

High School Bible Curriculum

Bible I – A Case for A Creator, Lee Strobel; Connecting With God (A New Testament Survey), Purposeful Design

The course begins with creation and looking at creation from a Biblical worldview. It explores different view of creation always using God's Word as the basis for Truth. The course then moves on to a systematic survey of the New Testament. There is required Bible reading on a weekly basis and a weekly scripture memory passage.

Bible II - Major Bible Themes is a two semester study of selected themes (doctrines) from the book by Lewis Sperry Chafer of the same title and revised by John F. Walvoord. Although doctrine is mentioned and included in the Old and New Testament Survey courses, those courses focus more on the content and progression of revelation. It is within the scope of Major Bible Themes the specific doctrines are studied in greater detail.

Multiple aspects of the primary themes of the Bible, theology proper (or the study of God), the Trinity, the Son, the Spirit, Sin, Salvation, Man(kind), Angels, Sanctification, Israel and the Church are approached from the systematic and thematic approach developed by Chafer in his book Major Bible Themes (Academic Books, a division of Zondervan).

Bible III - Bible Study Methods by Rick Warren.

An understanding of the Word of God is necessary for spiritual life and growth (Psalm 1). The Freshmen and Sophomore Bible courses are designed to impart knowledge of the Bible and its core teachings. The goal of the Junior Bible course is to equip students to study God's Word on their own. Also, each student will learn how to use some of the resource tolls that are available. At the end of the course, the students will have learned skills that will last them a lifetime.

Bible IV - Worldviews – 1st_semester Sire, James W. THE UNIVERSE NEXT DOOR, 5th ed.

The core belief of both BRS and the course's instructor is that the Biblical, Christian worldview is spiritually, intellectually, emotionally, and practically superior to all other worldviews; therefore, this course will promote it as such. Other dominant worldviews will be presented, but non-Christians who adhere to their tenants will not be presented as stupid or insane, but rather as lost and deceived individuals who have not recognized the inconsistent and erroneous nature of their worldviews. The goal of the course is that be seeing these worldviews contrasted with each other, Christian students will have a clearer picture of both their own worldview and the alternatives and will be able to enunciate and defend their position more persuasively and intelligently. Many young people do not know why they believe what they say they believe, and so become easily baited by thoughts and actions promoted by a spiritually rootless world they are facing in today's pop culture and will continue to face upon entering secular workplaces or academic institutions.

Ethics – 2nd semester McQuilkin, Robertson. AN INTRODUCTION TO BIBLICAL ETHICS,
2nd ed. Wheaton, IL: Tyndale House, 1995.

Ethics at Baptist Regional School is a course designed to provide a foundation of moral absolutes for decision making. The student of ethics is not urged toward neutrality, nonjudgmentalism, or moral relativism. Instead the biblical perspective that there are many universal moral absolutes that do not conflict, and that such absolutes are recognizable because their source is in the essence of God's goodness and holiness, and that He has communicated them to mankind, is the sum and subject of the course in Ethics. The senior student studying ethics will be provided with the information to detect nonbiblical biases that run counter to the grain of morality and precepts associated with the holy character of God. Students of ethics examine various systems of thought, both ancient and modern, that bear upon the individual in community and with responsibility to God, community and self. Some nonbiblical systems of thought are explored in summary. The major emphasis will be to develop an approach to life issues that uses biblical norms for decision making.

High School English Curriculum

English I & Honors English I - *Writing and Grammar*. Gold Level. Prentice Hall
Adventures in Reading. Pegasus Edition. Harcourt Brace
Wordly Wise Book 9

Freshmen English begins the building process of developing a student's communication skills. The communication cornerstones emphasized on this level are use of correct grammar, an understanding of how good grammar influences effective sentence structure, paragraph writing, essay writing, oral presentation, vocabulary, short story structure, theme in the short story and drama, exploring the structure of a novel and an epic and study on poetic form and language devices.

English II

Text: *Adventures in Appreciation*

- ~The reading selections focus on classic stories, essays, and novels from world authors as the students learn about the elements of good literature.
- ~We work on basic research paper writing skills in connection with a study of the literature of the Holocaust.

Text: *Wordly Wise – Book 10*

- ~We work on new vocabulary and its use throughout the year.

Text: *Writing and Grammar 10– Communication in Action*

- ~The students work on practical grammar skills to improve their writing and speaking.
- ~We focus on writing cause and effect essays.

Honors English II

This class uses the same textbooks as English II, but there attention is given to the critical reading of selections and more depth in writing quality and content.

English III

Text: *Adventures in American Literature*

- ~We read, study, and compare American authors from our country's beginning to current day.
- ~Students write an in-depth research paper on a selected author and his/her work.

Text: *Wordly Wise – Book 11*

- ~We work on new vocabulary and its use throughout the year.

Text: *Writing and Grammar 11 – Communication in Action*

~The students learn to refine grammar skills to enhance their writing and speaking.

~The curriculum includes learning to write a persuasive essay.

Honors English III

This class uses the same textbooks as English III, but more emphasis is placed on analyzing the literary selections and producing more detailed writing.

English IV - *Adventures in English Literature*. Pegasus edition; *Wordly Wise Book 12*.

The purpose of the English curriculum in the senior year is to expand the writing and reasoning foundational skills learned during the previous three years of high school. Units on writing and persuasion encourage students to develop their communication skills, prepare them for college writing, and prepare them to communicate effectively as Christians in the workplace and in the world. A major emphasis on English literature gives students an appreciation of our historic and literary heritage while also enhancing comprehension, thinking and writing skills.

AP English - *Barron's "How to Prepare for the AP" workbook*

The course in AP Literature and Composition is available to any Seniors who have demonstrated a proficiency in reading and writing in their previous high school experience. Each student will be required to read several works of significant length and literary merit, and provide both oral and written feedback concerning appropriate interpretations of the text. In each quarter, each student should expect to write 1 or 2 papers outside of class of 4-6 pages each, 1 or 2 timed, in-class essays (rhetorical or literary analysis), and 1 or 2 creative writing assignments. The course is designed to prepare students for the AP English Literature Exam. The works studied come from a high concentration of British writers because all students study exclusively American literature in 11th grade, and 12th grade students who do not take AP Literature study exclusively British texts. The result is that all AP students do study a balance of writers at the end of their high school experience.

Speech - *Speech for Effective Communication*. 2nd ed. Holt, Rinehart and Winston: Austin, 1994.

Speech class concentrates on both the content and delivery aspects of speech and is designed to develop oral communication skills, to develop confidence in the speaker, and to improve the vocal mechanism. The power of the spoken word is studied and analyzed as the class examines a variety of speaking situations, from presidential address to a classroom lecture. The class also reminds us of our responsibility as Christians to become effective communicators for God. Informative, persuasive, demonstration and devotional speeches, question and answer sessions, public prayer, mock interviewing and impromptu speaking provide practical opportunities for students to develop their speaking skills.

Creative Writing - *Creative Writing. National Textbook Company: Chicago, 1992.*

The general purpose of this course is not to be another “English class”. Although at times we may supplement the English curriculum, writing for this course will be more different from than similar to other academic writing. Creative Writing will place the emphasis on creativity. Common rules of grammar and composition should not be ignored, but they are not the emphasis. At the conclusion of this class each student should understand that there are more uses for writing than just in English classes and for a grade. Using writing in various career fields will also be discussed in relevant units. Subject units will be comprised of, but not limited to, the following: short story, journalism (newspaper), poetry, greeting cards, children’s literature, business letters, journaling, word games, letters, scripts and critiques.

High School History Curriculum

United States History I & II - A History of the United States, Prentice Hall, 2003

This is a two-year course in the study of American History for students in grade 10 and 11. The course begins with the forces that led Europeans to discover a New World and ends with the United States as the dominant power in the world. This course uses a textbook as the basis for readings and assignments that are introductory to class discussion. The teacher also brings additional material to increase interest and enthusiasm in the students. New interpretations of American history are introduced and through class discussion their strengths and weaknesses are illustrated. America's strong religious history and background are emphasized early in the class. Students are asked to write several essays which encourage research, the evaluation of primary sources, and logical thinking. (Genesis 1, Job 12:23, Proverbs 21:1, Isaiah 40:13-17, Daniel 7, I Corinthians 10:11, Ephesians 1:4-6)

AP US History - The American Pageant (Boston, Mass.: Houghton Mifflin Co., 2002), written by Kennedy, David M., Lizabeth Cohen, and Thomas Bailey.

The AP program puts a large emphasis on interpreting documents, mastering a significant body of factual information, and writing critical essays. Topics include life and thought in colonial America, revolutionary ideology, constitutional development, Jeffersonian and Jacksonian democracy, nineteenth-century reform movements, and Manifest Destiny. Other topics include the Civil War and Reconstruction, immigration, industrialism, Populism, Progressivism, World War I, the Jazz Age, the Great Depression, the New Deal, World War II, the Cold War, the post-Cold War era, and the United States at the beginning of the twenty-first century.

In addition to the topics listed above, the course will emphasize a series of key themes throughout the year. These themes have been determined by the College Board as essential to a comprehensive study of United States history. The course will trace these themes throughout the year, emphasizing the ways in which they are interconnected and examining the ways in which each helps to shape the changes over time that are so important to understanding United States history.

World History - World History: The Human Journey, Holt, Rinehart, and Winston, 2005

This is a survey course for the beginning student of history. It is designed to present the broad spectrum of the world's history. There are five themes which form the basis on which we will investigate the human story from its earliest beginnings to its all-too-obvious modern struggles. The five themes are as follows: 1. The relationship of change and continuity from 8,000 BCE to the present. 2) the impact of interaction among and within major societies, including trade, systems of international exchange, war, and diplomacy. 3) the impact of technology and demographics on people and their environment, including population changes, disease,

migrations, and agriculture. 4) the cultural, religious, and intellectual developments among and within societies. 5) God's plan for the ages as revealed in the scripture.

AP World History

AP World History is designed to present the broad spectrum of the world's history. It will not focus on specific regions or on detailed events. Rather, we will look at the global scale of human development and interaction. We will accomplish this by:

1. developing skills of historical research
2. analyzing critically our own point of view and that of many authors to develop a global perspective
3. reading historical documents and writing critically on their themes
4. focusing on continuity and change in world events and presenting reasonable explanations as to why things change or stay the same
5. practicing specific test strategies used on the AP exam

Six themes developed by the College Board for AP World History form the basis on which we investigate the human story from its earliest beginnings to its all too obvious modern struggles.

The six themes are as follows:

1. the relationship of change and continuity from 8,000 BCE to the present
2. the impact of interaction among and within major societies, including war and diplomacy trade, and systems of international exchange
3. the impact of technology and demographics on people and their environment, including population changes, disease, migrations, and agriculture
4. the systems of social and gender structure
5. the cultural, religious, and intellectual developments among and within societies
6. the changes in functions and structures of states and in attitudes toward states and political entities, including the emergence of the nation state

TEXTBOOKS

Stearns, Peter N., et al. *World Civilization: The Global Experience*. 3rd edition. New York: AddisonWesley Educational Publishers Inc., 2003.

Reilly, Kevin. *Worlds of History: A Comparative Reader, Volumes 1 & 2*. 2nd edition. Boston: Bedford/St. Martin's, 2004.

McCannon, John. *How to Prepare for the AP World History Advanced Placement Examination*. Hauppauge, New York: Barron's Educational Series, Inc., 2002.

World Geography - World Geography: Building a Global Perspective, Prentice Hall, 2005

This course is dedicated to a study of the world around us. The class starts with an introduction to geography, in which students will learn the five themes of geography, the features that define the earth, the climate patterns of the earth, how to study peoples and cultures of the earth and how to use various geographic tools. From there students will use the skills they have learned to apply to the ten areas of the world we will be studying. In addition to using these skills to apply to ten areas, the students will look at the physical features of those areas (land, climate, and types

of vegetation). Each area will also be addressed in terms of its culture, which includes studies of population patterns, history and government, and cultures/lifestyles.

High School Mathematics Curriculum

Algebra I – Holt McDougal

This course assumes that the student has a working knowledge of fractions and integers as well as familiarity with negative numbers. Topics include exponential notation, solving for a variable, multivariable equations, polynomials, graphing linear equations, trinomials, and quadratic equations. The course utilizes a building block approach in presenting the material. The course is conducted in such a manner as to insure that each student is proficient at each level before moving on.

Honors Algebra I - Holt McDougal

- Expressions, equations, functions
- Order of operations, properties, square roots
- Linear equations: solving, graphing, rate of change
- Linear inequalities: solving, graphing
- Ratio and proportion, percent, cross products
- Direct variation, absolute value
- Systems of equations
- Exponents, scientific notation, factoring

Geometry – Holt McDougal

The study of Geometry is an investigation of relationships between points, lines, and planes. Intuition gives way to reasoning processes that are at first inductive, then deductive and syllogistic. Gradually, a formal system, whose building blocks are definitions, postulates, theorems and corollaries, takes shape and students are taught to organize their justifications for their conclusions to their investigations within the framework of this system.

Previously studied algebraic equation solving strategies are applied to a variety of geometric considerations and used to determine linear and angle measures. Euclidean-constructions are studied to reinforce the power of proven theorems, to convincingly represent the truth of relationships, and to create a link with the historical development of modern geometry.

Honors Geometry - Holt McDougal

- Points, lines, planes, angles, figures, formulas
- Congruence, similarity, reasoning
- Proofs: definitions, postulates, theorems, relationships

- Parallel and perpendicular lines
- Triangle congruency, transformations, relationships
- Trigonometry: Pythagorean Theorem, solving right triangles, identities
- Quadrilaterals: parallelogram, rhombus, rectangle, square, trapezoid, kite.

Algebra II - McDougal Littell, 2007

Students will study more advanced sets of numbers such as imaginary and complex numbers, as well as work with irrational numbers. The course also includes study of advanced principles of equation solving, radicals, linear systems solutions, factoring polynomials, simplifying rational expressions, and solving as well as graphing quadratics.

Honors Algebra II - McDougal Littell

- Equations and inequalities
- Linear equations, functions, systems
- Matrices, direct variation, inverse variations, joint variation
- Factoring, solving polynomial equations
- Exponential and logarithmic equations
- Trigonometry: Pythagorean Theorem, solving right triangles, identities

Precalculus - Precalculus with Limits, A Graphing Approach, Houghton Mifflin

- Graphing functions, transformations
- Inverse functions
- Linear and quadratic regressions
- Quadratic functions, real zeros
- Complex numbers
- Exponential and logarithmic functions: solving, graphing
- Trigonometry: functions, identities, formulas, laws
- Matrices: operations, inverses
- Sequence, series, probability
- Limits – introductions to Calculus

AP Calculus: Calculus: Graphical, Numerical, Algebraic, AP Edition Prentice Hall

AP Calculus prepares students for the AP Calculus test, which is taken in May of each school year. Topics include limits, differentiation, trigonometric relationships, and integration. Several AP practice tests are given in preparation for the AP test.

High School Science Curriculum

Physical Science - Concepts in Action, Prentice Hall

This course is designed to challenge students to think and examine, rather than to accept in blind faith, pronouncement concerning the physical universe. It is designed to introduce the students to fundamental concepts in physics and chemistry in order to prepare for the upper level science courses. Some of these concepts are as follows : matter, states of matter, motion, forces in motion, fluid pressures, energy , mechanical waves and sound, light, and many more !!

Biology – Biology, Holt, NJ Ed., 2008

Biology is an introductory course to the life sciences. This course includes the basic structure and function of living things, a survey of the species, and the relationships of living things. It is taught from a creationist viewpoint, but presents the evolutionary theory for comparison. In addition to the academic information, there will be hands-on laboratory experiments and a research project.

Chemistry – Chemistry, Holt, 2006

Chemistry is the study of matter and its reactions. This course will cover the basic ideas of chemistry and will use laboratory exercises to reinforce material.

Physics – Chemistry, Holt, 2009

Physics is an honors science course in which you will study all the facets of energy and motion. Special attention is paid to Newtonian Mechanics.

Human Anatomy & Physiology - Essentials of Anatomy & Physiology; Pearson, 4th Ed., 2007

Human anatomy and physiology is an in depth study of the structure and function of the human body. Because of the level of study, this course is classified as an honors course and will be taught on a freshman college level. There will be laboratory exercises in addition the lecture material.

High School Spanish Curriculum

The goal of foreign language study is to be able to function and communicate in that language. Each level emphasizes the Communication skills, READING & WRITING, SPEAKING & LISTENING, while presenting vocabulary, grammar, culture, and integrating Bible principles and verses at appropriate times.

SPANISH 1: introduces the foundational grammar concepts requisite to communication. Specifically, nouns introduce the concepts of gender and noun / adjective / article agreement. Verb conjugation is limited to the present tense but includes regular, irregular, stem-changing forms, a substitute for the future tense (what one “is going” to do) the difference between *ser* and *estar*, and idioms using the verb *tener*. The difference between formal and informal tone is emphasized. Word order in questions, statements, negative statements is practiced. Contractions, possessive adjectives, subject pronouns, prepositional pronouns and the *personal a* make up the balance of first year grammar concepts. Basic vocabulary is presented, drilled and practiced through the emphasis on the communication skills.

SPANISH 2: The students are challenged to USE the basics successfully with increasing skill as they progress throughout the year while learning the following grammar: stem-changing verbs, irregular present tense verbs, direct and indirect objects and their pronouns, one of two past tenses (including the regular, irregular and stem-changing forms), verbs that state reactions and conjugate like *gustar*, and reflexive verbs in the present and in the past tense. Vocabulary is presented according to the theme of each chapter.

SPANISH 3: This is called the “year of the tenses” because students learn the imperfect and why it is different from the preterite. By year’s end they will have been presented all simple tenses of the past, the present, the future and the conditional. They will have been presented compound tenses including the perfect and progressive tenses in a variety of time frames (past, present, future progressive, for example). They begin their study of formal commands. There is more application of reading, writing, speaking and listening comprehension skills since their exposure to grammar is becoming varied and complex. Other grammar includes comparative and superlative expressions, multiple object pronouns used within a sentence and their effect upon word order. Vocabulary is presented by the theme of each chapter.

SPANISH 4: By this point, students are well on their way to proficiency in the Spanish language. True fluency comes through immersion, and I encourage students to take that next step during their college years by considering a semester studying abroad or spending part of a summer with a well-organized and supervised mission trip. Spanish 4 is an honors class. As students continue to learn new vocabulary and grammar (the mechanics) they continue to be graded on their ability to apply them by emphasizing communication skills. The grammar foci of Spanish 4 are: completion of the various and difficult imperatives (regular and irregular, negative vs affirmative, with object pronouns attached when appropriate, etc...) and the present and past subjunctive forms. Spain’s history integrated with Biblical timeframes, the development of the language from Latin, short stories set in Spain’s historic settings, numerous Bible passages, samples from Spanish literature, and a condensed version of El Cid enhance the curriculum and

depart from the text. This year culminates with an Oral final exam, an exercise in communication. Each student will select one of the short stories from the year and re-tell the story in his own words using specific required grammar elements and structures to describe the setting, develop the characters, and recount the main idea supporting details.

SPANISH 5 addresses the perplexing nuances of language usage in an advanced study of grammar. Also developed is the use of the *pluscuamperfecto del subjuntivo*, and distinguishes its use from that of the other subjunctive forms. This grammar is interspersed in a year dedicated to the concentrated development of the communication skills. Much reading, including extended portions of the Spanish Bible, much listening including video / DVD viewing with Spanish dubbing and sometimes Spanish subtitles, and Christian radio broadcasts represent some examples of student exposure to authentic Spanish.

High School Music Curriculum

Music Theory - Music in Theory & Practice, Volume 1 by Bruce Benward (McGraw-Hill)

Music Theory teaches the fundamentals of musical theory, including notation, chords, chord progressions, form, and interpretation. Students will arrange for both vocal and instrumental groupings, as well as compose an original vocal piece during the second semester.

Western Culture Music - A History of Western Music by J.Peter Burkholder (W.W. Norton and Co.)

Western Culture (Music) studies musical history from Biblical times to the present. Musical composers and styles are discussed, as well as the influence of classical music on today's modern compositions.

Choir

Choir rehearses three days each week, and studies many styles, including spirituals, classical, sacred, and musical theater. Performances include our annual Christmas and spring concert, a Haddon Heights Baptist Church spring service, and the ACSI Fine Arts Competition.

Band

Band rehearses two days a week, and studies many styles, including sacred, contemporary, and musical theater. Performances include our annual Christmas and spring concert, and the ACSI Fine Arts Competition.

Music Team

Music Team rehearses each afternoon, and is comprised of an auditioned set of students from the senior high choir. This ensemble studies many styles, including spirituals, classical, sacred, and musical theater. Performances include our annual Christmas and spring concert, the ACSI Fine Arts Competition, a spring semester church tour, and the national high school a cappella tournament.