Sunshine Bible Academy

» SUNSHINE BIBLE ACADEMY IS A LIFE PREPARATORY SCHOOL. At the heart of our mission is to provide God’s Truth for Today’s Youth. We teach every class from a biblical worldview and believe that the Bible has application and relevance to every field of study. SBA strives to prepare students to be successful along whatever path they pursue after high school graduation—whether continuing their education, entering the workforce, serving in the military or pursuing technical training.

» CLASSES ARE SMALL BUT DEMANDING. Sunshine Bible Academy courses are designed to stimulate student interest, to develop critical thinking and incisive analysis, to provide opportunities for real-world application and to prepare students for lifelong learning. While memorization is certainly part of some courses it is not the goal. Rather, students are expected to expand their intellectual curiosity, to demonstrate learning and mastery in a variety of ways and to pursue new ways of exploring subject matter.

» ALL STUDENTS ARE ENCOURAGED TO CHALLENGE THEMSELVES by taking courses that will stretch them intellectually. SBA wants students to take courses that interest them but does not want students to take the easy way out and always settle for whichever courses they think will be the easiest. The number of study halls a student may have during a semester are also limited.

» THERE ARE COURSES FOR EVERY AREA OF INTEREST. SBA is blessed to able to provide classes in the traditional areas of academic study as well as in fine arts, visual arts, industrial arts, agricultural science, technology, world language and Bible.

» STUDENTS CAN GET A HEAD START ON THEIR NEXT STEP. Students who desire to do so can earn college credits through courses they take at SBA. SBA currently offers dual enrollment courses in Bible, Math and Social Studies. There is also an opportunity for students to obtain their welding certification through courses taken at SBA.

» LEARNING IS A TEAM EFFORT. Much of our students’ success can be attributed to the very gifted teachers who know how to communicate, inspire and encourage them and guide them in their studies. There are also opportunities for extra help before and after school and evening study halls for boarding students. Students are given every opportunity to succeed, and they must do their part to achieve success. The support and participation of parents is also a vital element of student success.

» ALL STUDENTS TAKE the TERRA NOVA, third edition, test annually. Juniors also take the PSAT and ASVAB.
GRADUATION REQUIREMENTS

As approved by the South Dakota Board of Education Nov. 2, 2009:

Except where otherwise noted, these requirements begin with students entering 9th grade in the 2010-11 school year.

A student’s Personal Learning Plan must document a minimum of 22 credits that include the following:

(1.) Four units of Language Arts – must include:
   a. Writing – 1.5 units
   b. Literature – 1.5 units
      (must include .5 unit of American Literature)
   c. Speech or Debate - .5 unit
   d. Language Arts elective - .5 unit

(2.) Three units of Mathematics – must include:
   a. Algebra I – 1 unit
   b. *Algebra II – 1 unit
   c. * Geometry – 1 unit

(3.) Three units of Lab Science – must include:
   a. Biology – 1 unit
   b. Any Physical Science – 1 unit
   c. *Chemistry or Physics – 1 unit

(4.) Three units of Social Studies – must include:
   a. U.S. History – 1 unit
   b. U.S. Government - .5 unit
   c. World History - .5 unit
   d. Geography - .5 unit

(5.) ~One unit of the following (any combination):
   a. Approved Career & Technical Education
   b. Capstone Experience or Service Learning
   c. World Language

(6.) One unit of ^ Fine Arts

(7.) One-half unit of Personal Finance or Economics

(8.) One-half unit of Physical Education

(9.) ~One-half unit of Health or Health Integration

Academic core content credit may be earned by completing an approved career and technical education course. Approval to offer credit must be obtained through an application process with the Department of Education. The application must include: course syllabus; standards based curriculum; teacher certification; and assessment of standards by methods including end-of-course exams, authentic assessment, project-based learning or rubrics.

*With school and parent/guardian approval, a student may be excused from this course in favor of a more appropriate course. A student may be excused from Algebra II or Geometry, but not both. A student is still required to take three units of Math. If a student is excused from Chemistry or Physics, the student must still take three units of Lab Science.

~Required beginning Sept. 1, 2013:

Regarding the health requirement: Beginning with students who are freshmen in the fall of 2013, students will be required to take .5 unit of health at any time grades 6-12. A district may choose to integrate health across the curriculum at the middle or high school level in lieu of a stand-alone course.

^ Local decision. A district may decide to offer credit for extracurricular Fine Arts activities. Students may be granted up to one credit in Fine Arts for participation in extracurricular activities. A maximum of ¼ credit may be granted for each activity in each school year.
GRADING SCALES

Sunshine Bible Academy utilizes the following grading scale and interpretations for the grading of student assignments, for report cards and for permanent records:

Scale 1

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99.0 – 100.0</td>
</tr>
<tr>
<td>A</td>
<td>95.5 – 98.9</td>
</tr>
<tr>
<td>A-</td>
<td>93.5 – 95.4</td>
</tr>
<tr>
<td>B+</td>
<td>91.5 – 93.49</td>
</tr>
<tr>
<td>B</td>
<td>88.5 – 91.49</td>
</tr>
<tr>
<td>B-</td>
<td>86.5 – 88.49</td>
</tr>
<tr>
<td>C+</td>
<td>83.5 – 86.49</td>
</tr>
<tr>
<td>C</td>
<td>79.5 – 83.49</td>
</tr>
<tr>
<td>C-</td>
<td>76.5 – 79.49</td>
</tr>
<tr>
<td>D+</td>
<td>74.5 – 76.49</td>
</tr>
<tr>
<td>D</td>
<td>71.5 – 74.49</td>
</tr>
<tr>
<td>D-</td>
<td>69.5 – 71.49</td>
</tr>
<tr>
<td>F</td>
<td>69.49 and below</td>
</tr>
</tbody>
</table>

Scale 2

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Excellent</td>
</tr>
<tr>
<td>S+</td>
<td>Above Average</td>
</tr>
<tr>
<td>S</td>
<td>Average</td>
</tr>
<tr>
<td>S-</td>
<td>Below Average</td>
</tr>
<tr>
<td>N</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

Kindergarten students are graded according to Scale 2 in every subject area for the entire year.

Students in grades 1 and 2 are graded according to Scale 2 for Physical Education, Art, Music and Technology. Beginning in grade 3 Scale 1 is used to communicate grades for all courses.

Grading periods are approximately nine weeks (45 days) in length, though some grading periods may be slightly shorter or longer. Each school year will contain four grading periods, with a report card issued upon the completion of each period.

As letter grades are indicative of a student’s academic performance and mastery they will be used by Sunshine Bible Academy in determining whether or not a student is prepared to advance to the next grade level or to the next course within an academic discipline. These decisions will be made by the Superintendent in consultation with the teacher(s), student and parents, and will be communicated to the parents and student by the end of each academic year.

The quality point value for the computation of grade point averages will be as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.000</td>
</tr>
<tr>
<td>A</td>
<td>4.000</td>
</tr>
<tr>
<td>A-</td>
<td>3.643</td>
</tr>
<tr>
<td>B+</td>
<td>3.357</td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
</tr>
<tr>
<td>B-</td>
<td>2.643</td>
</tr>
<tr>
<td>C+</td>
<td>2.350</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
</tr>
<tr>
<td>C-</td>
<td>1.650</td>
</tr>
<tr>
<td>D+</td>
<td>1.357</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
</tr>
<tr>
<td>D-</td>
<td>0.643</td>
</tr>
<tr>
<td>F</td>
<td>0.000</td>
</tr>
</tbody>
</table>

*College Scale

The following scale is used for dual enrollment courses offered in partnership with Central Christian College:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>
Each department has specific biblical principles upon which its instruction is based, as well as specific goals to be accomplished through the courses in that department.

**Bible**

**Biblical Principles**

1. God imparts truth to man through the Bible. The Bible is inspired by the Holy Spirit, is inerrant, and is the Christian’s guide to belief and behavior.
2. Scripture has only one true interpretation, yet may have several applications to various persons’ lives.
3. The Scriptures themselves acknowledge that they contain “mysteries” and passages that are difficult to understand. Accordingly, it is not possible for any person to know all things about the Bible or to have the correct answer to every question.
4. The study of, and meditation on, the Scriptures should help students to grow and develop in Christian maturity.
5. Only by growing in knowledge and wisdom (the application of knowledge) can we truly shine as lights in our world.

**Bible Department Goals**

1. All students will gain a working knowledge of the Bible, attain fluency with biblical principles and precepts, and forge a biblical worldview.
2. The majority of class will be devoted to the subject of the Bible and will primarily use the Bible itself as the text, with scholarly support from reference works used as necessary and used increasingly in the higher grades.
3. All instruction will adhere to Sunshine Bible Academy’s Statement of Faith and will not advocate denominational distinctives. Doctrinal discussion and debate will be permitted for the benefits of mutual understanding and improving rhetorical skill, and instructors will refer students to their parents and ministers for further discussion on matters of denominational distinction.
4. Instructors will integrate knowledge and skills from other disciplines and encourage the application of biblical truth as the proper framework for discerning truth and error in other subjects.
5. Instructors will present key themes and concepts of the course in clear and persuasive form, and will incorporate original research, analysis and reflection in their presentation, while expecting the same of their students.

**History and Geography**

**Biblical Principles**

1. God’s sovereignty is evident throughout human history, including man’s activities and circumstances.
2. The meaning and urgency of historical events is only properly understood with a biblical timeline as a backdrop: Creation, the Fall, the Birth of Christ, the Cross, the Second Coming.
3. God judges individuals and nations that fall short of His glory, and only Christ and His gospel can redeem them. It is important to study and to understand history, but no human action or government can redeem man or establish a righteous society.
4. God judges individuals in eternity according to their faith in Christ, but He deals with nations in the course of historical events according to their standards of justice and righteousness.
5. God intends that we learn from the mistakes and accomplishments of history.

**History Department Goals**

1. All students will attain a Scriptural understanding of human nature and historical patterns, with particular attention to sin and its consequences.
2. All instructors will use the discipline of History as a paradigm for the study of other subject areas. History is a narrative, and other content areas are properly understood through and within the historical narrative.
3. Instructors and students will interact frequently with primary sources in their study of History.
4. All students will be able to articulate thoughts and beliefs regarding historical events based upon their learning and research.
5. All students will understand how godly citizenship is based upon biblical precept and historical example, while recognizing that godly citizenship and national endeavor is futile in accomplishing salvation.

**Language Arts**

**Biblical Principles**

1. Reading is a vital part of knowing God and His Word.
2. Language is a divine gift, one that enables man to think and to communicate clearly, and meaningfully.
3. God intends man's thoughts and communications to reflect truth, goodness and beauty. An important part of developing such thoughts and communication skills is the ability to read those things which are true, good and beautiful.
4. One of Satan's most effective means of influencing man is the distortion and perversion of truth, goodness and beauty. Only literate individuals are able to effectively search out the truth for themselves and thus combat and defend against the sinful influence in the world.
5. The Bible is the intellectual, moral, and spiritual standard for evaluating all other communication: in content, in motive, and in effect.

**English Department Goals**

1. All students will examine the worldviews that manifest themselves in language and literature and evaluate them from a biblical perspective.
2. All students will be trained in the use of grammatical and literary tools to fully engage the literary works of others, including classical and contemporary works.
3. All students will recognize that literacy skills are necessary in order to access and succeed at all other academic and artistic pursuits.
4. All students will articulate their ideas through research, documentation and analysis, building dialectical and rhetorical skills in an age appropriate manner.
5. All students will develop creative literary abilities and solid analytical skill, and learn how to use them for the glory of God and the furtherance of the Gospel.
**Mathematics**

**Biblical Principles**

1. The mind and character of God are the foundation of mathematical truth as revealed in creation.
2. God equips man with a rational mind to apprehend mathematical truth in creation.
3. Man’s finitude and sin nature preclude a comprehensive understanding of mathematical intricacies of the created order.

**Mathematics Department Goals**

1. All students will recognize the attributes of God that are revealed by a study of Mathematics.
2. All students will recognize the utility and the limitations of Mathematics.
3. All students will progress in logical thinking patterns and problem solving abilities.
4. All students will appreciate the role of Mathematics in the historical development of other disciplines and of culture.
5. All students will develop mathematical skills to their highest potential and learn how to use those skills in the service of God and man.

**Science**

**Biblical Principles**

1. God created all things *ex nihilo*, and He created within six literal days.
2. Creation reflects the glory of God.
3. God sustains and redeems His fallen creation.
4. God enables us to discover and utilize the intricacies of His creation, and we must always remember to keep a proper perspective. Throughout history man has endeavored to deny God, or replace Him, by mastering scientific applications and technology.
5. Not all of God’s creation can be seen, explained or understood through human efforts or scientific means.

**Science Department Goals**

1. All students will gain a biblical perspective of Science. Various scientific theories will be examined in light of Scriptural truth, and students will be equipped to defend the biblical account of Creation as well as other biblical principles that are not always seen to be aligned with scientific teachings.
2. All students will acquire an accurate understanding of the contribution of Science to human life by studying scientific research, development, and invention throughout history.
3. Students will be engaged in laboratory experiences that allow for the application of the scientific method and the testing of scientific theories.
4. Students’ problem-solving and rhetorical skills will be strengthened through scientific experimentation and case/project presentation.
5. All students will be trained in the use of scientific knowledge and technology for the glory of God, the defense of Scripture, and the furtherance of the Gospel.
**World Language**

**Biblical Principals**

1. God has given us the gift of language constructed in a rational and propositional mode so that we may better understand Him, one another, and the created order.
2. Language is an essential tool in our fulfillment of the Dominion Mandate and the Great Commission.
3. God has given us language to accumulate, organize, and transmit knowledge gained by the human race.
4. The providential generation of multiple languages and study of these languages allows the student a means to view, understand, and transcend cultural differences.
5. Language, learned well and articulated wisely, is of great service to God and man.

**World Language Department Goals**

1. All students will learn and be able to recall grammatical constructions and their uses.
2. All students will be able to identify vocabulary and English equivalents.
3. All students will translate simple and complex grammatical constructions.

**Art**

**Biblical Principles**

1. Art is as diverse as the number of people groups and cultural mores on the face of the earth. Different people and different group-cultures will place different subjective values on art and may have different definitions of beauty.
2. Scripture commonly uses “beauty” and “beautiful” in reference to many of the same things that various people groups describe as beautiful—women, ships, trees, the world, the universe, etc.
3. The Bible’s use of “beauty” and “beautiful” is not restricted to physical objects, but is also applied to God, His being, and His gift of salvation. A proper understanding of “beauty” must be grounded in and focused on God’s being, His creation and His gift of salvation.
4. Beautiful objects—regardless of medium or form—are demonstrations of “skill and orderliness with imagination” and “are a reflection of both God’s creation and His holiness” (Covenant Enterprises, 2007).
5. In order to be truly creative, students must have a clear understanding of the fundamental techniques and skills of art, as well as an introduction to the great artistic works of others. Only by understanding the creativity of others and the skills with which they exercised creativity can anyone else be creative.

**Art Department Goals**

1. All students will gain an understanding of and an appreciation for a biblical perspective on art and beauty.
2. All students will acquire an understanding of the fundamental skills required for drawing, painting and other visual arts, and will be engaged in art projects that allow for the application of these skills.
3. All students will gain an understanding of the interconnectivity of art, music, history and literature.
4. All students will explore the styles and techniques of the world’s greatest artists, be given the opportunity to imitate the style of the great masters, and learn to identify and knowledgeably comment upon recognized masterpieces.

5. All students will be trained in the use of artistic talent and skill for the glory of God and the furtherance of the Gospel.

Music

Biblical Principles

1. Music is as diverse as the number of people groups and cultural mores on the face of the earth. Different people and different group-cultures have developed different musical styles and traditions. Many of these are beautiful and can be used to honor God. Others, however, are immoral and can negatively influence the human mind.

2. Scripture commonly references music, and the use of music to worship God. Used appropriately, music can be a very integral part of both personal and corporate worship.

3. A proper understanding of beautiful music must be grounded in and focused on God’s being, His creation and His gift of salvation; in other words, it must reflect and recognize His holiness.

4. Beautiful music is the result of knowledge and skill.

5. Students must have a clear understanding of the fundamental techniques and skills of music, as well as an introduction to the great composers, musicians and musical works of others. Only by understanding the creativity and influence of others and the skills with which they exercised creativity can anyone else be creative.

Music Department Goals

1. All students will gain an understanding of and an appreciation for a biblical perspective on music, as well as how music can accurately or inaccurately portray God and His holiness.

2. All students will learn how certain musical techniques influence the human mind, both for good and for bad, and how to define moral and immoral musical technique.

3. All students will acquire an understanding of the fundamental skills required for vocal and instrumental performance.

4. All students will gain an understanding of the interconnectivity of art, music, history and literature.

5. All students will explore the styles and techniques of the world’s greatest musicians, composers and musical artists, and learn to identify and knowledgeably comment upon recognized classical masterpieces.

6. All students will be trained in the use of musical talent and skill for the glory of God and the furtherance of the Gospel.

Physical Education

Biblical Principles

1. For believers, the body is the temple of the Lord. Accordingly, our bodies are to be kept healthy, and are to be used for His service.

2. The Bible instructs believers to do their best in everything that they do, doing it as unto the Lord. There is never just cause to give up or demonstrate poor sportsmanship/character.
3. In order to use individuals for His service God needs their bodies to be strong, and He has promised to
give strength and endurance to those who wait upon Him.
4. There are biblical principles to support eating whatever foods one finds appealing and enjoyable, as well
as to restrict ones intake to those foods which are healthy and beneficial for physical growth. Sunshine
Bible Academy teaches an appropriate balance and adherence to personal conviction.

**Physical Education Department Goals**

1. All students will develop an awareness of their body and how it works in order to be good stewards of
   their bodies.
2. All students will learn the skills, knowledge and understanding necessary to participate in various team
   sports.
3. All students will learn the skills, knowledge and understanding necessary to practice healthy habits,
   including diet and exercise.
4. All students will become aware of the dangers of yielding to competitive zeal unless held in check
   through an appropriate understanding of Christian character and respect for others. Emphasis will be
   placed on playing to the best of one’s ability and playing well with others. Striving to win is not wrong,
   but will not take precedence over enjoyment and good conduct.
5. All students will acquire an understanding of healthy habits beyond physical nourishment and exercise
   as part of maintaining good health (hygiene, safety, disease prevention, etc).

**Technology**

**Biblical Principles**

1. Students will identify the impact of computing trends and technology in their future and the biblical
   directive in that man is responsible to subdue the earth, working to provide out of it for his physical
   needs. (Technology: using tools, materials, and systems to extend the human ability to control and
   modify the natural and human-made environments).
2. Students will identify the impact of computing trends in relation to the biblical directive that man is
   responsible to share the gospel around the world.
3. Students will understand that technology offers many advantages, on the individual, corporate, national
   and international levels, but that technology can be used for wickedness and sin just as easily as it can
   be for benefit, convenience and the spreading of the Gospel. Discernment and wisdom is crucial when
   utilizing many aspects of technology (particularly the Internet).

**Technology Department Goals**

1. All students will increase their ability to access and use information, participate in problem solving, and
   communicate with technology products.
2. All courses will integrate technology use with learning in other subject areas. Computers are used as
   tools for gathering accurate information, organizing and analyzing information, and evaluating
   information in connection with other studies.
3. All students will develop an understanding of technology and its impacts on our society.
4. All students will develop skills that will facilitate efficient production, accurate analysis and
   management of information, and oral and demonstrative presentation skills.
The descriptions below include the course title used by Sunshine Bible Academy, the grades to which the course is typically offered, and the corresponding code and title used by the South Dakota Common Course Numbering System.

**BIBLE**

**Bible I** (Grade 9; 07006 – Old Testament)
This course is a survey of the Old Testament. The purpose of this course is to introduce students to the Old Testament. It is the intention that the student will gain an understanding of the over-all flow of the Old Testament and become acquainted with the content of each book.

**Bible II** (Grade 10; 07007 – New Testament)
This course is a survey of the New Testament. The purpose of this course is to introduce students to the New Testament. It is the intention that the student will gain an understanding of the over-all flow of the New Testament and become acquainted with the content of each book.

**Bible III** (Grade 11; 07002 – Comparative Religion)
This course is a survey of world views. The student will study the major world views (Secular Humanism, Marxism, Cosmic Humanism, Postmodernism and Islam) to gain an understanding of how these worldviews differ from biblical Christianity. The purpose of this course is to solidify the student's faith and enable him to both defend his faith and be a more effective witness. *Bible III may be taken for college credit.* (Grade 11; 99999 – Contemporary Culture and Worldview – CCCK). *Earns 3 college credits.*

**Bible IV** (Grade 12; 07999 – Religious Education and Theology)
Students in Bible IV study basic Christian doctrine. The areas of study include: the Bible, the nature and existence of God, Jesus Christ, the Holy Spirit, sin, salvation, angels, Satan, demons, the church and biblical prophecy. Students also develop a biblical purpose for life.

**ENGLISH**

**English I** (Grade 9; 01001 – English/Language Arts I)
English I includes teaching grammar usage and mechanics with an emphasis on application to writing skills. Library and Internet skills for research are included to facilitate research for writing. Spelling is taught through the use of the four basic spelling rules and seven keys to good spelling. Vocabulary is taught to improve skills in writing, reading, and speaking. A variety of literature, organized by themes, is included in the course to build appreciation for good literature.

**English II** (Grade 10; 01002 – English/Language Arts II)
English II includes teaching grammar usage and mechanics with an emphasis on application to writing skills. Library and Internet skills for research are reinforced to facilitate research for writing. Spelling and vocabulary are included to promote good skills in writing, reading and speaking.
English III (Grade 11; 01003 – English/Language Arts III)
English III includes reinforcing grammar usage and mechanics to improve writing skills. The study of vocabulary includes syllabication, pronunciation, parts of speech, synonyms, and antonyms. It also includes the study of prefixes, suffixes, and word roots. Spelling is included to continue promoting good skills in writing and reading. Internet research skills are included to facilitate research for the writing of research papers. American literature is taught to introduce American authors and various genres: short stories, drama, poetry, essays, and novels.

English IV (Grade 12; 01004 – English/Language Arts IV)
English IV includes the study of English literature from the Anglo-Saxon period to the 20th century. Macbeth and Pilgrim’s Progress are read in their entirety. Students build vocabulary through drills and study of prefixes, suffixes, and roots. Advanced grammar exercises continue to help the student understand syntax of sentences in order to improve their creative, technical, and persuasive writing.

Speech (Grades 10-12; 01151 – Speech I)
The speech course includes teaching the basic skills necessary to speak to others, in small groups or in front of audiences. The course includes choosing a topic, researching a topic, outlining, and using good vocal qualities and good body language. The student will learn to give different kinds of speeches including informative, persuasive, and demonstrative. Other activities include debate, parliamentary procedure, and performing literature.

MATHEMATICS

Consumer Math (Grades 11-12; 02157 – Consumer Math)
Consumer Math is designed for the student who is interested in everything from the ways in which one earns money to how to invest that money for their future. In keeping with Biblical principles, the student will learn about banking, savings, loans, mortgages, and insurance as well as learn to calculate interest, payments, and earnings. The student will be challenged to be a good steward of their resources as they create a budget and experience some of the —budget busters‖ and —budget blessings‖ of everyday life.

Pre-Algebra (Grades 8-9; 02051 – Pre-Algebra I)
Pre-Algebra helps students to ease into algebraic concepts while brushing up on foundational mathematic skills. Each unit includes a sketch of a Biblical character and explains how math was used in the Bible at the time. The students are challenged to use scripture as they discover and prove mathematical concepts from a Biblical perspective, not just a scientific perspective.

Algebra I (Grade 9; 02052 – Algebra I)
Algebra I provides a formal development of the algebraic skills and concepts necessary for students who will take other 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 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.

Algebra II (Grades 10-12; 02056 – Algebra II)
This two-semester mathematics course includes the study of operations, linear equations, linear relations, quadratic equations, and polynomial functions in the first semester. Topics of the second semester are systems of equations and inequalities, radicals, complex numbers, rational expressions and equations, right triangle trigonometry, inverse functions, and permutations and combinations.
Discrete Math (Grade 12; 02102 – Discrete Mathematics)
This one-semester mathematics course involves descriptive and inferential statistics, various types of finite sequence and mathematical induction, combinatorics, and probabilities and their applications.

Geometry (Grades 10-12; 02072 – Geometry)
This class is a comprehensive study of Euclidean geometry. Emphasis is placed on logic, plane geometry, solid geometry, and transformations. Applications and constructions are discovered with the use of hands-on activities and Geometry Sketchpad software.

Pre-Calculus (Grades 11-12; 02110 – Pre-Calculus)
This two-semester mathematics course involves the study of trigonometry, evaluating, identifying, graphing, and solving polynomials, functions, and inverse functions in the fall semester. Topics of the spring semester include solving various types of equations, conic sections and polar graphs, complex numbers, and matrix algebra.

Limits and Intro to Calculus (Grades 11-12; 02121 – Calculus)
This one-semester mathematics course involves limits, infinite series, and iterated functions and an introduction to differential calculus.

College Algebra (Grades 11-12; 99999 – College Algebra CCCK)
A study of real numbers and their properties, exponents, radicals, algebraic expressions, equations and inequalities (linear and quadratic). Special emphasis is placed on the concept of the function and the graph of a function, operations of functions, and inverse functions, polynomials, and rational functions. Prerequisite: 1½ years of high school algebra. Earns 3 college credits.

SCIENCE

Advanced Biology (Anatomy) (Grades 11-12; 03053 – Anatomy and Physiology)
This advanced biology class will cover the anatomy and physiology of the 11 organ systems of the human body. Each system’s tasks, along with its interaction and integration with other systems, will make up the concentration of the course. The information will be supplemented by viewing slides, testing blood, and using a coloring book to define systems within the body. Students must have completed a one year biology course and a one year chemistry course. Includes lab.

Biology (Grade 10; 03051 – Biology)
This two-semester lab science course involves the study of botany, human anatomy and physiology, zoology, and cellular and molecular biology at sophomore level. A leaf project is required for the fall semester. Dissections of organs and various animals occur in the spring semester.

Chemistry (Grades 11-12; 03101 – Chemistry)
This two-semester lab science course involves the study of matter, stoichiometry, chemical thermodynamics, atomic structure, and the periodic table in the first semester. Topics of the second semester include chemical bonding, intermolecular forces, selected nonmetals, metals, and semimetals, solutions, colloids, chemical kinetics, acids, bases, and salts, nuclear chemistry and organic chemistry. This course is taught at a junior/senior level.
Physical Science (Grade 9; 03159 – Physical Science)
This two-semester lab science course involves the study of meteorology, oceanography, chemistry, geology, and physics at a freshman level. The scientific method will be applied in labs in each of these areas of science.

Physics (Grades 11-12; 03151 – Physics)
This two-semester lab science course involves the study of the states of measurement, classical mechanics, matter and thermodynamics, electromagnetics, geometric optics and light, and modern physics at a junior/senior level. Numerous labs and demonstrations will be performed in these areas of physics. Modern technology will be utilized when possible.

SOCIAL STUDIES

Economics (Grades 10-12; 04201 – Economics)
Economics provides a study of microeconomic and macroeconomic principles. Some themes covered include the problem of scarcity, subjective valuation, general market principles, the role of government in exchange, international trade, and international monetary system. Examination is also given to contemporary themes in economics such as poor relief, environmental issues, and price control schemes.

United States History (Grade 11; 04101 – U.S. History – Comprehensive)
United States History provides for a survey of the people and events associated with the United States from 17th century colonial establishment through the Post World War II era. Themes include social, political, and military developments that have shaped American society.

United States Government (Grade 12; 04151 – U.S. Government – Comprehensive)
United States Government provides for a study of the Constitution of the United States. Topics include a historical background of the American governmental system, survey of the articles of the Constitution, the Bill of Rights and other amendments, state and local government, and a brief survey of political issues in contemporary culture.

World Geography (Grade 9; 04001 – World Geography)
World Geography provides for a study of the world’s topography, cultures, climate, resources, and history. Areas of concentration include the United States, Latin America, and Europe. Map study covers every continent except Antarctica.

World History (Grade 10; 04051 – World History – Overview)
World History provides a survey covering from ancient Sumeria through the twentieth century world. Topics include: the rise of ancient civilizations; ancient Greek and roman developments; political, religious, and social developments in the Middle Ages; the rise of nations; the Renaissance and Protestant Reformation; social, political and technological developments in the modern era; the effects of Christian revivals; and the world wars. Emphasis is on developments in western civilization.

Personal Finance (Grades 10-12; 22210 – Personal Finance)
This course provides students with an understanding of individual finances and trains them in the proper use and management of personal funds. Students study budgeting, borrowing, saving, investments, insurance, credit, taxes, and more. Situations including vehicle purchases, apartment leases, home buying, etc. are also studied.
U.S. History I (Grade 11; 9999 – U.S. History I – CCCK)
A course focused on the beginnings of our national history through Civil War reconstruction. Cause and effect as well as factual, social and political developments are given prime consideration, to provide a fuller understanding as to why our history has taken the course it has. **Earns 3 college credits.**

U.S. History II (Grade 11; 9999 – U.S. History II – CCCK)
A course focused on the end of Civil War reconstruction through the present. Cause and effect as well as factual, social and political developments are given prime consideration, to provide a fuller understanding as to why our history has taken the course it has. **Earns 3 college credits.**

U.S. Government (Grade 12; 9999 – American Government – CCCK)
A critical examination of the formal and informal institutions of American government—congress, the presidency, bureaucracy, judiciary, political parties, media and interest groups—in order to understand the political policy and action of our nation. **Earns 3 college credits.**

Current World Problems (Grade 12; 9999 – Current World Problems – CCCK)
A critical examination of international affairs and issues, evaluated in terms of historical perspective, sociological impact, international political implications, and their effect on American culture and policies. **Earns 3 college credits.**

**WORLD LANGUAGE**

Spanish I (Grades 9-12; 06101 – Spanish I)
Spanish I introduces the student to the fundamental elements of basic Spanish sentence structure and vocabulary. Conjugations of regular and irregular verbs in the present tense are studied throughout the course. Speaking and listening practice is observed daily to begin to master pronunciation of language. Writing activities reinforce vocabulary and sentence structure. Study of the culture of the Spanish speaking population relates the language to the people.

Spanish II (Grades 9-12; 06102 – Spanish II)
Spanish II continues to promote additional vocabulary and more complex sentence structure. Imperative, preterite, imperfect, and future tense verb conjugations are studied. Expanded and specialized vocabulary is practiced. Higher level writing and speaking/listening activities improve student's command of the language. Cultural studies focus on the history/culture of Spanish speaking countries.

Spanish III (Grades 9-12; 06103 – Spanish III)
Spanish III will continue to build and add to the patterns learned in Spanish I and II in the present and past tenses with recycled and new vocabulary. There is a focus on added vocabulary, communicative phrases and verb tenses such as the future, conditional and present perfect. All of this is necessary to communicate more broadly. (This course is offered online, through Northern State University).

**FINE ARTS**

Band (Grades 7-12; 05101 – Band)
This course provides training for students to improve their instrumental technique and develop their interpretive skills as an instrumental musician through the playing and performance of a variety of instrumental styles of band literature in an ensemble setting.
**Choir (Grades 7-12; 05110 – Chorus)**
This course provides training for students to improve their vocal technique, choral part–singing and interpretive skills as a choral musician through the practice and performance of a variety of styles of choral literature in a choir setting.

**Drama (Grades 9-12; 05055 – Drama-Acting/Performance)**
Through this drama course, the students will learn the elements of Oral Interpretation. They will also learn basic acting skills and stage directions. The course will include learning voice control and body movements to effect emotion and action in plays. They will produce various skits, one-act plays and a three-act play.

**Music History (Grades 10-12; 05118 – Music History/Appreciation)**
This semester course presents a summary of the chronological development of Western music from ancient times to the Romantic era through the study of famous composers and their music.

**Music Theory (Grades 10-12; 05113 – Music Theory)**
This semester course provides training in basic musical skills including concepts of pitch, rhythm and time signatures, scales and key signature, intervals, triad, chord and their inversions and basic progressions. The training the student receives will be in both written and aural form.

**Vocal Repertoire and Technique (Grades 10-12; 05126-Chamber Choir)**
This is a performance-based course meant for highly motivated students with experience in choral ensembles. The curriculum is a broad repertoire of styles, genres, languages, and historical periods, and is directed toward musicians who welcome the challenge of advanced choral literature.

**Art I (Grades 9-12; 05154 – Creative Art-Comprehensive)**
This course provides students with basic knowledge of art elements, language, materials, principles and processes. Students will create individual works of art, and will explore a range of media, styles and techniques.

**Art II (Grades 10-12; 05154 – Creative Art-Comprehensive)**
This course continues the exploration of art elements, language, materials, principles and processes begun in Art I. Students will continue to create individual works of art and to explore a range of media, styles and techniques. Instructor approval is required to take Art II without having completed Art I.

**Creative Art (Grades 10-12; 05155 – Creative Art-Drawing and Painting)**
This course focuses on focus on drawing and painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, watercolor, tempera, oils, acrylics, and so on), but some courses may focus on only one medium. Instructor approval is required to take Creative Art without having completed Art I.

**COMPUTER SCIENCE**

**Computer I:** Applications: Excel, Access, FrontPage and Publisher. Computer applications and programming are the focus of the class. By using the applications, the students will see the interactivity between the programs. FrontPage allows the students to understand website design along with the basics of programming languages by using the HTML language.

**Computer II:** Applications: Video Editing, GIS/GPS Arc View, Advanced Access and EXCEL. The application of this yearlong class is to go beyond the simple procedures of EXCEL and Access and get an in-
depth look at what these applications can do. Students will gain an understanding of different peripherals that can be used to produce quality output that can be used in today’s technological society. Pinnacle software and ArcView 3.3 are used to create videos and land maps.

Computer Applications (Grade 9; 10004 – Computer Applications)
Basic keyboarding skill is taught as well as number pad skills and word processing applications. Students will use these skills to efficiently type documents. The number pad is stressed to encourage proficiency in using the 10 key system for data entry.

INDUSTRIAL ARTS/TECHNOLOGY

Exploring Technology (Electronics & Robotics) (Grade 9; 21001 – Introduction to Engineering)
This course introduces students to electronic devices and the system components assembled to make them work. Students will learn to use electronic test equipment, basic electricity and electronic circuitry, digital electronics, basic PC repair, and robotics technology. Instructional approach will include creative problem solving activities that address real problems and opportunities.

Automotive Systems and Repair (Grades 10-12; 20104 – General Service Technician)
The Automotive Technology course includes classroom, —hands-on‖ experiences in the diagnosis, maintenance and repair of the automobile. These experiences entail the understanding of auto engines, power train systems, auto chassis and suspension components, and automotive electricity. Activities involve shop safety, use of cars and service publications, a general knowledge of theory of engines, brakes, drive line, ignition and electrical systems in the automobile.

Welding (Grades 10-12; 13207 – Welding Technology)
This course explores electric arc oxyacetylene welding processes. Students will practice welding skills and produce welded joinery commonly used in industry. Students will estimate material costs, practice layout techniques, and perform cutting and grinding operations. Each student will assemble a project that will demonstrate their mastery of skills learned.

Building Trades (Grades 10-12; 17006 – Introduction to Architecture and Construction)
Individuals apply technical knowledge and skills in the maintenance and repair of residential and commercial buildings. Instruction includes the basics of carpentry, millwork, plumbing, painting, electricity, tile setting, hardware usage, heating, ventilation, waterproofing, roofing, and record keeping. Students have —hands-on‖ training in a variety of skills. From creating rough drawings to applying blueprints to installing the finished carpentry work, the course reinforces classroom theory with construction projects. Course will cover units in carpentry, plumbing, and electricity. Theses areas include the following: installation and repair of structural units, care and use of hand and power tools, principles of blueprint reading, and residential wiring.

Building Trades II (Grades 10-12; 17003 – Residential Construction)
Topics covered are: industry safety procedures; blue print reading & basic survey techniques; wood building materials, fasteners, and adhesives; hand, power, and pneumatic tools; concrete construction applications; framing of flooring systems, walls & ceilings, & roofing systems; installation of windows and exterior doors; exterior finishing; roofing application; thermal and moisture protection; drywall installation and finishing; interior finish work; cabinet Installation; stairs; basic residential electric and plumbing; career exploration.
Drafting (Grades 10-12; 21102 – Introduction to Drafting and Design)
This course prepares students to use technical knowledge and skills to plan, prepare and interpret mechanical/architectural drawings. Provides the essential foundations of drafting and engineering principles emphasized through —hands-on activities that help students develop skills and knowledge required of entry level employees and for the continuation of education within architecture/engineering fields. Among the skills attained are the sketching and drawing of mechanical devices, machinery, buildings and structures. The course will use AUTOCAD software during the second semester. $70 LAB FEE REQUIRED for an AUTOCAD reference book with 6 month software license that students may keep. (This is a one-semester course)

Architectural Drafting (Grades 11-12; 21103 – Architectural Drafting)
The class will focus on using AutoCAD 2006 to prepare architectural drawings using common architectural drafting conventions. Class will cover Foundation Plans, Drawing Elevations, Sections and Details, Creating Schedules, Drawing Framing Plans and Roof Plans, and Drawing Electrical, Plumbing, and HVAC Plans. Cost for this two semester class will be $120 to cover a 1 year AutoCAD license and reference book which the student may keep. (This is a one-semester course that requires completion of Drafting as a prerequisite).

Cabinetmaking (Grades 10-12; 17707 – Cabinetry)
This course deals with the basic study of woods and woodworking equipment. Areas of study include material selection, planning procedures, safety, hand tools, wood joints, woodworking, power equipment and finishing methods. Assigned projects will be used to introduce the student to basic tools, equipment and operations. LAB FEE & SAFETY GLASSES & HEARING PROTECTION REQUIRED. Extra cost will be incurred beyond the lab fee depending on the type of projects done.

AGRICULTURAL SCIENCE

Exploring South Dakota Agriculture (Grades 9-12; 18001 – Introduction to Ag., Food and Nat. Res.)
Topics covered are: FFA; leadership; SAE; natural resources; animal science; agribusiness; food science; agriculture systems technology.

Plant Science (Grades 10-12; 18051 – Fundamental Plant Science)
Topics covered are: plant anatomy; plant physiology; biotechnology; plant nutrition; soil; plant selection; plant reproduction; plant propagation; plant production; pest management; harvesting, handling, storing and marketing.

Animal Science (Grades 10-12; 18101 – Fundamental Animal Science)
Topics covered are: anatomy and physiology; breeds; safety; nutrition; health; reproduction; genetics; performance; consumer concerns.

Agribusiness (Grades 10-12; 18202 – Agribusiness Entrepreneurship)
Topics covered are: applications in agricultural business management and operation; economic principles; business structures; decision making; budgeting; record keeping; finance; risk management; marketing; technology in business; careers in agribusiness management.

Leadership (Grades 10-12; 18203 – Leadership and Personal Development)
Topics covered are: personal growth; goal setting; career skills; FFA; parliamentary procedure; leadership skills; teamwork; effective communication; public speaking.
OTHER ELECTIVES (not all courses will be offered every year)

**Study Skills (Grade 9; 22003 – Study Skills)**
Study Skills courses prepare students for success in high school and/or for postsecondary education. Course topics may vary according to the students involved, but typically include reading improvement skills, such as scanning, note-taking, and outlining; library and research skills; listening and note-taking; vocabulary skills; and test-taking skills. The courses may also include exercises designed to generate organized, logical thinking and writing.

**Accounting I (Grades 11-12; 12104 – Accounting I)**
Accounting I covers the complete accounting cycle for a sole proprietorship, a partnership and corporation. The students are guided through a manual process and then a computerized system. They learn journalizing, posting, and reconciling data, along with preparing financial statements.

**Journalism (Grades 10-12; 11101 – Journalism)**
Journalism covers the full scope of producing school printing media. They learn the process of writing, photography and layout of a newspaper. They learn to interview, take notes, and research to form the basis for news articles. The student also learns the basic of yearbook composition. This includes gathering information, writing copy and photography.

**Creative Writing (Grades 10-12; 01104 – Creative Writing)**
This course offers students the opportunity to explore and develop their technique and individual style in a variety of literary forms. The emphasis is on writing; however, students may study the works of other authors in order to gain appreciation for and familiarity with particular styles.

**Literature of J.R.R. Tolkien (Grades 10-12; 01060 – Literature of an Author)**
This course will improve students’ language arts and critical-thinking skills, focusing on the person and work of J.R.R. Tolkien. Students determine the underlying assumptions and values within the selected works; compare techniques, styles, and themes of the author; and reflect upon the time period in which the author lived. Oral discussion is an integral part of literature courses, and written compositions are often required. Works read in this course include *The Hobbit*, *The Fellowship of the Ring*, *The Two Towers*, and *The Return of the King*.

**Literature of Jane Austen (Grades 10-12; 01060 – Literature of an Author)**
This course will improve students’ language arts and critical-thinking skills, focusing on the person and work of Jane Austen. Students determine the underlying assumptions and values within the selected works; compare techniques, styles, and themes of the author; and reflect upon the time period in which the author lived. Oral discussion is an integral part of literature courses, and written compositions are often required. Works read in this course include *Pride and Prejudice*, *Sense and Sensibility*, *Mansfield Park*, *Emma*, *Persuasion* and *Northanger Abbey*.

**Great Plains Literature (Grades 10-12; 01063 – Literature of a Place)**
This course will improve students’ language arts and critical-thinking skills, focusing specifically on the Great Plains region. Students determine the underlying assumptions and values within the selected works; study how the literature reflects the land, society, and history of the region; and may study the influence of this literature on others. Oral discussion is an integral part of literature courses, and written compositions are often required. Works read in this course include *My Antonia* by Willa Cather, *By The Shores of Silver Lake* by Laura Ingalls Wilder, *Cornhuskers* by Carl Sandburg, and *A Great Plains Reader*, edited by Quantic and Hafen.

**Christian Classics (Grades 10-12; 01064 – Literature of a People)**
This course will improve students’ language arts and critical-thinking skills, but use literature written by authors who share a particular characteristic such as religion, culture, or gender. Students determine the underlying assumptions and values within the selected works, reflect upon the influence of a common characteristic, and
compare the points of view of various authors. Oral discussion is an integral part of literature courses, and written compositions are often required. Works read in this course may include, but not be limited to, *Mere Christianity* and *The Great Divorce* by C.S. Lewis, *The Hiding Place* by Corrie Ten Boom, *Hind’s Feet on High Places* by Hannah Hornaud, *The Cost of Discipleship* by Dietrich Bonhoeffer, *Orthodoxy* by G.K. Chesterton and *Through the Gates of Splendor* by Elisabeth Elliot.

**Philosophy (Grades 11-12; 99999 – Introduction to Philosophy)**

A survey of the fundamental problems of philosophy and their classification. Attention is given to modern philosophers and their systems of thought. Emphasis will also be on Christian philosophy and ethics.

**Psychology (Grades 11-12; 99999 – General Psychology)**

A general introduction to psychology with special emphasis upon psychology as a basic science dealing with human behavior. The student is introduced to sensation, perception, learning, personality disorders, psychotherapy, and social psychology.