

Cornerstone Christian Schools

High School

Course Catalog

2026-2027



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INTRODUCTION

This course catalog complements the Academics section within the CCS Secondary School Student-Parent Handbook. With rare exception, the courses in this catalog represent the college-prep and advanced level curricular options offered to CCS secondary students.

GRADUATION REQUIREMENTS

Department	Minimum Required Credits	Recommended Credits
Biblical Studies	4	4
Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Science	3	4
Fine Arts	1	1
Physical Education	1	1
World Languages (LOTE)	2	3
Electives	5	7
TOTAL CREDITS	26	32

COURSE DESCRIPTIONS: HIGH SCHOOL

A. BIBLICAL STUDIES

VISION STATEMENT

“But seek first his kingdom and his righteousness, and all these things will be given to you as well.” (Matthew 6:33)

The purpose of the Biblical Studies program at CCS is to provide an academic environment for students to know God through Jesus Christ and to grow in their faith. God is a personal God who reveals to humanity his nature, purpose in history, and love for all creation. At the center of our faith is the crucified and risen Jesus Christ and our belief that “...the Son of God became a man so that humanity could become children of God” (Mere Christianity, C.S. Lewis). The Biblical Studies curriculum further provides the framework for a study of Scripture, thus providing the opportunity to apply biblical principles and examples to the choices and issues students face each day. The focus of the intentional classroom instruction consists of a) knowledge of the Bible, b) application of Scripture, and c) discernment to think and reason from a biblical worldview. The goal is to help students formulate a Christ-centered biblical worldview.

What a CCS student will know and be able to do in Bible:

- Develop and demonstrate a respect and love for God
- Develop a personal and intimate knowledge of God
- Demonstrate obedience to God and his will
- View the world as God’s handiwork
- Understand God’s sovereignty in his creation
- Understand that God has a purpose and plan for each life
- Develop a biblical worldview of man, his origin, nature, history, and destiny
- Understand the unity of all God’s truth
- Demonstrate an understanding of how truth is known
- Demonstrate the ability to discern truth and error
- Understand that values are rooted in an eternal God
- Identify what is good and what is evil and to pursue that which is good
- Demonstrate an appreciation of the arts
- Exemplify the four Warrior student outcomes: spiritually alive, intellectually alert, physically disciplined, socially adept

COURSES

Bible 9: Old Testament

Credit: 1, full year

The Old Testament Survey course provides students with a clear understanding of the structure, authorship, chronological setting, and content of the Old Testament. Students will develop a foundational understanding of the historical and cultural context in which the Old Testament emerged, exploring key themes, major events, and significant figures. Emphasis will be placed on how the Old Testament narrative points to God's redemptive plan and foreshadows the coming of Jesus Christ. Students will learn to apply critical thinking skills to the reading of biblical texts, analyze Scripture, and understand its relevance to our lives today. This course is required for graduation and is designated as a freshman-level course.

Bible 10: New Testament

Credit: 1, full year

The New Testament Survey course provides students with a clear understanding of the structure, authorship, chronological setting, and content of the New Testament. Students will examine the life, ministry, teachings, death, and resurrection of Jesus Christ, as well as the growth of the early Church and the writings of the apostles. Emphasis will be placed on how the New Testament fulfills God's redemptive plan and its application to our lives today. Students will develop critical thinking skills in reading and analyzing biblical texts, deepening their understanding of Scripture and its relevance. This course is required for graduation and is designated as a sophomore-level course.

Bible 11: Comparative Religions

Credit: 1, full year NCAA

The Comparative Religions course deepens and broadens the student's understanding of the core presuppositions of the Christian worldview and enables the student to evaluate those presuppositions in contrast with other competing world religions. The course will equip the Christian to analyze ideas, and to evaluate dominant world religions and their perspectives from a biblical standpoint. It will provide better knowledge of Scripture and how to apply it to the issues of today. This should lead to a better understanding of the world and help develop a heart for evangelism and world missions.

Bible 12: Leader for Life

Credit: 1, full year

The Leader for Life course is designed to help seniors discover and develop their God-given talents as leaders, challenging them to use their abilities to lead while making a positive difference in the world. Through the study of various biblical and historical godly men and women, students are expected to develop a biblical understanding of leadership skills. The senior thesis serves as the capstone of the Leader for Life course and the student's academic experience at CCS. The objective of the thesis is to afford seniors an opportunity for practical, real-life research and understanding of a specific area of academic and/or career pursuit while simultaneously facilitating a distinctive examination of how the Lord is actively working in and through a student's studies. Every thesis project culminates with a formal presentation. The top five presenters will present a panel of school leaders and other professionals.

B. LANGUAGE ARTS

VISION STATEMENT

The CCS Language Arts education exposes students to a variety of literary genres: Christian fiction, apologetic writing, secular novels, historically based literature, historical documentation, prose, poetry, personal narratives, and a wide array of children's literature. The systematic targeting of organizational skills, analytical thinking, and editing skills woven throughout the Language Arts curriculum enhances the success of the students. Discernment for God's truth is taught formally and informally within the Language Arts discipline. Students evaluate literature and accompanying forms of written communication based on the truth and gain a deeper understanding and application of biblical truths.

CCS's objective is to prepare Christian leaders who demonstrate curiosity, appreciation, and a desire for learning. Students are academically challenged through specific academic standards and benchmarks and the incorporation of a variety academic activities utilizing a) research, b) critical thinking/discernment, c) application of knowledge, d) evaluation of performance, and e) solution finding/problem solving. Students actively engage in skills required in written and oral communication applicable to academic, business, and creative environments. Students demonstrate clarity of thought, organization, unique voice, and accurate and articulate utilization of the English language.

Language as thought and behavior, as the spoken and written word, as a tool of analysis and persuasion, as a medium of imagination and memory, as a record of history and culture, and as the common coin of human communication -- each and all of these uses

and manifestations of discourse are the continual subjects of the Language Arts curriculum.

What a CCS student will know and be able to do in Language Arts:

Reading

- Demonstrate competence in the general skills and strategies of the reading process
- Demonstrate familiarity with a variety of literary works of enduring quality including the truth of Scripture and its influence on literary forms and themes
- Demonstrate competence in applying reading strategies to learn from specific types of informational texts and literature

Writing

- Demonstrate competence in the general skills and strategies of the writing process:
 - o Overall development: how well the writer communicates with the reader, shows awareness of the audience, task, and purpose for writing, and writes in the appropriate mode of discourse
 - o Organization: the writer's ability to develop a logical plan of organization, maintain coherence throughout the paper, and create paragraphs
 - o Support: the use of appropriate reasons, details, and examples to enhance the effect and/or support the generalizations and conclusions of the piece
 - o Sentence structure: completeness, correct usage, and variety of sophistication of sentences
 - o Word choice: specific vocabulary, freshness and vividness of language
 - o Mechanics: the correct and effective use of spelling, punctuation and capitalization
- Write with a command of the grammatical, mechanical, and usage conventions of Standard Edited American English
- Demonstrate competence in the stylistic and rhetorical aspects of writing
- Demonstrate competence with a variety of types of essays including a) narrative, b) informative/descriptive, c) expository, d) persuasive, and d) critical thinking
- Compile and present a portfolio of written work
- Gather and use information effectively and ethically for research purposes
- Speaking/Listening/Discussion
- Demonstrate competence in speaking and listening as tools for learning
- Demonstrate acquisition and application of discernment during oral communication

- Demonstrate competence in the utilization and application of skills required in successful debate

COURSES

English I 9

Credit: 1, full year

The English 9 course provides a dynamic framework for the study of foundational English skills. Students engage in a variety of literacies to be successful students and citizens of the 21st century. This means developing, through guided instruction, a growing critical stance to the variety of texts and information students encounter as well as written and oral communication strategies that address specific audiences and purposes. Units of study are framed around essential questions that encourage students to examine their relationship with the world around them. Students read a variety of fiction, nonfiction, and poetry, representing a diverse collection of voices and experiences, to gain a better understanding of what it means to live in a global society. Students write expository, narrative, analytical, and persuasive paragraphs and essays with an emphasis on the recursive nature of the writing process (from idea and thesis development through revision). The reading and writing instruction in this course is designed to develop further the following critical skills: inference, logic, clear expression, organization, awareness of word choice, development of voice, detail development, topic formation and supporting evidence.

English I 9 Honors

Credit: 1, full year NCAA

Perquisites: Teacher Recommendation

The English 9 Honors course is a more rigorous freshman level course. The pace of the instruction is accelerated to add depth and variety to the study of major literary works and increase opportunities for writing. ***Students must have maintained an overall average of 95% or higher in the subject area during the previous academic year. A teacher's recommendation is required to ensure that the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.**

English II 10

Credit: 1, full year NCAA

Perquisites: English 9

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The English 10 course intensifies and advances the study and practice of the skills from English 9. Students learn to read and think critically, to ask appropriate questions of texts across multiple media, and to write with clarity for a variety of audiences. Works are chosen both for their literary merit and for their thematic focus on shaping and challenging social norms. Major works of literature studied in the course include classic novels, as well as an engaging, challenging array of short stories, plays, poems, nonfiction, and stories told through visual media. Class discussion nurtures skills in higher-order thinking with an emphasis on articulate self-expression. Premised on a variety of models, students practice writing expository, analytical, narrative, and persuasive essays. A comparative research project that targets colleges and universities is also a component of this course.

English II 10 Honors

Credit: 1, full year NCAA

Prerequisites: English 9 and Teacher Recommendation

The English 10 Honors course is a more rigorous sophomore level course. The pace of the instruction is accelerated to add depth and variety to the study of major literary works and increase opportunities for writing. A comparative research project that targets colleges and universities is also a component of this course. *Students must have maintained an overall average of 95% or higher in the subject area during the previous academic year. A teacher's recommendation is required to ensure that the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

English III 11

Credit: 1, full year NCAA

Prerequisites: English 9, 10

The English 11 course emphasizes critical reading skills through guided study and discussion of American Literature. Students discuss and analyze themes such as the meaning and validity of the American dream, the relationship between the individual and his or her community, and the tension between idealism and materialism. Students develop analytical, reflective, descriptive, and persuasive writing skills and express their voices for various purposes and audiences. Multi-modal projects encourage independent thinking and innovative self-expression. Through independent and group practice, students continue to build a college-ready lexicon.

Advanced Placement® English Language and Composition

Credit: 1, full year NCAA

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AP Testing in May*

Prerequisites: English 9, 10, and Teacher Recommendation

The Advanced Placement® English Language and Composition course is open to eligible juniors and seniors. It serves as an English elective for juniors and as either an elective or a final required English credit for seniors. The course teaches students to be skilled readers of nonfiction in a variety of genres and for a variety of rhetorical situations. (Students become fluent in the language of argumentation and practice skills related to the recognition and practice of persuasion.) Students will also learn to write for a wide range of purposes and audiences, composing persuasive, expository, and analytical essays. Students will learn to write effectively and confidently, using their own knowledge and experiences, and will sit for the AP English Language exam. ***Eligibility:** A teacher's recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

English IV 12

Credit: 1, full year NCAA

Prerequisites: English 9, 10, 11

The English 12 course consists of a survey of Western literature. It is designed to prepare students for the writing, speaking, and analysis requirements of collegiate English coursework. While focusing on essential questions each semester, students read nonfiction and fiction and write persuasive, narrative, expository, and analytical essays in addition to journal assignments. Students apply their writing, speaking, argumentation, and research skills to a broad range of topics and situations, emphasizing ethos, pathos, and logos.

Advanced Placement® English Literature and Composition

Credit: 1, full year NCAA

Ap Testing in May*

Prerequisites: English 9, 10, 11 or AP English Language and Composition and Teacher Recommendation

The Advanced Placement® English Literature and Composition course aligns to an introductory university-level literary analysis course. This intensive, full-year class is designed to instill an intellectual understanding and appreciation of some of the most celebrated authors from the British Isles, such as Geoffrey Chaucer, William Shakespeare, John Milton, William Wordsworth, Mary Wollstonecraft, Virginia Woolf, James Joyce, and Samuel Beckett. Emphasis is placed upon critically analyzing the influences their

distinctive styles and themes have had on world literature, with particularly close attention paid to examining their texts in a socio-political and philosophical context. Historical periods and movements – from the Middle Ages and the Renaissance through the Restoration, Romanticism, Victorianism, and Modernism – will be explored via representative works and scholarly essays. Writing is an integral portion of this course to prepare students for the AP exam and the challenges of daily life, university, and beyond. Written skills will be enhanced and fine-tuned through numerous writing assignments of varying length (formal analytical/argumentative, expository analytical, informal exploratory, research-based, etc.), most of which will focus on the critical analysis of literature. Learning to speak confidently and effectively in public will also be stressed through discussions and various public-speaking exercises. This course concludes with an AP English Literature exam in May. ***Eligibility:** A teacher's recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

C. MATHEMATICS

VISION STATEMENT

Mathematics is the curriculum strand that exemplifies God's precise, orderly, and sometimes mysterious creation. As a result of mathematics education, students will develop literacy in mathematics. Further, in seeking solutions, students incorporate abstract thinking skills. Students experience abundant opportunities to reason mathematically, recognize the connection between mathematics and other disciplines, and express an understanding of concepts using a variety of methods and media.

What a CCS student will know and be able to do in Mathematics:

- Understand and apply the concepts of:
 - o Number and operation sense
 - o Patterns, functions, symbols, and models
 - o Geometry and measurement
 - o Data analysis, statistics, and probability
- Be mathematical problem solvers
- Communicate mathematically
- Identify connections within mathematics and to other subject areas
- Apply mathematical representations to foster understanding of mathematics

- Identify God's orderliness and mystery reflected in mathematics

COURSES

Algebra I

Credit: 1, full year NCAA

Prerequisites: Math 8 or Pre-Algebra

Grade 9

The Algebra I course is designed to provide the foundation for more advanced mathematics courses and to develop problem-solving skills. Topics include variables, structure and properties of the real number system, first-degree equations and inequalities, relations, functions, graphs, systems of linear equations and inequalities, polynomials, integer exponents rational expressions, irrational numbers, radical expressions, quadratic equations, and yearlong work on problem solving. A specific graphing calculator is utilized throughout the course.

Algebra I Honors

Credit: 1, full year NCAA

Prerequisite: Math 8 or Pre-Algebra and Teacher Recommendation

Grade 9

The Algebra I Honors course is an advanced mathematics course which is designed to address the needs of students who desire to move through the foundational elements in a more rapid manner to focus on the deeper levels of knowledge and application of skills. A specific graphing calculator is utilized throughout the course. * Students must have maintained an overall average of 95% or higher in the subject area during the previous academic year. A teacher's recommendation is required to ensure that the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

Geometry

Credit: 1, full year NCAA

Prerequisite: Algebra 1

Grades: 9-10

The Geometry course is an integrated course in plane and solid geometry that includes the following topics: geometry in the coordinate plane, line and angle properties, properties of polygons, circles, Pythagorean Theorem, area, volume, similarity, right triangle trigonometry, and geometric proof. Students will investigate concepts and build conceptual understanding while continuing to develop, reinforce, and master computational skills. This course also has an integrated unit that targets the fundamentals of statistics. A specific graphing calculator is utilized throughout the course.

Geometry Honors

Credit: 1, full year NCAA

Prerequisite: Algebra 1 Honors and Teacher Recommendation

Grades: 9-10

The Geometry Honors course is an advanced mathematics course that offers a curriculum that includes the following topics: an introduction to geometry, coordinate geometry, concepts of parallelism and perpendicularity, congruent triangles, applications of congruent triangles, quadrilaterals, similarity, right triangles and trigonometry, circles, polygons, surface area, volume, and a review of algebra topics in preparation for Algebra 2. This course also has an integrated unit that targets the fundamentals of statistics. The development of problem-solving strategies and good reasoning habits are emphasized in this course. Students are required to complete a mathematical research project/paper. A specific graphing calculator is utilized throughout the course. ***Students must have maintained an overall average of 95% or higher in the subject area during the previous academic year. A teacher's recommendation is required to ensure that the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.**

Mathematical Models with Applications

Credit: 1, full year NCAA

Prerequisite: Algebra 1

Recommended: Geometry

Grades: 10-12

Mathematical Models with Applications equips students with the mathematical skills needed for success in Algebra II and various post-secondary opportunities. Through real-world applications in personal finance, science, engineering, fine arts, and social sciences, students develop algebraic, graphical, and geometric reasoning to recognize patterns, model information, solve problems, and communicate solutions effectively.

Algebra II

Credit: 1, full year NCAA

Prerequisite: Algebra 1 and Geometry

Grades: 9-11

The Algebra II course emphasizes the further development of Algebra I skills, the treatment of geometric concepts from an algebraic point of view, more advanced problem-solving techniques, and the study of mathematics as a unified structure. Topics covered include: conic sections, rational expressions, equations and inequalities, systems of linear

equations, word problems, functions, factoring, quadratic equations with rational and irrational roots, irrational numbers, imaginary and complex numbers, graphs, variations, exponents and logarithms, coordinate geometry, quadratic functions, equations of the second degree and their graphs, polynomial functions, exponential functions, logarithmic function and matrices. A specific graphing calculator is utilized throughout the course.

Algebra II Honors

Credit: 1, full year NCAA

Prerequisite: Algebra 1, Geometry and Teacher Recommendation

Grades: 9-11

The Algebra II Honors course covers all topics listed in the regular Algebra II course description (above) and will investigate many of the topics in greater depth. This honors course focuses more on the role of functions in preparation for the Pre-Calculus Honors course. This advanced course demands a deeper level of problem solving and critical thinking. A specific graphing calculator is utilized throughout the course. **A teacher recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.*

Pre-Calculus

Credit: 1, full year NCAA

Prerequisites: Algebra 1, Geometry, and Algebra II

Grades: 10-12

God has created a phenomenal universe and imparted on us the ability to develop the numerical language of mathematics by which we use to understand his creation. After students have mastered algebra, they begin the transition phase into the next tier of mathematical language. Pre-Calculus, a synthesis of advanced mathematical concepts in preparation for Calculus, is broken into ten units that focus on the topics of functions, graphs, trigonometry, advanced geometry; transcendentals, linear systems, discrete mathematics, and an introduction to Calculus. This course is designed to prepare the successful student for Calculus whether at CCS or in college.

Pre-Calculus Honors

Credit: 1, full year NCAA

Prerequisites: Algebra 1, Geometry, Algebra II and Teacher Recommendation

Grades: 10-12

The Pre-Calculus Honors course is specifically designed for students who plan to continue their study of mathematics by taking Calculus or the Advanced Placement® Calculus course. The concepts of algebraic, trigonometric, exponential, and logarithmic functions

are stressed. Conic sections, sequences and series, introductory probability and statistics, polar coordinates and graphing, and elementary concepts of calculus are also included. A specific graphing calculator is utilized throughout the course. *A teacher recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

Advanced Placement® Calculus AB

Credit: 1, full year NCAA

AP Testing in May

Prerequisites: Algebra 1, Geometry, Algebra II, Pre-Calculus and Teacher Recommendation

Grades: 11-12

The Advanced Placement® Calculus AB course consists of a full high school academic year of work and is comparable to calculus courses in colleges and universities. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The content of this college-level Advanced Placement course is determined by the College Board's Advanced Placement Committee in mathematics. Topics covered include a) limits and continuity, b) the rate of change of a function, c) formal differentiation and its applications, d) integration and its applications, and e) the calculus of transcendental functions. A specific graphing calculator is utilized throughout the course. Students take the Advanced Placement examination in May. * A teacher recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

Advanced Placement® Calculus BC

Credit: 1, full year NCAA

AP Testing in May*

Prerequisites: Algebra 1, Geometry, Algebra II, Pre-Calculus, AP Calculus AB and Teacher Recommendation

Grades: 11-12

The Advanced Placement® Calculus BC course is a highly rigorous mathematics course. The content of AP Calculus BC is determined by the College Board's Advanced Placement Committee in mathematics. The course consists of the material covered in the AP Calculus AB course which is taught at a significantly accelerated pace as well as additional advanced topics including: a) slope fields, b) Euler's method, c) integration by parts and partial fractions, d) improper integrals, e) vectors, f) parametric equations, and g) sequences and series. A specific graphing calculator is utilized throughout the course.

Students take the Advanced Placement examination in May. * A teacher recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

Advanced Placement® Statistics

Credit: 1, full year NCAA

AP Testing in May*

Prerequisites: Algebra 1, Geometry, Algebra II and Teacher Recommendation

Grades: 11-12

The Advanced Placement® Statistics course is designed by College Board's Advanced Placement Committee in mathematics. The contents of the course include: a) interpreting graphical displays of distributions of univariate data, b) summarizing and comparing distributions of univariate data, c) exploring bivariate data and categorical data, d) planning and conducting surveys and experiments, e) probability as relative frequency, f) combining random variables, g) the normal distribution, h) simulating sampling distribution i) confidence intervals, and j) tests of significance and t-distributions. A specific graphing calculator is utilized throughout the course. Students take the Advanced Placement examination in May. * A teacher recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

OnRamps College Algebra UT Course M 301

Credit: 1, full year

Dual Credit Opportunity

Prerequisites: Algebra 1, Geometry

Grade Level 12th

OnRamps College Algebra (UT Course M 301) is a dual-enrollment, inquiry-based course that explores function families—linear, quadratic, polynomial, exponential, and logarithmic—to build algebraic, analytical, and problem-solving skills. A bridge to abstraction: A college Algebra course containing Algebra II. Students earn 3 college credits by examining "why" formulas work, focusing on modeling, data analysis, and matrices.

D. SCIENCE

VISION STATEMENT

The CCS Science curriculum provides an opportunity for each student to develop a grounded biblical truth measured against his/her observations of the natural world and its

processes. Science is a method of inquiry founded upon the order of this natural world and the design of its Creator.

Science is an ongoing process that and used as an investigative tool. Students become responsible, independent, questioning, creative, and organized learners moving from curiosity to familiarity, then mastering scientific skills, processes, concepts, and theories. Students explore the various disciplines of science through an organized progression of class presentations, hands-on activities, and laboratory investigations that emphasize scientific processes and develop critical thinking skills.

Students recognize that science integrates with mathematics, technology, written language, and consumer and career interests. Resulting from scientific knowledge, students come to acknowledge their role as stewards to care for humanity and conserve resources for the glory of God.

****NOTE: The pre-requisites of Biology and Chemistry must be completed before taking any other science course, including AP science courses.***

What a CCS student will know and be able to do in the Sciences:

- Exhibit knowledge of the historical development and application of skills, concepts, and processes in:
 - o Scientific inquiry (the practice of science)
 - o Physical science
 - o Life science
 - o Earth and space science
 - o Science and technology
- Exhibit an understanding of unifying concepts and processes of science:
 - o Systems and organization
 - o Rules of evidence
 - o Models
 - o Explanations
 - o Role of measurement, change, and equilibrium
 - o Relationship between structure and function
- Exhibit critical thinking skills to distinguish between fact, myth, and theory
- Practice safe and appropriate use of scientific instruments, materials, equipment, and procedures
- Communicate scientifically via various forms of oral and written discussions and/or presentations

COURSES

Biology

Credit: 1, full year NCAA

Co-requisite: Algebra I

Grade: 9

The Biology course is based on a conceptual and laboratory approach to understanding the nature of living things. The course opens with an introduction to scientific methods and basic chemistry. Subsequent units cover all the major aspects of the cell and cell theory including structure and function, photosynthesis and respiration, meiosis and mitosis, the cell cycle, nucleic acids, and protein production. Students are also introduced to genetics and heredity. The second half of the year is devoted to classification and a survey of all the major kingdoms of living organisms with an emphasis on humans. Computer generated activities, animations, WebQuests, virtual field trips, and other evolving forms of technology will be incorporated into all facets of the course.

Biology Honors

Credit: 1, full year NCAA

Co-requisite: Algebra I

Prerequisite: Teacher recommendation

Grade: 9

The Biology Honors course is a comprehensive, challenging, and introductory biology course. Time management, work-study skills, and problem-solving techniques are developed throughout the year. Refinement of laboratory skills is an integral part of this course. Microscopic and dissecting techniques allow the student to study organisms anatomically both microscopically and macroscopically to realize the correlation and importance between structure and function. Computer-generated activities, animations, WebQuests and research are incorporated in the presentation and investigation of concepts. * A teacher recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

Chemistry

Credit: 1, full year NCAA

Prerequisite: Biology or Biology Honors

Grade: 9-10

The Chemistry course covers the fundamental concepts of an introductory chemistry course. Topics studied include the phases of matter and transitions between these phases, types of chemical reactions, mathematics of chemical reactions, and energy

changes which accompany those reactions, atomic theory, models, periodicity, bonding theory, properties of solutions, kinetics, equilibrium, acid-based chemistry and nuclear chemistry. The course is paced so that students are able to progress with comprehension and intuitive understanding.

Chemistry Honors

Credit: 1, full year NCAA

Prerequisite: Biology or Biology Honors and Teacher Recommendation

Grades: 9-10

The Chemistry Honors course is a comprehensive introductory chemistry course. Topics covered include periodicity, atomic theory, bonding theory, kinetic molecular theory, stoichiometry, properties of solutions, kinetics, equilibrium, acid-based chemistry, oxidation-reduction, electrochemistry, and nuclear chemistry. Students are expected to work independently in the laboratory and classroom. **A teacher recommendation is required to ensure the student is academically and developmentally ready for the course.* Parental support is expected to help students succeed in the increased workload.

Aquatic Science

Credit: 1, full year NCAA

Prerequisite: Biology and Chemistry

Grades: 11-12

In this course, students will not only study but will appreciate the beauty and intricacy within the biotic and abiotic aquatic realm of God's creation. Students will learn, through a global approach, that our oceans and seas function as a vast integrated system. They will also be introduced to many regions and fresh water and marine ecosystems so that this relationship can be seen. Basic concepts in physical, chemical, geological, and biological oceanography will also be examined. It is expected that students will become aware of the ocean's importance to human affairs and of the many relationships between their own shores and the one world ocean that so greatly influences our lives.

Anatomy and Physiology

Credit: 1, full year NCAA

Prerequisite: Biology and Chemistry

Grades: 11-12

The Anatomy and Physiology course provides the opportunity for students to explore the basic anatomical structure of the human body and to learn how the parts in a normal living human function to perform various activities necessary for life. Lecture and discussion are strongly reinforced with a laboratory emphasizing dissection and microscopic techniques. A comprehensive semester project may be required, rather than a final examination.

Forensic Science

Credit: 1, full year NCAA

Prerequisite: Biology and Chemistry

Grades 11 & 12

This course provides a structured, scientific approach to understanding investigative techniques used in forensic science. Students will explore ethical and analytical methods for examining evidence while emphasizing critical thinking and problem-solving skills. Topics include crime scene investigation, evidence collection, and the role of forensic science in seeking truth and justice. Additionally, students will examine the psychological and legal aspects of investigations through a faith-based perspective, focusing on integrity, morality, and the pursuit of righteousness in all aspects of forensic work.

Advanced Placement® Environmental Science

Credit: 1, full year NCAA

AP Testing in May*

Prerequisite: Biology, Chemistry and teacher recommendation

Grades: 11-12

A lab-based course, Advanced Placement® Environmental Science explores and investigates the interrelationships of the natural world and analyzes environmental problems, both natural and human made. Units include ecosystems, biodiversity, populations, Earth systems and resources, land and water use, energy resources and consumption, atmospheric pollution, aquatic and terrestrial pollution, and global change. Students sit for the AP Environmental Science exam in May. * A teacher recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

Advanced Placement® Biology

Credit: 1, full year NCAA

AP Testing in May*

Prerequisite: Biology, Chemistry and Teacher Recommendation

Grades: 11-12

The Advanced Placement® Biology course is a rigorous comprehensive course designed for dedicated students committed to working at a college level daily. The units of study include the study of a) the processes that drive the diversity and unity of life, b) how biological systems utilize energy and molecular building blocks to grow, reproduce, and maintain homeostasis c) how living systems retrieve, transmit, and respond to information essential to life processes. Students sit for the AP Biology exam in May. *A teacher recommendation is required to ensure the student is academically and developmentally

ready for the course. Parental support is expected to help students succeed in the increased workload.

Advanced Placement® Chemistry

Credit: 1, full year NCAA

AP Testing in May*

Required: Biology and Chemistry

Prerequisite: Algebra II and Teacher Recommendation

Grades: 11-12

The Advanced Placement® Chemistry course is a one-year comprehensive introductory course in general chemistry at the college level. The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Students sit for the AP Chemistry exam in May. *A teacher recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

Principles of Applied Engineering

Credit: 1, full year, NCAA

Grades: 9-12

As a pathway for students into engineering and robotics, Principles of Applied Engineer provides a project-based environment for students to develop the skills to work on multiple design teams to develop a product or system, as well as engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications. This course will provide an overview of the various fields of science, technology, engineering and mathematics, and their interrelationships, their various fields of engineering and understanding to make informed career decisions.

Engineering Design and Presentation

Credit: 1, full year

Prerequisite: Algebra I, and Principles of Engineering Design

Grades 10-12

As a continuation of knowledge and skills learned in Principles of Applied Engineering, students enrolled in this course will demonstrate knowledge and skills of the design process in a project-based environment as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid

model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

Physics

Credit: 1, full year

Prerequisite: Biology, Chemistry

Grade: 11-12

The Physics Honors course provides students with a conceptual introduction to the laws of the physical world. Subjects include motion analysis, forces, momentum, work, energy, heat, waves, sound, light, electricity, and magnetism. Problem-solving methods of teaching physics are used. Students improve their applied quantitative skills by solving physics problems, thereby illustrating knowledge of fundamental physics concepts. The course also stresses development of laboratory skills through regularly scheduled laboratory sessions and special projects. Students are encouraged to question, observe, collect data, analyze results, and reach conclusions on physical relationships. Independent creative thought and study are encouraged throughout the course.

OnRamps Physics

Credit: 1, full year

Dual Credit NCAA

Prerequisite: Algebra I and either Geometry or Algebra II required; concurrent enrollment of Precalculus recommended

Grade: 12

OnRamps Physics I (Mechanics, Heat, and Sound) is a rigorous, algebra-based dual-enrollment course designed by The University of Texas at Austin. It uses inquiry-based learning, peer instruction, and labs to cover topics like motion, forces, energy, and waves. This college-level course prepares students for STEM fields by focusing on conceptual understanding and real-world applications.

E. ENGINEERING, ROBOTICS AND COMPUTER SCIENCE

VISION STATEMENT

As a result of CCS's Engineering, Robotics and Computer Science curriculum, students will actively utilize technology to conduct research, increase productivity, perform basic

and intermediate level operations, facilitate communication, and engage in creative problem-solving and decision making in a project-based environment. Students will recognize their personal responsibility in the use and application of technology as a medium of truth.

CCS recognizes that thriving in a technology driven society requires that students effectively use the full range of digital tools. The technology department strives to provide state-of-the-art educational opportunities for all students. Through the work of this department, CCS graduates demonstrate an understanding of the use of technology as a means for communication, research, analysis, and self-expression. Additionally, our graduates are sensitive to the broader philosophical, moral, and ethical issues connected with the use of digital technology. Every student in grades sixth through twelve uses a personally owned, wirelessly networked device. Members of the technology department work with all CCS teachers and students in mastering these powerful and flexible tools. In addition, students with a special interest in technology are encouraged to enroll in one of the elective courses offered by the technology department.

COURSES

Principles of Applied Engineering

Credit: 1, full year NCAA

Grades: 9-12

As a pathway for students into engineering and robotics, Principles of Applied Engineer provides a project-based environment for students to develop the skills to work on multiple design teams to develop a product or system, as well as engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications. This course will provide an overview of the various fields of science, technology, engineering and mathematics, and their interrelationships, their various fields of engineering and understanding to make informed career decisions.

Robotics I

Credit: 1, full year

Prerequisite: Principles of Applied Engineering

Grades 10-12

In Robotics I students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic

and automation industry. Students will be involved in multiple types of complex robots and can participate in competitive robotics.

Engineering Design and Presentation

Credit: 1, full year

Prerequisite: Principles of Engineering Design, Robotics I

Grades 10-12

As a continuation of knowledge and skills learned in Principles of Applied Engineering, students enrolled in this course will demonstrate knowledge and skills of the design process in a project-based environment as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

Robotics II

Credit: 1, full year

Prerequisite: Principles of Applied Engineering and Robotics I

Grades 11-12

Robotics II continues in a project-based environment. Students will explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and robotics sensors, and complex robots and participate in competitive robotics.

Fundamentals of Computer Science

Credit: 1, full year NCAA

Grade: 9-12

This course is a first step into the pathway for those students interested in pursuing computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through project-based environment opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize

knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations, and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts

Computer Science

Credit: 1, full year

Prerequisite: Fundamentals of Computer Science

Grades 10-12

This course is continuing to foster students' creativity and innovation by presenting project-based environment opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations, and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

AP Computer Science Principles

Credit: 1, full year

AP Testing in May*

Prerequisite: Fundamentals of Computer Science and Teacher Recommendation

Recommended: Algebra I, Computer Science I

Grades 10-12

This course introduces students to the breadth of the field of computer science in a project-based environment. Students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new

knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. AP Computer Science Principles is equivalent to an introductory, college-level breadth course in computer science. It is strongly recommended that students have completed Algebra 1 for its strong foundation of problem-solving strategies that require multiple approaches and collaborative efforts to build upon the foundation of mathematical reasoning. Students sit for the AP exam in May.

*A teacher recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

Independent Study in Technology Applications

Credit: 1, full year

Prerequisite: Principles of Applied Engineering, Robotics I, Robotics II

Grades 12

This capstone work-based project-based learning course will support and challenge students to pursue this career. This course is designed to give students supervised practical application of previously studied knowledge and skills in the field of robotics and participate in competitive robotics.

F. SOCIAL SCIENCE

VISION STATEMENT

Students acquire an awareness and understanding of the world, its people, and its history and investigate ways the past may influence the future. Within the diverse range of Christian perspective, students explore patterns of human and environmental interaction through history, geography, political science, economics, and current events and become aware of the interconnectedness of these disciplines. Alexander Hamilton stated, “There is a certain enthusiasm in liberty, that makes human nature rise above itself, in acts of bravery and heroism.” It is the intensive study of American History that affords students the opportunity to understand and deeply appreciate the uniqueness and the exceptionality of the United States of America. Just as Luke recognized the importance of firsthand accounts in understanding historical events (“Many people have done their best to write a report of things that have taken place from the beginning,” Luke 1:1-2), so student learning in the social sciences focuses primarily upon primary and secondary sources. When exploring cause and effect relationships, students apply Christian principles to examine past and present, local, state, national as well as global events. Students develop an appreciation for a personal heritage and cultural differences as they

evaluate their roles and responsibilities as citizens in God's creation. Using multiple research techniques and mediums, students collect information and then analyze, synthesize, and present this data in a variety of modes, including formal written and oral presentations enhanced with technology. Students grow in their ability to make informed, reasoned decisions as citizens in a culturally diverse democratic society in an interdependent global network.

What a CCS student will know and be able to do in Social Science:

- Demonstrate knowledge of the interrelation and global nature of:
 - o History
 - o Government
 - o Economics
 - o Geography
 - o People in societies
 - o Research and data gathering
- Demonstrate an appreciation of one's identity and role as a Christian citizen in a democratic society and in the global community, and demonstrate competence in reasoned group decision making, resolving conflict, and cooperation to promote the common good
- Demonstrate knowledge of the significant persons and events of history, the patterns of continuity and causes of change, the value of cultural diversity, and awareness of historical perspective
- Explain and apply the relationship between human and natural environment, the characteristics of the earth's ecosystems and human behavior
- Use geographic tools and technologies; know the location of places, geographic features, and patterns of the environment

COURSES

World Geography

Credit: 1, full year NCAA

Grades: 9-10

Students examine people, places, and environments at local, regional, national and international scales from the spatial and ecological perspectives of geography all from a Biblical perspective. Students describe the influence of geography on events of the past and present. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates and ecosystems and interrelationships; the political, economic and social processes that shape cultural patterns of regions; types and patterns of settlement; the

distribution and movement of world population; relationships among people, places and environments; and the concept of region.

Advanced Placement® Human Geography*

Credit: 1, full year NCAA

*AP Testing in May**

Prerequisite: Teacher Recommendation

Grades: 9-10

The Advanced Placement® Human Geography course is designed to introduce students to the systematic study of patterns and processes that have shaped how people understand, use, and change the Earth's surface. This systematic style of study will be applied to cultural geographic topics including population, migration, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography. This course will require much time outside of class in individual study and critical writing, and a willingness to go above and beyond common strategies of study. Students are required to sit for the AP Human Geography exam in May. * A teacher recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

World History

Credit: 1, full year NCAA

Grades: 10

The World History course is an overview of the history of the world from creation to the beginning of the 21st century. Students are expected to analyze world events and their historical and contemporary causes through targeted practice in reading, thinking, and writing like a historian. Students study biblical and extra-biblical history, religion and the philosophy of the times. Course content focuses on the western Judeo-Christian heritage, while also surveying the contributions of Asian, African, and Latin American cultures. Students participate in the study of the great men of history and their accomplishments, life-changing events, and cultural life and achievements of the major empires and nations. Threaded throughout this course is the truth that God has a plan for man and History is a record of that plan.

US History

Credit: 1, full year NCAA

Prerequisite: World Geography, World History

Grade: 11

The US History course provides students with the opportunity to examine events, people, places, culture, and historical themes from the discovery of America to the present. The

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course targets the topics of Industrialization, Urbanization and Immigration, Imperialism, the Progressive Era, World War I, the Roaring Twenties, the Great Depression and the New Deal, World War II, the Cold War, the Civil Rights movement, the Vietnam War, and Domestic and Foreign Affairs from the Nixon Administration through current times. Additional topics include the development of the United States, both inwardly as a nation and outwardly as an international power as they investigate the uniqueness of American government, the Constitution and the development of the free enterprise system.

Advanced Placement® World History

Credit: 1, full year NCAA

AP Testing in May*

Prerequisite: World Geography or Human Geography, and Teacher Recommendation

Grade: 10

The Advanced Placement® World History: Modern course is a rigorous study that emphasizes the chronological frame of the period 1200 to the present. The course provides six themes that students explore throughout the course to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Students are expected to be self-determined and to demonstrate consistently a willingness to go above and beyond common strategies of study. Students sit for the AP World History exam in May. * A teacher recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

Advanced Placement® United States History

Credit: 1, full year NCAA

AP Testing in May*

Recommended: World Geography, World History, or AP World History and a Teacher Recommendation

Grade: 11

The Advanced Placement® United States History course prepares students for the national Advanced Placement examination in United States history. A college-level textbook is used, supplemented by important and sometimes controversial articles excerpted from historical journals and written by the most prominent historians in the field. Students are required to a) gain a thorough factual knowledge of North American/United States history from 1491 through the turn of the 21st Century, b) to practice and improve Long Essay Question, Document Based Question, and Short Answer – writing skills c) to learn how to interpret primary sources, secondary sources, maps, charts, graphs, political cartoons, and provide meaningful analysis d) to write a research paper showing that they have

obtained in depth knowledge of an important topic in United States history e) to be able to describe changes in United States political, economic, geographic history from colonial times through the turn of the 21st Century. Students will sit for the exam in May. *A teacher recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

OnRamps Issues and Policies in American Government UT course GOV 310L

Credit: .5, full year

Dual Credit

Prerequisite: World History or AP World History, US History or AP US History

Grade: 12

OnRamps U.S. Government is a semester-long, dual-enrollment course designed by The University of Texas at Austin that allows students to earn high school and college credit (GOV 310L) simultaneously. The course explores the evolution of American government, covering foundational, state, and local institutions, as well as the U.S. and Texas Constitutions.

OnRamps Introduction to Economics UT course ECO 304K

Credit: .5, full year

Dual Credit

Prerequisite: Algebra II

Grade: 12

OnRamps Economics (ECO 304K) is a semester-long, dual-enrollment course designed by The University of Texas at Austin that introduces principles governing how consumers, businesses, and governments make decisions. It emphasizes microeconomics, quantitative reasoning, and personal financial literacy. Students earn 3 college credits, utilizing a flipped classroom model to study supply/demand, market structures, and behavioral economics.

G. WORLD LANGUAGES

(LANGUAGES OTHER THAN ENGLISH)

VISION STATEMENT

Students at CCS, through the intentional study of World Languages, will appreciate the unlimited capabilities that God gives all peoples for glorifying and serving him through language. They will recognize that the body of Christ is made up people of “every tribe and

language and people and nation” (Revelation 5:9). Students will gain an awareness of both their own language and culture as well as that of the language and culture targeted. Students will comprehend, analyze, and critique texts and media while demonstrating competence in listening, speaking, reading, and writing in the targeted language. Students will become aware of the opportunities for practical application of their language knowledge in communities, in ministry, and in commerce.

What a CCS student will know and be able to do in World Languages (Languages Other Than English):

- Engage in conversation, express feelings and emotions, and exchange ideas
- Understand and interpret written and spoken language on a variety of topics
- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- Understand the relationship between the perspectives and products of the culture studied and utilize the knowledge to recognize cultural practices
- Reinforce the knowledge of other disciplines through foreign language
- Acquire information and perspective available only through the world language and within the target culture
- Recognize that languages have different patterns of communication and apply this knowledge to his/her own culture
- Recognize that cultures have different patterns of interaction and apply this knowledge to his/her culture

COURSES

Spanish I

Credit: 1, full year NCAA

Grades: 9-12

The Spanish I course is an introductory course designed for the non-native Spanish speaker. It covers vocabulary, grammatical concepts, and verb tenses to prepare students to use the language practically. Students are expected to communicate, read, and write in the Spanish tenses they learn. *CBE Opportunity (Credit By Exam)*.

Spanish II

Credit: 1, full year NCAA

Prerequisite: Spanish I

Grades: 9-12

The Spanish II course covers vocabulary, grammatical concepts, and verb tenses to prepare students to communicate effectively with Spanish-speakers. Students are expected to communicate, read, and write in Spanish, speaking only Spanish in class. Students will be familiar with the formation, translation, and use of all verb forms in the indicative by the end of this course. *CBE Opportunity (Credit By Exam)*

Spanish III Honors

Credit: 1, full year NCAA

Prerequisite: Spanish I, Spanish II and a Teacher Recommendation

Grades: 9-12

The Spanish III Honors course reviews all concepts taught in Spanish I and II. Students continue practicing listening, speaking, and writing skills. By reading and discussing short stories and short novels, students will increase their communication skills to the point where they should be understood by a native Spanish-speaker. Studying the subjunctive will enable students to understand literary works and to express themselves in a grammatically correct manner. Verbal proficiency is a course goal. *CBE Opportunity (Credit By Exam)*. *A teacher recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

Advanced Placement® Spanish Language and Culture

Credit: 1, full year NCAA

AP Testing in May*

Prerequisite: Spanish I, Spanish II, Spanish III and a Teacher Recommendation

Grades: 10-12

The Advanced Placement® Spanish Language and Culture course is intended to challenge the exceptional Spanish student, requiring extraordinary dedication, a strong commitment to learning, and an excellent work ethic. Students must be willing to put in the time to prepare for class each day and demonstrate the ability to work independently in and outside the classroom. The AP Spanish Language examination measures the student's proficiency in each of the modes: Interpersonal, presentational, and interpretive. AP Spanish students are required to use a variety of grammatical structures and vocabulary in authentic contexts to compare, contrast, describe, and discuss the products, practices, and perspectives of the Spanish-speaking world. The ACTFL proficiency target for this class is Intermediate High/Advanced Low. Some students may reach Advanced Low. Intermediate High students can consistently describe, explain, and narrate in all major time frames, distinguish between formal and informal registers, consistently use complex sentences to express themselves in paragraph-length discourse with advanced transitions and connectors, and occasionally discuss hypothetical situations. Advanced Low students can easily describe, explain, and narrate in all major time frames, distinguish between and

use formal and informal discourse, consistently and comfortably write paragraphs with advanced connectors and transitions, make conjectures and discuss hypothetical situations, handle unexpected turns of events and situations with complications, and easily express their point of view on a wide variety of topics. Students will sit for the AP exam in May. * A teacher recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

American Sign Language I (ASL)

Credit: 1, full year NCAA

Grades: 9-12

American Sign Language I is the first course of a recommended sequence designed to develop fundamental language necessary to develop receptive and expressive skills as a tool to be able to communicate the gospel. The culture and heritage of the hearing-impaired community is integrated into all aspects of the course. Students will develop confidence in using ASL to describe familiar topics such as family, hobbies, church, and school life. By the end of the first year of world language study, students should be able to understand and communicate in the target language at a novice mid to novice high level. Novice mid signers can use memorized phrases and lists of words. Novice high signers are able to use simple sentences and ask/answer questions about familiar topics.

American Sign Language II (ASL 2)

Credit: 1, full year NCAA

Prerequisite: American Sign Language I (ASL I) and Teacher Recommendation

Grades: 9-12

American Sign Language II builds upon the foundational skills learned in ASL I, further developing students' receptive and expressive abilities. This course continues to explore the Deaf community's culture and heritage while expanding vocabulary and sentence structure. Students will focus on discussing more complex topics, such as current events, personal experiences, and abstract ideas. By the end of the course, students should be able to communicate effectively at an intermediate level. They will be able to hold conversations, use a wider range of vocabulary, and describe familiar and less familiar subjects with greater ease and confidence. *A teacher recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

American Sign Language III (ASL 3) Honors

Credit: 1, full year

Prerequisite: American Sign Language I and II (ASL I and II) and Teacher Recommendation

Grades: 9-12

ASL III builds on intermediate skills, focusing on fluency, complex grammar (including non-manual markers), expanding vocabulary for abstract topics (health, current events), and deeper engagement with Deaf culture, often through authentic materials and discussions to achieve advanced low proficiency for richer, nuanced conversations and narratives in signed English and ASL. Expect ASL III to delve deeper into complex sentence structures (classifiers, spatial grammar), nuanced facial expressions, and cultural context, moving beyond basic vocabulary. **A teacher recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.*

H. FINE ARTS: PERFORMING ARTS MUSIC

VISION STATEMENT

CCS Performing Arts provides students with a stage to reflect the glory of their Creator. Students become proficient in elements including a) kinesiology, b) technique c) expression, d) stage etiquette, e) communication, f) musical language, g) cultural studies, and f) performance practice. Students will develop a lifelong love of music, performance, and study through participation in the musical arts.

What a CCS student will know and be able to do in Music:

- Sing, alone and with others, a varied repertoire of music
- Perform on instruments, alone and with others, a varied repertoire of music
- Improvise melodies, variations, and accompaniments.
- Compose and arrange music within specific guidelines
- Read and notate music
- Listen to, analyze, describe music
- Evaluate music and music performance
- Understand the relationship between music, the other arts, and disciplines outside the arts
- Understand music in relation to culture and history
- Apply appropriate personal and Christ-centered evaluative criteria to music and musical performances that acknowledge music as an art form embracing diversity
- Apply appropriate etiquette as an audience member and/or performer

- Research and explain, using various technologies including print, electronic, and recordings, the relationship between music, history, and culture
- Use music as a personal and interpersonal expression to honor God

COURSES

Choir I, II, III, IV

Credit: 1 per year per course, full year each course

Grades: 9-12

The Choir courses are a mixed chorale ensemble in which students strive to build a musical community and improve musical language, ensemble singing, musical style, and performance. The repertoire consists of literature from all periods, with a balance of cultural, historical, and sacred literature. Choir II, III, and IV build on the skills acquired in previous years.

Band I, II, III, IV

Credit: 1 per year per course, full year each course

Grades: 9-12

The Band courses focus on the study of music through the exploration of the woodwind, brass, and percussion instruments and develop the student's ability on his or her respective instrument. Additional performance opportunities are offered through marching band and concert band. Band II, III, and IV build on the skills acquired in previous years.

Piano I, II, III, IV

Credit: 1 per year per course, full year each course

Grades: 9-12

The Piano courses provide students with the opportunity to study music through the exploration of the piano. Students will explore and experience various styles of music using reading, performing, and discussing different types of music as they relate to the musical challenges of playing the piano. This course is designed for students with little or no experience playing the piano. Piano II, III, IV courses build on the skills acquired in previous years.

Guitar I, II, III

Credit: 1 per year per course, full year each course

Grades: 9-12

The Guitar I course is designed specifically for beginning students who desire to play acoustic guitar. The course will cover all fundamental skills of playing guitar, including music literacy. Students will explore and experience various styles of music using reading, performing, and discussing different types of music as they relate to the musical challenges of playing the guitar.

Vocal Ensemble I – Vocal Technique

Credit: 1, full year

Grades: 9-12

Vocal Ensemble I is a comprehensive and dynamic course to explore the full potential of the solo voice. Designed for aspiring singers of all levels, this class will delve deep into the art and science of vocal performance exploring the intricate anatomy of the vocal instrument by learning to identify vocal range and voice type, gaining a foundational understanding of different vocal textures. Through rigorous and engaging vocal warm-ups, students will develop essential skills such as expanded range, improved breath support, and vocal stamina. We will explore a diverse array of vocal styles, learning how to achieve each style authentically and healthily. Beyond technical proficiency, this course emphasizes vocal health and maintenance, ensuring voices remain strong and resilient. Students will cultivate musicality, master the art of phrasing, and learn to effectively communicate the emotional depth of lyrics. The course will include auditioning techniques and performance etiquette, preparing for success on stage and beyond. This course will incorporate a master class format, providing opportunities for individual feedback and growth. Culminating in both Fall and Spring Solo Recitals, students will have the chance to showcase progress and artistry in a supportive and encouraging environment.

AP Music Theory

Credit: 1, full year

AP Test in May

Prerequisite: Level I and II of a Music Course and Teacher Recommendation

The student's ability to read and write musical notations is fundamental to AP Music Theory. It is also strongly recommended that the student acquire at least basic performance skills in voice or on an instrument prior to taking this course. -The College Board)

Grades: 10-12

The AP Music Theory course corresponds to one-to-two semesters of typical, introductory college music theory and aural skills coursework. Students learn to recognize, understand, describe, and produce the basic elements and processes of performed and notated music. Course content extends from the fundamentals of pitch, rhythm, timbre, and expression to concepts of harmonic function, phrase relationships, and tonicization.

Students study these concepts in heard and notated music, with emphasis on identification and analysis of musical features, relationships, and procedures in full musical contexts. Repertoire for analysis on the AP Music Theory Exam ranges from European Baroque pieces to folk and popular music from across the globe. Students develop musicianship skills through melodic and harmonic dictation, sight singing, and error detection exercises. Writing exercises further emphasize the foundational harmonic and voice leading procedures of Western art music. * A teacher recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

I. FINE ARTS: PERFORMING ARTS THEATRE

VISION STATEMENT

CCS Performing Arts provides students with a stage to reflect the glory of their Creator. Students become proficient in elements including a) kinesiology, b) expression, c) stage presence, d) stage craft, e) oral communication, f) tone, g) pitch, h) rhythm, i) pace, and j) performance. Students are encouraged to develop a lifelong love of music and theatre through participation in performance and study.

What a CCS student will know and be able to do in Theatre:

- Act by developing and sustaining characters in improvisation and formal or informal productions
- Direct by interpreting dramatic texts and organizing and conducting rehearsals for formal and informal productions
- Design, conceptualize, and interpret formal and informal productions
- Improvise, write, and refine scripts based on heritage, imagination, literature, history, and personal experiences
- Understand context by analyzing the role of theatre, film, television, and electronic media in the past and present

COURSES

Theatre I

Credit: 1, full year

Grades: 9-12

The Theatre I course provides a variety of opportunities for students to become aware of the aesthetic values found in God, life, people, nature, and art. This course is designed to be a nurturing, student-centered educational experience within a clearly Christian philosophical framework which addresses the creative process of character development, movement, voice, set design, effective interpersonal communication, makeup, and costumes. Vocal and physical performance skills will be exercised and developed through theatre games, playwriting, and scene work. In addition, coursework includes how to build a character, the basics of script analysis, and theatre terminology. Collaboration and ensemble work provide the basis of the class.

Theatre II

Credit: 1, full year

Prerequisite: Theatre I

Grades: 9-12

The Theatre II course provides numerous opportunities for students to become aware of the aesthetic values found in God, life, people, nature, and art. This course is designed to continue to be a nurturing, student-centered educational experience within a clearly Christian philosophical framework which addresses the creative process of character development, movement, voice, set design, makeup, and costumes. The goal is to continue to nurture each student's growth as energetic, motivated individuals who possess God-given creative talents that, as developed, lead to healthy interpersonal relationships and effective communication.

Theatre III

Credit: 1, full year

Prerequisite: Theatre I, Theatre II

Grades: 9-12

The Theatre III course is an advanced theatre course, meant to provide an environment akin to a college or a semi-professional theatre company. Students will study script analysis, theory, and criticism, directing and design, advanced movement and vocal technique, and audition techniques. Each student will have the opportunity to participate in some way (acting, directing, design, marketing, tech, etc.) in the One Act play and other performances. The class functions as a theatre ensemble; students learn and apply the important skills of collaboration, cooperation, and creative problem-solving.

Theatre IV

Credit: 1, full year

Prerequisite: Theatre I, Theatre II, Theatre III

Grades: 9-12

Theatre IV is an advanced course designed to mirror the experience of a collegiate or semi-professional theatre company. In this course, students will deepen their understanding of script analysis, theatre theory, and criticism, as well as hone their skills in directing, design, advanced movement, vocal techniques, and audition preparation. Each student will actively participate in the production process, contributing to the One Act play and other performances through roles such as acting, directing, design, marketing, and technical work. The class operates as a theatre ensemble, where students refine their abilities in collaboration, teamwork, and creative problem-solving, preparing them for professional or higher education opportunities in the field.

Theatre - Competition

Credit: 1, full year

Teacher Recommendation/Audition Required

Grades: 10-12

Competitive Theater Class is designed for students passionate about performance and looking to hone their acting, improvisation, and stagecraft skills in a dynamic and challenging environment. This class focuses on preparing students for competitive theater events, monologue showcases, and ensemble performances. Students will work on developing their vocal techniques and emotional range while receiving guidance on interpreting scripts and collaborating with peers. Through intense preparation, rehearsal techniques, and constructive feedback, students gain confidence, improve their public speaking abilities, stage presence, and prepare for a competitive setting.

J. FINE ARTS: VISUAL ARTS

VISION STATEMENT

The CCS Visual Arts curriculum provides opportunities for hands-on experiences, critical thinking, active problem solving, application of persistence, practice, cooperative learning, technology, and creative graphic expression. The student develops a biblical worldview through the study and application of visual art. Students come to understand that the Lord is actively at work in all areas of life. By focusing on the world's beauty through the eyes of the Lord, the creator, students are commissioned to demonstrate creativity and harmony. Students develop a variety of methods and forms of expression for their artistic talents.

What a CCS student will know and be able to do in Visual Arts:

- Understand and apply media, techniques, and processes
- Create and communicate a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts
- Understand the visual arts in relation to history and culture
- Assess, evaluate, and respond to the characteristics of works of art
- Make connections between the visual arts, other disciplines, and the real world
- Demonstrate the ability to process information, reason clearly, reflect, and think critically
- Demonstrate adaptability in the use of technology to produce, store, and view art

COURSES

Art I

Credit: 1, full year

Grades: 9-12

The Art I course acknowledges that God is the original Creator and that he gave man the ability to produce and appreciate beauty while honoring him with his artistic expression. Art I provides students with the opportunity to observe God's creativity while creating their own artwork within the drawing, painting, and ceramics media.

Art II Painting

Credit: 1, full year

Prerequisite: Art I

Grades: 10-12

The Art II Painting course builds on the skills learned in Art I and prepares students for the advanced work of AP visual art courses. Students will work toward the mastery of a variety of painting.

Advanced Placement® Drawing

Credit: 1, full year

Prerequisite: Art I, Art II Painting and Teacher Recommendation with portfolio review

Grades: 11-12

The Advanced Placement® Drawing course reflects course requirements present in a 100-level college art course. Students work within the guidelines of drawing. Students will produce at least 30 superior quality original artworks, techniques and styles of their choosing, with instructor guidance. Additionally, students will maintain an art journal, conduct critiques, and assemble a professional presentation of their work. The course culminates in a portfolio of submission to the AP College Board that consists of 12-20

finished pieces. Students must complete a new artwork every two weeks to meet the requirements of the AP portfolio. * A teacher recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

Advanced Placement® 2D Art and Design

Credit: 1, full year

Prerequisite: Art I, Art II Painting and Teacher Recommendation with portfolio review

Grades: 11-12

The Advanced Placement® 2D Art and Design course reflects course requirements present in a 100-level college art course. Students work within the guidelines of 2-dimensional media. Students will produce several superior quality original artworks, techniques and styles of their choosing, with instructor guidance. Additionally, students will maintain an art journal, conduct critiques, and assemble a professional presentation of their work. The course culminates in a portfolio of submission to the AP College Board that consists of several finished pieces. * A teacher recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

Advanced Placement® 3D Art and Design

Credit: 1, full year

Prerequisite: Art I, Art II Painting and Teacher Recommendation with portfolio review

Grades: 11-12

The Advanced Placement® 3D Art and Design course reflects course requirements present in a 100-level college art course. Students work within the guidelines of 3-dimensional media. Students will produce several superior quality original artworks, techniques and styles of their choosing, with instructor guidance. Additionally, students will maintain an art journal, conduct critiques, and assemble a professional presentation of their work. The course culminates in a portfolio of submission to the AP College Board that consists of several finished pieces. * A teacher recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

K. PHYSICAL EDUCATION

VISION STATEMENT

CCS's Physical Education program focuses on the whole child by fostering general wellness as four critical skills for the 21st century learner: collaboration, communication, critical thinking, and creativity. Students receive instruction in mental, physical, social, and spiritual health. Students are encouraged and guided to develop positive self-esteem, to accept themselves and others, to handle stress, to solve problems, and to exercise leadership. By learning about body systems, nutrition, exercise, and practicing physical activities, the students embrace health and wellness as a lifelong goal. Social health includes working within diverse relationships to share feelings with friends, family, and peers. Spiritual health places Christ at the center of a Christian's life, body, and healthy habits for lifelong Christian service. "Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore, honor God with your bodies" (1 Corinthians 6:19-20). Students are encouraged to seek physical, mental, and social challenges in life utilizing faith-informed, responsible choices.

In Physical Education, a CCS student will know and be able to:

- Demonstrate knowledge of human anatomy and body systems
- Demonstrate competency in many movement forms and proficiency in a few forms of physical activity
- Apply concepts and principles of human movement to the development of motor skills and the learning of new tasks
- Analyze the benefits of regular participation in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Demonstrate responsible personal and social behavior in physical activity
- Understand how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people
- Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication
- Honor and glorify God in sports and physical activities
- Demonstrate an understanding of effective warm-up techniques
- Explain key elements to maintain and promote personal health and wellness
- Accept personal responsibility for seeking total health for self and others through recognizing God's plan for human life
- Collaborate with other students to reach a goal
- Share thoughts, questions, ideas, and solutions
- View problems in a new way, linking learning across subjects and disciplines

COURSES

Strength and Conditioning I, II, III, IV

Credit: 1 per year per course, full year each course

Grades: 9-12

The Strength and Conditioning course is designed to enhance athletic performance and physical conditioning. This course provides athletes with an opportunity to become involved with a general workout to improve their overall well-being. Strength and Conditioning focuses on improving both the health and skill-related components of physical fitness. Those components are cardiovascular fitness, body composition, flexibility, muscular strength, muscular endurance, coordination, agility, reaction time, balance, speed, and power. Strength and Conditioning II, III and IV build on skills acquired in the previous years.

Athletics

Credit: 1, full year

This course provides athletes with an opportunity to train in their sport(s).

L. CAREER AND TECHNICAL EDUCATION

VISION STATEMENT

CCS's Career and Technical Education program equips students to become faith-focused and future-ready leaders by integrating academic knowledge, technical skills, and a biblical worldview. Through hands-on, real-world learning experiences, students develop the four critical skills of a 21st-century learner—collaboration, communication, critical thinking, and creativity—while exploring career pathways that prepare them for college, workforce, and lifelong calling. Students are challenged to apply technical knowledge in authentic contexts such as business, engineering, technology, and skilled trades. Through these experiences, students build perseverance, adaptability, leadership, and a strong work ethic. Grounded in a biblical worldview, students recognize that all work has purpose and dignity as an act of service to the Lord. As Scripture reminds us, *“Whatever you do, work at it with all your heart, as working for the Lord, not for human masters”* (Colossians 3:23). By fostering both technical competence and spiritual formation, this program

prepares students to confidently pursue their God-given talents and to make a meaningful impact in their communities and beyond.

What a CCS Student Will Know and Be Able to Do in Career and Technical Education

Knowledge:

- Understand foundational concepts across various career pathways (business, technology, engineering, and skilled trades)
- Recognize the connection between academic content and real-world applications
- Develop a biblical understanding of work, stewardship, and vocation
- Understand ethical, safe, and responsible use of tools, equipment, and technology
- Gain awareness of career opportunities, pathways, and workforce expectations

Skills:

- Apply critical thinking and problem-solving to real-world challenges
- Communicate effectively in professional and collaborative settings
- Demonstrate creativity and innovation through project-based work
- Utilize current technology and industry-relevant tools with confidence
- Exhibit strong organizational, time management, and productivity skills

Character & Dispositions:

- Demonstrate a strong work ethic and commitment to excellence without excuse
- Show leadership, initiative, and accountability in individual and team settings
- Practice integrity, responsibility, and ethical decision-making
- Develop perseverance and adaptability when facing challenges
- Value collaboration and respect diverse perspectives

Application:

- Complete hands-on, project-based tasks that simulate real career experiences
- Build portfolios that showcase technical skills and accomplishments
- Engage in career exploration, internships, or industry-based learning opportunities (when available)
- Apply learning to serve others and glorify God through their work

Cornerstone Christian Schools currently has two different Career and Technical Education Pathways: STEM and Business Management.

STEM			
Programing and Software Development (Alg II, Chemistry & Physics Recommended)			
Fundamentals of Computer Science	Computer Science or Robotics I	AP Computer Science or Robotics II	Independent Study in Tech Apps
Engineering Foundations (Alg II, Chemistry & Physics Recommended)			
Principles of Applied Engineering	Engineering Design Presentation	Robotics I	Robotics II or Engineering Design and Problem Solving

Business Management			
Principles of Business, Marketing, and Finance	Financial Math	Entrepreneurship I	Business Law
Digital Communications			
Principles of Art, AV Technology and Communication	Audio/Video Production I	Audio/Video Production II	Audio/Video Practicum
Digital Communications			
Commercial Photography I	Commercial Photography II	Practicum in Commercial Photography	

COURSES

Principles of Applied Engineering

Credit: 1, full year NCAA

Grades: 9-12

As a pathway for students into engineering and robotics, Principles of Applied Engineer provides a project-based environment for students to develop the skills to work on multiple design teams to develop a product or system, as well as engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications. This course will provide an overview of the various fields of science, technology, engineering and mathematics, and their interrelationships, their various fields of engineering and understanding to make informed career decisions.

Engineering Design and Presentation

Credit: 1, full year NCAA

Prerequisite:-Principles of Engineering Design, Robotics I

Grades 10-12

As a continuation of knowledge and skills learned in Principles of Applied Engineering, students enrolled in this course will demonstrate knowledge and skills of the design process in a project-based environment as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

Robotics I

Credit: 1, full year

Prerequisite: Principles of Applied Engineering

Grades 10-12

In Robotics I students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry. Students will be involved in multiple types of complex robots and can participate in competitive robotics.

Robotics II

Credit: 1, full year

Prerequisite: Principles of Applied Engineering and Robotics I

Grades 11-12

Robotics II continues in a project-based environment. Students will explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and robotics sensors, and complex robots and participate in competitive robotics.

Independent Study in Technology Applications

Credit: 1, full year

Prerequisite: Principles of Applied Engineering, Robotics I, Robotics II

Grades 12

This capstone work-based project-based learning course will support and challenge students to pursue this career. This course is designed to give students supervised practical application of previously studied knowledge and skills in the field of robotics and participate in competitive robotics.

Engineering Design and Problem Solving

Credit: 1, full year

Prerequisite: Robotics II and Engineering Design and Presentation

Grades: 11-12

In this STEM class, students apply engineering design principles to investigate, design, plan, create, and evaluate real-world, open-ended problems. The class focuses on integrating science and mathematics, fostering ingenuity, and exploring social/ethical impacts of engineering, often serving as a capstone experience.

Fundamentals of Computer Science

Credit: 1, full year

Grade: 9-12

This course is a first step into the pathway for those students interested in pursuing computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through project-based environment opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving

and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations, and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts

Computer Science

Credit: 1, full year

Prerequisite: Fundamentals of Computer Science

Grades 10-12

This course is continuing to foster students' creativity and innovation by presenting project-based environment opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations, and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

AP Computer Science Principles

Credit: 1, full year NCAA

AP Testing in May*

Prerequisite: Intro to Computer Science and Teacher Recommendation

Recommended: Algebra I, Computer Science I

Grades 10-12

This course introduces students to the breadth of the field of computer science in a project-based environment. Students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. AP Computer Science Principles is equivalent to an introductory, college-level breadth course in computer science. It is strongly recommended that students have completed Algebra 1 for its strong foundation of problem-solving strategies that require multiple approaches and collaborative efforts to build upon the foundation of mathematical reasoning. Students sit for the AP exam in May. *A teacher recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

Principles of Arts, Audio/Video Technology, and Communications

Credit: 1, full year NCAA

Grades 9-12

This course introduces designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, and entertainment services. Students may demonstrate a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and proficiency in oral and written communication.

Audio/Video Production I

Prerequisite: Principles of Arts, Audio/Video Technology, and Communications

Grades 10-12

This course builds on PRINAAVTC by expanding the skills previously learned and by exploring various video, audio, special effects, and graphic design editing platforms. Students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production, and will go more in-depth with designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts & design by creating a monthly news magazine highlighting the CCS community and weekly announcements. Students must demonstrate a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and proficiency in oral and written communication. Students will learn production roles by actively producing segments of CCS home football games. This course will require out of class commitment of approximately one hour per week.

Audio/Video Production II

Credit: 1, full year

Prerequisite: Audio/Video Production I

Grades 10-12

Building on the foundation established in A/V Production II, this course aims to further develop students' advanced technical knowledge and skills essential for success in the Arts, Audio/Video Technology, and Communications Career Cluster. Students will deepen their understanding of the industry, with a focus on applying pre-production, production, and post-production techniques for audio and video projects in a professional setting. Through this class, students will enhance their expertise in their chosen field of audio and video production. Students will be expected to produce a weekly announcements production, and a monthly news magazine show with their instructor's guidance. Students will earn production roles during the livestream of CCS home football games. Students will further develop their production skills by using the professional-grade television studio at Hagee Ministries, as well as having access to industry experts as mentors. This class requires out of class commitments of at least 4 hours per week in the fall semester.

Audio/Video Production Practicum

Credit: 1, full year

Prerequisite: Principles of Arts, Audio/Video Technology, and Communications, Audio/Video Production I & II

Grades 11-12

Building on the foundation established in A/V Production II, this course aims to further develop students' advanced technical knowledge and skills essential for success in the Arts, Audio/Video Technology, and Communications Career Cluster. Students will deepen their understanding of the industry, with a focus on applying pre-production, production, and post-production techniques for audio and video projects in a professional setting. Through this class, students will enhance their expertise in their chosen field of audio and video production. Students paired with industry experts will create portfolios that will help them secure entry-level employment, gain admission to college film/video or broadcasting programs, and pursue post-secondary scholarships. Participation in productions may require additional time outside of regular school hours, and students may need to cover material and supply fees.

Commercial Photography I

Credit: 1, full year

Grades: 9-12

Commercial photography skills span all aspects of the industry from setting up a shot to delivering products in a competitive market. Students will be expected to develop an understanding of the industry with a focus on creating quality photographs.

Commercial Photography II

Credit: 1, full year

Recommended Prerequisite: Commercial Photography I

Grades 10-12

Commercial Photography II is designed to span all aspects of the creative photography industry from setting up a shot to delivering products in a competitive market. The course builds on skills learned in Commercial Photography I, developing advanced technical knowledge and skills needed for success in the world of photographic arts. Students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs using photographic equipment and industry-based professional software. Students will be responsible for creating the school yearbook.

Practicum in Commercial Photography

Credit: 1, full year

Recommended Prerequisite: Commercial Photography I and II

Grades 11-12

Commercial Photography III provides advanced training for professional-level competency, focusing on specialized, high-end, and commercial applications. The course emphasizes mastering studio lighting, digital workflow, and portfolio development, preparing students for careers in advertising, fashion, and product photography.

Principles of Business, Marketing, and Finance

Credit: 1, full year

Grades: 9-12

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.

Financial Mathematics

Credit: 1, full year (elective)

Prerequisite: Principles of Business, Marketing and Finance

Grades 10-12

The Financial Mathematics course provides students with an understanding of personal money management. Students are expected to apply critical thinking skills to analyze personal financial decisions based upon current and projected economic factors. Math

and calculations related to real world experiences include some of the following: net pay, income taxes, calculate mortgage payment, property taxes, mortgage insurance, closing cost, interest cost, etc. A graphing calculator is utilized throughout the course.

Entrepreneurship

Credit: 1, full year

Recommended Prerequisite: Principles of Business, Marketing and Finance

Grades 10-12

The Entrepreneurship course explores how to recognize opportunities for starting a business and how to evaluate and understand markets. Students develop an understanding of planning and maintaining a profitable business through guest speakers, problem solving, and case studies. * A teacher recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

Business Law Honors

Credit: 1, full year

Recommended Prerequisite: Entrepreneurship or Principles of Business, Marketing and Finance and Teacher Recommendation

Grades: 11-12

The Business Law Honors course is designed to provide students with an overview of our legal system, including statutes and regulations that affect businesses, families, and individuals in a variety of ways. Knowledge of business law is particularly useful because all students eventually assume the role of citizens, workers, and consumers in society. Businesses operate in an increasingly global environment where the laws of different governments and judicial systems frequently conflict. As a result, business students must include in their academic preparation a basic knowledge of the legal system and how business law impacts commerce both nationally and internationally including how and why local, state, and federal law works in conjunction with international law. * A teacher recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.

Professional Communications

Credit: .5, half year Semester 1 *taken with Intrapersonal Studies

Grades 10-12

Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written

communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

Intrapersonal Studies

Credit: .5, half year Semester 2 *taken with Professional Communications

Grades 10-12

Interpersonal Studies examines how the relationships between individuals and family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

Principles of Agriculture, Food and Natural Resources

Credit: 1, full year

Grades 9-10

This course will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students will have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings through hands-on application. This course will give students the opportunity to participate in judging teams.

Principles of Education and Training

Credit: 1, full year

Grades: 9-10

Principles of Education and Training is a Texas CTE introductory course (typically grades 9-10) that prepares students for careers in the education and training sector. Students explore teaching roles, child development, lesson planning, and technology in education, while developing a personal philosophy of education and a career plan.

M. GENERAL ELECTIVES

VISION STATEMENT

COURSES

Cornerstone United for Israel (CUFI) and Holocaust

Credit: 1, full year

Grades: 9-12

This Bible elective explores the Jewish roots of Christianity, the historical context of the Holocaust, and the biblical response to suffering, evil, and justice. Students examine Scripture alongside history to better understand the problem of evil (theodicy), the impact of antisemitism, and the moral responsibilities of individuals and the Church. The course also introduces Christian perspectives on Israel, including biblical foundations often associated with Christian Zionism and organizations such as CUFI. Students are encouraged to engage thoughtfully with these views while developing critical thinking skills and a deeper understanding of how faith informs historical and contemporary issues. Designed to be eye-opening and formative, this elective equips students to integrate biblical truth, historical awareness, and ethical responsibility as they live out their Christian faith. *Students do not need to take the course to be in the CUFI club.

Journalism I

Credit: 1, full year NCAA

Grades 9-12

Journalism introduces students to the fundamentals of journalism, including writing, editing, and storytelling across various media platforms. Students will create content for school publications, developing communication skills, and a strong sense of responsibility in sharing stories with integrity and purpose.

Journalism II

Credit: 1, full year

Prerequisite: Journalism I

Recommended Prerequisites: Strong writing, computer and/or photography skills

Grades 9-12

Students enrolled in Journalism II will communicate in a variety of forms for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual compositions on a regular basis, carefully examining their copy for clarity, engaging language and the correct use of the conventions and mechanics of written English. Students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will practice journalistic ethics and standards. Writing, technology, visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective

communications. Students will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare multimedia project(s).

Leadership, Research & Communication

Credit: 1, full year

Grades 10-12

The purpose of this course is to provide students in grades 9-12 specific skills to positively impact their own lives and their communities. Areas to be addressed from a Christian worldview include developing the leader within you, demonstrating excellence in character, leadership theory, leading from anywhere in an organization, SMART goal setting, etc. This spirit-led course provides students with biblical revelation, practical information, and hands-on leadership opportunities. Students will participate in a weekly mentorship program involving CCS Elementary students. The resulting fruit produced in students' lives will benefit both their secondary and post-secondary circles of influence as they follow their chosen education or career path.

Sports Medicine

Credit: 1, full year

Grades: 10-12

Sports Medicine provides high school students with the opportunity to gain basic knowledge and skills in the prevention, evaluation, management, treatment, rehabilitation, and reconditioning of sports injuries and illnesses. This course provides information to students who are interested in healthcare careers, including, but not limited, to sports medicine, athletic training, orthopedics, and physical therapy

Athletic Training I

Credit: 1, full year

Grade: 10

The Athletic Training I course is designed to be an introduction to the care and prevention of athletic injuries, and the duties associated with being an athletic trainer. The course emphasizes the anatomy of the human body in relation to injuries and rehabilitation.

Athletic Training II

Credit: 1, full year

Prerequisite: Athletic Training I

Grades: 11-12

The Athletic Training II course requires acceptance by application process and a significant time commitment. It is designed to be a continuation of the care and prevention of athletic injuries, and the duties associated with being an athletic trainer. The course emphasizes the anatomy of the human body in relation to injuries and rehabilitation.

Sociology

Credit: .5, Semester 2 *Taken with Psychology NCAA

Grades: 11-12

Within a biblical framework, this course introduces the study of social behavior and organization of human society. Consideration is given to the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the world. Students will also learn the importance and role of culture, social structure, socialization, and social change.

Psychology

Credit: .5, Semester 1 *Taken with Sociology NCAA

Grades: 11-12

Within a biblical framework, this course studies the science of behavior and mental processes. Consideration is given to the full scope of psychology, e.g., the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology.

Advanced Placement® Psychology

Credit: 1, full year NCAA

AP Testing in May*

Grades: 11-12

The Advanced Placement® Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological concepts, principles, theories, and phenomena associated with each of the major subfields within psychology, ethical codes, and methodology used by psychologists in their science and practice. Students will sit for the AP Psychology exam in May. ** A teacher recommendation is required to ensure the student is academically and developmentally ready for the course. Parental support is expected to help students succeed in the increased workload.*

Worship Team Foundations

Credit: 1, full year

Grades: 9-12

With guidance from Pastor Zach Smith/Cornerstone Worship Team, this class equips students with the skills and shepherd the heart needed to serve on a worship team, focusing on musical excellence, spiritual leadership, and teamwork. Students will prepare

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and lead worship for chapel services, fostering a Christ-centered atmosphere that encourages meaningful praise and worship.