



Cumberland Christian Academy High School Mathematics Offerings & Standards

Prior to high school, students will be expected to have successfully mastered the concepts of Pre-Algebra.

Pre-Algebra focuses on developing fluency with rational numbers and proportional relationships. Students will: extend their elementary skills and begin to learn algebra concepts that serve as a transition into formal Algebra and Geometry; learn to think flexibly about relationships among fractions, decimals, and percents; learn to recognize and generate equivalent expressions and solve single-variable equations and inequalities; investigate and explore mathematical ideas and develop multiple strategies for analyzing complex situations; analyze situations verbally, numerically, graphically, and symbolically; apply mathematical skills and make meaningful connections to their life experiences.

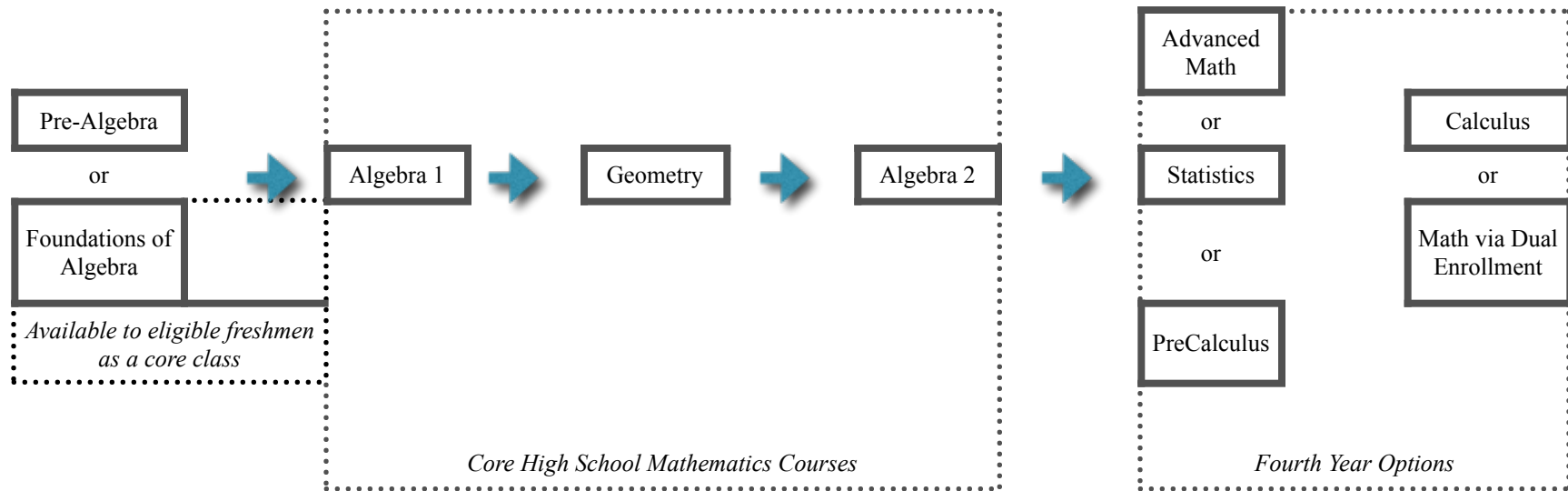
Foundations of Algebra	Algebra I	Analytical Geometry	Algebra II
<p>Foundations of Algebra is a first year high school mathematics course option for students who have completed mathematics in grades 6 – 8 yet will need substantial support to bolster success in high school mathematics.</p> <p>Students will: analyze number relationships; compare different representations of numbers and perform basic operations using these different representations; extend arithmetic operations to algebraic modeling; use ratios to solve real-world and mathematical problems; solve, interpret, and create linear models using equations and inequalities; create function statements and analyze relationships among pairs of variables using graphs, tables, and equations.</p>	<p>Algebra I (also known as Coordinate Algebra) provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of the function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic fractions, and (6) nonlinear equations.</p>	<p>Analytical Geometry (also known as Euclidean) introduces the study of points, segments, triangles, polygons, circles, solid figures, and their associated relationships as a mathematical system. Emphasis is placed on the description and use of inductive, deductive, and intuitive reasoning skills. Powers of abstract reasoning, spatial visualization and logical reasoning patterns are improved through this course. Points, segments, triangles, polygons, circles, and solid figures are the structures studied. The focus is on comparisons between these figures concerning surface areas, volumes, congruency, similarity, transformations, and coordinate Geometry using a Cartesian Coordinate Plane.</p>	<p>Algebra II is a course that extends the content of Algebra I with elements of Geometry and provides further development of the concept of a function. Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; (7) counting principles and probability; and (8) operations with matrices. <i>A graphing calculator is required.</i></p>

Advanced Math	Statistics	Pre-Calculus	Calculus
<p>Advanced Math, or <i>College Readiness Math</i>, studies mathematical standards of higher level Algebra skills including in-depth understanding of functions, matrices, Geometry including transformations, and Statistics including computations and permutations. Students will: graph linear and nonlinear functions and relations as well as inequalities; interpret information from graphs; solve systems of linear equations and inequalities by various algebraic methods as well as by graphing; use trigonometry to solve for angles, sides and areas of various triangles; use trigonometry to solve equations for linear and angular velocity and identify amplitude, period, phase shift, and vertical shift and other topics. <i>A graphing calculator is required.</i></p>	<p>Statistical Reasoning (also known as Statistics) provides students opportunities to strengthen their understanding of the statistical method of inquiry and statistical simulations. Students will formulate statistical questions to be answered using data, will design and implement a plan to collect the appropriate data, will select appropriate graphical and numerical methods for data analysis, and will interpret their results to make connections with the initial question. Topics include: (1) population and sample distributions, (2) randomness, (3) inference, (4) bias, (5) probability, and (6) measures of central tendency. <i>A graphing calculator is required.</i></p>	<p>Pre-Calculus course topics include college algebra, advanced trigonometry, and analytic geometry of two and three dimensions. Students experience a thorough analysis of all elementary functions and curve-sketching. Selected discrete mathematics topics including normal probability distributions, non-linear regression, and hypothesis testing are explored. Practice with proofs such as mathematical induction are included. <i>A graphing calculator is required.</i> The goal of this course is to provide a sound foundation for Calculus-based courses.</p>	<p>Calculus is a fourth mathematics course option for students who have completed Pre-Calculus or Accelerated Pre-Calculus. It includes problem solving, reasoning and estimation, functions, derivatives, application of the derivative, integrals, and application of the integral. Students will: investigate properties of functions and use algebraic manipulations to evaluate limits and differentiate functions; investigate limits, continuity, and differentiation of functions; explore the concept of integration and its relationship to differentiation. <i>A graphing calculator is required.</i> The goal of this course is to provide a sound foundation for Calculus-based courses.</p>

Minimum Expected Technology Competencies for Juniors and Seniors

Throughout the advanced courses, students will learn how to master the technology they are using in order to fulfill mathematics goals. Mastery of their use of technology is vital to future success. By the end of each course, students will be required to demonstrate their mastery (using technology) of the following tasks. Students will be able to: use technology to find zeros/roots/x-intercepts of polynomials second degree and higher; use matrices to solve systems of linear equations using Gauss-Jordan elimination (reduced row-echelon form); use technology to find intersections of functions; use technology to find extrema; demonstrate good judgement in choosing zoom & window sizes; use technology for 1-variable statistics calculation (mean, median, standard deviation, variance, and quartiles for box and whisker plots), including inputting lists; and to use technology to interpret function tables. These skills are based on the current ISTE Technology Standards for Students (<http://www.iste.org>).

Suggested Progression of Upper School Mathematics



Progression follows the GDOE Mathematics Graduation Requirements (2020).

Cumberland Christian Academy
High School Language Arts Offerings & Standards

Prerequisite 9th grade English: Students should have basic reading and writing skills. Some knowledge of research, and presentation skills.

Prerequisite 10th grade English: Students should have grade level to above reading and writing skills as well as intermediate knowledge of research and presentation skills.

Prerequisites: American Literature:

Read and comprehend literature of 10th-grade complexity, including stories, dramas, and poetry.

Cite textual evidence to support their analysis of what a text says or implies.

Demonstrate good knowledge of the conventions of standard English grammar and usage, including capitalization, punctuation, sentence structure, subject-verb agreement, pronoun agreement, and spelling.

Produce clear and coherent writing for a variety of purposes, including arguments, informative texts, and research essays.

Employ composition elements such as thesis and topic sentences, logical organization, authoritative research, supporting details, and conclusions.

Identify and interpret figurative language in context.

Prerequisites: British Literature:

Read and comprehend literature of 10th/11th-grade complexity.

Cite textual evidence to support their analysis of what a text says or implies.

Demonstrate good knowledge of the conventions of standard English grammar and usage, including capitalization, punctuation, sentence structure, subject-verb agreement, pronoun agreement, and spelling.

Produce clear and coherent writing for a variety of purposes, including arguments, informative texts, and research essays.

Employ composition elements such as thesis and topic sentences, logical organization, authoritative research, supporting details, and conclusions.

Use precise language and formal style in academic writing.

Identify and interpret figurative language in context.

9th Grade English	World Literature	U.S. Literature	British Literature
<p>The objective of this course is to further develop students' skills in reading, writing, and critical thinking. Students will study the fundamental principles of writing using proper grammar in a clear sentence style. Students will be able to develop ideas by using and discussing relevant details to give vividness and specificity to the author's words. Students will also read and explore fiction, poetry, and drama. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Determine a theme and/or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>Students will study poetry, fiction, nonfiction, and Shakespearean drama to enrich their literary experience and to provide a basis for advanced literary analysis. The primary focus is on literature and world cultures. Students will write responses to literature, narrative, and persuasive essays, and research reports. They will deliver oral presentations that convey clear viewpoints. Students will study literary terms, vocabulary, and conventions of grammar, punctuation, and spelling.</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United</p>	<p>The study of American literature takes the student through a survey of the thoughts, philosophies, and creative imaginings of the American people, from the colonial period through the 20th Century. By the end of American Literature, the student will be able to:</p> <p>Demonstrate knowledge of seventeenth-, eighteenth-, nineteenth- and early twentieth-century foundational works of American Literature.</p> <p>Recall the principal characteristics of major periods and trends of the literature of the United States and relate these characteristics to specific works studied.</p> <p>Identify important aspects of the historical, cultural, and philosophical context of the various periods of American literature and relate trends in literature to the context in which the literature is written.</p> <p>Define selected literary terms and apply them in analysis of literary selections.</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly or implicitly, including determining where the text leaves matters uncertain.</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. such</p>	<p>The study of English literature takes the student through a survey of the legends, philosophies, and creative imaginings of the British Isles, together with the richness of expression that infuses much of the English language today. By the end of British Literature, the student will be able to:</p> <p>Demonstrate knowledge of foundational works of English literature, from the Anglo-Saxon Period into the Twentieth Century.</p> <p>Recall the principal themes and stylistic features of each major period of English literature and be able to relate these features to specific works of the period.</p> <p>Identify important aspects of the historical, cultural, and philosophical context of each period of English literature and relate trends in literature to the context in which the literature is written.</p> <p>Define selected literary terms and apply them in analysis of literary selections.</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly or implicitly, including determining where the text leaves matters uncertain.</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. such</p>

<p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme</p> <p>Demonstrate standard English grammar and usage, capitalization, punctuation, and spelling</p> <p>Use technology in research, drafting, editing, and presenting.</p>	<p>States, drawing on a wide reading of world literature.</p> <p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>Elevate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.</p> <p>Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from the Bible or how a later author draws on a play by Shakespeare).</p> <p>Analyze seminal U.S. documents of historical and literary significance.</p> <p>Read and comprehend literature, including stories, dramas, and poems, in the grade 10 text complexity band proficiently, with scaffolding as needed.</p> <p>Use technology in researching, drafting, editing, and presenting.</p>	<p>as setting, character development, plot sequencing.</p> <p>Use both prose and poetry genres to respond to ideas in literature or to demonstrate understanding of literary genres or techniques.</p> <p>Research print and Internet sources to support their arguments in preparing a short thesis paper about some topic of their own choosing.</p> <p>Employ Modern Language Association formatting and citation in preparation of an essay.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling.</p> <p>Use digital media in researching, preparing, editing, and presenting information.</p>	<p>as setting, character development, plot sequencing.</p> <p>Use both prose and poetry genres to respond to ideas in literature or to demonstrate understanding of literary genres or techniques.</p> <p>Research literary criticism and other secondary sources to support their own arguments, in preparing a major thesis paper about some aspect of an assigned novel.</p> <p>Cite textual evidence to support their analysis of literature.</p> <p>Employ MLA format and citation in preparation of formal essays.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling.</p> <p>Use digital media in researching, preparing, editing, and presenting information.</p>
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Cumberland Christian Academy High School Science Offerings & Standards

<p>There are no prerequisites for Anatomy There are no prerequisites for Biology 1 Prerequisite for Biology: Successful completion of 2 semesters of Biology 1 Prerequisite for Chemistry: Successful completion of two years of high school science and competency in algebra 1 skills Prerequisite for Physics: Competency in pre-algebra skills and competency in measuring skills such as a ruler and protractor Prerequisite for Honors Physics: Successful completion of three years of high school science, Competency in algebra 1 skills, Competency in measuring skills such as a ruler and protractor.</p>			
Biology 1	Biology 2	Chemistry 1	Environmental Physics
<p>Biology is literally the study of life. It involves the design of life, the variation and diversity of biological systems, genetic adaptation, and ecological sustainability. As biology related issues are often front page news, the primary goal of this class is to provide our students with a solid foundation of biological literacy and the skills necessary to effectively explore and analyze biology in terms of its societal relevance Upon completion of two semesters of Biology 1, students will be able to:</p> <ul style="list-style-type: none"> Articulate biology literacy in all content areas provided in the Science Georgia Standards of Excellence (SGSE) where 	<p>Biology is literally the study of life. It involves the design of life, the variation and diversity of biological systems, genetic adaptation, and ecological sustainability. Biology 2 focuses on contemporary issues such as climate change, bioethics, environmental sustainability and stewardship. Additionally, the anatomy and physiology of the cell as the basic structure of life and the processes of genetics are studied in a more comprehensive way than Biology 1. The primary focus of this class is to build upon the foundation of biological literacy established in biology 1 and equip our students with the skills necessary to perform accurate research (both independently and collaboratively) in various fields of the biological sciences and then analyze the data to present meaningful contributions to their community</p>	<p>Chemistry primarily deals with the composition, properties, and transformation of substances. Often referred to as the "central science," chemistry connects the main science disciplines to each other, such as biology, physics, geology, and environmental science. Most importantly, chemistry is all around you! Chemistry makes up the food you eat, air you breathe, personal hygiene items you use to stay clean and groomed, medicines that make you healthier, and every other product that makes your life better. Thus, the main goal of this class is to provide our students with a strong chemistry literacy and the skills necessary to effectively explore and analyze chemistry in terms of its societal relevance.</p>	<p>Physics is a search for the basic rules of the behavior of matter and energy on every scale, from the largest galaxies to the smallest subatomic particles. Thus, physics is the basis for most modern technology, including the tools and instruments used in every academic field. Students will explore the fundamental concepts in motion, forces, energy, electricity/magnetism, and quantum theory. The primary goal of this class is to provide our students with a solid foundation of physics literacy and the skills necessary to effectively explore and analyze physics in terms of its societal relevance. Upon completion of two semesters of conceptual physics, students will be able to:</p>

<p>the curriculums overlap</p> <ul style="list-style-type: none"> ● Employ the scientific method to execute a STEM project. ● Demonstrate proper operation and usage of a microscope, slide preparation, and specimen mounting ● Be proficient in the proper techniques of dissection.(students will dissect approx 6-8 organisms). ● Build animal and plant cell models and identify major organelles ● Perform numerous biological related experiments including chromatography, diffusion, toxicity, enzymes, DNA extraction, fermentation,and pH. ● Analyze how genetic information is passed to their offspring and how these mechanisms lead to variability and diversity of species ● Use Punnett squares (monohybrid and dihybrid crosses) and/or rules of 	<p>Upon completion of two semesters of Biology 2, students will be able to:</p> <ul style="list-style-type: none"> ● Articulate a biology literacy in all content areas provided in the Science Georgia Standards of Excellence (SGSE) where applicable curriculums overlap (see accompanying note) ● Employ the scientific method to execute a STEM project. ● Construct an ecosystem model using scale and fauna/flora identification apps ● Build a detailed model of a plant or animal cell including more than a dozen organelles ● Demonstrate proficiency in the proper techniques of biological specimen field work ● Construct a watershed model demonstrating economic impact in variable conditions ● Teach lower school students the proper use of a microscope and preparing a slide ● Orally present both sides of several bioethical issues ● Identify key governmental agencies and their respective roles in biological/environmental issues 	<p>Upon completion of two semesters of chemistry, students will be able to:</p> <ul style="list-style-type: none"> ● Articulate chemistry literacy in all content areas provided in the Science Georgia Standards of Excellence (SGSE) where the curriculums overlap ● Employ the scientific method to execute a STEM project. ● Perform appropriate chemical laboratory experimentation techniques using standard scientific apparatus and safety protocols. ● Understand the format and vast information available for each element given on the periodic table. ● Name and write the chemical formulas for any binary chemical compound. ● Balance chemical equations. ● Predict chemical bonding patterns, and stoichiometric quantities for given compounds in a chemical equation ● Calculate molarity, elemental percent composition, and empirical/molecular formulas 	<ul style="list-style-type: none"> ● Articulate a conceptual physics literacy in all content areas provided in the Science Georgia Standards of Excellence (SGSE) where the curriculums overlap (see accompanying note) ● Identify and investigate problems through the process of scientific inquiry. ● Demonstrate the computation (limited to algebra 1 concepts) and estimation skills necessary for analyzing data and developing reasonable scientific explanations. ● Utilize the scientific method to execute a STEM project. ● Perform appropriate conceptual physics laboratory experimentation techniques using standard scientific apparatus and safety protocols. ● Build models to explore the principles of linear and rotational motion in regard to velocity, momentum, acceleration, and mass ● Create and analyze distance/time graphs and
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<p>probability, to analyze the following inheritance patterns: dominance, codominance, incomplete dominance</p> <ul style="list-style-type: none"> • Diagram the cell cycle, phases of mitosis, and relate the processes of each • Converse knowledgeably about current biological news and research • Note: This course meets or exceeds Science Georgia Standards of Excellence (SGSE) (revised 2016) in all areas the curriculums overlap. Note: Biblical principles are integrated throughout curriculum 	<ul style="list-style-type: none"> • Research, collect, analyze and present genetic, environmental, and cellular data in meaningful presentations <p>Note: The State of Georgia does not have standards published for a 2nd year 'biology' course. However this course meets or exceeds Science Georgia Standards of Excellence (SGSE) standards (revised 2016) in all areas other applicable curriculums (such as ecology) overlap Note: Biblical principles are integrated throughout curriculum</p>	<ul style="list-style-type: none"> • Give and explain the electron configuration for any given element on the periodic table • Use the gas laws to solve real world gas properties problems, such as temperature, pressure and volume 	<p>vector diagrams</p> <ul style="list-style-type: none"> • Demonstrate proficiency in using force diagrams. • Use a voltmeter and differentiate between the concepts of power, voltage and current • Build and test simple and parallel circuits <p>Note: The State of Georgia does not have any standards published for a conceptual physics course. However this course meets or exceeds Science Georgia Standards of Excellence (SGSE) standards (revised 2016) in all areas the curriculums overlap a regular mathematics-based physics course. Note: Biblical principles are integrated throughout curriculum</p>
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Honors Physics	Anatomy		
<p>Physics is a search for the basic rules of the behavior of matter and energy on every scale, from the largest galaxies to the smallest subatomic particles. Thus, physics is the basis for most modern technology, including the tools and instruments used in every academic field. Students will explore major concepts in motion, forces, energy, electricity/magnetism, and quantum theory and its mathematical foundations. The primary goal of this class for our students is to build upon the foundation of physics literacy provided in conceptual physics and hone the skills necessary to make meaningful societal contributions.</p> <p>Upon completion of two semesters of honors physics, students will be able to:</p> <ul style="list-style-type: none"> ● Articulate physics literacy in all content areas provided in the Science Georgia Standards of Excellence (SGSE) ● Utilize the scientific method to execute a STEM project. 	<p>Human anatomy and physiology studies the anatomical structures of the human body and their interdependent functions in maintaining homeostasis. The main goal of this class is to give our students a solid foundation of human anatomical/physiological knowledge and motivation to improve the health and well-being of themselves and their community.</p> <p>Upon completion of two semesters of anatomy & physiology, students will be able to:</p> <ul style="list-style-type: none"> ● Articulate an anatomical and physiological literacy in all content areas provided in the Science Georgia Standards of Excellence (SGSE) ● Identify each of the main organ systems, their main anatomical constituents, and how they function interdependently for the purpose of homeostasis. ● Articulate how the integumentary, skeletal, and muscular systems work together to provide protection, support and movement for the human body. ● Investigate the chemical and physical mechanisms of digestion, elimination, transportation, and absorption within the body to 		

<ul style="list-style-type: none"> ● Apply algebraic and geometric concepts and skills to the solution of physics based problems. ● Develop visual models to represent physical laws of natural phenomena ● Perform appropriate conceptual physics laboratory experimentation techniques using standard scientific apparatus and safety protocols. ● Devise ways of making observations to test proposed explanations ● Use various means of representing and organizing observations (e.g., diagrams, tables, charts, graphs, and equations) and insightfully interpret the organized data ● Identify patterns of change necessary for making predictions about future behavior and conditions for physical systems/objects. ● Collect, analyze, interpret, and present data, using appropriate tools 	<p>transform food into energy and extract its nutritional content</p> <ul style="list-style-type: none"> ● Discuss the role of the brain, central nervous system, and endocrine system to regulate the physiological functions of each organ system ● Analyze research data on the effects of various environmental factors on human homeostasis and well-being ● Perform numerous anatomical and physiological based experiments ● Demonstrate proper practices and techniques to maintain the health of each organ system ● Debate coherently in various human ethical issues as related to the human body ● Converse knowledgeably about current medical news and research 		
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Minimum Expected Technology Competencies for Juniors and Seniors

Throughout certain courses, students will learn how to master the technology they are using in order to fulfill academic goals. Mastery of their use of technology is vital to success. By the end of each course, students will be required to demonstrate their mastery (using technology) of any scientific solutions requiring mathematical computations.

Cumberland Christian Academy
High School Social Studies Offerings & Standards

There are no prerequisites to high school social studies classes.

Government / Civics	World History	U.S. History	Economics
<p style="text-align: center;">Government:</p> <p>This one semester course involves the study of the local, state, and federal governmental functions. Focus areas include development of our political system, federalism, civil liberties, political parties, political theory and comparative government. Students study the functions of our executive, legislative, and judicial branches. The course will spotlight the political mechanics of our government, which entails the interactions within and between elements of the government. To increase comprehension, students read and analyze relevant primary and secondary source documents and incorporate these ideas into the assigned material.</p> <p style="text-align: center;">Civics</p> <p>This course involves the study of citizenship and government. This one-semester course provides students with a basic understanding of civic life, politics, and government, and a short history of</p>	<p>This two semester course examines the people and nations of both Western and non-Western civilizations. This course explores the political, cultural, and economic heritage of civilizations from the time of recorded history to present. Concepts and skills in problem solving and critical thinking are developed.</p>	<p>This two semester course examines the development of the United States from discovery through the present. The purpose of this course is to increase knowledge, awareness, and appreciation of America’s social, political, and economic evolution from colonization to its current position as a world leader. First semester will provide students with a survey of American history beginning with theories on the earliest settlement of the New World and moving through the colonial period toward the Civil War. The second semester will cover Reconstruction to the present day. This course attempts to achieve a broad awareness of events and ideas essential to an understanding of American history and to develop and maintain an interest in the historical relevance of current events necessary in order to become an active citizen and</p>	<p style="text-align: center;">12 grade: Fall Microeconomics</p> <p>This is a one-semester introductory course that teaches the fundamentals of microeconomics. It is designed to provide students with a basic understanding of economic concepts, institutions, and social and personal decision-making. This course introduces microeconomic concepts and analysis, supply and demand analysis, theories of the firm and individual behavior, competition and monopoly, and welfare economics. Focus areas include opportunity cost and scarcity, supply/demand analysis, and competitive markets.</p> <p style="text-align: center;">12 grade: Spring Macroeconomics</p> <p>This course provides an overview of macroeconomic issues: the determination of output, employment, unemployment, interest rates, and inflation. Students will also study the means by which economic activity is measured, the role and functions of the Federal</p>

<p>the government's foundation and development in this country. Students learn how power and responsibility are shared and limited by government, the impact American politics has on world affairs, the place of law in the American constitutional system, and which rights the American government guarantees its citizens. Students also examine how the world is organized politically and how civic participation in the American political system compares to that in other societies around the world today. Citizenship rights and responsibilities are emphasized.</p>		succeed in college-level history courses.	Reserve System, international trade, and how the government used fiscal policy to promote price stability, full employment, and economic growth.
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Cumberland Christian Academy
High School Bible Offerings & Standards

There are no prerequisites to high school Bible studies classes.

Apologetics	Biblical Life Prep	Biblical Communications	Ethics
<p>In a very general sense, they will learn how to answer the following questions: Why would anyone, or why should anyone become a Christian? Why should anyone place their faith in Jesus Christ – a man who lived over two thousand years ago?</p> <p>They will learn how to contend with such philosophies and ideologies such as naturalism, atheism, pantheism, and postModernism.</p> <p>They will learn a classical apologetic approach in defending Christianity that includes the following:</p> <ul style="list-style-type: none"> ● Truth exists (objective reality can be known) ● God exists (classical arguments for God’s existence) ● The Cosmological Argument ● The Teleological Argument 	<p>Students will learn and be able to:</p> <ul style="list-style-type: none"> ● Introduction to personal finance ● Saving ● Budgeting ● Debt - college, credit card, loans, etc. ● Financial life after high school ● Consumer Awareness ● Investing and retirement ● Insurance ● Money and relationships ● Careers and taxes ● Giving ● How to interview for a job ● How to succeed on relationships ● How to perform well at any job ● Practical life skills: home, automobile, other ● How to make better decisions and have fewer regrets ● How to manage your most valuable asset - your body ● Final oral “My life and Future presentation (20-30 minutes) 	<p>Students will learn and be able to:</p> <ul style="list-style-type: none"> ● Demonstrate a knowledge of effective listening and speaking skills ● Apply speech organizational skills in practical delivery before classmates ● Identify potential barriers to a presentation of the gospel ● Develop biblical topical presentation speech ● Acknowledge listening skills as a key ingredient in communications ● Identify crucial areas of improvement needed to listen effectively ● Demonstrate retention and application of this knowledge through class participation ● Understand the biblical prerogative in listening (James 1:19) 	<p>Students will learn and be able to:</p> <ul style="list-style-type: none"> ● How God wants us to live ● The moral character of God. ● How to live a life pleasing to God ● Ethics and the proclamation of the gospel ● How to live for the glory of God. ● The blessings of obeying and serving God ● Obeying God brings blessings to our daily lives ● Willful sin brings harmful consequences to our daily lives ● Understanding of the history of redemption ● Understanding the progressive development of the Bible from the old covenant (under Moses) to the new covenant (inaugurated by Christ)

- The Moral Argument
- Miracles are possible (the universe is not a closed system)
- The New Testament is historically Reliable (manuscript evidence & archaeology)
- Jesus has risen from the dead (hence, Jesus is God)

What students be expected to have mastered when they leave my class:

- Able to define and explain what apologetics is
- Able to defend the truth claims of Christianity simply and intelligently
- Able to refute Darwinian Evolution with the current scientific discoveries regarding Intelligent Design
- Able to explain the Genesis creation narrative as non-contradictory to scientific method
- Able to defend the reality of miracles
- Able to defend the historical reliability of the Bible
- Able to defend the resurrection as a historical fact of history

- Apply listening skills to relationship with others and with God (Matthew 7:224)
- Discuss the importance of knowing your audience in communication
- Describe key points of consideration in determining who is your audience
- Recognize that knowing your audience aids in keeping them engaged
- Outline the speech preparation process
- Practice delivery styles in fun activities
- Produce and deliver a short “fun” style speech in front of class
- Understand the biblical importance of good speaking skills (Colossians 4:6)
- Refine and reinforce speech preparation process
- Prepare and deliver a longer speech with scriptural emphasis and personal stories
- Apply the biblical truths on testimony (2 Timothy 1:8)
- Realize the impact of before and after showing a progression in their speech
- Present a 10-15 minute topical consisting of elements learned through the course (knowledge of audience, style, organization, personal

- How biblical ethics and morality has shaped civil government

		stories as testimony, correctly applied scripture)	
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History of the Church	New Testament	Old Testament	Theology
<p><i>STUDENTS WILL LEARN DURING THE FIRST HALF OF THE SEMESTER</i></p> <ul style="list-style-type: none"> - Miracles of the Bible, during and after the canonization of the Bible. - The history and lifestyle of certain Biblical apostles. - Martyrs throughout the history of the church. - The development of various creeds and the memorization of the Nicene Creed - Different Holy Wars, who lead them, and for what reason. - Differences between Eastern Orthodox and Roman Catholic churches and different Catholic Branches - The progression and development of the various protestant denominations - The development of, and the outcome of different councils in the Catholic Church. - Different end time prophecy views and our responses. <p><i>STUDENTS WILL LEARN AND REVIEW THE FOLLOWING</i></p>	<p>What will students learn:</p> <ul style="list-style-type: none"> ● The relationship of the Old Testament to the New Testament ● The relationship of all New Testament writings as it relates to the Gospel ● An historical perspective of the life of Jesus ● The meaning of Jesus as “The Son of Man” ● An overview of each book of the New Testament as it relates to: The author, history when it was written, purpose for which it was written, major themes, etc. <p>What students be expected to have mastered when they leave my class:</p> <ul style="list-style-type: none"> ● Able to give a brief overview of each book in the New Testament ● Able to define and explain the Gospel ● Able to tell the story of Jesus’ birth, 3-years of ministry, death, and resurrection ● Able to explain why Jesus is actually God (the Trinity) 	<p>What will students learn:</p> <ul style="list-style-type: none"> ● The Christian worldview based on the Creation story and man’s sin and separation from God ● What is the Bible ● How to read the Bible ● Literary styles of the Bible ● The Bible as Jewish literature ● The persistent providence of God throughout history to carry out his promises ● How to read the plot in biblical narrative ● A brief synopsis of each book of the Old Testament <p>What students be expected to have mastered when they leave my class:</p> <ul style="list-style-type: none"> ● Able to explain the Christian world view in opposition to the prevalent worldviews of today ● Able to explain the Creation story, what went wrong, and God’s plan going forward 	<p>What will students learn:</p> <ul style="list-style-type: none"> ● The definition of what theology is ● A concise introduction to biblical doctrine ● The permanent essentials of Christianity ● The unchanging pillars of the Christian faith ● The foundational teachings of the Christian faith ● The “divine activity” of God as it unfolds in biblical history ● The axis of redemptive history ● The unity of all the biblical texts taken together ● Prophetic promise and fulfillment ● An understanding of how texts in one part of Scripture relate to all other texts ● Assertions about the nature, will, and plan of God in creation and redemption, including the nature,

<p><i>DURING THE SECOND HALF OF THE SEMESTER</i></p> <p>- The background to Church History, the Roman & Hellenistic World View, the Romans & the Jews.</p> <p>- About Jesus Christ and the Founding of the Church, including the Life of Jesus Christ, Pentecost, The Birth of the Church, The Church, The Apostles, The Early Christians Beliefs and Practices, The Spiritual Life of the Early Christians, Important Writings of the Early Christian Period</p> <p>- Martyrdom as the Greatest Testimony to Christianity, Persecution of the Way, The First Roman Persecutions, The Five Good Emperors, Later Persecutions, the Edict of Milan, Church Fathers, Heresies and Ecumenical Councils.</p>		<ul style="list-style-type: none"> ● An understanding of the different literary styles used in biblical literature ● An understanding of the history of the Jewish people ● How God’s providence threads through the redemptive history of the Old Testament ● Able to give a brief synopsis of each Old Testament book 	<p>purpose, and ‘story’ of humanity.”</p> <p><u>What students be expected to have mastered when they leave my class:</u></p> <ul style="list-style-type: none"> ● Able to define and explain what theology is ● Understand the basic doctrines of Scripture ● Understand the important and most significant biblical doctrines of the Christian faith ● Know the foundational teachings of the Bible as it relates to God’s redemptive plan ● Able to briefly summarize the “love story” that is the Bible as a whole ● Able to explain how God is revealed as Creator, Redeemer, Lord of Grace, and Lord of Destiny
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