

# Calvary Christian Academy Rhetoric School



At Calvary Christian Academy High School, we desire to cultivate students who discern, defend, and declare the Truth effectively and with grace. It is our goal to nurture men and women of conviction; men and women with the wisdom, knowledge, and ability to influence others for the advancement of God’s kingdom; men and women of character who stand firmly on and for the Truth, for the glory of God.

**“The influence a child receives in one year of school is equal to twenty years from the pulpit.” — Pastor Tim LaHaye**

7/16/2021



# Why Consider CCA's High School?

*Recapture*, as defined by Webster's 1828 dictionary, means "to retake; particularly, to retake a prize which has been previously taken."

As a Christian culture, we must recapture education.

- *Students, even those who call themselves "Christian," are so influenced by the world that 75% abandon their faith within two years of leaving high school.*
- *Many young adults are led into strife and failure—both relationally and professionally—by addictions: drugs, alcohol, pornography, and video games, among others.*
- *Today's young adults are confused. Sexual pressure is herding them further and further away from the way that God has designed true fulfillment in marriage.*
- *Students and young adults do not see the relevance or importance of knowing and following God's Word in the power of the Holy Spirit.*

Many young adults are living lives without Godly purpose or intentionality. They know of God, but they are not living according to His Word. They strive after desires defined by culture.

These young adults are missing the true fulfillment and peace that only comes through an all-encompassing relationship with Jesus Christ. Rather than seeking after things the world offers, we must prepare our students to walk in the counsel of God's Word and the power of the Holy Spirit.

We challenge you, as you evaluate your school choices, to ask yourselves:

- *How does the school define "Christian?"*
- *How will the school bring up your children in the "discipline and instruction of the Lord" (Ephesians 6:4)?*
- *Will the school prepare students to influence and change the world for Jesus Christ?*

At Calvary Christian Academy High School (CCA), we are a discipleship-focused, classical Christian school:

- *Our students are equipped to think and articulate great ideas because they learn according to their natural developmental stages, based on the Trivium model; this is vastly superior to modern approaches to education.*
- *Our school maintains the proper goal of education: to cultivate virtue and purpose in the lives of students.*

Our discipleship focus and emphasis on producing world changers for Jesus Christ is what most excites us! We will assist you in the discipleship of your children. Our discipleship-focused, classical Christian school equips students for the battle before them, creating a lasting legacy and, consequently, a better world. Come labor with us.

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# Calvary Christian Academy

## Introduction

Calvary Christian Academy is a ministry of Calvary Chapel San Jose. It was established as a result of a burden God placed upon the church body to “tell the next generation the praiseworthy deeds of the Lord, His power, and the wonders He has done,” as commanded in scripture. We seek to equip and educate children to “Put their trust in God and...not forget His deeds but keep His commands” (Psalm 78).

## School Type

Calvary Christian Academy is a private, non-denominational, classical, Christian school.

## School Mission

The mission of Calvary Christian Academy is to educate the whole student within a Christian context of spiritual, social, mental, and physical development. As an extension of the ministry of the Church, we exist to help students cultivate a relationship with God through Jesus Christ, to discover and encourage their gifts, and to inspire each student to realize his or her full potential in serving God in spirit and in truth.

## School Vision

Our vision is to prepare a generation of spiritually mature, academically advanced, physically equipped, and socially developed individuals for a life of opportunity and service to the glory of God.

## Statement of Faith

### *What We Believe:*

**We believe...**there is one living and true God, eternally existing in three persons—the Father, the Son and the Holy Spirit—equal in power and glory, and that this triune God created all, upholds all, and governs all.

**We believe...**the scriptures of the Old and New Testaments are the Word of God, fully inspired, without error in the original manuscripts, and the infallible rule of faith and practice.

**We believe...**in God the Father, an infinite, personal Spirit, perfect in holiness, wisdom, power and love; that He concerns Himself mercifully in the affairs of men; that He hears and answers prayer; and that He saves from sin and death all who come to Him through Jesus Christ.

**We believe...**in Jesus Christ, God's only begotten Son, conceived by the Holy Spirit. We believe in his virgin birth, sinless life, miracles and teaching, his substitutionary atoning death, bodily resurrection, ascension into heaven, perpetual intercession for his people, and personal, visible return to earth.

**We believe...**in the Holy Spirit, who came forth from the Father and Son to convict the world of sin, righteousness, and judgment, and to regenerate, sanctify and empower for ministry all who believe in Christ. We believe the Holy Spirit indwells every believer in Jesus Christ and that He is an abiding helper, teacher and guide. We believe in the present ministry of the Holy Spirit and in the exercise of all the Biblical gifts of the Spirit.

**We believe...**that all men are sinners by nature and choice and, therefore, under condemnation, that God regenerates by the Holy Spirit those who repent of their sins and confess Jesus Christ as Lord; that Jesus Christ baptizes the seeking believer with the Holy Spirit and power for service, often subsequent to regeneration.

**We believe...**in the universal church, the living spiritual body, of which Christ is the head and all regenerated persons are members.

**We believe...**that the Lord Jesus Christ committed two ordinances to the church: 1) baptism, and 2) the Lord's supper. We believe in baptism by immersion and communion for all believers.

**We believe...**also in the laying on of hands for baptism of the Holy Spirit, for ordination of pastors, elders and deacons, and for receiving gifts of the Spirit or healing.

**We believe...**in the personal, visible return of Christ to earth and the establishment of his Kingdom; in the resurrection of the body, the final judgment, the eternal blessing of the righteous, and the endless suffering of the unrepentant.

**We reject...**the extreme theological positions of both Calvinism and Arminianism.

**We reject...**any teaching that Christians can be possessed by Satan or his demons.

**We reject...**any “positive confession” teaching whereby God is required to heal or work miracles.

**We reject...**the idea that Christian maturity is determined by the evidence of a spiritual gift.

**We reject...**the overemphasis of signs and wonders to the exclusion of sound Bible teaching.

**We reject...**human prophecy which supersedes or bypasses scripture.

Our supreme desire is to know Jesus and to be conformed to His image by the power of the Holy Spirit. We are not a denominational church, nor are we opposed to denominations as such, only to their over-emphasis of the doctrinal differences that have led to the division of the body of Christ.

We believe that the only true basis of Christian fellowship is His *agape* love, which is greater than any differences we possess, and without which we have no right to claim ourselves as Christians.

# School Philosophy

## Classical Christian Education

A classical education extols great ideas, great books, foundational truths and principles, and enduring traditions and skills. It holds to established standards. Calvary Christian Academy offers a classical education in the broad sense; it is traditional, time-tested, and intellectually rigorous, rather than centrally focusing on Latin and Greek studies.

The “Classics”—the core of a classical education—are works of art, music, literature, history, and science. When taught in a classical setting, these subjects express Biblical truths, profound insight, enduring beauty, and cultural value. Through the classics, students encounter the most influential thinkers, artists, and writers and gain an understanding of history and culture. Studying these classics through the lens of God’s word equips students to make judgments using Biblical morals and provides a lens of discernment with which to view and understand profound ideas.

## The Trivium

The foundational structure used in classical education is called the *Trivium*. The Trivium incorporates three progressive stages in the development of a child:

**Grammar**     Kindergarten - 6th Grade

**Logic**         6th - 8th Grade

**Rhetoric**     9th - 12th Grade

## High School - School of Rhetoric

Calvary Christian Academy High School completes the Trivium: Grammar, Logic, and Rhetoric. From the beginning, the mission of our school has been to train up men and women of character, who know their true identity in Christ.

Our students must know the Truth in the midst of a relative culture, to defend the Truth and remain rooted in the Word of God, and to express the Truth to influence our culture for God’s glory. We desire to raise students who discern, defend, and declare the Truth effectively and with grace. The Lord has given us the vision to cultivate and shape our students as modern-day Daniels and Esthers.

Our goal is to produce men and women of conviction; men and women with the wisdom, knowledge, and ability to influence others for the advancement of God’s kingdom; men and women of character who stand firmly on and for the Truth, for the glory of God.

# Is CCA's High School for You?

## Full & Part-Time Options

Calvary Christian Academy is a classical Christian school with a program of study designed to prepare students to achieve their academic potential. We are a college-prep school, and our graduates exceed the requirements for admission to university systems throughout the country.

At our high school, core classes occur Monday through Thursday, with Friday as an elective day. We welcome full-time students as well as part-time students in the homeschool community.

Full-time students, who complete all four years at CCA, will graduate with a minimum of 290 units for the honors diploma and with a total of 250 units if they choose to complete a State Standards Diploma. Additionally, graduates will leave CCA having completed an in-depth thesis project, which will set them apart from graduates of other schools.

## Discipleship

CCA is a discipleship school, which distinguishes us from most schools in our area. Because we are a church school with a discipleship focus, we admit only Christian families, who share our values. In our experience, when students from a godly home and a Bible-believing church receive a discipleship education, a transformation occurs that is incredible!

## Academically Rigorous

CCA is academically rigorous. We are fully convinced that when we raise the bar for students—with the right encouragement and good teaching—they can meet and exceed our expectations. In the words of Epictetus, “The greater the difficulty, the more glory [to God] in surmounting it!” Thus, we carefully choose our curriculum to challenge students and prepare them to live lives of godly character.

We do not follow Common Core or California State Standards.

## Leadership Development

One of our goals at CCA is to create leaders: leaders in churches, government, businesses, and our communities, who are willing to challenge cultural constructs and affect our culture for Jesus Christ.

With this in mind, we have integrated Leadership Development into our high school curriculum. We will provide students with ongoing opportunities for leadership, service, and ministry, both locally and globally.

# Enrollment, Tuition, & Fees

## Enrollment

### *Application Overview*

Applications for admission to Calvary Christian Academy are located on the school website ([recaptureeducation.org](http://recaptureeducation.org)) and available in the School Office. Upon submission, a non-refundable, application fee of \$100 is due. The administration will process and review applications upon completion.

### *Teacher Recommendation*

The applicant's current teacher(s) must complete a recommendation form and mail it directly to Calvary Christian Academy.

### *Transcript Request*

Parents must sign a Transcript Request and submit it to the administration of the applicant's current school, requesting an official transcript and standardized test records for the past two years.

### *Entrance Assessment*

Each applicant, who enrolls in any core classes, must complete an entrance assessment proctored by a Calvary Christian Academy staff member. An assessment fee of \$100 is due on or before the scheduled assessment date. The purpose of this assessment is to confirm a student's readiness for Calvary Christian Academy, as well as to determine potential academic strengths and weaknesses.

### *Family Interview*

After reviewing a complete application, all recommendations, student transcripts, and assessments, the school administrator will contact the applicant's parent(s)/guardian and schedule a family interview. The applicant must be present for the interview.

### *Admissions Committee*

Members of the Admissions Committee carefully review each applicant's file. Incomplete applications will not be reviewed.

Screening and selection are based on a student's behavioral and academic performance at prior schools, the ability of CCA to meet the student's needs, assessment results, lifestyle choices, and a willingness from the family to play an active role in the education process and in partnering with the administration and faculty to promote the growth of the whole student.

At CCA's sole discretion, the school reserves the right to deny enrollment to any applicant at any stage of the admissions process, provided that all decisions are consistent with Calvary Christian Academy's non-discrimination policy as described below. All questions regarding the review process, or the outcome of admissions, must be addressed in writing to the Admissions Committee at Calvary Christian Academy.

### *Nondiscrimination Policy*

Calvary Christian Academy admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admissions policies, athletic, and other school-administered programs.

## Tuition & Course Fees

| <b>Full-Time Tuition &amp; Fees</b>  |                             |
|--|-----------------------------|
| Tuition (Grades nine through twelve)<br><i>Includes all Tutorial and Hub fees.</i>   | \$12,600                    |
| Application Fee  | \$100                       |
| Assessment Fee (Core Classes and Rhetoric)   | \$100                       |
| Enrollment Fee   | \$550                       |
| Books and Materials Fees<br>Required books, workbook, and supplies vary by course / subject<br>- List is available when course registration is completed | Vary by course              |
| Art Supply Fee   | \$150                       |
| Textbook Fee* (On Loan)  | \$75                        |
| Science/Tech Lab Fee   | \$50                        |
| Life Skills Fee  | \$50                        |
| Class Trip<br>- 9th & 10th: Washington D.C. or Creation Museum<br>- 11th & 12th: Israel Tour or Missions   | \$3,000<br>to be determined |
| Other Fees (i.e., school dances, additional activities, etc.) will apply.  | to be determined            |
| Uniforms   | Estimated \$250-<br>\$300   |

*\*Books covered by the Textbook Fee will remain property of the school.*

| <b>Part-Time Tuition &amp; Fees</b>  |   |
|--|---|
| Individual Class Fees<br><i>Core Classes: English, History, Math, Science, and Languages</i>   | \$2,200   |
| <i>Core Classes: Logic, Rhetoric, Bible</i>  | \$1,675   |
| <i>Elective Classes: P.E.</i>  | \$1,150   |
| <i>Additional Elective Classes</i>   | \$1,000   |
| Application Fee  | \$100   |
| Assessment Fee (multiple core classes)   | \$100   |
| Assessment Fee (single class only)   | \$50  |
| Part-Time Enrollment Fee   | \$ 200/first class<br>\$100 for each<br>additional class<br>(up to \$550) |
| Books and Materials Fees<br>Required books, workbook, and supplies vary by course / subject<br>- List is available when course registration is completed<br>Art Supply Fee<br>Textbook Fee Per Class* (On Loan)<br>Science/Tech Lab Fee<br>Life Skills Fee | varies by course<br><br>\$150<br>\$25<br>\$50<br>\$50                     |
| PSA Fee<br><i>Includes: Community events, college counseling, parent support, PSAT &amp; SAT Testing, portfolio preparation, transcripts, and CCA High School graduation.</i>  | \$400   |
| Activities Fee<br><i>Required for part-time students to participate in field trips, class trips, and monthly student events.</i>   | \$200   |
| Tutorial / Study Hall Fee  | \$525   |
| Class Trip<br>- 9th & 10th: Washington D.C. or Creation Museum<br>- 11th & 12th: Israel Tour or Missions   | \$3,000<br>to be determined   |
| Other Fees (i.e., additional activities, etc.)   | to be determined  |
| Uniforms   | Estimated \$250-<br>\$300   |

\*Books covered by the Textbook Fee will remain property of the school.

# Course Schedules

This section contains the high school course selections for the 2022-2023 school year by grade. Please note that the Friday elective classes, which are open to all high school students, are located after the twelfth grade schedule.

| <b>Ninth Grade</b>     | <b>Tenth Grade</b>    |
|------------------------|-----------------------|
| Algebra 1 or Algebra 2 | Algebra 2 or Geometry |
| Biology                | Chemistry             |
| History 9              | History 10            |
| English 9              | English 10            |
| Spanish or Latin       | Spanish or Latin      |
| Logic/Bible            | Bible                 |
| P.E.                   | P.E.                  |

| <b>Eleventh Grade</b>           | <b>Twelfth Grade</b>                              |
|---------------------------------|---|
| Geometry or Pre-Calculus        | Pre-Calculus or Calculus                          |
| Physics or Anatomy & Physiology | Physics, Anatomy & Physiology, or Applied Science |
| History 11                      | History 12  |
| English 11                      | English 12  |
| Spanish or Latin                | Senior Thesis                                     |
| Bible                           | Spanish or Latin                                  |
| Elective                        | Elective  |

| <b>Friday Electives</b> |                             |
|-------------------------|-----------------------------|
| Art                     | Mechanical Engineering      |
| Advanced Art            | Civil Engineering           |
| Life Skills             | Student Ministry Internship |
| Yearbook                | Theater                     |
| Computer Science        | Band                        |

# Course Descriptions

## English 9: American Literature

*Course Description:* In grade nine, students read the great works which define American literature. Authors include Bunyan, Hawthorne, Poe, Emerson, Thoreau, Whitman, Frost, Hughes, Fitzgerald, Miller, and Hemingway. Undoubtedly, this survey provides a sampling of the literature which has shaped the American landscape, allowing students to recognize the ways in which the backdrop of “new world” both underscored recurrent themes of the western canon and transformed them.

Students continue to develop vocabulary with which to analyze and discuss texts well, working through a list of literary and poetic descriptors and increasingly incorporating them into their own speech and writing. They also learn to construct arguable, nuanced thesis statements and develop properly formatted essays. Students regularly participate in class discussion and are assessed through timed writing, written responses, major essays, presentations, and examinations.

## English 10: Ancient Masterpieces of World Literature

*Course Description:* This course, beginning with *The Iliad* and moving through *The Odyssey*, *The Aeneid*, *Medea*, and *The Metamorphoses*, sheds light on the foundations of literary development, which have shaped the trajectory of western thought. Remarkably, the students read these works in entirety; they serve as an in-depth examination of the beginnings of “The Great Conversation,” and students will continually reference these texts throughout their high school career.

While it is true that these texts may initially seem remote, students quickly learn that they remain relevant and full of wisdom. As Plato notes, “an unexamined life is not worth living.” In light of that, the students insert themselves into this conversation, asking “how ought we to live?” Moreover, as we situate these works within their historical contexts, we reflect upon the dynamic relationship between literature and reality; we examine the ways that ideas shape history which, in turn, shapes the next generation of ideas.

Students learn to develop language with which to describe and analyze epic poetry. They also increasingly develop their own opinions, constructing arguable, nuanced thesis statements which foresee and acknowledge potential counter-arguments.

## English 11: Medieval Literature

*Course Description:* Beginning with *Beowulf* and *The Divine Comedy* and moving into works by Shakespeare, Milton, and Goethe, students continue their study and discussion of some of the most significant texts of Western culture. These texts allow the students to build upon their knowledge from grade ten, as they continue through the western canon. Consequently, they will regularly identify the manifold allusions which exist in these texts to the classical epics; our classroom discussions will regularly reflect the ways in which these medieval writers contribute to and transform previously studied themes.

In addition, students build upon the rhetorical skills which they are continually developing. They work to construct well-considered arguments and to express them through persuasive writing, which incorporates detailed language and specific analysis. Students regularly participate in class discussion and are assessed through timed writing, written responses, major essays, presentations, and examinations.

## English 12: British Literature

*Course Description:* As culmination of their literary studies, students will read texts which have been transformative throughout the 19<sup>th</sup> and 20<sup>th</sup> centuries. Beginning with Dickens, moving through a survey of Romanticism, and concluding with works by Dostoevsky, Wilde, Remarque, and Eliot, the students will perceive firsthand the thread which runs throughout all of Western literature, beginning with Homer and still enduring.

Assessments in this course reflect the high quality rhetorical work of which these students are now capable. They regularly produce analytical arguments in which they not only analyze text, but also insert their own opinions. Assuredly, at the end of their high school career, the students will have an assiduous understanding of Whitman's sentiment: "that the powerful play goes on, and you may contribute a verse."

## History 9: American History

*Course Description:* This course provides insight into the American experience from first contact to the present, allowing students to develop an understanding of the development of American society and government. Students will broadly survey the important moments and aspects of the intellectual, political, and spiritual history of modernity in the West—ideas, events, and movements which have shaped the current landscape and which we each navigate. Special focus is given to the biblical framework of American liberty and to the responsibility we have to uphold the ideals which formed the foundation of our nation.

Throughout this course, students will read authors such as De Tocqueville, Finney and Mill, as well as documents foundational to American government and society. These works provide opportunity for the students to discuss universal ideas and perennial questions, making our study of American history both enjoyable and profitable.

## History 10: Ancient World History

*Course Description:* In grade ten, the students examine the ancient world, beginning with Genesis and moving through the writings and culture of the Augustan Age. Amid this study, weighty questions arise and, indeed, linger throughout the entire course; in particular: “How do we define justice?” and “What constitutes a noble society?” To inform this discussion, students read excerpts of Herodotus, Plato, Aristotle, Cicero, Livy, and Vergil. In addition, three texts published by *Memoria Press* provide context to this trajectory.

## History 11: Medieval History

*Course Description:* This course continues on the trajectory of grade ten history, moving into the medieval world. Along with a text which provides historical and geographical context for the Middle Ages, the students read many key works: *City of God* (Augustine), *Consolation of Philosophy* (Boethius), *The Prince* (Machiavelli), *Don Quixote* (Cervantes), *Henry VIII* (Shakespeare), among others. These texts, in combination with the literature covered in English 11, allow the students to immerse themselves into the ideals of the Medieval, Renaissance, and Reformation periods.

## History 12: Government & Economics

*Curriculum:* BJU Press *American Government & Economics*, Third Edition.

*Course Description:* In the first semester course, students will learn about essential features of American government, from its historical and scriptural foundations to detailed analysis of its inner workings. The course provides an overview of changes and developments in our government with an emphasis on the U.S. Constitution and current events. Students will learn to think scripturally and critically about governmental issues.

The second semester course introduces and explores key principles of economics from a conservative approach. The course will cover topics such as economic models, the stock market, banking, fiscal policy, and economic theorists from a biblical perspective. Students will gain a foundational understanding of economics as a science as well as the economics of countries, businesses, the financial markets, and the government.

## Biology

*Curriculum:* Bob Jones *Biology*, Fifth Edition.

*Course Description:* In this Biology course, students will see God's power and glory in creation as they learn about cellular biology, genetics, taxonomy, microbiology, botany, zoology, and human anatomy. When studying topics such as evolution, human cloning, abortion, and stem cell research, students refer to Scripture as the ultimate authority, and teachers model a biblical perspective for the students.

In addition, students will conduct dissections and write lab reports as they learn to use the tools of scientific inquiry to investigate various forms of life.

## Chemistry

*Prerequisite:* Algebra 2.

*Curriculum:* Novare, *General Chemistry*

*Course Description:* In this Chemistry course, students will discover the history of modern chemistry, mathematics, and technical communication from a biblical perspective. Related subjects are integrated into the narrative, which explores the order in the universe, how nature submits to scientific study and modeling, and the fitness of creation as a habitat for humanity and animal life.

The *General Chemistry* text uses a mastery-learning method. In this method, students build comprehension by adding new concepts while reviewing and rehearsing key material throughout the year.

## Physics

*Prerequisite:* Pre-Calculus, concurrently.

*Curriculum:* Bob Jones *Physics*, Third Edition.

*Course Description:* In this Physics course, students will discover the real-world importance of physics in exercising biblical dominion in the physical world. They will interact with raw data from actual physical phenomena and historical experiments as they create and evaluate scientific models—just like real physicists, present and past.

The Physics text presents the traditional physics topics of classical mechanics, as well as energy, matter, thermodynamics, electromagnetics, optics, and modern physics, all within a vibrant Christian worldview. Students will put their math skills to use in a derivative and logical problem-solving approach.

## Algebra 1

*Curriculum:* BJU Press *Algebra 1*, Third Edition

*Course Description:* This course will shape your student's worldview by emphasizing how mathematics helps Christians serve others and glorify God. Each lesson contains a thorough development of key concepts and detailed examples to promote student comprehension. Practical applications are integrated throughout. Algebra 2 covers concepts such as linear, quadratic, polynomial, radical, and rational functions, exponential and logarithmic functions, and probability and statistics. Complex numbers are also covered throughout the text.

## Algebra 2

*Prerequisite:* Algebra 1.

*Curriculum:* BJU Press *Algebra 2*, Third Edition

*Course Description:* This course focuses on the integration of algebraic concepts in technology and real-life applications, presenting topics in logical order with detailed examples that promote student comprehension and retention. Algebra 1 covers the simplification, solving, graphing, and interpretation of linear, exponential, radical, quadratic, and rational functions—both manually and with technology. Through Dominion Modeling exercises, students learn biblical truths that illustrate how mathematics is used to serve others and glorify God.

## Geometry

*Prerequisite:* Algebra 1.

*Curriculum:* BJU Press *Geometry*, Fourth Edition

*Course Description:* Geometry is a branch of mathematics that deals with measurement, properties and relationships of points, lines, angles, surfaces and solids. The content of the course includes: historical and philosophical foundations of geometry, the nature of reasoning and deductive proof, properties of lines and angles, congruence and inequality relationships in triangles, characteristics of quadrilaterals, regular polygons, circles, similarity, geometric solids, and calculations of area and volume.

Beyond specific topics, geometry equips students to think logically and reason effectively. Through this course students are introduced to the concept of mathematical proof, how it proceeds, and how it compares and contrasts with the concept of proof in other disciplines.

## Consumer Math

*Prerequisite:* Algebra 1.

*Curriculum:* BJU Press *Consumer Math*, Third Edition

*Course Description:* Using math as a consumer is inescapable. From buying food and clothing to taking out loans for cars and houses, Consumer Math prepares students for making real-world financial decisions. This course teaches students how to be good stewards of the resources God has given them through basic math, principles for handling money, and an understanding of scriptural teaching about money.

## Pre-Calculus

*Prerequisite:* Algebra 2.

*Curriculum:* *Precalculus*, Second Edition

*Course Description:* In this course, problem solving and mathematical modeling are introduced early and reinforced throughout, providing students with a solid foundation in the principles of mathematical thinking. Comprehensive and evenly paced, the book provides complete coverage of the function concept and integrates a significant amount of graphing material to help students develop insight into mathematical ideas.

## Calculus

*Prerequisite:* Pre-Calculus.

*Curriculum:* TBA.

*Course Description:* The primary objective of this course is to introduce the beauty of calculus and the far-reaching practical and theoretical implications of its principles. Calculus provides an analytical means by which the infinitely large and the infinitesimally small can be evaluated. With calculus, we can model physical processes from the motions of galaxies to the behavior of subatomic particles—that is possible because God has imbued the world with mathematical characteristics.

The course develops the three primary ideas of calculus—limits, derivatives, integrals—from both theoretical and practical standpoints. Students learn broad applications of calculus to a variety of fields, with liberal use of real-world applications for most concepts and techniques.

## Spanish 1

*Curriculum:* BJU Press *Spanish 1*, Third Edition

*Course Description:* BJU Press' Spanish 1 course introduces students to beginning Spanish. Students will learn how to ask and answer questions in Spanish, give and follow directions, purchase items, make small talk, and present the gospel. The textbook is rich with activities to help students gain confidence with the Spanish language.

## Spanish 2

*Prerequisite:* Spanish 1 (or equivalent).

*Curriculum:* BJU Press *Spanish 2*, Third Edition

*Course Description:* BJU Press' Spanish 2 course teaches students to communicate comfortably at an intermediate level with Spanish-speaking people in a variety of settings— stores, banks, airports, hotels, doctor's offices, auto shops, and on the mission field. Grammar, pronunciation, writing, listening, verb tenses, and moods are emphasized in a variety of exercises and Spanish dialogues.

## Spanish 3

*Prerequisite:* Spanish 2 (or equivalent).

*Curriculum:* BJU Press *Spanish 3*, First Edition

*Course Description:* BJU Press' Spanish 3 course further develops students' mastery of vocabulary, oral communication skills, and grammatical structure with a special focus on verb forms. The text features true stories and letters from missionaries in Spanish-speaking countries, with an emphasis on teaching culture along with language.

## Latin I

*Curriculum:* Hans Ørberg's *Lingua Latina per se Illustrata*

*Course Description:* In this Latin course, students will work through an in-depth examination of Latin grammar. They will also study the context of that grammar through rich primary source materials. These ensure that students do not merely learn about the Latin language, but that they study the language in the context of its culture. This helps to exemplify that Latin grammar arose as a function of use; systemization occurred afterwards, so studying systemic rules before encountering the language seems counterintuitive. To that end, we will work through Hans Ørberg's *Lingua Latina per se Illustrata*, which presents Latin via the "Natural Method:" we will immediately begin reading excerpts of text, and we will view these texts as opportunities to think in the Latin language, rather than to translate into English. Authors will include Donatus, Horace, Ovid, Vergil, et alia.

## Latin II

*Curriculum:* Hans Ørberg's *Lingua Latina per se Illustrata*

*Course Description:* This Latin course moves through the second half of Ørberg's *Lingua Latina per se Illustrata*, concluding the study of Latin grammar begun either during the middle school years or in Latin I. The latter half of this text seamlessly integrates primary materials into the text itself, increasingly encouraging the students to approach "real Latin" via the "Natural Method." The students read excerpts of Catullus, Martial, and Ovid, and there are some particularly riveting chapters about gladiatorial combat. Remarkably, the students will also read excerpts from the Vulgate in this course. This vivid, immersive text allows students to experience the richness of Roman language and culture while simultaneously encountering the enduring ways in which the Latin language has irreversibly affected the western landscape.

## Latin III

*Curriculum:* Hans Ørberg's *Roma Aeterna*

*Course Description:* In Latin III, the students encounter some of the most celebrated authors of Roman antiquity. By reading Ørberg's *Roma Aeterna*, they will work through a prose retelling of *Aeneid* I-IV, with many of the most famous passages in their original form. This is particularly exciting for those who enroll in this course during grade ten, as they will read the same text in both their Latin and literature classes. At this stage in their Latin study, the textbook serves not only as a tool by which to practice Latin grammar, but the well-chosen excerpts also make *Roma Aeterna* useful as a survey of Latin literature in its own right.

## Latin IV

*Curriculum:* Hans Ørberg's *Roma Aeterna*

*Course Description:* In Latin IV, the students continue to study Ørberg's *Roma Aeterna*, focusing largely upon the Punic Wars. Following this, students read excerpts from Aulus Gellius, Ovid, Nepos, Sallust, and Horace. In the latter portion of the year, the students will study portions of Ovid's *Metamorphoses* more closely. As a companion to these texts, students complete large-scale translation and paleography projects, examining both classical and medieval texts.

## Logic

*Course Description:* Logic class will focus on how we think, discern, make decisions, and lead. Students will practice recognizing and responding to fallacies and discover the correlation between experience, ideas, and point of view. The course focuses on developing proficiency in levels of logical thinking and decision making through collaborative thinking and discussion. Through practice, students will develop critical thinking, logic, and discernment.

## Rhetoric / Senior Thesis

*Course Description:* This course is an introduction to Rhetoric, the first step in developing Rhetorical skills. Students will explore the three basic questions of Rhetoric: “Is it true?,” “How do you know?,” “So what, or, what of it?” The goal of Rhetoric I is to help students discern truth from error, make wise decisions, and see logical fallacies and underlying bias by exploring the three focal points of Aristotelian Rhetorical persuasion—Logos (logic), Ethos (ethics), and Pathos (empathy or feeling).

*Course Description:* The Senior Thesis is the capstone of our Classical Christian education at CCA. Based on a “Work/Learn/Serve” model, our seniors each choose entrepreneurial, academic, or ministry goals for their Thesis. Through the Thesis process, students practice analytical and syntopical reading, and all of their rhetorical skills (discernment, composition, presentation, and defense). CCA seniors are expected to display excellence in a wide variety of academic skills in their Senior Thesis, which must be researched, coded, written, promulgated, and successfully defended, before the student is permitted to graduate from CCA. In other words, every graduating Senior at CCA is doing Christian college level work as part of their Rhetoric School curriculum. The written presentation and speech are presented and defended in May.

## Bible

*Curriculum:* TBA.

*Course Description:* This course is a biblical survey, focusing on the story of God’s relationship with His people, from creation to redemption and the new heaven and earth. Along the way, this course will impart a deeper understanding of biblical interpretation and theological themes. Principles of biblical interpretation, such as translation comparison, the importance of genre, and the study of historical and literary context, will be presented and practiced. This class will also include an overview of the development of the canon and the critical text of our scriptures.

## Bible II

*Curriculum:* TBA.

*Course Description:* This class is an introduction to the related fields of theology and apologetics. Students will study Christian doctrine and learn to provide a reasoned defense of the faith. Along the way, students will improve their understanding of, and ability to articulate, the essential doctrines of Christianity, especially the gospel. In addition, students will increase their ability to speak winsomely, respectfully, and persuasively to people holding different beliefs and world views, and will learn to answer common objections to the Christian faith.

## Physical Education

*Course Description:* Students will participate in various sports with a focus on skill development and sport appreciation. They will also receive instruction in personal fitness, weight lifting, and basic health concepts.

## Art

*Course Description:* Art I will introduce students to the Elements of Art, composition, and color theory through drawing and painting. This course will provide opportunities to develop observational skills, build a visual vocabulary, and learn drawing and painting techniques. Art history is an important part of this course as students will evaluate works from the Renaissance period to modern and contemporary artists. In the first semester, students will focus on developing basic drawing skills with graphite, ink, and charcoal. In the second semester, students will learn color theory and painting techniques with watercolor. Students will also explore mixed media drawing and painting techniques.

## Advanced Art

*Prerequisite:* Art 1 or similar introductory high school art course. A portfolio may be required.

*Course Description:* Art II is a fun and challenging class intended for highly motivated students who love to draw and paint. Students will further develop their observational drawing and painting skills by learning how to render realistic subject matter. A strong emphasis will be placed on creativity, imagination, originality, and refining each student's individual artistic style. Students will analyze, evaluate and interpret works of the European Old Masters, as well as their own artwork. A variety of media will be used such as graphite, ink, colored pencil, charcoal, pastel, watercolor, and acrylic.

## Civil Engineering

*Prerequisite:* Algebra 1.

*Course Description:* This course serves as an introduction into all the different facets of civil engineering, which covers a very wide range of topics including geotechnical, site civil, surveying, structural engineering, environmental, water/wastewater, and transportation. The course will provide the students an opportunity to explore the civil disciplines, in an effort to spark interest or passion as a future profession. The students will apply their math, logic and physics skills into real world projects.

## Computer Science

*Prerequisite:* Algebra 1. Algebra 2 desirable.

*Course Description:* God chose to inspire us using Text — the Bible. Learning Text based programming is a key step in unleashing the creativity in us. Like creative writing, students will learn to express their ideas in words, i.e., text based computer code such as Python and JavaScript and solve hard real world problems.

Students will:

- Develop computational formulation to solve diverse problems such as computing the square root of arbitrary numbers and determining if a word is a Palindrome.
- Build real applications such as Blogging Website, Newspaper Website, Robots, and Story-based games, using languages like Python, HTML and JavaScript.
- Learn how to use computational tools, such as statistics, visualization, machine learning and databases, to manipulate and understand data.
- Develop some basic insights of Artificial Intelligence and its relationship with God inspired human intelligence.

## Mechanical Engineering

*Prerequisite:* Algebra 1.

*Course Description:* This course touches on multiple disciplines in engineering. The aim is to better understand engineering concepts through a combination of classwork and projects. Students will explore the engineering design process and AutoCAD, as they participate in hands-on projects.

## Band

*Introductory/Intermediate Level*

*Course Description:* This is an introductory/intermediate course designed to equip students with a basic facility on three instruments, an intro to vocal training, and an understanding of leading worship in the context of smaller and larger ensembles. The course will be broken up into 2 main sections (Fall & Spring) with each section focusing on key points. Students will also be expected to occasionally lead music for H.S. Chapel, and may lead music for TKO or Sunday Morning Worship.

## Theater

*Course Description:* This is an introductory class to all aspects of theater. Students will become familiar with basic acting techniques, theater history, dance, theatrical design, and theater production. There will be opportunities for in-class performance work and opportunities to audition for extra-curricular productions.

## Life Skills

*Course Description:* Each quarter of this course will focus on teaching students a different “life skill.” In past years, these skills have included: sewing, carpentry, finances, and cooking. In 2022-2023, the skills will include: time management/goal setting, typing/computer skills (MS and Google Suite), and entrepreneurship.

## Journalism

*Curriculum:* Three Rivers Press *The Elements of Journalism: What Newspeople Should Know and the Public Should Expect*

*Course Description:* In this course, students will learn about the basic principles of print and online journalism as they examine the role of printed news media and communications in our society. Students will learn important journalism skills in the areas of responsible reporting, news writing, editing, videography, layout/design and other elements of production.

## Student Ministry Internship

*Course Description:* Student Ministry Internship is a service-focused elective. Through this course, students will learn a variety of skills related to community outreach, media support, and facility management and repair. The goal is to help students effectively live out the Great Commission by utilizing personal skills to reach their “Jerusalem” with the gospel, glorifying God with their hands and feet, minds and words.