

# COURSE DESCRIPTIONS FOR ROANOKE VALLEY CHRISTIAN SCHOOLS UPPER SCHOOL

## BIBLE

The Bible philosophy is to lead the pupils into an understanding of what it means to have a personal relationship with Christ as Lord and Savior and in turn to offer them opportunities to respond to the gospel; to teach the Bible and foster right attitudes toward it as God's inspired Word; to teach the essential doctrines of the historic Christian faith; to engender a desire to know and do the will of God; to teach the students consistent daily Christian living and service, equipping and encouraging them to witness for Christ; and to develop a Biblical sense of right and wrong and teach the students how to overcome sin.

**Bible 7** surveys the Old Testament through an introduction to the authorship and contents of the Old Testament books. Special attention is given to important persons, places, events, and key themes in the Old Testament to build a historical time line. An understanding of the Gospel as it is presented in the Old Testament through creation, fall, promise of redemption and restoration is a theme of this survey.

**Bible 8** surveys the New Testament through an introduction to the authorship and contents of the New Testament books. Special attention is given to important persons, places, events, and key themes in the New Testament to build a historical time line. An understanding of the Gospel as the story of redemption and restoration is told is a theme of this survey.

**Bible 9** encourages students to develop spiritual disciplines while laying a foundation for a Biblical Worldview. Special attention is given to doctrines found in the statement of faith. The book of Genesis is used to practice reading and study while developing and understanding of the foundation of the Gospel Story.

**Bible 10** encourages students to develop spiritual disciplines while laying a foundation for a Biblical Worldview. Special attention is given to relationships in Scripture which inform application to student living. A Biblical timeline is constructed with emphasis on church history from Acts to present and Israel's history (and future) from Daniel and Revelation.

**Bible 11** encourages apologetic defense of a Biblical Worldview with emphasis on select doctrines. Special attention is given to Biblical principles of relationships within a family. The book of Romans is used to develop spiritual disciplines and apologetic approach to other religions.

**Bible 12** encourages apologetic defense of a Biblical Worldview with emphasis on cultural components. Special attention is given to developing personal worldview for areas of society. The book of Ephesians is used to develop spiritual disciplines and a personal worldview.

## LANGUAGE ARTS

The Language Arts Department recognizes that language is a gift from God and strives to teach the student to communicate effectively and think critically through reading with discernment, speaking and writing with clarity and creativity, and listening with accountability. Each of the above skills is evaluated in light of the absolute truth of the Bible.

### ENGLISH

includes literature, grammar, vocabulary, research, writing, and public speaking

**English 7** grammar prepares students to write a research paper. Vocabulary words are learned with their definitions and usages. Short stories and novels are read and studied to understand literature styles.

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**English 9** grammar prepares students to write a research paper. Vocabulary words are learned with their definitions and usages. Short stories and novels are read and studied to understand literature styles.

**English 10** grammar prepares students to develop a mature writing style including journal writing, creative writing, formal writing, and research. Vocabulary words are learned with their definitions and usages. Classic novels and films are studied for literary elements and devices. Emphasis is placed on reading secular material through a Biblical lens and writing from a Biblical Worldview.

**English 11** includes readings from American literature and reader responses to classic novels and classic films. Students write formal essays and an expository research paper demonstrating mastery of MLA format. Students participate in vocabulary growth, public speaking, discussion groups, and digital organization. Emphasis is placed on reading secular material through a Biblical lens.

**English 12** includes readings from British literature and reader responses to classic novel and classic films. Students write formal essays and an argumentative research paper demonstrating mastery of MLA format. Students participate in vocabulary growth, public speaking, discussion groups, and digital organization. Emphasis is placed on reading secular material through a Biblical lens.

**Dual Credit English** at RVCS includes credit for two semester college courses. ENG 1110 provides skills essential to effective composition with special emphasis on the writing process, modes of analysis, principles of proper paragraph development, and logical argumentation. Assignments focus on how to analyze written and visual texts, compose a significant argument, and communicate appropriately to target readers. ENG 1120 requires students to survey and apply the composition and research skills needed to write research papers. Emphasis is given to

developing knowledge of the MLA 9 style for the research-writing process, writing with sources, citing sources, style conventions, and formatting the document. The course introduces the primary genres of literature.

## **SPANISH**

**Middle School Spanish** introduces students to Spanish vocabulary in preparation for Spanish 1. Students participate in active learning experiences over 18 weeks.

**Spanish I** provides the beginning-level student with speaking, reading, listening, and writing skills in Spanish. Students explore various Hispanic cultures.

**Spanish II** develops advanced speaking, listening, writing, and reading skills. Further exploration of Hispanic cultures expands knowledge and appreciation.

**Spanish III** increases ability to understand and speak Spanish effectively. Students read and write meaningful selections. Listening comprehension focuses on experiences within the Hispanic world including gospel conversations.

## **SOCIAL STUDIES**

With the basic understanding that all truth is God's truth, we strive to teach that Social Studies is founded on the absolutes of God's Word and acknowledges the preeminence of Jesus Christ in all things. With the control of the Holy Spirit, the teachers seek to relate truths from a Christian world view. Believing that the Bible is inerrant, the Social Studies Department teaches that God is Creator, that all authority is established by Him, and that all events of history are orchestrated by His design to carry out His perfect plan for the ages.

**World Geography** studies the physical features of the earth and the cultures of various people groups in Africa, East and Southeast Asia, Central and South America, and Australia and the Pacific Islands. Students develop map skills for each region. Emphasis is placed on world missions within the people groups.

**Civics** studies United States government including its founding and written documents (Constitution). Responsibility of good citizenship is emphasized. Focus is placed on people and events God used to write "HIS STORY." Main events are connected to each United States President.

**World History** covers roughly 6,000 years of mankind's arrival in the present. The foundation of history is that God works all things together for His own glory and for the good of people. From the days of creation, the rise and fall of cultures are seen as part of God's work to provide salvation.

**Honors World Geography** is required for the Advanced Diploma and includes summer work. Understanding this mysterious, beautiful, complex, and wonderful earth provides appreciation for God's creation and human cultures which developed.

**United States History** studies multiple eras including Pre-colonial, colonial, Revolutionary War, antebellum, Civil War, Reconstruction, Gilded Age & Western Expansion, the early 1900s, the Roaring Twenties, the Great Depression & New Deal, World War II, the Civil Rights movement, the Vietnam War, and Cold War. Emphasis is placed on God's work through people and events related to the United States.

**American Government and Economics** begins with Biblical principles for government. An overview of the United States Government function includes significant historical events (e.g., the Civil Rights movement). Discussion of current events refines critical thinking skills and builds a Biblical worldview to be a thoughtful, Christ-like, and socially aware citizen.

## MATH

The Math Department strives to communicate the attributes of God as they are found in mathematical principles. Through consistent daily work and word problems, we seek to instill in each student Godly character qualities such as diligence, perseverance, orderliness, and patience. Application of mathematics to practical situations increases the ability to think at a higher level.

**Math 7** connects previously mastered objectives with future algebraic content. Students explore rational numbers, exponents, proportionality, linear relationships, statistics, and geometric figures. Students solve basic algebraic equations to prepare for Algebra 1.

**Prealgebra** provides foundation for success in algebra. Students explore real number operations. Students advance their proportional reasoning. Students find the volume and surface area of three-dimensional figures and apply transformations to geometric shapes in the coordinate plane. Students verify and apply the Pythagorean Theorem. Students build algebraic skills by simplifying algebraic expressions, solving equations and inequalities, and graphing linear functions. Students use tables and graphs to analyze behaviors of functions.

**Algebra I** assists students in generalizing patterns or modeling relevant, practical situations with algebraic models. Student connect algebraic concepts with real life problems. Students analyze functions through tables and graphs. Students use graphing utilities to identify functions and equations. Placement test determines if a student takes Algebra I in one year or in two years as Part A and Part B.

**Geometry** studies two- and three-dimensional objects to develop reasoning skills. Algebraic skills are used to solve geometric problems. Conjectures about properties and relationships are developed inductively and then verified deductively.

**Algebra II** assists students in developing understanding of advanced algebraic concepts. Students study functions, equations, inequalities, systems of equations, polynomials, rational and radical equations, complex numbers, and sequences and series. Problem-solving activities and applications encourage student to model patterns and relationships with variables and functions. Students use graphing utilities for discovery, problem solving, and modeling.

**Pre-Calculus** requires student to possess a mastery of basic algebraic concepts. Functions of multiple types (linear, exponential, logarithmic, trigonometric, composite, inverse, combination, polynomial, rational) are graphed and translated with focus on parent functions. Students develop a foundation in trigonometry. Other topics including geometric series, parametric equations, implicitly defined curves, and complex numbers are included. Graphing calculators are used in this course.

**Calculus** requires mastery of algebraic, exponential, logarithmic and trigonometric functions as a prerequisite. The AP® Calculus AB course is organized around the following big ideas: limits, derivatives, integrals, and the fundamental Theorem of Calculus. A graphing calculator is required to master the content of this course.

**Personal Finance** reviews basic mathematical concepts while preparing students for financial decisions faced as adults. Students are prepared for decisions related to career, budgeting, banking, insurance, spending, taxes, saving, investing, major purchases, living independently, and inheritance. Emphasis is placed on using finances with Biblical principles.

## SCIENCE

All scientific truth is evident in the creation of an orderly world. God desires that we study the details of His creation to teach eternal truth that acknowledge His attributes. The teacher seeks to relate scientific principles from a Biblical worldview in such a way that the pupil sees creation through the absolutes of God's Word. The teacher encourages the student's Biblical stewardship of his environment.

**Life Science** investigates the living organisms which comprise God's creation. Students gain an understanding of cellular organization and the classification of organisms, the dynamic relationships among organisms, populations, communities and ecosystems, and change as a result of the transmission of genetic information from generation to generation. Students explore the scientific method and evidence of God's creative work.

**Physical Science** investigates God's creative design within Chemistry and Physics domains. Chemistry topics include periodic table, physical and chemical changes, nuclear reactions, temperature and heat. Physics topics include motion, forces, energy, electricity, waves, and other physical phenomena. Students explore the units and measuring systems for data.

**Earth Science** investigates four spheres of God's creation as they have changed through history. Students explore plate tectonics, the rock cycle, Earth history, the oceans, the atmosphere, weather and climate, the solar system, and the universe. Emphasis is placed on the interpretation of maps, charts, tables, and profiles; the use of technology to collect, analyze, and report data; and science skills in systematic investigation. Problem solving and decision making are an integral part of the course, especially as they relate to the costs and benefits of utilizing the Earth's resources.

**Biology** investigates living systems which comprise God's creation. Emphasis is placed on the skills necessary to examine scientific explanations, actively conduct controlled experiments, and analyze and communicate information. The history of biological thought and the evidence that supports it are explored and provide the foundation for investigating biochemical life processes, cellular organization, mechanisms of inheritance, dynamic relationships among organisms, and the change in organisms through time.

**Chemistry** investigates the interaction of matter and energy through qualitative and quantitative changes in substances. Laboratory techniques provide students application of safety precautions. Students employ scientific methodology in experimental and analytical investigations. Students develop skills in manipulation of chemical quantities and problem-solving applications. Students collaborate to share ideas, use the language of chemistry, discuss problem-solving techniques, and communicate effectively.

**Physics** investigates the interaction of matter and energy through motion, forces, energy, electricity, waves, and other physical phenomena. Emphasis on experimentation and analysis of data provides students opportunity to use reason and logic to evaluate evidence. Students explore the use of mathematics in expressing scientific principles.

**Human Anatomy and Physiology** prepares students for advanced study in medical fields. Students build a foundational knowledge of the structures within the human body and their functions. Emphasis is provided for God's design of each structure.

**Environmental Science** provides students introduction to ecology, the biosphere, land, forests, soil, and water. Students explore energy use and resource deployment. Students evaluate policies governing society's use of resources. Students investigate the interconnected systems within the earth ecosystem.



## HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education Department seeks to give the student a knowledge of the body, how it performs its many functions, and how it reacts to proper care or abuse by integrating the spiritual with physical, mental, emotional, and social aspects of life. The goal is for students to participate together and enjoy physical activities to the point of taking initiative in the future to stay active and healthy.

Health and Physical Education classes alternate every week through the school year. While girls have health class, boys have physical education class. The health curriculum includes two phases which alternate every year. Physical education promotes student fitness for the proper maintenance of physical bodies as the temple of God. Students experience a variety of sports and group games through their physical education courses. Health class promotes an understanding of the health concepts, behaviors, and skills that reduce health risks and enhance the well-being of self and others.

**Phase 1 for 7<sup>th</sup> and 8<sup>th</sup>** grade students emphasizes the need for spiritual health. Students learn factors which affect mental and emotional health including stress, depression, nutrition, rest, and sleep. Students learn how the following systems are designed by God to provide good health: skeletal, muscular, cardiovascular, respiratory, nervous, digestive, excretory, endocrine, immune, and reproductive.

**Phase 2 for 7<sup>th</sup> and 8<sup>th</sup>** grade students emphasizes healthy relationships. Students learn how the following integumentary system is designed by God to provide good health. Students learn growth and development stages of human development. Students learn the basics of first aid, safety, and personal hygiene. Students learn of health problems associated with poor fitness, harmful substances (drugs, alcohol, and tobacco), and eating disorders.

**Phase 1 for 9<sup>th</sup> and 10<sup>th</sup>** grade students emphasizes the need for spiritual health. Students learn diseases which affect including stress and nutrition. Students learn how the following systems are designed by God to provide good health: skeletal, muscular, cardiovascular, respiratory, nervous, and digestive. Students complete a First Aid and CPR program.

**Phase 2 for 9<sup>th</sup> and 10<sup>th</sup>** grade students emphasizes characteristics of a healthy family. Students learn growth and development stages of human development. Students learn how the following systems are designed by God to provide good health: endocrine and reproductive. Students learn behaviors which affect mental and physical health and safety. Students complete a First Aid and CPR program.

**Driver Education** requires multiple components. RVCS offers the test necessary for a student to receive a learner's permit. RVCS is considering offering the in class portion during the school day. Upon successful completion of the in class portion, students may enroll in a commercial driving school program to complete behind-the-wheel instruction required to meet DMV requirements for a provisional license.

## FINE ARTS

The Fine Arts Department seeks to establish a personal and public expression of the visual and performing arts which conforms most fully to the principles of divine creativity. We desire that students understand the components of visual and performing arts which would enable them to use their special gifts as a form of personal and corporate worship.

**Middle School Fine Arts Elective** for 7<sup>th</sup> and 8<sup>th</sup> grade students teaches vocal and drama skills. Students perform basic musical elements (melody, rhythm, harmony, form, texture, tempo and dynamics) with emphasis on correct posture, breathing, tone, and diction. Students participate in a variety of activities and performances. All students are welcome to join this class.

**Choir** for 9<sup>th</sup> through 12<sup>th</sup> grade students performs from an understanding of the basic elements of music (rhythm, melody, harmony, texture, form, tempo and dynamics) with emphasis on improving personal vocal abilities and choral skills. Students perform three-part, four-part and up to six-part harmony. Students participate in a variety of activities and performances, some outside of school hours. **Prerequisites:** Students should have previous experience to be able to match pitches. Students should receive approval from the director.

**Speech and Drama** provides students opportunity to develop abilities to speak and act before an audience. Students participate in a variety of activities and performances, some outside of school hours.

**Middle School Art** instructs students in the elements of art. Students complete hands-on projects with a variety of media over 18 weeks.

**Art Introduction** studies the foundational concepts including elements and principles of art. Students at a beginner level complete hands-on projects with a variety of media. Students develop a portfolio of artworks

**Art Advanced** builds on the foundational concepts in Art Introduction. principles of design, history, criticism, judgment, and aesthetics. Students at a beginner level complete hands-on projects with a variety of media. Students develop a portfolio of artworks. **Prerequisites:** Students should have completed Art Introduction and have an interest in developing skill further. Students should receive approval from the teacher.

**AP® Drawing** creates a portfolio to be submitted for a score. Students develop skills in drawing while experimenting with different materials and processes. Students investigate the materials, processes, and ideas that artists and designers use. Students practice, experiment, and revise their own creations. Students communicate ideas about works of art and design.

## TECHNOLOGY

Due to the advances in technology affecting the students' current education and future collegiate and career choices, the technology curriculum provides age-appropriate skill development and instruction. Teaching of discernment in making right, ethical choices in the use of technology develops this attribute of God in students.

These courses are designed to give students access to software that is used in colleges or in the job market. These courses will build skills from a variety of sources.

**Middle School Introduction to Computers** provides a basic knowledge of computers while building keyboarding skills. Students build keyboarding speed and accuracy using correct finger positioning. Students receive basic instruction in Microsoft Office apps (Word, Excel, Power Point) as well as accessing office.com and the campus network over 18 weeks.

**Office Applications** develops skills in Microsoft Office apps (Word, Excel, Publisher, Access, Power Point). Students learn the basics of word processing, spreadsheet, database, publications, and presentations through projects. Basic keyboarding proficiency required.

**Graphics Applications** develops skills in graphic and publication software. Students retouch photos, create publications, and draw, with limited exposure to animation.

**Programming** develops programming skills with a heavy emphasis on structure and math. Students learn the syntax for a programming language (Python) and the flow structure for the program to run successfully. **Prerequisites:** Students must have completed Geometry with a grade of "B" or better to take this class.

**AP® Computer Science** is available at extra cost for advanced students.

## ELECTIVES

**Middle School Home Economics** introduces students in basic skills needed as an adult. Students learn cooking skills, cleaning skills, relationship skills, budgeting skills, and other skills adults use. This class lasts 18 weeks.

**Middle School American Sign Language** introduces students to American sign language, Deaf culture, signed songs, and simple sentence structure. Students learn vocabulary in topical format through 18 weeks.

**Family Science** introduces students in basic skills needed as an adult. Students learn cooking skills, cleaning skills, relationship skills, budgeting skills, and other skills adults use.

**Yearbook** students plan, design, and produce the *Imprint* according to guidelines. The yearbook staff sells advertising for the book. Students receive experience in graphic design, journalism, photography, and economics.

**Teacher Assistant** is for students in grades eleven and twelve. Students receive half of a credit for a year's service assisting a teacher. Students complete all tasks the teacher asks such as grading papers, sorting papers, copying papers, cleaning, and delivering.