

2025-2026

High School Course Catalog

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WHAT IS OUR GOAL? THE TARGET GRADUATE

MISSION

Landmark Christian School partners with Christian families by equipping college bound students to embrace a Christ-centered worldview, grow as servant leaders, and steward God's unique purpose for their lives.

VISION

Every student prepared to impact the world for Jesus Christ

THE TARGET GRADUATE

Our guiding visionary goal is for each Landmark Christian graduate to be prepared to impact the world for Jesus Christ by being equipped spiritually, academically, socially, artistically, and physically.



Students prepared to impact the world for Jesus Christ are equipped spiritually, academically, and socially. The Landmark student . . .

SPIRITUALLY

- Follows Jesus Christ
- Reflects Christian values and principles
- Defines and articulates a Christian worldview
- Demonstrates thorough knowledge and understanding of the Bible, submitting into accountability with other believers and applying God's truth in everyday life
- Commits to God's Truth as revealed in His Word and the lifelong pursuit of wisdom and knowledge
- Serves others both in community and congregation

ACADEMICALLY

- Desires knowledge and so perseveres in the learning process
- Creates, collaborates, communicates with excellence
- Practices intellectual humility in hospitality of other viewpoints without necessarily adhering to them
- Possesses the necessary skills and learning strategies for successful transition into a four-year university
- Establishes original connections out of a framework of transferrable intellectual and life skills with authentic curiosity and ownership of one's education
- Approaches problem-solving strategically and with the courage to take calculated risks, doing so in a confident, persuasive, and respectful manner

SOCIALLY

- Humbles the self in the service of others, having the same mindset of Christ
- Lives as a Christ-like servant-leader in family, church, and community
- Demonstrates Christ-like love for all as a person of faith, character, and integrity
- Practices good sportsmanship, teamwork, preparation, and discipline
- Embraces each person's value in being a unique reflection of God's image

ARTISTICALLY

- Appreciates, experiences, and seeks moments of beauty in every subject and in the everyday
- Discovers one's giftings and creates as a form of worship
- Risks and perseveres through the creative process
- Participates within a community, with an appreciation for art, built upon a genuine love of truth, goodness, and beauty

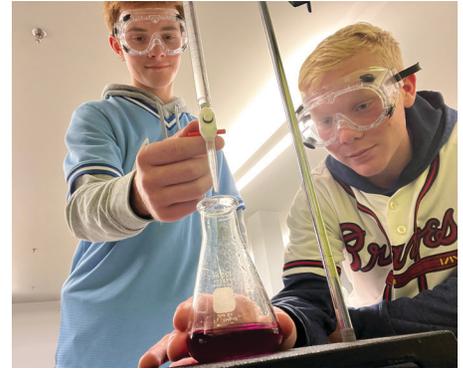
PHYSICALLY

- Honors one's body as a gift from God and a temple of the Holy Spirit, embracing the daily discipline of sacrifice and desiring the greater reward

EDUCATIONAL PHILOSOPHY

We accomplish this in our daily work by engaging students in a rich, relevant, and rewarding course of study.

OUR PEDAGOGIC PHILOSOPHY: RICH, RELEVANT, AND REWARDING



We seek to provide an education that is rich, relevant, and rewarding.

A rich education is one that is deep and meaningful. It is holistic in nature, taking seriously the assertion that all truth comes from God. It is flavorful, cultivating within students a love of truth, goodness, and beauty. It provides depth of thought, moving students towards becoming confident problem-solvers and innovators. It allows students to think deeply about their own thinking while engaging the diversity of thought that comes through collaboration and being part of a vibrant learning community.

A relevant education is one that is useful to students moving forward in life. It entails learning practical skill sets that are transferable to broad domains. It provides students with memorable and engaging experiences, within which they develop agency and ownership regarding their education. It's an education through which they can take pride in their investment of time and energy towards the creation of real, tangible products as artifacts of learning. It's learning for life, through which students identify, refine, and become better equipped to steward their gifts and talents with excellence, pursuing the calling for which God has created them.

A rewarding education is one that draws the learner towards Christ. While preparing students for continuing education and future careers, it constantly keeps the larger perspective in view. It desires the greater reward of the kingdom beyond grades and accolades. It chooses character over comfort. It recognizes that the greatest gain is through giving, the greatest honor through humility, and the greatest success is through service.

GRADES AND ACADEMIC POLICIES

GRADING SCALE

The grading scale at Landmark Christian School is as follows:

Grade Scale	Grade Points
A = 90-100	4.0
B = 80-89	3.0
C = 74-79	2.0
D = 70-73	1.0
F = 0-69	0.0

ADDITIONAL GRADE DESIGNATIONS

- Pass (P) - The student has passed the course and has earned graduation credits, but no grade points are averaged.
- No Pass (NP) - The student has not passed the course and does not earn graduation credits.
- Audit (AU) - The course was not taken for a grade, does not earn graduation credits, nor grade points.
- Incomplete (I) - This is a temporary designation indicating the student is in the process of course completion.
- WDF - Indicates a student elected to withdraw from the course after the assigned add/drop period.

GRADES AND ACADEMIC POLICIES

GRADE POINT AVERAGES

Landmark Christian School calculates a student's grade point average (GPA) based on the grades at the end of each semester according to the following calculation:

Total Grade Points Earned / Number of Classes Taken = Grade Point Average (GPA)

Bonus grade points, referred to as weights, are added to classes designated as Honors and Advanced Placement (AP). Grade points earned in Honors courses receive an additional .5 points per semester and points earned in AP courses receive an additional 1.0 points per semester.

The school utilizes four GPA calculations:

- **Core GPA** - Grade points from classes designated as part of the Core curriculum. It appears on the transcript as Core.
- **Core Weighted GPA** - Grade points from classes designated as part of the Core curriculum with weights. It appears on the transcript as Core WTD.
- **Standard GPA** - Grade points from all classes taken during 9th through 12th grade. It appears on the transcript as GPA.
- **Standard Weighted GPA** - Grade points from all classes taken during 9th through 12th grade with weights. It appears on the transcript as WTD GPA.

All four calculations are listed on the student's official transcript.

CLASS RANKINGS

Because of its highly selective admissions policy and the strong performance of its students, Landmark does not utilize or report rank.

Curriculum Designation for Grade Point Averages

Courses in English, Foreign Language, History, Mathematics, and Science Departments are designated as the Core curriculum. The grade point averages (GPA) from courses taken in these areas are calculated in the Core GPA.

Courses in Bible, Fine Arts, Physical Education, and other elective areas are designated as non-core curriculum. The GPAs from courses taken in these areas are calculated in the standard GPA.

ACADEMIC PROBATION

Any student in grades 6-12 falling below a 2.00 GPA (weighted, standard) or having two Ds or one or more F in any class reported on the progress report or semester report card is placed on academic probation.

If the student is placed on academic probation and fails to raise his/her GPA above a 2.00 or who does not pass all classes the following semester, his/her status will be reviewed, financial aid may be revoked, and removal from Landmark will be considered. Students may not receive contracts for the following school year if they have been placed on academic probation and have not improved their grades.

COURSES TAKEN OUTSIDE OF LCS

Credits for courses taken online from one of Landmark's preferred affiliates will be accepted based upon prior written administrative approval from Landmark. These credits will be reflected separately on the student transcript and will count towards a student's overall GPA.

Courses taken from any other institution while the student is enrolled at Landmark are not included on the student's transcript or in the calculation of a student's grade point average.

If a student chooses to enroll in a course at another institution or via correspondence, it will not be a part of the student's Landmark transcript nor count for credits toward graduation. An exception to this general rule exists in the event that it is necessary for a student to repeat a failed course or for transfer students required to take classes for graduation. **In such an instance, prior approval by the high school principal is required.**

Course Transfers

All course transfer requests must be accompanied by the class change form, signed by the parents and principal, and returned to the Registrar. Teachers can recommend schedule changes at any time during the academic year. Work done in a new class prior to the student's change will need to be made up. If the student is moved from an honors or AP level class to the general level of the same class, applicable grades and coursework may be transferred. Final decision will be at the discretion of the teacher and principal. If a student leaves a class after a full semester, credit and weights earned in the previous class are retained.

Credit Recovery

Students requiring credit for graduation for failed courses may repeat a course. The grade points from both the failed and repeated version of the course are used in the calculation of the student's GPAs.

HONORS, AP, AND DUAL ENROLLMENT COURSES

HONORS & AP COURSES

All Landmark courses are competitive, college-preparatory courses in their scope and sequence. Honors classes are designed to take the accelerated student an extra step in terms of analysis, depth of coverage and pace. AP courses are college courses taken on the high school level. Upon completion of the course and an acceptable score received on the AP examination, a student may earn college credit for the course taken.

Honor class students are expected to be individuals capable of demonstrating higher level critical thinking, independent study habits, strong reading ability, and easy mastery of basic and advanced skills. The nature of an honors class is distinctive, creating a unique environment for learning that allows for significantly different educational approaches to the material studied. In content, honors classes will assume student mastery of the material in the regular class while including additional advanced materials and assignments. Because of the nature of the subject, a clear differentiation is evident in the curriculum, even though a few of the assignments may be similar. The honors classes are also designed to become more rigorous each year, demanding an increase in the student's commitment to the subject matter, not just an intellectual capability.

AP courses are college level courses available to high school students. There are standards that have been set by the College Board that each AP class must follow. The AP examinations given in May will reflect the student's mastery of material. The scores on an AP exam range from 1-5, 5 being the highest. Generally, scores of 4 or 5 will earn college credit for a student. Whether or not an AP exam grade can serve to exempt a student from a college/university course depends on the individual college or university.

To enter any Honors Courses/AP classes at Landmark, students are evaluated according to the following criteria:

- Academic grade in the regular class
- Standardized test scores
- Student motivation
- Teacher recommendation

Students will be evaluated on an individual basis, taking into account any special circumstances, with the final recommendation made by the department head. A student may be withdrawn from an honors/AP class upon receiving a semester grade lower than 80.

Students may not take more than 3 AP courses without approval from the high school principal.

DUAL ENROLLMENT

Depending on student interest and available faculty, Landmark may offer certain dual enrollment (DE) classes. These classes provide high school students the opportunity to earn college degree-level credit hours as they simultaneously meet their high school graduation requirements. All on-campus dual enrolled coursework is taught by Landmark faculty, through a partnership with Truett McConnell University. Additionally, some online options are available through our affiliate programs. More information on these can be found by contacting the College Counseling Department.

Dual Enrollment Funding

The State of Georgia has limited the funding for dual enrollment to 30 credit hours. Funding is not guaranteed for every student and is dependent on the state's approval. After the state has paid for 30 credit hours or if the state does not approve funding for a student, parents will be responsible for the cost of additional hours from Truett McConnell University (TMU). That cost is determined annually by TMU. The state of Georgia will not fund classes for a student who withdraws from two DE classes, or if a student retakes a class.

Dual Enrollment Funding Eligibility

The state of Georgia allows and funds high school juniors and seniors to take dual-enrolled classes. Sophomores must have an SAT score of 1200 or an ACT score of 26, achieved in one sitting, prior to enrolling in a DE class to meet the criteria for state funding.

Dual Enrollment College Acceptance

All students must be accepted by TMU prior to enrollment; TMU will not accept students whose GPA is below 3.0. If a student is not accepted by Truett-McConnell University they may continue in the class at Landmark, but s/he will not earn college credit for the class. Only Truett-McConnell University can issue the college credit; not Landmark.

Dual Enrollment and Transcripts

Dual-Enrollment courses appear on the Landmark Christian School transcript. However, Truett-McConnell University provides its own transcript which is required to obtain credit by post-secondary institutions when the student enrolls following high school graduation. Landmark cannot send the Truett McConnell transcript to other institutions. The transcript must be requested by the student by going to <https://truett.edu/academics/academic-transcripts>.

Dual Enrollment Registration

Students are required to establish an account with GAfutures.org; students and parents must complete the annual "funding application" with GAfutures in a timely manner prior to the start of DE classes. Funding is not guaranteed for every student and is dependent on the state's approval.

For more information regarding dual enrollment courses, please contact the high school college counseling office.

DUAL ENROLLMENT COURSES

We are now offering 39 credits for dual enrollment in our partnership with Truett McConnell University.

Below are the available courses for the academic year 2025 - 2026.

Landmark Christian School and Truett McConnell University

Dual Enrollment Information

Landmark Course	TMU Course #	TMU Course Name	Credit Hours	Credit Earned Semester
AP World History DE	HI 101	World History 101	3.00	Fall
	HI 102	World History 102	3.00	Spring
Precalculus DE / H. Precalculus DE	MA 116	Precalculus	3.00	Fall (Wilson) Spring (Fragoso)
Rhetoric & Ideology DE / AP Language & Composition DE	EN 101	English Composition I	3.00	Fall
US History DE / AP US History DE	HI 201	American History I	3.00	Fall
	HI 202	American History II	3.00	Spring
Literature & Philosophy DE / AP Literature & Composition DE	EN 102	English Composition II	3.00	Spring
Calculus DE / AP Calculus AB DE	MA 220	Calculus w/ Analytic Geometry (Calc I)	4.00	Fall (Fragoso) Spring (Wilson)
Calculus DE / AP Calculus BC DE	MA 221	Integral Calculus (Calc II)	4.00	Fall (Wilson) Spring (Fragoso)
Statistics DE / AP Statistics DE	MA 200	Elementary Statistics	3.00	Spring
American Government DE / AP American Government DE	PO 101	American National Government	3.00	Fall (DE class) Spring (AP/DE class)
Environmental Science DE / AP Environmental Science DE	BI 110 + BIO 110 L	Environmental Science + Lab	4.00	Spring

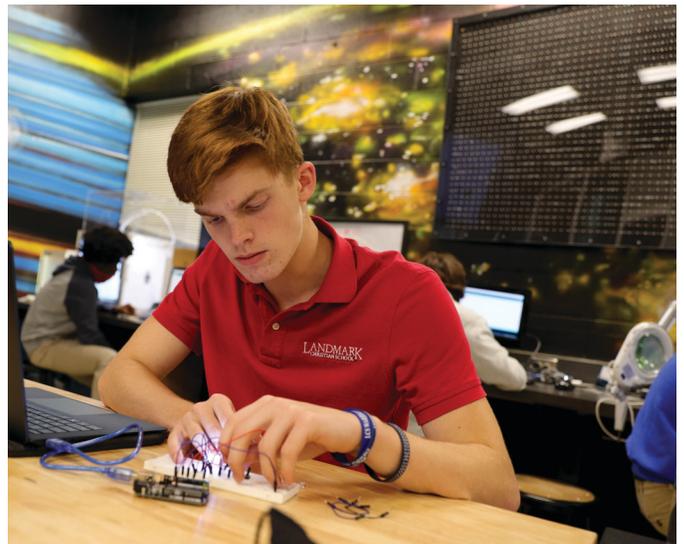
COMMUNICATION OF GRADES

Progress Reports are posted at the end of nine-weeks, approximately, to indicate student progress in their classes. These reports are only for parents and are unofficial.

Report cards are posted online at the end of each semester and include the numerical average for the semester and exam grades, if applicable. These are internal documents and are used for communication to parents as well as determining honor roll and academic probation.

Transcripts are updated at the end of each semester and include the students numerical averages, credits earned, and current GPAs. Only semester grades are recorded on the transcript. This is a document created for an external audience and contains the information relevant and requested by college admissions departments.

Current grades are available through the MyLandmark portal. Access to student report card may be withheld if the student has a hold on his/her account. Typically, holds are placed by the library, business office, or the registrar's office.



ACADEMIC HONORS

Honor Roll

High school students will be recognized for Honor Roll achievement each semester. Students making all 'A's in all of their classes on a semester report card will be recognized as being on the High Honor Roll. Students making all 'A's and 'B's in all their classes on a semester report card will be recognized as being on the Honor Roll.

Graduation Honors

Students earning a 3.50-3.64 standard, weighted GPA will receive the distinction of graduating Cum Laude. Students earning a 3.65 - 3.74 standard, weighted GPA will receive the distinction of graduating Magna Cum Laude. Students earning a 3.75 or higher standard, weighted GPA will receive the distinction of Summa Cum Laude.

Valedictorian and Salutatorian

The students with the top two weighted core GPAs will be named the Valedictorian and Salutatorian of Landmark Christian School. Valedictorian and Salutatorian must have attended Landmark Christian School for all four years of high school.

Junior Marshals

Junior Marshals will be selected from the juniors who have attended Landmark Christian School for 9th, 10th, and 11th grade. Students with the top core weighted GPAs will be named Junior Marshals. Junior Marshals take part in graduation activities for the senior class.

Honors Societies

Landmark Christian School has membership in the **National Honor Society, National Beta Club, National Spanish Club, National Chinese Honors Society, and National Green Schools Society**. Induction requirements for these academic societies are as follows:

National Honor Society: Student must maintain a standard, weighted GPA of 3.75, complete the National Honor Society application, and be recommended by the faculty. National Honor Society inductees are 11th and 12th grade students.

National Beta Club: Student must maintain a 3.50 standard, weighted GPA for the most recent two semesters completed prior to induction, have a 3.00 standard weighted GPA and be recommended by the faculty. National Beta Club inductees are 10th, 11th, and 12th grade students.

Science National Honor Society: Student must have taken at least one honors science course and completed or be enrolled in at least one AP science course. Student must also have a weighted GPA of 3.50 across all science courses attempted and a standard GPA of 3.00.

National Spanish Honor Society /Sociedad Honoraria Hispánica: To be eligible for the National Spanish Honor Society, students must meet all of the following criteria: Student must be actively enrolled in a Spanish class, must be enrolled in the 3rd semester of high school Spanish or higher (only credits earned at Landmark Christian School in the high school will count towards qualification), must have a 93 average in all Spanish classes (AP grades will receive a 10 point curve, and Honors grades will receive a 5 point curve), must never have failed a class due to attendance or grades, and must have participated in the National Spanish Exam at least one time. A Spanish teacher will nominate eligible students. Dismissal and probation from academic honor societies are handled by the individual society as determined by its members, chapter sponsor, and/or national guidelines.

National Chinese Honors Society: The National Chinese Honor Society (NCHS) was established in 1993 to recognize those accomplished high school students who study Chinese as a world language. The National Chinese Honor Society is a scholastic organization that promotes and recognizes students who demonstrate citizenship, leadership, and community service. The purpose of the National Chinese Honor Society is to encourage its members to become life-long learners in order to gain a better understanding of Chinese language and culture, as well as to play an active role as a contributing global citizen in the twenty-first century.

National Green Schools Society: A high school chapter is focused on individual and team environmental service projects. Students are inducted into the chapter based on a minimum number of service hours already achieved. Every member must commit to a minimum of 20 hours of service per year in order to qualify for awards and recognitions. NGSS members must earn service hours in environmental service and environmental education. Chapters have elected officers and conduct fundraising activities.

GRADUATION REQUIREMENTS



Graduation Requirements of Transferring Students

Transfer students must meet with the Registrar and/or members of the College Counseling Department to ensure correct academic placement. Transfer students will not be required to make up the Bible requirement for graduation. Transfer students will need to submit an official transcript from their previous school which outlines courses taken and numerical grades earned. Transfer grades will be entered on a Landmark transcript using Landmark's grading scale.

Awarding honors weights will be under advisement of the College Counseling Department and the academic discipline in question. Academic credits earned at a secondary school outside of Landmark Christian School will be transferred according to the academic policies of Landmark Christian School.

High School Diploma Requirements

To graduate, students are required to successfully earn

- 4 units of English
- 4 units of Math
- 3.5 units of History
- 4 units of Science
- 2 units of World Languages
- 4 units of Bible
- 1 units of Fine Arts
- 1 Semester of Health
- 1 Semester of PE or one season of Varsity sport
- 4 units of electives

The above reflects a total of 27.5 credits which are required for graduation.

COURSE DESCRIPTION BY DEPARTMENT

English

English Course Progression

9	10	11	12
Analytical Reading	Grammar & Composition / Honors	Logic & Analysis / Honors	DE Rhetoric & Ideology / DE AP Language & Composition
Grammar & Composition / Honors	Logic & Analysis / Honors	DE Rhetoric & Ideology / DE AP Language & Composition	DE Literature & Philosophy / DE AP Literature & Composition

Analytical Reading

1.00 Credit

Grade 9

Analytical Reading focuses on building students' core reading comprehension and composition skills in addition to supporting grammar, vocabulary, and speaking/listening abilities. AR students will read and discuss literature, including novels, poetry, and short stories, learning to identify and analyze a text's style, tone, and theme; to defend their arguments with textual evidence; to articulate their ideas in both writing and class discussions; and to foster consistent study skills. Upon completion of this course, students will be equipped with the foundational skills to be successful critical readers and writers prepared for Landmark's Grammar and Composition course.

Grammar and Composition

1.00 Credit

Grade 9,10

Grammar and Composition is a fundamental English course that introduces students to the foundational building blocks of the English language (i.e., parts of speech, punctuation, sentence structure, etc.). The primary skills for GC center on the basics of both categories: literary terms, parts of speech, grammar, mechanics, and composition. The course emphasizes the close reading of novels, plays, poems, and essays, analyzing how their grammatical and compositional structures contribute to their meaning. Through speaking, listening, reading, and writing, students will be able to identify the structure and function of the building blocks of the English language. Grammar and Composition acts as an entry-level course for the Landmark English curriculum through its mastery of the fundamentals of language.

Honors Grammar and Composition

1.00 Credit

Grades 9,10

Grammar and Composition is a fundamental English course that introduces students to the foundational building blocks of the English language (i.e., parts of speech, punctuation, sentence structure, etc.). The primary skills for GC center on the basics of both categories: literary terms, parts of speech, grammar, mechanics, and composition. The course emphasizes the close reading of novels, plays, poems, and essays, analyzing how their grammatical and compositional structures contribute to their meaning. Through speaking, listening, reading, and writing, students will be able to identify the structure and function of the building blocks of the English language. Grammar and Composition acts as an entry-level course for the Landmark English curriculum through its mastery of the fundamentals of language.

Grammar and Composition Honors reflects an increased rigor in both pacing and expectations, including the analysis of additional texts, the detail of grammatical parsing, and the creation of more written work.

English

Logic and Analysis

1.00 Credit

Grades 10,11

Logic and Analysis is a required course that prepares students to better understand and assess the world around them and articulate their points of view. The course will challenge students to explore higher levels of critical thinking, analysis, and expression, while searching for truth, virtue, and beauty. LA includes analysis of literature, criticism, rhetoric, and poetry with an emphasis on a Christian worldview. The course also teaches students the art of argument and how to improve the articulation of analyses and beliefs through a variety of written and oral compositions. By the end of the course, students should be able to read or listen to a work, analyze it on the bases of quality and virtue, and articulate their findings either in a speech or essay.

Honors Logic and Analysis

1.00 Credit

Grades 10,11

Logic and Analysis is a required course that prepares students to better understand and assess the world around them and articulate their points of view. The course will challenge students to explore higher levels of critical thinking, analysis, and expression, while searching for truth, virtue, and beauty. LA includes analysis of literature, criticism, rhetoric, and poetry with an emphasis on a Christian worldview. The course also teaches students the art of argument and how to improve the articulation of analyses and beliefs through a variety of written and oral compositions. By the end of the course, students should be able to read or listen to a work, analyze it on the bases of quality and virtue, and articulate their findings either in a speech or essay.

The point of differentiation between Logic and Analysis and Honors LA will be class pacing, greater rigor, and stricter grading policies. The majority of class texts will be the same between both classes; however, during some units, the classes will read different novels.

Rhetoric and Ideology – Dual Enrollment

1.00 Credit

Grades 11,12

Rhetoric and Ideology is a full-year course focusing on the art, meaning, and effects of language, style, and argument. Students will examine the rhetorical effectiveness of a variety of texts in the American tradition, explore how the language of the text reveals the author's ideological position, and evaluate how those ideas affect the historical and cultural moment in which the text participates. They will learn to analyze and evaluate rhetoric by utilizing close reading and critical thinking skills while considering the interactions among a writer's purposes, audience's expectations, and message's effectiveness. Additionally, they will practice the art of persuasion in written and oral assignments and evaluations, demonstrating an awareness of audience and purpose. By the end of the course, students should be able to assess rhetorical strategies and engage in ideological conversations, with both the text and one another, as they pursue truth, goodness, and beauty within the rich marketplace of ideas.

AP Language & Composition – Dual Enrollment

1.00 Credit

Grades 11,12

Rhetoric and Ideology is a full-year course focusing on the art, meaning, and effects of language, style, and argument. Students will examine the rhetorical effectiveness of a variety of texts in the American tradition, explore how the language of the text reveals the author's ideological position, and evaluate how those ideas affect the historical and cultural moment in which the text participates. They will learn to analyze and evaluate rhetoric by utilizing close reading and critical thinking skills while considering the interactions among a writer's purposes, audience's expectations, and message's effectiveness. Additionally, they will practice the art of persuasion in written and oral assignments and evaluations, demonstrating an awareness of audience and purpose. By the end of the course, students should be able to assess rhetorical strategies and engage in ideological conversations, with both the text and one another, as they pursue truth, goodness, and beauty within the rich marketplace of ideas.

Differentiation between this course and AP Language will occur primarily in class pacing, rigor, increased reading amounts, test preparation lessons, and assessments more closely geared towards AP Language test preparation.

Literature and Philosophy – Dual Enrollment

1.00 Credit

Grade 12

John Milton wrote, “The end then of learning is to repair the ruins of our first parents by regaining to know God aright, and out of that knowledge to love him, to imitate him, to be like him, as we may the nearest by possessing our souls of true virtue, which being united to the heavenly grace of faith makes up the highest perfection.” Following Milton’s call to “repair the ruins,” Literature and Philosophy, the highest course offered at LCS, is an application course in which students will discern and embrace ultimate truth, goodness, and beauty by examining the ideas of the past, connecting them to the issues of the present, and evaluating them in light of a Christian worldview. Due to the intentional focus on culture, ideology, and the power of Story, the course includes a substantial array of readings, ranging from classical literature, such as Plato and Augustine, to the more recent works of C.S. Lewis, Flannery O’Connor, and Billy Collins. Through close readings, Socratic discourse, and in-depth responses (both oral and written), students will gain a thorough knowledge of various philosophies and ideologies and will apply them effectively to the interpretation of selected fiction, poetry, and drama.

AP Literature and Composition – Dual Enrollment

1.00 Credit

Grade 12

John Milton wrote, “The end then of learning is to repair the ruins of our first parents by regaining to know God aright, and out of that knowledge to love him, to imitate him, to be like him, as we may the nearest by possessing our souls of true virtue, which being united to the heavenly grace of faith makes up the highest perfection.” Following Milton’s call to “repair the ruins,” Literature and Philosophy, the highest course offered at LCS, is an application course in which students will discern and embrace ultimate truth, goodness, and beauty by examining the ideas of the past, connecting them to the issues of the present, and evaluating them in light of a Christian worldview. Due to the intentional focus on culture, ideology, and the power of Story, the course includes a substantial array of readings, ranging from classical literature, such as Plato and Augustine, to the more recent works of C.S. Lewis, Flannery O’Connor, and Billy Collins. Through close readings, Socratic discourse, and in-depth responses (both oral and written), students will gain a thorough knowledge of various philosophies and ideologies and will apply them effectively to the interpretation of selected fiction, poetry, and drama.

Differentiation between this course and AP Literature will occur primarily in class pacing, greater rigor, increased reading amount, stricter grading standards, and higher expectations of student engagement.

History

History Course Progression

9	10	11	12
World Geography (semester)	World History Survey	United States History Survey	Fall: DE American Gov. & Politics Spring: Economics
AP Human Geography (full year)	AP/DE World History	DE United States History OR AP/DE US History	Fall: Economics Spring: AP/DE American Gov. & Politics

Geography

Credit .50

Grade 9

This semester course will review elements of physical geography and will examine the interrelationships between these elements and human activities. Maps and other geographical data will be used to locate, analyze, interpret, and solve geographical problems of a physical nature. A special emphasis will be on elements of cultural geography.

History

AP Human Geography

Credit 1.00

Grade 9

This year-long course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. Students will also learn about the methods and tools geographers use in their research and applications.

World History

Credit 1.00

Grade 10

This course is a survey of the history and culture of human civilizations focusing on the major world regions including Africa, the Americas, Asia, Europe, and Oceania. Special emphasis will be placed on the interactions of civilizations as well as changes and continuities experienced by these civilizations over the course of human history. Students will approach the study of history through a variety of methods and skills used by actual historians. Chronology, major events and patterns, and human behavior throughout history will be addressed by engaging with the actual historical texts including primary and secondary sources, oral histories, graphs, charts, photos, and other media. Students will learn skills including document analysis, point of view, recognizing bias, determining cause and effects, and comparing civilizations through time.

AP World History - Dual Enrollment

Credit 1.00

Grade 10

This is a rigorous college level course designed to provide students with the analytical skills and detailed factual knowledge necessary to think critically. All world regions are presented with equal coverage. Thematic emphasis includes social, political, human-environment interaction, cultural and economic trends that cross boundaries and eras. Please note this is a VERY reading and writing intensive class with college level and quantity assignments.

US History

Credit 1.00

Grade 11

This course is an introductory survey of American history from the nation's colonial origins to the recent past. We believe history can increase our empathy, critical thinking skills, and understanding the bigger picture surrounding our world. It is a course focused on increasing knowledge of and appreciation for America's history. Additionally, the course will increase students' ability to develop their own perspectives. This course will cover a broad range of topics that affected the nation's development. We will cover the founding period through to modern American history. Various themes—politics, economic development, social trends, etc. will connect these through various periods. By the end of the course, students should have a basic understanding of their nation's history and heritage.

US History - Dual Enrollment

Credit 1.00

Grade 11

The curriculum for Dual Enrollment U.S. History is comprised of two semesters of college U.S. History survey courses. The first is America from the Age of Exploration to Reconstruction (1492-1865), and the second is America from the Civil War through Modern U.S. History (from 1865- current). These courses will each take one semester, and will correlate to six college credit hours of U.S. History survey. We believe history can increase our empathy, critical thinking skills, and understanding the bigger picture surrounding our world. It is a college course focused on increasing knowledge of and appreciation for America's history. Additionally, the course will increase students' ability to develop their own perspectives. The students will be introduced to primary and secondary sources in American history combined with writing analysis of these documents. They will perform various research projects, book analysis, and semester projects that offer broad historical research opportunities. The courses are lecture based, collegiate level materials with various themes—politics, economic development, social trends, etc., and will connect these through various periods. By the end of the course, students should have a basic understanding of their nation's history and heritage, as well as a broad foundation of how we became who we are and obstacles we still face.

History

AP US History – Dual Enrollment

Credit 1.00

Grade 11

AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

Economics

Credit .50

Grade 12

The semester-long economics course provides students with a basic foundation in the field of economics. This course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each content area, students are introduced to major concepts and themes concerning that aspect of economics. The course is intended to be excellent preparation for future college Economics courses designed to study topics in greater depth.

American Government – Dual Enrollment

Credit .50

Grade 12

This college level course covers material from the creation of the American Democracy to current government issues and is broken into 6 major units: 1) The American System, 2) Culture, Opinion, and Participation 3) Linkage Institutions 4) Institutions of Government, 5) Public Policy, and 6) Civil Rights and Civil Liberties. This course focuses on the U.S. Constitution and the workings of the political system in America. Students should gain a working knowledge of American politics, perceive their role as a valuable part of that process, and come to understand the rich history of our American Government

AP Government and Politics – Dual Enrollment

Credit .50

Grade 12

The Advanced Placement course in United States Government and Politics is designed to give students an analytical perspective on politics and government. This course involves the study of general concepts used to interpret United States politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political system. Throughout the course, students will become familiar with the variety of theoretical perspectives and explanations for various behaviors and outcomes in American government and politics.

AP Psychology

Credit 1.00

Grades 11,12

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This course counts as a core elective credit.

AP European History

Credit 1.0

Grades: 11,12

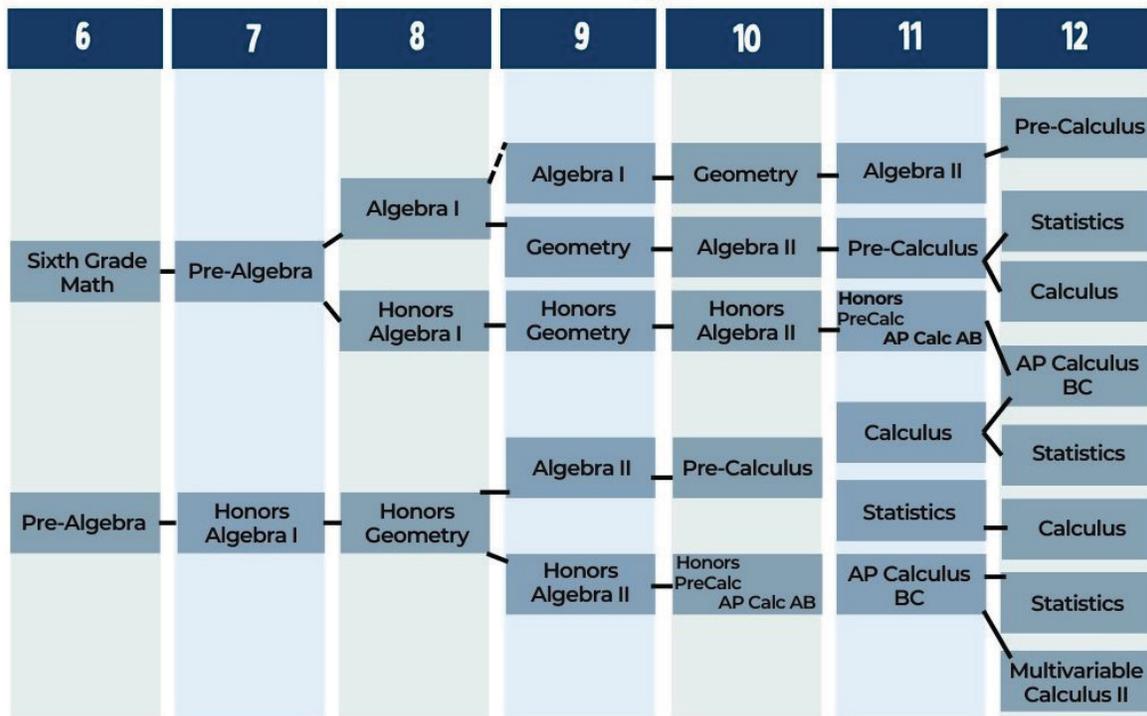
European History is intended for qualified students who wish to complete a class equivalent to college introductory courses in European history. The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. In addition, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. This course counts as a core elective credit.

Yearbook
Credit 1.00
Grade 10-12

Yearbook is an introduction to the journalism and print industry. Students will survey skills required to be successful in reporting, writing, design, and photography. The class creates the school yearbook and involves meeting deadlines. This course can be taken multiple times.

Mathematics

Math Course Progression



Algebra I
Credit 1.00
Grade 9

This course is intended for students new to Landmark who have not taken Algebra I or students who did not receive a B in Algebra I during 8th grade. It introduces the basics of algebra, including algebraic expressions, graphs of linear equations and inequalities, solving linear, quadratic, and rational equations, systems of linear equations and inequalities, quadratic functions, exponential functions, and properties of exponents. It emphasizes fundamental skills as well as applications involving probability, geometry, and real-world problems. It introduces basic right triangle trigonometry.

Geometry
Credit 1.00
Grades 9-10

This course covers right triangle trigonometry, solving triangles, two-dimensional and three-dimensional figures and their properties, logical reasoning and the development of formal proof using theorems and postulates, transformations, congruence, symmetry, and linear functions. It emphasizes visualizing and understanding Euclidean geometric properties and mathematical relationships, making, and verifying conjectures, and applying geometric concepts to real-world situations. It makes extensive connections between geometry and algebraic properties learned earlier. Dynamic geometry software is used to discover, investigate, and verify geometric concepts and properties.

Mathematics

Honors Geometry

Credit 1.00

Grades 9-10

This course covers all the topics in the Geometry course in greater depth and at a more abstract level. The course focuses on making and verifying conjectures and using algebraic techniques to develop geometric concepts. It explores non-Euclidean geometries and introduces circular trigonometry. New material is introduced through student investigation. Students who are critical thinkers, self-motivated, willing to accept challenging problems, comfortable taking risks when they both ask and answer questions, and curious to discover alternative methods will enjoy this course.

Algebra II

Credit 1.00

Grades 9-11

This course emphasizes the development, understanding, and practical applications of algebraic expressions, equations, inequalities, relations, and functions. It covers linear, quadratic, higher-degree polynomial, exponential, logarithmic, and rational equations, both for their abstract properties and as tools for modeling real-world situations. It investigates systems of equations, linear programming, matrices, conic sections, and sequences and series. It relates and applies algebraic concepts to geometry and data analysis.

Honors Algebra II

Credit 1.00

Grades 9-11

This course covers all the topics in the Algebra II course in greater depth and at a more abstract level. New material is introduced through student investigation. A major component of the course is a focus on problem solving, which, by definition, involves investigating unfamiliar situations. Students are asked to combine and apply ideas, tools, and reasoning from across their educational experiences to address a variety of questions. Working both from the “real world” and from purely mathematical settings, students are asked not only to produce solutions but also to evaluate potential solutions.

Precalculus – Dual Enrollment

Credit 1.00

Grades 10-12

This course provides further study of the algebra, properties, graphs, and applications of polynomial, rational, power, exponential, logarithmic, absolute value, and piecewise-defined functions. It includes intensive study of trigonometric and circular functions, including solving triangles, transformations on graphs of trigonometric functions, inverse trigonometric functions, verifying and applying trigonometric identities, and solving trigonometric equations. Additional topics covered include parametric and polar functions, and vectors. Students who receive a grade of B or higher receive 1 semester of college credit from Truett-McConnell College in Pre-Calculus.

Calculus – Dual Enrollment

Credit 1.00

Grades 11,12

This course focuses on the conceptual meaning of the derivative and integral through investigations and explorations. This course seeks to reinforce knowledge and skills developed in Pre-Calculus and provide preparation for a calculus course at the collegiate level.

Honors Precalculus - Dual Enrollment

Credit .50

Grades 10-12

This is a one semester course that is the beginning of a two-year sequence of courses concluding in AP Calculus BC. This course is an accelerated exploration of the topics of trigonometry, polynomials, transcendental functions, and series and sequences. At the conclusion of this semester, students proceed into Honors Calculus.

Mathematics

AP Calculus AB - Dual Enrollment

Credit .50

Grades 10-12

This course is the second semester of a two-year course concluding in AP Calculus BC. It includes a college-level treatment of differential calculus through graphical, numerical, analytical, and verbal representations.

AP Calculus BC - Dual Enrollment

Credit 1.00

Grades 11,12

This course is the conclusion of a two-year sequence of courses which began in Honors Pre-Calculus. The course completes the topics of AP Calculus BC that were not previously covered in Honors Calculus. It includes a full treatment of integral calculus including polar, parametric, and vector forms of functions. It also includes the study of series calculus. Students completing this course will take either the AP Calculus BC exam or the AP Calculus AB exam. The choice of exam is made by student and instructor.

Honors Multivariable Calculus II

Credit 1.00

Grade 12

This honors level course begins with a 12-week introduction to Linear Algebra. With extensive use of technology, students explore Gaussian elimination, matrix operations, vector spaces, determinants, eigenvalues, and eigenvectors. After these 12 weeks, students will continue with a study of calculus for multivariable functions. Differential Calculus topics include vectors and curves in two or more dimensions, non-rectangular coordinate systems, functions of more than one variable, and Lagrange multipliers. Integral Calculus topics include multiple integration, vector fields, line, and flux integrals, and Green, Divergence, and Stokes theorems. Theory and application of all topics is emphasized as technology is extensively utilized.

Statistics - Dual Enrollment

Credit 1.00

Grade 11,12

This is a year-long course for students who have completed Pre-Calculus. It emphasizes student explorations of statistical problems in the real world. The major themes are exploratory analysis of data, design of data collection, including experiments and observational studies, probability as a descriptor of the patterns that emerge in random phenomena, and statistical inference as implemented both in hypothesis tests and confidence procedures. Students who receive a grade of B or higher receive 1 semester of college credit from Truett-McConnell College in Statistics.

AP Statistics - Dual Enrollment

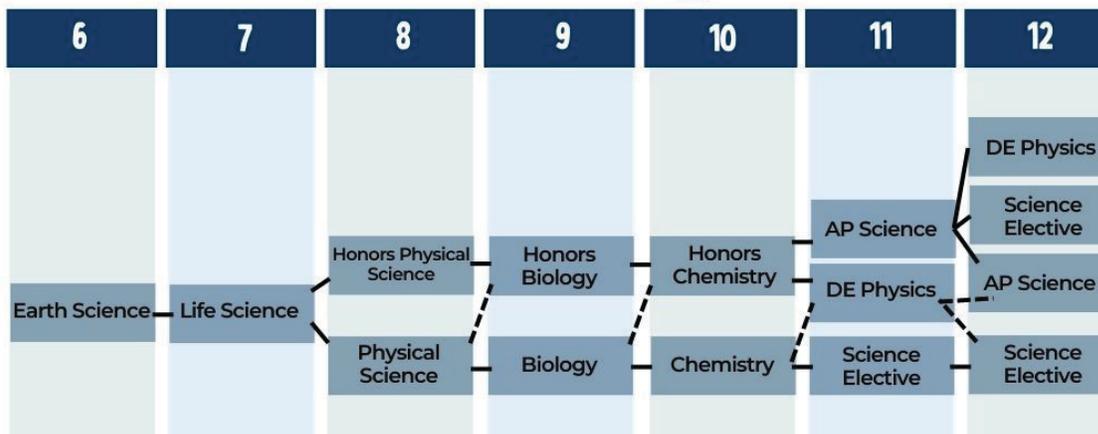
Credit 1.00

Grade 12

AP statistics is an introductory college-level statistics course that introduces students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

Science

Science Course Progression



Biology
Credit 1.00
Grade 9

This course will give students an opportunity to explore the intricacies of nature and the organisms that exist within it. Students will explore the scientific method, biochemistry, heredity, genetics, and the evolution debate.

Honors Biology
Credit 1.00
Grade 9

Honors Biology course is an in-depth study of the major concepts of the living world. Honors Biology students will move at a faster pace, are assigned more open-ended questions, have projects and outside reading requirements, and take topics a step beyond the expectations set for Biology students. The course focuses on correlation between structure and function, principles of classical and molecular genetics and evolutionary theory, energy transformations within living systems, and interactions between organisms and their environment. The Honors Biology course prepares students to take the Advanced Placement Biology course.

Chemistry
Credit 1.00
Grade 10,11

In this course, students will cultivate their learning and understanding of natural phenomena related to chemicals and their reactions. Students develop an understanding of models of the atom from Dalton's hard-sphere model through an introduction to the quantum-mechanical model of the atom through electron configurations. Students will then investigate chemical bonding caused by Coulombic attractions between atoms and reactions between chemical compounds. Stoichiometry will be utilized to analyze quantities of reactants used and products formed in a chemical reaction and heat produced in a reaction. Students will also gain introductory knowledge in acid-base chemistry as well as equilibrium phenomena.

Honors Chemistry
Credit 1.00
Grade 10

This course is designed to prepare students for college-level classes through a detailed understanding of the interaction of matter and energy. Concepts will be illustrated with practical applications as well as the use of scientific methodology.

Science

Human Anatomy

Credit 1.00

Grades 11,12

This course allows students to explore the human organism from cellular level physiology to the advanced anatomical makeup. Students explore the histology of tissues, examine dissected organisms and study human muscles and bones.

Marine Biology

Credit 1.00

Grades 11,12

Marine biology is an intensive study of the oceans, both physical and biological with an emphasis on the ecology of oceans and man's interactions and impact. Dissection is an integral part of the curriculum. Optional Field Study Trips to the Georgia Aquarium and a coastal Marine Science Center are tentatively planned and will incur an additional cost.

Physics

Credit 1.00

Grades 11,12

Using an inquiry-based approach, students will gain a thorough introduction to the foundational ideas and applications of physics. During the first semester, students will explore Classical Mechanics with topics that include: kinematics, forces, energy conservation and momentum conservation. The second semester serves as an introduction to Electricity and Magnetism and its applications that include: electric forces and fields, circuits, waves, optics and nuclear physics.

AP Biology

Credit 1.00

Grades 11,12

The AP Biology course is designed to enable the student to develop advanced inquiry and reasoning skills. The key concepts and related content that define the course and exam are organized around a few underlying principles called the big ideas: Evolution, Cellular Processes, Genetics and Information Transfer, and Biological Interactions. The course is equivalent to a two-semester college introductory biology course.

AP Physics C: Mechanics

Credit 1.00

Grades 11,12

AP Physics C is a national calculus-based course in physics. This course is equivalent to the pre-engineering introductory physics course for the university students. The emphasis is on understanding the concepts and skills and using the concepts and formulae to solve problems. Laboratory work is an integral part of this course.

AP Physics C: Electricity and Magnetism

Credit 1.00

Grades 11,12

AP Physics C is a national calculus-based course in physics. This course is equivalent to the pre-engineering introductory physics course for the university students. The emphasis is on understanding the concepts and skills and using the concepts and formulae to solve problems. Laboratory work is an integral part of this course.

AP Chemistry

Credit 1.00

Grades 11,12

AP Chemistry meets the objectives of a good college general chemistry course. Students in the course will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. Quantitative differences in AP Chemistry appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. AP Chemistry provides a laboratory experience equivalent to that of a typical college course.

Science

Environmental Science-Dual Enrollment

Credit 1.00

Grades 11,12

Students will earn a 4 hour lab-based college science credit upon completion of this course through our partner school, Truett McConnell University. This course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. This interactive, engaging introductory college level course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them.

Environmental science is interdisciplinary, embracing topics from geology, biology, economics, law, population demography, chemistry, and geography. Hands on and manipulative inquiry investigations abound in this course. Students will create and implement project based field environmental remediations, a semester environmental service project, debate current events relevant in the scientific community, build and maintain an ecosystem in a bottle structure, participate in off site field trips and activities, and interact with environmental organizations operating in our society today.

AP Environmental Science- Dual Enrollment

Credit: 1.00

Grades: 11,12

Perhaps more so than any other science course, environmental science is interdisciplinary; it includes topics and concepts from biology, chemistry, physics, and earth sciences, as well as social sciences (economics, politics, and sociology), and humanities (literature, art, and history). The variety of topics in this course will relate directly to you and to the quality of your life and future. The goal is to provide you with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate risk factors of these problems, and to examine alternative solutions for resolving or preventing them. You will learn about past events, case studies of environmental disasters, new innovations in technology and solutions to some of the most difficult problems the world presently encounters. Each week will consist of current events, debates, math skills practice, hands-on exercises, and open response writing. You will strengthen your knowledge of the scientific process with inquiry-based labs and occasional formal lab reports to practice science writing. You will experience the professional practices of environmental and ecological sciences through on and off campus fieldwork excursions. This course adheres to the objectives instituted by the College Board for AP Environmental Science and is also offered as a Dual Enrollment course.

Support Skills

Learning Center

Credit .50/1.00

Grades 9-12

Eligible students receive academic tutorial assistance for concept or skill attainment, learn compensatory strategies for note taking, test preparation, study skills, and organization, as well as identify technologies to improve performance. Pass/No Pass class. This class may be taken one time towards elective credit and may be repeated as needed for support but without counting towards elective credit. Admissions process and additional fees required.

World Languages

Spanish I

Credit 1.00

Grades 9-11

In first year, Spanish, students will attain proficiency in the four skills of listening, speaking, reading, and writing. They will be introduced to cultural and grammatical concepts that make learning a language a meaningful activity. Successful completion of Semester 1 of this class is required for Semester 2. Students will exhibit Novice-Low to Novice-Mid proficiency.

World Languages

Spanish II **Credit 1.00** **Grades 9-12**

In Spanish II, students will be required to use more Spanish, and much of the classroom instruction will be in Spanish. Students will continue to attain proficiency in the four skills of listening, speaking, reading, and writing. Successful completion of Semester 1 of this class is required for Semester 2. Students will exhibit Novice-low to Novice-Mid proficiency.

Honors Spanish II **Credit 1.00** **Grades 9-12**

In Honors Spanish II, students will be required to use more Spanish, and much of the classroom instruction will be in Spanish. Students will continue to attain proficiency in the four skills of listening, speaking, reading, and writing. Successful completion of Semester 1 of this class is required for Semester 2. Students will exhibit Novice-Mid to Novice-High proficiency.

Spanish III **Credit 1.00** **Grades 10-12**

Spanish 3 provides opportunities for students to continue to develop their ability to listen and understand fluent Spanish, and to correctly pronounce words and become more conversational. In addition, they will practice complex grammatical structures and increase their cultural knowledge of the Spanish speaking world and begin to read short literature selections. Students use basic language structure with accuracy and recombine learned material to express their thoughts. The major means of communication between students and teachers is in Spanish. Successful completion of Semester 1 of this class is required for Semester 2. By the end of level 3, students will exhibit Novice-High level proficiency in speaking and writing and Intermediate-Low level proficiency in listening and reading.

Honors Spanish III **Credit 1.00** **Grades 10-12**

Honors Spanish 3 provides opportunities for students to continue to develop their ability to listen and understand fluent Spanish, and to correctly pronounce words and become more conversational. In addition, they will practice complex grammatical structures and increase their cultural knowledge of the Spanish speaking world and begin to read short literature selections. Students use basic language structure with accuracy and recombine learned material to express their thoughts. The major means of communication between students and teachers is in Spanish. Successful completion of Semester 1 of this class is required for Semester 2. By the end of level 3, students will exhibit Novice-High level proficiency in speaking and writing and Intermediate-Low level proficiency in listening and reading.

Honors Spanish IV **Credit 1.00** **Grades 11-12**

Spanish IV provides students the opportunity to enhance speaking, listening, reading, and writing skills. This course focuses on literature and the student's ability to comprehend the written and spoken target language, as well as discuss thematic concepts in the target language. Students will also study specific countries and cultural aspects of each country and nuances dialects in each country. The major means of communication between the teacher and students is in Spanish. Successful completion of Semester 1 of this class is required for Semester 2. By the end of level 4, students will exhibit Intermediate-Low to Intermediate-High level proficiency in speaking, writing, listening, and reading.

AP Spanish Language and Culture **Credit 1.00** **Grades 11-12**

AP Spanish Language is the equivalent of a fifth semester college-level course that focuses on the Spanish Language, Literature and Culture. Course work includes interpersonal writing and conversation, as well as formal and presentational writing and speeches modeled after tasks to be completed on the AP Spanish and Culture Exam. Students entering AP Spanish should already be conversational and have a strong understanding of grammatical concepts. By the end of AP, students will exhibit Advanced-Low to Advanced-High proficiency. Students will be required to complete summer

World Languages

assignments prior to the first day of class.

French I

Credit 1.00

Grades 9-11

French I is an introduction to French language and culture. The fundamentals of French pronunciation, grammar, and culture are presented through a balanced development of all four skills: listening, speaking, reading, and writing. The importance of communication and cultural awareness is stressed through a variety of activities or centers (group work, video, computer assignments, role play, and large-group instruction). This course is designed for students with little or no knowledge of French language and culture. Students will focus on developing their skills in the areas of reading, writing, speaking, and listening.

French II/Honors French II

Credit 1.00

Grades 9-12

In French II, students will be required to use more French, and much of the classroom instruction will be in French. Students will continue to attain proficiency in the four skills of listening, speaking, reading, and writing. Successful completion of Semester 1 of this class is required for Semester 2. Students will exhibit Novice-low to Novice-Mid proficiency.

Honors French III

Credit 1.00

Grades 10-12

In Honors French III, students will be required to use more French, and much of the classroom instruction will be in French. Students will continue to attain proficiency in the four skills of listening, speaking, reading, and writing. Successful completion of Semester 1 of this class is required for Semester 2. Students will exhibit Novice-Mid to Novice-High proficiency.

Honors French IV

Credit 1.00

Grades 11,12

French IV provides students the opportunity to enhance speaking, listening, reading, and writing skills. This course focuses on literature and the student's ability to comprehend the written and spoken target language, as well as discuss thematic concepts in the target language. Students will also study specific countries and cultural aspects of each country as well as nuances in dialect in each country. The major means of communication between the teacher and students is in French. Successful completion of Semester 1 of this class is required for Semester 2. By the end of level 4, students will exhibit Intermediate-Low to Intermediate-High level proficiency in speaking, writing.

AP French Language & Culture

Credit 1.00

Grades 11,12

AP French Language is the equivalent of a fifth semester college-level course that focuses on the French Language, Literature and Culture. Course work includes interpersonal writing and conversation, as well as formal and presentational writing and speeches modeled after tasks to be completed on the AP French and Culture Exam. Students entering AP French should already be conversational and have a strong understanding of grammatical concepts. By the end of AP, students will exhibit Advanced-Low to Advanced-High proficiency. Students will be required to complete summer assignments prior to the first day of class.

World Languages

Mandarin I

Credit 1.00

Grades 9-11

In Chinese Mandarin I, students will be able to learn the Chinese Mandarin language and Chinese Mandarin culture with songs, dramas, and a lot of fun. It strives to integrate the four skills of listening, speaking, reading, and writing with emphasis on proficiency. Throughout this school year students will master Chinese Mandarin pronunciation and have the basic understanding about Chinese Mandarin grammar, understand Chinese Mandarin cultures and how to interact with them, be able to read and write 100-300 most frequently used Chinese Mandarin characters, be able to do the basic greeting, apologies and daily conversations for certain topics, exhibit Novice-low to Novice-Mid proficiency.

Honors Mandarin II

Credit 1.00

Grades 10-12

In Honors Chinese Mandarin II, students will be required to use more Chinese Mandarin, and much of the classroom instruction will be in Chinese Mandarin. Students will continue to attain proficiency in the four skills of listening, speaking, reading, and writing. Successful completion of Semester 1 of this class is required for Semester 2. Students will exhibit Novice-mid to Novice-High proficiency.

Honors Mandarin III

Credit 1.00

Grades 11,12

Students continue to develop proficiency in listening, speaking, reading, and writing. Students continue to master Chinese Mandarin pronunciation, become more conversational and can express their basic needs, wants and thoughts in Chinese Mandarin. They will practice complex grammatical structures and be able to write essays for certain topics. Students continue to gain knowledge about the Chinese Mandarin speaking world; the major means of communication between students and teachers is in Mandarin. Successful completion of Semester 1 of this class is required for Semester 2. By the end of level 3, students will exhibit Novice-High level proficiency in reading and writing and Intermediate-Low level proficiency in listening and speaking.

Honors Mandarin IV

Credit 1.00

Grades 11,12

Honors Mandarin IV is designed to guide students toward increasingly abstract and sophisticated uses of language in preparation for the AP Language and Culture course. It expands knowledge of the Chinese Mandarin language and culture learned in previous years. It aims to develop a higher language proficiency in interpersonal, interpretive, and presentational skills. Students will practice all aspects of the five micro skills of listening, speaking, reading, writing, and typing. Students will hold descriptive and detailed conversations, express their opinions on topical issues, and communicate articulately in a variety of real-life situations. The expectation is that all communication in the classroom takes place in the target language. Students are expected to keep a diary written in Chinese Mandarin for every weekday, and written tests will include email responses, stories, and essays. By the end of level 4, students will exhibit Intermediate-Low to Intermediate-High level proficiency in speaking, writing, listening, and reading. Students will be required to complete summer assignments prior to the first day of class.

AP Chinese Language and Culture

Credit 1.00

Grades 11,12

The AP Chinese Mandarin Language & Culture course is designed to provide students with various opportunities to further improve their proficiency in listening, speaking, reading, and writing skills in preparation for the AP Chinese Mandarin exam. It further develops students' abilities in the Chinese Mandarin language as a practical communication tool across the three communicative modes (Interpersonal Communication, Interpretive Communication, and Presentational Communication) in the five goal areas (Communication, Cultures, Connections, Comparisons, and Communities) as outlined in the Standards for Foreign Language Learning in the 21st Century. Students are encouraged to use Mandarin only in class and will practice writing routinely for homework every week. By the end of the AP course, students will exhibit Advanced-Low to Advanced-High proficiency.

Aviation

Aviation I Introduction to Aviation

1.00 Credit

Grades 9-12

Aviation I is an introductory course to the amazing world of professional aviation. While the focus is on ground school elements for the Private Pilot Certificate, students will be introduced to aviation history, business, systems, air traffic control, meteorology, careers, and accident investigation. Students will also be introduced to flying on computer simulators.

Aviation II Advanced Aviation

1.0 Credit

Grades 10-12

Aviation 2 follows Aviation 1 and focuses on a review of the ground school elements of the Private Pilot Certificate and will introduce students to ground school elements of single engine instrument flight and multi-engine flight. Students are able to repeat Advanced Aviation if desired.

Aviation III

1.0 Credit

Grades 11,12

Aviation III incorporates internship and/or off-campus applied field study as a part of its course. To register for this class, you must first email the principal dcurtis@landmark-cs.org, to discuss the nature of what the course will be as you complete your Aviation Academy capstone requirements.

Christian Life

Culture and Worldview I

1.00 Credit

Grade 9

This course focuses on introducing students to the epic scope of the story of the Kingdom of God and deepening their understanding of the central elements of the gospel. It provides a foundation from which students can launch their study of scripture and Christian Life throughout their high school careers. Throughout the course, students will encounter the teaching of Jesus and his proclamation of the kingdom of God, and they will be called to respond to his message and equipped to apply it in their daily lives. They will gain in Biblical literacy as they survey the Pentateuch and Old Testament prophetic books with an eye towards how these works point towards the coming of Christ, and they will engage in discussions surrounding foundational apologetics.

Culture and Worldview II

1.00 Credit

Grade 10

This course challenges students to own their faith and its implication for their life and, in particular, their high school years. During our Apologetics section of the course we will engage in an investigation of the Biblical worldview. Believing that thinking critically about one's own worldview is critical to the Christian life, we will study Christianity on Offense by Dan Story. The objective is for the student to fully grasp a biblical worldview in the midst of a post-modern and multi-religious society and how to engage those looking for answers to spiritual questions. Students will then turn their attention to models of what a Christ-focused life looks like through studies of Biblical figures in both the Old and New Testaments, including David, Jesus, and Paul. Ultimately, the aim of this course is to point students towards embracing the purpose that Christ has for their lives.

Christian Life

Culture and Worldview III

1.00 Credit

Grade 11

This course helps to think deeply about the implications of the Christian worldview for the life of the believer and his/her interaction with contemporary culture. Through a study of Hebrews, this course will help students recognize the ways in which Jesus was and is the fulfillment and perfection of what was foreshadowed through the Old Testament. Additionally, through a study of the Gospel of John, students will see Jesus' life, ministry, crucifixion and resurrection as the focal point of redemptive history, having significant implications for their own spiritual journey. As a backdrop to the New Testament studies, students will encounter and gain an understanding of the prophetic literature in the Old Testament that is foundational to the New Testament message. Throughout the course, students will also engage with what it means to be part of Christian community, and they will be able to describe and compare the beliefs of various Christian denominations.

Culture and Worldview IV

1.00 Credit

Grade 12

Culture and Worldview serves as a capstone to our Christian Life program here at Landmark Christian School. Throughout the course we will encounter several strands: Apologetics, Historical Foundations of Christianity, Biblical Study, Theology and Doctrine, Contemporary Issues and Practical Application, Individual Research and Reflection, Understanding the need to possess an intellectual foundation for one's faith, we begin with apologetics. This is edifying both for the believer's faith journey and in the proclamation of the Gospel to non-believers. With this foundation, we emphasize the study of scripture, from which theology and doctrine derive. We are then able to address contemporary issues and understand scripture's relevance and practical application from a foundation of truth. Throughout the course, students are encouraged to own their faith and augment their personal growth through the daily discipline of following Christ.

Engineering & Computer Science

Engineering Essentials

1.00 Credit

Grades 9-12

Engineering Essentials (Formerly Introduction to Engineering) is a year-long high school engineering course. Students explore engineering tools and apply a common approach to the solution engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students progress from completing structured activities to solving open-ended projects and problems that require them to plan, document, communicate, and develop other professional skills. Through both individual and collaborative team activities, projects, and problems, students apply system thinking and consider various aspects of engineering design including material selection, human-centered design, manufacturability, assimilability, and sustainability. Students develop skills in technical representation and documentation especially through 3D computer modeling using a Computer Aided Design(CAD) application. As a part of the design process, students produce precise 3d-printed engineering prototypes using an additive manufacturing process. Student-developed testing protocols drive decision-making and iterative design improvements.

No Prerequisite

Mechanics and Robotics Engineering Fundamentals

1.00 Credit

Grades 10-12

Mechanics and Robotics Engineering Fundamentals (redesigned and formerly Principles of Engineering) is a yearlong course in the engineering pathway. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, strength of materials and structures, kinematics, electrical, and robotics engineering. This hands-on course encourages students to use the design process through opportunities to build and optimize prototypes.

Prerequisite: Engineering Essentials or concurrent physics

Engineering & Computer Science

Bio and Environmental Engineering

1.00 Credit

Grades 10-12

This foundational course introduces students to the principles and applications of bioengineering, an interdisciplinary field at the intersection of biology, engineering, and technology. Students will explore topics such as biomaterials, biomechanics, bioinstrumentation, and genetic engineering, with a focus on solving medical, biological, and environmental challenges. Emphasis will be placed on the design and development of technologies like prosthetics, medical imaging systems, 3D printed heart valves & tissue engineering, genetically modified organisms, drug delivery systems, clean water, biofuels and bioprospecting. Through hands-on projects, and design challenges, students will gain a comprehensive understanding of how engineering principles can be applied to advance healthcare, biotechnology, and life sciences.

Prerequisite: Engineering Essentials or biology

AP Computer Science A

1.00 Credit

Grades 10-12

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

This course counts as a core elective credit.

AP Computer Science Principles

1.00 Credit

Grades 9-12

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

This course counts as a core elective credit.

Engineering/Computer Science Capstone

1.00 Credit

Grades 11,12

In the Capstone course for Engineering or Computer Science, students will embark on an mentored project in which they will define a problem, develop a solution, test their solution, and evaluate the effectiveness of their solution. Their independent solution require approval by committee, and presentation.

Alternatively, students may also apply to be a Middle School STEM Instructor for either Engineering or Computer Science. In this role, students will assist with the Middle School STEM teacher in planning, teaching, and grading in our middle school courses. Students will be required to also plan, teach and assess an entire unit within one of the Middle School STEM courses.

Department of Arts

Visual Arts

Art Foundations

Credit 1.00

Grades 9-12

This course serves as a broad base exposure to art and art making. It is a pre-requisite to all upper-level art courses. An integration of art appreciation and 2D/3D approaches are explored. Developing concepts in composition, drawing, painting, collage, and ceramics are introduced while developing a working art language.

Drawing and Painting I

Credit 1.00

Grades 10-12

Explores basic representational and nonrepresentational drawing and painting techniques building on the foundation experience. Composition, proportion, rendering, and color exploration are addressed. Experimentation, craftsmanship, and use of materials are ongoing priorities. Media choices vary but may include dry/oil pastels, charcoal, graphite, acrylic, watercolors, printmaking, collage, and mixed media. Prerequisite: Art Foundations

Drawing and Painting II

Credit 1.00

Grades 10-12

Explores various painting/drawing techniques, styles, subject matter, and general art appreciation. This course includes continued development in media approaches and compositional strategies. Students are encouraged to explore while developing a broad approach to portfolio pieces. Prerequisite: Drawing and Painting I

Drawing and Painting III

Credit 1.00

Grades 11, 12

Focuses on traditional and conceptual imagery with a variety of drawing and painting media and techniques. Students are encouraged to investigate medias and processes to develop personal voice culminating in a body of work. Prerequisite: Drawing and Painting II

Ceramics and Sculpture I

Credit 1.00

Grades 10-12

Develops basic sculpture skills using subtractive, additive and assemblage methods. An intro to clay is taught with a focus on hand building techniques and exposure to wheel processes. (A prerequisite of foundations is required). Prerequisite: Art Foundations.

Ceramics and Sculpture II

Credit 1.00

Grades 10-12

An advanced course for the student who has already developed the basic knowledge offered in Ceramics and Sculpture I. The student will have opportunity with wheel techniques and/or create forms with hand building and other sculpture techniques. The student will explore surface treatments such as glazing, slip trailing and various acrylic finish approaches. The emphasis will be on students developing a signature body of work. Prerequisite: Ceramics and Sculpture I

Ceramics and Sculpture III

Credit 1.00

Grades 11,12

An advanced course for the student who has developed the knowledge offered in Ceramics and Sculpture II. At this level, the student may choose to hone specific sculpture approaches, ceramic study in wheel techniques, or a combination of experiences. An emphasis is placed on further developing a signature body of work. Prerequisite: Ceramics and Sculpture II

Department of Arts

AP Art 2-D Design

Credit 1.00

Grades 11, 12

Designed by College Board, this course focuses on creating 2D pieces using digital or traditional design techniques. The student will develop a guiding question to create a body of work in a sustained investigation. This body of work embraces thought, intent, and process. Portfolio and faculty approval are required.

AP Art 3-D Portfolio

Credit 1.00

Grades 11, 12

Designed by College Board, this course encourages the exploration and application of accumulated skill within the study of sculpture and/or ceramics. The students' selected guiding question allows for exploration and values the process of the maker and the making. Portfolio and faculty approval are required.

AP Drawing Portfolio

Credit 1.00

Grades 11, 12

Designed by the College Board to address a broad interpretation of drawing and media issues. This course encourages the student to pursue a guiding question through a specific sustained investigative drawing/ painting study. Portfolio and faculty approval are required.

Photography

Digital Photography I/II

Credit 1.00

Grades 10-12

This course will cover the use of the Digital SLR camera and its controls, including f/stops, shutter speeds, film speeds, and the production of a correct exposure. Skills will include composition, criticism, lighting, and image editing software, such as Adobe Photoshop and Photomatix Pro. Students will also learn the history and invention of photography. Projects will include creative use of the camera controls including depth of field, stop action, showing motion, direction of light, alternative camera angles, portraits, trick photography using camera controls and Photoshop, and compositions based on the principles and elements of design. Experimentation, problem solving, and opportunity for portfolio development is all included in this course.

Digital Photography III/IV

Credit 1.00

Grades 10-12

Digital Photography III/IV continues from using the fundamentals learned in Photography I/II and incorporating them into various creative projects. This class involves computer/digital imaging, exploring the styles of professional photographers, advanced technical shooting, and advanced editing techniques using Adobe Photoshop. Opportunity for portfolio development is included in this course.

Department of Arts

Fashion

Fashion Foundations I

1.00 Credit

Grades: 9-12

This foundational class teaches sewing machine use, basic textile identification, fabric treatments and application, how to use a sewing pattern, measuring & alterations, brief fashion history, designer studies, basic sketching, apparel identification, and retail concepts. Students will complete several in-class projects and homework is minimal. This is the first year required course for the Fashion Academy, but it is open to any student. Notes: This class is meant for high school age students that have never taken sewing before.

Fashion Foundations II

1.00 Credit

Grades: 9-12

This class follows up from the middle school curriculum and further advances sewing skills, design concepts, the creation process, measuring & alterations, brief fashion history, designer studies, basic sketching, apparel identification, and retail concepts. Students will complete several in-class projects and homework is minimal. Students will create several in-class projects and homework is minimal.

Fashion Design

1.00 Credit

Grades 10-12

A course focusing on developing students as designers by coming up with original ideas and seeing them through to the creation and retail process. Students will learn pattern making, fashion technology, digital sketching, business, and compile a portfolio. This is the final class required for the Fashion Academy. This class is only for high school students that have completed Fashion Foundations.

Prerequisite: Fashion Foundations I or II

Media Arts

Film

Film I Intro to Visual Storytelling

Credit 1.00

Grades 9-12

We will take story to screen as this digital production course will teach students how to make films. We will provide students with a basic understanding of the technology and techniques used in digital production. Each student will learn basic storytelling and how it translates into film-making choices. Learning the basics of writing, storyboarding, camera, editing, each student will write and direct their own short films. Upon completion, students will be able to demonstrate production skills and techniques, both in front of and behind the camera, as it relates to producing a variety of story-telling formats.

Film II Intermediate Film

Credit 1.00

Grades 10-12

(9 th grade with 3 years of MS Film can apply by interview with instructor)

Applying the teaching learned in Film-1 to advance the knowledge of the student to the next level of Visual storytelling. Preparing them further to refine their skills with more advanced professional equipment. We begin introducing newer and more advance software in editing and visual FX using the Adobe products. Camera techniques and new cinematography skills are introduced as well as more refined film making rules and guidelines. Each student selects other students to group as a film making team. Each team will write, produce, film, and edit several projects over the course of the year, including a couple, full on, virtual productions. Completion of this class allows the student to join the Film Academy.

Department of Arts

Film III Advanced Storytelling and Visual Techniques

Credit 1.00

Grades 11, 12

Special advancement (interview by instructor required)

Film III is combined with Film IV and is for students who love to tell stories making short films. The course will have heavy emphasis on storytelling, script writing and visual communication. We will explore the importance of camera and lighting and how it integrates and is a key element in visual storytelling. The class will participate in several class projects including the "168 Film Festival" a Halloween, Christmas and final film project. We have several demos from industry professionals who come to the school and speak allowing us to use and learn different types of professional equipment, along with several colleges that come speak about their film schools. The class will be using the best industry standard equipment that Landmark owns including, 4K cameras, Da Vinci software, double system sound, and more visual FX software. These productions will have more of a professional feel worthy of a film festival. This year we are planning a field trip to Los Angeles sometime in the spring. There will be some after school hours and weekends that may be needed for film projects.

Film IV Advanced Storytelling and College Film Prep

Credit 1.00

Grades 11, 12

Special advancement (interview by instructor required)

Film IV is combined with Film III and is for students who love to tell stories with short films. The course will have heavy emphasis on storytelling, script writing and visual production. We will explore the importance of camera and lighting and how it integrates and is a key element in visual storytelling. The class will participate in several class projects including the "168 Film Festival" a Halloween, Christmas and final film project. We have several demos from industry professionals who come to the school and speak and allow us to use and learn different types of professional equipment, along with several colleges that come speak about their film schools.

The class will be using the best industry standard equipment that Landmark owns including, 4k cameras, Da Vinci software, double system sound, and more visual FX software. These productions will have more of a professional look, feel worthy of a film festival. This year we are outlining plans for a field trip to Los Angeles sometime in the spring. Seniors will have an emphasis on individual training in the fields that advance Film -4 students are now interested in if pursuing a career in Visual Production. Prepping them with the skills needed to advance to a film school or college by refining the tools they use. There will be some after school hours and weekends that may be needed for film projects.

Commercial Music

Commercial Music I

Credit 1.00

Grades 9-12

Commercial Music I will be focused on fitting students with the essentials of music creation. Whether that be as a producer, an artist, or an instrumentalist, students will be learning music theory, the songwriting process, and general production techniques. This level-I class is designed for students to step into the world of music and see where they can find their place. Students will be working in group and individual projects to create songs they can call their own with opportunities to release those songs through Landmark Blackbox Productions. This class will engage with ideas focused on the drive of the student and their individual creativity.

Department of Arts

Commercial Music II

Credit 1.00

Grades 10-12

Commercial Music II will be the second step in our High School Music journey. As students have started to discover their individual paths, this class will provide the opportunity for them to hone their skills in music theory, songwriting, and production. Students of varying skill sets will be teamed up to write songs collaboratively as well as given chances to shine on their own. This second class will require students to push themselves to find the most possible growth. Students will again find themselves able to release their songs through Landmark Blackbox Productions. Commercial Music II will put a heavy focus on the development of students' abilities to produce high quality songs and recordings. Commercial Music II will require the completion of Commercial Music I or a meeting with Mr. Johnson before being eligible to sign up.

Advanced Commercial Music

Credit 1.00

Grades 10-12

Advanced Commercial Music will be an audition-only group of artists, producers, and instrumentalists focused on developing and refining their craft. This advanced group of students will be spending regular time in the studio recording their songs and discovering just how far they can go in the world of commercial music. This class will be very driven and will call up students to be more than they thought they could be. This class will dive into music theory and general music knowledge for all but will be a more individualized experience depending on the focus of the student. This will allow for collaboration and better understanding of their own individual journeys. There will also be hands-on field trips to a local recording studio as well as potential trips to record labels, concerts, and many other musical venues.

At the end of the year, we have Artist Spotlight concerts that show off our students. It is required that students be available to potentially help with this concert, either in performing or in helping setup and run the event.

Prerequisite: Application/Audition (email zjohnson@landmark-cs.org for information and requirements) Co-requisite: individual instrument/production/voice lessons either through private instructors or through Landmarks lesson program (*extra fee)

Praise Band

Credit .50

Grades 9-12

This course is required for students wishing to perform in the praise band during chapel. The class meets before/after school, requires independent study, rehearsals, and a weekly chapel performance.

Performing Arts

Acting/Theatre

Acting I – Intro to Stage

Credit 1.00

Grades 9-12

This class will explore basic acting techniques for stage including improvisational, movement and scene work. They will also explore scriptwriting through devised performance. This class is for beginner to intermediate level actors.

Acting II – Acting for Stage and Film

Credit 1.00

Grades 10-12

Further build upon the foundations of Acting 1. This course incorporates a more in-depth study of character creation and the development of skills needed to perform on stage. This class may periodically work with film production classes in group projects.

Department of Arts

Centre Stage

Credit 1.00

Grades 10-12

This is the advanced acting class and will further build upon the foundations of Acting I and II. Students will participate in a One-Act or Full-length Straight Play first semester and participate in the Spring Musical second semester along with film projects throughout the year as needed. Students will explore advanced acting techniques and character study. Students will learn the business of theatrical arts and film. This class is for advanced actors seeking further development in the discipline of acting. *Prerequisite: Acting I and by audition only.

Instrumental Music

Band

Credit 1.00

Grades 9-12

The band program at Landmark Christian School is designed to train students to become expressive musicians, confident and proficient sight-readers, and excellent ensemble members. This course also includes various components of music history, music theory, music analysis, cultural influences, and improvisation techniques. The band program is informed by the Georgia Department of Education Music Standards of Excellence from 6-12th grade to prepare the musicians for collegiate level ensembles and individual work. Students are eligible to audition for the GMEA All-State Band and District Honors Band. Being a member of the band at Landmark is a year-long journey, acting as the school's Pep Band for the fall football season and a Jazz Ensemble for the winter and spring seasons. From the larger ensemble, there is the Landmark Jazz Combo open by audition and consisting of six to ten musicians that perform for concerts and festivals, and they also serve as school ambassadors during special events such as Open Houses, the annual Gala, and much more.

Guitar Lab

Credit .5/1.00

Grades 9-12

Guitar lab is a group guitar lesson. Students will receive an individual plan for improvement based on their current level of proficiency on the guitar. Students are expected to bring their own guitar to class and practice at home a minimum of 30 minutes a day.

Piano Lab

Credit .5/1.00

Grades 9-12

This class uses adaptive instructional software that moves students through weekly practice exercise and theory instruction all under the supervision of a knowledgeable classroom facilitator.

Vocal Music

Chamber Singers

Credit 1.00

Grades 9-12

Chamber Singers is Landmarks advanced vocal ensemble. Comprised of the top vocal musicians on campus Chamber Singers perform primarily a cappella works from all styles, genres, and eras. This is a performance group that will sing for special events for Landmark and our surrounding communities. We will travel, perform, and compete nationally and internationally. Prerequisite: one year in Chorus or equivalent and an audition.

Department of Arts

Chorus

Credit 1.00

Grades 9-12

Students become proficient singers and musicians through learning the foundations of proper vocal technique, sight-reading and music theory. Students perform in a minimum of two concerts a year in addition to preparing for the spring music festival (Boston, NYC, California, Chicago, Austria, and even Italy). The class is open to any 9-12 student who is interested in singing in a group, even if you have never done it before. All are welcome.

Vocal Workshop

Credit .5

Grades 9-12

Open to all 9-12 grade students who are interested in expanding their understanding of the voice and improving their own singing abilities. Students will gain a clear understanding of how the voice works as a whole. Taught in an interactive group setting students will explore vocal exercises, breathing techniques, artistry and interpretation, and vocal anatomy to build a solid vocal technique. The students will experience different styles and genres of vocal music and will learn to sing as a soloist, in a duet, trio, and quartet. This class is perfect for the beginner who just wants to learn how to sing and for the experienced singer who wants to learn more and grow as a vocalist.

Dance I

Credit 1.00

Grades 9-12

Dance I is a beginner's level course designed for any male or female who would like to use the assets of dance to improve physical fitness, to increase talents in athletics, and to develop the ability to dance either for fun or as a performer. This course combines dance exercises, dance technique, and dance choreography. Ballet, Jazz, Modern, & Hip Hop

Dance II

Credit 1.00

Grades 10-12

Dance II is an intermediate course designed for any male or female who would like to use the assets of dance to improve physical fitness, to increase talents in athletics, and to develop the ability to dance as a performer. This course combines dance exercises, dance technique, and dance choreography. This course will also dive into the creation of choreography. Students will collaborate to choreograph one dance to be performed at the end of the semester. Students will also dive deeper into dance history around each of the techniques taught in the course. Prerequisite: Dance I or audition.

Physical Education

Boys Fitness and Performance Training

Credit .5/1.00

Grades 9-12

The primary goals in Boys Weight Training are to improve athletic performance and muscle tone, and to develop and support a healthy lifestyle for each student

Sport and Fitness Training

Credit .5/1.00

Grades 9-12

This class allows students a time during the school day in which they can be active. General P.E. classes involve fun games and sports in a fun, safe environment and offers an opportunity for the student to develop a better level of physical fitness.

Girls Fitness and Performance Training

Credit .5/1.00

Grades 9-12

The primary goals in Girls Weight Training are to improve athletic performance and muscle tone, and to develop and support a healthy lifestyle for each student.

Health

Credit .5

Grades 9

The health course is designed to develop awareness of the need for good health through the following topics: personal health and fitness, emotional and mental health, family life education, alcohol and drug awareness, and first aid. ADAP certificate awarded upon completion of course.

AP Capstone

AP Seminar

Credit 1.00

Grades 11-12

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

AP Research

Credit 1.00

Grades 12

(Note: AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components are necessary for students to develop the skills to be successful in AP Research.)

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.