

REAL LIFE CHRISTIAN ACADEMY

HIGH SCHOOL CAREER & COURSE PLANNING GUIDE

| HELPING REAL STUDENTS
| FIND REAL FAITH...



MISSION:

HELPING REAL STUDENTS FIND REAL FAITH BY CULTIVATING EXCELLENCE IN ACADEMICS, LEADERSHIP AND SERVICE IN A CHRIST-CENTERED ENVIRONMENT.

VISION:

OUR VISION IS TO CHANGE LIVES BY DEVELOPING STUDENTS WHO ARE STRONG IN ACADEMICS, LEADERSHIP AND SERVICE WITH A CHRIST-CENTERED PERSPECTIVE.

STEPS TO USING THE HIGH SCHOOL CAREER AND COURSE PLANNING GUIDE

STEP 1 – Review FLDOE Graduation Requirements. Also, keep in mind the Florida Department of Education Bright Futures Scholarship and suggested curriculum that matches well with many post-secondary requirements.

STEP 2 – Review 16 Career Clusters to determine which cluster(s) best fit your career interests. Also check out Career Finder for career exploration tools, career and college information, etc.

STEP 3 – In your top career cluster(s), determine the electives you should be considering.

STEP 4 – With the graduation credits (Step 1) and career cluster-related courses (Step 2 & 3) in mind, plot your class schedule for the upcoming year. Also, tentatively plotting out courses for your remaining years of high school is helpful in making sure you're meeting your career and educational goals, and that you'll be able to fit in all of the classes you're interested in taking.

STEP 5 – Review the Future Planning Guide to make sure you're on the right track planning for your future!

REAL LIFE CHRISTIAN ACADEMY HIGH SCHOOL

GRADUATION REQUIREMENTS CHECKLIST - 2024 and Beyond

A student must complete a minimum of 26 credits that include the courses listed below.

English/Language Arts – minimum 4.0 credits *must include				PE/Health – minimum 1.0 credit *must include			
*English 9/General Literature	1.0			*HOPE		1	
*English 10/World Literature	1.0			Fine Arts – minimum 1.0 credit			
*English 11/ American Literature	1.0			Any combination of music or art		1.0	
*English 12/British Literature	1.0			Bible – minimum 4.0 credits *must include			
*AP Language Composition	1.0			*Old Testament		1.0	
				*New Testament		1.0	
				*God’s Living Word		1.0	
				*Apologetics		1.0	
Math – minimum 4.0 credits *must include				Business and Finance – minimum 1.0 credit			
*Algebra I	1.0			*Beginning with class of 2027			
*Geometry	1.0			*Financial Literacy (Grade 11 or 12)		1.0	
*Algebra II	1.0			Electives - minimum 3.0 credits			
*4 th upper-level math	1.0					1.0	
	1.0					1.0	
Science – minimum 3.0 credits *must include				Dual Enrollment - 11th and/or 12th grade			
*+ H Physical Science	1.0			Please circle one			
*Biology	1.0			Yes		No	
*Chemistry	1.0						
*Oceanography				Total Credits			
Social Studies – minimum 3.0 credits *must include							
*Cultural Geography	1.0			Total Required for Graduation		25 or more	
*World History	1.0						
*U.S. History or AP® US History	1.0						
*U.S. Government or AP® Gov’t	.50						
*Economics if not taking AP Gov’t	.50						
Spanish – minimum 2.0 credit							
*Spanish 1	1.0						
*Spanish 2	1.0						
(or other world language)							

COURSE PLANNING GUIDE - CLASS OF 2024 & BEYOND

A student must complete a minimum of 25 credits, including the courses below. All classes account for 1.0 credit.

9th Grade Coursework	10th Grade Coursework
English 9	English 10
Math – which one? _____	Math – which one? _____
Biology	Chemistry
Old Testament	New Testament
HOPE	World History -or AP World History (circle one)
Spanish 1 or Spanish 2	Spanish 1 or Spanish 2
Geography or AP Geography (circle one)	HOPE
Elective:	Elective:






11th Grade Coursework	12th Grade Coursework
English 11 or AP English Composition (circle one)	English 12 or AP English (circle one)
U.S. History or AP US History (circle one)	Government/Economics or AP Government (circle one)
Oceanography or Physics (circle one)	Apologetics
Math – which one? _____	Math - which one? _____
God's Living Word	Spanish 2
Spanish 1 or Spanish 2	Elective:
Elective:	Elective:

ELECTIVE OPTIONS

Band
 Choir
 Praise/Worship
 Theatre
 Intro to Art
 Drawing
 Life Skills
 Financial Literacy
 Coding/Robotics
 Elementary Internship
 Weight Training
 Yearbook

FLORIDA'S 16 CAREER CLUSTERS

Students should review the clusters to determine which one best fits their interests. From that determination, students can review the suggested elected courses for their cluster and plan their class schedules and Personal Learning Plan accordingly. Below is an overview of all 16 clusters. The next few pages contain detailed outlines of each cluster, including suggested courses for each.

	The production, processing, marketing, distribution, financing, & development of agricultural commodities & resources including food, fiber, wood products, natural resources, horticulture, & other plant & animal products/resources.
	Careers in designing, planning, managing, building and maintaining the built environment.
	Designing, producing, exhibiting, performing, writing, & publishing multimedia content including visual & performing arts & design, journalism, & entertainment services.
	Business Mgmt & Administration careers encompass planning, organizing, directing & evaluating business functions essential to efficient & productive business operations. Business Mgmt & Administration career opportunities are available in every sector of the economy.
	Planning, managing & providing education & training services, & related learning support services.
	Planning, services for financial & investment planning, banking, insurance, & business financial mgmt.
	Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue & Taxation; Regulation; & Mgmt & Administration at the local, state, & federal levels.
	Planning, managing, & providing therapeutic services, diagnostic services, health informatics, support services, & biotechnology research & development.
	Hospitality & Tourism encompasses the mgmt, marketing & operations of restaurants & other foodservices, lodging, attractions, recreation events & travel related services.
	Preparing individuals for employment in career pathways that relate to families & human needs.
	Building Linkages in IT Occupations Framework: For Entry Level, Technical, & Professional Careers Related to Design, Development, Support & Mgmt of Hardware, Software, Multimedia, & Systems Integration Services.
	Planning, managing, & providing legal, public safety, protective services & homeland security, including professional & technical support services.
	Planning, managing & performing the processing of materials into intermediate or final products & related professional & technical support activities such as production planning & control, maintenance & mfg/process engineering.
	Planning, managing, & performing marketing activities to reach organizational objectives.
	Planning, managing, & providing scientific research & professional & technical services (e.g., physical science, social science, engineering) including lab & testing services, & research & development services.
	Planning, mgmt, & movement of people, materials, & goods by road, pipeline, air, rail & water & related professional & technical support services such as transportation infrastructure planning & mgmt, logistics services, mobile equipment and facility maintenance.

<p>Activities that describe what I like to do:</p> <ul style="list-style-type: none"> · Learn how things grow and stay alive · Make the best use of the earth's natural resources · Hunt and/or fish · Protect the environment · Be outdoors in all kinds of weather · Plan, budget, and keep records · Operate machines and keep them in good repair 	<p>Personal qualities that describe me:</p> <ul style="list-style-type: none"> · Self-reliant · Nature lover · Physically active · Planner · Creative problem solver <p>School subjects I like:</p> <ul style="list-style-type: none"> · Math · Life Sciences · Earth Sciences · Chemistry · Agriculture 	<p>Occupations related to this cluster:</p> <p>Agricultural Chemical Dealer Agricultural Educator Aquaculturist Bacteriologist Bank/Loan Officer Biochemist/Nutritionist Bioengineer Botanist Ecologist Environmental Compliance-Assurance Manager Environmental Engineer Equine Manager Farm Manager Fish and Game Officer Food and Drug Inspector Food Processor Food Scientist Health and Safety Sanitarian Landscape Architect Meat Cutter-Meat Grader Meat Science Researcher Microbiologist Park Manager Plant Pathologist Produce Buyer Recycling Technician Veterinarian</p>	<p>Related SFC courses:</p> <p>Accounting AP® Biology AP® Environmental Science Chemistry Economics Physics/AP® Physics Auto Tech (CTE) Basic Welding (CTE) Carpentry (CTE) Woods (CTE) Internship</p> <p>Other courses:</p> <p>Agri-science Ecology Environmental Science Foods classes Horticulture Human Geography Human Relations Marketing Outdoors Education Physics Plant Science</p>
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<p>Activities that describe what I like to do:</p> <ul style="list-style-type: none"> · Read and follow blueprints and/or instructions · Picture in my mind what a finished product looks like · Work with my hands · Perform work that requires precise results · Solve technical problems · Visit and learn from beautiful, historic, or interesting buildings · Follow logical, step-by-step procedures 	<p>Personal qualities that describe me:</p> <ul style="list-style-type: none"> · Curious · Good at following directions · Pay attention to detail · Good at visualizing possibilities · Patient and persistent <p>School subjects I like:</p> <ul style="list-style-type: none"> · Math · Drafting/CAD · Physical Science · Construction Trades · Electrical Trades · Technology Education 	<p>Occupations related to this cluster:</p> <p>Architect Building Designer Carpenter Civil Engineer Construction Foreman/Manager Cost Estimator Demolition Engineer Drafter Drywall Installer Electrician Electronic Systems Technician Environmental Designer Equipment/Material Manager General Contractor/Builder Heating, Ventilation, AC & Refrigeration Mechanic Industrial Engineer Interior Designer Materials Engineer Painter/Paperhanger Plumber Project Estimator/Project Inspector Roofer Safety Director Sheet Metal Worker Surveying and Mapping Technician Tile and Marble Setter Urban Planner</p>	<p>Related SFC courses:</p> <p>Drawing Economics Intro to Art Painting Physics/AP® Physics Cabinetry (CTE) Carpentry (CTE) Welding (CTE) Woods 1 & 2 (CTE) Internship</p> <p>Other Courses:</p> <p>CAD Algebra 2 Architectural Drafting Engineering Drafting Geometry Home Maintenance House and Home Multi-Media Design Physics/AP® Physics</p>
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<p>Activities that describe what I like to do:</p> <ul style="list-style-type: none"> · Use my imagination to communicate new information to others · Perform in front of others · Read and write · Play a musical instrument · Perform creative, artistic activities · Use video and recording technology · Design brochures and posters 	<p>Personal qualities that describe me:</p> <ul style="list-style-type: none"> · Creative & imaginative · Good communicator; good vocabulary · Curious about new technology · Relate well to feelings and thoughts of others · Determined/ · Tenacious <p>School subjects I like:</p> <ul style="list-style-type: none"> · Art · Graphic design · Music · Speech · Drama · Journalism · Literature · Audio-visual technologies 	<p>Occupations Related to this Career Cluster:</p> <p>Art Therapist Actor Audio-Video Designer & Engineer Audio-Video Systems Service Technician Commercial Artist Computer Animator Curator/Gallery Manager Dancer/Choreographer Director and Coach Disc Jockey (DJ) Editor Fashion Coordinator/Designer Graphic Designer Illustrator Journalist Lithographer Musician/Music Composer Music Therapist Painter Photographer Public Relations Specialist Radio/TV Announcer or Program Writer Stunt Performer Teacher (Art, Music, Drama) Telecommunication Technician TV Producer Videographer – Special Effects & Animation Visual Merchandising Designer Web Page Designer Writer/Author</p>	<p>Related SFC courses:</p> <p>AP® English Band/Choir Creative Writing Drawing, Painting, Ceramics Film and Novel Graphic Design Intro to Art Mixed Art Media Media Production Oral Interpretation Photography & Printmaking Theater, drama or play production Yearbook Intro to Arts, A/V Tech & Communication (CTE) A/V Production (CTE) Broadcast Technology (CTE) Digital Music Production (CTE) Digital Animation (CTE) Internship</p> <p>Other Courses:</p> <p>Clothing & Textile Art Dance & Fitness Desktop Publishing Debate Fashion Design Journalism Multi-Media Design Web Publishing & Design</p>
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<p>Activities that describe what I like to do:</p> <ul style="list-style-type: none"> · Perform routine, organized activities but can be flexible · Work with numbers and detailed information · Be the leader in a group · Make business contact with people · Work with computer programs · Create reports and communicate ideas · Plan my work and follow instructions without close supervision 	<p>Personal qualities that describe me:</p> <ul style="list-style-type: none"> · Organized · Practical & logical · Patient · Tactful · Responsible <p>School subjects I like:</p> <ul style="list-style-type: none"> · Computer applications · Business · Information technology · Accounting · Math · English · Economics 	<p>Occupations Related to this Career Cluster:</p> <p>Accountant/Accounting Clerk Administrative Assistant Adjuster/Adjustment Clerk Advertising Sales Associate Auditor Bookkeeper Budget Analyst or Manager Cash Manager Business Consultant Chief Financial Officer Collections Executive Controller Corporate Trainer E-Commerce Analyst Entrepreneur Facilities Manager Finance Director Human Services Manager Investment Executive Marketing Analyst Medical Transcriptionist Office Manager Personnel Recruiter Public Relations Manager Sales Representative Wholesale and Retail Buyer</p>	<p>Related SFC courses:</p> <p>Accounting AP® English AP® Statistics Marketing I Marketing II Economics Personal Finance Psychology Oral Interpretation/ Debate Academy of Finance (CTE) Hospitality & Tourism Mgt (CTE) Internship</p> <p>Other Courses:</p> <p>Business Finance Business Communications Business Law Current Events Desktop Publishing Entrepreneurship Human Relations Leadership Statistics Web Publishing & Design</p>
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<p>Activities that describe what I like to do:</p> <ul style="list-style-type: none"> Communicate with different types of people Help others with their homework or to learn new things Go to school Direct and plan activities for others Handle several responsibilities at once Acquire new information Help people overcome their challenges 	<p>Personal qualities that describe me:</p> <ul style="list-style-type: none"> Friendly Decision maker Helpful Innovative Inquisitive Good listener <p>School subjects I like:</p> <ul style="list-style-type: none"> Language Arts Social Studies Math Science Psychology 	<p>Occupations Related to this Career Cluster:</p> <p>Administrator Assessment Specialist Career Tech Administrator Child Care Worker Clinical Psychologist Coach College/University Faculty Counselor Curriculum Developer Developmental Psychologist Early Childhood Education Aide Educational Administrator Educational Assistant (Teacher's Aide) Elementary Teacher High School Teacher Middle School Teacher Parent Educator Preschool Teacher Principal Social Psychologist Social Worker Speech-Language Pathologist Testing Specialist</p>	<p>Related SFC courses:</p> <p>AP® English AP® Statistics Film and Novel Intro to Art Mixed Art Media Mentoring Oral Interpretation/Debate Personal Finance Physical Education/Health Psychology Teacher's Assistance Weight Training World Language Yearbook Intro to Human Services (CTE) Guiding Youth & Families (CTE) Internship</p> <p>Other Courses:</p> <p>Child Development Current Events Data Analysis Human Relations Peer Tutoring Sociology</p>
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<p>Activities that describe what I like to do:</p> <ul style="list-style-type: none"> Work with numbers Work to meet a deadline Make predictions based on existing facts Have a framework of rules by which to operate Analyze financial information and interpret it to others Handle money with accuracy & reliability Take pride in the way I dress and look 	<p>Personal qualities that describe me:</p> <ul style="list-style-type: none"> Trustworthy Orderly Self-confident Logical Methodical or efficient <p>School subjects I like:</p> <ul style="list-style-type: none"> Accounting Math Economics Banking/Financial Services Business Law 	<p>Occupations Related to this Career Cluster:</p> <p>Abstractor Accountant Actuary Bank Officer/Manager Bill and Account Collector Commodities Representative Compensation Manager Controller Credit Analyst Debt Counselor Development Officer Economist Employee Benefits Manager Financial Analyst/Advisor Foreign Exchange Manager Foundation Manager Fund Raiser General Manager/Top Executive Insurance Broker Internal Auditor Investment Advisor Loan Officer Mutual Fund Manager Non-Profit Manager Sales Agent Tax Examiner Tax Preparer Title Researcher and Examiner Treasurer Trust Officer Underwriter</p>	<p>Related SFC courses:</p> <p>Accounting AP® Calculus AP® English AP® Statistics Marketing I Marketing II Economics Oral Interpretation/Debate Personal Finance Academy of Finance (CTE) Hospitality & Tourism Mgt (CTE) Internship</p> <p>Other courses:</p> <p>Advanced Accounting Advanced Math Business Communications Business Law Current Events Data Analysis Economics Financial Services Financial Economics Macroeconomics Marketing Statistics World Language</p>
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<p>Activities that describe what I like to do:</p> <ul style="list-style-type: none"> • Be involved in politics • Negotiate, defend, and debate ideas & topics • Plan activities and work cooperatively with others • Work with details • Perform a variety of duties that may change often • Analyze information and interpret it to others • Travel and see things that are new to me 	<p>Personal qualities that describe me:</p> <ul style="list-style-type: none"> • Compassionate and caring • Good at following directions • Conscientious and careful • Patient • Good listener <p>School subjects I like:</p> <ul style="list-style-type: none"> • Government • Language Arts • History • Math • World Language 	<p>Occupations Related to this Career Cluster:</p> <p>Agent/Specialist Airborne Warning/Control Specialist Ambassador Bank Examiner City Manager Combat Aircraft Pilot/Crew Combat Engineer Commissioner Cryptographer Election Supervisor Elected Official FBI Agent Foreign Service Officer Immigration Officer Intelligence Analyst Internal Revenue Investigator Lobbyist Military Officer/Specialist National Security Advisor Planner Policy Advisor Tax Policy Analyst</p>	<p>Related SFC courses:</p> <p>Accounting AP® English AP® Government AP® Statistics Economics Oral Interpretation/ Debate Pre-Calculus Psychology World Language Intro to Human Services (CTE) Human Services Internship/Capstone (CTE) Internship</p> <p>Other courses:</p> <p>Advanced World History American Studies Business Law Business Communications Current Events Environmental Science Global Issues Human Geography Leadership Macroeconomics Sociology</p>
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<p>Activities that describe what I like to do:</p> <ul style="list-style-type: none"> • Work under pressure • Help sick people and animals • Make decisions based on logic and information • Participate in health and science classes • Respond quickly and calmly in emergencies • Work as a member of a team • Follow guidelines precisely and meet strict standards of accuracy 	<p>Personal qualities that describe me:</p> <ul style="list-style-type: none"> • Compassionate • Caring • Good at following directions • Conscientious • Careful • Patient • Good listener <p>School subjects I like:</p> <ul style="list-style-type: none"> • Biological Sciences • Chemistry • Math • Occupational Health Classes • Language Arts 	<p>Occupations Related to this Career Cluster:</p> <p>Athletic Trainer Biochemist Biostatistician Cardiovascular Technician Cytogenetic Technologist Dental Assistant/Hygienist Diagnostic Medical Sonographer Electrocardiographic (ECG) Technician EMT/Paramedic Exercise Physiologist Geneticist Health Information Coder Home Health Aide Lab Technician Mammographer Medical Technologist/Clinical Lab Scientist Nuclear Medicine Technologist Nutritionist Occupational Therapist/Physical Therapist Pathologist/Pathology Assistant Phlebotomist Physician Physician's Assistant Psychologist/Psychiatrist Radiographer Radiologist Registered Nurse Research Scientist Speech/Language Pathologist Toxicologist Veterinarian</p>	<p>Related SFC courses:</p> <p>AP® Biology AP® Statistics Anatomy & Physiology Chemistry Medical Careers Physical Education/Health Physics/AP® Physics Psychology Weight Training World Language Health Careers 1 & 2 (CTE) Principles of Biomed Science (CTE) Human Body Systems (CTE) Medical Interventions (CTE) Biomedical Innovation (CTE) Intro to Human Services (CTE) Guiding Youth & Families (CTE) Personal Services (CTE) Internship</p> <p>Other Courses:</p> <p>Cardio Fitness Child Development Human Relations Upper-level math</p>
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<p>Activities that describe what I like to do:</p> <ul style="list-style-type: none"> Investigate new places and activities Work with all ages and types of people Organize activities in which other people enjoy themselves Have a flexible schedule Help people make up their minds Communicate easily, tactfully, and courteously Learn about other cultures 	<p>Personal qualities that describe me:</p> <ul style="list-style-type: none"> Compassionate Caring Good at following directions Conscientious Careful Patient Good listener <p>School subjects I like:</p> <ul style="list-style-type: none"> Language Arts/Speech World Language Social Sciences Marketing Food Services 	<p>Occupations Related to this Career Cluster:</p> <p>Baker Bell Captain Caterer Concierge Convention Services Manager Director of Human Resources Director of Operations – Lodging Director of Sales and Marketing Director of Tourism Development Event Planner Executive Chef Executive Housekeeper Facilities Manager Food and Beverage Director/Manager Front Desk Clerk/Supervisor General Manager Maitre d' Museum Director Night Auditor Reservations Manager Restaurant Owner/Manager Revenue Manager Sports Promoter Theme Park Manager Tour and Travel Guide Travel Agent Valet Attendant Wine Steward</p>	<p>Related SFC courses:</p> <p>Accounting Marketing I Marketing II Creative Writing Economics Film and Novel Geography Graphic Design Oral Interpretation Photography/Printmaking Psychology World Language Yearbook Hospitality & Tourism Mgt (CTE) Culinary/Restaurant Mgt 1 & 2 (CTE) Personal Services (CTE) Internship</p> <p>Other courses:</p> <p>Human Relations Business Communications Desktop Publishing Entrepreneurship Foods Classes Global Issues Graphics Multi-Media Design Web Publishing & Design World Geography</p>
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<p>Activities that describe what I like to do:</p> <ul style="list-style-type: none"> Care about people, their needs, & their problems Participate in community services and/or volunteering Listen to other people's viewpoints Help people be at their best Work with people from preschool to old age Think of new ways to do things Make friends with different kinds of people 	<p>Personal qualities that describe me:</p> <ul style="list-style-type: none"> Good communicator Good listener Caring Non-materialistic Intuitive and logical Non-judgment <p>School subjects I like:</p> <ul style="list-style-type: none"> Language Arts Psychology/ Sociology Family & Consumer Science Finance World Language 	<p>Occupations Related to this Career Cluster:</p> <p>Buyer Certified Financial Planner Childcare Assistant/Worker Community Service director Consumer Advocate Cosmetologist Director of Childcare Facility Emergency and Relief Worker Esthetician Funeral Director Licensed Professional Counselor Market Researcher Massage Therapist Nanny Personal Fitness Trainer Psychologist School Counselor Small Business Owner Social Worker</p>	<p>Related SFC courses:</p> <p>Accounting AP® English AP® Statistics Anatomy & Physiology Chapel Leadership Chemistry Economics Evangelism Mentoring Personal Finance Physical Education/Health Psychology World Language Internship Kingdom Impact Project Intro to Human Services (CTE) Guiding Youth & Families (CTE) Personal Services (CTE) Internship</p> <p>Other courses:</p> <p>Child Development Data Analysis Global Issues Human Relations Peer Tutoring Sociology</p>
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<p>Activities that describe what I like to do:</p> <ul style="list-style-type: none"> • Work with computers • Reason clearly and logically to solve complex problems • Use machines, techniques and processes • Read technical materials and diagrams and solve technical problems • Adapt to change • Play video games and figure out how they work • Concentrate for long periods of time without being distracted 	<p>Personal qualities that describe me:</p> <ul style="list-style-type: none"> • Logical/analytical thinker • See details in the big picture • Persistent • Good concentration skills • Precise and accurate <p>School subjects I like:</p> <ul style="list-style-type: none"> • Math • Science • Computer Tech Applications • Communications • Graphic Design 	<p>Occupations Related to this Career Cluster:</p> <p>Animator Applications Integrator Computer Programmer Data Systems Designer Database Administrator/Analyst E-Business Specialist Game Developer Information Systems Architect Information Technology Engineer Maintenance Technician Media Specialist Network Administrator Network Security Analyst PC Support Specialist PC Systems Coordinator Product Support Engineer Software Applications Specialist Systems Administrator/Analyst Technical Communicator Telecommunications Network Technician Testing Engineer User Support Specialist Virtual Reality Specialist Web Architect/Designer</p>	<p>Related SFC courses:</p> <p>AP® Calculus AP® Statistics Graphic Design Media Productions Photography Physics/AP® Physics Pre-calculus Computer Networking & Support (CTE) Intro to Arts/AV Technology & Communication (CTE) A/V Production (CTE) Broadcast Technology (CTE) Digital Music Production (CTE) Digital Animation (CTE) Internship</p> <p>Other courses:</p> <p>CAD Computer Hardware Computer Programming Computer Science Graphic Design Journalism Web Publishing & Design</p>
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<p>Activities that describe what I like to do:</p> <ul style="list-style-type: none"> • Work under pressure or in the face of danger • Make decisions based on my own observations • Interact with other people • Be in positions of authority • Respect rules and regulations • Debate and win arguments • Analyze people's behavior 	<p>Personal qualities that describe me:</p> <ul style="list-style-type: none"> • Adventurous • Dependable • Community-minded • Decisive • Optimistic <p>School subjects I like:</p> <ul style="list-style-type: none"> • Language Arts • Psychology/ Sociology • Government/ History • Law Enforcement • First Aid/ First Responder 	<p>Occupations Related to this Career Cluster:</p> <p>Attorney Corrections Officer Court Reporter Criminal Investigator Dispatcher Emergency Management & Response Technician EMT Explosives Technician Federal Marshall Fire Fighter Fire Inspector & Investigator Gaming Surveillance Specialist Hazardous Materials Responder Loss Prevention Specialist Paralegal Park Ranger Police and Parole Officer Probation/Parole Officer Public Information Officer Rescue Worker Security Director Youth Services Worker</p>	<p>Related SFC courses:</p> <p>AP® Government AP® Statistics Chemistry Oral Interpretation/Debate Psychology Physical Education/Health Physics/AP® Physics Weight Training World Language Intro to Human Services (CTE) Guiding Youth & Families (CTE) Personal Services (CTE) Internship</p> <p>Other Courses:</p> <p>American Studies Cardio Fitness Current Events Data Analysis Global Issues Human Relations JROTC Leadership Lifetime Fitness Sociology Strength Training & Conditioning</p>
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Activities that describe what I like to do: <ul style="list-style-type: none"> • Work with my hands and learn that way • Put things together • Do routine, organized and accurate work • Perform activities that produce tangible results • Apply math to work out solutions • Use hand and power tools and operate equipment/machinery • Visualize objects in three dimensions from flat drawings 	Personal qualities that describe me: <ul style="list-style-type: none"> • Practical • Observant • Physically active • Step-by-step thinker • Coordinated School subjects I like: <ul style="list-style-type: none"> • Math – Geometry • Chemistry • Trade & Industry Courses • Physics • Language Arts 	Occupations Related to this Career Cluster: <p>Assembler Boilermaker Design Engineer Environmental Engineer Foundry Worker Freight, Stock and Material Mover Health and Safety Representative Industrial Machinery Mechanic Inspector Labor Relations Manager Logistician Manufacturing Technician Potter and Model Maker Production Manager Quality Control Technician Safety Engineer SPC Coordinator Tool and Die Maker Traffic Manager Welder</p>	Related SFC courses: <p>Finance Physics/AP® Physics</p> Related CTE courses: <p>Auto Technology Principles of Mfg Electronics/Robotics Machine Tools Production Processes Welding & Adv. Welding Intro to Engineering Design Principles of Engineering Digital Electronics Computer Integrated Mfg Woodworking Carpentry</p> Other courses: <p>CAD Home Maintenance Repairing Small Engines</p>
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Activities that describe what I like to do: <ul style="list-style-type: none"> • Shop and go to the mall • Be in charge • Make displays and promote ideas • Give presentations and enjoy public speaking • Persuade people to buy products or to participate in activities • Communicate my ideas to other people • Take advantage of opportunities to make extra money 	Personal qualities that describe me: <ul style="list-style-type: none"> • Enthusiastic • Competitive • Creative • Self-motivated • Persuasive School subjects I like: <ul style="list-style-type: none"> • Language Arts • Math • Business Education/Marketing • Economics • Computer Applications 	Careers Related to this Career Cluster: <p>Copywriter/Designer E-Commerce Director Entrepreneur Field Marketing Representative Forecasting Manager Interactive Media Specialist Inventory Manager/Analyst Logistics Manager Merchandise Buyer Online Market Researcher Public Relations Manager Promotions Manager Retail Marketing Coordinator Sales Executive Shipping/Receiving Clerk Telemarketer Trade Show Manager Warehouse Manager Webmaster</p>	Related SFC courses: <p>Accounting AP® English AP® Statistics Marketing I Marketing II Creative Writing Economics Finance Graphic Design Media Production Photography/Printmaking Psychology World Language Yearbook Intro Hospitality & Tourism Mgmt (CTE) Culinary/Rest Mgmt (CTE) Intro to Arts/A/V Technology & Communication (CTE)</p> Other courses: <p>Business Communications Current Events Data Analysis Desktop Publishing Entrepreneurship Global Issues Human Relations Macroeconomics Multi-Media Design Web Publishing & Design</p>
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<p>Activities that describe what I like to do:</p> <ul style="list-style-type: none"> Interpret formulas Find the answers to questions Work in a laboratory Figure out how things work Investigate new things Explore new technology Experiment to find the best way to do something 	<p>Personal qualities that describe me:</p> <ul style="list-style-type: none"> Detail-oriented Inquisitive Objective Methodical Mechanically-inclined <p>School subjects I like:</p> <ul style="list-style-type: none"> Math Science Drafting/CAD Electronics/Computer Networking Technology Education 	<p>Careers Related to this Career Cluster:</p> <p>Aerospace Engineer Agricultural Engineer Analytical Chemist Anthropologist Architectural Engineer Astrophysicist Atmospheric Scientist Automotive Engineer Biomedical Engineer CAD Technician Chemist Civil Engineer Computer Programmer Ecologist Electronics Technician Environmental Scientist Geologist Geothermal Engineer Math Teacher Mathematician Metallurgist Meteorologist Nuclear Chemist Science Teacher Statistician Survey Technician Transportation Engineer Zoologist</p>	<p>Related SFC courses:</p> <p>AP® Biology AP® Environmental Science AP® Statistics Anatomy & Physiology Chemistry Economics Media Productions Physics, AP® Physics Pre-Calculus/AP® Calculus</p> <p>Related CTE courses:</p> <p>Aviation Principles of Biomedical Sciences Human Body Systems Medical Intervention Biomedical Innovation Intro to Engineering Design Principles of Engineering Digital Electronics Aerospace Engineering Civil Engineering Architecture Computer Integrated Mfg</p> <p>Other courses:</p> <p>Astronomy/Meteorology CAD Computer Programming Computer Science Current Events Data Analysis Web Publishing & Design</p>
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<p>Activities that describe what I like to do:</p> <ul style="list-style-type: none"> Travel See well and have quick reflexes Solve mechanical problems Design efficient processes Anticipate needs and prepare to meet them Drive or ride Move things from one place to another 	<p>Personal qualities that describe me:</p> <ul style="list-style-type: none"> Realistic Mechanical Coordinated Observant Planner <p>School subjects I like:</p> <ul style="list-style-type: none"> Math Trade & Industry Courses Physical Sciences Economics World Language 	<p>Occupations Related to this Career Cluster:</p> <p>Airplane Pilot/Co-Pilot Air Traffic Controller Automotive Service Technician Avionics Technician Bus Driver Collision/Repair Technician Customs Inspector Electric/Electronic Technician Environmental Manager Facility Engineer Industrial Equipment Mechanic Industrial and Packaging Engineer International Logistics Specialist Locomotive Engineer Marine Captain Port Manager Safety Analyst Service Manager Storage and Distribution Manager Taxi Driver Transportation Manager Truck Driver Urban and Regional Planner Warehouse Manager</p>	<p>Related SFC courses:</p> <p>Physics World Language</p> <p>Related CTE courses:</p> <p>Intro to Vehicle Systems Automotive Brakes Auto Suspension & Steering Automotive Electronics Automotive Engine Performance Auto Body (AB) Damage Analysis & Estimating AB Structural Analysis & Damage Repair AB Nonstructural Analysis & Damage Repair AB Painting/Refinishing Aviation Welding</p> <p>Other courses:</p> <p>CAD Data Analysis Environmental Science JROTC</p>
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FUTURE PLANNING CHECKLIST

CHECK EACH OF THE ACTIVITIES YOU HAVE COMPLETED.

SELF-KNOWLEDGE	v
Taken a Career Interest Assessment (Example: SDMyLife Career Matchmaker)	
Know my abilities – strengths and weaknesses	
Know my learning style (Example: SDMyLife Learning Styles Inventory)	
Identified the career cluster and pathway that most closely match my career interests and aptitude (found at the beginning of this book)	
Taken the PSAT	
Taken a practice ACT (SDMyLife has a practice ACT in the Method Test Prep Section)	
Taken the ASVAB (if considering the military)	
Taken the ACT or SAT	
CAREER EXPLORATION	
Accessed Career Finder or Careers through www.Onetonline.org	
Created a Portfolio	
Created a Personal Learning Plan	
Learned about the career clusters at my high school	
Participated in at least one job-shadowing experience	
Attended a Career Fair	
Visited with a counselor about career selection	
Visited with Parents	
Signed up for extracurricular activities that relate to career cluster	
EDUCATIONAL EXPLORATION	
Attended Post-High Planning Day or college fair	
Researched postsecondary education websites	
Visited with a postsecondary education representative	
Visited a postsecondary education campus	
EDUCATIONAL AND CAREER PLANNING	
Developed & updated a 4-year high school plan	
Completed a capstone experience—Youth Internship, Senior Experience, Entrepreneurship	
Discussed my educational & career plans with my parents, teachers, coach, employer or counselor	
Requested a letter of recommendation from a teacher, coach, employer or counselor	
Created a resume	
Submitted an application for a postsecondary job or postsecondary educational institution	
Submitted completed Free Application for Federal Student Aid	
Submitted scholarship applications	



BIBLE

6 BIBLE

This course engages students with the ideas in the world around them. Written in an age-appropriate style, this course directly addresses the truth of the biblical worldview and the false ideas behind other worldviews. Students will evaluate self-identity, absolute truths, and creation vs. evolution. This course can be life-changing for students who diligently work through the biblical truths presented.

7 BIBLE

The *Story of the Old Testament* is designed to help young people study the Bible for themselves, and it does so by focusing on a biblical worldview. It doesn't just cover the details of the Old Testament. It relates those details to one another, showing how the Bible fits together to tell one grand story. This course then demonstrates, lesson by lesson, how the story should shape a person's beliefs and values, and how those should lead to a changed life.

8 BIBLE

This academic Bible curriculum introduces essential Christian doctrines to middle school students, challenging them to study God's character and respond to His Word. This study can help students appreciate the structure of the Christian faith - its simple truths, the vast wisdom underneath, and the knowable yet incomprehensible Person holding it all together.

9 BIBLE

The Triumph of Christ is an opportunity to take a deep dive into the book of Acts. Taking a look at what Jesus did and how it impacted the events to follow. We will also take a look at the formation of the church.

10 BIBLE

This course is designed to take a deeper dive into understanding various doctrines pertaining to Theology and the Bible.

11 BIBLE

This course provides an overview of the biblical worldview and guides the application of this worldview to multiple social institutions and disciplines. In the process, it introduces students to apologetic methods and guides them to discern and refute false worldviews. We want the students to contribute to rebuilding these disciples from a biblical worldview personally.

12 APOLOGETICS

The course will seek to formulate the rational basis for believing in Christian theism, with responses to objections and critiques of competing worldviews. Apologetics is the study of how to give reasons for our Christian hope (1 Pet 3:15). This course consists of an examination of six worldviews: Christianity, Islam, Secular Humanism, Marxism-Leninism, Cosmic Humanism and Postmodernism with emphasis on the topic areas of theology, philosophy, ethics, biology, psychology, sociology, law, politics, economics, and history

ENGLISH

6 ELA

Sixth Grade English Language Arts will explore short stories and novel studies to increase reading and comprehension skills along with expanding their vocabulary. Students will write responses to their reading using the 8 step writing process. Cooperative learning strategies will create an engaging, fun learning environment and improve their writing skills. A Biblical worldview is integrated throughout the curriculum.

7 ELA

Seventh Grade English Language Arts will study functional, literary, and narrative texts including short stories and novel studies; focusing on improving vocabulary, writing mechanics, grammar usage, and research skills; along with speaking, listening, and presentation skills. Students will continue to improve their writing skills through the eight step writing process along with teacher feedback throughout the writing process. A Biblical worldview is integrated into the curriculum. Kagan cooperative learning strategies will be used to provide students an engaging learning environment.

8 ELA

Eighth Grade English Language Arts is the study of the English language through reading, writing, listening and speaking. Students will use a variety of informational and narrative short stories along with novel studies to increase reading and comprehension skills. Students will write narrative, informational/explanatory and argumentative texts to improve vocabulary, syntax and the development and organization of ideas. Students will participate in cooperative learning structures that are engaging and align with content standards. Students will also continue to develop their Biblical worldview throughout the course of the year through their reading and writing.

9 GENERAL LITERATURE

A comprehensive and foundational course that provides students with an introduction to critical reading, analysis, and writing. Students are exposed to the various genres of literature and provided an opportunity to explore those genres with a focus on a better understanding of themselves and the world around them. The course is designed to introduce students to the essential forms of writing in preparation for writing at the college level, including vocabulary development, critical analysis, and articulation of thoughts and ideas.

10 WORLD LITERATURE

This course is a two-semester sequence which includes a major focus on classic literary works in the various genres and patterns of exposition with review of grammar, usage, and writing conventions, as well as exposure to the analysis, interpretation, and vocabulary of fiction, poetry, and drama. As with the introductory course, students continue to explore literature's relationship to history, culture, and philosophical worldview (Christian and secular). The development of critical thinking is emphasized through reading and analysis of classic literary works, writing personal responses and critical essays, and developing research and presentation skills.

11/12 AMERICAN LITERATURE

This is a comprehensive course that provides students with an opportunity to continue their studies in the art of literature while focusing exclusively on the various genres of literature composed by Americans. American Literature gives students the opportunity to learn about the masterworks of American authorship while focusing on better understanding themselves, the world around them and their Lord and Savior who created all things.

11/12 BRITISH LITERATURE

This is a comprehensive course that provides students with an opportunity to continue their studies in the art of literature while focusing exclusively on the masterworks of Literature composed and created by British authors, poets, novelists and playwrights. British Literature gives the students an opportunity to explore masterworks of British authorship while focusing on better understanding themselves, the world around them and their Lord and Savior who created all things.

AP ENGLISH LITERATURE COMPOSITION

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

AP ENGLISH LANGUAGE COMPOSITION

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods.

MATHEMATICS

6 MATH

In 6th grade math you will build on your previous knowledge of fractions, decimals, rational numbers and conversions to develop a deeper understanding of math concepts. You will also learn about percentages, equations, expressions, and variables. You will apply all of these concepts to real world problems in preparation for 7th grade math.

7 MATH

In 7th grade math you will continue building the skills you developed in 6th grade math. You will learn about proportional relationships, statistics, probability, geometry, expressions and equations. This will prepare you to be successful in Pre-Algebra during your 8th grade year.

PRE-ALGEBRA

In Pre-Algebra you will learn and discover topics such as Transformational Geometry, Linear Equations and Applications, Relationships and Functions, Statistics and Probability, Real Numbers and Pythagorean Theorem, Exponents, Scientific Notation, Volume among others. These skills will be your base for the future Math courses that will take during High School and prepare you for the State Standardized Test.

ALGEBRA I

This course introduces students to a comprehensive study of the first year elements of Algebra. The objective for the student is to make them aware of the basic algebraic elements of math in hopes of being successful in future math courses such as Geometry, and Algebra II.

GEOMETRY

This course is a comprehensive study of such topics as: Lines and Angles, Triangles, Quadrilaterals and Circles, Area and Volume as well as Logic and Reasoning. The objective for students is to become familiar with the relationship of the different aspects of the geometric figures, use proofs for theorems, and review the elements of Algebra.

ALGEBRA II

This course continues with objectives that relate to a review of some of the elements of Algebra I, and subsequently enhances these elements. The objective is to make the student aware of these elements of math in order to prepare them for future math courses such as Geometry, Pre-Calculus, Calculus, and Statistics.

PRE-CALCULUS

This is an honors course and requires rigorous study. It is designed to prepare students for Calculus. The curriculum covers: Polynomial, Logarithmic, Exponential, and Trigonometric functions. The objective is for

students to develop an understanding of various functions and graphs, vectors, parametric equations, sequences, series, and limits.

CALCULUS

This math course is an honors class that focuses on the process of differentiation and integration. Concepts that are explored include limits and continuity, several methods for finding and applications of derivatives, several techniques for finding and applications of integrals, exponential and logarithmic functions, Maclaurin and Taylor series, and differential equations.

MATH FOR COLLEGE READINESS

This course is designed to solidify the algebraic foundations of seniors who plan to attend college. Topics include, but are not limited to: linear functions, quadratic functions, radical functions, polynomials, exponential and logarithmic functions, compound and simple interest, matrices, properties of exponents, solving systems of equations and descriptive statistics.

SCIENCE

GENERAL SCIENCE (SCIENCE 6)

This course is a broad study, including many aspects of science. Topics of investigation include: mountains & volcanoes, weathering & erosion, natural resources, cells & classification of organisms, living kingdoms, atoms & the periodic table, electricity & magnetism, motion & machines, and astronomy. Hands-on laboratory activities will be utilized to aid student understanding.

LIFE SCIENCE (7TH GRADE)

This course is the study of living things. Topics of investigation include: Classification of organisms, cells, DNA & genetics, living kingdoms, behavior & reproduction in animals, dissection and other laboratory exercises, nutrition, and the systems of the body. Hands-on laboratory activities will be utilized to aid student understanding.

EARTH SCIENCE (8TH GRADE)

The course is designed to study the features and characteristics of this incredible planet that we are blessed to live on. This includes within the planet itself but also covers the atmosphere and special role that Earth has in the solar system. We will cover the abiotic and biotic factors of the ecosystem that includes climate, oceans, minerals and tectonics and humans' role and dominion of the earth.

PHYSICAL SCIENCE (8TH GRADE)

The course incorporates a basic study of physics and chemistry. The phases of matter, laws of motion, energy, and the periodic table of elements will be explored. The course includes study in the following: kinematics, dynamics, thermodynamics, and acids, bases, and salts.

BIOLOGY

This is a broad course of study in order to gain knowledge in the area of life beginning at the cellular level and concluding with a brief study of the human body. The course explores and explains such topics as cytology, genetics, and classifications. Students will investigate invertebrates, arthropods, ectothermic vertebrates, endothermic vertebrates, ecology, and human life.

CHEMISTRY

This course is the study of the composition, structure, and properties of matter, the processes that matter undergoes, and the energy changes that accompany these processes. This class meets the state requirements for chemistry taught from the perspective of John 1:3, “All things came into being through Him, and apart from Him nothing came into being that has come into being.” Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry.

PHYSICS

Physics is a captivating and electrifying look into motion and energy, from sub-atomic particles all the way to stars and galaxies. The curriculum focuses on the mathematical analysis and real world applications of motion, force, energy, waves, and electricity. In addition to mastery of basic physics concepts, students develop critical thinking and problem-solving skills and consider the role of science in our society today. Material is presented in a blended learning environment that combines classroom lecture, hands-on labs, and computer-aided activities.

OCEANOGRAPHY

The course is designed to study the many aspects of the ocean and everything pertaining to it. This includes the geological, physical, chemical and biological characteristics of the ocean and how they relate to each other. We will cover the history and impact of climate change, as we use scientific inquiry to discuss and apply solutions.

SOCIAL STUDIES

6 WORLD HISTORY

In this class students will learn of the world that God has created and how unfolding its history we see His hand at work through different cultures and the formation of countries in order to spread the gospel. Students will also learn about many cultures and how the creation mandate has helped our current civilization benefit from the innovation of yesterday.

7 CIVICS

In this class students will learn about how similarities exist between being a christian and a citizen of the U.S.A. Students will understand the importance of civic duty and responsibility, tolerance, diversity and democratic values. The God who created the heavens and the earth inspired individuals to develop and exercise His teaching within the formation of our nation. This class will help the new generation of citizens understand American fundamental ideas.

8 AMERICAN HISTORY

8th Grade US History covers the early settling of the North American continent, to our founding fathers setting up the greatest government the world has ever seen. Students will dive into life in colonial America, study the Declaration of Independence, understand the power of Lincoln's Emancipation Proclamation, and finish the year in the after-effects of the two World Wars. Students will focus on writing and typing techniques to develop complete thoughts, and learn to critically reason through the events of American History.

9 CULTURAL GEOGRAPHY

Geography is a survey of the earth and its resources, the use of those resources by man, and of the geographic and cultural features of people in the various regions and countries of the world. This course is not simply a study of physical geography, nor is it simply a study in regional geography. It combines all the varied elements of geography with a strong Biblical philosophy and scriptural emphasis.

10 WORLD HISTORY

From Creation and the ancient world to modern-day studies, this course surveys world history from a classical and Biblical perspective. The content should include, but is not limited to the following: prehistory, the rise of civilization, cultural universals, the development of religion and the impact of religious thought, evolution of political systems and philosophies, development of nationalism as a global phenomenon, the influence of significant historical figures and events, and contemporary world affairs.

11 AMERICAN HISTORY

This course is a study of not only the birth and rise of a nation, but it will clearly demonstrate the hand of God that was working in the affairs of men. The Judeo-Christian heritage of America will be shown as based on historical accuracy, not on religious bias. The course will generally follow (1) the exploration and colonization eras, (2) post-Civil War development of industry and the emergence of “modern” America in the late nineteenth century, and (3) the post-World War II era and the contemporary United States.

12 AMERICAN GOVERNMENT

In this course, students will gain an understanding of the historical circumstances surrounding the creation of the Constitution and the ratification process. Students will be able to identify the basic differences between the major forms of government. Students will learn why government is necessary and understand the Bible’s teaching concerning a Christian’s relation to government. American Government will be understood in light of a “Christian World View.”

12 ECONOMICS

This course is the common-sense science that studies how and why people, businesses, and governments make the choices they do. It begins with observation. Then, it uses observation as a basis to predict the future, and shows how economists may attempt to control future events by altering important variables. The focus is to understand our national economy from a Biblical perspective. Attention will also be given to understanding basic principles of Biblical economics that are clearly shown in scripture.

AP GEOGRAPHY

The purpose of this college-level introductory course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Upon successful completion of the course, students should have developed skills that enable them to interpret maps, analyze geospatial data, and understand and explain the implications of associations and networks among phenomena in places. Students should also be able to recognize and interpret the relationships among patterns and processes at different scales of analysis, define regions and evaluate the regionalization process, and characterize and analyze changing interconnections among places.

AP WORLD HISTORY

AP World History covers the history of the world from 600 C.E. to the present with an introduction unit on the period before (covering around 8000 B.C.E to 600 C.E.). The course emphasizes “patterns of change” and the connections between the various world cultures throughout the time period being studied. Students will gain an understanding of the global experiences of humanity and be able to apply that knowledge to their growth and development as “world citizens”. The class will prepare students to be successful on the AP World History exam.

AP US HISTORY

AP US History covers the evolution of The United States of America from the Pre-Columbian Era through the present. The course emphasizes the interrelatedness and cause and effect nature of history. Additionally, it examines US History through the lens of critical thinking skills and historical context. Furthermore, student skills are refined in the use of primary documents to understand key events and people while not losing track of the experience of the common American across all walks of life. The class will prepare students for the AP US History exam.

AP GOVERNMENT AND POLITICS

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they complete a political science research or applied civics project.

FOREIGN LANGUAGE

SPANISH I

Course Description: Spanish 1 will provide the student with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be on the acquisition of four skills: listening, speaking, reading and limited writing. There are two main objectives to the course. Foremost is to give the students the ability to carry on a simple conversation. The second is to provide the students with instruction that teaches a basic understanding of Spanish culture, vocabulary, and grammatical concepts.

SPANISH II

Prerequisite: Spanish 1 or instructor approval upon completion of placement test.

Course Description: Spanish 2 builds upon knowledge gained in Spanish 1. This course will also reinforce the skills learned in Spanish I: listening, speaking, reading and writing. Emphasis is on perfecting pronunciation, mastery of the basic grammatical structures, and increased communicative proficiency. Acquisition of functional vocabulary is expected. Students will be exposed to the past tenses, future, conditional and subjunctive mood. Students will be expected to apply them in their writing and speaking.

HEALTH/PHYSICAL EDUCATION

PHYSICAL EDUCATION

Provides instruction in methods to attain a healthy level of physical fitness. Covers how to develop a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance. Includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies and consumer information; promotes self-awareness and responsibility for fitness.

HOPE (HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION)

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach. In addition to the physical education content represented in the standards, specific health topics within this course include, but are not limited to: Mental Health, Physical Activity, Components of Physical Fitness, Nutrition and Wellness Planning, Disease and Disorder, and Health Advocacy.

TEAM SPORTS

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course. Units may include, but are not limited to, the following sports:

Volleyball, Kickball, Dodgeball, Ultimate Frisbee, Flag Football, Team Handball & Basketball. Also introduction, Intermediate, and Advanced Lifetime Sports The students will learn the terminology, rules and skills of various lifetime sports such as tennis, golf, badminton, and softball. Sportsmanship and safety are to be demonstrated. Intermediate Lifetime Sports enhances skills in lifetime sports such as bowling, golf, tennis, racquetball, baseball, and badminton, roller skating and skiing. Advanced Lifetime Sports allows students the opportunity to refine skills and explore technical aspects of lifetime sports.

WEIGHT TRAINING

This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Also GOALS: Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities. Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

VISUAL ARTS

INTRODUCTION TO ART

Students are introduced to the rigor and routine of the art production process including: planning, producing, and reflecting on art. With an emphasis on studio arts, students explore a wide range of 2D and 3D media, skills and techniques, as related to contemporary and historical art perspectives.

DRAWING

Students apply an assortment of drawing skills with a wide range of media developing their skills of communication through visual expression. Careful observation of the visual world and critical analysis of historical and contemporary art further advance the High School Drawing student.

PERFORMING ARTS

BAND

The RLCA Band offers a dual-concentration environment in which students will progress on a wind instrument of their choice as well as an assigned instrument in the drumline. Students perform as part of the marching band and drumline, The Raptor Regiment, in the Fall Semester, and continue in a concert setting in the Spring, while maintaining skills valuable to the marching season.

CHOIR VOCAL ENSEMBLE

Our Raptor Voices provide a pure choral experience for students in grades 6-12. In this class you will learn the basics of music reading and theory, as well as elements of sight-reading, and ensemble performance. There will be opportunities for solo and small group performances included amongst the four major performance events of the year, as well as additional offerings throughout the school year.

THEATER ARTS

Theatre Arts classes take a survey of Theatre History, as well as explore aspects of stage performance and support. Students will participate in a large-scale production each semester, as well as smaller performances, such as monologues, duet scenes, or character development throughout. While the focus is primarily on the acting experience, students will also explore set design, costuming, stage management, lighting, and stunt performing.

HIGH SCHOOL ELECTIVES

FINANCIAL LITERACY

The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.

Students will analyze their personal financial decisions, evaluate the costs and benefits of their decisions, recognize their rights and responsibilities as consumers, and apply the knowledge learned to financial situations encountered later in life.

LIFE SKILLS

Life Skills will provide students opportunities to learn and develop skills given by God that will aid in their transition from high school into college, a career, and adulthood.

CODING/ROBOTICS

During this class, students will complete missions to develop programming skills. Students are introduced to Python (text based language), HTML (build web pages), and AI (Artificial Intelligence-building prototypes of their inventions using Scratch) language. Students will explore scripts and create a series of games. Thus, encouraging logical thinking, persistence, and creativity.

Students will apply programming skills to complete coding challenges. They will plan and organize ideas to develop a program, debug errors to find and fix a mistake in a script, test multiple responses to verify output is correct, create variables to store, report, and calculate information, loop a set of instructions and control how/when it ends, and write if statements that are based on conditional logic.

YEARBOOK

In Yearbook, students will gain skills in page design, advanced publishing techniques, copywriting, editing and photography while producing a creative, innovative yearbook, which will record school memories and events. There is an emphasis on journalism skills in this class. Participants gain useful real-world skills in time management, marketing, teamwork and design principles.

PRAISE/WORSHIP

For high school chapel services, students are led in worship by their peers. Students involved in this class will be involved in preparing for and participating in chapel worship to some capacity - singing, playing instruments, running sound/technology, etc. They will use this time to create setlists, rehearse songs, and grow in their worship ability as individuals and as a team. Additionally, we will be doing devotionals and bible/novel studies to help build our understanding of worship.

MIDDLE SCHOOL ELECTIVES

SALT

This course is designed to develop leadership skills through service learning. This class will be working together to serve our school and community. They will mentor younger students in lower school. These students will learn about the godly attributes that help us lead like Jesus in our day to day lives.

BIBLE STUDY

Students will explore different topics in the Bible that relate to their everyday lives and bring real world issues into the classroom to examine through a Biblical worldview perspective. This class will allow the student to own their faith on a practical level. Students will leave the classroom with daily Bible readings, as well as, real world application to become better stewards of their faith.

SPORTS/FITNESS

The goal of this course is to promote physical fitness through a variety of fitness activities and sport units. Team sports will be a main focus. Skill development, teamwork, and knowledge of the sport will be a priority. Fitness activities will include aerobics, body weight training, stretching, and other group exercises. Sport units will include soccer, kickball, baseball, flag football, ultimate frisbee, lacrosse, and volleyball. Sport education and fitness components will be discussed and reviewed in detail.

CAREERS

This class will allow students to explore various careers that are available and what they need to get there. In addition, they will choose several careers that they are interested in and research them to gain a better understanding of that particular career. There will be multiple assessments to discover how each person's personality, interests, skills and values will help them discover a career that they wish to pursue. The students

will learn and write their personal resume and learn how to have a good interview, preparing them now for a part-time job and long term career.

GOOGLE

During this class, Students will be introduced to Google Slides, Google Docs, Google Drawings, and Google Sheets. They will work on projects where they will use their imaginations to create a story that looks like a cartoon or animated comic strip. They will learn additional animation techniques, collaborative peer-editing, or screen casting. In addition, students will launch a successful restaurant venture. They will analyze data, persuade others to invest by typing a business letter, create a logo and floor plan, design an advertisement, and will measure customer satisfaction.

ACTIVATION

Activation is a chance to engage in the Bible in a fun, interactive way. You will have the opportunity to learn from various speakers, develop your leadership skills, serve our community and school, and participate in a “Shark Tank” project. We will study several values including responsibility, hard work, self control, using common sense, and generosity.

ROBOTICS

This class will introduce students to the STEM field of robotics and its various applications in today’s world. Students are given hands-on experience programming LEGO EV3 robots to accomplish challenges, while applying the principles of the Engineering Design Process in a team-based, cooperative environment.

CODING

Utilizing the Scratch coding community for the process of writing/running programs in Scratch. In Scratch, it uses a coding language (previously used Squeak programming language through ActionScript/Scripting Language) allows complex added interactivity, playback control, and data display to an application, but now JavaScript language is used now. We are using scratch because it uses a simple interface that allows the creation of digital stories and animations that helps our students learn and understand the coding logic, which uses blocks and visual aids. It helps to make programming more fun and enjoyable for young people.

COMMUNICATION

How would you like to keep the student body of the middle school informed? Preparing a newspaper will require you to be the reporter, producer and creator. Writing and producing the daily announcements and then presenting them over the announcements may also be a part of this class. Many computer programs will be employed such as PowerPoint and Desktop Publishing, etc.

COMPUTER SCIENCE

During this class, students will become game developers by gradually being introduced to programming concepts through fun, simple activities. They will use Scratch coding blocks to create activities for kids. Once complete, they will visit an online arcade to share in the fun.

INTRODUCTION TO ART

Students will focus on advancing basic art skills through applying the elements of art and principles of design through the exploration of various media in drawing, painting and mixed media techniques. Observation and reflection of historical and contemporary artists are hi-lighted throughout the course.

ART APPRECIATION 1

MS Art Appreciation 1 focuses on art established from Prehistoric time to the age of Renaissance. A biblical perspective accompanies reflection and reason with an art lab application of learned techniques, styles and materials of the time.

ART APPRECIATION 2

MS Art Appreciation 2 focuses on post Renaissance with Baroque Art to the current Contemporary artists of our day. A biblical perspective accompanies reflection and reason with an art lab application of learned techniques, styles and materials of the time.

VISUAL DESIGN AND MARKETING

MS Visual Design and Marketing emphasizes the skills necessary to create a well organized presentation of ideas. Research and application of an assortment of Google office programs, drafting and design software develop physical exhibits and digital presentations for a designated client.

THEATRE

Students will combine elements of Theatre History, Acting Skills, Scenic Design, and Theatrical Careers with performance opportunities throughout the course. Students will present monologues and partner scenes in class, practice improvisation, and rehearse for two large scale productions, one per semester, including our Mystery Theatre in the Fall, and Raptor Shakes (a study in stunt acting) in the Spring.

CHOIR

Do you like to sing? Put your vocal talents to use with an ensemble that dabbles in popular, a cappella, or classic choral literature. You will learn breath support, intonation, tone production, and music reading. Additionally we learn to sing as part of an ensemble, learning to blend, shape vowels, and sing in parts, navigating the more complex harmonies that create a unique ensemble sound.

BAND

All students enrolled in our Concert Band will also participate in our Raptor Regiment (Marching Band) & Drumline. Students will learn both a wind instrument AND percussion. We support our Football team at all home games, as well as performing in 3-5 formal concerts throughout the year. In the spring we add Jazz Band to our depth of study and include it as a part of our lighter concert material.

STUDY SKILLS

Students will learn organizational skills, how to set goals, cooperative skills, and time management skills. Each day students will complete a personalized math and reading lesson on the IXL interactive learning platform. We will set weekly goals to work towards on IXL. Students will learn to utilize a daily planner to stay organized in all of their classes. They will also get an opportunity to study for upcoming quizzes and tests.