



*Educating and Cultivating Servants for Christ*

## Table of Contents

Grading Scale.....	4
OASIS and Study Hall.....	4
Middle School Information.....	5
Curriculum Overview .....	5
Grade Level Retreats .....	6
Jterm .....	6
Taking High School Classes in Eighth Grade .....	6
High School Information.....	7
Curriculum Overview .....	7
Graduation Requirements .....	8
Schools of Distinction.....	9
School of Classics.....	9
Jterm .....	9
College Credit Options .....	9
Honors/AP Prerequisites .....	10
Graduation Honors.....	10
Bible.....	11
School of Ministry (SOM).....	13
English.....	14
Fine Arts .....	17
Visual Art.....	17
Handbells.....	19
Instrumental Music .....	19
Vocal Music .....	20
Music Theory .....	21
Interdisciplinary.....	22
AP Capstone .....	22
Student Development .....	22
Leadership Development.....	22
School of Arts and Humanities (SOAH).....	23
School of Classics.....	23
Mathematics .....	24
Physical Education & Health .....	27
Science .....	28
School of Engineering (SOE) .....	30
School of Medical Professions (SOMP).....	31
Social Studies.....	32
School of Business & Entrepreneurship (SOBE).....	34
Technology and Digital Media .....	35
Technology.....	35
School of Computer Science.....	35
Digital Media .....	36
World Languages .....	38
Middle School Schedule Planning Guide .....	41
High School Schedule Planning Guide .....	42

## Welcome to CVCA!

For our newest students, we look forward to getting to know you and your God-given strengths and abilities. When you complete your academic journey at CVCA, we trust that you will be a powerful learner and thinker, having grown in knowledge, confidence, and personal conviction. Most importantly, you'll have been introduced to God's vision for you as a fully committed follower of Christ inside and outside of your classrooms.

Sixth and seventh grade students enroll in “core” classes like English, Math, Science and Social Studies, as well as a study hall period for accomplishing learning tasks outside the classroom. You'll also be exposed to World Languages and Culture, participate in Health and Physical Education, and get the chance to engage in Fine Arts and Technology training. Eighth grade students are enrolled in all the core classes as well, and qualifying students will have some options to take introductory high school level courses in Science, Math, Fine Arts and World Languages.

High school students must enroll in a Bible, Math, and English course each semester. We encourage you to get the most out of your CVCA learning experience by applying thought and consideration to all the ways you can build a schedule appropriate to your unique gifts and abilities. Most colleges now consider *strength of schedule* as the best qualifier for accepting student applicants to their programs. So, we charge you to challenge yourself in selecting advanced coursework as opportunities arise, and as your instructors and school counselors recommend it for you.

*Schedule Planning Guides* and flow charts of course curricula are offered throughout this catalog, and are intended as helps to navigate the many learning opportunities and academic programs offered to CVCA students. If you have any questions regarding course scheduling, feel free to reach out to your school counselor at any time (contact information provided below).

Excited about your future,  
 Matt Fleagle  
 Dean of Academics

### CVCA School & College Counseling Department

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## CVCA Grading Scale

Earned Percentage	Letter Grade	Grade Points		
		College Prep Course	Honors Course	AP or CL Course
99-100	A+	4.3	4.8	5.3
92-98	A	4.0	4.5	5.0
90-91	A-	3.7	4.2	4.7
88-89	B+	3.3	3.7	4.1
82-87	B	3.0	3.35	3.7
80-81	B-	2.7	3.0	3.3
78-79	C+	2.3	2.55	2.8
74-77	C	2.0	2.2	2.4
72-73	C-	1.7	1.7	1.7
70-71	D+	1.3	1.3	1.3
67-69	D	1.0	1.0	1.0
65-66	D -	0.7	0.7	0.7
64 and below	F	0	0	0

## Office of Academic Success and Instructional Services (OASIS)

OASIS seeks to help students discover their unique learning styles and needs, improve their study or organizational skills, and increase their academic success. OASIS is not intended to serve as formal academic tutoring. New students may be assigned to OASIS by the Admissions Committee and returning students may be assigned to OASIS based on their academic performance during the prior quarter. If a parent believes their child would benefit from OASIS services, they are encouraged to contact the Director of OASIS to discuss.

## Study Hall, Study Tables, and Personal Responsibility Time (PRT)

All middle school students with an open period participate in a *Personal Responsibility Time (PRT)* or – in the case of declining grades at the end of an academic quarter – a quiet study hall with access to support from OASIS. PRT and study hall are times set aside for reviewing lessons, reading, working on assignments, and reflecting on learning.

High school students with an open period may be assigned to *Study Hall* or *Personal Responsibility Time (PRT)*. Responsible time management is an important skill to develop, and *PRT* is designed to give students guided freedom in making choices in how to use their open periods. High school students who are on academic or behavioral watch or probation are assigned to a traditional, proctored *Study Hall* instead of *PRT*. New high school students may be assigned to *Study Hall* instead of *PRT* by the Admissions Committee.

## Middle School Curriculum Overview

6TH GRADE COURSE SCHEMATIC	COURSE STATUS	COURSE NAME
	CORE	BIBLE 6 – God and His Word: Persons and Attributes
	CORE	ENGLISH 6
	CORE	MATH – Problem Solving
	CORE	SCIENCE – Climate and Earth Science
	CORE	SOCIAL STUDIES – Ancient Civilizations
	CORE	WORLD LANGUAGES – Language and Culture: Foundations
	STUDY HALL	
ELECTIVE	FINE ARTS – <b>Select from:</b> 6th Grade Art, Handbells 1, Instrumental Techniques, 6th Grade Band, Beginning String Orchestra, Middle School Choir	

7TH GRADE COURSE SCHEMATIC	COURSE STATUS	COURSE NAME
	CORE	BIBLE 7 – Life of Christ: The Gospel of Luke
	CORE	ENGLISH 7
	CORE	MATH – Pre-algebra 7
	CORE	SCIENCE – Ecology and Life Science
	CORE	SOCIAL STUDIES – Western Civilizations
	CORE	PHYSICAL EDUCATION AND HEALTH
	STUDY HALL	
ELECTIVE	FINE ARTS – <b>Select from:</b> Middle School Visual Art, Handbells 1, Instrumental Techniques, Middle School Band, Beginning String Orchestra, Middle School Choir, Middle School Women's Chorale	

8TH GRADE COURSE SCHEMATIC	COURSE STATUS	COURSE NAME
	CORE	BIBLE 8 – Early Church Ministry & Beliefs: Acts and Epistles
	CORE	ENGLISH 8
	CORE	MATH – Pre-algebra 8 OR Algebra 1 <sup>HS</sup>
	CORE	SCIENCE – Applied Physical Science OR Physical Science <sup>HS</sup>
	CORE	SOCIAL STUDIES – Early American History
	CORE	EXPERIENCING TECHNOLOGY
	STUDY HALL	
ELECTIVE (Select 1) <i>Students who wish to take both a fine arts and world language class in 8th grade are required to complete the Innovation Lab technology course in 9th grade.</i>	FINE ARTS – <b>Select from:</b> Middle School Visual Art, Art 1: Foundations 2D & 3D <sup>HS</sup> , Handbells 1, Instrumental Techniques, Middle School Band, Beginning String Orchestra, Middle School Choir, Middle School Women's Chorale <b>OR with instructor's approval and/or audition:</b> Gospel Choir <sup>HS</sup> , Advanced String Orchestra <sup>HS</sup>	
	WORLD LANGUAGES – <b>With WL Department approval, select from:</b> Spanish 1 <sup>HS</sup> , Koine Greek 1 <sup>HS</sup> , Latin 1 <sup>HS</sup> , OR American Sign Language 1 <sup>HS</sup>	

<sup>HS</sup> For High School Credit

## Middle School Grade-Level Retreats

### Ignition – Grade 6

Ignition is a unifying and fun start to students' time at CVCA. Ice-breaking, team building activities, worship, and opportunities to get to know classmates and teachers are all wrapped into this beginning orientation and sixth grade community-building experience. Ignition eases the transition into CVCA with a two-day/one-night trip to a local Christian camp that builds bonds, eases anxieties, and prepares the entire 6th grade class to be successful in their first year at CVCA.

### JumpStart – Grade 7

As the school year begins, the incoming 7th grade class travels together for a three-day/two-night adventure at a Christian camp. Students have the opportunity to meet new friends and new teachers during these action-packed days. Adventure

activities include tackling the ropes course, kayaking, indoor rock climbing, a zipline, swimming, hiking, and outdoor adventures. In the evening, students are challenged to grow closer to the Lord and to one another during chapels and campfire times that include worship, skits, and messages.

### LaunchPoint – Grade 8

LaunchPoint is a team-building overnight retreat of fun where both returning and new 8th graders get to know each other and reconnect for the new school year. Working as Connections groups, students face various challenges requiring them to work together to accomplish a goal. Plenty of social time with friends is included, and we spend time preparing spiritually for the school year ahead.

## Middle School Jterm

### Excelerate – Grade 6

Excelerate is built to give sixth graders a break from their daily school schedule to have fun bonding and learning with their classmates and teachers. Students engage in activities that promote growth toward the mission of the school, *Educating and Cultivating Servants for Christ*. Designed to encourage students to finish the year well, this three-day adventure challenges students academically, socially, and spiritually as they begin to look toward the seventh grade.

### Elevate – Grade 7

A Jterm-type experience, Elevate picks up where JumpStart left off and gives seventh graders an opportunity to bond as a class, deepen friendships, try new things, and develop a closer relationship with God. Cabins are led by godly mentors who are incredible examples of what it means to live a life of faith and devotion to Christ. Each day is filled with fun activities and unique opportunities like horseback riding and paintball. In the evenings, students connect with God through chapel and worship and hear from God's Word. Elevate is more than just a fun retreat; it is an opportunity to experience spiritual transformation.

### Prepare to Believe – Grade 8

Eighth graders travel on a three-day trip of a lifetime where they walk through history as described by God in the Bible. Students visit the Creation Museum where there are over 140 state-of-the-art exhibits portraying the seven C's of history from a biblical worldview: Creation, Corruption, Catastrophe, Confusion, Christ, Cross, and Consummation. Students come up close for an insider's view of the creation of the universe. They also board a life-sized replica of Noah's Ark as described in Genesis, over one and a half football fields in length. Inside the ark they visit exhibits showing artistic renderings of what animals may have looked like and how they could all fit inside the ark. Challenges of food, water, waste, and survival are explored, all from a biblical perspective. A stop at the National Air Force Museum is a jaw-dropping experience for students as they see the science that God created played out in both air and space. This Jterm experience is a memorable one for eighth graders as the pages of Scripture are brought to life, showing overwhelming evidence that supports the biblical account of history.

## Taking High School Classes in Eighth Grade

Though it is sometimes advisable for eighth graders to take high school courses at CVCA, please remember that high school courses have higher expectations and academic rigor than middle school courses.

Grades earned in courses for high school credit will appear on a student's permanent high school transcript, even when taken during middle school. This document is eventually shared with colleges or employers during the application process.

Cumulative final exams are taken in December and May and are worth 20% of each semester's final grade. This is an important consideration as exams are new to middle school students, require careful preparation and grades earned appear on your student's permanent high school transcript as part of their

semester grade. Students can achieve A's and B's for quarter grades, but a low grade on the exam significantly lowers their semester grade.

CVCA recommends that students achieving less than a B in high school courses while in the 8th grade drop the class after the first quarter. The course can be retaken in its entirety during high school. This change, when necessary, is typically disruptive to the student's daily schedule (and potentially his or her social connections in these courses) as multiple classes shift.

It is important to consider the total course load when adding high school courses to an 8th-grade schedule. For example, three courses will have a greater impact, particularly at exam time, than one or two courses.

# High School Curriculum Overview

Please see course descriptions for prerequisites.

Elective courses will be scheduled if minimum enrollments are met.

## BIBLE Grade Level Credits

Old Testament Survey	9	CP	1
New Testament Survey	10	CP	1
Theology: Biblical & Applied	11	CP	1
Apologetics	12	CP	1
CL Apologetics	12	CL	0.5
Faith and Film	12	CP	0.5
Spiritual Formation	12	CP	0.5

### Ministry School of Distinction

Koine Greek	11-12	CP	1
Minor Prophets	11-12	CP	0.5
Worship Leadership	11-12	CP	1
Found. of Christian Relationships	12	CP	0.5
Practical Christian Ministry 1	11	CP	1
Practical Christian Ministry 2	12	CP	0.5

## ENGLISH Grade Level Credits

Speech	9-12	CP	0.5
Debate	9-12	CP	0.5
English 9	9	CP	1
English 10	10	CP	1
English 11	11	CP	1
Honors English 9	9	H	1
Honors English 10	10	H	1
Language and Literature for Life	12	CP	1
CL English Comp. & Lit. in Society	11-12	CL	1
AP English Lang. & Comp.	11-12	AP	1
AP English Lit. & Comp.	11-12	AP	1

### Elective

CL Introduction to Creative Writing	11-12	CL	0.5
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## FINE ARTS Grade Level Credits

### Vocal Music

Concert Choir	9-12	CP	1
Gospel Choir	9-12	CP	1
Chamber Singers	10-12	CP-H	1

### Instrumental Music

Royals Band	9-12	CP-H	1
Handbells 1	9	CP	1
Handbells 2	9-12	CP-H	1
String Orchestra	9-12	CP-H	1

### Music Theory

AP Music Theory	11-12	AP	1
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### Visual Arts

Art 1: Foundations - 2D & 3D	9-12	CP	1
Art 2: 2D Drawing	9-12	CP	0.5
Art 2: 2D Painting	9-12	CP	0.5
Art 2: 3D Clay & Sculpture	9-12	CP	0.5
Art 2: 3D Fiber Arts & Textiles	9-12	CP	0.5
Honors Art 3: 2D Adv. Art/Portfolio	10-12	H	1
Honors Art 3: 3D Adv. Art/Portfolio	10-12	H	1
Honors Art 4: 2D Studio Art	11-12	H	1
Honors Art 4: 3D Studio Art	11-12	H	1
AP Drawing	11-12	AP	1
AP 2D Art and Design	11-12	AP	1
AP 3D Art and Design	11-12	AP	1

## TECHNOLOGY & DIGITAL MEDIA Grade Level Credits

Video Media 1 & 2	9-12	CP	1
Honors Video Media	11-12	H	1
Advanced Multimedia	10-12	CP	1
Innovation Lab	9-12	CP	0.5
Graphic Design	9-12	CP	1
Digital Illustration	10-12	CP	0.5
Commercial Design	10-12	CP	0.5
Photography	9-12	CP	1
Photography 2	10-12	CP	1
Introduction to Yearbook	10-12	CP	1
Advanced Yearbook Production	10-12	CP	1
Intro. to Computer Programming	9-12	CP	0.5
Programming 2	9-12	CP	0.5
AP Computer Science Principles	9-12	AP	1

### Computer Science School of Distinction

Advanced Game Design	11	CP	0.5
Cybersecurity	11	CP	0.5
Applied Technologies	12	CP	0.5
Seminar In Technology	12	CP	0.5

## INTERDISCIPLINARY ELECTIVES Grade Level Credits

AP Seminar	10-11	AP	1
AP Research	11-12	AP	1
Leadership	11-12	CP	0.25
Honors Humanities 1	9	H	2
Honors Humanities 2	10	H	2

### Arts & Humanities School of Distinction

Creativity & Reason	11	CP	0.5
Capstone: Arts & Humanities	12	CP	0.25

## MATHEMATICS Grade Level Credits

Algebra 1	9	CP	1
Algebra 2	9-11	CP-H	1
Geometry	9-10	CP-H	1
Adv. Algebra with Financial Apps	11-12	CP	1
Prob. & Intro. to Statistics (CL 2nd Sem.)	11-12	CP-CL	1
Precalculus	10-12	CP	1
Honors CL Precalculus (CL 1st Sem.)	11-12	CL-H	1
AP Calculus AB	11-12	AP	1
AP Calculus BC	11-12	AP	1
AP Statistics	11-12	AP	1

## PHYSICAL EDUCATION & HEALTH Grade Level Credits

Boys Health	9-12	CP	0.5
Girls Health	9-12	CP	0.5
PE Strength & Conditioning (2 semesters satisfy PE requirement)	9-12	CP	0.25
PE Waiver (2 waivers satisfy PE requirement)	9-12	-	0

## SCIENCE Grade Level Credits

Physical Science	9-10	CP	1
Biology	9-10	CP	1
Honors Biology	9-10	H	1
Chemistry	10-11	CP-H	1
Honors Chemistry	10-11	H	1
Anatomy & Physiology	11-12	CP	1
Physics	11-12	CP	1
AP Biology	11-12	AP	1
AP Chemistry	11-12	AP	1
AP Physics 1	11-12	AP	1

### Engineering School of Distinction

Eng. Method & Team Prob. Solving	11	CP	0.5
Project-Based Mech. & Civil Eng.	11	CP	0.5
Project-Based Elec. & Comp. Eng.	12	CP	0.5
Aero. Eng. & Senior Capstone	12	CP	0.5

### Medical Professions School of Distinction

Honors Human Anatomy & Physiology	11	H	1
Medical Professions Seminar	12	CP	0.5
Medical Professions Modules	12	CP	0.5

## SOCIAL STUDIES Grade Level Credits

Global Studies	9	CP	1
AP Human Geography	9	AP	1
Modern American History	10	CP	1
AP United States History	10	AP	1
Government	11-12	CP	0.5
AP U.S. Government & Politics	11-12	AP	0.5
Economics	11-12	CP	0.5
AP Macroeconomics	11-12	AP	1
African American History	11-12	CP	0.5
Cold War & Beyond	10-12	CP	0.5
Psychology	11-12	CP	0.5
Sociology	11-12	CP	0.5
World Wars	10-12	CP	0.5
CL World History 2	11-12	CL	0.5
Financial Literacy	11-12	CP	0.5

### Business & Entrepreneurship School of Distinction

Intro. to Accounting and Business	11	CP	0.5
Principles of Marketing	11	CP	0.5
Strategic Entrepreneurship	12	CP	0.5
Business Management	12	CP	0.5

## WORLD LANGUAGE Grade Level Credits

Latin 1	9-12	CP	1
Latin 2	9-12	CP	1
Honors Latin 3	10-12	H	1
Honors Latin 4	11-12	H	1
AP Latin	11-12	AP	1
Spanish 1	9-12	CP	1
Spanish 2	9-12	CP	1
Honors Spanish 2	10-12	H	1
Spanish 3	9-12	CP	1
Honors Spanish 3	10-12	H	1
Honors Spanish 4	11-12	H	1
AP Spanish Language and Culture	11-12	AP	1
Koine Greek 1	9-12	CP	1
Koine Greek 2	9-12	CP	1
Honors Koine Greek 3	9-12	H	1
American Sign Language 1	9-12	CP	1
American Sign Language 2	9-12	CP	1

**AP = Advanced Placement**

**CL = College Level**

**CP = College Prep**

**H = Honors**

# High School Academic Graduation Requirements

	OHIO DEPARTMENT OF EDUCATION HONORS DIPLOMAS				
	CVCA DIPLOMA	Academic	STEM	Arts	Social Science & Civic Engagement
Bible <sup>1</sup>	4	4	4	4	4
English	4	4	4	4	4
Mathematics <sup>2</sup>	4	4	5 <sup>14</sup>	4	4
Science <sup>3</sup>	3	4 <sup>14</sup>	5 <sup>14</sup>	3	3
Social Studies <sup>4</sup>	3	4 <sup>14</sup>	3	3	5 <sup>14</sup>
World Language <sup>5</sup>	2	3 or 4 <sup>14</sup>	3 or 4 <sup>14</sup>	3 or 4 <sup>14</sup>	3 or 4 <sup>14</sup>
Fine Arts	1	1	1	4 <sup>14</sup>	1
PE <sup>6</sup>	0.5 or 0	0.5 or 0	0.5 or 0	0.5 or 0	0.5 or 0
Health	0.5	0.5	0.5	0.5	0.5
Speech or Debate	0.5	0.5	0.5	0.5	0.5
Technology	0.5 or 0	0.5 or 0	0.5 or 0	0.5 or 0	0.5 or 0
Electives	Variable	Variable	Variable <sup>7,14</sup>	Variable <sup>7,14</sup>	Variable <sup>7,14</sup>
<b>TOTAL CREDITS<sup>8</sup></b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>
Jterm <sup>9</sup>	Required	Required	Required	Required	Required
Ohio Graduation Requirement <sup>10</sup>	Required	Required	Required	Required	Required
GPA	—	3.50/4.00 <sup>14</sup>	3.50/4.00 <sup>14</sup>	3.50/4.00 <sup>14</sup>	3.50/4.00 <sup>14</sup>
ACT/SAT <sup>11</sup>	Required	Required 27 ACT/1280 SAT <sup>14</sup>	Required 27 ACT/1280 SAT <sup>14</sup>	Required 27 ACT/1280 SAT <sup>14</sup>	Required 27 ACT/1280 SAT <sup>14</sup>
Field Experience <sup>12</sup>	—	—	Yes <sup>14</sup>	Yes <sup>14</sup>	Yes <sup>14</sup>
Portfolio <sup>13</sup>	—	—	Yes <sup>14</sup>	Yes <sup>14</sup>	Yes <sup>14</sup>

## Clarifying Footnotes for Academic Graduation Requirements

<sup>1</sup> One half credit in Bible per semester enrolled at CVCA is required. Regardless of how many Bible credits are required based on time of enrollment, a CVCA diploma requires a minimum of 24 credits.

<sup>2</sup> Must include Algebra 1, Geometry, Algebra 2, and one higher level course (Upper Level Math Elective) or equivalent. Students must enroll in Math class every semester of high school.

<sup>3</sup> At least two units of advanced science are required for both Academic and STEM honors diplomas. Students must include Biology, Chemistry, and either Physical Science or Physics. Students who took high school Physical Science in 8th grade must select a third science course in high school (Physics or something comparable.)

<sup>4</sup> Must include Global Studies or AP Human Geography (1 credit, fulfills ODE World History and Civilizations requirement), American History (1 credit), Government (½ credit), and Economics (½ credit meeting the ODE Financial Literacy requirement) or equivalent.

<sup>5</sup> Two credits in the same language are required for a CVCA high school diploma. Three credits in one language OR two credits in each of two languages are required for all honors diplomas.

<sup>6</sup> May be met with one full year (½ credit) of Physical Education or two PE waivers (no credit; earned by participating in two full seasons of interscholastic athletics, cheerleading, marching band, or show choir in high school).

<sup>7</sup> For the STEM Honors Diploma, 2 additional elective credits must have a focus in STEM courses. For an Arts Honors Diploma, 2 additional elective credits must have a focus in fine arts course work. For a Social Science and Civic Engagement Honors Diploma, 3 additional elective credits must have a focus in social sciences

and/or civics.

<sup>8</sup> A CVCA diploma requires a minimum of 24 credits, and in order to meet ODE guidelines, at least 20 of the required credits must be in non-Bible and non-SOM courses.

<sup>9</sup> A full Jterm credit is required for each complete academic year of enrollment at CVCA.

<sup>10</sup> Students must meet high school graduation testing requirements as defined by ODE.

<sup>11</sup> Students must take the ACT when offered at CVCA during junior year. Subsequent test scores (ACT or SAT) should be reported to CVCA.

<sup>12</sup> Field Experience refers to experiential learning in either an internship or apprenticeship.

<sup>13</sup> The Student Portfolio is a collection of experiential learning and competencies based on the student's field experiences. Students will engage with professionals or scholars in the field while developing their own portfolio or ePortfolio of original work that documents their technical, critical, and creative skills representative of their honor's focus. Students' work must be reviewed and evaluated by scholars or professionals within the field/area of study (not CVCA staff) in which the students' work is focused. Students must give a presentation to showcase the work and provide an analysis of it to the school and local community. If the student does not complete a field experience, the portfolio can be based on a collection of work related to the student's honors diploma area of focus.

<sup>14</sup> ODE requires students to fulfill all but one of these requirements to earn each respective honors diploma.



## High School – Schools of Distinction

CVCA sophomores may apply to one of six Schools of Distinction (SOD), each organized around a specific career field. SOD students accepted to the program take specialized courses as juniors and seniors. These are listed in the table below with course descriptions throughout this book. Additionally, SOD students participate in the **Experience Schools of Distinction** program where they will have the opportunity to select from various

available experiential opportunities (i.e. mentorships, internships, college visits, Career Window, etc.). Three experiential credits are required before graduation. Students who complete all coursework and the Experience Schools of Distinction program have the SOD noted on their transcript and wear SOD-specific cords at graduation.

School of Distinction	Required Coursework	Electives	Mentoring <sup>d</sup>	Experience SOD	Professional Portfolio
<b>School of Arts &amp; Humanities (SOAH)</b>	Creativity & Reason	Accumulate at least 4 points from SOAH opportunities clearly related to the student's area of focus and portfolio <sup>b</sup>	Optional	Required: Three Experience Credits	Required completion of SOAH Capstone senior year
<b>School of Business &amp; Entrepreneurship (SOBE)</b>	Accounting Principles of Marketing Strategic Entrepreneurship Business Management	None	Optional	Required: Three Experience Credits	Integrated into Core SOD coursework
<b>School of Engineering (SOE)</b>	Eng. Method & Problem Solving Mechanical & Civil Eng. Electrical & Computer Eng. Aeronautical Eng. & Capstone	None	Optional	Required: Three Experience Credits	Integrated into Core SOD coursework
<b>School of Medical Professions (SOMP)</b>	Medical Anatomy & Physiology <sup>a</sup> Medical Professions Seminar Medical Professions Modules	None	Required	Required: Three Experience Credits; SOMP Jterm Rotations Optional	Integrated into Core SOD coursework
<b>School of Ministry (SOM)</b>	Practical Christian Ministry	Earn at least 2 semesters of credit from SOM electives <sup>c</sup>	Required	Required: Three Experience Credits; SOM Jterm Required (offered every other year)	Integrated into Core SOD coursework
<b>School of Computer Science (SOCS)</b>	Advanced Game Design Cybersecurity	None	Optional	Required: Three Experience Credits	Integrated into Core SOD coursework

<sup>a</sup> This year-long course is available for dual credit through Malone University for qualified students.

<sup>b</sup> 4 POINTS: Year-long AP or CL course in: Visual Art, Music, Social Studies, or World Language

2 POINTS: Semester-long AP or CL course in: Social Studies or select English electives; Year-long course in: Visual Art, Performing Art, Yearbook, or World Language 3 or 4

1 POINT: Semester-long course or membership in: Visual Art, Social Studies elective, Royal Theatre, Show Choir, or Talking Royals

<sup>c</sup> SOM electives include Koine Greek, Worship Leadership, Minor Prophets, and Christian Relationships. Koine Greek is recommended during the junior or senior year.

<sup>d</sup> Participation in mentoring with a Christian professional in the career field is required.

## High School – School of Classics

High school students interested in classical education may elect to participate in the School of Classics, a series of inter-disciplinary courses exploring ideas from the great books that shaped western civilization. The courses combine the study of history, literature, and theology while allowing full participation in the breadth of CVCA curriculum. Students successfully completing Honors Humanities 1 and 2 will have School of Classics noted on their transcript and wear graduation regalia honoring

their accomplishment. Additionally, students who complete the School of Classics are encouraged to adopt a classical emphasis for their junior and senior year from among the following tracks of learning: a *Classical Languages* emphasis (3 credits of Latin or Koine Greek), a *Debate and Argumentation* emphasis (completing AP Seminar and participation on Speech and Debate team), or a *Career Exploration* emphasis (completing a School of Distinction program).

## High School Jterm

This innovative curricular enhancement began in 2011. Students have the unique opportunity to take non-traditional courses on campus, dig deeper into areas of study within the greater CVCA area, or travel the world through a variety of educational and mission trips. Career Experience Opportunities (CEO) allow juniors and seniors firsthand experience in a profession of

interest before deciding on a college or major. Participation in Jterm is a graduation requirement, and each Jterm is listed on the CVCA high school transcript as a pass/fail course. *Fulfilling the requirements of one Jterm for each complete academic year a student is enrolled at CVCA is a graduation requirement.*

## College Credit Options in High School

### ACCUMULATING COLLEGE CREDITS AS A CVCA STUDENT

There are multiple opportunities for students to earn college credits while studying at CVCA. *With proper planning, eligible and dedicated students can graduate from CVCA with enough college credits to enter college as a second semester freshman or sophomore.* Students can earn college credits at CVCA

through a combination of four different programs outlined below. Students are strongly encouraged to pursue college credit opportunities offered on the CVCA campus during the school day so that they can remain fully involved in the CVCA high school experience. **A student interested in any of the options outlined in this section should speak with his or her school counselor.**

**Advanced Placement (AP) Courses** teach a college-level curriculum toward objectives set by the College Board. Each AP teacher must submit a syllabus of his/her course to the College Board for approval, ensuring an appropriate, college-level experience. The College Board administers AP exams each May, and students earn a score of 1-5 on each exam. Most colleges and universities offer credit or advanced standing for a score of 3, 4, or 5. *Each college/university sets its own policies regarding awarding credit and/or advanced standing.* Students may find a specific college's policies on its website or by using the **AP Credit Policy Search**. Regardless of whether a college awards credit for a certain AP exam and score, eligible students benefit from the rigorous college-level course and have the opportunity to demonstrate high level mastery of college-level content on the AP exam. Eighty-five percent of selective colleges/universities report that a student's AP experience favorably impacts admissions decisions. CVCA students enrolled in AP classes are required to sit for AP exam(s) in May. They are, thereby, excused from second semester CVCA exam(s) in AP classes. CVCA students may also request to take an AP exam in a discipline not offered as a class at CVCA (e.g. Psychology) by approaching their school counselor during *first quarter*. AP exams offered by the College Board are listed at [apstudent.collegeboard.org/apcourse](http://apstudent.collegeboard.org/apcourse).

The **College-Level Examination Program (CLEP)** offers college-level exams accepted by more than 2,900 universities and colleges for credit in a wide variety of academic disciplines. *Each college/university sets its own policies regarding whether it accepts a specific CLEP exam for credit, what credit it grants for a specific CLEP test, and what score is required to receive that credit.*

## Honors and AP Course Admission & Continuation Criteria

Many Honors and AP courses are available to qualified CVCA students. The level of rigor in these courses are significantly higher than regular level courses; therefore, to register for an Honors/AP course students should meet these requirements:

- Minimum cumulative GPA of 3.0
- Minimum grade of B- in all prerequisite coursework unless otherwise specified in the course description
- May be subject to approval/denial by the honors or AP instructor, as well as the department head and school administration.

*A student who does not meet the requirements may appeal for*

## High School – Academic Honors at Graduation

Students graduating from a CVCA School of Distinction wear colored cords identifying their school. Honors graduates (3.50 cumulative high school GPA) wear a gold honor cord at graduation. Royal Scholars (4.00 cumulative high school GPA) are distinguished by wearing a scholarship medal and ribbon on their graduation regalia. Students earning an Honors Diploma (Academic, STEM, Arts, Social Science and Civic Engagement) or an Ohio Seal of Biliteracy are recognized in the printed graduation program, as are AP Scholar candidates.

The recipients of the two highest academic recognitions given at CVCA, valedictorian and salutatorian, are determined by cumulative high school GPA. Cumulative high school GPA includes all high school coursework, including high school credits attempted/earned at CVCA or transferred to CVCA, as well as dual credit college/university courses. Final determination of senior valedictorian and salutatorian are made when second semester grades are

Information regarding CLEP tests at a specific college/university can be found on that school's website or by using **CLEP's Institution Search**. Some courses taught at CVCA cover the material found on a CLEP exam. Other courses cover most of the material, and with outside study a motivated student can make up the difference. Qualified and capable students in a comparable CVCA course are encouraged to register to take the associated CLEP test to test out of the equivalent introductory college course. College Board CLEP tests are listed at [clep.collegeboard.org/exam](http://clep.collegeboard.org/exam).

**Dual Credit and College Level (CL) Courses** allow students to take courses at CVCA for college and high school credit simultaneously. Dual credit courses are noted as College Level (CL) in this catalog. Interested students must gain admission to the university listed in the course description to be eligible for college credit. State funding through the College Credit Plus (CCP) program may be available for qualified students.

**College and University Courses** through local and online institutions are also available to CVCA students who qualify by gaining admission to the specific college or university. To participate, students taking college courses must be on track to meet all CVCA's graduation requirements. Students taking an online college course may request to schedule a CVCA study hall for the purpose of working on that course. State funding through the College Credit Plus (CCP) program may be available for courses taken from institutions located in the state of Ohio. Students taking a traditional college class in a face-to-face context at a local university must be on campus for CVCA Chapel and House activities each week.

*admission into an Honors or AP course by contacting his or her school counselor.* To foster a classroom environment with unified direction, students enrolled in an AP course are expected to take the AP exam(s) in May. The cost for AP exam(s), set by the College Board, is not included in tuition.

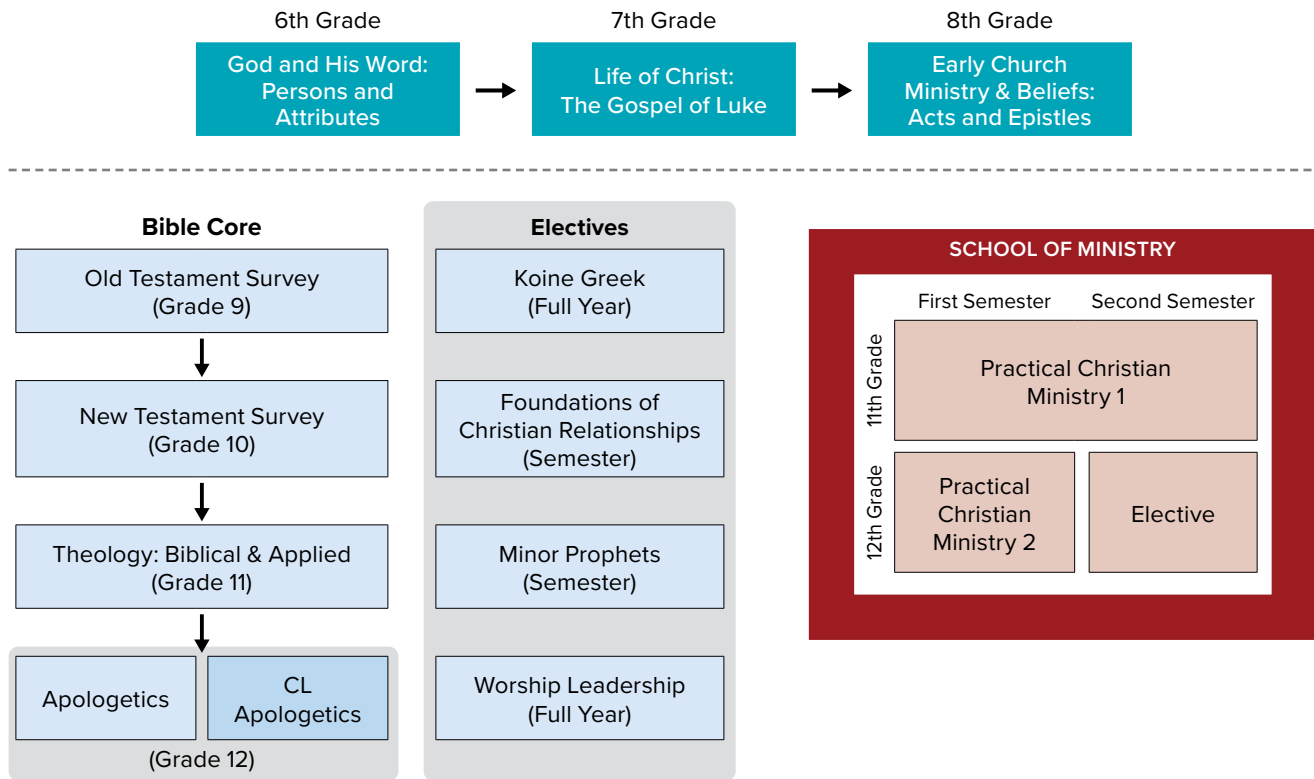
Finally, a student earning a D+ or below at the end of the first semester in an Honors or AP class will be moved out of the Honors or AP class. When possible and applicable, the student will be placed in the regular level class for the second semester. Such a transfer is not always possible, and restarting a course during the next academic year at a lower level may be necessary.

complete. The graduating student with the second highest cumulative GPA will be honored as class salutatorian, and the student with the highest cumulative high school GPA will be honored as class valedictorian. Since many students at CVCA earn high marks closely rivaling the cumulative GPA of the class salutatorian and valedictorian, CVCA will also publicly recognize the top 5% of graduates (by GPA ranking) with the honor of *summa cum laude*. Similarly, students finishing between the top 5% and 10% of yearly graduates will be honored as *magna cum laude*. Any students finishing between the top 10% and 15% of their graduating class will be recognized as *cum laude* graduates (meaning "with honors"). NOTE: While both valedictorian and salutatorian will be recognized and honored at commencement, they are not necessarily the student commencement speakers. Student commencement speakers are selected separately, nominated by the graduating senior class and decided by the graduation committee composed of administration and faculty.

## BIBLE

The Bible Department believes in the truth and beauty of the Word of God as the rule for faith and practice. As a result, students are engaged in the study, interpretation, application and defense of the Word of God. Our ultimate goal is that each student will come to understand and love the God who is revealed in the Scriptures. To that end, the purpose of the Bible Department is to utilize all instructional and relational opportunities in order to see CVCA students mature in their faith in Jesus Christ.

Students are required to take a grade-level Bible course each semester. Additional elective courses that are open to all students (except where noted) are available through the School of Ministry.



## Middle School Courses

### God and His Word: Persons and Attributes – Grade 6

*Annual*

This year-long course introduces students to the study of God the Father, the Son, and the Holy Spirit. Students become familiar with the attributes of God and their significance. Students look at sections from across the whole canon to understand the character of God. They examine the structure, books, and genres of the Bible, and they begin learning how to interpret the words of the Bible. Particular attention is paid to theology’s practical implications for life.

### Life of Christ: The Gospel of Luke – Grade 7

*Annual*

This course introduces the life and teachings of Jesus through the Gospel of Luke. Students begin the year with a review of the events and promises of the Old Testament and learn how they foreshadow the coming of Jesus. They then delve into a study of the historical context into which Jesus was born to better understand the events of the Gospels, taking time to learn Israel’s geography. Students examine the Gospel of Luke

verse by verse to understand who Jesus claimed to be; what He accomplished through His life, death, and resurrection; and what it means to follow Christ. Special attention is given to the question: “What does it mean to be a Christian?” (i.e., What should we believe? What should our lives look like?). Students learn through creative projects, watching movies and writing reflection papers, working through devotions, journaling about Chapel messages, and completing assignments aimed at getting students deep into the Word of God.

### Early Church Ministry & Beliefs: Acts and Epistles – Grade 8

*Annual*

Early Church Ministry & Beliefs studies the actions and writings of the Apostles and other eyewitnesses of Jesus’ ministry. The incarnation of God was a unique and unprecedented revelation of God’s nature and character. Thus, intently studying the lives and writings of those who came into direct contact with Jesus is of paramount importance. This is done by using the Book of Acts as the course’s narrative backbone and reading select Epistles to supplement student understanding.

## High School Courses

### Old Testament Survey – Grade 9

*Annual; 1 credit*

This course covers the entirety of the Old Testament. Students come away from this class with an overview of the history of the Jewish people and the structure of the Old Testament. Students learn how each Old Testament book fits into the cultural and historical setting of Israel at its time and read the works of the Old Testament with this context in mind. Special emphasis will be paid to how the Old Testament points to the person of Jesus Christ, the foreshadowed Messiah and King.

*Prerequisite: None*

### New Testament Survey – Grade 10

*Annual; 1 credit*

This survey course covers the entirety of the New Testament. Students learn the themes and basic content of each book as well as the overall themes of the New Testament. Special emphasis is given to understanding the historical context for each book. Students study the Gospel of John and the Epistle to the Romans in depth to cultivate exegetical skills, including the proper interpretation and application of Scripture.

*Prerequisite: None*

### Theology: Biblical and Applied – Grade 11

*Annual; 1 credit*

Biblical Theology examines the character and nature of God, the nature of man, the person and work of Christ, and soteriology (the study of salvation). Students learn to study (exegesis), examine the Scriptures telescopically (major motifs and themes of the Bible), and think for themselves concerning these major theological doctrines. Applied Theology focuses on areas of theology that guide the thought and practice of the Church and of the Christian's life. The readings and projects are geared toward students' personal application of these concepts. Students examine the doctrine of the Spirit; the formation, inspiration, and authority of the Bible; the basis and practices of the Church; and the doctrine of eschatology. Together, students examine the key Scriptures in each area and consider evangelical interpretations for each topic.

*Prerequisite: None*

### Apologetics – Grade 12

*Annual; 1 credit*

Apologetics is a full-year philosophy and religion course. Its primary goal is to cultivate aspects of critical thought (logic and epistemology), and to apply that thought to the three primary worldview categories of the day: Naturalism, Transcendentalism, and Theism. Students focus on critical thinking as they analyze various approaches to the main questions of life. In addition, students learn the traditional apologetic arguments to defend God's existence, the Bible's authority, and the resurrection of Jesus. The ultimate goals are for students to solidify their own faith and prepare to engage other worldviews with the Gospel.

*Prerequisite: None*

### CL Apologetics – Grade 12

*Semester; ½ credit*

CL Apologetics is a semester philosophy and religion course. It covers various topics from a philosophical and biblical perspective such as: What is truth? What is a worldview and how can we test them? Does God exist? Students also investigate traditional arguments for the defense of Scripture and the Resurrection. Students will read 5-10 books throughout the year to deepen their understanding of apologetic arguments, to force them to engage with the views of others, and to think about the ways the Christian worldview impacts how we ought to live. These additional resources and the subsequent discussions enable students to embark on a more detailed study of the topics covered within the Apologetics curriculum. The second semester of this course is available as a dual credit Malone University course (*THEO 362 – Apologetics – 3 credit hours*), and follows the Malone syllabus for that course. However, this course does *not* qualify for CCP funding, so there is an additional cost.

*Prerequisite: Departmental approval is required to register for this course. Acceptance to Malone University is required for dual enrollment first semester, though students may take the first semester for high school credit only OR for dual credit through Malone.*

## SCHOOL OF MINISTRY (SOM)

Enrollment in *Practical Christian Ministry* is open to students enrolled in the *School of Ministry* only. Other SOM electives are open to all students as listed below, though students enrolled in the *School of Ministry* receive priority scheduling.

### Practical Christian Ministry 1 – Grade 11

*Annual; 1 credit*

Practical Christian Ministry 1 is a core required course for School of Ministry students, and it is only open to students accepted and enrolled in the School of Ministry. It seeks to educate and train the students in a variety of ministry topics and skills in the field of vocational ministry. Also included are practical application projects designed to develop the student's ministry skills. Topics include discipleship training, talk/lesson preparation, evangelism, missions, spiritual disciplines, and event/retreat planning. Qualifies for graduation in School of Distinction.

*Prerequisite: Acceptance and enrollment in the School of Ministry required for registration.*

### Practical Christian Ministry 2 – Grade 12

*Semester; ½ credit*

Practical Christian Ministry 2 is a required core course for School of Ministry students, and only open to students accepted and enrolled in the School of Ministry. It is designed to allow the student to put into practice the skills learned in Practical Christian Ministry 1. Students utilize their hermeneutical bridge skills to prepare, write, and preach a sermon. Additionally, they implement their discipleship skills to teach a Bible lesson to an age group of their choice. Finally, they sharpen their evangelism skills as they learn to share their testimonies in ways that draw others to Jesus. Qualifies for graduation in School of Distinction.

*Prerequisite: Acceptance and enrollment in the School of Ministry required for registration.*

### Koine Greek – Grade 11 or 12

*Annual; 1 credit*

Koine Greek is a study of the basic elements of New Testament Greek. This course gives students a working knowledge of how to use the Greek language and language resources to aid their understanding of the Scriptures. Elective open to all students; qualifies for graduation in School of Distinction.

*Prerequisite: None*

### Minor Prophets – Grade 11 or 12

*Semester; ½ credit*

Minor Prophets is an exegesis and biblical theology course starting with a survey of Biblical themes that occur throughout the Minor Prophets, followed by a book-by-book examination

of Hosea, Daniel, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, and Malachi. The goal is to expose students to the realm of Old Testament and Biblical historical-redemptive studies as a gateway to deeper biblical studies of God's work of redemption from Adam, through Jesus, into the New Creation. Elective open to all students; qualifies for graduation in School of Distinction.

*Prerequisite: None*

### Worship Leadership – Grade 11 or 12

*Annual; 1 credit*

With the goal of enhancing the worship experience in CVCA chapel services, Worship Leadership seeks to develop a student's skills as a worship leader. Students discover how the Bible defines worship and worship leading, study the history of musical worship, and provide a practical hands-on experience leading worship for chapel. Students enrolled in the course serve as part of the chapel band or are heavily involved with the running of chapel services. Elective open to all students with instructor approval; qualifies for graduation in School of Distinction.

*Prerequisite: Instructor approval required; audition required.*

### Foundations of Christian Relationships – Grade 12

*Semester; ½ credit*

Foundations of Christian Relationships focuses on helping students understand and accept who they are as God created them. Our study focuses on basic personality issues as well as gender and role differences. After this foundational study, we look at forming relationships, from friendships to marriage. The class involves special weekly speakers, journaling, and class discussion. Elective open to all; qualifies for graduation in School of Distinction.

*Prerequisite: None*



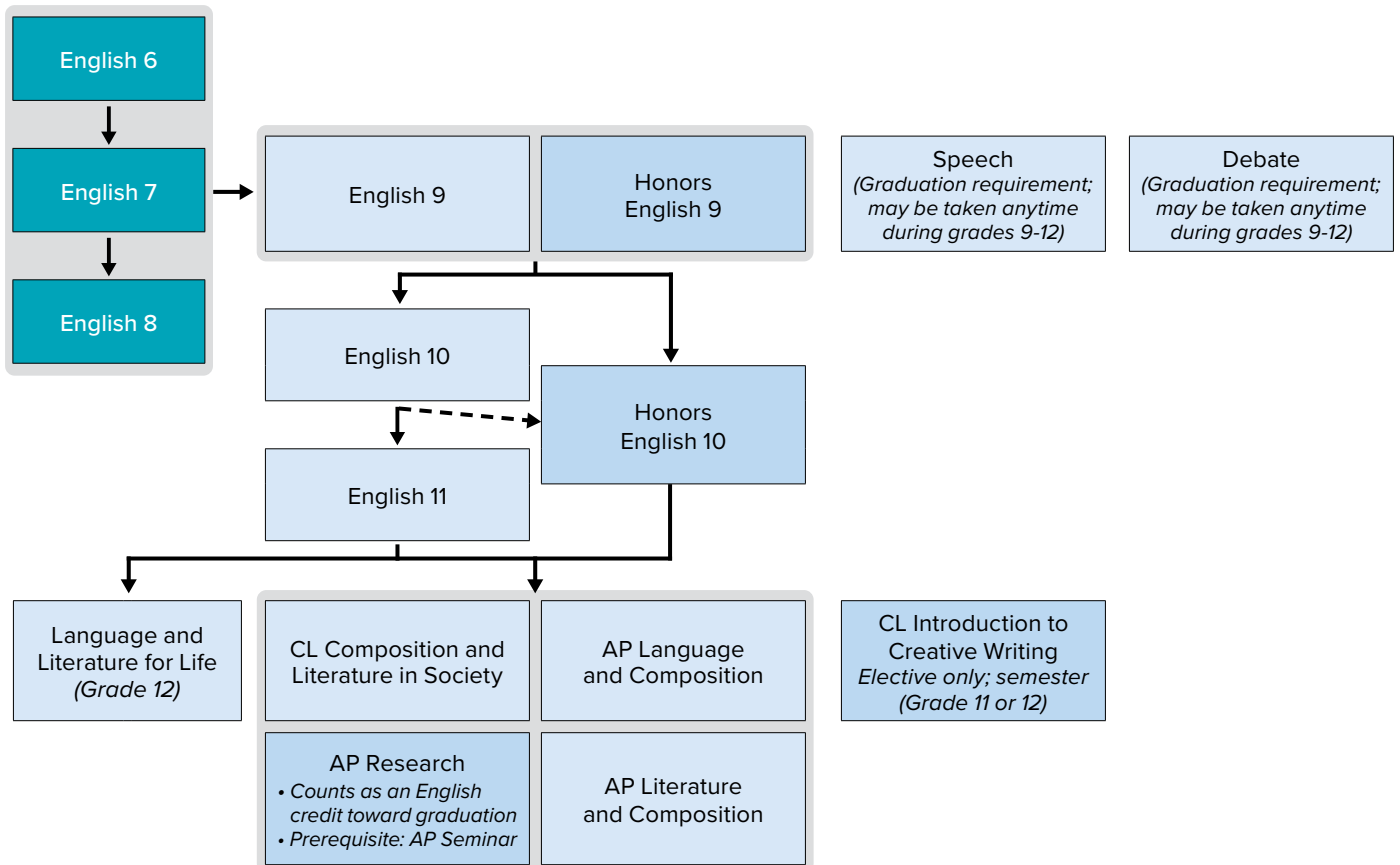
## ENGLISH

As a community passionate about our faith, we believe the following:

Language is beautiful, powerful, and God-created.  
 Reading helps us to understand God, others, and ourselves.  
 Analyzing teaches us to discern truth from falsehood.  
 Words have the power to entertain or to proclaim,  
 to comfort or to convict, to inform or to inspire.  
 Because of the power of words,  
 we have a responsibility to use our words wisely and well,  
 whether in speaking or in writing.  
 Language is a priceless gift,  
 and we study it so that we can better learn  
 how to use this gift for God's glory.

In the English Department, students pursue an understanding and appreciation of these truths. Wherever our graduates end up serving God – from classrooms to courtrooms, from households to hospitals, from the business world to the mission field – we desire that what they learn from us will enrich their lives and the lives of those around them.

All students are required to register for an English course each semester. Neither *Speech* nor *Debate* (an additional graduation requirement) nor *CL Introduction to Creative Writing* (an 11th or 12th grade elective) fills this semester requirement.





## Middle School Courses

### English 6

*Annual*

The sixth-grade English curriculum lays the groundwork for CVCA's middle school English classes, which integrate skills learned in grammar, writing, vocabulary, and literature. The curriculum is designed to challenge students at all levels. Skills are presented in an appropriate developmental sequence as students grow in their ability to communicate. The study of literature includes a focus on literary devices and story development across multiple genres. The writing program gives practical application to the skills taught while developing the student's writing voice and ability in both formal and informal writing.

*Prerequisite: None*

### English 7

*Annual*

The seventh-grade English curriculum emphasizes the study of grammar, including the eight parts of speech and the mechanics of capitalization and punctuation. Vocabulary development constitutes another part of the curriculum, with attention paid

to spelling and definitions. Literature is taught by means of both silent and oral reading of fiction and nonfiction works. Writing gives practical application to the above skills while developing the knowledge and imagination of the student.  
*Prerequisite: Summer Required Reading – The Magician's Nephew by C. S. Lewis, and the Gospel of Mark*

### English 8

*Annual*

The eighth-grade English curriculum caps our comprehensive middle school program. Grammar, vocabulary, literature, composition, and speaking skills are developed and presented in ways to increase knowledge, critical thinking, and collaboration through course content. A detailed introduction to research, completed as a cross-curricular project, is an integral part of the eighth-grade curriculum. All skills are practiced in a creative and student-focused environment to pique curiosity with the goal and intention of preparing students for their next step: high school.

*Prerequisite: Summer Required Reading – Prince Caspian by C. S. Lewis, and the Gospel of Matthew*

## High School Courses

### Speech – Grade 9, 10, 11, 12

*Semester; ½ credit*

Speech covers the basics of public speaking with specific training in the areas of oral interpretation and speech communication. Students learn effective delivery techniques through dramatic readings of literature, as well as effective public speaking techniques through informative and persuasive speeches. Students also acquire skills in outlining, research, presentation of evidence, self-evaluation, and critiquing of formal presentation. Students have the opportunity to compete in CVCA's Speech and Debate team, The Talking Royals. This course satisfies the public speaking requirement for graduation.

*Prerequisite: None*

### Debate – Grade 9, 10, 11, 12

*Semester; ½ credit*

Debate is the formal presentation of arguments, supported by evidence and reasoning, within predetermined time constraints. This course introduces students to the purposes, forms, and techniques of debating, beginning with a brief introduction to effective public speaking and some instruction in preparing and delivering persuasive speeches. The balance of the class consists of learning and practicing various forms of debate and the strategies and techniques of each. Students speak and debate before the class regularly. This course satisfies the public speaking requirement for graduation.

*Prerequisite: None*

### English 9 – Grade 9

*Annual; 1 credit*

Students focus on developing skills and a love for analytic reading and fluent composition. World literature selections include long and short works intended to challenge, stretch, and strengthen the student's reading skills and provide a framework for understanding Christian and non-Christian

writers within their own context and in the broader context of the Christian faith. To ensure mastery of grammatical principles, this course reviews concepts and skills, but assumes students already know most essential English grammar and syntax from middle school. Reinforcing the rules of punctuation, subject-verb agreement, and clear pronoun use, in addition to developing the student's unique voice, prepares each student to produce accurate, honest work. Composition assignments include informal and personal essays, argumentative writing, literary analysis, and a formal research essay.

*Prerequisite: None*

### English 10 – Grade 10

*Annual; 1 credit*

Beginning in the Anglo-Saxon period and continuing through the Romantic era, students in this course study works from major writers, both British and American, who helped to define each literary period. Students also develop their writing skills in multiple genres, improve their research abilities, and enhance their vocabulary. This course includes a formal research paper.

*Prerequisite: English 9 or Honors English 1*

### English 11 – Grade 11

*Annual; 1 credit*

Beginning where English Literature and Composition 2 leaves off, students read and critique significant British and American authors beginning with the American Romantic era and progressing through the Modern eras. Significant outside reading is expected in this course. Additionally, students improve in written expression through literary analysis, reflection, narrative, creative, and research writing.

*Prerequisite: English 10. Because of the degree of curriculum overlap, this course may not be taken by a student who has already earned credit for Honors English 1.*

**Language and Literature for Life – Grade 12***Annual; 1 credit*

While rising seniors are eligible to take an AP or CL English option after completing English Literature and Composition 3, they may prefer to take this course. Literature includes the in-class study of some popular classics, especially shorter works (like plays, short stories, and poems), and the independent reading of longer, student-selected fiction and nonfiction works, with the goal of building life-enriching reading habits. Writing spans multiple genres, from creative to analytical, and includes a research paper and various types of writing that might be needed in the “real world,” even after leaving school. Vocabulary lessons focus on increasing students’ cultural literacy. The overall aim is to emphasize both practicality and enjoyment in reading, writing, and other related disciplines.

*Prerequisite: English 11.***ADVANCED ENGLISH COURSES****Honors English 9 – Grade 9***Annual; 1 credit*

This enriched course is geared toward students who particularly enjoy English. Though the course addresses many of the same topics and skills as English Literature and Composition 1: Global Perspectives, students explore the material more thoroughly in both depth and breadth. Students study the world literature curriculum enriched with supplementary reading, deeper analysis, and more comprehensive application of ideas. The enriched elements of the class allow students a broader understanding of literary context and a deeper consideration of thematic elements. Students also extend their application of writing skills, a study that will address the content, structure, mechanics, and context of students’ composition.

*Prerequisite: None***Honors English 10 – Grade 10***Annual; 1 credit*

Recommended for students who enjoy delving more deeply into literature through discussions with like-minded classmates, Honors English is designed as a chronological study of some of the major writers and all of the major periods in British and American literature, from Anglo-Saxon through Modern. Students also practice writing in multiple genres (analysis, narrative, opinion, poetry, etc.).

*Prerequisite: Strong performance in the student’s prior English course. Having taken Honors English 1 as freshmen is recommended, but not required.***AP English Literature and Composition – Grade 11 or 12***Annual; 1 credit*

While the British and American literature courses are designed as chronological survey courses, generally examining a wide variety of shorter works, AP Literature takes a more in-depth approach to studying a smaller number of works, spanning genres but particularly emphasizing novels, relying on the chronological framework already developed in previous courses. With regard to writing, students have multiple opportunities to hone their analytical skills, but they also have some assessments that allow them more creative ways to demonstrate what they’re learning. In addition, AP Lit students keep a cultural response journal and write a literary research paper. Students completing this course are required to take the AP English Literature and Composition exam.

*Prerequisite: English 11 or Honors English 2***AP English Language and Composition – Grade 11 or 12***Annual; 1 credit*

AP English Language and Composition is a college-level writing and rhetoric course. It includes an emphasis on the rhetorical strategies of nonfiction writers and speakers, as well as the practical application of strong persuasive writing by using techniques such as argumentation and synthesis in students’ writing. Extensive critical thinking, along with both writing and reading, encompasses the majority of the work required in the course.

*Prerequisite: English 11 or Honors English 2***CL English Composition and Literature in Society – Grade 11 or 12***Annual; 1 credit*

While students may take this course for high school credit only, both semesters of this English course are available as dual credit courses through Malone University. The first semester (ENG 145 – English Composition – 3 credit hours) emphasizes writing as a recursive process and offers practice in reading and responding to expository essays as well as to various other genres of writing. Students explore language as a means of discovering and communicating truth. The second semester (ENG 200 – Literature in Society – 3 credit hours) provides an examination of enduring issues through the evaluation and interpretation of varied literature from different critical approaches.

*Prerequisite: English 11 or Honors English 2. Acceptance to Malone University is required for dual enrollment.***AP Research – Grade 11 or 12***Annual; 1 credit*

Please see course description listed in the [Interdisciplinary section](#) of this catalog.

**CL Introduction to Creative Writing – Grade 11 or 12 Elective***Semester; ½ credit*

While students may take this course for high school credit only, it is available as a dual credit course through Malone University (ENG 231 – Introduction to Creative Writing – 3 credit hours).

The course explores imaginative writing and the writing life, literary art and the creative process, and techniques applicable to a range of genres, giving juniors and seniors a chance to develop their creative writing skills in a workshop environment that fosters encouragement and feedback from all participants.

*Prerequisite: Acceptance to Malone University is required for dual enrollment.*

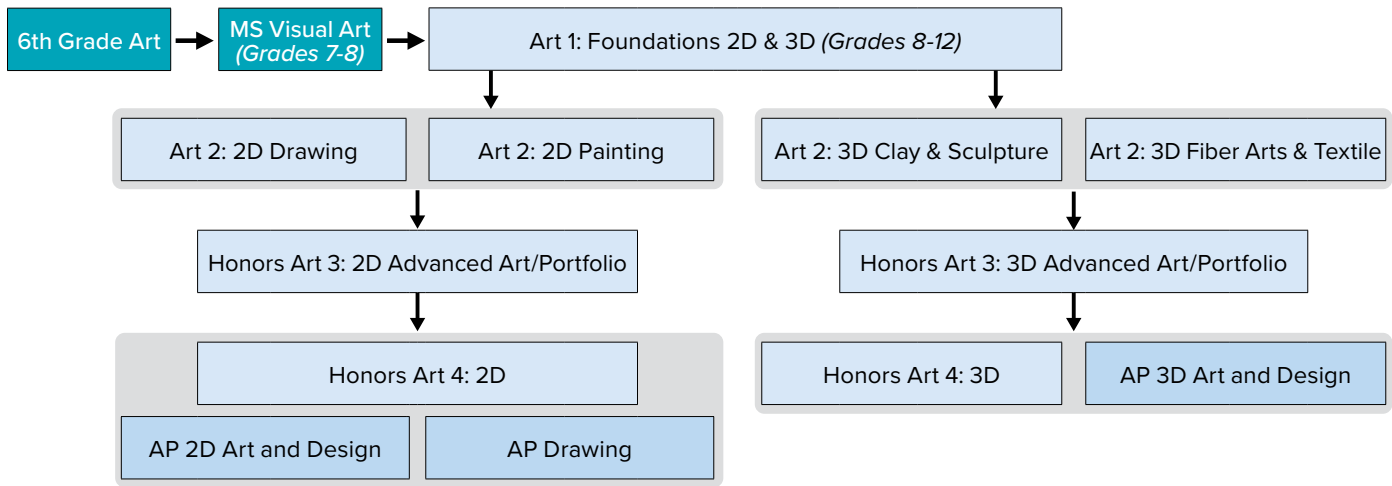


## FINE ARTS

The Fine Arts at CVCA are approached from the foundational belief that God is the Creator of all things, and the artistic, musical, and expressive talents of man are a gift from Him to be used primarily for His glory and purpose (1 Corinthians 10:31, Colossians 1:16). Our creativity and uniqueness within artistic expression are direct reflections of God's character and are therefore of eternal value. Because of this eternal value, those gifted in the arts are called to excellence in the technical and artistic development of their craft (Psalm 33:3, 1 Chronicles 15:16-22, 16:4-6). The arts also serve to foster critical thinking, stimulate imagination, and enrich the educational, spiritual, and cultural lives of our students and community.

Students are required to earn one full high school credit in Fine Arts as a graduation requirement. Students may choose an area of study. Additional courses may be taken as electives. Course progression in the multiple fields of study of the Fine Arts Department are shown below. Students who are interested in studying music at the university level should strongly consider taking AP Music Theory.

### VISUAL ART



#### Sixth Grade Art

*Annual*

This overview course is designed to introduce students to the elements and principles of design through various projects ranging from 2D to 3D art. Students will utilize various mediums and art-making techniques to observe, create, and respond to the world around them.

#### Middle School Visual Art – Grades 7 or 8

*Annual*

This overview course is designed to allow each student to explore a variety of media, techniques, and methods. Projects focus on introducing and developing the elements and principles of design. Samplings of two-dimensional and three-dimensional projects are produced.

*Prerequisite: None*

#### Art 1: Foundations – 2D & 3D – Grades 8, 9, 10, 11, 12

*Annual; 1 credit*

This survey course serves as an introduction to the 2D and 3D Arts course sequences. The main objective is to give students a general working knowledge and foundational skills in the elements and principles of art and design. Students participate in a wide range of three dimensional sculptural and fiber techniques. An emphasis will be placed on observational drawing, perspective, color theory, design, craftsmanship, and form. Students are required to complete some outside assignments and keep a sketchbook. Supplies required.

*Prerequisite: None; 8th grade students may enroll with department approval*

#### Art 2: 2D Drawing – Grades 9, 10, 11, 12

*Semester; ½ credit*

Art 2: 2D Drawing builds on the foundation acquired from Art 1: Foundations – 2D & 3D. A strong emphasis on observational drawing and technique is carried through multiple black and white and color mediums including graphite, ink, pastel, colored pencil, and print making. Creative problem solving and development of concept are emphasized through each project. Students are required to complete some outside assignments and keep a sketchbook. Supplies required.

*Prerequisite: Art 1: Foundations – 2D & 3D*

#### Art 2: 2D Painting – Grades 9, 10, 11, 12

*Semester; ½ credit*

This course builds on the foundation of Art 1: Foundations – 2D & 3D. Students dive into color theory and explore various painting styles in multiple paint mediums including acrylic and watercolor. In this project-based course, students carry assignments from concept to completion as they apply historical and modern techniques to their work. Students are required to complete some outside assignments and keep a sketchbook. Supplies required.

*Prerequisite: Art 1: Foundations – 2D & 3D, Art 2: Drawing*

#### Art 2: 3D Clay & Sculpture – Grades 9, 10, 11, 12

*Semester; ½ credit*

This course builds on Art 1 and provides students the opportunity to creatively express their thoughts and ideas in three-dimensional form. Emphasis is placed on refining basic skills to produce more complex and mature work. Students learn to develop their artistic voice by choosing media and themes for

each piece. Activities focus on the creative process of inspiration, development, creation, and reflection. Students study and critically respond to significant works of art in the process of refining their own artistic vision. Supplies required.

*Prerequisite: Art 1 Foundations – 2D & 3D*

### **Art 2: 3D Fiber Arts & Textiles – Grades 9, 10, 11, 12**

*Semester; ½ credit*

Art 2: 3D Fiber Arts & Textiles builds on the foundations acquired from Art 1 and provides students the opportunity to creatively express their thoughts and ideas in fibers. This course focuses on developing the student's craftsmanship and ability to create using various fibers. Students learn to develop their artistic voice by choosing media and themes for each piece. Activities focus on the artistic studio process of exploring, designing, creating, and reflecting. Students study and critically respond to significant works of art in the process of refining their own artistic vision. Supplies required.

*Prerequisite: Art 1: Foundations - 2D & 3D*

### **Honors Art 3: 2D Advanced Art/Portfolio – Grades 10, 11, 12**

*Annual; 1 credit*

The primary focus of this course is the development of an art portfolio. Students who want to refine their skills and artistic process should enroll in Art 3. A wide variety of media and techniques are explored. Students complete projects both in and out of the classroom. Skills and techniques learned in Art 1 and Art 2 are utilized, with an emphasis on the integration of concept and creative problem solving. A large component of this course is an independent study. Students are required to propose an area of study they are interested in exploring and developing. Upon agreement with the teacher, students work independently to complete projects. It may be necessary for students to purchase supplies needed for independent study. Students are required to complete outside assignments and keep a sketchbook. Supplies, class fee, and participation in the Visual Fine Arts Show are required.

*Prerequisite: Art 2: 2D Drawing and/or Art 2: 2D Painting*

### **Honors Art : 3D Advanced Art/Portfolio – Grades 10, 11, 12**

*Annual; 1 credit*

The primary focus of Honors Art 3: 3D Advanced Art/Portfolio is the development of an art portfolio. Students who want to refine their skills and process should enroll in Art 3. A wide variety of media and techniques are explored in this course. Skills and techniques learned in Art 1 and Art 2 are utilized with an emphasis on the integration of concept and creative problem solving. Students continue to develop their artistic voice through the choice of media and theme as well as being involved in the entire creative process. Supplies, class fee, and participation in the Visual Fine Arts Show are required.

*Prerequisite: Art 2: Clay & Sculpture and/or Art 2: Fiber Arts & Textiles*

### **Honors Art 4: 2D Studio Art – Grade 11 or 12**

*Annual; 1 credit*

This course is designed for the serious art student and exists for exploration in an area of keen interest. The college entrance portfolio is further developed with a variety of art pieces that explore the student's ability in multiple mediums and styles. Students are required to complete outside class work and keep a planning and sketchbook. Supplies, class fee, and participation in the Visual Fine Arts Show are required.

*Prerequisite: Honors Art 3: 2D; instructor approval required.*

### **Honors Art 4: 3D Studio Art – Grade 11 or 12**

*Annual; 1 credit*

Honors Art 4: 3D is designed for the serious art student and exists for exploration in an area of keen interest. The college entrance portfolio is further developed with a variety of art pieces that explore the student's ability in multiple mediums and styles. Students continue to develop their artistic voice through the choice of media and theme as well as being involved in the entire creative process. Supplies, class fee, and participation in the Visual Fine Arts Show are required.

*Prerequisite: Honors Art 3: 3D; instructor approval required*

### **AP Drawing – Grade 11 or 12**

*Annual; 1 credit*

AP Drawing is designed for the serious art student and meets the requirements for the AP Drawing Portfolio, which may lead to college credit. AP Drawing is not based on a written examination. Instead, students submit a portfolio for evaluation at the end of the year. Works in the AP portfolios are evaluated for: *Quality* – Refers to the entire work, involving all aspects from concept to realization. *Sustained Investigation* – The display of student's exploration of personal and central interest as intensely as possible. An in-depth presentation of an aspect of his/her work in which the student has invested considerable time, effort, and thought. This course is rigorous, challenging, and worthy of a place in the serious student's schedule. Since students in this class are advanced in their understanding of techniques, materials, and art concepts, this experience offers a greater challenge. The primary emphasis is on individual interpretations of what is seen, rather than literal copies of still life objects. Individual decision-making, personal thought, and feelings are more valued in this program than mere skill development. This curriculum is not static but progressive in nature. NOTE: A student may receive credit/advanced course placement at most 4-year colleges/universities by scoring a 3, 4, or 5 on his/her portfolio. Supplies, class fee, and participation in the Visual Fine Arts Show are required.

*Prerequisite: Honors Art 3: 2D. Departmental and instructor approval required.*

### **AP 2D Art and Design – Grades 11 or 12**

*Annual; 1 credit*

This course is designed for the serious art student and meets the requirements for the AP 2D Art and Design Portfolio which may lead to college credit. AP 2D Art and Design is not based on a written examination. Instead, students submit a year-end portfolio for evaluation. AP portfolio works are evaluated for: *Quality* – Refers to the entire work, involving all aspects from concept to realization. *Sustained Investigation* – The display of student's exploration of personal and central interest as intensely as possible. An in-depth presentation of an aspect of his/her work in which the student has invested considerable time, effort, and thought. *Breadth* – The presentation that shows works in a rich variety of means and materials, showing evidence of both intellectual and perceptual range. This course is rigorous, challenging, and worthy of a place in the serious student's schedule. Since these students are advanced in their understanding of techniques, materials, and art concepts, this experience offers a greater challenge. The primary emphasis is on individual interpretation of what is seen, rather than literal copies of still life objects. Individual decision-making, personal thoughts, and feelings are more valued in this program than mere skill development. This curriculum is not static but progressive in nature.

NOTE: A student may receive credit/advanced course placement at most 4-year colleges/universities by scoring a 3, 4, or 5 on his/her art portfolio. Supplies, class fee, and participation in the Visual Fine Arts Show are required.

*Prerequisite: Honors Art 3: 2D. Departmental and instructor approval required.*

**AP 3D Art and Design – Grades 11 or 12**

*Annual; 1 credit*

This course is designed for the serious art student and meets the requirements for the AP Studio Art Portfolio, which may lead to college credit. AP Art and Design is not based on a written exam. Instead, students submit a portfolio for evaluation with written evidence of synthesis of ideas, process, and materials. The framework presents an inquiry-based approach to learning

about, and making art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes, and ideas. The framework focuses on concepts and skills emphasized within college art and design foundations courses with the same intent: to help students become inquisitive, thoughtful artists and designers, able to articulate information about their work. Students develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication, and reflection. NOTE: Student may receive credit/advanced course placement at most 4-year colleges/universities by scoring a 3, 4, or 5 on their portfolio. Supplies, class fee, and participation in the Visual Fine Arts Show required.

*Prerequisite: Honors Art 3: 3D; Departmental and instructor approval required.*

**HANDBELLS**



\*Courses with an asterisk may be repeated multiple years for credit.

**Handbells 1 – Intermediate Ringers – Grades 6, 7, 8, 9**

*Annual; 1 credit*

Intermediate Ringers is a group designed for developing handbell players. Emphasis of the course is placed on the development of skill in performance. Intermediate Ringers serves as the preparation for students to eventually move into Royal Ringers. The group performs several times throughout the year. All performances are mandatory. The course can be taken multiple years for credit.

*Prerequisite: Students must have a basic proficiency in reading music in bass and treble clefs.*

**Handbells 2 – Royal Ringers – Grades 9, 10, 11, 12**

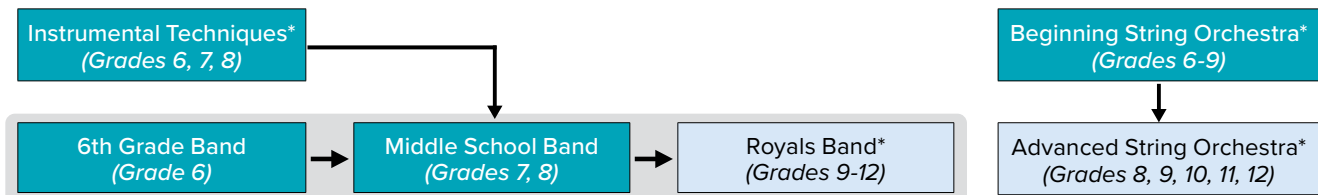
*Annual; 1 credit*

The Royal Ringers is one of CVCA's premier performing groups. Emphasis is placed on the synthesis of musical concepts in order to facilitate a high level of skill in performance. The group performs extensively throughout the year and tours biannually with the choir. Fundraisers are available to help students pay for trips. All students are asked to participate. All performances are mandatory. The course can be taken multiple years for credit.

Honors credit is available. Interested students should confer with the instructor regarding requirements attached to Honors credit. *Prerequisite: Previous handbell experience is required.*

**INSTRUMENTAL MUSIC**

\*Courses with an asterisk may be repeated multiple years for credit.



**Instrumental Techniques – Grades 6, 7, 8**

*Annual*

This course is designed for students wishing to learn a new band instrument for the first time or for students who already play an instrument but need more individual attention than is possible in a full band class. Students who already play an instrument and wish to learn another are also welcome. The goal of the course is for each student to gain the skills necessary to eventually join the full CVCA Band. Instrumental music experience is not required. Students will be given direction from the instructor in choosing an instrument appropriate for their physical make up.

*Prerequisite: Students participating in the course will be required to obtain their own instrument, with the exception of students*

*who choose some of the low brass and woodwind instruments, which will be provided by CVCA.*

**Sixth Grade Band – Grade 6**

*Annual*

This is an elementary level band designed to build upon skills students have already developed as well as introduce new skills. Students explore a variety of musical styles within the course of the year. The Sixth Grade Band combines with the Middle School Band for performances. All performances are mandatory. Parents are asked to provide practice space and time for the student.

*Prerequisite: Students should have one year of prior musical experience through elementary band or private lessons.*

**Middle School Band – Grades 7 and 8**

*Annual*

This is an intermediate level band. The course is designed to build upon skills students have already developed as well as introduce new skills. Students explore a variety of musical styles including compositions written specifically for other genres. The music is generally classical, sacred, or “pop.” Students also study basic music theory and musical terminology. The group performs several concerts throughout the school year. All performances are mandatory. The course may be taken both years. Parents are asked to provide practice space and time for students.

*Prerequisite: Students are expected to have prior musical experience, either through elementary band, private lessons, or the Instrumental Techniques course.*

**Royals Band – Grades 9, 10, 11, 12**

*Annual; 1 credit*

CVCA’s premier band, this performing ensemble emphasizes analysis, preparation, interpretation, and presentation of secular and sacred band literature. A wide variety of level-appropriate music is studied. Instruction within the course emphasizes advanced technical skill along with the application and synthesis of advanced musical concepts. The group performs as a marching band during the first quarter, and as a symphonic band during the rest of the year. All performances are mandatory. A spring tour is offered every four years. The course can be taken multiple years for credit. Honors credit is available. Interested students should confer with the instructor regarding requirements attached to Honors credit. Students enrolled in this course are eligible for Physical Education waivers on the basis of their participation in marching band training and performance.

*Prerequisite: Previous band experience or private instruction*

**Beginning String Orchestra – Grades 6, 7, 8, 9**

*Annual; 1 credit*

The Beginning String Orchestra is a performing group consisting of string musicians with a basic level of experience on their instrument. The course is designed to introduce and solidify basic orchestral skills and musicianship. These include but are not limited to pitch, rhythm, intonation, posture, dynamics, finger patterns, bow control, and practice habits. All performances are mandatory. Parents are asked to provide practice space and time for students.

*Prerequisite: One year of private lessons or ensemble participation on a string instrument. Students unable to meet this prerequisite should consider signing up for the course Instrumental Techniques.*

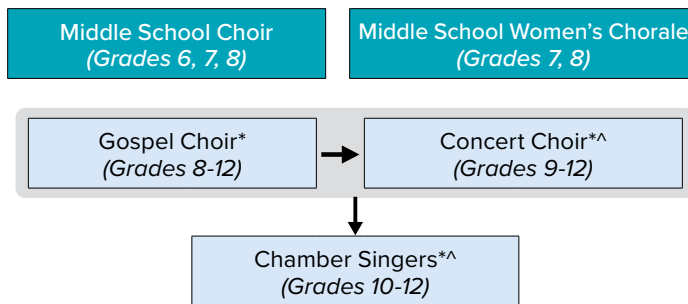
**Advanced String Orchestra – Grades 8, 9, 10, 11, 12**

*Annual; 1 credit*

The advanced string orchestra is a performing group of string musicians with a considerable amount of experience on their instrument. The course is designed to allow students to master basic skills covered in Beginning String Orchestra and introduce more advanced skills, including, but not limited to shifting, vibrato, articulation, playing in small ensembles and enharmonics. All performances are mandatory. Honors credit is available for this course. Interested students should confer with the instructor regarding honors credit requirements.

*Prerequisite: Three years of private lessons or ensemble participation on a string instrument, resulting in significant skill.*

**VOCAL MUSIC**



\*Courses with an asterisk may be repeated multiple years for credit.

^Auditions required

**Middle School Choir – Grade 6, 7, 8**

*Annual*

This fun introductory choir performs at least two times a year annually: the Christmas Choir Concert and the Spring Choir Concert. Students learn about all different styles of music, how to read music, and learn the techniques of proper singing. This course may be taken all three years.

*Prerequisite: None*

**Middle School Women's Chorale – Grades 7, 8**

*Annual*

Students in Middle School Women's Chorale sing many different styles of music, learn to read music, and learn the techniques of proper singing.

*Prerequisite: None*

**Concert Choir – Grades 9, 10, 11, 12**

*Annual; 1 credit*

This choir is open to all high school students without an audition and performs at least four times a year. Students learn about all different styles of music, how to read music, and learn the techniques of proper singing. This choir tours with the Chamber Singers every other year to either New York City or Nashville and fundraisers are provided (yet optional) to help students raise money for each trip. This course may be taken all four years.

*Prerequisite: None*

**Gospel Choir – Grades 8, 9, 10, 11, 12**

*Annual; 1 credit*

This choir is open to ALL high school students and 8th graders with an audition. The Gospel Choir performs at least four times

a year traditional spirituals and Gospel Music of many different styles. Students also learn how to read music and learn the techniques of proper singing. This course may be taken all five years.  
*Prerequisite: None for High School; 8th Graders must audition*

### **Chamber Singers – Grades 10, 11, 12**

*Annual; 1 credit*

This is CVCA's top choral group and students must audition. The Chamber Singers perform at least five times throughout the year as well as tour to either New York City or Nashville every other year. Students perform all different styles of music with an emphasis on more formal styles. Students are also given group

vocal lessons in proper singing technique and reading music. Students in this group should not be afraid to sing by themselves. Many who take this course are looking to sing in outside performing groups such as their churches worship team, perform in musicals, or major in music in college. Students in grades 11 and 12 may take this course for Honor's Credit (See instructor for details and eligibility requirements.)

*Prerequisite: Admission to this group is by audition only held in the spring or prior to the start of the school year.*

## **MUSIC THEORY**

### **AP Music Theory – Grade 11 or 12**

*Annual; 1 credit*

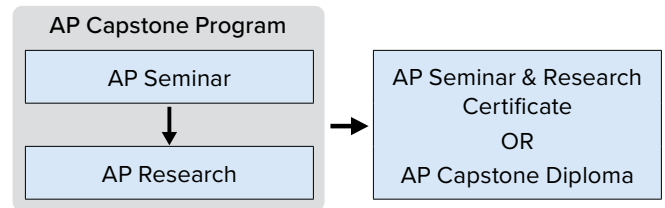
The goal of AP Music Theory is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Students will use aural listening skills, sight-singing skills, compositional skills, and analytical skills. Various musical scores are included, and students are encouraged to suggest scores for study. A student's ability to read and write musical notation is fundamental. It is also strongly recommended that the student have at least basic performance skills in voice or an instrument. Students take the AP exam in May.

*Prerequisite: Minimum student enrollment is required to schedule this class.*

## INTERDISCIPLINARY COURSES

### AP CAPSTONE PROGRAM

Students earning a score of at least 3 on any four AP exams and a 3 or better on both the AP Seminar and AP Research assessments earn the *AP Capstone Diploma* from the College Board. Students not earning at least a 3 on four other AP courses but still completing both AP Capstone courses with a 3 or better earn the *AP Seminar and Research Certificate*. More information about the AP Capstone program can be found at [apcentral.collegeboard.org](http://apcentral.collegeboard.org).



#### AP Seminar – Grade 10 or 11 (and 12 as space allows)

*Annual; 1 credit*

This foundational course 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 in 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. This course serves as the first of two foundational courses required by the AP Capstone program. *Corequisite (or prerequisite): English Literature and Composition 3 or Honors English Literature and Composition*

#### AP Research – Grade 11 or 12

*Annual; 1 credit*

AP Research, the second course in the AP Capstone experience, allows students to explore deeply an academic topic, problem, issue, or idea of individual interest. Students conduct original research by designing, planning, and implementing 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. This course counts as one English credit toward graduation requirements. *Prerequisite: AP Seminar*

### STUDENT DEVELOPMENT

#### Accelerated Scholars Cohort

By administrative invitation, select 10th and 11th graders are provided a special opportunity to engage in customized and personalized learning experiences designed to maximize the students' academic potential and collegiate opportunities beyond CVCA. Students selected for this program must have achieved a prior stellar academic record and exceptionally high standardized test scores. They must also commit to a highly rigorous academic schedule for the balance of their high school years at CVCA. Across two semester-long courses, the accelerated scholars cohort innovates and advances personal initiatives that demonstrate high-level learning and college preparation. This program aims to shape these students' understanding of personal giftings and divine calling as they prepare for Kingdom-inspired learning and serving beyond CVCA. *This program is in its pilot year for 2024-2025.*

### LEADERSHIP DEVELOPMENT

#### Leadership – Grade 11 or 12

*Semester; ¼ credit*

We are called to serve, but are you also called to lead? God created every person to be a leader in some capacity. *“Anytime you seek to influence the thinking, behavior, or development of people in their personal or professional lives, you are taking on the role of a leader”* (Blanchard & Hodges, *Lead Like Jesus*). This course exists to teach students how to be humble, assertive leaders in their current sphere of influence and beyond by exploring leadership principles and developing leadership skills. Through discussions, lectures, readings, and simulation activities, students actively examine leadership examples/principles, putting ideas into practice in their realms of influence. Students should not sign up for this class to sit and listen, but should consider this course if they are interested and willing to engage in discussions, readings, and activities that will grow their leadership abilities. Some independent reading is required. *Prerequisite: None*



## SCHOOL OF ARTS AND HUMANITIES (SOAH)

Courses only available to students enrolled in the School of Arts & Humanities.

### Creativity and Reason – Grade 11

*Semester; ½ credit*

This is the cornerstone course for SOAH, examining the interaction of the creative process with the life of the mind and faith. It is a development of the foundations of applied critical thought and the world of the arts. This class teaches formal methods of higher order thinking, worldview, creative expression and design, and storytelling with a goal of acquiring new skills and appreciations. This course includes a substantial focus in fine arts, and serves as a possible elective for the *Arts Honors* diploma.

*Prerequisite: Acceptance and enrollment in the School of Arts and Humanities required for registration.*

### Capstone: School of Arts & Humanities – Grade 12

*Semester; ¼ credit*

Originally the finishing touch on top of a building or wall, the term “capstone” now figuratively describes a concluding or crowning achievement to any great work. The SOAH Capstone is a multifaceted assignment that represents the culmination of knowledge and skills acquired in a student’s course of study

SCHOOL OF ARTS AND HUMANITIES		
	First Semester	Second Semester
11th Grade	Creativity and Reason	Elective
12th Grade	Capstone and Elective	Elective

at CVCA. Each student works independently to design and implement a project in an area of interest that will benefit a community beyond CVCA.

Students begin this process at the end of 11th grade and complete the work during their senior year as an independent study class.

*Prerequisite: Creativity and Reason; Acceptance and enrollment in the School of Arts and Humanities required for registration.*



## SCHOOL OF CLASSICS

The School of Classics is a two-year series of honors humanities courses exploring ideas from the great books that have shaped Western Civilization. Students in the honors humanities courses experience an interdisciplinary study of history, theology, philosophy and literature, while also allowing students to participate in the full breadth of the CVCA curriculum. Students who successfully complete Honors Humanities 1 and Honors Humanities 2 will have School of Classics noted on their transcript and wear graduation regalia honoring their accomplishment. Additionally, students who complete the School of Classics are encouraged to adopt a classical emphasis for their junior and senior years at CVCA from among the following tracks of learning: a *Classical Languages* emphasis (3 credits of Latin or Koine Greek), a *Debate and Argumentation* emphasis (completing AP Seminar and participation on Speech and Debate team), or a *Career Exploration* emphasis (completing a School of Distinction program).

### Honors Humanities 1 – Grade 9 (Grades 10, 11, and 12 may petition to enroll for elective credit)

*Annual; 2 credits*

Focusing on Ancient and Medieval primary texts and utilizing the Omnibus curriculum, this course is an interdisciplinary and chronological study of literature, philosophy, history, and theology. The class is scheduled across two class periods, and students receive one interdisciplinary elective credit for Honors Humanities 1 and one credit for Old Testament Survey (it does not serve as a Bible substitution for upper grades).

SCHOOL OF CLASSICS		
	9th Grade	10th Grade
Required Courses	Honors Humanities 1	Honors Humanities 2

### Honors Humanities 2 – Grade 10 (Grades 11 and 12 may petition to enroll for elective credit)

*Annual; 2 credits*

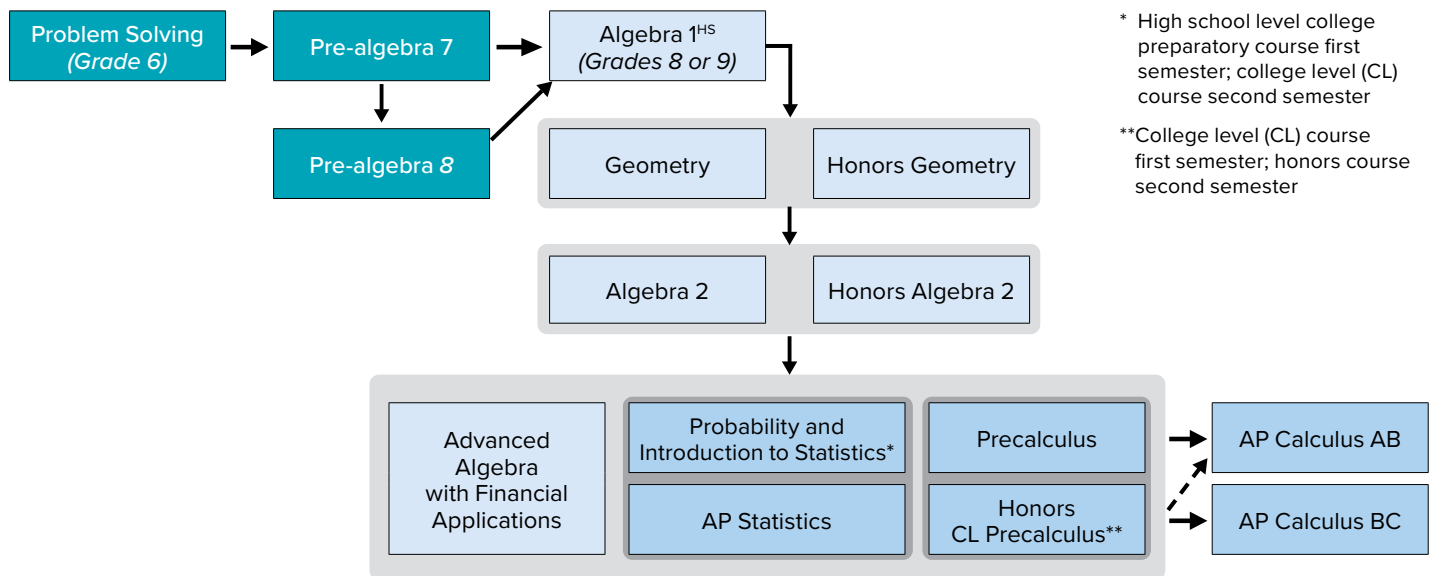
Picking up where Honors Humanities 1 left off chronologically, this course analyzes the intellectual movements of Western Culture and Tradition from the Reformation to the Postmodern era. Students study primary texts utilizing the Omnibus curriculum. Students receive one interdisciplinary elective credit for Honors Humanities 2 and one credit for Theology.

## MATHEMATICS

Mathematics is the basic language of all creation. Studying math opens a window to God’s glory as displayed in His creation, and our pursuit of understanding God’s design gives Him pleasure and honor. CVCA students will use multiple methods to represent problems, logically reason solutions, and use mathematics, manipulatives, and current technology to solve and clearly communicate solutions to both formulaic and genuine problems.

CVCA middle school students are required to take a math course each year. Registering for Pre-algebra in sixth grade or Algebra 1 in seventh grade is possible with proven competency and readiness, but this is rare. Satisfactory performance on the CVCA Algebra Readiness Assessment or satisfactory completion of Pre-algebra at CVCA is required to register for Algebra 1 in middle school. Permission of the department, based on demonstrated conceptual understanding, calculational fluency and sufficient maturity, is required for students enrolling in all advanced classes. Students not performing well, as determined by the CVCA Math Department, may be moved to a lower level math course at a quarter or semester break.

CVCA students typically begin the core high school math sequence – Algebra 1, Geometry, and Algebra 2 – in 8th or 9th grade. Beginning in 7th grade is possible with proven competency and readiness. Multiple upper level courses are available after the core sequence is complete. A *minimum* of Algebra 1, Geometry, Algebra 2, and at least one full credit chosen from upper level math courses is required for graduation, but **CVCA students are required to enroll in a math course each semester regardless of the number of math credits already attained toward graduation.**



### Middle School Courses

#### Problem Solving – Grade 6

*Annual*

Sixth grade math is designed to help students develop an understanding and fluency of computation, problem-solving, critical-thinking skills, and real-life applications in mathematics, while introducing concepts necessary for success in Pre-algebra. Students effectively communicate math operations through verbal and written responses. Topics include the number system, ratios and proportional relationships, algebraic expressions, equations, and statistical measure. This course leads to Pre-algebra in seventh grade.

#### Pre-algebra 7 – Grade 7 *(Grade 6 with proven competency and Math Department approval)*

*Annual*

The fundamental purpose of this course is to use a balance of procedural fluency, conceptual understanding, and real-life applications to prepare students for Algebra 1. Much of the course is directed toward the development of critical thinking skills

necessary to reason abstractly and quantitatively. Students take an algebraic approach to the study of real numbers, order of operations, expressions, linear equations and graphs, inequalities, simplifying polynomials, geometry, probability, and statistics. A strong foundation in basic computational skills is expected.

#### Pre-algebra 8 – Grade 8

*Annual*

Pre-algebra 8 emphasizes the conceptual understanding of math skills necessary in high school Algebra 1. Topics include integers, solving linear equations and inequalities, graphing linear and quadratic functions, and simplifying polynomials. This course expands students’ knowledge of the number system with an introduction to irrational numbers. Pre-algebra 8 also introduces students to geometric concepts, including transformations. This course continues to develop skills needed to effectively communicate math by verbal and written response, with an emphasis on problem solving. Students successfully completing Pre-algebra 8 continue to Algebra 1 as ninth graders.



## High School Courses

**Algebra 1 – Grade 8 or 9** (*Grade 7 with proven competency and approval*)

*Annual; 1 credit*

Algebra 1 is designed as an introduction to the language and use of algebra. Topics covered include data and its application to algebra, integers, equations, inequalities, systems of equations and inequalities, and functions (linear, quadratic, exponential, polynomial, and rational). Students explore and discover math concepts through the use of the TI-graphing calculator. Following successful completion of Algebra 1, students should enroll in Geometry or Honors Geometry.

*Prerequisite: Grades 7 or 8: Pre-algebra and CVCA Math Department approval. Grade 9: None*

**Geometry – Grade 9 or 10**

*Annual; 1 credit*

Geometry explores mathematical thought processes given basic properties and theorems. Emphasis is placed on developing both inductive and deductive reasoning in mathematical situations through formal proofs. The need for clarity and precision of language is stressed. Practical applications are given for both plane and solid geometry. After successful completion of this course, students should enroll in Algebra 2 or Honors Algebra 2.

*Prerequisite: Algebra 1*

**Honors Geometry – Grade 9 or 10**

*Annual; 1 credit*

In Honors Geometry, students develop and prove theorems and corollaries. The pace is rigorous, and the problem sets are heavily weighted with challenge problems. Inductive and deductive reasoning are used throughout the year as students discover relationships between points, lines, planes, polygons, polyhedra, circles, and spheres. Students learn coordinate, plane, and solid geometry and also right triangle trigonometry. Students present solutions and attempted solutions of problems to the entire class as an integral part of their grade. From this course, students typically enroll in an upper level math course.

*Prerequisite: Excellent performance in Algebra 1 (minimum B assessment average); Math departmental approval required*

**Algebra 2 – Grade 9, 10, 11**

*Annual; 1 credit*

Algebra 2 extends the concepts and skills of algebra. Students explore types of functions (linear, exponential, logarithmic, radical, quadratic, polynomial, rational), solving equations and inequalities as well as systems, data analysis, and complex numbers. The TI-83/TI-84 graphing calculator is required and is used to investigate the relationship between functions and their graphs.

*Prerequisite: Algebra 1, Geometry or Honors Geometry*

**Honors Algebra 2 – Grade 9, 10, 11**

*Annual; 1 credit*

Honors Algebra 2 extends the concepts and skills of algebra. Students explore types of functions (linear, exponential, logarithmic, quadratic, radical, polynomial, rational), solving equations and inequalities as well as systems, data analysis, and complex numbers. The TI-84 graphing calculator is required and is used to investigate the relationship between functions and their graphs. Applications connecting real life situations and algebra

are stressed. This is an accelerated course with a depth of material that sufficiently prepares students for continuing toward upper level high school math classes. Students interested in continuing to pursue upper level math courses and have shown past success are recommended to register for this course.

*Prerequisite: Excellent performance in Algebra 1 and Geometry or Honors Geometry (minimum B assessment average); Math departmental approval is required*

### UPPER LEVEL MATH ELECTIVES

**Advanced Algebra with Financial Applications – Grade 11 or 12**

*Annual; 1 credit*

Students study graph analysis, algebraic thinking, patterns, and functions in a financial context. Students use genuine data to study descriptive statistics and probability. The course combines advanced algebraic, graphical, and statistical approaches with practical business and personal finance applications. Students investigate such topics as discretionary expenses, banking services, consumer credit, student loans, automobile ownership, and more. They have the chance to apply and extend many of the algebra and geometry topics they have studied to financial data.

*Prerequisite: Algebra 2 or Honors Algebra 2, Geometry or Honors Geometry*

**Probability (first semester); Introduction to Statistics (CL course second semester) – Grade 11 or 12**

*Annual; 1 credit*

This course is an introduction to counting, probability, and statistics, with a primary focus on problem solving and statistical literacy. The focus first semester is counting principles and probability to inspire students to explore and develop new ideas. Second semester is designed to provide students with the conceptual foundation and quantitative skills needed to analyze and interpret data and to meaningfully interpret statistical results reported in research articles and in popular media. It includes topics such as the quantification of variables, sources of data, sampling procedures, graphical representation of data, measures of central tendency and variability, probability, correlation and regression, confidence intervals, and significance tests. Eligible students may register for the second semester of this course through Malone University for dual credit second semester (*Math 140 – Introduction to Statistics – 3 credit hours*).

*Prerequisite: Algebra 2 or Honors Algebra 2, Geometry or Honors Geometry*

**Precalculus – Grade 10, 11, 12**

*Annual; 1 credit*

This curriculum covers functions and their graphs, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, and topics in analytic geometry. The course is designed so that each student can grasp the full understanding of each concept. Technology thoroughly augments the course. [Students preparing to take AP Calculus BC at CVCA must take Honors Precalculus, not this course.]

*Prerequisite: Algebra 2 (minimum B assessment average) or Honors Algebra 2; Geometry or Honors Geometry; Math departmental approval required*

**Honors CL Precalculus – Grade 11 or 12***Annual; 1 credit*

Honors Precalculus is designed for the highly motivated student with above average interest and ability in mathematics, well-developed study skills, and a willingness to accept a large share of responsibility in the academic process. This course is a rigorous, accelerated program that gives special attention to polynomial functions, rational functions, logarithmic functions, exponential functions, and trigonometric functions. The course includes topics essential to calculus such as polar coordinates, complex numbers, vectors, sequences and series, analytic geometry, and limits. The course ends with a unit of Introduction to Calculus where the students study limits and rate of change. Eligible students may register for the first semester of this course through Malone University for dual credit (*Math 150 – Precalculus – 4 credit hours*).

*Prerequisite: Honors Algebra 2 (C or better required and minimum B assessment average) and Geometry or Honors Geometry; Math departmental approval required*

**AP Calculus AB – Grade 11 or 12***Annual; 1 credit*

This AP course in mathematics consists of a full high school academic year of work in calculus that is comparable to a one-semester course in colleges and universities (Calculus I). It is expected that students who take this AP course in calculus will take the Calculus AB exam in May. The curriculum is approached graphically, numerically, analytically, and verbally. Graphically, students use technology to help solve problems and experiments, interpret results, and verify conclusions. Numerically, students use data to solve a variety of problems encountered in calculus. Analytically, students work problems ranging from rates of change to differential equations. Verbally, students communicate mathematics concepts orally and in well-written sentences, and they learn to precisely explain solutions to problems.

*Prerequisite: Honors Algebra 2; Precalculus or Honors CL Precalculus (minimum B assessment average); Math departmental approval required*

**AP Calculus BC – Grade 11 or 12***Annual; 1 credit*

In this course, students have the opportunity to receive college credit equivalent to two full semesters of college-level calculus (Calculus 1 and 2), and a deep understanding of calculus. The course includes all topics of Calculus AB plus additional topics in differential and integral calculus (including parametric, vector, and polar functions) and series. Students must have an interest and ability to achieve in a highly rigorous, accelerated program. This course contains an advanced level of problem-solving, a greater depth of application, faster pace, and more time for exploration.

*Prerequisite: Strong performance in Honors CL Precalculus (minimum B assessment average); Math departmental approval required*

**AP Statistics – Grade 11 or 12***Annual; 1 credit*

Advanced Placement Statistics includes the discussion of expected outcomes in various experimental situations as well as the study of central tendencies and variation in the results of experimentation. Students apply their knowledge of sampling and surveying in a school-wide survey project and presentation. Hypothesis testing and experimental design are major topics in the course. Emphasis is placed on the appropriate use of a graphing calculator and computer technology. Students must take the AP Statistics exam.

*Prerequisite: Honors Algebra 2 and Geometry*

## PHYSICAL EDUCATION & HEALTH

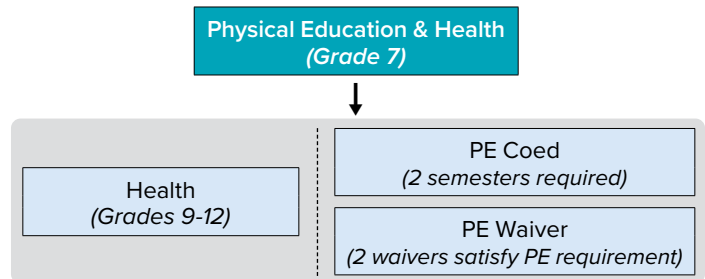
Through Health and Physical Education courses, CVCA students:

- Discover how to best bear God’s image through lifestyle choices which contribute to their overall well-being and development
- Better understand God as Creator and Designer as they explore their physical, intellectual, spiritual, social, and emotional development.
- Learn to maintain adequate physical fitness and make healthy choices, which increases opportunities for learning in all areas of study.
- Discover the gifts God has given them as they build skills in leadership, communication, teamwork, sportsmanship, and self-discipline.
- Develop life skills to build positive self-esteem, cope with stress, and engage in Christ-like care for others.
- Are empowered with the knowledge and skills necessary to make healthy decisions as they learn to honor God through proper care for their bodies, which is the temple of the Holy Spirit (1 Corinthians 6:19-20).

Middle school students take PE/Health in seventh grade. Health topics are presented in a developmentally appropriate fashion.

High school Physical Education and Health are graduation requirements. While a semester health course satisfies the health requirement, students can meet the PE requirement by taking two semesters of PE classes or participating in **two full seasons** of interscholastic athletics, cheerleading, marching band, or show choir.

Boys may earn a PE waiver through baseball, basketball, bowling, cheerleading, cross country, football, golf, ice hockey, lacrosse, marching band, show choir, soccer, swimming, tennis, track, or wrestling. Girls may earn a PE waiver through basketball, bowling, cheerleading, cross country, golf, ice hockey, lacrosse, marching band, show choir, soccer, softball, swimming, tennis, track, or volleyball. PE waivers must be earned during grades 9-11. Students are advised to complete their physical education requirements before senior year.



### Middle School Courses

#### Seventh Grade Physical Education and Health

*Annual (separate Boys and Girls sections for a semester each)*

Students have a semester of PE and a semester of Health. The goal of middle school PE and Health is to help each student learn skills, knowledge, and confidence to enjoy a lifetime of physical activity and healthy choices. Students experience a variety of activities and games that develop basic motor skills while encouraging good sportsmanship, fun, good health, and

peer interaction. Activities may include: fitness, soccer, basketball, volleyball, jump rope, bowling, pickleball, spike ball, flag football, cooperative games, etc. Health students are challenged to begin taking responsibility for their health choices and develop a godly awareness of stewardship in regard to the care and use of one’s body. Topics include general health and wellness, hygiene, physical activity/fitness, nutrition, stress, substance abuse, growth and development, communication, decision making, problem solving, and building healthy relationships.

### High School Courses

#### Boys’ Health – Grade 9, 10, 11, 12

*Semester; ½ credit*

Boys’ Health is designed to teach students the wellness approach to good health and the need for balance in the physical, emotional, intellectual, social, and spiritual areas of their lives. It seeks to produce an awareness of Christ-like stewardship toward every aspect of life. Topics include: mental and emotional health, alcohol and drugs, circulation, respiration, CPR and First Aid, physical fitness and nutrition, reproduction, and dating. Students are expected to engage in mature and healthy discussion surrounding the issue of sexuality. The class takes an in-depth look at sexual purity and the impact it has on our society. Each student is required to research, write, and orally present a report on a health-related topic of choice.

*Prerequisite: None*

#### Girls’ Health – Grade 9, 10, 11, 12

*Semester; ½ credit*

The focus of Girls’ Health is to increase knowledge, awareness, and understanding of each of the six domains of health (physical, mental, social, emotional, spiritual, and vocational) God has given us to steward. . This class explores the history of health and elements of each of the six domains which involve a closer

look at the teen brain, the purpose and practice of prayer, depression and suicide, interpersonal and dating relationships, sexual integrity, anxiety and stress, fitness and nutrition, substance abuse, and vocational pursuits that align with varying personality traits. Students are expected to engage in mature and healthy discussions surrounding these topics. Each student is required to research and write a report on a health-related topic of choice and to present it to the class orally. Various speakers visit the class and share their expertise. Topics include but are not limited to drug and alcohol instruction, human trafficking, dating violence, and the sanctity of human life.

*Prerequisite: None*

#### PE: Strength and Conditioning – Grade 9, 10, 11, 12

*Semester; ¼ credit*

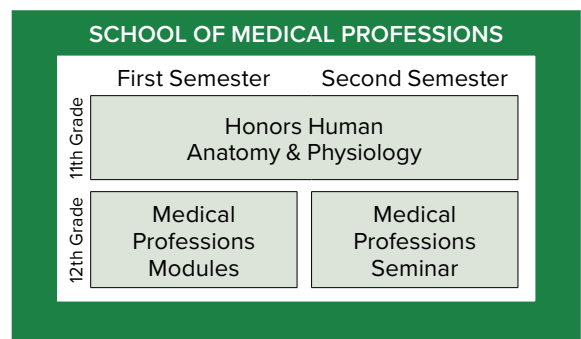
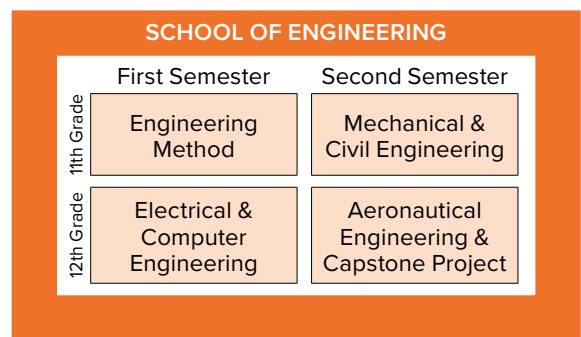
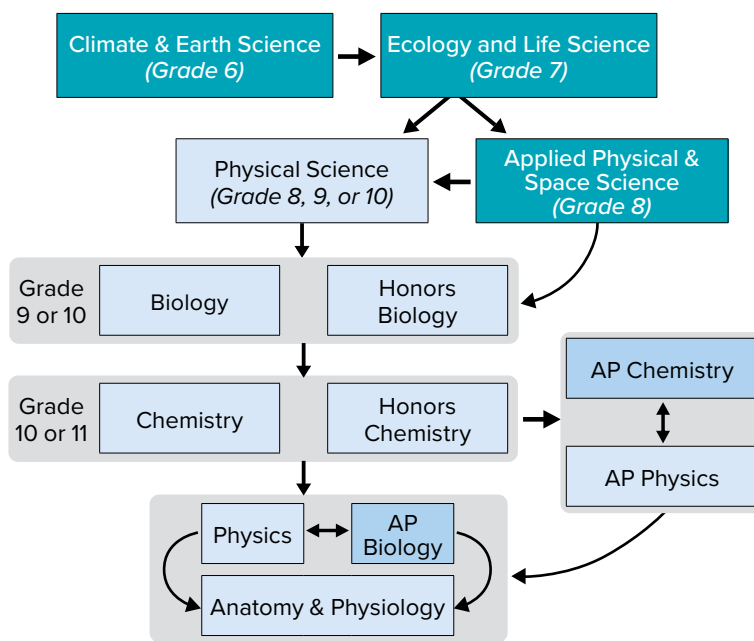
PE seeks to develop Christ-like attitudes and actions. Students are taught the necessity for physical fitness and the value of fitness throughout their lifetime. This class seeks to develop the student’s coordination, flexibility, agility, sportsmanship, strength, and overall fitness. Cognitive awareness of rules, equipment, and safety are covered in each unit. An in-code PE uniform (shorts and Tshirt) is required for daily participation and may be purchased from the PE instructor during class.

*Prerequisite: None*

## SCIENCE

Science is a way of exploring and gaining knowledge about phenomena in the created order of our universe. Utilizing the established truth of Scripture, science education at CVCA seeks to help students acknowledge the work and sustaining power of their Creator through the God-given gift of the process of science (Colossians 1:15-16, Psalm 24:1-2). Science directs students not only to scientific discovery regarding the created order but to a deeper understanding and appreciation for God's eternal power and divine nature (Romans 1:20). Science courses help students explore their natural curiosity and stand in awe of their Creator and the mystery of His creation. Students come to acknowledge their uniqueness (Psalm 139:13), their value as image bearers of the living God (Genesis 1:26), and their responsibility of stewardship over creation (Genesis 1:28, 2:15). Students utilize critical thinking involved in scientific inquiry as they are required to formulate scientific questions, arrange appropriate experiments, design accurate models, recognize patterns, and communicate effectively. The proper research techniques and creative problem-solving skills discovered in the CVCA science classroom are tools that extend to other areas of study and help students become life-long learners.

Middle school students take science each year. All high school students are required to earn a minimum of three science credits, but students are strongly encouraged to take four science courses in high school, including physics. Students must include biology, chemistry, and either physical science or physics in their course sequence during grades 9-12 as graduation requirements.



### Middle School Courses

#### Science 6 – Climate and Earth Science

*Annual*

The course content in Climate and Earth Science stresses scientific classification, which includes an emphasis on geology topics and the classification and study of rocks, minerals, and soils. Cycles and patterns of the earth are investigated as geology and climatology topics. The course also examines the properties, states, and changes of matter. Scientific inquiry is used in each of these topics in laboratory exercises and includes some life and physical science integration. In studying these topics, students better understand God's creative handiwork in the earth sciences.

#### Science 7 – Ecology and Life Science

*Annual*

Course content includes the biosphere, organism interactions, cycles of nature, energy flow, organism characteristics, structure and function of the microscope, structure and function of the

cell, and genetics. The course includes many supporting labs and activities. Students are involved in making models, investigating, using microscopes, writing lab reports, classroom presentations, and using technology to enhance their education.

#### Science 8 – Applied Physical and Space Science

*Annual*

This course provides students with a basic understanding of the world and universe around them and prepares them for high school science courses. The class involves various projects and lab experiences that point students to appreciate the order in nature God has designed. The content of the course focuses on two distinct areas: Introductory Physical Science and Earth & Space Science, and includes the following units: graph analysis; forces; matter; waves; energy; motion; our active earth; the cosmos; and the moon.

## High School Courses

### Physical Science – Grade 8, 9, 10

*Annual; 1 credit*

Physical Science is a study of how God has designed the non-living, natural world to function as the course is founded on the diversity, properties, and interactions of both matter and energy. Students strengthen their quantitative reasoning and problem-solving skills through the study of Physics. Through the Chemistry unit, students gain a better understanding of how the world has been created to work. In Astronomy, students apply their knowledge of Physics and Chemistry to other planets and the stars. Students also exercise and utilize experimental and measurement skills. This course provides students with a great foundation for better success as they grow in their understanding of God's creation in the more advanced Science courses at CVCA.

*Prerequisite: None*

### Biology – Grade 9 or 10

*Annual; 1 credit*

Biology allows students to explore the diversity of life from a biblical worldview. Major topics of study include ecology, cell study, genetics, classification of living things, microbiology, animal form and function, and plant anatomy and physiology. Creation science concepts are also examined and contrasted with the claims of modern evolutionary theory. Lab activities bring a practical focus in illustrating course concepts. A required first semester leaf collection teaches taxonomy and classification skills.

*Prerequisite: None*

### Honors Biology – Grade 9 or 10

*Annual; 1 credit*

Honors Biology addresses many of the same topics and skills as a general biology class. However, students in this class explore the material more thoroughly with advanced lab activities and additional class projects. This course is an opportunity for those who like science to explore the content in more detail. The course's enriched elements allow students a broader understanding of life science, and the extended lab experiences prepare students for upper level science courses. Because of this, students who enroll in this course must be prepared to handle a heavier workload. In addition to a first semester leaf collection, a second semester biological diversity project is assigned to teach and reinforce taxonomy and classification skills. Advanced concepts related to genetics and creation science are explored in greater detail than general biology. In addition, some outside reading and research projects related to various topics of study may be assigned to explore topics of individual interest.

*Prerequisite: None*

## ADVANCED SCIENCE COURSES

The following courses align with or exceed 11th/12th grade Ohio Department of Education science standards.

### Chemistry – Grade 10 or 11

*Annual; 1 credit*

The chemistry program emphasizes concepts and techniques that are crucial for a fundamental understanding of inorganic chemistry. Students solve chemical problems through concepts taught in class and laboratory experimentation. Major topics of study include metric conversions; atomic theory, balancing equations, stoichiometry, gas laws; solutions; and acid-base theory.

*Prerequisite: Biology or Honors Biology*

### Honors Chemistry – Grade 10 or 11

*Annual; 1 credit*

This course challenges the college-bound student. Although the topics covered in this course may be similar to the normal program, the pace and scope are significantly more vigorous. The brisk pace enables students to embark on a more detailed study of the topics normally covered within this discipline. Students pondering AP Chemistry in the future are required to take this course prior to the AP program.

*Prerequisite: Excellent performance in Biology or Honors Biology; Departmental approval required*

### Anatomy & Physiology – Grade 11 or 12

*Annual; 1 credit*

This second-level advanced course in biological sciences is directed toward students interested in the human body and/or a possible inclination toward a medical career. Topics include cytology, histology, and a systematic approach of the study of the body's organ systems. Dissections of mammalian organs and the fetal pig introduce and emphasize the comparative anatomy of these mammals to human anatomy. These, and other laboratory activities, provide students with valuable investigational skills. Students are challenged to master some college-level material while developing a mature approach to critical thinking and research skills.

*Prerequisite: Chemistry or Honors Chemistry*

### Physics – Grade 11 or 12

*Annual; 1 credit*

Regular Physics with laboratory activities is designed for students who desire a greater understanding of the physical world around them. An emphasis is placed on teaching the concepts of physics and their application to one's environment. Material covered is chosen from topics of motion, force, momentum, energy, gravitation, planetary motion, wave motion, sound, light, electricity, magnetism, and radioactivity. Students enrolled in this course need a TI-83/TI-84 calculator.

*Prerequisite: Chemistry or Honors Chemistry*

*Prerequisite or Corequisite: Algebra 2 or Honors Algebra 2*

### AP Biology – Grade 11 or 12

*Annual; 1 credit*

AP Biology is designed to prepare students to take the national Advanced Placement Exam in biology given each May. Consequently, this course follows standardized curriculum set by the College Board and is at the level of first-year college offerings. It assumes enrolling students have had chemistry, are able to complete assignments that involve independent study, will do collateral reading assignments, and are capable of reading a college-level text. Considerable emphasis is placed on understanding the process of science. Therefore, lab investigations are more comprehensive, requiring analysis and interpretation of data. The focus is the mastery of concepts required on the AP exam. The exam is a course requirement. Careful study of evolutionary biology that permeates contemporary science is undertaken while stressing the biblical worldview and apologetics. Some topics examined include biotechnology, genetic engineering, phylogeny/taxonomy, plant physiology, and advanced topics in cell biochemistry.

*Prerequisite: Chemistry or Honors Chemistry; Departmental approval required*



**AP Chemistry – Grade 11 or 12**

*Annual; 1 credit*

This rigorous course is designed for students wishing to enrich their knowledge of chemistry and enhance their laboratory skills and techniques. AP Chemistry prepares students for the AP Chemistry exam. The AP exam is a course requirement. Topics include atomic theory and structure; bonding and intermolecular forces; chemical reactions; electrochemistry; equilibrium; kinetics, and thermodynamics.

*Prerequisite: Honors Chemistry; Departmental approval required*

*Prerequisite or Corequisite: Honors Precalculus*

**AP Physics 1 – Grade 11 or 12**

*Annual; 1 credit*

This introductory, algebra-based Physics course prepares students to take the AP Physics 1 Exam given each May. The AP exam is a course requirement. Consequently, this course of study follows a standardized curriculum set by the College Board and is at the level of first-year college offerings. It assumes enrolled students can complete assignments that involve independent study, write college-level lab reports, do collateral reading assignments, and are capable of reading a college-level text. This course focuses on a student’s ability to use concepts to problem solve as opposed to mathematical mechanisms. Prior experience in Physical Science or Physics is not required.

*Prerequisite: Honors Chemistry; Departmental approval required*

*Prerequisite or Corequisite: Precalculus or Honors Precalculus*

**SCHOOL OF ENGINEERING (SOE)**

Engineering courses are only available to students enrolled in the *School of Engineering*.

**Engineering 1: Engineering Method and Team Problem Solving – Grade 11**

*Semester; ½ credit*

Engineers use mathematics extensively, reason quantitatively, and communicate effectively in written and oral forms as they work in teams. Engineering 1 introduces students to the tools, tasks, and culture of engineering, including ethical and moral conduct. Students also learn the engineering method of problem-solving. Students are exposed to the great array of opportunities and possibilities in today’s engineering fields through guest speakers and field trips. Students undertake group projects, each utilizing a computer tool widely used by engineers, such as computer-aided design (CAD), computer-based computations, and website building. All projects include brief oral reports, papers, and demonstrations. Students participate in building pumpkin launchers, bridge model building and testing, while learning to keep a professional engineering notebook. The class culminates with students writing a proposal for their Junior Capstone project of their choosing.

*Prerequisite: Geometry or Honors Geometry. Acceptance and enrollment in the School of Engineering required for registration. Qualifies for graduation in School of Distinction.*

**Engineering 2: Project-Based Mechanical and Civil Engineering – Grade 11**

*Semester; ½ credit*

Engineering 2 allows students to experience multiple engineering fields through individualized projects. Computer-based programming and Vex Robotics kits excite students while teaching problem-solving, logic, digital electronics, and several programming languages. OnShape CAD programming continues, and students continue with small projects such as Vex robots. All projects include brief oral reports, papers, and demonstrations. Guest speakers and field trips introduce various engineering opportunities. Students also begin to research engineering colleges and scholarship opportunities. The class culminates with students completing their Junior Capstone project demonstrations, presentations, and final paper.

*Prerequisite: Engineering 1 and Geometry or Honors Geometry. Acceptance and enrollment in the School of Engineering required for registration. Qualifies for graduation in School of Distinction.*

**Engineering 3: Project-Based Electrical and Computer Engineering – Grade 12**

*Semester; ½ credit*

Engineering 3 exposes students to a deeper understanding of CAD programming through OnShape. Students will also delve deeper into python through use of the Vex Robotics system. Students will continue with group projects by designing, building and racing cardboard canoes. Students gain knowledge about what to expect in a college engineering environment through researching three engineering colleges of their choice. Includes all application preparation as well as deeper scholarship research. Students write a paper and present their findings to the class prior to application deadlines. Students are introduced to their Senior Capstone project and begin to do their research culminating in their Capstone Proposal.

*Prerequisite: Engineering 2. Acceptance and enrollment in the School of Engineering required for registration. Qualifies for graduation in School of Distinction.*

*Prerequisite or Corequisite: Precalculus or Honors Precalculus*

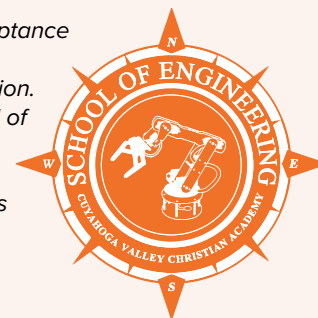
**Engineering 4: Aeronautical Engineering and Senior Capstone Project – Grade 12**

*Semester; ½ credit*

Engineering 4 exposes students to electrical and computer engineering through projects involving a Raspberry Pi single-board computer and an Arduino microcontroller board. In addition, students participate in an aerodynamics unit which culminates in a Large Glider Design challenge, and design, build and test an RC plane. The year culminates with students presenting, demonstrating, and writing their final paper on their Senior Capstone Project.

*Prerequisite: Engineering 3. Acceptance and enrollment in the School of Engineering required for registration. Qualifies for graduation in School of Distinction.*

*Prerequisite or Corequisite: Precalculus or Honors Precalculus*



## SCHOOL OF MEDICAL PROFESSIONS (SOMP)

Medical Professions courses are only available to students enrolled in the *School of Medical Professions*.

### Honors Human Anatomy and Physiology – Grade 11

*Annual; 1 credit*

The study of anatomy and physiology is an advanced course in the biological sciences and the first required course in the School of Medical Professions (SOMP); it prepares students academically for a medical career. Topics include cytology, histology, and a systematic approach to the study of the body's organ systems. Dissections of the white rat and the fetal pig introduce and emphasize the comparative anatomy of these mammals to human anatomy, and laboratory activities provide the students with valuable investigational skills. SOMP students are also exposed to the opportunities, skills, tools and ethics of medical professions through classroom interaction with guest speakers and case studies.

*Prerequisite: Chemistry or Honors Chemistry. Acceptance and enrollment in the School of Medical Professions required for registration. Qualifies for graduation in School of Distinction.*

### Medical Professions Modules – Grade 12

*Semester; ½ credit*

Medical Professions Modules highlights common issues that face all health fields by presenting modules of instruction and opportunities for continued exposure to the medical professions. This is accomplished through academic exposure to modules that cover exercise physiology, pathophysiology, microbiological techniques, clinical nutrition, communication, interpersonal skills, and technology. Case studies, guest speakers, and field trips

further emphasize these and other practical skills utilized within the various medical fields.

*Prerequisite: Honors Human Anatomy and Physiology. Acceptance and enrollment in the School of Medical Professions required for registration. Qualifies for graduation in School of Distinction.*

### Medical Professions Seminar – Grade 12

*Semester; ½ credit*

Medical Professions Seminar highlights two important skills that are important to the developing and career medical professional: research and communication. Students in this course become aware of current medical research, have the opportunity to hear the presentations of those who have been involved in research, critically analyze current research, and investigate, develop, execute, and present their own research. Emphasis is placed on following sound scientific research methodology that has novel components, can be repeated, and is quantitatively and qualitatively accurate.

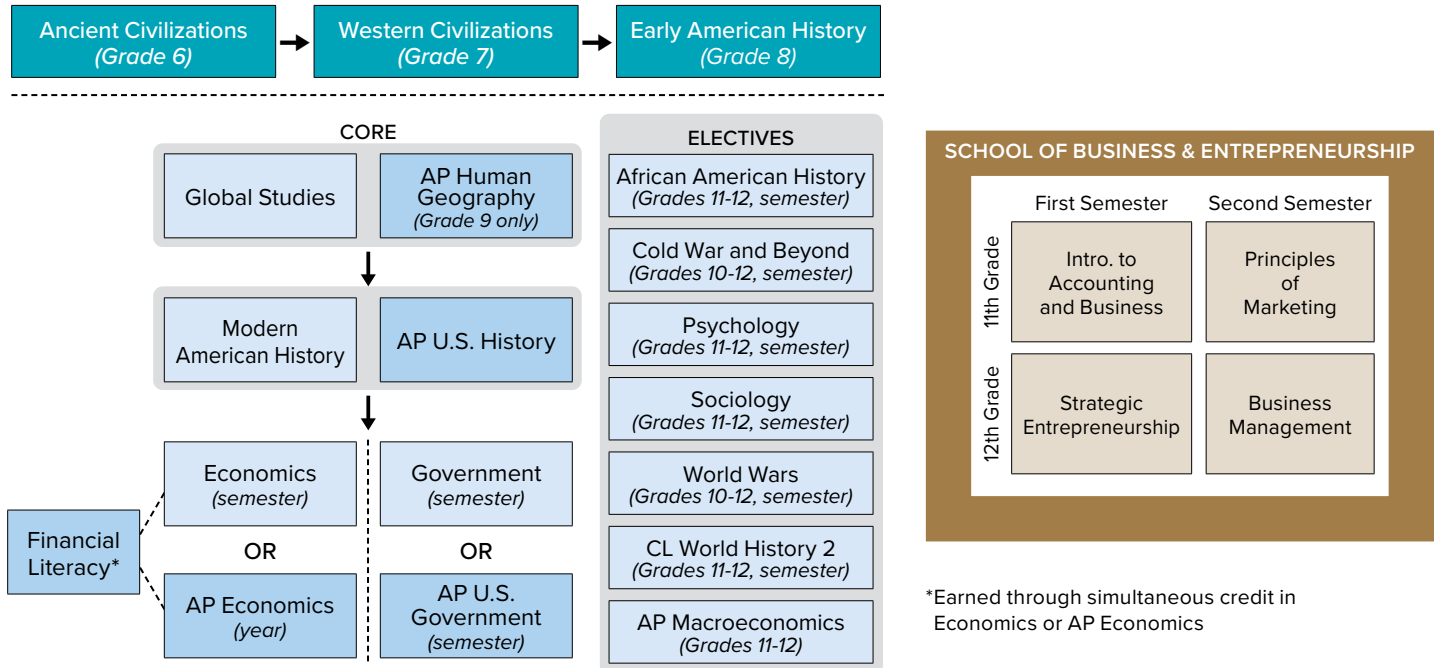
*Prerequisite: Medical Professions Modules. Acceptance and enrollment in the School of Medical Professions required for registration. Qualifies for graduation in School of Distinction.*



## SOCIAL STUDIES

At the creation of humanity, God declared, “It is not good for man to be alone.” Since then, God has ordained that each person dwells in a specific chronological, geographic, and cultural context. Since the fall of humanity, every context has included the tension of a world of goodness created by God and a world in rebellion and contention against God. Our intent in the social studies is to guide students in the crucial task of discerning how to orient themselves and live in righteousness and faithfulness in their own unique context.

Middle school students take Ancient Civilizations, Western Civilizations, or Early American History, depending on their grade level. High school students are required to take Global Studies, an American History course, an Economics course, and a Government course. Multiple elective courses are available as well.



### Middle School Courses

#### Social Studies 6 – Ancient Civilizations

Annual

This course presents major societies of ancient history from the perspective of those who lived at the time. Students are challenged to build critical thinking and investigative skills while following a timeline of how God used various ancient peoples to shape the direction of His world. Additionally, students evaluate world religions, comparing and contrasting them with Christianity, and learn how to form and support Christ-centered perspectives on events, both ancient and modern.

#### Social Studies 7 – Western Civilizations

Annual

This course presents an in-depth analysis of the civilizations that have shaped the modern Western world. Students interact with influential civilizations throughout the history of Europe, stepping into the various roles of the citizens and rulers of the time

through simulated learning, virtual field trips, critical thinking activities, creation-based projects, and more. Students also track God’s provision of His Church throughout the timeline of Europe, exploring ways Christianity has affected the culture and events of Western civilizations even to the modern era.

#### Social Studies 8 – Early American History

Annual

The chief aim of Early American History is to develop a general understanding of American history from the late 15th century through the Civil War and to acquaint students with the major forces which have shaped history. Other important aims are to develop a historical sense and sophisticated political and economic understanding, broaden moral and ethical perspectives, sharpen powers of thought and expression, and introduce some of American history’s significant figures and events. The course reveals how Christianity has played a major role throughout American history.

### High School Courses

#### Global Studies – Grade 9

Annual; 1 credit

Focusing on a wide variety of topics including geographical, historical, and cultural studies, this course nurtures a biblical worldview, and helps students see the earth, populations, and events surrounding us through the eyes of God and the Great

Commission. Content includes a region-by-region survey of the world. The class focuses not only on learning facts about people and places; it also opens the minds and hearts of students towards prayer, support, and/or service in the mission field. This course fulfills the state of Ohio World History and Civilizations requirement for graduation.

*Prerequisite: None*



**AP Human Geography – Grade 9***Annual; 1 credit*

AP Human Geography is an introductory college-level course focusing on the patterns and processes of human civilization that have changed the world God has given us. Students are challenged to develop geo-literacy and empathy for God's creation through increased awareness of the global consequences for both personal and governmental policy decisions. Students use geography to identify, analyze, and offer solutions to some of our world's greatest problems, seeking to view each part of our world with Christ's compassion and love. As a college-level course, students can expect a heavier workload and level of difficulty compared to a standard class. The rewards for taking an AP course include an enriched learning challenge, an opportunity to earn college credit based on the AP Exam in May, and a GPA adjustment to mitigate the higher level of difficulty. Admittance to this course is based on prior academic record, references from past instructors, completion and quality of summer assignments, and the final estimation of the course instructor.

*Prerequisite: Departmental approval is required.***Modern American History – Grade 10***Annual; 1 credit*

This is a year-long survey course of United States history. The first unit reinforces the time period covered in Early American History (Grade 8). The remainder of the course explores events of U.S. history from the Civil War onward, with emphasis on the 20<sup>th</sup> Century. Causes and results of events, especially as they have an impact on our own times, are emphasized. In addition to analyzing Biblical themes regarding human nature and justice, recognition of Christian causes and influences in America are incorporated, as well as practical training in Christian discernment.

*Prerequisite: None***AP United States History – Grade 10***Annual; 1 credit*

AP United States History is an undergraduate-level survey of the full scope of U.S. history from the pre-colonial era to the present. Students are given the opportunity to examine topics with greater thoroughness than other offerings. Students utilize a college-level textbook in addition to primary document readers. Intensive work is done in critical thought as well as formal essay writing. Students take the AP United States History exam in May.

*Prerequisite: Departmental approval is required. This course includes required summer reading.***Government – Grade 11 or 12***Semester; ½ credit*

This course deals with the principles of American democracy. Students study issues involving the Bill of Rights, political parties, Congress, the Presidency, and the Supreme Court – all through the lens of a biblical worldview. Class discussions on current political issues are regularly included, as well as classroom experiences such as a mock Congress and mock presidential news conference. The problems of democracy studied are primarily those of our institutions and men, rather than social problems.

*Prerequisite: None***AP United States Government and Politics – Grade 11 or 12***Semester; ½ credit*

AP Government and Politics is designed to provide an analytical perspective on government and politics in the United States using a variety of resources and primary documents. It includes a study of general concepts such as institutions, groups, beliefs,

ideas of government, and politics in the U.S., plus political behavior, political parties, interest groups, mass media, and civil rights. The course is designed to provide a critical perspective, as well as a Biblical perspective, on politics and government in the U.S.

*Prerequisite: Departmental approval is required.***Economics – Grade 11 or 12***Semester; ½ credit*

This one-semester course focuses on the allocation of scarce resources to meet the unlimited needs of society. Students are introduced to theories of economic thought and the application of those theories to the world around them. The course surveys financial literacy topics, micro and macroeconomic concepts, business organizations, and economic systems. Biblical principles of stewardship, contentment, and generosity are analyzed, enabling students to become more responsible in economic decision-making. This course fulfills the state of Ohio economics and financial literacy graduation requirement.

*Prerequisite: None***Financial Literacy – Grade 11 or 12***Semester; ½ credit*

Students will now receive simultaneous credit for completing a half credit financial literacy course through the economics or AP Macroeconomics course they are required to take at CVCA. Financial Literacy provides students with the knowledge they need to make a lifetime of informed financial decisions. The course focuses on individuals and families making the best financial decisions in the present and planning for a strong financial future. Class content includes topics such as car purchases, mortgage agreements, financing terms, credit card use, and the management of personal debt.

*Prerequisite: None***AP Macroeconomics – Grade 11 or 12***Annual; 1 credit*

This course is a year-long study of macroeconomic principles and financial literacy. The students study what comprises the Gross Domestic Product (GDP) and its potential problems, inflation, unemployment, and monetary and fiscal policies. The course includes units on the federal banking system, the international economy, and studies in various market structures. In addition, the course includes instruction in biblically-sound financial literacy. Lectures, discussions, papers, and case studies prepare students for the required AP Macroeconomics exam. The second semester of this course contains curriculum and activities which fulfill the state of Ohio financial literacy graduation requirement for students in the graduating class of 2026 and later.

[NOTE: Students dropping this yearlong course after the first semester focusing on Macroeconomics do not meet the state of Ohio financial literacy graduation requirement.]

*Prerequisite: Departmental approval is required.***SOCIAL STUDIES ELECTIVES****African American History – Grade 11 or 12***Semester; ½ credit*

This class seeks to examine and understand the African American experience from its origins to today. Students have opportunity to study and discuss slavery, resistance and abolitionism, emancipation, segregation and black migration, the civil rights era, and contemporary issues facing people of color in America. Throughout, there is an emphasis on the recovery of lost voices through reading of primary documents and student research.

*Prerequisite: None*

**Cold War and Beyond – Grade 10, 11, 12**

*Semester; ½ credit*

Cold War and Beyond is an elective course focusing on the tension between the two Superpowers in the latter 20th century. It explores the origins of the Cold War, the armed conflicts that occurred during the Cold War, the Korean War, various uprisings in Eastern Bloc countries, Vietnam, Cambodia, Afghanistan, Central America, and several others, as well as the rise and fall of communism. It also covers the post Cold War period and the rise of conflicts in the Middle East.

*Prerequisite: None*

**Psychology – Grade 11 or 12**

*Semester; ½ credit*

Psychology is the study of human behavior from a social science point of view. Topics included in this course are personality, abnormal behavior, schools of psychology, intelligence, defense mechanisms, child development, and psychological testing. A Christian perspective helps students understand that secular psychology and Christian truth are compatible in many ways.

*Prerequisite: None*

**Sociology – Grade 11 or 12**

*Semester; ½ credit*

As Christians, we live with the tension of being “in the world but not of the world.” To negotiate God’s calling requires critical discernment of our society in all of its complexities. Sociology attempts to guide students in their own critical discernment of society and culture through in-class examinations of issues and

out-of-class experiments. Areas of examination include basic theory; society and cultures; and issues of race, class, gender, media, education, and the family. With some additional outside guided study, students are encouraged to take the CLEP Sociology test that may lead to college credit.

*Prerequisite: None*

**World Wars – Grade 10, 11, 12**

*Semester; ½ credit*

This elective takes an intense look at the underlying causes of the two World Wars that shape our global geopolitical system to this day. It covers major battles, political movements, and the wars’ consequences. The course is for those who enjoy discussing/studying causes and effects of major conflicts and warfare.

*Prerequisite: None*

**CL World History II: The Modern World – Grade 11 or 12**

*Semester; ½ credit*

This course examines major world civilizations from the Age of Discovery to the present. Special attention is given to the Industrial Revolution, rise of nationalism and imperialism, the major world wars, communist revolutions, the Cold War, and various ethno-religious tensions in the post-Cold War era. A liberal arts approach is utilized that incorporates a comparative examination of the political, intellectual, social, and cultural contributions of each period and culture. Students are introduced to historical analysis and critical thinking skills. Eligible students may register for this course through Malone University for dual credit (HIST 112).

*Prerequisite: None*

**SCHOOL OF BUSINESS & ENTREPRENEURSHIP (SOBE)**

Courses are only available to students enrolled in the School of Business & Entrepreneurship.

**Introduction to Accounting and Business – Grade 11**

*Semester; ½ credit*

This course is designed to introduce students to the wide world of business, learning basic accounting skills. Students participate in a project-based curriculum designed to produce beginning financial statements for the SOBE student-run businesses. They review business management, finance, human resources, entrepreneurship, marketing, and business ethics. Students also begin a mentorship program with local professionals.

*Prerequisite: Acceptance and enrollment in the SOBE required for registration. Qualifies for Graduation in School of Distinction.*

**Principles of Marketing – Grade 11**

*Semester; ½ credit*

This course is designed to engage students in an interactive exploration of the various aspects of marketing. Students participate in a major synthesis project in which they apply concepts learned in class to create a real-world marketing plan. The class is designed around the 10 P’s of marketing and emphasizes 21<sup>st</sup> Century marketing techniques. Students continue to participate in the mentorship program and SOBE businesses. Finally, students interview for executive positions in the School of Business and Entrepreneurship class businesses for their senior year.

*Prerequisite: Acceptance and enrollment in SOBE required for registration. Qualifies for Graduation in School of Distinction.*

**Strategic Entrepreneurship – Grade 12**

*Semester; ½ credit*

Strategic Entrepreneurship engages students in the step-by-

step creation of a start-up business through the implementation of a major “Shark Tank” course project. Students advance from idea to implementation while learning and applying best practices from various mediums including videos, articles, and speakers. Students finish the class by presenting their original business ideas to real business professionals.

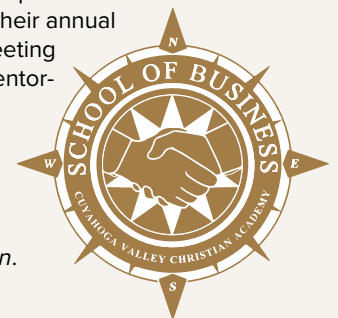
*Prerequisite: Principles of Marketing. Acceptance and enrollment in SOBE required for registration. Qualifies for Graduation in School of Distinction.*

**Business Management – Grade 12**

*Semester; ½ credit*

This course introduces students to the day-to-day management of a business through experiential learning. Seniors take on executive positions, create support teams, and explore and implement best practices as they run the day-to-day operations of in-class businesses. They also develop and track long-term objectives and goals. Students complete the class by creating and presenting their annual report in a real-world business meeting setting. Students complete the mentorship program in this course.

*Prerequisite: Strategic Entrepreneurship. Acceptance and enrollment in SOBE required for registration. Qualifies for Graduation in School of Distinction.*



# TECHNOLOGY AND DIGITAL MEDIA

## TECHNOLOGY

### MS Technology Course

Experiencing Technology  
(Grade 8)

### High School Technology Electives

Introduction to Programming  
(Grades 9-12, Semester)

AP Computer Science Principles  
(Grades 9-12)

Innovation Lab  
(Grades 9-12, Semester)

↓  
Programming 2  
(Grades 9-12, Semester)

## Middle School Course

### Experiencing Technology – Grade 8

Annual

This course introduces middle school students to a variety of skills in the use of technology. Included in the course are concepts from the field of computer science, such as computer pro-

gramming and coding. Students also gain experience in digital arts (videography, photography, and graphic design). By the end of the course, students have skills that will benefit them in all high school courses, as well as an understanding of what high school technology and digital arts electives may interest them most.  
*Prerequisite: None*

## High School Courses

### Introduction to Computer Programming – Grades 9, 10, 11, 12

Semester; ½ credit  
Students get hands-on experience with computer science and programming in real-world simulations. They use block coding and Python to complete tasks with actual and simulated drones. This class also studies patterns, “if else” problem solving, and debugging. Students who successfully complete this course will have priority enrollment in AP Computer Science Principles.  
*Prerequisite: None*

### Programming 2 – Grades 9, 10, 11, 12

Semester; ½ credit  
Students learn and apply intermediate to advanced computer programming skills to solve complex problems with technology. This class builds on the programming skills from Programming 1 and provides a deep dive into the code of systems. Students survey and scout landscapes with drones, modify rovers to accomplish missions, and more. Class projects are based on current NASA/Space X missions and real-world job market skills in the computer programming industry. Students have the opportunity to earn a drone pilot license.  
*Prerequisite: Introduction to Computer Programming*

### AP Computer Science Principles – Grades 9, 10, 11, 12

(Recommended Grade 9 or 10)  
Annual; 1 credit  
This introductory college-level computing course introduces students to the breadth of computer science as they learn to design and evaluate solutions and 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.  
*Prerequisite: None*

### Innovation Lab – Grades 9, 10, 11, 12

Semester; ½ credit  
God created us in His image as makers. CVCA offers a space for students to learn how to use a broad variety of tools (such as

3D printers, engraving and cutting machines, sound recording equipment) to express and innovate their own ideas. In this course, students work with the Innovation Lab Director to become certified in safely and powerfully using tools as creators.  
*Prerequisite: None*

## SCHOOL OF COMPUTER SCIENCE (SOCS)



### Advanced Game Design – Grade 11

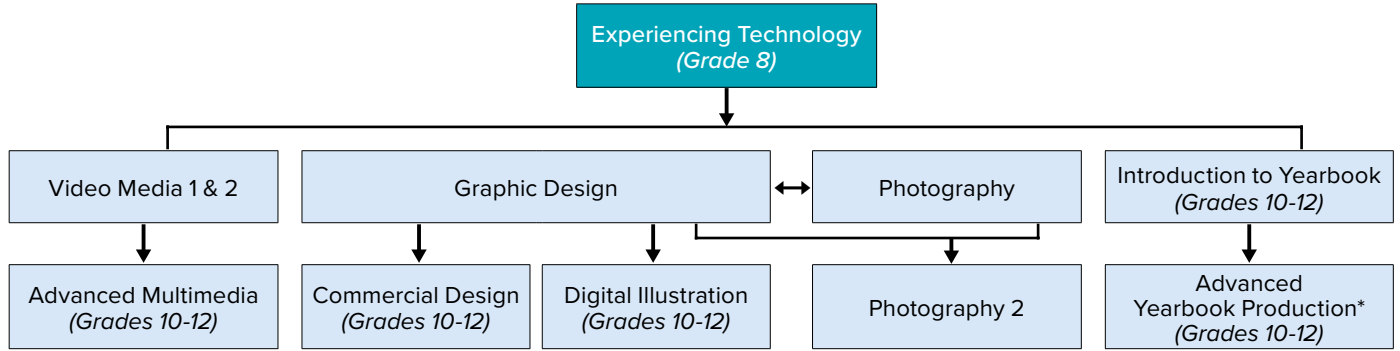
Semester; ½ credit  
Students utilize computer science and program knowledge to develop games that demonstrate mastery and engage an authentic audience. Advanced Game Design provides a hook for learning high-level mastery of programming and design for students, preparing them for future opportunities in college and careers. The course concludes with a CTE professional certification exam.  
*Prerequisite: None*

### Cybersecurity – Grade 11

Semester; ½ credit  
Few career fields are growing at the rate of Cybersecurity. In this course, students learn active problem solving skills and how to utilize high-level computer science skills to thwart would-be cyber attackers. The course concludes with a CTE professional certification exam.  
*Prerequisite: None*

SCHOOL OF COMPUTER SCIENCE		
	First Semester	Second Semester
11th Grade	Advance Game Design	Cybersecurity
12th Grade	Applied Technologies	Seminar in Technology

## DIGITAL MEDIA



\*Courses with an asterisk may be repeated multiple years for credit.

## Middle School Course

### Experiencing Technology – Grade 8

*Annual*

This course introduces middle school students to a variety of skills in the use of technology. Included in the course are concepts from the field of computer science, such as computer programming and coding. Students also gain experience in

digital arts (videography, photography, and graphic design). By the end of the course, students have skills that will benefit them in all high school courses, as well as an understanding of what high school technology and digital arts electives may interest them most.

*Prerequisite: None*

## High School Courses

### Video Media 1 & 2 – Grades 9, 10, 11, 12

*Annual or Semester; 1 or ½ credit*

This introductory class is for students interested in video editing, media critique, and camera operations. Each student learns video editing software and various support software from Adobe Suite. Basic camera operations, techniques, and editing skills are added to give a student a complete view of producing video projects. Projects begin by learning the art of storytelling and the responsibility of producing and consuming media. Storyboarding, narrating, and basic audio fundamentals are added. Each student is exposed to multimedia production foundations in video, radio, and other media techniques. All enrolled students complete the first semester. Students with instructor approval continue to apply their understanding of basic visual media concepts to more advanced class projects in the spring semester.

*Prerequisite: None*

### Advanced Multimedia – Grades 10, 11, 12

*Annual; 1 credit*

This next-step course allows students to further develop their media production skills and gain deeper knowledge working with the Adobe Suite. Students also develop client culture and relationship knowledge and skills, and regularly compete in film festivals. Taking a project-based approach, students use their media ability to support local ministries as clients. In this way, students advance the Kingdom of God while helping others communicate what God is doing in their life and ministry.

*Prerequisite: Video Media 1 and 2*

### Honors Video Media – Grades 11, 12

*Annual; 1 credit*

In this unique experience, students work on three major projects to cultivate professional-level skills in media production. Students first complete a client project which includes finding an organization in need of help to produce a video for use in their business. Second is a team project where students explore the different roles and responsibilities of a film team in close collaboration. Thirdly, students complete a passion/capstone project, taking an idea they have and working through all three areas of production to get a product ready to submit to a film festival. As students' skill and passion for storytelling through video media grows, emphasis will be placed on challenging students to give back that talent to God in worship.

*Prerequisite: Video Media 1 and 2; Advanced Multimedia*

### Graphic Design – Grades 9, 10, 11, 12

*Annual; 1 credit*

Students learn the basic principles of design while gaining mastery of professional design software. They explore typography, digital illustration, color, and layout while creating designs they can be proud of. Students learn the creative process and improve their creative problem-solving skills in this project-based learning course. Participation in the Spring Fine Arts Show is required.

*Prerequisite: None*

### Commercial Design – Grades 10, 11, 12

*Semester; ½ credit*

Students dig deep and use the skills developed in Graphic Design to create professional level projects. Learning to work

with clients, students design with their audience in mind and create with the intention of their artwork leaving the building. This class is a chance for students to see firsthand how art is missional by using their design skills to further Kingdom efforts. Participation in the Spring Fine Arts Show is required. Instructor approval is required for entry to this course.

*Prerequisite: Graphic Design*

### **Digital Illustration – Grades 10, 11, 12**

*Semester; ½ credit*

With a baseline of knowledge from Graphic Design, students dig deep and learn about a variety of techniques for digital illustration. Students learn how to take an idea from concept to portfolio-ready using the Adobe Creative Suite. Instructor approval is required for entry to this course. Participation in the annual Spring Fine Arts Show is required.

*Prerequisite: Graphic Design*

### **Photography 1 – Grades 9, 10, 11, 12**

*Annual; 1 credit*

Preference is given to Design and Yearbook students wishing to further develop their software and photography skills. The course focuses on the fundamentals of photography, composition, and photo enhancement using Adobe Lightroom.

*Prerequisite: Students are required to provide a high-quality, interchangeable lens DSLR or mirrorless camera, capable of operating in full manual mode.*

### **Photography 2 – Grades 10, 11, 12**

*Annual; 1 credit*

Photography 2 is designed for students who have completed Photography 1 and want to further develop their skills and artistic vision. This course will challenge students to refine their technical abilities and explore advanced concepts. The course will culminate in the creation of a portfolio that displays each student's depth and breadth as an accomplished photographer within a variety of genres.

*Prerequisite: Photography 1*

### **Introduction to Yearbook – Grades 10, 11, 12**

*Annual; 1 credit*

In this year-long course, students learn the rules of professional print production as they pertain to design, photo composition, and writing techniques. Students are required to spend time outside the classroom attending and photographing school events. The Yearbook team creates CVCA's Yearbook from scratch. Intro students learn how to use professional design software, how to conduct interviews, and the basics of DSLR photography.

*Prerequisite: None*

### **Advanced Yearbook Production – Grades 11 and 12**

*Annual; 1 credit*

For students who know the basics of Yearbook production and are ready to go deeper, this course dives deep into professional design software, article writing, and DSLR photography. Students are deeply involved in developing the theme of the yearbook before designing begins and learn the ins and outs of the editing process once designs have been completed. Advanced Yearbook offers the chance to have your fingerprints on CVCA's history. Instructor approval is required for entry to this course.

*Prerequisite: Introduction to Yearbook*

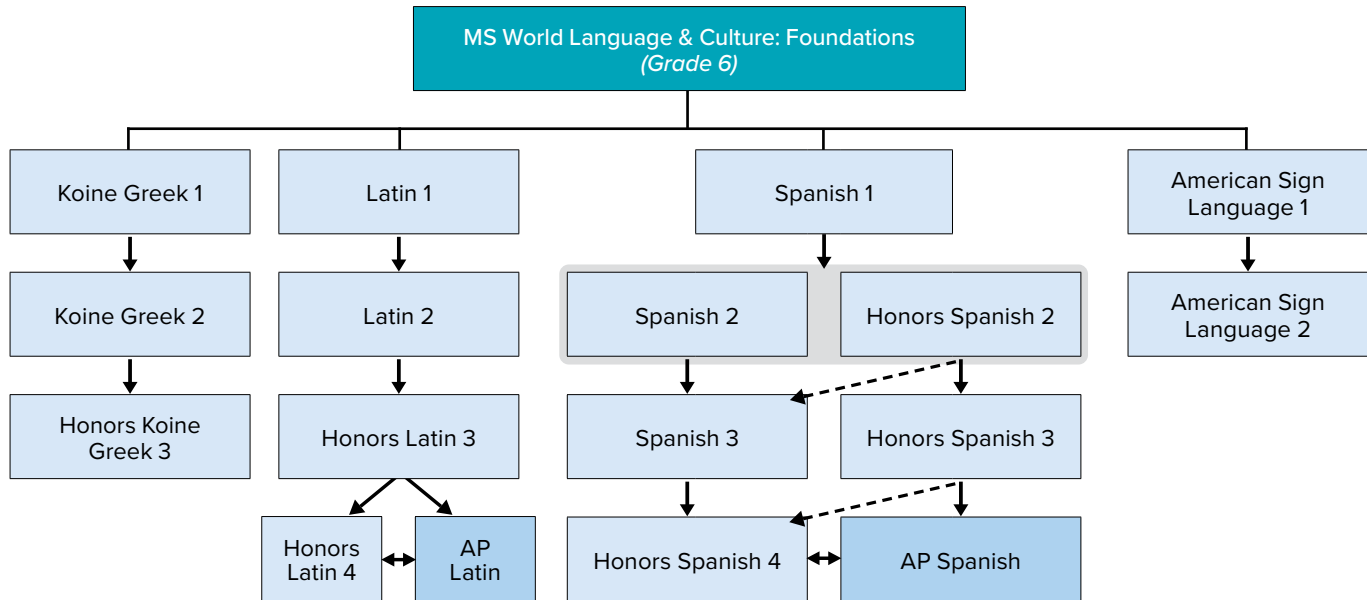


## WORLD LANGUAGES

As global Christians, CVCA graduates are equipped to navigate linguistic challenges in any pursuit. They critically engage their own culture as well as other cultures, and appreciate their uniqueness for the sake of Christ and His kingdom.

Middle school students are introduced to the language and culture courses available at CVCA during sixth grade. Eighth grade students with good overall academic performance and excellent grades in English 7 may take Level 1 of a high school world language as one of their two electives.

Students must earn two credits in the same world language. Students who wish to earn an Ohio Honors Diploma must take three years of the same language or two years each of two different languages. Home-schooled students seeking placement beyond Level 1 are required to demonstrate competency in the language before enrollment.



## Middle School Courses

### MS World Language & Culture: Foundations – Grade 6

*Annual*

Students in this year-long course discuss foundational elements of language acquisition, experiment with methods to learn and practice vocabulary (songs, chants, pictures), and consider a Biblical approach to why students should learn another language.

Through learning vocabulary and completing projects, students explore each of the languages offered (Latin, Koine Greek, Spanish, and American Sign Language) and consider the Biblical, cultural, historical, and linguistic elements that are foundational and unique to each language and culture.

## High School Courses

### Latin 1 – Grade 8, 9, 10, 11, 12

*Annual; 1 credit*

Latin 1 provides students with a solid foundation in the Latin language through story-based instruction. Daily interactions with Latin text in song, story, and beginning conversations and writing emphasize the utilization of the four conjugations of Latin verbs and the first three declensions and expose students to the use of pronouns and conjunctions. As periods of Roman history are investigated through project and inquiry-based approaches, learners gain insight into the structures of government, empire-building, art, and day-to-day interactions of citizens, especially early Christians, throughout Rome’s provinces. Various topics in mythology, feats of engineering, modern derivations of vocabulary, and recognizable quotes and mottoes trace the impact of this ancient language and culture on the contemporary world.

### Latin 2 – Grade 9, 10, 11, 12

*Annual; 1 credit*

Latin 2 builds upon foundational work in Latin 1 through more extensive applications of the form and function of this important language study. Daily interactions with Latin text in both written and spoken modes stretch learners beyond beginner novice-level acquisition. Verb study now includes active and passive tenses (including the subjunctive) and works with participles, gerunds, clauses, deponents, and subjunctive mood to provide a richer language experience. As the spread of the Roman empire is considered through project and inquiry-based approaches, learners gain deeper insight into the cultural, architectural, and political landscapes encountered through the daily life of Rome’s diverse citizenry. Various topics in mythology, entertainment, medicine, lifespan, and still-used medical and legal terminology trace the impact of this ancient language and culture on the contemporary world and the Christian West.

*Prerequisite: Latin 1*

**Honors Latin 3 – Grade 10, 11, 12***Annual; 1 credit*

This course reviews grammar from previous years, including subjunctives and clauses, conditionals, gerundives, and the supine. Appreciation for the language will be developed through regular readings of both tiered and unadapted Latin literature by authors such as Catullus, Pliny the Younger, Cicero, Ovid, Vergil, Julius Caesar, and more. Studied works are accompanied by essays on cultural topics and information about the author and literary genre. Students gain a much better understanding of the historical and literary roots of Western civilization. Honors Latin 3 is an excellent choice for the college-bound student.

*Prerequisite: Latin 2. Minimum student enrollment required to ensure this class will be scheduled.*

**Honors Latin 4 – Grade 11 or 12***Annual; 1 credit*

Honors Latin 4 reviews Latin grammar and introduces rhetorical devices used in Latin literature and poetry. Students read Latin excerpts from Virgil's poetry and Cicero's prose, as well as English translations of works by both authors. In addition to Classical Latin, students are introduced to Ecclesiastical Latin through readings from the Vulgate Bible and early Christian writings. This course is designed to enable high school students to enter an intermediate level college Latin course.

*Prerequisite: Honors Latin 3 and department approval.*

*Minimum student enrollment required to ensure this class will be scheduled.*

**AP Latin – Grade 11 or 12***Annual; 1 credit*

AP Latin consists of reading from Vergil's *Aeneid* and Pliny the Younger. This rigorous course requires students not only to translate an extensive amount of Latin, but also to understand the historical context and literary value of these works, and to examine the rhetorical/poetic devices they utilize. Those sections that are not read in the original language are read in English. Throughout, students consider questions of theme, history, culture, style, literary and rhetorical devices, etc.

*Prerequisite: Honors Latin 3 and departmental approval.*

*Minimum student enrollment required to ensure this class will be scheduled.*

**Koine Greek 1 – Grades 8, 9, 10, 11, 12***Annual; 1 credit*

A primer of the basic elements of Koine Greek, the original language of the New Testament, this course gives students a working knowledge of how to use the Greek language and Greek resources to aid their understanding of the scriptures. This course is open to all students in grades 8-12 and qualifies for graduation from the School of Ministry School of Distinction.

**Koine Greek 2 – Grades 9, 10, 11, 12***Annual; 1 credit*

Building on the foundation of vocabulary, grammar, syntax, and other fundamental concepts mastered in Koine Greek 1, this second year of instruction continues work on translation of ancient Greek texts into modern English, as well as advancing students' understanding of Greek verbs and the linguistic tools necessary to exegete ancient (and especially biblical) texts with an eye for capturing the original meaning of the author.

*Prerequisite: Koine Greek 1*

**Honors Koine Greek 3 – Grades 10, 11, 12***Annual; 1 credit*

The major emphasis of Koine Greek 3 is reading New Testament texts with increasing independence. Students complete an in-depth study of 1 John, translating the text entirely on their own and learning intermediate grammar inductively. This course also advances students' understanding of the cultural context of the New Testament. Students learn important interpretive skills such as word studies and discourse analysis.

*Prerequisite: Koine Greek 2*

**Spanish 1 – Grade 8, 9, 10, 11, 12***Annual; 1 credit*

Spanish 1, an introductory course for beginning world language learners, establishes a solid foundation for future study of language. Students experience a context-rich environment with consistent exposure to comprehensible input in order to develop their listening skills. As students acquire vocabulary and structure of the language, students are expected to interact with the language in both small groups and whole class settings. Because Spanish is the primary language used by over 40 million people worldwide, students are encouraged to develop skills in the four modes of communication: listening, speaking, reading, and writing. Additionally, students explore some of the cultures and customs of various Spanish-speaking countries.

**Spanish 2 – Grade 9, 10, 11, 12***Annual; 1 credit*

Spanish 2 helps students continue to build a solid foundation of their language skills: listening, reading, speaking, and writing. Within a context rich environment, students engage with and analyze the language to increase their proficiency in these areas. Varied activities and interaction, inside and outside of the classroom, help students begin to communicate in both the present and past tenses and focuses on thematic learning and language acquisition.

*Prerequisite: Spanish 1*

**Honors Spanish 2 – Grade 9, 10, 11, 12***Annual; 1 credit*

Honors Spanish 2 is intended for students who love Spanish and plan to continue their study of the language in upper level classes. Students should be prepared to move at a faster pace with grammar and vocabulary, as well as be ready to practice their listening and speaking skills at a more challenging level. Students do a brief review of Spanish 1 and then move into the two different past tenses in Spanish. They are required to correctly conjugate verbs and use these tenses to tell stories using both written and spoken language.

*Prerequisite: Spanish 1 and departmental approval*

**Spanish 3 – Grade 10, 11, 12***Annual; 1 credit*

Spanish 3 is for students who wish to continue their study of Spanish, but do not wish to take AP Spanish Language and Culture the following year. Students who take this course continue to build their vocabulary and understanding of grammar; however, more emphasis is placed on developing listening comprehension and conversational skills, as well as learning how to ask and answer questions. This course relies heavily on a strong foundation of vocabulary and grammar concepts from Spanish 1 and 2. Students develop grammar and communication skills, allowing them to listen, speak, read, and write for a variety of

purposes as they learn to express themselves more fully using feelings, emotions, and personal opinions. The textbook for this course is highly integrated with required online activities where students practice concepts learned in class.

*Prerequisite: Spanish 2 or Honors Spanish 2. Minimum student enrollment required to ensure this class will be scheduled.*

### **Honors Spanish 3 – Grade 10, 11, 12**

*Annual; 1 credit*

Honors Spanish 3 is for students who love Spanish and plan on taking AP Spanish Language and Culture. For seniors, success in this class should enable them to test out of multiple semesters of basic Spanish required at most colleges and universities, allowing them to start their university studies in higher level Spanish communication or literature courses. The class is recommended for students who are ready to move at a very fast pace in order to master the remainder of the grammar concepts in the Spanish language. The course emphasizes grammar and vocabulary in preparation for the application of those skills in listening, speaking, reading, and writing, and on the AP Spanish Language and Culture Exam.

*Prerequisite: Spanish 2 or Honors Spanish 2. Minimum student enrollment required to ensure this class will be scheduled.*

### **Honors Spanish 4 – Grade 11 or 12**

*Annual; 1 credit*

Honors Spanish 4 is for students who love the Spanish language and intend to continue studying it in college. After taking Honors Spanish 4, students may be able to test out of multiple semesters of basic Spanish required at most colleges and universities, allowing them to start their university studies in higher level communication and literature courses. Students watch videos, read articles and literature from authentic sources, as well as do focused studies and presentations of different aspects of life in Spanish-speaking countries in order to increase their knowledge of the diverse Hispanic culture. Students listen to a wide variety of Spanish speakers via the internet, cultural presentations, and video clips in Spanish as they strengthen their listening comprehension skills. This course continues to fine-tune advanced grammar knowledge while also reviewing foundational concepts and building conversational abilities in the interpretive, interpersonal, and presentational modes. Students may choose to take five years of Spanish (8-12), taking this class after Spanish 3 or Honors Spanish 3, and before or after AP Spanish Language and Culture.

*Prerequisite: Spanish 3 or Honors Spanish 3. Minimum student enrollment required to ensure this class will be scheduled.*

### **AP Spanish Language and Culture – Grade 11 or 12**

*Annual; 1 credit*

AP Spanish Language and Culture is the culmination of the Spanish AP sequence, following either Honors Spanish 3 or Honors Spanish 4. The AP Spanish Language and Culture Exam is a particularly difficult exam because students are required to synthesize information from a variety of different authentic sources from multiple Spanish-speaking countries, as well as demonstrate an understanding of the diverse Hispanic cultures in six different areas. This course develops students' understanding of culture while focusing on appropriate use of advanced grammar constructions, expansion of vocabulary, reading strategies, and advanced writing skills. In addition, students spend a great deal of time practicing activities unique to the AP Spanish Language and Culture Exam. Students must take the AP Spanish Language and Culture exam in May.

*Prerequisite: Honors Spanish 3. Departmental approval required. Minimum student enrollment required to ensure this class will be scheduled.*

### **American Sign Language 1 – Grades 8, 9, 10, 11, 12**

*Annual; 1 credit*

American Sign Language (ASL) is a complex visual-spatial language used by the Deaf community in the United States and Canada. It is a vibrant, linguistically complete and natural language used by people of all ages to communicate everyday life experiences, needs, thoughts, and abstract ideas in a visual way. This course introduces students to the signs, unique grammatical system, special communication techniques, and ministry applications of American Sign Language.

*Prerequisite: None*

### **American Sign Language 2 – Grades 9, 10, 11, 12**

*Annual; 1 credit*

American Sign Language 2 is an intermediate course designed to build on the foundational knowledge students gained in American Sign Language 1. In this course, students will enhance their signing skills, improve their understanding of ASL grammar and syntax, and engage in more complex conversations. The course focuses on developing conversational fluency, expanding vocabulary, and understanding Deaf culture, history, and social norms.

*Prerequisite: American Sign Language 1*



# Middle School Academic Schedule Planning Guide

Academic Discipline		Grade 6 Courses	Grade 7 Courses
1	<b>Bible</b> (CORE)	God and His Word	Life of Christ
2	<b>English</b> (CORE)	English 6	English 7
3	<b>Math</b> (CORE)	Problem Solving	Pre-algebra 7
4	<b>Science</b> (CORE)	Climate and Earth Science	Ecology and Life Science
5	<b>Social Studies</b> (CORE)	Ancient Civilizations	Western Civilizations
6	<b>PE &amp; Health</b> (CORE)		PE and Health 7
	<b>World Language</b> (CORE)	World Language and Culture: Foundations	
7	<b>Study Hall</b>	Study Hall	Study Hall
PICK ONE ELECTIVE:		ELECTIVE:	ELECTIVE:
8	<b>Fine Arts</b> (ELECTIVE)	*	*

\* 6th Grade Art, Handbells 1<sup>HS</sup>, Instrumental Techniques, 6th Grade Band, Beginning String Orchestra<sup>HS</sup>, Middle School Choir

\* Middle School Visual Art, Handbells 1, Instrumental Techniques, Middle School Band, Beginning String Orchestra, Middle School Choir, Middle School Women's Chorale

Academic Discipline		Grade 8 Courses	Course and Elective Options
1	<b>Bible</b> (CORE)	Early Church Ministry and Beliefs	
2	<b>English</b> (CORE)	English 8	
3	<b>Math</b> (CORE)		Pre-algebra 8 <b>OR</b> Algebra 1 <sup>HS</sup>
4	<b>Science</b> (CORE)		Applied Physical Science <b>OR</b> Physical Science <sup>HS</sup>
5	<b>Social Studies</b> (CORE)	Early American History	
6	<b>Technology</b> (Grade 8 CORE)	Experiencing Technology	
7	<b>Study Hall</b>	Study Hall	

PICK ONE ELECTIVE:		ELECTIVES:	
8	<b>Fine Arts</b> (ELECTIVE)	----- <b>OR</b> -----	Middle School Visual Art, Art 1: Foundations 2D & 3D <sup>HS</sup> , Handbells 1 <sup>HS</sup> , Instrumental Techniques, Middle School Band, Beginning String Orchestra, Middle School Choir, Middle School Women's Chorale
	<b>World Language</b> (ELECTIVE)		<b>OR With Instructor's Approval and/or Audition:</b> Gospel Choir <sup>HS</sup> , Advanced String Orchestra <sup>HS</sup>
		<b>With Department Approval:</b> Spanish 1 <sup>HS</sup> , Koine Greek 1 <sup>HS</sup> , Latin 1 <sup>HS</sup> , American Sign Language 1 <sup>HS</sup>	

# High School Academic Schedule Planning Guide

Academic Discipline		Grade 9 Courses		Grade 10 Courses	
		Semester 1	Semester 2	Semester 1	Semester 2
1	Bible ^	Old Testament Survey		New Testament Survey	
2	English ^				
3	Math ^				
4	Science				
5	Social Studies				
6	World Language				
7	Elective	*	*	+	+
8	Elective				

^ Required every semester

\* Fine Arts course suggested in Grade 9

+ Speech or Debate and Health suggested in Grade 10

Academic Discipline		Grade 11 Courses		Grade 12 Courses	
		Semester 1	Semester 2	Semester 1	Semester 2
1	Bible ^	Theology: Biblical and Applied			
2	English ^				
3	Math ^				
4	Science				
5	Social Studies				
6	World Language				
7	SOD or Elective				
8	Elective				

^ Required every semester

## Core Graduation Credits:

- 4 Bible (or 0.5 credits per semester enrolled)
- 4 English
- 4 Math
- 3 Science (including Biology and Chemistry)
- 3 Social Studies (including Global Studies, U.S. History, Government, and Economics)
- 2 World Language
- 1 Fine Art

## Other Curricular Requirements:

- 2 semesters of PE (or 2 PE Waivers)
- 1 semester of Health
- 1 semester of Speech or Debate
- Physical Science or Physics in Grades 8-12
- 24 total credits earned (including at least 20 credits of non-Bible courses to meet State of Ohio requirements)

## Other Requirements:

- ACT
- Jterm
- Ohio Graduation Requirements

Commit to the Lord whatever you do,  
and He will establish your plans.

Proverbs 16:3

CUYAHOGA VALLEY  
**CHRISTIAN**  
ACADEMY