.

General Course Objectives/Content

- Students will understand and apply the concept of a limit and continuity.
- Students will understand and apply the concepts of first and second derivatives to determine extrema, increasing and decreasing intervals, concavity, and solve related rates and optimization problems.
- Students will understand and apply the techniques of integration to solve area problems.
- Students will understand and apply differential equations.
- Students will be introduced to integration techniques (including integration by parts) to compute area of a region between two curves, and volume of rotation (shell and disk methods).

Primary Texts/Resources

- *Calculus of a Single Variable*, Houghton Mifflin, 2006
- *Test Bank of a Single Variable*, Houghton Mifflin, 2006

AP Calculus

Prerequisite

Honors Pre-Calculus with a grade of “B” or higher and approval of teacher

Course Description

This course explores integral and differential calculus in the same depth and thoroughness as a freshman-level calculus course within a university setting.

General Course Objectives/Content

- Students will understand and apply the concept of a limit and continuity.
- Students will understand and apply the concepts of first and second derivatives to determine extrema, increasing and decreasing intervals, concavity, and solve related rates and optimization problems.
- Students will understand and apply the techniques of integration to solve area problems.
- Students will understand and apply differential equations.
- Students will apply integration techniques (including integration by parts) to compute area of a region between two curves, and volume of rotation (shell and disk methods).

Primary Texts/Resources

- *Calculus of a Single Variable*, Houghton Mifflin, 2006
- *Test Bank of a Single Variable*, Houghton Mifflin, 2006
- *AP Calculus: 5 Steps to a 5*, William Ma

Advanced Mathematical Topics

Prerequisites

Pre-Calculus or Honors Pre-Calculus

Course Description

In this course we will explore various advanced mathematical ideas in a variety of ways. Students will work in cooperative learning groups to solve and present solutions to challenging and interesting problems in mathematics. Each student will complete an individual research project and deliver a presentation to the class. As a class, we will design and complete a class project to promote mathematical thinking in our school community. Possible topics may include: codes, pi, platonic solids, infinity, orienteering, personal finance, phi, Buffon Needle Problem, probability, Birthday Problem, Random Walk Problem, Locker Problem, and Fibonacci Sequence.

General Course Objectives/Content

- Students will gain an understanding of how mathematics reveals God's glory and expresses His power and creativity.
- Students will think critically to solve historical math problems.
- Students will learn how to develop, research, and present conjectures about mathematics.
- Students will develop fluency in communicating solutions to math problems (written and oral), incorporating technology when possible.
- Students will explore, experiment with, and research classic math problems.
- Students will experiment with and master the mathematics behind a variety of games and puzzles.
- Students will be effective communicators who write and speak clearly, confidently, and logically.
- Students will be able to utilize technology in research, analysis, and presentation of information.
- Students will acquire skills needed to work cooperatively and effectively with others.
- Students will be critical thinkers and problem solvers who analyze, evaluate, and draw conclusions from research, personal analysis, and collaborative investigation.

PHYSICAL EDUCATION DEPARTMENT

Philosophy

Believing the body to be “the temple of God” (1 Corinthians 3: 16-17) and a “living sacrifice” (Romans 12: 1-2), the Physical Education Department has the responsibility to provide a program which promotes physical, spiritual, mental, and social development. The department promotes a physical growth that glorifies God by keeping the body fit and healthy while emphasizing an attitude of giving one’s best for His glory. This is accomplished by making each student aware of his/her personal God-given abilities and capabilities, emphasizing sportsmanship and honor at all levels of competition, showing students the difference between the world’s definition and attitude towards winning and God’s attitude and definition, and attempting to instill in each student a greater appreciation and knowledge for all sports offered at VCS.

Goals

Within the limits of the ability of the students, the Physical Education Department strives to:

1. Develop the physical body – God’s earthly temple in the believer – to God’s glory.
2. Develop the ability to work and play cooperatively with others, learning good sportsmanship.
3. Develop the physical skills necessary to participate in individual and team sports.
4. Develop physical skills necessary to enjoy recreational and leisure time activity.
5. Develop an appreciation for the rules and regulations governing individual and team sports.
6. Develop an understanding of the body, its proper care, preventing and treating injuries, and maintaining health fitness.

9th - 12th Grade Boys Physical Education

Course Description

This course provides participation in a variety of team and individual sports. Conditioning through calisthenics and jogging is promoted to aid students in staying fit long after they have left high school.

General Course Objectives/Content

- Introduction to team play involvement and philosophy
- Development in personal conditioning and exercise
- Demonstration of basic rules, individual play, and strategies of basic sports
- Growth in personal physical fitness

Primary Texts/Resources

- Gym
- Sports equipment
- *NFHS Rule Book*

11th - 12th Grade Boys Weight Training

Course Description

This course is beneficial for general health and fitness and training for specific sports. The course gives priority to participating athletes, and includes weight training, running, and a variety of exercises, while emphasizing safety.

General Course Objectives/Content

- Personal development and growth through conditioning and agility drills
- Develop personal self discipline through setting personal goals
- Developing a consistent regiment for personal strengthening and growth
- Develop and implement a personal plan for development and training in a particular sport or personal fitness
- Miscellaneous condition training equipment (i.e. jump rope, medicine ball, etc.)

Primary Texts/Resources

- Gym
- Universal machines
- Weights
- Mats, bars, and racks

9th - 12th Grade Girls Physical Education

Course Description

This course provides participation in a variety of team and individual sports. Conditioning through calisthenics and jogging is promoted to aid students in staying fit long after they have left high school.

General Course Objectives/Content

- To improve the level of physical fitness each quarter
- To learn and improve the skills necessary to play basic sports
- To be able to play the basic sports
- To exhibit the ability to use teamwork and good sportsmanship

Primary Texts/Resources

- Gym
- Sports equipment
- Chalkboard
- Rule books

SCIENCE DEPARTMENT

Philosophy

At Victory Christian School, we strive to instill foundational Biblical truth, to inspire the formation of Godly inner convictions, and to impart academic knowledge essential to building skills so that our students are equipped to impact their world for Jesus Christ. The Science Department is committed to the belief that the various disciplines of science should be taught with the realization that God has established certain natural and physical laws that govern our universe, and that it is He who has given order to all that we observe around us. It is essential that students strive to better understand God and His perfect care and control, and to study His creation both physically and biologically.

The evidences that this philosophy is effectively incorporated in our science instructional program are the following:

- Each science class begins the school year with the establishment of the foundation of Biblical creationism and a Biblical worldview as it pertains to each science discipline.
- Scripture is integrated into the teaching of scientific concepts during labs, lectures, demonstrations, discussions, and analysis of current events.
- Students are required to defend the Biblical model of origins and the current state of the cosmos through essays and classroom discussions, while also refuting the evolutionary models.
- Students are taught terminology and concepts, how to explore and apply concepts through demonstrations and experimentation, the importance of keen observation skills and clear communication of ideas supported by both scientific and Biblical evidence.
- Other instructional disciplines are integrated in the learning and application of scientific concepts such as mathematics and history. Students are also required to express their discoveries and conclusions with correct grammar and proper English.
- As many students gain confidence in the veracity of Biblical worldview, it encourages them to grow in Godly convictions as well as challenges them to compassionately share the Truth with those who have opposing worldviews.

Goals

It is the goal of Victory Christian School's Science Department to:

1. Develop student awareness of science concepts and ideas.
2. Develop student ability in the use of science equipment.
3. Develop student ability in the use of the scientific method and its application in one's life.
4. Develop a vocabulary involving scientific terms.
5. Increase mathematic skills in applied areas.
6. Encourage the student to see the power of God in creation and order of the natural world.
7. Provide the student with knowledge of the opportunities of past, present, and future scientific endeavor.

Physical Science

Course Description

This course is an overview of chemistry and physics, exploring the basic laws of our physical world and portraying God as the Master-planner. Heavy emphasis is placed on practical application and "hands on" experimentation. The five-step scientific method is stressed.

General Course Objectives/Content

- Gaining a general understanding of organization of matter, while acknowledging God's perfect design in creating our world.
- Familiarization with the International System of Units and conversions within the metric system
- Familiarization with chemicals, nomenclature, chemical reactions, and the Periodic Table of Elements
- Introduction to some principles of physics, while exploring concepts like force, energy, power, sounds, and magnetism

Primary Texts/Resources

- *Physical Science*, Prentice Hall, Inc. 2001

Biology

Course Description

This course provides students with some basic principles about the God-created world and our relationship to it. Laboratory sessions involve dissections, microscope work, drawings, lab practicals, and questions. Cell structure and function, genetics and heredity, classification, microbiology, zoology, botany, and a close look at creation and evolution are studied.

General Course Objectives/Content

- Understand the scientific method and definition of truth
- Understand the cell as the basic structural and functional unit of life
- Understand genetics: mutations and genetic engineering
- Understand basic human physiology and anatomy
- Study ecology; understand the responsible use of natural resources
- Study the creation/evolution issue

Primary Texts/Resources

- *Biology for Christian Schools*, Bob Jones University Press, 1994

AP Biology

Prerequisite

Biology and chemistry with the teacher's initials or chemistry concurrently with AP Biology and the teacher's initials

Course Description

The Advanced Placement Biology curriculum is equivalent to a college course usually taken by biology majors during their first year of college. The course differs significantly from a first year high school biology course with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required by the students. The primary emphasis of the course is on developing an understanding of

concepts; a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and the application of biological knowledge and critical thinking to environmental and social concerns.

Topics covered in the course include chemistry of life, cells and cell energetic, heredity, molecular genetics, evolution, diversity of organisms, structure and function of both plants and animals, and ecology. The course is broken down into three areas of study: 25% molecules and cells, 25% genetics and evolution, and 50% organisms and populations.

Weighted credit is given for successful completion of AP courses.

General Course Objectives

- To familiarize students with the terminology and concepts of biology using a theme-oriented approach that emphasizes concepts and science as a process over knowledge of facts.
- To enhance problem-solving skills of students using hands-on labs, readings, collections, independent projects, and class discussions.
- To strengthen students' communication skills with the use of written assignments, essays, abstracts, and lab reports.

Primary Texts/Resources

- *Biology (8th AP Edition)*, Campbell, Reece, & Mitchell

Chemistry

Prerequisite

Biology or Physical Science and Algebra 2

Course Description

This course covers the introductory theory of structure and reactions. It gives the student knowledge of the broad concepts and models upon which chemistry rests. An overview of chemistry, the substance of chemistry elements and compounds, stoichiometry, gases, electronic structure, the Periodic Table, chemical bonds, and solutions are covered, as well as laboratory sessions involving the use of equipment and some basic methods of producing chemical reactions.

General Course Objectives/Content

- Gaining a thorough understanding of the composition of matter and the changes matter undergoes
- Acknowledging God's perfect design in the composition and reactions of chemical substances
- Familiarization with the Periodic Table of Elements and its importance as a tool
- Gaining a thorough understanding of scientific measurement, using the International System of Units (includes familiarization with the metric system)
- Understanding chemical interactions at the atomic level

Primary Texts/Resources

- *Chemistry*, Addison-Wesley, 2000

Conceptual Physics**Prerequisite**

Physical Science (Integrated Science) and Algebra 2

Course Description

This course involves the study of physics in a conceptual manner. This allows students to understand the difficult concepts of God's creation dealing with energy, motion, and forces, without dealing with the mathematical application of classical physics.

General Course Objectives/Content

- Study mechanics (motion and energy)
- Study properties of matter (atomic structure, solids, liquids, and gases)
- Study heat (temperature, heat transfer, change phases, and thermodynamics)
- Study sound and light (waves, color, reflection, refraction, and interference diffraction)
- Study electricity and magnetism (fields, circuits, and current)

Primary Texts/Resources

- *Conceptual Physics*, High School Level, Prentice-Hall, Inc., 2002
- *Problem-Solving Exercises in Physics*

AP Physics**Prerequisite**

Applied Calculus and Chemistry or Conceptual Physics or Pre-Calculus with a grade of "B" or higher and Conceptual Physics

Course Description

This course involves the study of physics in the same depth and thoroughness of a first year physics course at the university level. Topics covered include vectors and scalars, mechanics, electricity and magnetism, waves and optics, heat, kinetic theory, thermodynamics, and modern physics.

Primary Texts/Resources

- *Conceptual Physics*
- *Problem-Solving Exercises in Physics*

SOCIAL SCIENCE DEPARTMENT

Philosophy

Knowing that God is the author and controller of all history, the overall purpose of the Social Science Department is to study the uniqueness of God's world within the framework of the individual subjects offered. Strong emphasis is placed on man's relationship to God, God's world, and other men. Areas covered include where man came from, the development of Western civilization, the development of the American nation, the structure of the family and American institutions, and our responsibility to and role in government. Current events are discussed in the light of God's Word. Thus, with a mingling of the past and present, in view of the Word of God, we aim to give each student a solid foundation in the history of institutions and a sound basis for making judgments in today's world.

Goals

1. Recognize that knowing and accepting themselves is necessary for living their lives as human beings created in the image of God.
2. Recognize that Christian citizenship involves being well informed on the structure of government and institutions, communicating with public servants, voting regularly, and praying for those in authority over us.
3. Understand the role of the Christian principles in the founding of the American nation and their relevancy in society today.
4. Recognize that understanding the world around us is a must to becoming a well-informed Christian citizen.
5. Recognize the sovereign hand of God in the history of the world.
6. Recognize the contributions of the past to Western civilization.
7. Understand that God is in control of all things.
8. Understand that God has a wonderful plan for the life of each of His children.
9. Understand that God expects us to always do our best.
10. Recognize that we alone are responsible for our actions.

World History

Course Description

This course surveys the thread of human history from the origin of man to modern times, while integrating Biblical principles to varied historical situations. Students study Ancient Egypt and Mesopotamia, the classical Greek and Roman period, the Middle Ages, Reformation, the world wars, and ancient and modern Israel.

General Course Objectives/Content

- Gaining a thorough understanding of the civilizations, places, and people throughout history to develop a well-defined worldview that honors God and shows His plan for mankind throughout the history of the world
- Give students an understanding of the scriptural basis of missions and their importance throughout history and in their own lives
- Gain thorough sense of physical and political geography
- To relate past history with present through sharing of world news articles

Primary Texts/Resources

- *World History and Cultures, 2nd Edition*, Abeka, 1997
- *World History for Christian Schools, 2nd Edition*, Abeka, 1997
- *World History - Connections for Today*, Pearson-Prentice Hall, 2005
- *World Geography - Building a Global Perspective*, Prentice Hall, 2000

11th Grade U.S. History

Course Description

This course deals with the history of America from the Revolutionary War to the present. Current events are strongly emphasized to integrate the changing pattern of American life to the past. Emphasis is placed on how past events have significantly impacted present situations and attitudes.

General Course Objectives/Content

- How to study (Biblical ideas, handouts, & poems)
- God has a plan and timetable for history and man
- Familiarization with historical places and significant figures
- Understand unbiblical concepts and why Christians cannot accept them

Primary Texts/Resources

- *United States History in Christian Perspective – Heritage of Freedom*, Abeka, 1993

12th Grade Government

Course Description

This course surveys the structure of our national government, covering election and nominating procedures, operation of the legislative process, and the structure and operation of the executive and judicial branches of government. Christian citizenship, respect and prayer for those in authority, and God's purpose for government are stressed.

General Course Objectives/Content

- How to study (Biblical ideas, handouts, and poems)
- Familiarization of branches of national government (duties, powers, structure, etc.)
- Understand Bill of Rights and protections of civil liberties

Primary Texts/Resources

- *American Government*, Magruder, Prentice Hall, Inc., 1994

12th Grade AP Government

Course Description

This course strives to understand the function of the three branches of the national government, how they operate, the influences on them and their influence. A major emphasis is placed on current events, the ability to read and understand graphs, maps, charts, and cartoons is also stressed.

The major purpose of this class is to prepare and pass the A. P. Government exam in the spring.

Weighted credit is given for successful completion of AP courses.

Primary Texts/Resources

- *American Government*, Magruder, Prentice Hall, Inc., 1994
- Newspapers
- Magazines

12th Grade Economics

Course Description

This course provides the student with the opportunity to learn about the basic principles of economics, and how they have been used to develop our economy. Students analyze the various economic roles of business, industry, labor, agriculture, and the consumer. The U.S. economic system is compared to other economic systems as it relates to today's worldwide economy.

General Course Objectives/Content

- How to study (Biblical ideas, handouts, & poems)
- How to be good stewards of God's gifts
- Tie together all aspects of social science classes and establish a country
- Familiarization of basic ideas, concepts, principles, and systems of economics

Primary Texts/Resources

- *The Study of Economics: Principles, Concepts and Applications, 6th Edition*, Custom Publishing, 2000
- Newspaper/magazine articles

VISUAL & PERFORMING ARTS

ART DEPARTMENT

Philosophy

Since we are created in the image of Christ, and Christ is the Creator of all things, we were given this same creative ability and are designed to use it for God's glory (Col. 1:15-18). God has also given each person different abilities, including artistic talents, which are to be developed and used in communicating God's Truth. Art skills are gifts, and we are the stewards of these special abilities (Col. 3:23). Christian artists can use these skills in ministry as well as to appreciate aspects of God's own creation, as they study the beauty of the symmetry, form, texture, color, value, space, and line in the works they create. We can also consider the messages and life philosophies of other artists through the works they have created. At Victory Christian School, we want to use art in a way consistent with a Biblical worldview. We also want to provide an opportunity for students to understand and develop their own original style of expression that aligns with this Biblical worldview.

Art 1 - Art Appreciation and History

Course Description

In this course, students survey art styles, learn basic skills in figure and perspective drawing, beginning watercolor, media and treatments from various periods of history. The works of key artists are featured, researched, and discussed. Students have the opportunity to develop their own original style of expression that aligns with a Biblical worldview.

General Course Objectives/Content

- Gaining an understanding of artistic perception including the role of right and left brain involvement and personal symbol systems
- Gaining a working knowledge of one, two, and aerial perspective
- Gaining a Biblical framework for the drawing of the human form and using different systems for constructing the human form
- Gaining a general knowledge of at least 12 different artists (evaluating backgrounds, styles, influences, life views, and analyzing art for content, composition, contrasts, and color)
- Researching, writing, and presenting a paper on a student-selected artist
- Developing skills in "drawing what you see"
- Maintaining and reviewing a personal art portfolio

Primary Texts/Resources

- *Drawing on the Right Side of the Brain*
- *Drawing: The Complete Course*, Stan Smith
- *Drawing Systems, Disney's Kamargo Head System*

Art 2 - Developing and Applying Personal Art Skills

Prerequisite

Art 1 with a grade of "C" or higher

Course Description

In this course, students discover and develop personal drawing skills in the areas of aerial and linear perspective, figure drawing, landscape, and sketching techniques. Students explore a variety of art media and have opportunities to display their successful accomplishments in a public forum. The emphasis is on composition work with community service and commercial advertisement applications.

General Course Objectives/Content

- Forming and expressing in written form a personal Biblical art philosophy
- Using art skills in the production of several community service projects
- Developing a wider understanding of drawing techniques
- Developing skills in communicating ideas, feeling, outcomes, and awareness in completed composition work
- Gaining a basic knowledge of print techniques using stamp designs
- Gaining a working knowledge of at least seven techniques in a student selected sculpture media
- Composing and painting at least ten major compositions during second semester
- Maintaining and evaluating a personal art portfolio

Primary Texts/Resources

- *Sketching School*, Judy Martin
- *Drawing: The Complete Course*, Stan Smith
- *Complete Drawing Course*, Sterling

DRAMA DEPARTMENT

Philosophy

We are created in God's image. And because He is the great Creator, we also have the creative gift. Through drama we are privileged to recreate the gift of life which ultimately comes from God. We are allowed to ask and answer vital, life-changing questions through theatre. This can serve as a very effective tool in spreading the Gospel. Drama can also serve as a stepping-stone for those individuals that will enter the ministry and be required to appear before large audiences.

Drama 1

Course Description

In this course, students study basic acting techniques and the elements of drama. The history of drama, combined with a study of acting techniques, gives students a well-rounded appreciation of drama.

General Course Objectives/Content

- Learn basic acting skills
- Learn the components of a stage
- Learn script writing
- Learn the different genres of drama

Primary Texts/Resources

- Script for the drama production for the current year
- *The Stage and the School*, Glencoe/McGraw Hill, 1989

Drama 2

Prerequisite

Drama 1

Course Description

This course is for students who have a serious interest in drama. Students study advanced techniques in acting and performance and are involved in some aspect of the spring drama production. Students will also create and produce their own one-act play.

General Course Objectives/Content

- Learn the different components of play production
- Learn the components of script writing
- Learn the different genres of drama
- Know and be able to implement the tasks of a director

Primary Texts/Resources

- Script for the drama production for the current year
- *Theatre: Art in Action*, National Textbook Company, 1999

MUSIC DEPARTMENT

Philosophy

Man is a creative being and music is a product of human creativity. Music may be with or without words, instrumental or vocal, sacred or secular in nature. God gave guidelines for all of

man's creative expressions. The overall principle governing music is excellence, which demands balance, control, harmony, and integrity. Music that honors God must be true, noble, right, pure, lovely, admirable, excellent, and praiseworthy (Philippians 4:8). Our love should abound in knowledge and judgment so that our music will be excellent (Philippians 1:9, 10). Regardless of the prevailing mood of the culture of the time, all our musical expression must point back to these attributes if it is to glorify God.

Purpose

The main purpose of Victory Christian Schools' music program is to educate the students in the field of music, including theory and composition, history and literature, aesthetics, and instruction in performance. Along with the education, we will develop the skills of those that play instruments, sing, direct, or write. Our students will be exposed to a balanced perspective range of good musical styles and encouraged to develop an appreciation for these different styles and genres of music.

Band

Prerequisite

Audition or previous band instruction and teacher's initials

Course Description

In this course, students refine musical skills through practice and rehearsals. Students are involved in a fall and spring concert and CMEA and ACSI band functions.

General Course Objectives/Content

- Acquire a familiarity with God's purpose for music through a survey of Biblical texts
- Develop technical proficiency in accordance with graded musical material (Grade 3-4)
- Have the opportunity to perform in concert with other students under the leadership of a director
- Gain experience in interpreting musical compositions

Primary Texts/Resources

- Scale sheets
- Sheet music

Choir

Prerequisite

Audition with the choir teacher and teacher's initials

Course Description

In this course, students become the musical ministering representative of the school through a variety of activities, including a fall and spring concert, and the ACSI Musicale.

General Course Objectives/Content

- Acquire and understanding of God's purpose for music
- Develop vocal proficiency in 4-8 parts
- Opportunity to perform in concerts
- Gain experience in interpreting music and following the interpretation of a director
- Music theory will be taught for students to be able to read repertoire

Primary Texts/Resources

- Music theory worksheets
- Various choral repertoire