

## **NINTH Grade: Curriculum Summary**

**BIBLE** - Prophets (1st semester) & Luke/Acts (2nd semester) - During the first semester students will survey the historical settings and primary messages of the major and minor prophets, with particular emphasis on the books of Isaiah and Jeremiah. Themes covered include the character of the LORD as one of both holiness and steadfast love; God's concern for justice and righteousness in social, political, and personal relationships; warnings to evildoers of the consequences of their actions; and encouragement for the faithful to continue to hope in the LORD. In the spring semester students will study the life of Christ and the church which emerges from his life, death, burial, and resurrection. The study of Luke emphasizes the humanity of Jesus Christ, who lived a life consistent with his divine relationship to God. The study of Acts emphasizes the church which emerges from the mission activities of Peter and Paul and which struggles to live consistently with its Lord and Savior.

## **ENGLISH** - English I or English I Honors

- ENGLISH I - Emphasis on vocabulary development, the writing process, grammar, usage, and the mechanics of writing. Focuses on the writing of compositions, implementing the 6+1 Traits of Effective Writing. Includes literature selections to correlate with composition assignments and demonstrates different genres of literature, including some examples of Christian literature. Integrates composition and language skills with the study of a variety of international literature viewed from a Christian perspective: short stories, poetry, drama, and the novel. Composition study covers the writing process, personal/friendly letters, practice in writing essays, and the application of language and research skills utilizing MLA format. Requires some summer reading.

Text currently in use: *Adventures in Reading*, Holt Reinhart Winston; *Adventures in Appreciation*, Holt Reinhart Winston; the BCS English Department Supplement created by Jeri Birdwell; various trade books. Students develop writing, language and reading comprehension skills through practice and independent reading.

- ENGLISH I HONORS - Prerequisite: an "A" in previous English course and recommendation of instructor Covers requirements of English I plus more advanced writing and additional projects. Includes study of the essay, develops critical thinking skills using extended literary selections and includes outside reading/writing assignments. Includes in-depth study of the elements of fiction in short stories, mythology, drama, the novel, and poetry. Covers the study of the writing process, of essays correlated with literary studies, and the writing of a short, documented paper. Focuses on problem-solving, critical thinking skills, developing alternatives, and application of language skills. Stresses the use of writing process skills for writing literary analysis and essays. Requires outside reading.

Text currently in use: *Adventures in Reading*, Holt Reinhart Winston; *Adventures in*

*Appreciation*, Holt Reinhart Winston; the BCS English Department Supplement created by Jeri Birdwell; various trade books. Students develop writing, language and reading comprehension skills through practice and independent reading.

### **FOREIGN LANGUAGE** - Spanish I or II

- SPANISH I - Prerequisite: High school enrollment or 8th grade enrollment and recommendation of teacher Introduces students to the four basic skills of language learning (listening, speaking, reading, and writing), develops appropriate concepts, and emphasizes practical vocabulary building and conversation skills. Introduces students to the culture and civilization of Spain and Hispanic countries, with emphasis on the fact that God is the Creator of all peoples, nations, and languages. Provides encouragement for use of Spanish Speaking skills in communication across cultural lines and in opportunities for mission efforts to Spanish Speaking cultures.

Text currently in use: *TPRS Readers* by Blaine Ray; *Autentico 1*, Pearson. Students review vocabulary and concepts discussed in class.

- SPANISH II - Prerequisite: Spanish I or successful completion of Spanish I in 8th grade with a grade of 85 or higher Continues skill development in the four basic skill areas. Further develops grammatical concepts and knowledge of Spanish and Hispanic culture studies, with emphasis on the fact that God is the Creator of all peoples, nations, and languages. Provides encouragement for use of Spanish-speaking skills in communication across cultural lines and in opportunities for mission efforts to Spanish-speaking cultures. Emphasizes increased oral proficiency in Spanish.

Text currently in use: *TPRS Readers* by Blaine Ray; *Autentico 2*, Pearson. Students review vocabulary and concepts discussed in class.

### **MATH** - Algebra I (on-level or Honors) or Honors Geometry

- ALGEBRA I - Introduces the basic language and properties of Algebra; studies solutions and applications of linear equations and inequalities; develops operations with exponents and polynomials; introduces factorization of polynomials; and solves quadratic equations by factoring. Studies functions and relations and their graphs, systems of open sentences, the roles and uses of irrational numbers, the solution of quadratic equations by various methods, and operations and problem solving using rational expressions. Carries out the biblical mandate to value, understand, and investigate God's logical, ordered world.

Text currently in use: *Big Ideas Math – Algebra I*, Houghton Mifflin. Students practice concepts taught in the classroom.

- ALGEBRA I HONORS - Prerequisite: “A” in previous math course and consent of instructor Includes the same as above with additional emphasis on the development of deductive logic and its use and limitations in free-form puzzle solving. Carries out the biblical mandate to value, understand, and investigate God’s logical, ordered world.

Text currently in use: *Big Ideas Math – Algebra I*, Houghton Mifflin. Students practice concepts taught in the classroom.

- HONORS GEOMETRY - Prerequisite: “A” in Algebra I and consent of instructor Covers the same concepts as studied in Geometry. Students will solve problems and complete projects which require greater understanding and more creative and abstract inductive and deductive reasoning. Emphasizes the precision, order, and beauty with which God created the universe and geometric concepts.

Text currently in use: *Big Ideas Math – Geometry*, Houghton Mifflin. Students practice concepts taught in the classroom.

### **PHYSICAL EDUCATION** - P.E. or Athletics

- P.E. - Provides instruction on game rules and health and safety practices and develops motor skills basic to efficient movement required for successful participation in physical recreation and leisure-time activities. Also includes a variety of individual, dual, and team sports that develop fitness and skills basic to the activity being taught.
- ATHLETICS - Provides training, conditioning, and instruction in skills and strategies for selected competitive interscholastic sports, which may include football, volleyball, soccer, basketball, baseball, softball, cross country and track.

**SCIENCE** - BIOLOGY (On-Level and Honors) - Based upon the study of life, how living things develop, grow, and die. The course begins with the study of the science of life examining cells and cell processes, genetics, and the theory of evolution. The student will also study the science of organisms by investigating microbiology, plants, zoology then proceeding to the human body systems. Each of these living wonders is credited to God rather than to the chance processes of the evolutionary theory. Each and every chapter has at least one laboratory to better understand and develop the concepts in each chapter. Why just draw a cell when you can bake and eat it? Students learn about a cell and its parts by forming a cell brownie and using candy as its organelles. To develop deductive reasoning skills, students become crime scene investigators learning about DNA, fingerprinting, blood typing and crime scene processing to solve a “crime.” Students complete the year dissecting both pigs and flowers to better understand God’s creations.

Text currently in use: *Concepts and Connections*, Pearson. Students review and study concepts taught in the classroom.

**SOCIAL STUDIES** - SPEECH - Teaches basic skills in oral communication, emphasizing effective listening and speaking in small groups and between individuals, as well as public speaking of various types. Examines the concept of freedom of speech and how Christian principles and ethics apply to speech. Also includes practice in oral Scripture reading. Requires outside reading.

## **ELECTIVE OPTIONS**

- **ART**

- **ART I** - Focuses on Art Elements and Art Principles and their successful implementation in the work that is created. Primary skill taught at this level is the art of rendering in dry media. Emphasizes seeing the world God created and faithfully representing what is seen or interpreting God's creation in such a way as to bring glory to him. Exposes students to various drawing techniques as well as printmaking. Uses Art History to introduce techniques and discuss the role of art in various civilizations over time and the vital role it has played in communicating God's message throughout the ages. Students are encouraged to enter at least one piece in the TAPPS District competition.

- **MUSIC**

- **BAND** - Prerequisite: Director approval Focuses on the development of wind/percussion techniques, the comprehension of basic elements of music theory, the aesthetic appreciation of music as one of God's gifts to his creatures, and the public performance of selected band literature. Attendance at performances and rehearsals outside school hours is required, including the TAPPS state music competition and the Sound Waves festival in the spring.
- **HONORS BAND** - Prerequisite: Previous band experience, including participation in solo and/or ensemble competitions; director approval In addition to the requirements for Band I, honors students will: 1) prepare both all-region band audition music and a class I or II solo; 2) study and pass an examination covering basic music theory; 3) write either a three- to five-page research project or a brief musical selection for at least two instruments; and 4) attend at least two professional, semi-professional, or amateur concerts and/or performances each year.
- **JAZZ BAND** - Prerequisite: Director approval Focuses on the development of proficiency in performing within the jazz idiom, the comprehension of basic elements of music theory, the development of improvisatory skills, and the public performance of selected jazz band literature. Requires attendance at before-school rehearsals and performances outside school hours. Requires academic eligibility in order to perform, since the course is extra-curricular; grants

honors credit in Band class for all members.

- **CHOIR** - Prerequisite: Minimal audition required; director approval Studies singing techniques, musicianship, and choral literature appropriate to the abilities and interests of the groups with emphasis on Christian music and other music with uplifting themes. Requires attendance at rehearsals and performances outside school hours as well as participation in the TAPPS state competition and the Directors' Choice festival in the spring.
- **HONORS CHOIR** - Prerequisite: Minimal audition required; previous choir experience; director approval Requires, in addition to the requirements for Choir: 1) preparation of a class I or II solo; 2) successful passing of an examination on basic music theory; 3) writing of either a three- to five-page research project or a brief musical selection for at least two voices; and 4) participating in the spring musical every other year. Continues to place emphasis on Christian music and to stress the use of the voice to bring glory to the Creator.
- **ENCORE** - Prerequisite: Audition and concurrent enrollment in honors choir Studies singing techniques, musicianship, and ensemble literature appropriate to the abilities and interests of the group. Includes exposure to a variety of vocal styles, such as contemporary Christian, modern, madrigal, classical, and traditional religious music. Emphasizes upbuilding Christian themes in music. Requires attendance at before-school rehearsals and performances outside school hours, including the fall musical. Encourages participation in all-state choir and solo contest. Requires academic eligibility in order to perform, since the course is extra-curricular; grants honors credit in Choir class for all members.
- **MUSIC HISTORY** - Introduces and provides an overview of the history of the music of Western civilization, beginning with Greek, Roman, and Byzantine antecedents and tracing musical developments through the Middle Ages, the Renaissance, the Baroque and Classical eras, and the age of Romanticism. Places emphasis on emerging forms and styles; social, political and religious thought; the use of the genius of musical composition to bring glory to the Creator; and the lives and major works of prominent composers. Requires a research paper. Text currently in use: Music: An Appreciation by Roger Kamien, McGraw-Hill Higher Education. Students review vocabulary and concepts discussed in class.
- **WORSHIP MUSIC** - Explores various areas of Christian worship, including worship theology, church music history, music theory, and worship ministry. Students in this class will participate in worship leading opportunities on campus, and will also hear from guest lecturers who are experienced in worship music and

ministry.

- **THEATER ARTS**

- **THEATER PERFORMANCE** - Incorporates an overview of basic acting techniques and introduction to stagecraft. Gives consideration to the place of the Christian in theatre. Requires outside rehearsals and performances as well as attendance at a full length play performed in the community each semester. Text currently in use: A Practical Handbook for the Actor, Vintage. Students review concepts discussed in class.
- **THEATER PRODUCTION/TECHNICAL PRODUCTION** - Incorporates an overview of theatre arts, including sound, lighting, and set design. Includes discussion of the place of the Christian in theatre. Requires outside rehearsals and performances as well as attendance at a full length play performed in the community each semester. Text currently in use: The Curtain Rises: A History of Theater from Its Origins in Greece and Rome Through the English Restoration, Shoe Tree Press. Students review concepts discussed in class.

### **OTHER ELECTIVES**

- **CHEERLEADING** - Required for students who successfully tried out for the high school cheerleading team. Students will learn cheers and rehearse routines for pep rallies and games. Outside rehearsals and performances are required.
- **COMPETITIVE SPEECH** - This class is limited to students who agree to participate in debate or speech competitions during the year. (Most events prior to TAPPS and TCSIT occur on Saturdays.) Each student would agree to participate in a minimum of 3 events prior to TAPPS and TCSIT. Competitive Speech and Debate class will have both debaters and individual speech students. Events will include Exempt Speaking, Prose, Poetry, Dramatic Interpretation, Humorous Interpretation, Impromptu Speaking, and Bible Reading. Students will be given grades based upon a contract mutually agreed upon by the student and teacher. The contract will be a list of required research, completion of speeches, debate briefs, and practicing different events.
- **COMPETITIVE MATH** - The Competitive Math class is designed for students who would like to strengthen their mathematics skills and expand their knowledge of mathematics beyond what is included in the normal curriculum. The focus will be on problem-solving, calculator applications, and number sense skills. Students will prepare for and possibly participate in competitions such as the Texas State Math League contests, the American Mathematics Competition, virtual meets, and meets hosted by TAPPS, TCSA, and TMSCA. The preparation and the competitions are designed to help students discover

and develop their God-given talents in the area of mathematics.

- **DEBATE GRADE** - Controversial issues arise in aspects of personal, social public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues.
- **DRILL TEAM** - Required for students who successfully tried out for the Lady Bellas. Students will rehearse routines for pep rallies, games, and other performances. Outside rehearsals and performances are required.
- **DRILL AND DANCE TECHNIQUE** - This class is designed for girls who are not currently on the drill team and would like to learn basic techniques. Topics will include ballet, drill, lyrical, musical theater, jazz, and performance/choreography. This class will satisfy a PE credit.
- **HEALTH AND FAMILY LIVING** - Prerequisite: High school enrollment Includes instruction in the following units of study: consumer health; diseases; environmental health and safety; growth and development; health and fitness for daily living; nutrition; use and abuse of tobacco, alcohol and drugs; and family living. Recognizes God as the creator and our bodies as the temple of the Holy Spirit. Examines community health issues and how Christians should respond to them. Text currently in use: Total Health, Purposeful Design Publications. Students review reading selections that reinforce concepts introduced in classroom discussions.
- **JOURNALISM - NEWSPAPER** - Prerequisite: "B" or above in previous English classes and/or consent of instructor Is an introductory course on the principles and practices of writing for the newspaper. Includes fact-gathering and development of interviewing skills, writing news stories, determining newsworthiness, learning and applying editing skills, learning newspaper style, writing news feature stories, aspects of production of the school newspaper, freedom and responsibility of the press, and how Christian principles and ethics apply to journalism. Emphasizes Christian responsibility for truth-telling, fairness, and compassion. Provides an introduction to desktop publishing. Requires some time outside school hours.
- **JOURNALISM - YEARBOOK** - Prerequisite: "B" in previous English classes and/or consent of instructor Studies and applies the elements and processes necessary to produce the school yearbook. Develops skills in news judgment, fact gathering, photography, photo editing software, headline and caption writing, graphic design and layout, graphic design software, proofreading, editing, and advertising. Emphasizes Christian responsibility for truth-telling, fairness, and compassion. Offers practice in

applying Christian perspective to all aspects of yearbook production, including determination of editorial policy. Requires time outside school hours.

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- **WRITING WORKSHOP** - To be a good writer, you must imitate those who are great writers. Students will learn approximately fourteen sentence composing tools: four involving words, six focusing on phrases, and another four which emphasize the use of clauses. Students will learn these by creating sentences which imitate sentences by great writers who have used these same tools. They also learn how to multiply these tools as well as mix them by imitating other sentences where this has been done. Students also focus on adding punctuation in the same way that professional writers do. Text currently in use: Grammar for High School: A Sentence-Composing Approach, Heinemann.