



DISCIPLESHIP | CHARACTER | EDUCATION

# 2024-25 High School Course Catalog



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## STATEMENT OF FAITH

We believe in:

**Mission Statement**  
**“Empowering students to be a people of hope through Christian character development, discipleship, and quality education programs.”**

1. The inspiration of the Bible, equal in all parts and without error in its origin. (Jeremiah 10:10, 2 Timothy 3:16, John 17:14)
2. The one God, eternally existent Father, Son, and Holy Spirit, who created man by a direct immediate act. (2 Corinthians 13:14, Genesis 1:27)
3. Literal creation by the power of His word, as recorded in Genesis.
4. The pre-existence, incarnation, virgin birth, sinless life, miracles, substitutionary death, bodily resurrection, Ascension to Heaven and the visible second coming of the Lord Jesus Christ. (John 17:5, Romans 8:3, John 1:14, Matthew 1:18-25, 2 Corinthians 5:21, Mark 4:35-41, Mark 9:14-29, John 9:1-41, John 6:1-14, 1 Peter 2:21-25, 1 Corinthians 15:3-4, Acts 1:9-12)
5. The fall of man, the need of regeneration by the operation of the Holy Spirit on the basis of grace alone, and the bodily resurrection of all to life or damnation. (Genesis 3:1-24, Titus 3:5, John 5:24-25, Matthew 25:41)
6. The spiritual relationship of all believers in the Lord Jesus Christ living a life of righteous works, separated from the world, witnesses of His saving grace through the ministry of the Holy Spirit. (James 2:14-26, Romans 12:2, Titus 3:4-7)
7. The Church as a called body of believers-an "ekklesia"-picked out chosen, or called out of the world's system, and therefore of necessity, distinct and separate, from the State. (John 18:36, 1 Peter 2:9, 2 Corinthians 6:17)
8. The Sovereignty of God over both the Church and the State, assigning to each her own distinctive functions.
  - 7.1 The State "is the minister of God, a revenger to execute wrath upon him that doeth evil." (Romans 13:4b). This is God's sovereign right reserved unto Himself, distinctly apart from the role of the Church. (Romans 12:19, Proverbs 21:1, Daniel 4:17, 25 & 32)
  - 7.2 The Church, by contrast is called to practice under any and all circumstances a way of love (Matthew 5:38-48) to which the State cannot attain. (2 Corinthians 10:3-4, 1 Peter 3:9, 2 Timothy 2:24)
9. Due respect, honor, prayer, and support to civil authorities at all times, and conscientious obedience to all laws that do not conflict with God's order for the Church. (1 Timothy 2:2)
10. God created mankind in His image: male (man) and female (woman), sexually different but with equal personal dignity and roles. (Genesis 1:26-28, Romans 1:26-32, 1 Corinthians 6:9-11)
11. God created and ordered human sexuality to the permanent, exclusive, comprehensive, and conjugal "one flesh" union of man and woman, intrinsically ordered to procreation and biological family, and in furtherance of the moral, spiritual, and public good of binding father, mother, and child. (Genesis 1:27, Genesis 2:24, Matthew 19:4-6, Mark 10:5-9, Romans 1:26-27, 1 Corinthians 6:9-11, Ephesians 5:25-27, Revelation 19:7-9, Revelation 21:2)



## CHRISTIAN PHILOSOPHY OF EDUCATION

A Christian Philosophy of Education calls for the discipleship of the student to be at the center of all that is done. Discipleship is our “WHY.”

A Christian Philosophy of Education also calls for an educational process that puts the Bible at the center and asks the student to evaluate all he/she studies through the lens of God’s Word. Because God is Truth, He brings a unity of truth to all of His creation. No subject can be taught in its totality if the Creator is ignored or denied.

***“Jesus said to him, ‘I am the way, and the truth, and the life. No one comes to the Father except through Me.’” (John 14:6)***

***“... all things were created through Him and for Him. And He is before all things, and in Him all things hold together.” (Colossians 1:15-17; 16b-17)***

***“All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be competent, equipped for every good work.” (II Timothy 3:14-17; 16-17)***

Christian education elicits learning that is integrated with the eternal rather than segmented and temporal. Knowledge becomes purified by the recognition of God’s place in it; emerging from such knowledge comes wisdom.

***“For the Lord gives wisdom; from his mouth come knowledge and understanding...” (Proverbs 2:6)***

***“If any of you lacks wisdom, you should ask God, who gives generously to all without finding fault, and it will be given to you.” (Proverbs 3:18)***

In addition to an integrated approach to knowledge, a Christian philosophy of education calls for the whole child to be educated for life – spiritually, mentally, socially, and physically. Jesus admonished His disciples, ***“Permit the little children to come to Me, for of such is the Kingdom of heaven.” (Matt. 18:3)*** In Christian schools, students can come to know Jesus on a daily basis, as they are discipled as complete creations in Him. Spiritual mentoring and modeling, godly self-discipline and Christ-like expectations of how to treat one another can be woven into the fabric of each child’s life.

***“...You shall love the Lord your God with all your heart and with all your soul and with all your mind...You shall love your neighbor as yourself.” (Matthew 22:37- 40; 37,39)***

***“For we are His workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them.” (Ephesians 2:10)***

The Word of God is clear in making parents responsible for the education of their children. ***“You shall teach them diligently to your children, and shall talk of them when you sit in your house, and when you walk by the way, and when you lie down, and when you rise.” (Deut. 6:4-9;7)*** At Arthur Christian School believe we cannot separate the school from the home from the church while striving to be successful, from God’s perspective, in His kingdom. We read in ***Ecclesiastes 4:12, “And if one prevail against him, two shall withstand him; and a threefold cord is not quickly broken.”*** Our mission is strengthened when we join forces with our families at home and at church to support kingdom principles of education.



## **MISSION STATEMENT**

Empowering students to be people of hope through Christian character development, discipleship, and quality education programs.

## **ACS CULTURE**

Honor God and each other.  
Seek an alive God and interact with Him daily.  
Be a family.  
Be a people of hope, kindness, and worship.  
Be an empowered and victorious people through the Holy Spirit.

## **ACS EXPECTATIONS**

Worship God (with everything)  
Have a vision (hope and dream)  
Be a learner, not a finisher (growth over grades)  
Lean into struggle (do hard things)  
Own your education  
Own our culture

## **ACS DECLARATION**

This is where we stand as a movement in our generation. We are in the throes of a reformation. No longer will we tolerate the status quo of an externally governed existence. No longer will we accept training in powerlessness. No longer will we live as slaves. Legalistic motivations and the ideals of a small life are no longer options for us. We are sons and daughters of the Most High. We are training for reigning as never before. We now expect to be powerful, living an abundant life in Christ until the kingdoms of this earth become the Kingdom of our God.

## **EDUCATIONAL GOALS**

In order to perpetuate the purpose and philosophy of Arthur Christian School, these goals have been established:

- a. The school will be concerned with educating the whole child, thus aspiring to the intellectual, social, emotional, physical, and spiritual needs of the children. This will be done for the glory of God for the sake of His Kingdom.
- b. A climate of love and concern for students and between staff members will provide an atmosphere of recognizing that all are important to God. (1 John 4:7-8)
- c. Qualified and dedicated staff will provide a rigorous academic program encouraging growth and accomplishment in all areas of learning.
- d. Opportunities will be provided to encourage aesthetic appreciation. Recognizing that all people are made in the image of our Creator God, the student's special abilities and talents will be encouraged.
- e. Self-discipline will be an ongoing goal, with guidelines enforced to train the children in the process of accomplishing that goal.
- f. Educational facilities, equipment and supplies will be maintained at a level to ensure effective use and to meet needs even as they change.
- g. Communication with the parents of the children will be frequent and informative. Also, parents will be encouraged to share concerns, questions and ideas with the school personnel. The Matthew 18 principle will be followed in all applicable areas of school life.



## DESIRED STUDENT OUTCOMES

As we pursue our mission to “empower students to be people of hope through Christian character development, discipleship, and quality education programs,” we recognize that it is only the Holy Spirit who produces lasting outcomes in the lives of our students. The desire of Arthur Christian School is to see evidence of His work in students and graduates who:

### 1. Grow in wisdom

- **value and acquire enduring knowledge in all academic disciplines.**

*For the Lord gives wisdom, and from his mouth come knowledge and understanding. . . For wisdom will enter your heart and knowledge will be pleasant to your soul. (Proverbs 2:6,10-11)*

- **pursue life-long learning.**

*We pray this in order that you may live a life worthy of the Lord and may please him in every way: bearing fruit in every good work, growing in the knowledge of God... (Col. 1:10) (2 Peter 1:5-8)*

- **discern and act consistent with a Biblical worldview and Christian ethics.**

*He has showed you, O man, what is good. And what does the Lord require of you? To act justly, and to love mercy and to walk humbly with your God. (Micah 6:8)*  
*. . . find out what pleases the Lord. (Ephesians 5:10)*

### 2. Grow in stature

- **recognize and care for their bodies as temples of the Holy Spirit.**

*Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your body. (I Cor. 6:19-20)*

- **understand their uniqueness and value to the Lord.**

*For you created my inmost being; you knit me together in my mother’s womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well. . . . How precious to me are your thoughts, O God! How vast is the sum of them! (Ps. 139:13-14, 17)*

### 3. Grow in favor with God

- **know the person and the redeeming work of Jesus Christ and commit to Him as Savior.**

*Now this is eternal life: that they may know you, the only true God, and Jesus Christ, whom you have sent. (John 17:3)*

- **understand and submit to the lordship of Jesus Christ.**

*Therefore let all Israel be assured of this: God has made this Jesus, whom you crucified both Lord and Christ. ( Acts 2:36)*

*Submit yourselves, then, to God. . . Humble yourselves before the Lord, and He will lift you up. (James 4:7a, 10)*

- **acknowledge the Bible as the authoritative Word of God, foundational to faith and purposeful life.**

*All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness. . . (II Tim 3:16)*

### 4. Grow in favor with man

- **develop and sustain healthy, faithful relationships.**

*Be imitators of God, therefore, as dearly loved children and live a life of love, just as Christ loved us and gave himself up for us as a fragrant offering and sacrifice to God. (Eph. 5:1-2)*

*Submit to one another out of reverence for Christ. (Eph. 5:21 – 6:9)*

- **actively grow and serve as members of the body of Christ.**

*Now you are the body of Christ, and each one of you is a part of it. (I Cor. 12:27)*

*We have different gifts, according to the grace given us. (Romans 12:6-8)*

- **articulate and defend the Truth of the gospel.**



*But in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect. . . (I Peter 3:15)*

- **engage the culture for Christ, as His ambassadors in a diverse world.**

*. . .that God was reconciling the world to himself in Christ, not counting men's sins against them. And he has committed to us the message of reconciliation. We are therefore Christ's ambassadors, as though God were making his appeal through us. We implore you on Christ's behalf: Be reconciled to God. (II Cor. 5:19-20)*

### **Belief and Respect**

While ACS requires that all board members and staff be able to sign the Statement of Faith and support its Mission, patrons and students are not required to sign the Statement of Faith. Parents may choose to send their children to ACS, even if the parents do not hold to these values. Even so, the parents must agree to show respect for the ACS Statement of Faith and Mission, understanding that the staff is encouraged to witness to, pray for, disciple and mentor the students in knowledge of the Bible and love for Jesus Christ.

Elementary students, for the most part, have not come to an age of accountability for their own faith. As students mature into young adulthood, they are becoming increasingly aware of their own values, beliefs, and faith. While teenagers who are seeking truth are encouraged to ask questions and express faith or doubt in Christ and in the Bible, we ask that students keep in mind and be respectful in attitude, communications, and actions of the Statement of Faith and Mission of ACS, realizing that the time, effort, and money that is being invested in them is being given, often sacrificially, by Christians who uphold these beliefs. If a parent or student is not willing to be respectful of the ACS Statement of Faith and the ACS Mission, then the parent, student or ACS principal may call a meeting to discuss a plan of action with the Headmaster.

Students are required to sign a Code of Conduct included in the enrollment process.



# 2024-25 COURSES OFFERED

## Mathematics

### Algebra 1A

*Grades 8, 9, 10 / .5 Credit / Two Semesters*

Algebra 1A provides the beginning of a foundation that students need to enjoy success in future mathematics courses. Topics include linear equations, linear inequalities, systems of equations, and polynomial arithmetic. Algebra 1A supplies the language and patterns of reasoning used in the sciences and other branches of knowledge. Practice and review problems in each lesson give sufficient opportunity for the student to develop and maintain their skills.

*NOTE: Algebra 1A provides an opportunity for a slower pace and a more in-depth approach to the concepts and lessons within Algebra 1.*

### Algebra 1B

*Grades 8, 9, 10 / .5 Credit / Two Semesters*

Algebra 1B provides the continuation of a foundation that students need to enjoy success in future mathematics courses. Topics include polynomial factoring, radicals, quadratic equations, functions, rational expressions and equations, and probability and statistics. Algebra 1B continues to supply the language and patterns of reasoning used in the sciences and other branches of knowledge. Practice and review problems in each lesson give sufficient opportunity for the student to develop and maintain their skills.

*NOTE: Algebra 1B provides an opportunity for a slower pace and a more in-depth approach to more concepts and lessons within Algebra 1. Algebra 1A should be completed BEFORE Algebra 1B.*

### Algebra 1

*Grades 8, 9, 10, 11 / 1 Credit / Two Semesters*

Algebra 1 provides a foundation that students need to enjoy success in future mathematics courses and includes topics such as polynomial arithmetic, factoring, equations, inequalities, graphing, statistics, rational expressions, radicals, functions, and quadratic equations. Algebra 1 supplies the language and patterns of reasoning used in the sciences and other branches of knowledge. Practice and review problems in each lesson give sufficient opportunity for the student to develop and maintain their skills while learning to work quickly and accurately. Word problems, problem-solving strategies, and critical thinking throughout the text ensure that students can apply their mathematical skills to everyday situations and encourage students to connect varying types of mathematical knowledge. Build Up sections allow for further expansion of the concepts covered.

### Geometry

*Grades 9, 10, 11, 12 / 1 Credit / Two Semesters*

Geometry teaches students how to use known facts to verify the truth of additional facts, to solve geometric problems, and to use deductive reasoning for drawing correct conclusions. Students learn to think naturally, logically, and systematically whenever they encounter a proof to write, a construction to make, or a problem to solve. They are then equipped throughout life to perform such tasks that require higher levels of critical thinking skills.

### Algebra 2

*Grades 9, 10, 11, 12 / 1 Credit / Two Semesters*

Building from a foundation of basic algebra, Algebra 2 develops confidence in problem-solving strategies through application of in-depth algebraic skills. Student will gain thorough exposure to algebraic techniques applied in many branches of mathematics. Concepts such as matrices, linear programming, and hypothesis testing will pique student interest in mathematical application. An increased understanding of algebraic concepts will result in thorough preparation for further study in mathematics. Algebra 2 builds from mathematical ideas to practical problem-solving





with applications in business, science, sports, medicine, and statistics. Students will learn to analyze results and make informed decisions for everyday life.

***Advanced Mathematic Courses***

Grades 11, 12 / varies / varies

Options for advanced level mathematic and dual credit courses are available online for additional fees. Contact the school office for more details.



## English

### English 9

*Grade 9 / 1 Credit / Two Semesters*

Two vital abilities, the ability to express one's ideas creatively as well as correctly and the ability to comprehend and interpret the written word skillfully, are built upon the elements studied in English 9. This course provides the foundational practice of proper grammar and develops the basic composition skills utilized in outlining, researching, and composing a variety of rhetorical expositions and creative writing. The study of themes within literature as well as poetry are incorporated within this course.

### English 10

*Grade 10 / 1 Credit / Two Semesters*

English 10 builds upon the grammar foundation established in previous years and introduces new concepts to further enhance the students' knowledge of basic grammar. In addition, this course emphasizes explanatory writing by having students write essays, an extended definition, a process paper, a literary theme, critical book reviews and a research paper. They will learn about the makeup of literature by studying a variety of literary terms and devices such as imagery and figurative language. The study of world literature along with an appreciation for art are incorporated within this course.

### English 11

*Grade 11 / 1 Credit / Two Semesters*

The abilities to express ideas creatively and to skillfully comprehend the written word are built upon the study elements which are included in English 11. This course builds upon the grammar foundation established in previous years and introduce new concepts to further enhance the students' knowledge of basic grammar. In addition, an emphasis on writing through assignments in argumentative essay, narrative essay, exposition of a process, literary character analysis, critical book reviews, and a research paper. Several smaller writing assignments are also included throughout the text. A variety of literary selections that reflect the faith, doubts, longings, accomplishments, and emotions of the American people are presented. Students will further develop their skills in analyzing literature as they study several genres and time periods of American literature.

### English 12

*Grade 12 / 1 Credit / Two Semesters*

English 12 is designed to incorporate a program of English literature, composition, grammar, vocabulary, and outside reading into a senior-level English class. The study of grammar is not stressed in the senior year as much as in earlier years because of the extensive background that students should have gained from previous study; however, grammar is still taught briefly. This course presents a study of English literature from the Anglo-Saxon period to the Modern Age (twentieth century). Students will learn about a variety of literary genres and will further analyze literature through in-depth studies of a tragedy, an allegory, and a novel. In order to help students visualize the works and time periods they are studying, a variety of illustrations and photographs of English people, places, and art are incorporated.



## Science

### **Physical Science**

*Grade 9, 10 / 1 Credit / Two Semesters*

This research-based science course introduces students to chemistry and physics, equipping them to be student scientists. Going beyond science facts, students will learn to think critically about real-world science problems. Case studies, worldview sleuthing activities, ethics boxes, and mini-labs all give students opportunities for hands-on experiences with real-world problems. Additionally, they will be given strategies for making ethical decisions based on a biblical worldview.

### **Physics**

*Grade 11, 12 / 1 Credit / Two Semesters*

Physics describes the laws that govern the interactions between matter and energy. Clear and thorough explanations penetrate the most perplexing questions. Whenever possible, the principles of physics are illustrated by everyday experience and practical devices. Numerous illustrative problems are solved in detail. This course will play an important role in showing students the harmony between scientific knowledge and Christian belief. The premise of the book is that we live in a God-created world governed by laws discoverable by reverent scientific inquiry. Issues of vital importance to Christians are handled in depth. The traditional procedure of starting with solids, liquids, and gases—tangible things familiar to students is employed in this course. By putting the study of matter first, this course offers a smooth transition between chemistry and physics. An extended treatment of mechanics follows so that the student will be well prepared for further study in physics and engineering. While taking a traditional approach, this text more than adequately covers the most recent developments in physics for a broad range of topics: from particle physics to electronics and from lasers to relativity. The emphasis throughout is upon solid advances in knowledge rather than upon theoretical speculation.



## History/Social Science

### **US History**

*Grade 9, 10 / 1 Credit / Two Semesters*

US History prepares students to become discerning citizens who learn from the successes and failures of the past to make wise decisions for today. To do this, students survey the major events that have shaped American history, paying special attention to cultural shifts and influences. Starting with the discovery of the New World, the text traces the path of American history up to the present day. In addition to a historical account, this course demonstrates the distinctiveness of American values and government and emphasizes the importance of understanding and appreciating United States history.

### **Geography**

*Grade 9, 10, 11, 12 / .5 Credit / One Semester*

Geography presents a physical-cultural study of the earth and mankind from a Christian perspective. Basic to this perspective is the conviction that God is the Creator of the earth and of man. By applying to the study of geography their knowledge of the Creation, the Flood, the beginning of nations at Babel, and God's dealing with mankind throughout the ages, students can better understand the physical features of the earth as well as the cultures of its people. While most geography texts approach world geography from the globalist perspective, this course recognizes and discusses the national identities of individual countries. This course presents a thorough study of the religions, languages, customs, historic backgrounds, resources, and industries to expand the students' knowledge of each continent, region, and country presented.

### **American Government**

*Grade 11, 12 / .5 Credit / One Semester*

American Government prepares students to be informed and empowered citizens who have a biblical perspective of government. It teaches students about our nation, its development over the last four centuries, and its system of government. Students will have the opportunity to examine primary sources that are foundational to understanding how the American government should operate.

### **Economics**

*Grade 11, 12 / .5 Credit / One Semester*

Economics introduces and explores key principles of economics from household purchases to the stock market. Each chapter includes personal finance sections that explain important economic principles and provide practical information about budgeting, banking, debt, credit and interest. Students will also learn about issues related to national economic systems and policies.



## Bible

### **New Testament Survey**

*Grade 9 / .5 Credit / Two Semesters*

New Testament Survey is intended to give students an overview of each book in the New Testament. It is structured to cover basic information as well as guide students in exercises, discussions, and enrichment activities to give them a solid understanding of the New Testament.

### **Old Testament Survey**

*Grade 10 / .5 Credit / Two Semesters*

Old Testament Survey gives students an overview of each of the books of the Old Testament. It is structured to cover basic information as well as guide students in exercises, discussions, and enrichment activities to give them a solid understanding of the Old Testament. A strong emphasis in this course is helping students see the “big picture” perspective as they study how God has worked through His people to carry out His plan of salvation.

### **Understanding The Times 1**

*Grade 11 / .5 Credit / Two Semesters*

Understanding the Times 1 offers a fascinating, comprehensive look at how the tenets of the Christian worldview compares with five major competing worldviews of our day: Islam, Secularism, Marxism, New Spirituality, and Postmodernism. Students are introduced to the battle of ideas, then to each of the competing worldviews. The course provides a systematic way for students to understand the ideas that rule our world. While the material is expansive, the course is geared for engagement with an easy-to-understand writing style that invites students to discover the truths of God — and our world.

### **Understanding The Times 2**

*Grade 12 / .5 Credit / Two Semesters*

Understanding the Times 2 offers a fascinating, comprehensive look at how the tenets of the Christian worldview compares with five major competing worldviews of our day: Islam, Secularism, Marxism, New Spirituality, and Postmodernism. In Understanding the Times 2, students are carefully guided through ten academic disciplines (theology, philosophy, ethics, biology, psychology, sociology, law, politics, economics, and history) that are most influenced by these worldviews. While the material is expansive, the course is geared for engagement with an easy-to-understand writing style that invites students to discover the truths of God — and our world.



## Foreign Language

### **Spanish 2**

*Grade 10, 11, 12 / 1 Credit / Two Semesters*

Understanding grammar as the foundation of language is a key to language fluency. This course gives an excellent Spanish foundation with the optimal balance of grammar, vocabulary, reading, listening, and speaking. Spanish 2 is designed to enable the student to speak, understand, read, and write the basic Spanish he would need to know in most everyday situations. Oral Fluency Exercises provides students many opportunities to improve their communication skills by applying the grammar and vocabulary they are learning. Through conversations, readings, and songs, students will grow their confidence as they improve their pronunciation, inflection, phrasing, and expression.



## Physical Education

### General PE

Grade 9, 10, 11, 12 / .5 Credit / Two Semesters

In this course, students will participate in activities in the following units: softball, soccer, flag football, basketball, volleyball, physical fitness, and so on. Students will also participate in a variety of group games.

*\*Physical fitness testing will be included in the course.*

*\*General PE Units are subject to change based upon availability of space and equipment.*

### Health

Grade 9, 10, 11, 12 / .5 Credit / One Semester

Health will enable students to gain a deeper knowledge of the anatomy and physiology of the human body. They will be encouraged to reach out to others and to live a happy, healthy life as they maintain a consistent walk with the Lord.

They will learn how to maintain their physical health through good nutrition and fitness with an emphasis on cardio-respiratory and musculoskeletal health. A study of the nervous system in light of biblical principles encourages students to maintain good mental and emotional health. Practical aspects of safety and first aid are included in the middle of the course. Students will also learn how the immune system works to prevent disease, how to avoid drug abuse, and how to pursue a right relationship with God and others.

### Lifetime Fitness

Grade 9, 10, 11, 12 / .5 Credit / Two Semesters

This course provides students with a walking program of approximately 10-15 miles each week. Walking reduces the risk of heart attack, keeps weight under control, improves blood-cholesterol levels, prevents high blood pressure, increases energy levels, and counters anxiety and depression. Walking is a low impact exercise that can benefit all students.

Nutrition and fitness diaries are maintained and used in evaluating student performance. This course promotes lifelong attitudes of wellness.

*\*Physical fitness testing will be included in the course.*

### Weight Training

Grade 9, 10, 11, 12 / .5 Credit / Two Semesters

Weightlifting is designed to help condition all students. There will be a strong focus on weightlifting and conditioning, and the course will include activities that will increase flexibility, strength, agility, and cardiovascular endurance. Some individual and team sports may be included in the curriculum.

*\*Physical fitness testing will be included in the course.*



## Elective Courses

### **Foundations in Personal Finance**

*Grade 11, 12 / .5 Credit / One Semester*

The Foundations in Personal Finance course consists of essential personal finance principles. These principles include concepts such as how to budget, save, avoid debt, invest, and be a wise consumer. Students will also learn about credit and debt, career readiness, college planning, financial services, insurance, income and taxes, house and real estate, investing and retirement, along with global economics.

### **Speech**

*Grade 11, 12 / .5 Credit / One Semester*

This course is designed to empower high school students with the essential skills and confidence needed to excel in public speaking and effective communication. Through a combination of theory, practice, and experiential learning, students will develop the ability to express themselves articulately, persuasively, and confidently in a variety of contexts.





## Elective Tracks

### **Agriculture & Vocation Track**

*Grade 9, 10, 11, 12 / 1 Credit / Two Semesters*

Understanding the industry responsible for our world's food, fuel, and fiber allows us to be informed consumers and opens up a world of career possibilities. In the Agriculture & Vocation Track, students will explore the history of agriculture, careers in agriculture, agricultural innovation, animal science, plant science, and agricultural mechanics, and participate in individualized Supervised Agricultural Experiences (SAE), tailored to each student's interest areas. Students will also have the opportunity to participate in FFA activities, which are incorporated into the curriculum to help students develop as leaders, explore careers, and retain academic concepts.

### **Leadership & Business Track**

*Grade 9, 10, 11, 12 / 1 Credit / Two Semesters*

The Leadership & Business track is designed to explore the principles of effective leadership and ethical business practices through the lens of Christian values and beliefs. Students will learn the key leadership theories and practices that apply to life beyond the business realm. Students will also learn the key details to starting and running a business with hands-on, project-based activities and assignments. Rooted in biblical teachings and Christian ethics, students will examine how faith intersects with leadership theory and business decision-making, with a focus on integrity, servant leadership, and stewardship.

### **Digital Technology & Communication Track**

*Grade 9, 10, 11, 12 / 1 Credit / Two Semesters*

The purpose of the Digital Media & Communication track is to teach students the strategies and impact of marketing, and equipping them with the tools to create media that can serve as an effective means of communication. From weekly announcements videos to coverage of special events, we want to share the pulse of the school with the greater community, and we want our digital media team to be the ones to capture it. Students will learn to utilize technology that is both familiar, such as their phones, and new, such as Final Cut Pro to learn video editing.

### **Worship & Ministry Track**

*Grade 9, 10, 11, 12 / 1 Credit / Two Semesters*

The purpose of the Worship and Ministry Track is to help students develop skills and give them hands on experience that will equip them to begin to serve in their local churches, ministries, and school. Students in the Worship and Ministry Track will become familiar with their unique giftings and who God created them to be within His Church. Students will be challenged to grow spiritually in their relationship with Jesus, in their understanding of God's Word, and in serving God's Church through prayer, practice, and exegetical Bible study. All students will gather together for portions of study, but students will also choose a ministry focus within the track, which will include specialized study and project-based learning. Areas of focus include: Worship Ministry, Preaching/Teaching Ministry, and Discipleship/Outreach. Through this track, students will be encouraged and equipped to lead within, and beyond, the walls of Arthur Christian School.



## HIGH SCHOOL GRADING SCALE

<i>Grade Letter</i>	<i>Numerical Grade Range</i>	<i>GPA*</i>
A+	96.5-100	4.0
A	92.5-96.4	4.0
A-	89.5-92.4	3.7
B+	86.5-89.4	3.3
B	82.5-86.4	3.0
B-	79.5-82.4	2.7
C+	76.5-79.4	2.3
C	72.5-76.4	2.0
C-	69.5-72.4	1.7
D+	66.5-69.4	1.3
D	62.5-66.4	1.0
D-	59.5-62.4	0.7
F	0-59.4	0.0



## ACS GRADUATION REQUIREMENTS

### Honors Course (Requires a cumulative 3.5 GPA)

<b>Bible</b>	Course required for each year the student is in attendance in the Arthur Christian High School	
<b>English</b>		<b>4</b>
<b>Math</b>		<b>4</b>
	○ Algebra I, Algebra II, Geometry, and an additional advanced Math course required	
<b>Social Sciences</b>		<b>3</b>
	○ US History and American Government required	
<b>Science</b>		<b>3</b>
<b>Physical Education</b>		<b>2</b>
<b>Foreign Language</b>		<b>2</b>
<b>Elective Credits</b>		<b>3</b>
<b>Minimum Total Credits</b>		<b>21 (plus all Bible credits)</b>

### College Preparatory Course

<b>Bible</b>	Course required for each year the student is in attendance in the Arthur Christian High School	
<b>English</b>		<b>4</b>
<b>Math</b>		<b>3</b>
	○ Algebra I and Geometry (or) Algebra 2 required	
<b>Social Sciences</b>		<b>3</b>
	○ US History and American Government required	
<b>Science</b>		<b>2</b>
<b>Physical Education</b>		<b>2</b>
<b>Foreign Language</b>		<b>2</b>
<b>Elective Credits</b>		<b>2</b>
<b>Minimum Total Credits</b>		<b>18 (plus all Bible credits)</b>

### General Course

<b>Bible</b>	Course required for each year the student is in attendance in the Arthur Christian High School	
<b>Language Arts</b>		<b>4</b>
<b>Math</b>		<b>3</b>
	○ Algebra I required	
<b>Social Sciences</b>		<b>2</b>
	○ US History and American Government required	
<b>Science</b>		<b>2</b>
<b>Physical Education</b>		<b>2</b>
<b>Elective Credits</b>		<b>3</b>
<b>Minimum Total Credits</b>		<b>16 (Plus all Bible credits)</b>

### Individualized Diploma

The Individualized Diploma is reserved for students with special needs and circumstances. It will be developed by the Headmaster, principal and teachers with the student's best interests in mind.

### Certificate of Attendance

The Certificate of Attendance is reserved for those students who have accumulated twelve or more years in an educational setting and who have presented, in writing, a desire to conclude their educational career at Arthur



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Christian School to the School Board. The written document must also be signed by a parent/guardian. The Certificate of Attendance is presented in recognition of time devoted to learning wherein the total number of credits earned do not meet any of the aforementioned criterion for a diploma. Students earning a Certificate of Attendance may participate in the end of the year graduation ceremony. No cap or gown will be issued.