



Believers Academy

***Diploma Plans and 2006-07
Secondary Course
Descriptions***

ACADEMIC POLICIES

Graduation Requirements

Believers Academy currently offers three diploma options: the BASIC GRADUATE DIPLOMA, intended to prepare students for entry into somewhat less competitive colleges, the STANDARD GRADUATE DIPLOMA, intended to prepare students for entry into more competitive colleges, and the HONORS DIPLOMA, intended to provide students with even greater depth in two or more selected fields of study. In order to graduate from the academy, a student must

- successfully complete all courses required by the core curriculum,
- successfully complete the appropriate Foundations of Education course for each semester he is enrolled in Believers Academy as a high school student,
- maintain a Grade Point Ratio of 2.00 or above,
- take the SAT (Scholastic Aptitude Test) as a junior or senior and submit the scores to the academy,
- meet the residency requirements (as described below), and
- meet any other requirements that are specific to the diploma he is seeking to earn.

The Core Curriculum

All graduates must earn 129 credit hours (21.5 standard credits) by successfully completing all of the following courses:

- **COMPUTER APPLICATIONS:** 6 credit hours (1 standard credit) of basic computer applications
- **ENGLISH:** 27 credit hours (4.5 standard credits) in English, 24 from the general English core and 3 from Speech
- **FINE ARTS:** 3 credit hours (0.5 standard credit) of Fine Arts
- **FOUNDATIONS OF EDUCATION:** 24 credit hours (4 standard credits)
- **HEALTH:** 3 credit hours (0.5 standard credit)
- **MATHEMATICS:** 18 credit hours (3 standard credits), including Algebra 1 and Algebra 2
- **NON-ENGLISH LANGUAGES:** 6 credit hours (1 standard credit) in a foreign language
- **PHYSICAL EDUCATION:** 12 credit hours (2 standard credits), including 3 credit hours (0.5 standard credit) of Principles of Personal Fitness
- **SCIENCE:** 12 credit hours (2 standard credits), specifically Introduction to Physics and Chemistry and Biology
- **SOCIAL STUDIES:** 18 credit hours (3 standard credits), including World History 1, U.S. History, Government, and Economics

Diploma Plans

The Basic Graduate Diploma

The Basic Graduate Diploma is intended to prepare students for entry into junior colleges and somewhat less competitive four-year colleges. In addition to successfully completing the core curriculum, a student must earn 9 credit hours (1.5 standard credits) in general elective credit, excluding P.E. or Athletics, for a minimum total of 138 credit hours (or 23 standard credits).

The Standard Graduate Diploma

The Standard Graduate Diploma is intended to prepare students for entry into more competitive four-year colleges and universities. In order to earn the Standard Graduate Diploma, a student must successfully complete 6 credit hours (1 standard credit) of Advanced Math (MATH 331 and 332, a course which will also satisfy one of the core curriculum requirements) as well as earning 6 additional credit hours (1 standard credit) in intermediate (200 level) Non-English Languages, 6 additional credit hours (1 standard credit) in either Physics or Chemistry, and 6 additional credit hours (1 standard credit) of other Social Studies course work, for a minimum total of 147 credit hours (or 24.5 standard credits).

The Honors Diploma

The Honors Diploma is intended not only to prepare students for entry into more competitive four-year colleges and universities but also to provide them with greater depth or breadth in two or more selected disciplines or fields of study. All honors students must fulfill the requirements for the Standard Graduate Diploma and earn honors standing in at least two different academic disciplines or fields of study in order to receive an Honors Diploma. To earn honors standing in a given academic discipline or field of study, they may either

- Earn at least 6 credit hours (1 standard credit) of honors-level, upper-division course work in that discipline or field or
- Earn at least 6 additional upper-division credit hours (1 standard credit) in that discipline or field. In some disciplines, specific courses may be required for earning honors standing by earning additional upper-division credit hours.

All upper division courses used to satisfy the requirements for earning honors standing in a given discipline or field of study must be taken in residence at the academy. Furthermore, in order to receive an Honors Diploma, a student must maintain a cumulative grade point ratio of 3.00 or higher, and must be in good academic standing upon graduation. *Please note that some courses required for the completion of honors concentrations are offered only when there is sufficient student interest.*

Residency Requirement

In order to receive any of the diplomas offered, ALL candidates must register for and successfully complete on campus a minimum of 24 credit hours (roughly equivalent to 4 standard credits) from the upper-division core courses during the senior year, or alternatively, a minimum of 12 credit hours (roughly equivalent to 2 standard credits), of which at least 9 credit hours (roughly equal to 1.5 standard credits) are from the upper-division core courses, for each semester of their junior and senior years.

Ranking of Valedictorian and Salutatorian

A student must attend the academy for his or her junior and senior years and earn a Standard or Honors diploma in order to be named the class valedictorian or salutatorian. A student earning an Honors Diploma will be ranked above a student earning a Standard Diploma should the two students have otherwise equal GPRs. Should two students with equivalent diploma plans have equal GPRs, the student having taken the most courses at Believers Academy will be ranked above the student who took fewer.

Transfer of Credits

Students wishing to transfer high school credit from another school for use toward earning a Diploma at Believers Academy should make their request in writing by submitting the proper form to the Academic Advisor. Approval of such transfers shall be a function of the Academic Affairs Committee. Each High School course (9th-12th grade) requested as a transfer credit toward a BA Diploma will be processed in terms of the following equivalents:

- 0.5 standard credit from a conventional school = 3 credit hours at BA
- 1 standard credit from a conventional school = 6 credit hours at BA
- Each complete semester course in a non-accredited school, a home school, or an umbrella school program will be individually evaluated for transfer of credit based on a general equivalency and mastery of course content.

The institution which awarded the credit will determine the level of the credit (i.e., courses defined as sub-freshman level course by the institution granting the credit normally will not be accepted as high school credit by BA). While credit may be granted for transferred courses, actual course grades earned at any other institution, including a home school, will not be recognized by BA. Only those courses in which the student earned a “C” or above (as the institution awarding the grade would define it) will be accepted for transfer credit.

Credit(s) used to satisfy prerequisites for BA courses must be properly transferred before an entering student will be allowed to register for a BA course requiring such a prerequisite.

Credit for Varsity Athletics

Students may participate in varsity sports either as a strictly extra-curricular activity or as a means of earning high school physical education activity credit at the rate of two (2) credit hours (roughly equivalent to 1/3 standard credit) per sport. Those students electing to earn P.E. credit through athletics must register and pay the tuition for the appropriate course and must satisfactorily complete a full season in the sport for which they registered. These credit hours may be applied toward meeting the graduation requirement of 9 credit hours (1.5 standard credits) in high school physical education activity. However, they may not be defined as “core” courses for the purpose of meeting any requirements, such as the residency requirement, defined in whole or in part in terms of core courses. Students may not earn more than 10 credit hours through participation in varsity athletics.

Course Load Limits

Secondary students may not register for more than 18 credit hours of core courses (equivalent to 3 standard credits) or 24 total credit hours (roughly equivalent to 4 standard credits) in any standard semester without administrative approval.

Adding and Dropping Courses

Courses may be added to a student's initial registration no later than the end of the first full week of classes, provided that the student is in good standing with the school and that space for him is available in the desired course(s). A student may drop a course before the end of the fifth full week of classes in any given semester without having the dropped course affect his GPR or appear on his transcript. Should he drop a course after this time but before the end of the ninth full week of

classes, a record of his enrollment will appear on the transcript and he will receive a grade of WP (withdrew passing) or WF (withdrew failing); this grade will have no impact on the student's GPR. All students still enrolled in a course following the ninth full week of classes will receive a grade for the course in accordance with the standard course grading system. Students who withdraw completely from the academy may, at the discretion of the administration, receive grades of I (incomplete) for all courses dropped at the time of withdrawal.

Grades and Grade Point Ratios

Most courses at Believers Academy (the exception being courses graded on a pass/fail basis) are graded on a scale of 0-100. Grades are recorded as both percentage points and as letter grades according to the following standard scale:

- A grade of 90-110¹ is equal to an A
- A grade of 80-89 is equal to a B
- A grade of 70-79 is equal to a C
- A grade of 60-69 is equal to a D
- A grade of 0-59 is equal to an F

Letter grades, in turn, are converted to grade points which are used to calculate a student's Grade Point Ratio (GPR). A student earns 4 grade points per credit hour for an A, 3 for a B, 2 for a C, 1 for a D, and 0 for an F. Thus a he gains 12 grade points for an A in a 3 credit hour course, 9 for a B, and so forth. The semester GPR, in turn, is calculated by dividing the total grade points earned by the total credit hours attempted (or, in the case of junior high courses, hours per week of instruction given in the course). A student attempting 12 credit hours (4 standard secondary courses) and earning one A, two Bs, and one C would receive a total of 36 grade points ($4 \times 3 + 3 \times 3 + 3 \times 3 + 2 \times 3$) divided by 12, resulting in a GPR of 3.00 ($36/12$). Honors courses have a higher grade value and earn an extra grade point at each level except failing, meaning that an A earns 5 grade points, a B earns 4, a C earns 3, a D earns 2, but an F still earns 0 grade points. The cumulative GPR is calculated in the same manner: the total of all grade points earned (for example, in all high school courses attempted at BA) is divided by the total of all hours attempted.

No course grades of record in excess of 110² are awarded, although a cumulative GPR in excess of 4.00 is possible due to the value differential between standard and honors courses. Any cumulative GPR above 4.00 would be considered equivalent to an A+. Other grades recognized by the academy are I (incomplete), WP (withdrew passing) WF (withdrew failing), and P (passing, a grade possible only for a restricted number of courses, such as secondary P.E., which are graded on a pass/fail basis; the passing standard in pass/fail courses is 70 or above). Grades of I, WP, WF, and P are not calculated into the student's GPR at any time, nor will grades associated with credits transferred to BA be included in the determination of a student's GPR.

The GPR for high school credit-bearing courses is calculated independently of the GPR for junior high courses. The junior high GPR will be used solely for determining a student's academic standing

Specific criteria for assessing grades in any given course will be defined by the instructor in that course. All such criteria must honor any standards, requirements or limitations imposed by curriculum guides and other relevant policies for the establishment of grading criteria within a given course.

¹ Beginning the fall semester of 2007, the percent range for an A will be 90-100.

² Beginning the fall semester of 2007, the maximum grade of record will be reduced to 100.

Academic Standing

Students must achieve a GPR (grade point ratio) of 2.00 or above each semester in attendance at Believers Academy in order to remain in good academic standing. A student whose GPR falls below 2.00 during any given semester may, at the discretion of the administration, be given the opportunity to regain good academic standing by being placed on academic (or scholastic) probation for the following semester. A student placed on scholastic probation must earn a GPR of at least 2.00 the following semester to remain in the academy and a cumulative GPR of 2.00 (either during that or subsequent semester) to return to good academic standing. If a student should earn a GPR less than 2.00 for two consecutive semesters, he may be blocked from further enrollment in classes at BA, or be required to retake any classes in which he earned a grade less than 70 as a condition of continuing enrollment.

A student failing a course for a given semester must successfully repeat that course before he will be allowed to continue enrolling in the course sequence in which the student earned the failing grade. If he then successfully completes the course, the passing grade earned will absolve the failing grade, which will be struck from the transcript. When a failing grade has been absolved in this manner, both attempts at taking the course will be noted on the transcript, but only the passing grade will be recorded, and only the passing attempt will affect the GPR. On the transcript, the failing grade of an absolved failed course will be replaced with NG (no grade).

Students may attempt to absolve a failing grade in another academic setting such as another school or a home school. In this case, students must request transfer credit through the usual channels following the successful completion of the course should they desire to have the course credit recognized by BA. If such credit is granted, it will absolve the failing grade on the student's transcript; however, both attempts will be noted, and neither the original failing course grade nor the course grade of the transferred credit will be calculated into the student's GPR. Any student, including one who has been granted transfer credit, must take an entrance test to be able to enroll in any course for which entrance testing is required, unless he has successfully completed at BA the previous course in the course sequence.

A student who earns a D (a numerical grade of 60-69 on the 100 point scale) in a course but is not required to repeat the course by reason of being on scholastic (academic) probation may nonetheless elect to repeat the affected course before continuing in the course sequence in which the D was earned. However, his enrollment in the course will be permitted only if there is sufficient space available for him after all other existing students who have earned the right to register for the course have had the opportunity to do so. Should a student elect to retake a course in which he has already earned a D, and the grade earned during the second attempt is passing, both attempts at taking the course will be reported on the student's transcript but the grade earned during the first attempt will be replaced with a grade of NG (no grade) and will then cease to affect the student's GPR (no credit will be awarded for any course in which a student has been given NG as a grade). If the grade earned during the second attempt is failing, both attempts at taking the course and both grades earned will be reported on the student's transcript, and both grades will be used to calculate the student's GPR.

Academic Incompletes

Students may be awarded a grade of I (incomplete) when circumstances beyond their control render them incapable of fulfilling all of the requirements for completing a given course by the end of the semester in which it is offered. All grades of I must be approved by both the course instructor and the administration and must be filed with the administration according to current guidelines and procedures governing such situations.

All course requirements must be fulfilled by whatever date may be determined by the course instructor and the administration. Any required work not completed by that date will be awarded a grade of 0. The student's final grade will be calculated after the date given for completion of the course using whatever grading system was employed for all other students in the course (unless other arrangements have been previously made) and including all grades earned up to that time. Course instructors must provide the administration with a description of the grading system to be used as well as any and all evaluation materials (e.g., tests and keys) necessary for completing the course.

COURSE DESCRIPTIONS

Secondary English And Language Arts

ENGLISH CORE

7th Grade English

ENGL 701: First Semester

ENGL 702: Second Semester

7th Grade English provides students a thorough survey of elementary grammar and composition. They will classify sentences, review the parts of speech and the structure of sentences, learn the active and passive voices, and study verbals (infinitives, participles, and gerunds), independent clauses, and subordinate clauses. Students read, discuss, and interpret a careful selection of novels, short stories, essays, plays, and poetry, giving special attention to theme, style, point of view, plot, setting, character, mood, irony, and imagery. Readings in literature serve as models of good writing and as subjects for students' own frequent writing exercises, including short essays, book reviews, and a research paper. Readings also serve as models of fine composition and as subjects for writing assignments that stress a mastery of elementary vocabulary, grammar, usage, mechanics, description, persuasion, narration, and exposition. Instruction in composition covers topic sentences, supporting ideas, transitions, varied sentence structure, conclusions, and the development of individual style. Students are given continued experience in classroom speaking and use of the library.

Parent Role: Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parents to make certain that their child keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Course Prerequisites: Successful completion of the previous course in the BA English sequence, acceptable performance on the appropriate English placement test, or the permission of the instructor.

8th Grade English

ENGL 801: First Semester

ENGL 802: Second Semester

8th Grade English provides students a thorough survey of elementary grammar and composition. They will classify sentences, review the parts of speech and the structure of sentences, learn the active and passive voices, and study verbals (infinitives, participles, and gerunds), independent clauses, and subordinate clauses. Students read, discuss, and interpret a careful selection of novels, short stories, essays, plays, and poetry, giving special attention to theme, style, point of view, plot, setting, character, mood, irony, and imagery. Readings in literature serve as models of good writing and as subjects for students' own frequent writing exercises, including short essays, book reviews, and a research paper. Readings also serve as models of fine composition and as subjects for writing assignments that stress a mastery of elementary vocabulary, grammar, usage, mechanics, description, persuasion, narration, and exposition. Instruction in composition covers topic sentences, supporting ideas, transitions, varied sentence structure, conclusions, and the development of individual style. Students are given continued experience in classroom speaking and use of the library.

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Course Prerequisites: Successful completion of the previous course in the BA English sequence, acceptable performance on the appropriate English placement test, or the permission of the instructor.

Freshman English

ENGL 131: First Semester

ENGL 132: Second Semester

Students read, discuss, and interpret a careful selection of Early American novels, short stories, essays, plays, and poetry. Among others, the works of Franklin, Irving, Longfellow, Washington, Jefferson, Emerson, and Thoreau are studied. Classwork emphasizes close reading of each work for worldview, theme, style, point of view, plot, setting, character, mood, irony, and imagery.

Readings in literature serve as models of good writing and as subjects for students' own frequent writing exercises, including short essays, book reviews, and a research paper. Readings also serve as models of fine composition and as subjects for writing assignments that stress a mastery of vocabulary, grammar, usage, mechanics, description, persuasion, narration, and exposition.

Instruction on composition covers mechanics, style, manuscript form, style, tone, audience, point of view, variety, vocabulary, editing, and revision. Students are given increasing experience in classroom speaking. A research paper is required.

Parent Role: Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parents to make certain that their child keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Course Prerequisites: Successful completion of the previous course in the BA English sequence, acceptable performance on the appropriate English placement test, or the permission of the instructor.

Sophomore English

ENGL 231: First Semester

ENGL 232: Second Semester

Students read, discuss, and interpret a careful selection of Modern American novels, short stories, essays, plays, and poetry. Among others, the works of Twain, Lee, Cather, Fitzgerald, Frost, and Hemingway are studied. Class work emphasizes close reading of each work for worldview, theme, style, point of view, plot, setting, character, mood, irony, and imagery. Readings in literature serve as models of good writing and as subjects for students' own frequent writing exercises, including short essays, book reviews, and a research paper. Readings also serve as models of fine composition and as subjects for writing assignments that stress a mastery of vocabulary, grammar, usage, mechanics, description, persuasion, narration, and exposition. Instruction on composition covers mechanics, style, manuscript form, style, tone, audience, point of view, variety, vocabulary, editing, and revision. Students are given increasing experience in classroom speaking. A research paper is required.

Parent Role: Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful,

the teacher is dependent upon the parents to make certain that their child keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Course Prerequisites: Successful completion of the previous course in the BA English sequence, acceptable performance on the appropriate English placement test, or the permission of the instructor.

Junior English

ENGL 331: First Semester

ENGL 332: Second Semester

Students read, discuss, and interpret a careful selection of Early British novels, short stories, essays, plays, and poetry. Among others, the works of Jonson, Defoe, Chaucer, Donne, Milton, and Shakespeare are studied. Class work emphasizes close reading of each work for worldview, theme, style, point of view, plot, setting, character, mood, irony, and imagery. Readings in literature serve as models of good writing and as subjects for students' own frequent writing exercises, including short essays, book reviews, and a research paper. Readings also serve as models of fine composition and as subjects for writing assignments that stress a mastery of vocabulary, grammar, usage, mechanics, description, persuasion, narration, and exposition. Instruction on composition covers mechanics, style, manuscript form, style, tone, audience, point of view, variety, vocabulary, editing, and revision. Students are given increasing experience in classroom speaking. A research paper is required.

Parent Role: Guide to Independent Study: Here the parents have the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. Courses at this level will mimic that of a Jr. College program where independent study skills and disciplined planning for completing homework assignments are necessary.

Course Prerequisites: Successful completion of the previous course in the BA English sequence, acceptable performance on the appropriate English placement test, or the permission of the instructor.

Senior English

ENGL 431: First Semester

ENGL 432: Second Semester

Students read, discuss, and interpret a careful selection of Modern British novels, short stories, essays, plays, and poetry. Among others, the works of Austen, Wordsworth, Taylor, Dickens, Eliot, C.S. Lewis, and Conrad are studied. Classwork emphasizes close reading of each work for worldview, theme, style, point of view, plot, setting, character, mood, irony, and imagery. Readings in literature serve as models of good writing and as subjects for students' own frequent writing exercises, including short essays, book reviews, and a research paper. Readings also serve as models of fine composition and as subjects for writing assignments that stress a mastery of vocabulary, grammar, usage, mechanics, description, persuasion, narration, and exposition. Instruction on composition covers mechanics, style, manuscript form, style, tone, audience, point of view, variety, vocabulary, editing, and revision. Students are given increasing experience in classroom speaking. A research paper is required.

Parent Role: Guide to Independent Study: Here the parents have the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. Courses at this level will mimic that of a Jr. College program where independent study skills and disciplined planning for completing homework assignments are necessary.

Course Prerequisites: Successful completion of the previous course in the BA English sequence, acceptable performance on the appropriate English placement test, or the permission of the instructor.

Public Speaking

ENGL 433: Spring Semester

Write, rehearse, and deliver introductory, informative, demonstrative, inspirational, testimonial, persuasive, and other speeches. Learn to deal with and handle stagefright. Give and accept constructive criticism. Demonstrate effective listening. Learn to self evaluate and develop a plan to improve.

Parent Role: Guide to Independent Study: Here the parents have the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. Courses at this level will mimic that of a Jr. College program where independent study skills and disciplined planning for completing homework assignments are necessary.

Course Prerequisites: Senior classification or the permission of the instructor.

ENGLISH ELECTIVES

Journalism 1

ENGL 323: First Semester

ENGL 324: Second Semester

This course is required for students who wish to be a part of *The Lookout* staff. The course introduces the varying forms on newspaper writing such as reporting, feature writing, writing editorials, etc. Students will also learn interviewing techniques as well as proper documentation. THIS COURSE IS OFFERED ONLY WHEN THERE IS SUFFICIENT STUDENT INTEREST TO SUPPORT IT.

Parent role: *For 9th and 10th grade students:* Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parents to make certain that their child keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary. In addition, parents may need to provide transportation or other special support to journalism students from time to time. *For 11th and 12th grade students:* Guide to Independent Study: Here the parents have the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. Courses at this level will mimic that of a Jr. College program where independent study skills and disciplined planning for completing homework assignments are necessary. In addition, parents may need to provide transportation or other special support to journalism students from time to time.

Course Prerequisites: Freshman or higher classification, satisfactory performance on the appropriate entrance test, or the permission of the instructor.

Secondary Fine Arts

ART

Junior High Art

ARTS 701: First Semester

ARTS 702: Second Semester

This course is available to students who wish to increase their understanding and abilities in the areas of art and art history. Students will be introduced to four main areas of art, specifically perception, creative expression, art history, and art evaluation. Students will be learning and applying the basic elements of art, including line, form, shape, and color, as they create their own artistic works. JUNIOR HIGH ART IS OFFERED ONLY WHEN THERE IS SUFFICIENT STUDENT INTEREST TO SUPPORT THE COURSE.

Parent role: Project Assistant: The primary responsibility of the parents is to track the progress of their son or daughter and to monitor how well they are doing. They need to have a sincere interest in their child's class activities and express that interest to their children. Furthermore, help at home might be needed occasionally in support of a particular project. If problems should develop, then the teacher needs to know immediately.

Course Prerequisites: Students must have seventh or eighth grade classification to register for the first semester of this course; successful completion of the first semester or the permission of the instructor is required for registration for the second semester.

Art 1

ARTS 121: First Semester

ARTS 122: Second Semester

This course is designed for the student to gain an in depth knowledge of the four main areas of art (i.e. perception, creative expression, art history, and art evaluation). Each student will be required to explore the different art mediums, such as, but not limited to, ceramics, drawing, painting, and paper machete. Student will also learn a basic understanding of creating an art portfolio. ART 1 IS OFFERED ONLY WHEN THERE IS SUFFICIENT STUDENT INTEREST TO SUPPORT THE COURSE.

Parent role: Project Assistant: The primary responsibility of the parents is to track the progress of their son or daughter and to monitor how well they are doing. They need to have a sincere interest in their child's class activities and express that interest to their children. Furthermore, help at home might be needed occasionally in support of a particular project. If problems should develop, then the teacher needs to know immediately.

Course Prerequisites: Students must have freshman or higher classification to register for the first semester of this course; successful completion of the first semester or the permission of the instructor is required for registration for the second semester.

MUSIC

Choir 1

ARTS 123: First Semester

ARTS 124: Second Semester

Choir 1 is an introductory class for students with little or no prior music instruction. Students will learn about the treble and bass clefs, the basic notes and their values, basic terms of notation, dynamics, and tempos, unison and two-part choral pieces, proper breathing techniques and control, and warm-up techniques designed to develop vocal range, control, and intonation. CHOIR 1 IS OFFERED ONLY WHEN THERE IS SUFFICIENT STUDENT INTEREST TO SUPPORT THE COURSE.

Parent role: Project Assistant: The primary responsibility of the parents is to track the progress of their son or daughter and to monitor how well they are doing. They need to have a sincere interest in their child's class activities and express that interest to their children. Furthermore, help at home might be needed occasionally in support of a particular project. If problems should develop, then the teacher needs to know immediately.

Course Prerequisites: Students must have seventh grade classification or higher to register for the first semester of this course; successful completion of the first semester or the permission of the instructor is required for registration for the second semester. Junior high students may repeat this course once, but only eighth graders will receive high school credit.

Choir 2

ARTS 231: First Semester

ARTS 232: Second Semester

Choir 1 is an intermediate class for students with basic music knowledge and ability. Students will learn additional terms of notation, dynamics, and tempos, more advanced breathing techniques, and proper diction leading to better intonation. They will perform three or four part choral pieces, including at least one piece in another language, with accurate pronunciation and diction. In addition, they will receive a general introduction to major musical time periods (e.g., Baroque, Classical). **CHOIR 2 IS OFFERED ONLY WHEN THERE IS SUFFICIENT STUDENT INTEREST TO SUPPORT THE COURSE.**

Parent role: Project Assistant: The primary responsibility of the parents is to track the progress of their son or daughter and to monitor how well they are doing. They need to have a sincere interest in their child's class activities and express that interest to their children. Furthermore, help at home might be needed occasionally in support of a particular project. If problems should develop, then the teacher needs to know immediately.

Course Prerequisites: Students must have senior high standing and have successfully completed Choir 1 or obtain the permission of the instructor to register for the first semester of this course; successful completion of the first semester or the permission of the instructor is required for registration for the second semester.

DRAMA

Junior High Drama

ARTS 801

ARTS 802

Junior high drama is an introduction to the theater arts. **JUNIOR HIGH DRAMA IS OFFERED ONLY WHEN THERE IS SUFFICIENT STUDENT INTEREST TO SUPPORT THE COURSE.**

Parent role: Project Assistant: The primary responsibility of the parents is to track the progress of their son or daughter and to monitor how well they are doing. They need to have a sincere interest in their child's class activities and express that interest to their children. Furthermore, help at home might be needed occasionally in support of a particular project. If problems should develop, then the teacher needs to know immediately.

Course Prerequisites: Students must have seventh or eighth grade classification to register for the first semester of this course; successful completion of the first semester or the permission of the instructor is required for registration for the second semester.

Drama 1

ARTS 125: First Semester

ARTS 126: Second Semester

Drama 1 is an introductory class for students with little or no prior instruction in the theater arts. Students will study staging, basic acting techniques, and what is involved in putting on a

production. They will also learn to analyze pieces of literature to interpret worldview, meaning, and the development of characters, and learn to communicate that interpretation on stage in a way that effectively engages and audience. DRAMA 1 IS OFFERED ONLY WHEN THERE IS SUFFICIENT STUDENT INTEREST TO SUPPORT THE COURSE.

Parent role: Project Assistant: The primary responsibility of the parents is to track the progress of their son or daughter and to monitor how well they are doing. They need to have a sincere interest in their child's class activities and express that interest to their children. Furthermore, help at home might be needed occasionally in support of a particular project. If problems should develop, then the teacher needs to know immediately.

Course Prerequisites: Students must have senior high school standing to register for the first semester of this course; successful completion of the first semester or the permission of the instructor is required for registration for the second semester.

GRAPHIC ARTS

Yearbook

ARTS 321: First Semester

ARTS 322: Second Semester

Yearbook is largely an extended laboratory study in graphic design. Students will be instructed in the purpose behind a school annual, the basics of design and layout and the use of computer technology to create layouts, techniques for taking photos that best depict the life of the school, and some basic business skills as they seek advertising support and prepare the final book for production. YEARBOOK IS OFFERED ONLY WHEN THERE IS SUFFICIENT STUDENT INTEREST TO SUPPORT THE COURSE.

Parent role: Project Assistant: The primary responsibility of the parents is to track the progress of their son or daughter and to monitor how well they are doing. They need to have a sincere interest in their child's class activities and express that interest to their children. Furthermore, help at home might be needed occasionally in support of a particular project. If problems should develop, then the teacher needs to know immediately.

Course Prerequisites: Students must be have senior high standing to register for the first semester of this course; successful completion of the first semester or the permission of the instructor is required for registration for the second semester.

Secondary Foundations Of Education

The Foundations of Education courses represent a new element in the BA instructional program and are currently under development. Broadly speaking, these courses will address the study, implications, and applications of the Scriptures (in effect, it incorporates the Bible classes). In the secondary, they will also treat logic, hermeneutics, theology, philosophy, and general worldview study and analysis. During the first year of implementation, only the seventh, ninth, and eleventh grade courses will be offered to seventh and eighth graders, ninth and tenth graders, and eleventh and twelfth graders, respectively. More content details will become available as course designs are increasingly refined.

7th Grade Foundations of Education: Introduction to Worldview Studies

FOED 701: First Semester

FOED 702: Second Semester

As indicated by the title, this course is an introduction to the study of worldviews and, more specifically, a study of elements common to all worldviews, an examination of some of the fundamental issues all worldviews address, and an introduction to some of the tools that can be used to analyze and evaluate various world views. Special attention will be given to the description and development of a Biblical worldview.

Parent Role: Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parents to make certain that their child keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Course Prerequisites: Secondary classification.

Secondary Independent Studies Program

Honors Thesis in English, Fine Arts, Languages, Mathematics, Philosophy, Science, or Social Studies

TH560: Two Semesters, six credit hours (equal to 1 standard credit); upon successful completion of the thesis project, the course registration prefix (TH) will be replaced by the appropriate departmental prefix on the student's transcript.

This course is essentially a scaled-down version of writing a Master's thesis. Students will receive focused instruction in research and writing methods related to their chosen field of study, conduct in-depth research on their chosen topic, produce a refined, multi-chapter work presenting the results of their research, and then orally defend their work before their thesis committee. Upon successful completion of the project, students will earn six hours of academic credit (equal to 1 standard credit) in their chosen field of study. AN HONORS THESIS MAY NOT BE USED TO REPLACE A REQUIRED CORE COURSE.

Parent Role: Guide to Independent Study: Here the parents have the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. Courses at this level will mimic that of a Jr. College program where independent study skills and disciplined planning for completing homework assignments are necessary.

Prerequisites: Students must be at least 16 years of age, have senior classification, and have already earned at least 18 hours of academic credit (3 standard credits) in the academic discipline in which they plan to do their research. Students may become candidates for the program only through nomination by a faculty member willing to direct and evaluate a thesis proposal not to exceed 5000 words in length. Upon approval of the thesis proposal by the nominating faculty member and the headmaster or department head, thesis candidates will be required to secure the sponsorship of a faculty member willing to chair their thesis committee, as well as the participation of at least two other faculty members willing to serve as committee members. The writing and approval of a thesis proposal and the formation of a thesis committee must be completed no later than the first of August of the student's senior year. Once admitted into full participation in the program, students will be expected to accept and abide by all requirements established by both their committee and any relevant administrative guidelines for the completion of their project.

Secondary Mathematics

7th Grade Math

MATH 701: First Semester

MATH 702: Second Semester

This course is a thorough review of basic topics in arithmetic and geometry, and their various applications. It includes the study of fractions, decimals, percents, word problems, geometry, perimeter, circumference, area, pi, volume, ratio, proportion, exponents, scientific notation, signed numbers, and much more. It will offer students an additional year of concentrated review and practice before entering a pre-algebra course.

Parent Role: Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful the teacher is dependent upon the parent to make certain that their son or daughter keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Course Prerequisites: Successful completion of the previous course in the BA math sequence or satisfactory performance on the appropriate placement test.

8th Pre-Algebra

MATH 801: First Semester

MATH 802: Second Semester

Students learn rational and negative exponents; scientific notation; Euclid's algorithm; factorization of linear expressions; and basic principles of formal logic. Story problems involve fractions and decimals; ration, proportion, and percentage; the order of operations; and linear equations and inequalities. The Cartesian plane is introduced and used to solve problems of location and distance.

Parent Role: Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful the teacher is dependent upon the parent to make certain that their son or daughter keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Course Prerequisites: Successful completion of the previous course in the BA math sequence or satisfactory performance on the appropriate placement test.

Algebra 1

MATH 131: First Semester

MATH 132: Second Semester

Covers topics typically treated in a first-year algebra course. Specific topics include arithmetic and evaluation of expressions involving signed numbers, exponents and roots, properties of real numbers, absolute value and equations and inequalities involving absolute value, scientific notation, unit conversions, solution of equations in one unknown and solution of simultaneous equations, the algebra of polynomials and rational expressions, word problems requiring algebra for the solution (such as uniform motion and coin problems), graphical solution of simultaneous equations, Pythagorean theorem, algebraic proofs, functional notation and functions, solution of quadratic equations by factoring and completing the square, direct and inverse variation, exponential growth, computation of the perimeter and area of two-dimensional regions,

computation of the surface area and volume of a wide variety of geometric solids, and statistics and probability.

Parent Role: Guide for Dependent Study: 7th -10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful the teacher is dependent upon the parent to make certain that their son or daughter keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Course Prerequisites: Successful completion of the previous course in the BA math sequence or satisfactory performance on the appropriate placement test.

Algebra 2

MATH 231: First Semester

MATH 232: Second Semester

Algebra 2 treats topics that are traditionally covered in second-year algebra as well as a considerable amount of geometry. Specific algebra topics covered include the following: graphical solution of simultaneous equations, scientific notation, radicals, roots of quadratic equations including complex roots, properties of real numbers, inequalities and systems of inequalities, logarithms and antilogarithms, exponential equations, basic trigonometric functions, algebra of polynomials, vectors, polar and rectangular coordinate systems, and a wide spectrum of algebraic word problems. Time is spent developing geometric concepts and writing proof outlines.

Geometry covered is equivalent to one semester of informal geometry. Applications to other subjects such as physics and chemistry, as well as “real-world” problems, are covered including gas law, force vector, chemical mixture, and percent markups. Set theory, probability and statistics, and other topics are also included.

Parent Role: Guide for Dependent Study: 7th -10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful the teacher is dependent upon the parent to make certain that their son or daughter keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Course Prerequisites: Successful completion of the previous course in the BA math sequence or satisfactory performance on the appropriate placement test.

Advanced Mathematics

MATH 331: First Semester

MATH 332: Second Semester

Advanced Mathematics treats advanced algebra, geometry, trigonometry, analytical geometry, and precalculus.

Parent Role: Guide to Independent Study: Here the parents have the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. Courses at this level will mimic that of a Jr. College program where independent study skills and disciplined planning for completing homework assignments are necessary.

Course Prerequisites: Successful completion of previous course in the BA math sequence, or Algebra 2 and Geometry (for transfer students), or satisfactory performance on the appropriate placement test, or permission of the instructor.

Calculus

MATH 431: First Semester

MATH 432: Second Semester

Calculus addresses derivatives and their application, integrals and their applications, and some advanced topics in calculus. In addition, students will have the opportunity to review precalculus topics.

Parent Role: Guide to Independent Study: Here the parents have the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. Courses at this level will mimic that of a Jr. College program where independent study skills and disciplined planning for completing homework assignments are necessary.

Course Prerequisites: Successful completion of the previous course in the BA math course sequence, or Precalculus and Trigonometry (for transfer students), or satisfactory performance on the appropriate placement test, or the permission of the instructor.

Secondary Non-English Languages

NEW TESTAMENT GREEK

New Testament Greek 1

GREK 131: First Semester

GREK 132: Second Semester

NT Greek 1 focuses on the Greek alphabet, basic vocabulary, verb conjugation, the case system of Greek noun phrases, parsing nouns and verbs, and translating using syntactical structures and paragraph structures.

Parent Role: Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parents to make certain that their child keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Course Prerequisites: Students must have freshman standing or higher to register for the first semester of NT Greek 1. Successful completion of the first semester of NT Greek 1 or satisfactory performance on a placement test is required for registration in the second semester of NT Greek 1.

New Testament Greek 2

GREK 231: First Semester

GREK 232: Second Semester

The course builds Greek vocabulary, increases confidence in translation, highlights the significance of important grammatical features and syntactical structures, and introduces the practice of exegetical procedures. The coursework will include the translation the entire book of First John.

Parent Role: Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parents to make certain that their child keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Course Prerequisites: Successful completion of the previous course in the BA NT Greek sequence or satisfactory performance on a placement test.

SPANISH

7th and 8th Grade Spanish

SPAN 701: First Semester

SPAN 702: Second Semester

Using an approach which emphasizes reading and listening comprehension but also builds skills in speaking and writing, seventh grade students will use Spanish to study the history of the Hispanic world from the Roman occupation of the Iberian Peninsula to the arrival of Columbus in the New World. Instructional emphasis will be placed on vocabulary development and the way meaning is expressed through Spanish morphology and syntax. (Please note: BA's Spanish curriculum is being revised. 7th and 8th grade Spanish will be two different courses beginning the fall of 2007.)

Parent Role: Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parents to make certain that their child keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Course Prerequisites: 7th or 8th grade standing.

Spanish 1

SPAN 131: First Semester

SPAN 132: Second Semester

Instruction in Spanish 1 emphasizes the basics of the Spanish language, especially as it is used in Latin America. Students will receive instruction in basic vocabulary and grammar and will also be given opportunities to build skills in reading, writing, listening, and speaking.

Parent Role: Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parents to make certain that their child keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Course Prerequisites: Students must have freshman standing to register for the first semester of Spanish 1. Successful completion of the first semester of Spanish 1 or satisfactory performance on a placement test is required for registration in the second semester of Spanish 1.

Spanish 2

SPAN 231: First Semester

SPAN 232: Second Semester

Spanish 2 is essentially a continuation of Spanish 1. Students will continue to receive instruction in language structures (special attention will be given to mastering the Spanish verbal system) even as they enjoy the use of an expanding vocabulary. Proficiencies and applications will also receive greater emphasis during the second year.

Parent Role: Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parents to make certain that their child keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Course Prerequisites: Successful completion of the previous course in the BA Spanish sequence or satisfactory performance on a placement test.

Secondary Physical Education

Junior High Physical Education

PSED 701: First Semester

PSED 702: Second Semester

Recognizing God as the daily source of physical strength as well as the source of man's emotional and intellectual capacity, this course is a study in increasing fitness levels and motor development, learning and being able to play major sports as well as understanding key concepts in new sports, games and activities. This course strives to reveal God's purpose in physical education by understanding that God does not measure success on a scoreboard. The instructor aims at revealing physical gifts and talents given by God to individuals. These gifts then need to be developed in order to glorify God. The course will provide an opportunity to understand, reach, and set attainable goals in life, using the examples of athletics to serve greater lessons outside the sports arena. Students participate in team and individual sports. Emphasis is on fitness, coordination, and sportsmanship.

Parent Role: Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parents to make certain that their child keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Course Prerequisites: 7th or 8th grade standing.

Principles of Lifetime Fitness

PSED 131: One Semester

This course consists of a special study of lifetime fitness taken concurrently with at least three credit hours of a physical education activities class (either standard P.E. or athletics or a combination of both). This study will include readings in principles of lifetime fitness and a final semester project. Upon successful completion of the relevant P.E. activities class and this study, students will be awarded credit for Principles of lifetime fitness.

Parent Role: Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parents to make certain that their child keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Course Prerequisites: Freshman or higher classification.

High School Physical Education Activity

PSED 1X2: Variable Credit (1, 2, or 3 credit hours)

Students will have the opportunity to learn and practice one or more common team sports in an intramural format. Physical fitness, character development, and teamwork are emphasized. Students may combine P.E. activity credits with athletics credits (see below) to fulfill their diploma requirements. Upon successful completion of the relevant P.E. activities course, the course number will be changed to 112, 122, or 132 to reflect the number of credit hours earned in the course. This course may be repeated for credit, but students may apply a maximum of 12 credit hours (whether standard P.E. or athletics hours), three of which must be Principles of Lifetime Fitness hours (PSED 131), to meet graduation requirements.

Parent Role: Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parents to make certain that their child keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Course Prerequisites: Freshman or higher classification.

Athletics (as credit for P.E. activity)

PSED 123

PSED 121 is the course number given to all athletic activities used to fulfill P.E. credit requirements. Students wishing to use athletic participation to fulfill P.E. requirements must register for PSED 121 to earn P.E. credit. This course may be repeated up to four times for a maximum of 10 credit hours.

Parent Role: Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parents to make certain that their child keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Course Prerequisites: Freshman or higher classification.

Health

PSED 331: First Semester

This course presents basic Christian disciplines in a manner which places God clearly in the center of each area of the student's life so that he can acknowledge the Lordship of Christ in every area of life. This course is intended to teach the student respect of the human body for it is fearfully and wonderfully made (Psalm 103), respect for others as well as respect for the environment that God has created. The student will develop a knowledge of health/science pertaining to the human body. The student will be encouraged to have a proper attitude of respect of the human body, develop a healthy lifestyle, and nurture an attitude of responsibility. The eleven systems of the body will be covered. In addition, topics such as the following will be covered: 1) the power of tough choices; 2) puberty and maturation; 3) pregnancy and stages of birth; 3) moral purity; 4) why and how to wait for marriage; and 5) alcohol, tobacco, drug use; CPR/first aid; and 6) nutrition.

Parent Role: Guide to Independent Study: Here the parents have the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. Courses at this level will mimic that of a Jr. College program where independent study skills and disciplined planning for completing homework assignments are necessary.

Course Prerequisites: Freshman or higher classification.

Secondary Science

SCIENCE CORE

Life Science

BIOL 701: First Semester

BIOL 702: Second Semester

A broad study of life science as it applies to cells, organisms, and larger life systems. Topics may include the structure of cells; the functions of cellular organelles; elementary concepts in genetics and the role of DNA; the function, structure, and interaction of various organ systems; classification of bacteria, fungi, plants, and animals; the structure of communities within ecological systems of the Earth, photosynthesis, cellular respiration, protein synthesis, and the human body. Laboratory exercises include observation with microscopes and simple animal dissections.

Parent Role: Guide for dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful the teacher is dependent upon the parent to make certain that their son or daughter keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Course Prerequisites: Satisfactory performance on the English placement test, successful completion of the previous course offering in the BA science course sequence, or the permission of the instructor.

Earth Science

ERSC 801: First Semester

ERSC 802: Second Semester

Course content covers both the earth and the universe around the earth. Students will study astronomy and space exploration, the earth's atmosphere, meteorology, and oceanography. The course will not simply be a collection of facts, but a presentation of the processes, historically important events, and the structures and actions that can be observed in or from the earth today.

Parent Role: Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful the teacher is dependent upon the parent to make certain that their son or daughter keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Course Prerequisites: Satisfactory performance on the English placement test, successful completion of the previous course offering in the BA science course sequence, or the permission of the instructor.

Introduction to Chemistry and Physics

PHYS 131: First Semester

PHYS 132: Second Semester

IPC is an introduction to Chemistry and Physics. Topics may include the metric system of measurement; elementary particles and atomic structure; the periodic table; the structure of molecules; compounds, solutions, and mixtures; chemical reactions; simple machines; Newton's first law; potential and kinetic energy; cells, batteries, and electricity; the motion and octaves of sound waves; and light.

Parent Role: Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful

the teacher is dependent upon the parent to make certain that their son or daughter keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Course Prerequisites: Freshman classification and satisfactory performance on the appropriate placement test, successful completion of 8th grade math or the equivalent, concurrent enrollment in Algebra 1 (or a higher mathematics course), or the permission of the instructor.

Biology

BIOL 231: First Semester

BIOL 232: Second Semester

A basic survey of biological science. Topics addressed may include cellular structure and function; molecular biology; metabolism (anaerobic and aerobic respiration); mitosis and meiosis; photosynthesis and elementary plant biology; genetics (structure, function, and production of nucleic acids and proteins); physiological structure and function, creation, evolutionary theories, adaptation, and reproduction; classification of organisms; and human anatomy and physiology.

Parent Role: Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful the teacher is dependent upon the parent to make certain that their son or daughter keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Course Prerequisites: Satisfactory performance on the appropriate entrance test and sophomore classification or the permission of the instructor.

Chemistry

PHYS 331: First Semester

PHYS 332: Second Semester

A survey of basic chemistry. Topics include atomic structure, stoichiometry, descriptive chemistry and physical chemistry.

Parent Role: Guide to Independent Study: Here the parents have the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. Courses offered by BA at this level will mimic that of a Jr. College program where independent study skills and disciplined planning for completing homework assignments are necessary.

Course Prerequisites: Satisfactory performance on the appropriate placement test and successful completion of Algebra 1 and Physical Science (or, for the second semester, the first semester of Chemistry) or the permission of the instructor.

Physics

PHYS 431: First Semester

PHYS 432: Second Semester

A survey of basic physics. Topics addresses may include classical mechanics (Newton's law, harmonic motion, reference frames, work and energy, and rotational dynamics); optics; acoustics; electricity and magnetism (charge, potential, electric and magnetic fields, and circuit theory); and waves.

Parent Role: Guide to Independent Study: Here the parents have the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. Courses offered by BA at this level will mimic that of a Jr. College program where independent study skills and disciplined planning for completing homework assignments are necessary.

Course Prerequisites: Satisfactory performance on the appropriate placement test and successful completion of Algebra 2 and Physical Science (or, for the second semester, the first semester of Physics) or the permission of the instructor.

Secondary Social Studies

SOCIAL STUDIES CORE

American Republic (7th Grade U.S. History)

SOST 701: First Semester

SOST 702: Second Semester

This course provides students with study of the beginnings and early national period of the United States and so builds a solid foundation of knowledge about the heritage—including the Christian heritage—of this country.

Parent Role: Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful the teacher is dependent upon the parent to make certain that their son or daughter keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Course Prerequisites: Satisfactory performance on the appropriate placement test, successful completion of the previous course in the BA social studies sequence, or the permission of the instructor.

Geography (8th Grade Social Studies)

SOST 802: First Semester

SOST 802: Second Semester

Geography is the study of the world as God made it and man subdues it. Special attention will be given to the sovereign government of God in the affairs of men. The students will recognize their responsibility to reach the peoples of the world with the gospel.

Parent Role: Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful the teacher is dependent upon the parent to make certain that their son or daughter keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Course Prerequisites: Satisfactory performance on the appropriate placement test, successful completion of the previous course in the BA social studies sequence, or the permission of the instructor.

World History (10th Grade Social Studies)

SOST 231: First Semester

SOST 232: Second Semester

World history is the study of how God is moving in the events of mankind from creation to the present to bring about His kingdom upon the earth. World history acknowledges the providential working of God in the past, present and future. Students will be given the opportunity to understand how God works in all the affairs of men even though evil appears to be so strong.

Parent Role: For sophomores: Guide for Dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes

to be successful the teacher is dependent upon the parent to make certain that their son or daughter keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Course Prerequisites: Sophomore or higher classification and satisfactory performance on the appropriate placement test or the permission of the instructor.

United States History

SOST 331: First Semester

SOST 332: Second Semester

United States history is the study of how God has established, preserved and used our nation to further His purposes. The students will be given the opportunity to recognize God's power working in all of the affairs of men and their own responsibility to be faithful stewards of the gift of freedom Americans have enjoyed for the past two hundred years.

Parent Role: Guide to Independent Study: Here the parents have the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. Courses offered by BA at this level will mimic that of a Jr. College program where independent study skills and disciplined planning for completing homework assignments are necessary.

Course Prerequisites: Junior or higher classification and satisfactory performance on the appropriate placement test or the permission of the instructor.

Government

SOST 431: First Semester

Student will examine and be given the opportunity to recognize the impact the Word of God has had on our Constitution and the Biblical principles incorporated within this document. They will also be able to explain the structures and functions of our governmental system and their responsibility to participate on the local, state and national level.

Parent Role: Guide to Independent Study: Here the parents have the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. Courses offered by BA at this level will mimic that of a Jr. College program where independent study skills and disciplined planning for completing homework assignments are necessary.

Course Prerequisites: Senior classification and satisfactory performance on the appropriate placement test or the permission of the instructor.

Economics

SOST 432: Second Semester

The study of economics will give students an appreciation of the American free enterprise system and how it works. They will be given the opportunity to understand that God is the giver of all material goods and we are called to be faithful stewards of His possessions. They will see how God uses the principles of economics to guide and direct the affairs of man.

Parent Role: Guide to Independent Study: Here the parents have the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. Courses offered by BA at this level will mimic that of a Jr. College program where independent study skills and disciplined planning for completing homework assignments are necessary.

Course Prerequisites: Senior classification and satisfactory performance on the appropriate placement test or the permission of the instructor.

Secondary Technology

Computer Applications I

TECH 131: First Semester

TECH 132: Second Semester

The course will cover computer literacy and basic input skills. The student will be instructed on how to use general computer applications (spread sheet, word processing, desktop publishing, Powerpoint, etc.). In addition, the student will be exposed to technical tools (modem, CD-ROM, etc.) so that he will be able to access, process, produce, and present information using a computer.

Parent role: Guide for dependent Study: 7th-10th grade students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful the teacher is dependent upon the parent to make certain that their son or daughter keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary.

Prerequisites: Freshman or higher classification.

A Note Regarding These Course Descriptions: These descriptions represent planned course content. They are provided for informational purposes only and do not represent a contract between Believers Academy and any of the families whom it assists. The academy does not obligate itself to honor errors, misprints, or omissions, and reserves the right (and indeed the responsibility) to correct or update descriptions should such errors, etc., be discovered, and to make changes in course content when convinced that doing so will enhance the educational quality of the classes it offers.