



COVENANT  
CHRISTIAN ACADEMY



*“...whatever you do, do all to the Glory of God.” 1 Corinthians 10:31b*

# UPPER SCHOOL CURRICULUM GUIDE & COURSE CATALOG

## 2022 - 2023

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## Introduction

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The mission of Covenant Christian Academy is to offer “a Christian and Classical education that builds our students’ academic, spiritual and social foundations for lives of leadership and service in today’s global community,” and “prepares students to excel in collegiate studies and intellectual pursuits, nurtures Christian faith and character, and fosters individual gifts and abilities.” As we work together to make this mission a personal reality in the life of your son or daughter, let us reiterate what we at CCA believe about education and curriculum.

- We believe God’s values should permeate every aspect of education. We believe all truth is God’s truth, and all knowledge should be viewed in light of God’s truth.
- We believe education is a partnership. Students function best when there is consistency between the home, church, and school. We believe our role is to be an extension of your home and church.
- We believe all students should be taught from a biblical worldview with the aim of developing and strengthening their own biblical worldview, which is applied to every area of study and knowledge.
- We believe the teacher is not only tasked with teaching their subject area, they are also powerful Christian mentors in the lives of students. At CCA, teachers recognize the awesome responsibility and opportunity they have to speak into students’ lives.
- We believe the environment in which one learns is critical. We believe that students must be free to take risks and be able to ask questions as they participate in their learning. We believe that students must be valued and respected and must be actively involved in their learning.
- We believe that rigorous academic study is critical to prepare students for college and life. We believe that we should hold students to high standards and that they will rise to the challenge of those expectations. We believe students must be taught and challenged to think at higher levels.
- We believe that students must be put in situations that challenge them and require them to struggle. We believe that students must develop perseverance and the ability to ask for help to solve the challenges they are facing. We believe that students must take ownership of their learning, and develop habits like responsibility, timeliness and grit in order to succeed in both college and life.
- We believe our students need to be prepared for the unique world in which they will live. We believe in equipping students to make an impact on our culture for Christ.
- We want to cultivate a lifelong love of learning. We believe our students must not only learn, but also learn how to learn in order to experience the true joy of learning.

If you share these beliefs about education, we invite you to join us on an exciting adventure. We trust that this Curriculum Guide will assist you and your student through the process of course selection and registration. May God bless our combined efforts as we seek to nurture growth in your student during the 2022-2023 school year at Covenant Christian Academy.

## Integration of Faith and Learning

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Teachers at Covenant Christian Academy are passionate, life-long learners who are experts in their fields. They are also passionate Christ-followers and each has wrestled with and deeply understands the way their academic discipline fits into a Christian worldview. They model this integration of faith and learning for their students every day in the classroom through genuine and passionate inquiry, affirming discourse, and

the consistent pursuit of truth that stems from a love for God. In all these ways our students learn that they do not have to fear questions or exploration, but they have an obligation to undergo their explorations in humility and with a heart of love for God and one's neighbor.

## **Our Classical Pedagogy**

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Covenant Christian Academy (CCA) offers a distinctly Classical K-12 student experience. Based on the ancient model of the Trivium, where students progress from Grammar (where education is primarily focused on rote memory) to Logic (where it is focused on narrative and the relationships between information), to Rhetoric (where it is focused on the formation and delivery of arguments), our pedagogy is molded to the developmental needs of our students as they grow. It also prepares them excellently for participation in the modern academic and professional worlds, by requiring them to read vital canonical works, undergo formal instruction in Logic and Rhetoric, and frequently participate in discussion-style classrooms.

At CCA, Classical education does not mean an arbitrary affection for the ancient. It means education that makes use of repeatable structures to foster intellectual development. For example, Rhetoric School students learn early on how to formulate paragraphs and arguments according to fixed structures, and are then given the opportunity to adapt these structures to particular assignments. Like a basketball player so practiced at free throws that a perfect shot becomes muscle memory, our Rhetoric School students become so practiced at using hooks, narrative introductions, concessions and refutations in their essays that such gestures become instinctive. More than a certain collection of texts or a pedagogical vocabulary, this notion that structures create excellence is at the core of what it means to be Classical, and CCA's curriculum design reflects this unique and rigorous application of ancient ideas.

Two of the most distinctive examples of our unique Classical identity are our formal Logic and Rhetoric courses and our emphasis on the discussion-style classroom. In the Seventh and Eighth, and Ninth and Twelfth Grades respectively, students attend classes in Formal and Informal Logic, Introduction to Rhetoric, and Senior Thesis--an applied rhetoric and academic research course. The seventh and eighth grade students learn informal logic, which is focussed on the content of any idea, and formal logic, which is concerned with whether evidence truly supports a conclusion. There are practical steps within the subjects, such as the creation of a syllogism, the defining of terms, and the identification of faulty reasoning.

In Rhetoric classes, students in grades 9 and 12 learn the skills of creating and presenting a persuasive argument. Students study the creation, content, and ordering of great speeches, and they learn how to craft and present arguments that appeal to reason, emotion, and the environment of their audience. At this level, students are responsible to come up with their own ideas and interpretations of texts. In their other classes, they must present and defend a stance. This can take the form of revising an hypothesis in the sciences, defending a certain reading of a character in literature, or the understanding of scriptural interpretation in Bible class. Throughout the rest of their Upper School experience, especially in humanities classrooms, the critical thinking and argumentation skills students acquire in these courses are reinforced and tested in discussion-style classrooms held around conference tables, where teachers emphasize activity-based learning, student leadership, and rigorous conversation.

The Latin curriculum serves as a microcosm of Covenant Christian Academy's classical mode of pedagogy which begins with memorized forms and culminates in literary analyses of primary texts. In Latin I and II

students learn the core grammar, syntax and vocabulary of the language while developing their ability to translate increasingly difficult Latin passages. Moreover, students contextualize the Latin language as they gain an overview of ancient Roman culture, history, and classical mythology. In Latin III students progress to the more complex structures of Latin syntax and begin reading authentic selections from classical authors. Having completed their graduation requirement at this point, students have the opportunity to continue their studies in Latin Language and Literature and/or AP Latin. In Latin Language and Literature, students study the artistic and literary merits of original Latin prose and poetry. In AP Latin, students read substantial selections from Caesar's *Commentarii De Bello Gallico* and Vergil's *Aeneid*, as well as the majority of those works in English. At this highest level students practice reading Latin at sight and explore themes and essential questions about ancient Roman history and values.

Throughout the Upper School, but especially in grades 9-12, students learn by using a Socratic dialogue where questions and responses are formed by students and the students track the scope and power of their verbal observations. Students do active reading of original sources where they take notes or write reflections in order to form ideas about the reading. In class, students take turns asking discussion-launching questions called "First Fives"; they then write for five minutes on a question before beginning the discussion. Students use classically modeled "tracking tools" to map specific kinds of responses that their colleagues make during the discussion; this helps to keep them on track and focus their conversation on specific learning goals. In the end CCA students become adept at conducting civil, intellectual conversations that demonstrate generosity, humility, passion, clear use of evidence, and attention to detail. It is safe to say that sophisticated discourse like this has become a lost art among many adolescents today; we are pleased that students invite each other into these conversations at CCA.

At CCA, science and mathematics are every bit as central to our classical mode of education as are the humanities. In these subject areas, learning progresses from a focus on basic truths and observations, to the development of logic and higher quantitative skills, to deeper thinking and analysis. Conversation-based classrooms are used to deepen our understanding of scientific and mathematical principles.

In Science, the process of the scientific method is emphasized and used as a means of testing and drawing conclusions and of thinking critically. There is a grammar to the field of science including scientific language, experimentation and documentation. All of these help form the basis of science in the Logic School years. Our Logic School classrooms use the content of earth science in grade 7 to introduce basic scientific principles and skills that will be used throughout additional science coursework. In grade 8, we build on the grammar school study of biology, chemistry and physics, using the earth and the environment as both application and focus of experimentation. Rhetoric School science build on these principles and add in conversation-based lessons to deepen student understanding of the content. Additionally, an extra lab period is added in Chemistry, Physics and AP Biology so that Rhetoric School students are able to observe and test their hypotheses.

In our Mathematics classrooms, we continue to follow the process of learning the grammar of a subject, then understanding the logic of the topic, and finally, graduating to being able to speak fluently about the subject matter. Our Logic School math courses introduce topics in geometry and algebra in order to lay the foundation for more complex mathematics in the upper grades of the Rhetoric School. The curriculum for Logic School requires that students think critically about these foundational skills so that when applying them in the later years there is a depth of knowledge that goes beyond "memorizing the formula." Rhetoric School mathematics courses use a variety of resources to build on these foundational principles. The second semester of Algebra II, PreCalculus and AP Calculus all extend the learning into a more theoretical manner, requiring students to employ clear communication skills, both oral and written, to display a deep understanding of the material.

After six years of instruction in Logic, Rhetoric, Latin, Bible, Science, Mathematics and the Humanities (from ancient to modern) our students have a strong foundation in the ideas that have shaped our world and how those ideas can be engaged in our present moment. The products of this modern-minded Classical pedagogy are balanced, informed, and thoughtful students for whom excellence is an instinct. We're proud of our Classical identity, and our highly competitive graduates are proof that nothing gives modern students a better edge than our fresh interpretation of ancient educational practice.

## Philosophy of Learning

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Covenant Christian Academy believes, as Christians throughout the ages have, that “All truth is God’s truth.” It is important, therefore, to hone the powers of observation and reason that God has given us as those who were commanded in Genesis 1 (v 28) to “have dominion over” (be good stewards of) the Earth. We need to ask big questions and not be afraid to pursue the answers relentlessly: “Who is God?” “What is the purpose of life?” “How does the created world work?” And a question the Book of Proverbs spends much time wrestling with, “What does it mean to be Wise?” “How do I live a life that is good?”

As we prepare to answer these questions we believe that the Ancient Greeks understood our developmental nature well when they instituted the Trivium: a sequential approach to learning that began with grammar for the youngest students who could absorb facts readily and were interested in naming their world. As students grow into young adolescents (ages 12-14) the Greeks observed that they were beginning to question the “How?” and “Why?” of things and to push back against received knowledge. They were then taught logic so they would be able to sort out the false from the true and test the reasonableness of arguments. As students grow into adolescence (ages 15-18) they are ready to add sophistication and style to their arguments. To that end the ancients taught older teens rhetoric so that they would be winsome advocates for the truth and have the ability to argue with clarity and civility. Our Rhetoric School students are taught the “classical arrangement “ of an argument beginning in 9th grade and they use that approach throughout their high school years and especially to write their Senior Thesis, the capstone argument of their CCA experience, which they not only write, but defend orally in front of the school community. Later the ancients built on the foundation of the Trivium by adding the Quadrivium of Math, Science and the Arts. These subjects and the special approach to learning that each requires are central parts of the the upper school experience at CCA.

At Covenant Christian Academy we understand that learning is not limited to deductive principles, to book-learning and taking notes on lectures. Learning comes — often more powerfully — through hands-on experiences. Therefore CCA offers exciting opportunities to learn from direct encounters in the field, this is especially true on Academic Travel Week when an entire class “takes their learning on the road” for four to six days to explore an East Coast destination. Science classes at CCA have an additional period for labs, and throughout the curriculum students work on projects, discussing, collaborating, and exploring the inductive pathways to learning.

At Covenant Christian Academy, we believe that students learn best when they take responsibility for their own learning. Students are taught from Logic School on to analyze the nature of things and ask incisive questions. In the Rhetoric School they frequently hold “round table discussions” where students lead from the opening question to the evidence-based conclusions. The goal is to shape a CCA graduate who is curious and engaged with exploring God’s world and human culture; one who is confident in asking questions and pursuing answers using reason and evidence; one who can argue winsomely, showing great facility with language, but who does so from a moral center that is formed by a thorough understanding of God’s Word and the generous mentoring of Christian teachers.

At Covenant Christian Academy, we are committed to ensuring that all students truly learn, understand, and apply the material, which involves much more than simply completing coursework, attending classes, or memorizing information for a test. While this may seem intuitive for a school, this is a key to preparing students to function with the skills they need in the 21st century. A focus on learning has a number of implications for the classroom and instruction:

- Students should seek to take classes that are a good fit. Research shows that we learn best when we are appropriately stretched and challenged. Classes that are too easy or too hard actually impede the learning process. Taking classes that look good on a resume but are too difficult actually has the opposite effect and truly hinders student success. Teachers make recommendations for class selection that will help students take appropriate classes.
- Grades measure learning and report student progress. Grades are determined by how students meet the learning criteria. It is important that grades be understood as a measurement tool and an indicator of progress, not as the end goal or as a reward or punishment.
- Students must develop academic skills and habits which will not only prepare them with knowledge but also with the tools to succeed in college and life. These traits include grit, responsibility, self-advocacy, passion, and timeliness, to name a few. Students develop these skills through their work in their classes by taking responsibility for their learning, struggling and not achieving success the first time they try something, and learning how to use their resources and gain the help they need to meet expectations. CCA is committed to making sure that the academic experience students receive will prepare them for the future. By creating a learning-focused environment, students develop the academic habits and skills necessary for success in college and life. Students need to develop deep and meaningful understanding of what they have learned to be able to use that learning for Christ's kingdom.

## **Primary Source, Textbook, and Curriculum Selection**

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Inherent in the mission of Covenant Christian Academy is the desire for excellence in academic work, characterized by a radical commitment to pursuing scholarship through a distinct, undeniably biblical lens. The work of a Christian scholar is difficult and complex because it requires that students and teachers apply biblical truth and principles to all they do in the classroom. At CCA, our teachers are held to an extremely high standard because Scripture says that a student will become like his/her teacher (Luke 6:40). Our teachers are seeking to model Christian scholarship and point all students to "THE" teacher, Jesus Christ, through the work they do in the classroom. The teachers are committed to helping students apply the principles of a biblical worldview to all of the content they study as well as to the information they encounter in classroom resources like films, documentaries, textbooks, novels, etc.

As our teachers evaluate resources to help students excel academically and learn the essentials to prepare them for study at the collegiate and university level, they use a number of factors to inform their choice. CCA does not limit our curriculum to the use of only Christian materials, resources and textbooks. As teachers use any sources or materials, their teaching will guide students to compare and contrast it to the truth of a biblical worldview.

Covenant teachers also evaluate resources based on academic research and demonstrated best practice as determined by a number of professionals, including other schools, teachers, professors, etc. CCA is committed to providing students a rigorous academic experience enriched by the resources they use. Other resources utilized in classes like excerpts from books, primary sources, videos, music, and other learning tools are also evaluated based on the standards listed above to ensure that they meet our

standards for biblical worldview and academic rigor. All resources are evaluated on a periodic basis to ensure that students have up-to-date academic material for each of their classes. In doing so, we seek to be good stewards of our instructional resources.

## Credit Requirements

A full time student is expected to take a minimum of five academic classes each semester, even if this will result in the student graduating with more than 25 credits. In addition, students are expected to work at fulfilling both Fine Arts and Physical Education requirements.

For students transferring to Covenant Christian Academy during the Rhetoric School years, all grades will be transferred to the CCA grading scale by the most equitable method. Transfer students will have their prior course work evaluated for credit, from an official school transcript, at the time of enrollment. Scholastic work accomplished through homeschooling will be evaluated on a case-by-case basis upon receipt of an official transcript. After enrolling as a full-time student, coursework must be completed at CCA in order to earn a Covenant Christian Academy diploma.

### Minimum Graduation Requirements, 25 credits

DEPARTMENT	CREDITS	REQUIRED CLASSES
<b>Bible</b>	3.0	The Story of the Bible I, The Story of the Bible II, Church History
<b>English</b>	4.0	Classical Literature, British Literature, American Literature, World Literature
<b>Math</b>	4.0	Algebra I, Geometry, Algebra II, and (PreCalculus, Calculus AB or Statistics)
<b>Rhetoric &amp; Senior Thesis</b>	1.5	Rhetoric I, Rhetoric II: Senior Thesis
<b>Science*</b>	3.0	Biology, Chemistry, Physics
<b>History</b>	4.0	Ancient & World History, European History, US History, Historiography
<b>Foreign Language*</b>	3.0	Latin I, Latin II, Latin III
<b>Fine Arts</b>	1.5	Classes earn 0.25 credits. Theater production cast earns 0.25. Stage Crew (musical only) earns 0.125. Ensemble earns 0.25 per semester.
<b>Physical Education</b>	1.0	HS Athletic Team participation earns 0.5 credits.
	<b>25</b>	

Students may earn as many credits above the minimum as they choose. The minimum is what they need to receive a CCA Diploma. If a student plans to apply to more competitive college, or is interested in participation in a particular course of study, they are encouraged to earn additional credits in that area (for a minimum total of 4.0).

\*For students who plan to apply to highly selective colleges and universities, it is highly suggested that you have a 4 credit minimum in Science and Foreign Language.



## Course Selection

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### Registration and Scheduling

All full-time students must be enrolled in a minimum of five courses, each semester during the regular school year. This ensures that students maintain a balance of scheduled course work while attending Covenant Christian Academy. Students will be counseled on course selection and advised on schedule arrangements. Parents should regularly review with their students their progress toward the completion of graduation requirements. While we rarely schedule by seniority, there may be cases where if space is limited in a class, seniors will be given priority. Problems, questions, and special requests should be directed to the Dean of Academics. Registration for all Advanced and AP courses requires satisfaction of prerequisite requirements and departmental approval.

For students in grades 7 through 9, there is a fixed set of grade level core courses that are required. Students in these grades are automatically enrolled in these classes. Students in these grades have the option to choose their Fine Arts classes. Students in the Logic School (7<sup>th</sup> and 8<sup>th</sup>) are required and automatically scheduled to take PE, Music and Drama once each week. Students in the Rhetoric School (9<sup>th</sup> through 12<sup>th</sup>) have a broader range of Fine Arts options to choose from. All students, 7<sup>th</sup> through 12<sup>th</sup>, have the option to participate in Athletics.

At the end of April/beginning of May each year students will take part in the course request process. Teachers in each discipline will review the options available with students and students will be given materials to review at home before requesting courses. Most course requests will necessitate a teacher signature and every student will have their course request form reviewed by their advisor before it is submitted. Forms will be dated once complete and late forms may mean a student cannot be enrolled in their first choice.

The course request process itself is meant to serve as an educational tool for all students in the USLR. Reviewing options, reading a form, requesting teacher input and signatures and conferencing with an advisor are all skills to be learned through this process.

### Course Pre-Requisites

As students are choosing courses, it is important for them to read the Course Descriptions in order to see prerequisite requirements. The prerequisites include the courses that must already have been successfully completed to proceed to the next level course as well as requirements for grades and proficiency to be eligible for a course. It is critical that students and parents plan carefully for each year as well as for the four-year academic plan in order to meet appropriate graduation requirements and to be able to take desired elective courses. **Course availability is dependent upon enrollment.** Please note that some classes in the course catalog are not offered every year.

### Repeating a Class

If a student fails a core class, he or she will be required to repeat it over the summer or online in order to progress to the next level. All semester courses and online courses must receive approval by the Dean of Academics before the start of the course to receive credit.

Some Fine Arts courses are appropriately designed to be taken more than once and instruction will be differentiated for students taking a course a second time.

## Schedule Changes

Students may add or drop a class from their schedule within the first week (two weeks for AP) of the semester. If a schedule change is necessary, a student must obtain an Add/Drop form. There must be a thorough explanation for the request, and it must be approved by the parents, the teacher, and the Dean of Academics. Situations that arise outside of the Add/Drop period and involve new and unanticipated factors will be evaluated by the Dean of Academics on a case-by-case basis. Courses dropped outside of the Add/Drop period will still be listed on the transcript as either withdraw/pass or withdraw/fail.

## Grading Scale

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All grades are recorded as letter grades on the report card and transcripts. Grade Point Averages (GPA) are recorded on a 4.3 scale. Points are earned for each class completed and given a letter value based on the scale listed below:

Letter Grade	Grade Points	Numerical Grade	Letter Grade	Grade Points	Numerical Grade
A+	4.3	97-100	C+	2.3	77-79
A	4.0	93-96	C	2.0	73-76
A-	3.7	90-92	C-	1.7	70-72
B+	3.3	87-89	D+	1.3	67-69
B	3.0	83-86	D	1.0	63-66
B-	2.7	80-82	D-	0.7	60-63
			F	0.0	0-59

## Honors and AP Classes

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We believe the curriculum, instruction, and expectations of students here at CCA are best described with an honors designation. Therefore, we offer only one academic track for our core classes, all of which are taught at a rigorous honors level of instruction and workload. Core classes will be designated with the Honors distinction on the students' official school transcript. There is no GPA "bump" for those classes with the Honors designation.

We offer seven Advanced Placement classes that complement this rigorous core curriculum. These courses are AP Biology, AP Calculus, AP European History, AP Latin, AP Physics, AP Studio Art and AP US History. Students who successfully complete an AP course with a C or higher receive a additional .7 weight on their GPA.

Of note, many students choose to sit for additional AP exams based on their learning in other core classes even if the explicit AP course is not offered at our school.

## General Requirements for AP Courses

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Covenant Christian Academy is committed to providing all students with a rigorous academic experience. In making decisions about the academic load of Advanced and AP courses, students and parents should consider a number of factors. It is important to evaluate the student's academic capacity, co-curricular activities, family and church commitments, in addition to considering the teacher recommendation

information. We want all students to have a schedule that is not only a good fit academically, but also one that nurtures development as a whole person.

It is also important to consider that the academic requirements for an Advanced course will be more in-depth and require more independent work and investment on the student's part than would be expected in a regular level course. Advanced Placement (AP) courses are college-level courses taught in high school. AP classes provide high school credit, can provide appropriate college placement and, in some cases, provide an opportunity to earn college credit. In order to earn college credit, a student must attain a specific score on a national standardized examination and attend one of the many colleges and universities that recognize students' participation in the College Board's Advanced Placement (AP) Program. Students and parents should expect outside work that would replicate the workload of an introductory college course. Therefore, teacher recommendations and input will be extremely valuable in helping you make choices about the best schedule fit for your student. **Students who wish to take Advanced or AP courses must have departmental approval and should expect required summer reading and related assignments.**

#### **Advanced Placement (AP) Classes Available at Covenant Christian Academy**

AP Biology	AP Physics	AP Calculus AB	AP Studio Art
AP Latin	AP U.S. History	AP European History	

As a result of our rigorous humanities curriculum, many of our students successfully take the following AP exams with just a few hours of test prep with our Upper School Principal:

AP English Language and Composition	AP English Literature and Composition
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#### **NCAA Division I and II Eligibility Requirements**

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Any student-athlete who is even remotely considering the possibility of playing a collegiate sport needs to fully understand the strict eligibility requirements. This link provides the specific requirements set forth by the NCAA. <https://www.ncaa.org/student-athletes/play-division-i-sports>

Students considering college athletics should use this website as well as guidance from the Athletic Director and Registrar when crafting their schedules to ensure all requirements are met.

#### **Student Services**

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##### **Release of Academic Records**

For a student's academic records (including transcripts) to be released to another institution, the parent of the student needs to submit a formal request in writing, clearly stating to whom the records should be released, the contact information of the person or institution receiving it, and the mailing address to which a hard copy should be sent. A standard **Release of Academic Records** form may be obtained from the Main Office or the Director of College Guidance. Official transcripts will not be released to students.

### **College Board Code #**

Students taking the ACT or SAT are requested to enter the high school number on the registration form. **The Covenant Christian Academy code number is 222299.** This number should be used on PSAT, SAT, ACT, TOEFL and all AP exams.

### **Graduation Participation Standards**

Students are expected to attend eight semesters of high school, complete all applicable graduation requirements, and remain in good standing in order to be eligible to receive a diploma. Students are expected to attend full-time for both semesters of their senior year at CCA in order to graduate. A transfer student's remaining graduation requirements will be determined at the time of admission. Participation in graduation activities is a privilege earned by meeting Covenant Christian Academy standards. Only full-time students who have completed all CCA academic requirements (by final exam days in June) and are considered in good behavioral standing will be allowed to participate in graduation and graduation related activities. Any requested deviation from this standard must be made in writing to the Dean of Students.

To receive a CCA diploma, students need to accomplish the following:

- Complete a minimum of 25 High School Diploma Credits as indicated in the section on Credit Requirements
- Complete and defend the capstone Senior Thesis, as detailed in the English section of course descriptions
- Maintain a cumulative GPA of 2.0 between 9<sup>th</sup> and 12<sup>th</sup> grade.
- Be a student in good standing behaviorally, adhering to the rules and standards expected of a CCA student.

### **Academic Support & Tutoring**

CCA's teachers provide excellent academic support to students on an individual level. During Extra Help days (schedule varies by teacher), students are able to seek one-on-one instruction from teachers. Some students use this as preparation for assessments, while others use it throughout the semester to ensure full understanding of material in class. Teachers are also available by appointment before or after school to provide further guidance.

The student run Academic Council offers a peer tutoring program where students challenged in a particular academic area are matched with a peer to solidify understanding of class material, as well as help prepare papers and projects. The benefits of this program are twofold: deeper understanding and stronger grades for the tutored student, along with leadership development for the tutor.

### **Accreditation**

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Covenant Christian Academy has been continuously accredited since November of 2009 by the New England Association of Schools and Colleges, the oldest and the most highly reputed accrediting organization in the country. Covenant Christian Academy also meets the State of Massachusetts standards and is recognized accordingly. In addition, Covenant Christian Academy is a member of the Association of Christian Schools International (ACSI), the largest Christian school organization in the world and the Association of Classical Christian Schools (ACCS).



## LOGIC SCHOOL COURSE OF STUDY

### BIBLE

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The study of the Bible in the Logic School is intended to provide students with an overview of God's Word as written in a contemporary and accessible English version. Students read extensive portions of biblical text and seek to understand the historical context of the written word as well as how it relates to modern culture. In addition, students are expected to memorize portions of scripture as part of an application of the Word in an effort to assist them in developing a devotional life. *Bible is part of the Humanities department.*

#### Grade 7 Bible

Students begin in Genesis and progress as far as the United Kingdom in 1 Kings. Over the course of the year, students examine the Imago Dei, and several common interpretations of the Creation narrative. As the year progresses students examine the unique relationship that God establishes with the people of Israel and how that nation seeks to understand its relationship to him. Students work at developing summarizing skills in order to better prepare for class discussion and also do in depth work, learning about a famous biblical judge and prophet.

#### Grade 8 Bible

Students study the life of Christ in detail through an examination of parallel passages in the synoptic gospels as well as reflecting on portions of the gospel of John. Students will be expected to look at differing accounts of the same story and synthesize their contents into a coherent summary paragraph. They will also periodically enter into the story by writing a first person narrative. The final portion of the year allows each student to research one of the epistles that complete the New Testament.

### ENGLISH

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Logic School English classes are challenging, skills-oriented courses that have the goal of teaching students how to capture the main idea behind a narrative and begin to recognize the nuances of genre, diction, and literary devices. Students study grammar, including diagramming sentences, using Grammar for the Well-Trained Mind. They expand their vocabularies using Vocabulary from Classical Roots. Additionally, students have many opportunities to stretch themselves with both creative and functional writing assignments. *English is part of the Humanities department.*

#### Grade 7 Language Arts

7th grade Language Arts starts with reading a historical fiction novel, Penny from Heaven by Jennifer Holm, where students learn how to find and highlight examples of literary elements in the text. Students discuss cultural heritage and influence as well as justice. We read a selection of challenging short stories by Poe and Hawthorne while learning about unreliable narrators, mercy, revenge, truth, beauty, and goodness. Students learn to ask thoughtful questions about the text, use textual evidence to support claims, and make connections between art, literature, and life. We end the year reading an abridged version of The Count of Monte Cristo by Alexandre Dumas, a book with a challenging plotline full of twists and turns along with a host of colorful characters. Throughout the year, students express themselves through writing and artwork. Writing is an integral part of the 7th-grade curriculum as students continue to build vocabulary and learn to incorporate figurative language into their writing.

## Grade 8 Language Arts

This English class explores the theme of “Integrity: Outside and Inside”. Students read 20th-century novels, striving to make personal connections with the works we study. We look at integrity in a broken world (All Quiet on the Western Front), in a time of war (The Hiding Place and I Promised I Would Tell), without guidance (Lord of the Flies), and against the grain (To Kill A Mockingbird). Students work on a year-long Threshold Project that includes writing their autobiography, choosing a threshold in their lives that highlights God’s hand at work in them, creating an art piece as an expression of praise to God for this threshold, and preparing an oral presentation to be delivered to parents, teachers and fellow students. This is an important highlight of the Logic School experience.

## FINE ARTS

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In addition to the required classes below, students have the opportunity to choose to participate in **Logic School Choir**, **Upper School Concert Band**, and the **Logic School Play** or **Upper School of Logic and Rhetoric Musical**. To fulfill their performance requirement, Logic school students must participate in at least one of these performance groups. Semester 1, LS students will have a choice of LS Choir (during the school day) or USLR Concert Band (Monday and Thursday before school 7:15-7:50). During Semester 2, LS students can continue with their Semester 1 choice, or they have the option to switch their performance requirement to a theatrical performance. Students that are cast in a role in the LS play (or who choose to participate in the USLR musical) have the option to change the way they fulfill their Performance Requirement from Choir or Band, to theater. Students are, of course, invited to participate in multiple activities. Logic School students also have the opportunity to voluntarily participate as a part of the **Logic School Worship Band**, leading chapel worship for their peers each Wednesday. Please note that Worship Band does not fulfill the performance requirement, but does receive credit.

## Grade 7 Drama

Seventh Grade Drama serves as an introduction to instructional theater for students who may never have engaged in theater before, or who have only done so in performance. Students are initially taught to realize that they have three innate tools that every actor must use: a voice, a body, and an imagination, and by thinking of them as the basic mechanics of acting they can create characters to live out a story, rather than having it be a simply narrative experience.

Students also learn the differences in a written script and narrative writing. They practice taking a story and turning it into a script, learning the importance of stage direction and the understanding of action between lines. Using several folk tales, they will write and perform their own pieces during the year.

Finally, the students read William Shakespeare’s *A Midsummer Night’s Dream*. and engage in staged performances of it in order to understand the nature of interweaving plots, character development, and to simply experience some of the greatest writing in Western theater.

## Grade 7 Art

Visual art for seventh grade focuses on the language of art through art analysis and creating. Students are exposed to a variety of artists and art forms. Units on illustration and Impressionism allow students to develop an understanding of the factors that influence artist’s choices. Artist studies lead to hands-on investigation of materials and the development of technical skills. Students experience several types of media including charcoal, acrylic paint, printmaking, and clay. The year culminates into the preparation of a portfolio and participation in a school-wide art exhibit.

## **Grade 7 General Music**

General Music for seventh grade students is a year-long course meeting once per week. The course focuses on techniques in making musical decisions through book study, in-class instruction and demonstrations, and ensemble and performance experience. Special units examine how musical decisions are made, spotlight on American composers, the Jazz era, and music history. Classroom time is shared with “Performance Rehearsals” to allow for equal amounts of class and ensemble work. Music theory instruction through the use of Theory Time workbooks and practical experience is also a vital component to the student’s coursework. The text used for this course is *Music! Its Role and Importance in Our Lives*, published by McGraw-Hill/Glencoe. Performance Classes employ a variety of percussion instruments and handchimes.

## **Grade 8 Drama**

Eighth Grade Drama invites students to use their understanding of characters in a story and their acting ability to stage readings of a modernist play, *The Importance of Being Earnest*, with the goal of understanding how plays can comment on the world around us. Students learn the basics of staging principles and how to interpret the action going on between lines of dialogue, which are a much different style than the narrative writing they encounter in other classes.

Students also learn about the playwriting process. All year long they complete prompts to practice creative writing. Then, after lessons on dialogue, conflict, character, staging, and more, they will write their own short plays. Those plays are edited after a peer-review process and eventually performed in the class. The opportunity to write in a creative but structured way teaches students how to write efficiently and with purpose. Through synthesizing the major ideas of the two semesters, 8th Grade students will end the year with an ability to both appreciate and create art that serves the purpose of social commentary.

## **Grade 8 Art**

Eighth-grade art students are engaged in a multi-faceted art curriculum. This program is designed to train the student to develop an understanding of the elements of art and principles of design while enjoying an exploration of a variety of media including colored pencil, acrylic paint, and mixed media. The focus of the eighth-grade year is visual literacy and expressing meaning through art. The second semester is devoted to the creation of a personal piece of artwork. Through this unit, students gain understanding in the process of ideation, creation, reflection, and display. Students participate in a school-wide art exhibit in which they have the experience of displaying their work.

## **Grade 8 General Music**

Grade 8 General Music is a year-long course meeting once a week that focuses on techniques in making musical decisions through book study, in-class instruction and demonstrations, and ensemble performance experience. Students will be educated in expressing their impressions of a particular piece of music through their writing skills by making daily entries into a listening journal. To supplement this, an in-depth performance component will also serve as the primary vehicle for music learning in the classroom. In a “Blue Man Group Meets Stomp” setting, students will be guided to create their own musical performance while building their own musical “instruments” out of ordinary materials. Music theory instruction through the use of Theory Time workbooks and practical experience is also a vital component to the student’s coursework. The integration of music performance and audio technology will be supported by the text *Music! Its Role and Importance in Our Lives*, published by McGraw-Hill/Glencoe.

## **Logic School Choir**

Students participating in the Logic School choir program learn valuable techniques in breathing, vocal preparation, diction, ensemble practices, and performance. To support the changing voice, rounds and canons along with 2- and 3-part arrangements of songs are primarily used. A variety of musical styles are learned and performed throughout the year, including Classical, Jazz, Broadway, Pop and A Cappella. Students participate in at least two ensemble performances each year: the Christmas Concert and Spring Concert.

## **USLR Concert Band**

Students participating in the Upper School Concert Band program learn valuable techniques in breathing, music theory, instrument proficiency, ensemble practices, and performance. A variety of repertoire is used throughout the year, including Classical, Popular, Sacred, and Film Music. Students participate in at least three ensemble performances each year: Christmas Concert and Spring Concert, Graduation. Returning students are automatically accepted.

## **USLR Jazz Band**

Students participating in the Jazz Band program learn valuable techniques in breathing, music theory, instrument proficiency, ensemble practices, and performance. A variety of repertoire is used throughout the year, focusing on various Jazz and Rock instrumental styles. Students participate in multiple ensemble performances each year: Christmas Concert, Spring Concert, Great East Music Festival, Providence Bruins game, Graduation. Logic School Jazz Band students must also be enrolled in Concert Band. An audition is required for placement. Returning students are automatically accepted.

## **HISTORY**

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*History is part of the Logic School Humanities department.*

### **Grade 7 History**

This history course covers American History from the Industrial Revolution, through the Civil War, to Reconstruction. We focus on putting ourselves into the shoes of others by spending a day at Old Sturbridge Village to experience life unplugged, visiting the Boott Cotton Mill in Lowell to live a day in the life of a mill girl while reading *Lyddie* by Katherine Paterson, taking on a character in the Civil War and telling his/her story, and making and analyzing decisions of the post-Civil War government, among other activities. Students learn about slavery and the abolitionist movement, grappling with the difficulties of bringing change to society. Students end the year traveling to Gettysburg, Amish Country, Ellis Island and the Statue of Liberty, adding a depth of experience to their studies.

### **Grade 8 History**

This history course is a survey of 20th century history. Students will study American and European history from the onset of World War 1 through the Balkan Crisis of 1992. The course follows a chronological approach, with students examining critical national and world events decade by decade through the course of the year. The class follows a timeline of events worldwide, with opportunities to dig deeper into events or movements that are shaping the lives of people during that time. During the fall semester students will work on a significant research report on life in the 1920's. Later that term students will look at two World War 2 military figures in depth (one from the Allies and one from the Axis) and consider the role that each played in the overall conflict. In the second semester students will examine the way that music in the



1960's informed the culture at the time. Through an exploration of the lyrics of notable Sixties' performers students will recognize important societal shifts and trends that occur during this pivotal decade. Students will travel to Washington D. C. as a capstone event, visiting the significant landmarks there as well as visiting the Holocaust Museum. As they experience these sites students will be able to see the various ways that people have chosen to remember and reflect on the events that have shaped our nation and world.

## LOGIC

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Seventh and eighth grade students learn informal logic (the content of any idea), and formal logic (how evidence supports a conclusion). There are practical steps within the subjects, such as the creation of a syllogism, the defining of terms, and the identification of faulty reasoning. However, these ideas carry over into every academic subject. In applying logic, students must pay appropriate attention to the relevance, clarity, and application of the facts of their topics, and to whether or not they can support their ideas with sound reasoning. In the "logic stage" of learning a student moves from the memory of facts, to their application in supporting a bigger idea. CCA's Logic instruction is aimed at helping students understand and practice this application. *Logic is a part of the Humanities department.*

### Grade 7 Logic

Seventh Grade Logic introduces students to the processes of informal reasoning. Students are taught to identify the evidence and conclusion that people rely upon to make decisions and assertions every day. They learn to identify the difference between inductive and deductive reasoning and when each would be appropriate to use.

Unfortunately, because people often reason badly, the focus of the work is learning to identify and label the bad reasoning, or informal fallacies that are used every day. Through workbook lessons, texts, creating examples artistically, theatrically, and narratively, the students practice these skills.

Students also engage in introductory level debates, learning what it means to justify their ideas with reasons, refute opposing ideas, question and answer with opponents, and to perhaps even concede their ideas when reasons for the opposite have been well laid out, an essential ability for any student who does not wish to blindly cling to the first thing they are told, but to find truth.

### Grade 8 Logic

In Eighth Grade Logic, students are less concerned with the actual content of an argument, as in informal logic, but more with the structure of good reasoning. By learning to phrase their reasons as statements, and as simple categorical ones, they can learn the implication of meaning to their ideas, how to create a simple argument, how to analyze and craft valid syllogisms, and how to use these forms in essay writing and argumentation.

Students also learn the varieties and purposes of definition. It is a simple fact that most disagreements are based on a difference of meaning. By learning to negotiate meaning, students are prepared to engage in discussion of texts and ideas in their future schooling and in their lives to come. They are also better prepared to create compelling arguments, because creating sympathetic definitions in a conversation makes an audience more prone to agreement. A student who is able to employ the skills learned in this course will be well prepared to live out the mission of the school in their studies, their faith, and their ability to serve God.

## **MATH**

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### **Grade 7 Math: Pre-Algebra**

The 7<sup>th</sup> grade accelerated mathematics course completes the necessary foundations for students to succeed in Algebra I through a problem-based inquiry approach. Topics of study in first semester include: geometric transformations and congruence, scale drawings, dilations, similarity, inequalities, expressions, equations. Second semester topics: linear relationships, functions, volume, exponents, scientific notation, pythagorean theorem and irrational numbers. In addition to covering content, students learn universal skills that will help them think more clearly and more deeply about math. For example, heavy emphasis is placed on how to organize work, find, and correct mistakes, and verbally and pictorially express students' thinking. Students are exposed to standard procedures but also have opportunities for creative and collaborative problem-solving.

### **Grade 8 Math: Algebra I**

Algebra I is an eighth-grade math course providing students with an opportunity to earn 1 of 4 rhetoric school credits for mathematics. Due to the importance of this course and the impact it has on future courses, students in this course must adhere to CCA's Promotion Policy for Algebra I and demonstrate mastery of the content to move on to the next level of mathematics, Honors Geometry. Provided all requirements are met according to the promotion policy established for this course, students will receive credit for the course and the grade will appear on their academic transcript.

This course is designed to provide students with rich learning opportunities centered around mathematical discourse, discovery, problem solving, and deep analysis of mathematical processes. Grade 8 Algebra I topics of study include: one and two variable statistics, linear equations, linear inequalities, systems, functions, exponential functions, introduction to quadratic functions, and quadratic equations.

## **SCIENCE**

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In CCA's Logic School, scientific learning progresses from a focus on the grammar of science: learning basic truths and making observations, to the development of higher, logical thinking. Students are challenged to not simply memorize facts, but to use the facts they know to draw connections, make comparisons, and see relationships. The process of the scientific method is increasingly used and emphasized as a means of testing and drawing conclusions and of thinking critically.

### **Grade 7 Earth Science**

This course is designed to introduce 7th graders to the fundamental concepts of Earth Science. Through class and laboratory activities, students will investigate and learn about the planet God created and put into our care. This course begins with the study of Astronomy by looking at the interactions between the Earth, Moon, and Sun, studying the planets of the Solar System, and then exploring the outer limits of the universe. Meteorology follows this with units on weather factors, patterns, and climate. The year ends by looking at rocks, minerals, tectonic plates, and the Earth's crust as part of Geology.

### **Grade 8 Intro to Physical Science**

This course is designed to introduce 8th graders to the fundamental concepts of Chemistry and Physics. Through class lectures, discussions, and labs students will investigate these concepts. The chemistry section answers the following questions: What is matter? What are physical and chemical properties of matter? What are the building blocks of matter? How are atoms combined to form different

kinds of matter? What information can you learn from the periodic table? What are properties of elements and molecules? How do certain chemicals interact with one another? The physics section answers the following questions: How is motion measured and observed? What are the forces that act on objects? How are graphs used to show different types of motion? What are machines, and why are they useful? What is work, and how is it determined for different simple machines? How do electricity and magnetism work, and how are they used?

## FOREIGN LANGUAGES

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Covenant Christian Academy offers Latin as a required class in Logic School (7<sup>th</sup> and 8<sup>th</sup>). This is in line with our Classical approach to educating students. Logic School Latin focuses on the building blocks of Ancient Latin. Through dynamic, multi-level engagement, students learn how to communicate in Latin, as well as how to read and understand basic texts. Students are able to complete the first level of Latin over a two year period, having good preparation for the more advanced levels in Rhetoric School.

International Students in the Logic School are enrolled in ESL 1. Logic School ESL focuses on intense grammar study through speaking, writing drafts, and reading texts that incorporate newly acquired grammar concepts. Students grow in their ease and fluency with the English language.

### Grade 7 Latin

The 7th grade Latin IA course is designed as the first of a two-year sequence of high school Latin I, which introduces students to Classical Latin. Students have already completed the first three chapters of **Suburani**, a reading-based Latin course, in the 6th grade. The 7th grade begins with a review of vocabulary and grammar with a novella in Latin that students read the first few weeks of classes. Students then complete chapters 4-12 of **Suburani**. During the course students learn effective study techniques that will help them to master vocabulary and grammar so that they are able to read Latin with increased facility. Students master the 1st, 2nd, and 3rd noun and adjective declensions in all five cases; the active voice; active infinitives; present, perfect, and imperfect tenses; and imperatives. In March, students take the Introduction to Latin level of the National Latin Exam and are well-prepared for Latin IB in the fall.

### Grade 8 Latin

The 8th grade Latin IB course is designed as the second of a two-year sequence introducing students to Classical Latin. Students typically cover chapters 13-23 (Chapters 11-20 for the 2021-2022 academic year) of **Suburani**. During the course students continue to learn effective study techniques that will help them to master vocabulary and grammar so that they are able to read Latin with increased facility. Students master relative clauses, the future and pluperfect tenses, indirect statement, present participles, and the present and imperfect passive voice. In March, students take the Beginning Latin level of the National Latin Exam and are well-prepared for Latin IB in the fall.

### English as a Second Language *for International Students (ESL 2)*

This course is designed to support international students and build on their current English language skills. Both Logic and Rhetoric ESL are mixed levels to provide the most individualized instruction possible. We use the Q: Study Skills curriculum from Oxford University Press, and we focus on all four areas of language: reading, writing, speaking and listening. The online component reinforces the learning in the classroom, and other online resources such as Quizlet and Newsela are often used to strengthen technology skills as well as language skills. Students read texts such as *Wonder* by R. J. Palacio, *Mouse* by Art Spiegelman, and various other leveled texts. ESL students are expected to perform all the graduation requirements of an American student, and through completing this program, they are able to achieve this goal.

## RHETORIC SCHOOL COURSE OF STUDY

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Students in the Rhetoric School engage in a rich Humanities curriculum around the CCA Round Table that asks them to take charge of their own learning. This they do under the guidance and mentoring of outstanding teachers who are experts in their fields. A specialized Rhetoric course teaches students the “classical arrangement” of an argument and how to make an argument winsome. Year-long lab science courses are offered each year with an expanded period to allow for in-depth exploration and observation as students practice inductive reasoning and the scientific method. Mathematics offerings extend through AP Calculus and include semester electives. Latin is also taught through the AP level. Our Rhetoric Students read and discuss Virgil’s Aeneid in 9th grade and then are often translating it from the Latin in 11th grade. All of this is grounded in a comprehensive Bible curriculum that centers around the life of Jesus Christ and how that impacts the head and heart of every Christ follower. Rhetoric students cap their college prep experience with a Senior Thesis and Oral Defense on a topic of their own choosing. This is every bit as rigorous as anything they could face in their first two years of college. CCA graduates go to college brimming with confidence that they are ready, with both heart and mind, to tackle any challenge they may face.



## BIBLE

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*Courses are listed in sequential order.*

### **Bible 9 - The Story of the Bible I: From Genesis to Jesus (Honors)**

This course is the first year of a two-year study of the primary storyline of the Bible: the story of how God saves his people and makes everything new through his Son, Jesus Christ. This first year is spent almost entirely in the Old Testament, where students discover how the primary storyline begins and develops toward its climax. God creates all things “good,” with order and purpose. God’s appointed and beloved rulers on earth, humans, rebel against his authority, corrupting the human race and wrecking God’s created order. In a response of grace and love, God unveils his plan to save humanity, restore creation, and bring judgment upon evil. This plan begins to unfold in the events, characters and promises of the people of Israel, the nation from whom God’s Savior will arise. By the end of this course, students will be able to articulate how the story of Israel specifically - and the primary storyline of the Bible more generally - finds its climax and fulfillment in the death and resurrection of Jesus, who is the Son of God, the Jewish Messiah, and the Savior of the world.

**Grade Level:** 9  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** None  
**Graduation Requirement:** Yes

### **Bible 10 - The Story of the Bible: From Jesus to Revelation (Honors)**

This course is the second year of a two-year study of primary storyline of the Bible: the story of how God saves his people and makes everything new through his Son, Jesus Christ. The second year of this study picks up where the first year left off: with the death and resurrection of Jesus Christ as the climax of the primary storyline of the Bible. God’s salvation is now available to all who put their trust in Jesus as their Lord and Savior. The rest of the biblical narrative now pertains to the spread of this good news to the world by the Church – the global community of people who trust in Jesus as their Lord and Savior and seek to bring his message of salvation to the world. During this course, students will study the book of Acts, the letters of Paul, and the book of Revelation in order to gain an understanding of the circumstances into which the Church was born, the major issues that the New Testament Church faced, and how the New Testament Church understood and fulfilled their mission to take the Gospel from Jerusalem to Judea, Samaria, and the ends of the earth. By the end of this course, students will be able to articulate how the primary storyline of the Bible, from Genesis to Revelation, runs from, toward, and through Jesus Christ.

**Grade Level:** 10  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** The Story of the Bible I  
**Graduation Requirement:** Yes

### **Bible 11 - Church History**

This is the third year of the core Bible curriculum at CCA. Built upon the biblical metanarrative that is studied during freshman and sophomore years, CCA juniors in this course are invited to a historical and theological study of the Christian Church. The primary topic we follow through the course is how the Christian Church maintained its identity and advanced its mission amidst political, cultural, and theological turbulence both outside and inside the Church community. The course is comprised of six units:

1. Scripture: The Authority of God’s Word amidst Persecution and Strife
2. Creeds & Councils: The Church Responds to Heresies and Political Agendas
3. Devotional Theology: St. Augustine’s Confessions

4. Visual Theology: Preserving and Passing on the Christian Faith via Images and Symbols
5. Reformation: Catholics, Protestants, and the Non-Negotiables of the Christian Faith
6. Wartime Theology: Dietrich Bonhoeffer's The Cost of Discipleship

**Grade Level:** 11  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** The Story of the Bible I & II  
**Graduation Requirement:** Yes

### **Bible Elective - Christ and Culture**

During this year-long Bible elective, seniors will consider many of the challenging questions posed to the Christian faith by our American cultural context - questions pertaining to identity, freedom, self-expression, authority, evil, allegiance, responsibility, and happiness. They also will consider the Christian faith in conversation with other major world religions and philosophical traditions, such as Islam, Judaism, Buddhism, Hinduism, Daoism, Pantheism, Panentheism, Naturalism, Humanism, and Materialism. Guided by Paul's letters to the Romans and Corinthians, as well as by the writings of C. S. Lewis, A. W. Tozer, and Tim Keller, seniors who take this course will learn to appreciate and articulate how faith in Jesus Christ is uniquely true, good, and beautiful.

**Grade Level:** 12  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** Bible 11 - Church History  
**Graduation Requirement:** No

## COLLEGE GUIDANCE

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*Courses are listed in sequential order.*

### College Guidance

In the College Guidance course, Juniors will learn about the college search and admissions process.

Students will spend the fall semester acquiring the vocabulary of college admissions and familiarizing themselves with a variety of different types of colleges and admission plans. Students will learn about college entrance requirements and begin planning timelines for how and when to prepare college materials. Students will complete some test preparation for both SAT and ACT exams and develop a strategy for when to complete standardized testing. Students will engage with a variety of resources and tools such as Naviance, CollegeBoard, and other online or print resources that help them explore college options and develop college lists. In the spring semester, Juniors will begin to prepare college admissions materials such as their resume, common application account, college essay, and standardized test scores. Guest speakers, including CCA alum, current seniors, and college admissions professionals will visit the class periodically. Topics are covered seminar-style throughout the year and include, but are not limited to: Building the College List, Campus Visits, Interviews, College Fairs, Parts of the College Application, Admissions Plans, Letters of Recommendation, Your CCA Education and the College Process, The Common Application, and Financial Aid.

**Grade Level:** 11  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** None  
**Graduation Requirement:** Yes

## ENGLISH

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*Courses are listed in sequential order.*

### English 9 - Classical Literature: A Hero's Making (Honors)

In a modern culture obsessed with comic-book heroism, how far are we, really, from our very deepest literary roots? CCA's 9th Grade Literature course answers this question with an engaging survey of Greek and Roman classics, unified around the idea of the ancient hero. Covering both of Homer's epics, *The Aeneid* of Virgil, Ted Hughes' classic translation of the *Tales from Ovid*, and Madeline Miller's modern take on a classic character, *Circe*, Classical Literature builds reading comprehension, basic analytical writing skills, plot and theme analysis, and uses the Covenant Roundtable to engage students in lively discussions about ancient literature's peculiarities and messages. A favorite in our Rhetoric School, this course is proof that the oldest works in the Western Canon are still the most engaging.

**Grade Level:** 9  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** None  
**Graduation Requirement:** Yes

### English 10 - British Literature: Soul Journey (Honors)

What can literature teach us about our souls? Lifting its basic narrative from Dante's Divine Comedy, CCA's British Literature course is organized into three movements: Hell, where we read the dark narratives of Beowulf, The Picture of Dorian Gray, and Macbeth; Purgatory, where we watch the soul on trial in Sir Gawain and the Green Knight, A Tale of Two Cities, and Pride and Prejudice; and Heaven, where we examine hymns, Hopkins, and other literature of worship. Focusing our attention on the passion and imagination of the course's timeless authors, British Literature builds paragraph writing skills, style and tone analysis, scansion and poetics, and uses student-lead Roundtables to examine the moral and theological messages of the texts. Our oldest and most refined literature course, Soul Journey encourages students to read rigorously and reflect deeply.

**Grade Level:** 10  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** None  
**Graduation Requirement:** Yes

### English 11 - American Literature: Outsiders (Honors)

As a new nation is born on American soil, settlers flock from all corners of the world. What do these wayfarers all have in common? The desire for a new beginning. Whether drawn in by opportunity, exile, refuge, or by force, these authors explore what it is like to take part in shaping the culture of somewhere new. Moving through each of the distinct literary eras of America, and exploring a variety of genres, our 11th graders will explore how the American identity has been shaped by those who are "new here." Texts include Nathaniel Hawthorne's *The Scarlet Letter*, Louisa May Alcott's *Little Women*, Fitzgerald's *The Great Gatsby*, collect short stories of Ernest Hemingway, and Hurston's *Their Eyes Were Watching God*. Through these texts, "New Beginnings" will focus on advanced literary analysis and developing a strong academic and creative writing voice.

**Grade Level:** 11  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** None  
**Graduation Requirement:** Yes

## English 12 - World Literature: The World Has Changed (Honors)

When we travel to far-flung places, how much of our own cultures do we bring with us, and when we return, have we remained the same? CCA's World Literature elective offers Seniors the chance to examine the themes of cross-culturalism, imperialism, and faith in six great works of contemporary fiction, including Umberto Eco's *The Name of the Rose*, Shusaku Endo's *The Samurai*, and Paulo Coelho's *The Devil and Miss Prym*. Focusing on international authors who wrote compelling, nuanced narratives about clashes between cultures, *Imaginary Homelands* encourages deep stylistic and tonal reading, uses roundtable discussions to tease out tangled political and theological messages, and fosters students' awareness of their global community. Eye-opening and transformative, this course welcomes those with an interest in literature, globalism, politics, and faith.

**Grade Level:** 12  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** None  
**Graduation Requirement:** Yes



## FINE ARTS

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*Includes theater, music, and visual arts, listed in alphabetical order.*

### Acting

When done well, acting looks easy, but it is a skill that takes a great deal of discipline and practice. One goal of this class is that each student will come to love the process of creating as much as they may enjoy the final performance before an audience. Students will learn methods of preparing and performing a role well. While they learn about the specific strategies of performing monologues and scenes, they will also practice a variety of methods from different great acting teachers such as Hagen, Meisner, Laban, and others. Acting Class will require students to memorize, research roles outside of class, and use time effectively to rehearse in the classroom.

**Grade Level:** 9,10,11,12  
**Semesters:** 1  
**Credits Earned:** .25

**Prerequisites:** None  
**Graduation Requirement:** No

### Advanced Art

Advanced Art is a rigorous year-long study that expands on concepts and skills learned in Drawing II and Painting. The focus of the course is on the process of creating a body of work as well as experimentation. Students will build on and reflect upon prior work. A variety of drawing, painting, printmaking, and mixed media materials will be explored. The course includes the study of historical and contemporary artists. Critique and writing exercises will prepare the student for collegiate studies. Advanced Art is a prerequisite for AP Studio Art. *Should requests exceed maximum class size, enrollment will be at the discretion of the teacher.*

**Grade Level:** 11,12  
**Semesters:** 2  
**Credits Earned:** .5

**Prerequisites:** Drawing I, Drawing II, Painting I  
**Graduation Requirement:** No

### AP Art and Design

Advanced Placement Art and Design is a year-long college-level course in the visual arts. Students will work towards developing their own personal voice while also demonstrating mastery in concept, composition, and execution of drawing. Explorations in various media, as well as sustained study, will lead to the development of a portfolio that is comprised of two sections: quality and a sustained investigation. Students who successfully complete the requirements of this course will submit their portfolio to be scored by the College Board. Given the time commitment for student and instructor alike, enrollment in AP Art and Design at CCA is limited to those students interested in pursuing art at the university level. Prior to enrolling in AP Studio Art, students must apply and receive instructor approval. *Should requests exceed maximum class size, enrollment will be at the discretion of the teacher.*

**Grade Level:** 12  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** Advanced Art and teacher recommendation  
**Graduation Requirement:** No

## Ceramics

This semester-long course introduces the student to building both functional and sculptural art with clay. The focus will be on technical hand-building techniques, form, aesthetics, glazing, and other decoration methods. Students are given the experience of using the pottery wheel. A study of traditional, as well as contemporary ceramic art, will inform the work that students create. *Should requests exceed maximum class size, enrollment will be at the discretion of the teacher.*

**Grade Level:** 10,11,12  
**Semesters:** 1  
**Credits Earned:** .25

**Prerequisites:** Drawing I  
**Graduation Requirement:** No

## Devised Performance

In Devised Performance, the students will imagine, write, and perform an original play over the course of one semester. All members of the class will serve as authors and actors for the piece. In the first classes we will decide upon a subject for the play and we will begin to write based on that topic. Students will be responsible for writing individual monologues which will be tied together by larger group scenes, created and directed with teacher instruction. The course will culminate with the performance of the piece for an audience at the end of the semester. Students will be assessed on their completion of writing assignments, their contributions to creating the piece in class, and their fulfillment of participating in the final performance. The goals of the course include teaching some introductory play writing, refinement of acting skills, and learning to create collaboratively as an ensemble.

**Grade Level:** 9,10,11,12  
**Semesters:** 1  
**Credits Earned:** .25

**Prerequisites:** None  
**Graduation Requirement:** No

## Drawing I

This semester long course will introduce students to the elements and principles of design while developing technical drawing skills. Students will learn to manipulate a variety of media such as charcoal, pencil, ink and pastel to create original works. An emphasis will be placed on observational drawing, the development of line, value, and form. Subjects will include the human form, still-life, interior spaces and abstraction. Discussion of historical as well as contemporary artists will guide students in the development of their own personal style. Drawing I is a prerequisite for Painting courses and students will need to purchase a 9"x12" mixed media sketchbook. *Should requests exceed maximum class size, enrollment will be at the discretion of the teacher.*

**Grade Level:** 9,10,11,12  
**Semesters:** 1  
**Credits Earned:** .25

**Prerequisites:** None  
**Graduation Requirement:** No

## Drawing II

This semester-long course will continue the concepts introduced in Drawing I with the introduction of color media. Materials experienced include pastels, colored pencil, ink, and mixed media. Experimentation and reflection give students the opportunity to develop their personal ideas while advancing technical skills. *Should requests exceed maximum class size, enrollment will be at the discretion of the teacher.*

**Grade Level:** 9,10,11,12  
**Semesters:** 1, meets twice each week  
**Credits Earned:** .25

**Prerequisites:** Drawing I  
**Graduation Requirement:** No

## History of Pop Music

History of Pop Music is a semester-long Fine Arts elective that meets twice a week. The course focuses on the development of popular music from the early 1900s up through the present day. Various units focus on specific decades including the Vaudville era, the Golden age of Jazz, the development of rock and roll, The 60's and the British Invasion, and the branching of popular music into specific sub-genres from 1970 up through the present day. This includes the development and influences that led to modern hip hop, R&B, Pop, Alternative, and other subgenres of today's popular styles. The class utilizes student-led presentations, in-class listening quizzes, and roundtable discussions to explore common threads that have found their way through Popular music and how previous genres mix and influence the creation of new music today.

**Grade Level:** 9,10,11,12  
**Semesters:** 1  
**Credits Earned:** .25

**Prerequisites:** None  
**Graduation Requirement:** No

## Intro to Design I

In this course, students will be exposed to the foundational elements of graphic layout and design for printed publications. Students will be introduced to the seven structural elements of design (line, shape, texture, color, value, size and space) and will learn to create and manipulate layouts to incorporate these principals. As a class we will undertake the production of the Upper School Yearbook through an online design studio to practically incorporate these newfound skills. Areas of study will include (but are not limited to) graphic design, digital photography and photo manipulation, thematic development, project management, and design element management. *Should requests exceed maximum class size, enrollment will be at the discretion of the teacher.*

**Grade Level:** 9,10,11,12  
**Semesters:** 1  
**Credits Earned:** .25

**Prerequisites:** None  
**Graduation Requirement:** No

## Intro to Design II

In this course, students will develop an advanced understanding of effective visual and artistic communication for printed publications. The course includes further refining of design techniques, redesign, and critique. Students will gain an advanced understanding of how sections of a publication flow together, and will be able to recognize a press-ready page design. The atmosphere of the advanced class is intended to reflect that of a team oriented design studio. As such, students in the level II class will be expected to work independently, and to ensure thematic continuity from semester 1. As a class, we will complete the production of the Upper School Yearbook through an online design studio. Areas of study will include (but are not limited to) graphic design, digital photography and photo manipulation, project management, and the steps necessary for preparing a publication for press. *Should requests exceed maximum class size, enrollment will be at the discretion of the teacher.*

**Grade Level:** 9,10,11,12  
**Semesters:** 1  
**Credits Earned:** .25 each semester

**Prerequisites:** Intro to Design I and teacher recommendation  
**Graduation Requirement:** No

## Advanced Design

Designed for the student who would like to be involved in the development of an additional yearbook. *Should requests exceed maximum class size, enrollment will be at the discretion of the teacher.*

**Grade Level:** 9,10,11,12  
**Semesters:** 1  
**Credits Earned:** .25 each semester

**Prerequisites:** Intro to Design I and II  
**Graduation Requirement:** No

## Modern Music Production

Modern Music Production is a semester-long Fine Arts elective that meets twice a week. This course focuses on the techniques used to produce and record today's music. Units will focus on such topics as:

- Basic recording techniques and microphone placement
- Modern studio design and uses
- Analog vs digital music production
- Electronic music creation and the use of Digital Audio workstations, and sequencers
- Editing, mixing, and the use of Effects plugins
- Arranging and orchestration in modern music

We will also use in-class workshops and discussions to aid in the creation of several compositions using the various tools available to us in modern music creation.

**Grade Level:** 9,10,11,12  
**Semesters:** 1  
**Credits Earned:** .25

**Prerequisites:** None  
**Graduation Requirement:** No

## Music and Media

Music is an influential tool for expressing ideas and emotions. This is evident particularly in today's media outlets. The Music & Media course is designed to introduce students to the many ways music is used in media and how it can be used to promote positive change. Students will be trained to use technological tools to create and combine music for various media projects. These include radio voice-overs and commercials, jingles, sound effects placement, music underscore for film and television, and various combinations of all elements. Overviews of media roles will be examined, including the roles of engineer, producer, songwriter, composer/arranger and editor. Students will learn "hands-on" by using GarageBand and Finale music notation software to create projects for media applications. Basic understanding of music technology will also be incorporated into classroom instruction. Students will be given an opportunity to present their projects at the midpoint and end of the semester.

**Grade Level:** 9,10,11,12  
**Semesters:** 1  
**Credits Earned:** .25

**Prerequisites:** None  
**Graduation Requirement:** No

## Music Theory and Composition I

As an extension of music principles learned through Grade 8, students will review basic musical concepts of notation and begin to develop a broader understanding of music theory by exploring advanced concepts in notation, melody and harmony. Areas of exploration will include compound meters, scales and modes, interval relationships, harmonic structure, chord progressions, voice leading, key signatures and their relation to music composition, and other related material. Students will use this knowledge to develop skills in music composition. Works of well-known composers in a variety of genres will be studied and related to the course material. The connection to the Biblical understanding of creating music as an act of worship will also be explored. Students will engage in weekly theory and composition exercises while working towards completing larger long-term composition projects. By the end of the semester, students will be given the opportunity to have their compositions performed and/or recorded.

**Grade Level:** 9,10,11,12  
**Semesters:** 1  
**Credits Earned:** .25

**Prerequisites:** Foundations in Music course or completion of General Music program in the CCA School of Logic.  
**Graduation Requirement:** No

## Music Theory and Composition II

A continuation of *Music Theory & Composition I* focusing on more advanced concepts of putting theory into practice. Students will compose their own music in a variety of genres. By the end of the semester, students will be given the opportunity to have their compositions performed and/or recorded.

**Grade Level:** 9,10,11,12  
**Semesters:** 1  
**Credits Earned:** .25

**Prerequisites:** Completed Music Theory & Composition I or pass a placement exam and submit an original music composition example for review.  
**Graduation Requirement:** No

## Painting I

This course is an introduction to the processes and techniques of acrylic painting. The development of composition, manipulation of materials, color theory and mixing, as well as the variation of mark making is the focus of this course. Topics will include observational painting of still-life, portraiture, and landscape. *Should requests exceed maximum class size, enrollment will be at the discretion of the teacher.*

**Grade Level:** 9,10,11,12  
**Semesters:** 1  
**Credits Earned:** .25

**Prerequisites:** Drawing I  
**Graduation Requirement:** No

## Painting II

This course is a continuation of the techniques introduced in Painting I. *Should requests exceed maximum class size, enrollment will be at the discretion of the teacher.*

**Grade Level:** 10,11,12  
**Semesters:** 1  
**Credits Earned:** .25

**Prerequisites:** Drawing I, Painting I  
**Graduation Requirement:** No

## Rhetoric School Choir

Students participating in the High School chorale program learn valuable techniques in breathing, vocal preparation, diction, ensemble practices, and performance. A variety of repertoire is used throughout the year, including Classical, Jazz, Broadway, Pop and A Cappella. Students participate in at least four ensemble performances each year: Christmas Concert, Spring Concert, Great East Music Festival, Graduation. A spring “tour” of area schools, churches, and nursing homes is also considered each year.

**Grade Level:** 9,10,11,12  
**Semesters:** 1  
**Credits Earned:** .25

**Prerequisites:** Completed Middle School Choir program at CCA or similar, or audition  
**Graduation Requirement:** No

## Rhetoric School Worship Band

Students participating in the High School Worship Ensemble learn valuable techniques in song arranging, vocal blending, ensemble practices, and worship leading. A variety of repertoire is used throughout the year, focusing on Contemporary Worship styles. Students participate in two ensemble performances each year – Christmas Concert and Spring Concert – and lead the worship music during High School chapel at least twice a month. Returning students are required to audition each year.



## Select Choir (Honors)

Students participating in the Rhetoric School Select Choir program have the opportunity to build upon previously gained skills and musicianship through more rigorous repertoire choices, tighter ensemble awareness, and more focused independent voice leading. A variety of repertoire is used throughout each semester, including Classical, Jazz, Broadway, Pop and A Cappella. Students participating in Select Choir must be enrolled in Rhetoric School Choir and be prepared to be presented as vocal leaders for their respective vocal sections. There is a strong emphasis on outside part learning as rehearsals are only 1x/week for 60 minutes. Students should have a base of sight-reading skills and be willing to develop those throughout their time in this group. Students participate in at least two ensemble performances each year: Christmas Concert, Spring Concert. Opportunities for additional performances are added at the discretion of the Fine Arts Department.

**Grade Level:** 9,10,11,12  
**Semesters:** 1  
**Credits Earned:** .25

**Prerequisites:** enrolled in Rhetoric School Choir, audition with teacher (vocal and sight-reading).  
**Graduation Requirement:** No

## Theater Arts I: American Drama

American Drama provides a broad survey of American theater in the 20th century. Through reading a variety of American plays and analyzing their characters, plots, and themes, students learn how the authors used their work to explore societal changes and though their focus has become more individualistic, they still emphasize the importance of community and companionship. Students read four plays, discuss them, write about them, and perform scenes from them.

**Grade Level:** 9,10,11,12  
**Semesters:** 1  
**Credits Earned:** .25

**Prerequisites:** None  
**Graduation Requirement:** No

## Theater Arts II

In this course the students will read some of the best and most poignant plays from the second half of the 20th and the early part of this 21st century with the goal of closely examining the ways that authors create realistic characters. A well-written story includes characters who are well rounded and who inspire us to invest emotionally. Even if a character is a villain, we can sympathize with them if their choices are ones that a person might actually make. Through a close examination of their characters' choices, we are better able to analyze the plots and themes of the plays as multi-dimensional ideas. *While Theatre Arts I is not a prerequisite, it is strongly encouraged that students complete Theatre Arts I before taking Theatre Arts II.*

**Grade Level:** 11,12  
**Semesters:** 1  
**Credits Earned:** .25

**Prerequisites:** None  
**Graduation Requirement:** No

## USLR Concert Band

Students participating in the High School band program learn valuable techniques in breathing, music theory, instrument proficiency, ensemble practices, and performance. A variety of repertoire is used throughout the year, including Classical, Popular, Sacred, and Film Music. Students participate in at least three ensemble performances each year: Christmas Concert and Spring Concert, Graduation.

Returning students are automatically accepted.

**Grade Level:** 7,8,9,10,11,12  
**Semesters:** 1  
**Credits Earned:** .25

**Prerequisites:** Completed Grammar School Band program at CCA or similar.  
**Graduation Requirement:** No

## USLR Jazz Band

Students participating in the Jazz band program learn valuable techniques in breathing, music theory, instrument proficiency, ensemble practices, and performance. A variety of repertoire is used throughout the year, focusing on various Jazz and Rock instrumental styles. Students participate in multiple ensemble performances each year: Christmas Concert, Spring Concert, Great East Music Festival, Providence Bruins game, Donor Dinner, Graduation. Jazz Band students must also be enrolled in at least one other music ensemble: Concert Band or Worship Band. Returning students are automatically accepted.

**Grade Level:** 7,8,9,10,11,12  
**Semesters:** 1  
**Credits Earned:** .25

**Prerequisites:** Proficiency on an instrument, strong music reading skills, and a placement audition is required.  
**Graduation Requirement:** No

## USLR String Ensemble

USLR String Ensemble is for string instrumentalists studying violin, viola, cello, or string bass. Students will rehearse one afternoon a week from 3:10-3:40pm. Students will expand technical and ensemble skills including extended range major scales, more complex rhythmic content and expand their technical and theory skills while performing a large variety of music repertoire of many different genres. In addition to the Christmas and Spring concerts, students will have the opportunity to participate in recitals, state festivals and events. Students who participate in this ensemble are required to practice on their own and are encouraged to take private lessons.

**Grade Level:** 7,8,9,10,11,12  
**Semesters:** 2 (full year)  
**Credits Earned:** .25

**Prerequisites:** At least 3 years of private lessons  
**Graduation Requirement:** No

## Music and Theater Technical Production

The Music and Theater Technical Production class teaches students some of the technical elements essential to the execution of any theater production including lights, sound, stage direction and more using the theatrical lighting and sound located in the Performing Arts and Athletics Center. Students will learn the parts and functions of the various lighting instruments, light board programming and control, and the basics of lighting design. They will also learn techniques of microphone placement, live mixing and sound reinforcement techniques, and the basics of live sound design for both theatrical and music performances.

**Grade Level:** Preference given to upperclassmen  
**Semesters:** 1  
**Credits Earned:** .25

**Prerequisites:** Approval of the Director of Fine Arts  
**Graduation Requirement:** No

## HISTORY

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*Courses are listed in sequential order.*

### History 9 - Ancient and World History (Honors)

The 9th grade course in Ancient and World History begins with an overview of the principles of civilization using examples from Egyptian, Mesopotamian, and Chinese cultures. It next studies ancient empires, specifically how the Persian, Hellenistic, Roman, and Han governments dominated their respective regions. At the close of the fall semester, students learn how the history of empire sets the conditions for the birth of Jesus Christ. The spring semester focuses on the Roman Empire's role in providing a blueprint for Mediterranean cultures. After studying the Pax Romana and its fall, students consider the three great cultures that rise from the ruins of the Roman Empire: Byzantium, the Islamic Caliphate, and Medieval Europe. Students complete an independent research project with a public defense of their argument about the Medieval era. The year ends with consideration of how Mediterranean powers began a global process of exploration and trade.

**Grade Level:** 9  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** None  
**Graduation Requirement:** Yes

### History 10 - European History (Honors)

The 10th grade course in Modern World History tells the big story of how the world came to be organized into nation-states. We begin with the history of colonization by Europeans and study how European nation states were formed through the Reformation and the Enlightenment. The course then evaluates nationalism in light of Napoleon Bonaparte's career, followed by individual research in modern dictatorships. The course then studies the transformation nationalism brings through the two world wars of the twentieth century. After the world wars we study decolonization and the global growth of independent nation-states. We end the year comparing systems of government, focusing on the contrast between free societies that encourage individual liberty and oppressive governments that limit it.

**Grade Level:** 10  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** None  
**Graduation Requirement:** Yes

### AP European History

This year-long survey of European history, offered as an accelerated option to the Modern World History course, prepares students to succeed on the Advanced Placement test offered by the College Board. Beginning with the Renaissance and ending in the 21st century, this course emphasizes major periods of historical development in Europe and its pivotal role in world history. Students have the opportunity to digest a large volume of material and test their preparation for college level history classes.

**Grade Level:** 10,11,12  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** A grade of "B" or better in previous History class and teacher recommendation  
**Graduation Requirement:** No

## History 11 - US History (Honors)

The 11th grade course in American History aims to help students consider the consequences of the American Revolution in creating a new nation based on the will of the people. The fall semester emphasizes how independence is gained, how a government is created to secure that independence, and how a great moral crisis almost destroyed the country. The spring semester focuses on three student-run formal debates about essential human topics. While considering the nature of good work students debate

**Grade Level:** 9,10,11,12  
**Semesters:** 1  
**Credits Earned:** .25

**Prerequisites:** Proficiency on an instrument and/or voice and ability to read chord symbols is required.  
**Graduation Requirement:** No

the proper relationship between government and business. While considering the importance of individual identity students debate the quality of civil rights in America. While considering the question of allegiance students debate the tension between nationalism and globalization. These debates are argued based on major developments in 20th century American history. Students develop critical thinking and research skills while continuously asking how America can continue to fulfill the promise of its original founding.

**Grade Level:** 11  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** None  
**Graduation Requirement:** Yes

## AP US History

This year-long survey of United States history prepares students to succeed on the Advanced Placement test offered by the College Board. Beginning prior to colonization and ending in the 21st century, this course emphasizes major periods of historical development within the United States and its engagement with the rest of the world. Students have the opportunity to digest a large volume of material and test their preparation for college-level history classes.

**Grade Level:** 11, 12  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** A grade of "B" or better in previous History class and teacher recommendation  
**Graduation Requirement:** No

## History 12 - Historiography (Honors)

The 12th grade course in Historiography focuses student attention on how history is created and what it means to craft a narrative for individuals, groups, and entire nations. Students will think critically about assumptions that historians make and biases that inform all of our histories. Using case studies that draw on a broad range of historical time periods, students evaluate how fiction, non-fiction, biography, and artistic works communicate different facets of historical thinking. Uniquely Christian, this course will ask students to consider the theological implications of telling the human story. Ultimately students will understand themselves as history makers and leave CCA without any doubt about how they can live meaningful lives in light of eternity.

**Grade Level:** 12  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** None  
**Graduation Requirement:** Yes

## LANGUAGES

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*Courses are listed in sequential order.*

### Latin I-9 (Honors)

In Latin I-9, students receive a foundation for the language, including core Latin vocabulary, and basic grammar and syntax. As they memorize the inflections of verbs, nouns, and adjectives, students will begin to develop an understanding of the logic of the language and its unique way of conveying information. Students also learn, through the *Suburani 1* textbook, about Roman culture and daily living (such as holidays, bath houses, family structure, etc.), and distinctive stories of classical mythology. This class is offered to students who transfer to CCA after their seventh grade year or to those students who did not achieve mastery in Latin IA and B during Logic School.

**Grade Level:** 9  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** None  
**Graduation Requirement:** Yes

### Latin II (Honors)

In Latin II students continue learning the grammar, syntax, and vocabulary of the language, and memorize more intricate inflected forms, such as the pluperfect tense, infinitives, participles, and the subjunctive mood. Through reading immersive Latin stories in Units 2 and 3 of the Cambridge Latin Course, students meet increasingly complex Latin sentences and paragraphs, and learn to handle Latin's lengthy and hypotactic sentence-structure. Students also continue their study of the ancient Roman world in its various facets: the geography of the Empire (such as Roman provinces), important historical figures (such as Domitian and Agricola), and the structures of everyday Roman life (such as religion, entertainment, slavery, and education).

**Grade Level:** 9, 10  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** Latin I  
**Graduation Requirement:** Yes

### Latin III (Honors)

In this course, students continue to build their grammatical skills and increase their vocabulary. Students learn the vast majority of Latin grammar, including the passive voice, oratio obliqua, gerundives, and additional uses of the subjunctive. Continuing to read immersive Latin stories, the year will increasingly include selections from authentic Latin authors (such as Pliny, Martial, and Ovid). In conjunction with these readings, students begin to learn about literary and rhetorical devices used by the authors to create emphasis, nuance, and flair. The course is supplemented with a historical study of Imperial Rome and Latin literary culture.

**Grade Level:** 10,11  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** Latin II  
**Graduation Requirement:** Yes



## Latin Language and Literature (Honors)

This course concludes the grammatical study of Latin and shifts its focus to the beauty and literary merits of Latin texts. Accordingly, there is a greater emphasis on essays and projects, rather than tests. Students read authors from the classical, medieval, and early modern eras to understand the conventions of Latin literature, as well as the worlds and people who produced them. Due to the detail and challenges involved in reading authentic Latin texts, students are expected to be responsible and self-motivated learners who are eager to untangle tightly-woven Latin sentences.

**Grade Level:** 11,12  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** Latin III  
**Graduation Requirement:** No

## AP Latin

This course follows the syllabus published by the College Board's AP program and is designed to prepare the student to take the Latin AP exam on Caesar and Vergil. Students read in Latin and in translation substantial portions of Caesar's *Commentarii De Bello Gallico* and Vergil's *Aeneid*. Students also practice reading Latin at sight from an array of authors including Cicero, Pliny, Martial, Tibullus, and Horace. As they translate, students explore themes and essential questions, and analyze literary devices and artistic construction of the texts. In tandem with their analyses, students learn to craft essays in response to prompted questions centered on various passages from Caesar and Vergil. Given the rigor of the course, students are expected to be diligent workers and invested learners.

**Grade Level:** 12  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** Teacher Recommendation  
**Graduation Requirement:** No

## Spanish

This elective course for juniors and seniors includes the vocabulary, grammar and culture of the Spanish language. Through written and verbal work, students should expect to master basic vocabulary, understand grammar and explore various cultural elements of Spanish speaking countries. While this course may be an introduction to Spanish for many students, the prerequisite of Latin III implies that basic language concepts and grammar fundamentals will be understood, allowing for a faster pace and greater depth of content than the traditional beginning Spanish class.

**Grade Level:** 11,12  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** Latin III  
**Graduation Requirement:** No

## English as a Second Language

This set of courses is designed to support international students and build on their current English language skills. We use the Q:Study Skills curriculum from Oxford University Press, and the course focuses on all four areas of language: reading, writing, speaking and listening. The online component reinforces the learning in the classroom, and other online resources such as Quizlet and Newsela are often used to strengthen technology skills as well as language skills. Students read texts such as *Metamorphosis* by Franz Kafka, *The Hound of the Baskervilles* by Sir Arthur Conan Doyle, *Fahrenheit 451* by Ray

Bradbury, and in the last year of the program, students read literary and philosophical essays to broaden their critical reading skills. ESL students are expected to perform all the graduation requirements of a domestic student, and through completing this program, they are able to achieve this goal.

**Grade Level:** 9,10,11  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** None  
**Graduation Requirement:** No

### **Other World Languages**

Students who enroll at Covenant after 9<sup>th</sup> grade, having already started a foreign language sequence other than Latin, are allowed to continue with that sequence by completing online or summer courses. For example, if a student has already completed Spanish I or French I and would like to continue with that language, he/she can request pre-approval from the Dean of Academics to take the chosen courses. Pre-approval is required for the credits to be accepted and included on the student's transcript. Parents will be responsible for any cost associated with these courses.

# MATHEMATICS

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*Courses are listed in sequential order.*

## Math 9 - Algebra I

This course is designed to expand on the concepts covered in 8th grade math. Students in this course will dive deeply into problem solving tasks centered around the previous skills learned. Engaging, hands-on activities will be used to enhance understanding, communication skills (math talk), and mathematical processes. The goal of this course is centered around students reaching a level of mastery that prepares them for an honors level math track in Rhetoric School beginning with the next course, Honors Geometry. Students will explore: Linear Functions, Systems of Equations, Statistics and Probability, Exponents, Polynomials, Factoring, and Quadratic Functions.

**Grade Level:** 9  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** None  
**Graduation Requirement:** Yes

## Geometry (Honors)

In this course, students will formalize and extend their geometric experiences from Grammar and Logic School. Students will investigate geometric relationships and listen to and develop formal mathematical arguments. There are seven critical areas of focus in this Geometry course. Students will start the year using compass tools to create basic constructions. Then, students will establish criteria for congruence of triangles based on basic rigid motions, establish criteria for similarity of triangles based on dilations and proportional reasoning, and apply similarity in right triangles to understand right triangle trigonometry. Students will also investigate solid geometry, coordinate geometry, and prove basic geometric theorems, especially those related to circles.

**Grade Level:** 9, 10  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** Grade of 85 or better in Algebra I  
**Graduation Requirement:** Yes

## Algebra II (Honors)

In this course, students build upon their work with linear, quadratic, and exponential functions. Students will extend their repertoire of functions to include polynomial, rational, and radical functions. This course challenges students to become efficient in algebraic manipulation and furthers their ability to model situations and solve equations. Students in Algebra II will synthesize and generalize what they have learned in previous coursework to utilize mathematical models in the real-world. They will continue to develop their ability to present and defend mathematical arguments in this course. Successful completion of Algebra II prepares students for further coursework in mathematics, such as PreCalculus. In addition, students will be well prepared for standardized tests, such as the SAT, by the end of this course.

**Grade Level:** 10, 11  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** Algebra I, Geometry  
**Graduation Requirement:** Yes

## PreCalculus (Honors)

This course integrates the algebraic, geometric, and trigonometric techniques needed to prepare students for the study of calculus. In addition, students will further develop their conceptual understanding of problems and the mathematical reasoning required to solve problems. The topics of this course are especially important for students interested in studying science or engineering in college. Students will build upon their knowledge of right triangle trigonometry and investigate the unit circle and trigonometric functions. Students will be challenged to identify patterns, key characteristics, and relationships within a variety of function families and use these observations to make conclusions. A brief introduction to limits, the foundation of calculus, will be included at the end of this course.

**Grade Level:** 11, 12  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** Algebra I, Geometry, Algebra II  
**Graduation Requirement:** No

## AP Calculus AB

This course exposes students to the basic processes, formulas, concepts and applications of Calculus. The course will develop critical thinking skills and effective problem solving methods. In addition, the students will gain a deeper appreciation of mathematics that goes beyond the practical preparation for the AP exam. At the completion of this course, students will have mastery over the following: Limits and Continuity, The Derivative, Rules of Differentiation, Applications of the Derivative, Integration, The Fundamental Theorem of Calculus, and other applications.

**Grade Level:** 11,12  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** Algebra I, Geometry, Algebra II, Pre-Calculus  
**Graduation Requirement:** No

## Computer Science (JavaScript)

This one semester mathematics elective is designed to introduce the student to the principles of computer science. Students will learn to program and increase their logical thinking and problem solving skills. The topics covered in this course include: graphics, animation and games, data structures, and more. By the end of this course, students will have been exposed to the material of a first semester college course and will be able to program in JavaScript.

**Grade Level:** 11, 12  
**Semesters:** 1  
**Credits Earned:** .5

**Prerequisites:** Two credits of Rhetoric School Mathematics  
**Graduation Requirement:** No  
**Instructor:** Mr. Jordan Willis

## Introduction to Business

Over the course of the 19 weeks of the semester we would focus on 8 major areas of business. These would be accounting, information systems, economics, finance, management, marketing, international business, and entrepreneurship.

**Grade Level:** 11,12  
**Semesters:** 1  
**Credits Earned:** .5

**Prerequisites:** Two credits of Rhetoric School Mathematics  
**Graduation Requirement:** No  
**Instructor:** Mr. Jim MacDonald

## Financial Math

This course addresses practical applications of financial principles. Topics to be covered will include the following: What the Bible says about money, financial decision making, values and giving? The time value of money and the rule of 72, budgets - how to build them and live within them, checking and savings accounts, credit cards, taxes and insurances, debt (good and bad and how to evaluate the decision). It will also include the basics of investing: stocks and bonds, commodities, penny stocks, risk vs return, retirement planning and issues such as buying or renting and choosing to have hourly, salaried employment or be an entrepreneur.

**Grade Level:** 11, 12  
**Semesters:** 1  
**Credits Earned:** .5

**Prerequisites:** Two credits of Rhetoric School  
Mathematics  
**Graduation Requirement:** No  
**Instructor:** Mr. Jim MacDonald

## Statistics

This course is a year-long investigation into four broad areas of statistics. Students will learn how to effectively plan a study, collect required data, and identify and avoid bias. Students will then discover ways to organize and interpret the collected data and then make observations about any patterns or departures from patterns. The second semester includes a study of probability, which is the mathematical foundation for statistical inference. The course concludes with students drawing conclusions from their studies, data, and the statistical tests employed. This course will give students the ability to make sense of the statistical arguments that appear in the news or in journal articles across a wide variety of disciplines..

**Grade Level:** 11, 12  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** Two credits of Rhetoric School  
Mathematics  
**Graduation Requirement:** No



## RHETORIC

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*Courses are listed in sequential order.*

### Rhetoric I (Honors)

In the Ninth Grade Rhetoric course, students learn the canons, appeals, and general topics of invention. These are all practical rhetoric tools that can be applied to any course or subject. In the canon of Invention, students learn to craft an argument about any given topic through means of definition, comparison, and others. In Arrangement, students learn the components of a classical argument and how to properly use them. This encourages superior writing to the traditional five-paragraph format by mandating only relevant information is included and it's done so in a compelling way. Finally, in Delivery, students refine their ability to orally present their ideas in front of an audience. While these branches are interwoven in their execution, there are some skills that require individual focus, such as the appeals and topics of invention. Through the appeals, students learn to rely on logos, pathos, and ethos as distinct methods of persuading their audience. In the topics of invention, they will learn some which apply to any situation, such as those mentioned above, but they will also learn when special topics are appropriate for some types of speeches including deliberative, judicial, and ceremonial argument. All of these are learned in a hands-on way that both uses great, historic speeches, and original speeches written by the students which are presented to the audience of the class.

**Grade Level:** 9  
**Semesters:** 2 (Meets two times a week)  
**Credits Earned:** .5

**Prerequisites:** None  
**Graduation Requirement:** Yes

### Rhetoric II: Senior Thesis (Honors)

“What has Athens to do with Jerusalem?” Tertullian's famous question about the relationship between faith and the intellect captures the spirit of CCA's capstone Senior Thesis project. While doing complementary course work on scholarly research and rhetorical style, CCA's Seniors will research, write, and defend a fifteen-page academic thesis. Written under the supervision of the instructors, each Senior Thesis will combine personal interest, theological depth, professional source integration, while an oral defense to provide our graduates with the experience and expertise they need to participate competitively in any college program. A stand-alone graduation requirement, the Senior Thesis is the culmination of our students' Core education in Grammar, Logic, and Rhetoric; a distinctive and transformative experience which sets our students apart for their poise, confidence, adaptability, and eloquence.

**Grade Level:** 12  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** None  
**Graduation Requirement:** Yes

## SCIENCE

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*Courses are listed in sequential order.*

### Biology (Honors)

This course is an introduction to the unifying principles of biology with emphasis on biological chemistry, cell structure and function, genetics, anatomy and physiology, and ecology. At the center of all that we study, we acknowledge the truth that God is the Creator and Sustainer. Throughout the course, students will have the opportunity to engage in inquiry-based instruction and hands-on learning experiences through a variety of laboratory activities. It is our goal that through the study of these fundamental concepts, our students will build a framework to explore the living and physical world

**Grade Level:** 9  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** None  
**Graduation Requirement:** Yes

### Chemistry (Honors)

Chemistry is an algebra based Chemistry class designed to teach the properties of matter and the changes it undergoes. Students develop safe chemical laboratory skills in a well equipped facility that includes gas plumbing, a fume hood, safety showers, chemical storage, a variety of lab equipment and a spectrophotometer. Students conduct experiments to observe physical and chemical properties of matter, including kinetic molecular theory and the gas laws. Students learn modern atomic theory and how this theory was developed over time. Students utilize the periodic table to identify physical and chemical properties of the elements. Students distinguish between types of chemical reactions and use stoichiometry to predict amounts of products that can be produced. Students perform a variety of calculations to describe matter: percent composition, molar mass, percent yield, and theoretical yield. Students develop a greater appreciation for the Creator of our world as they contemplate the complexity of our world and the need for good stewardship of our natural resources.

**Grade Level:** 10  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** Geometry (or currently enrolled)  
**Graduation Requirement:** Yes

### Physics (Honors)

Physics is an algebra based physics class designed to teach the fundamentals of motion, energy, and the interactions between them. Students investigate and describe the motion in one and two dimensions using models (mathematical formulas, graphs, and drawings.) Motion topics include Newton's laws of motion and linear, parabolic, circular, and oscillating motion. Our energy unit includes the laws of thermodynamics, potential and kinetic energy conversions, thermal energy transfer, work, power, waves, sound, and light. Students are introduced to the basic elements of electricity: static electricity and circuits. Students perform a variety of hands on labs using probeware. Students have an opportunity to design their own investigations at the end of the year.

**Grade Level:** 11  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** Geometry (or currently enrolled)  
**Graduation Requirement:** Yes

## Anatomy and Physiology

In this course, students will develop an understanding of relationships between the form and function of the human body systems. Students will learn the structures of each body system, including all 200+ bones, roughly 100 muscles, all internal organs, and the mechanisms by which they are controlled. This course will include labs and dissection activities. Students will also have the opportunity to research and investigate relevant topics related to the subject matter, compose songs, write children's books, participate in seminar discussions, and more, all of which is centered around developing a growing understanding of the human body.

**Grade Level:** 12  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** Biology  
**Graduation Requirement:** No

## AP Biology

The AP Biology course is designed to give students a good understanding of the four big ideas of biology (evolution, energy, information, and interactions) that apply to living organisms. The four big ideas are taught alongside enduring understandings and scientific investigation practices. Students study biology to better understand themselves and the world around them. They also develop a greater appreciation for the Creator of our world and living things. Students enrolled in the class are required to take the AP biology exam in May. They must also complete a minimum of 8 required AP biology labs and keep a lab notebook to provide as evidence for college credit. At the end of the year, students design, run, and present an independent research project to demonstrate their proficiency in scientific investigation practice.

**Grade Level:** 11, 12  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** 1 year each of Biology and Chemistry with a B or better average, and currently enrolled in Algebra II or above  
**Graduation Requirement:** No

## AP Physics I

The AP Physics course is an algebra based collegiate-level Physics I class. Students explore topics such as Newtonian mechanics (including rotational motion). In addition, this class explores work, energy, and power, mechanical waves and sound, and introductory, simple circuits. One quarter of instructional time is devoted to performing hands on laboratory work, with an emphasis on inquiry investigations. Students complete nine required AP labs which they must document in a lab notebook, as well as other lab investigations. The lab notebook is required as evidence for college credit. Students are required to take the AP physics I exam in May.

**Grade Level:** 11, 12  
**Semesters:** 2  
**Credits Earned:** 1

**Prerequisites:** A B or better in a science class from the previous year and completion of Algebra II  
**Graduation Requirement:** No

## **CURRICULUM STANDARDS FOR INTERNATIONAL STUDENTS**

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Most International Students who attend Covenant Christian Academy are initially enrolled in our English Language Learning Program to help ensure that they are prepared to navigate the challenging academic program here. Students take a placement test that assesses their speaking, listening, comprehension and writing skills; the results determine the work we do with them in the ELL Program. Students may be placed in one of three levels, depending on proficiency in the areas indicated above.

- ESL I focuses on developing speaking, listening and comprehension skills, close reading as well as an intense focus on grammar
- ESL II focuses on fine tuning speaking, listening and comprehension skills, continued focus on grammar, close reading and increased focus on writing
- ESL III focuses primarily on writing.

As long as a student is enrolled in the ELL Program, the following academic standards apply:

- They are given a P/F grade for the language intensive classes – English, History, Logic or Rhetoric. For all other classes, students are given an earned grade. These include ESL, Math and Science.
- International students are not required to take Latin or another foreign language, since English counts as their foreign language.
- International students are expected to meet the same graduation requirements as domestic students, including the Senior Thesis. Covenant Christian Academy does not offer a separate ELL diploma.

Challenging Minds in the Classical Tradition.

Discovering Talents in Every Student.

Building Relationships in a Supportive Community.

Rooted in Christian Faith.



COVENANT  
CHRISTIAN ACADEMY

*Dedicated to Excellence. Anchored in Truth.*

83 Pine Street, Peabody, MA 01960  
ph: 978-535-7100 fax: 978-535-7123  
email: [office@ccamail.org](mailto:office@ccamail.org)  
[www.covenantchristianacademy.org](http://www.covenantchristianacademy.org)