



**CALVARY**  
CHRISTIAN ACADEMY  
**HIGH SCHOOL**  
**2024-25**

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# INTRODUCTION

With the passage of the Empowerment Scholarship Accounts (ESA) funding most of the cost of tuition for high school students, CCA has decided to expand! With a growing interest in a Christian high school, CCA will open its doors and offer Christian education for all students in Lake Havasu City and surrounding areas. The school will continue to fulfill the Great Commission by educating students from Pre-K to twelfth grade by preparing them with a Biblical Worldview to impact the world around them. This two-part process will start with ninth and tenth grades in the 2024-25 school year and *hope* to expand to eleventh and twelfth grades the following school year 2025-26.

## MISSION STATEMENT

“Calvary Christian Academy, guided by the word of god and prayer, is called to teach, committed to excellence, and commissioned to building Christian character.”

## FOCUS

Calvary Christian Academy High School will strive to develop leaders with a Biblical worldview who will have expertise as critical thinkers and problem solvers, and we believe we can foster a culture of innovative learning across the school’s entire curriculum. This will help prepare students to impact their world by looking through a distinctly Christian lens.

## ENTRANCE REQUIREMENTS

New students in the ninth grade will be tested in math, language, and reading to determine their current academic level. Students **MUST** have a 2.5 or higher GPA on their last semester report card with no Ds or Fs. Students **MUST** have a C or higher in English/ELA and a B or higher in Algebra. If a student does not have the grades to meet these requirements, they can retake the class in an online summer school program approved by CCA. Students must not have a history of disciplinary problems during the last school year. Students will also go through an interview process with the administration.

## CLASS SIZES

For the 2024-25 school year, the maximum class size will be 10 students per grade level.

## **INTRODUCTORY VOCATIONAL CLASS**

Students will take vocational classes during the first semester of ninth grade to prepare them for internships during the following school years. Students will learn the basics of the vocational elective classes in a hybrid setting. The first semester will be mostly classroom instruction to learn basic skills. The following semester will include more lab time for students to practice the skills they have learned.

## **ELEVENTH AND TWELFTH GRADE VOCATIONAL CLASS**

Students will complete internships during the eleventh and twelfth grades to gain their classroom credits. Working alongside business partners, students will be paired with mentors who will provide hours for hands-on learning.

## **ARTICULATION WITH THE COLLEGE**

ASU Connect Now offers classes to high school juniors and seniors with a 3.0+ GPA. This allows students to try out college courses or use the college credits toward their high school credits. Students are eligible to take 100- or 200-level courses. These include English, Chemistry, Health, Computer Information, and other electives.

## **BUSINESS RESOURCES**

Titan Gym will partner with CCA by providing access to the gym for PE.

## **CURRICULUM**

Core classes will use Bob Jones University for Social Studies, Science, and English. TBD Math, Bible, Foreign Language, Electives. Elective pathways will include Digital communication (journalism and yearbook), Performing Arts (music and vocal performance), and Leadership.

## **FACILITY REQUIREMENTS**

For the 2024-25 school year, the high school will utilize the current middle school campus. The sixth-grade class(es) will be relocated to the main campus and use the existing portable. Calvary Baptist Church Sweetwater and McCulloch Campuses will be used for electives. For the following school year, 2025-26, CCA will need to secure a larger campus/site to house both middle school and high school, grades 7-12.

## **TUITION**

For the 2024-25 school year, the tuition will be \$8,000.

# GRADUATION REQUIREMENTS

	CCA REQUIREMENTS	IN-STATE UNIVERSITY ENTRANCE REQUIREMENTS	ULTIMATE UNIVERSITY PREPARATION
Bible	<b>4 CREDITS</b>	<b>4 CREDITS</b>	<b>4 CREDITS</b>
English	<b>4 CREDITS</b>	<b>4 CREDITS</b>	<b>4 CREDITS</b> Including English 101 & 102 (Literature and Composition)
Math	<b>4 CREDITS</b> Algebra 1 Geometry Algebra 2 Math (Pre-Calculus, DE Math, Math of Money)	<b>4 CREDITS</b> Algebra 1 Geometry Algebra 2 Adv Math (Pre-Calculus, College Math+)	<b>4 CREDITS</b> Algebra 1 Geometry Algebra 2 Adv Math (Including college prep math)
Science	<b>3 Credits</b>	<b>3 Credits</b> Lab Sciences	<b>4 Credits</b> Lab Sciences, including Chemistry and Physics
History/ Social Studies	<b>3 Credits</b> World History US/AZ History Civics & Economics	<b>2 Credits</b> American (US) History and one additional Social Studies Course	<b>3-4 Credits</b>
Foreign Language		<b>2 Credits</b> In the same language	<b>4 Credits</b> As many as possible in the same language
Fine Arts	<b>1 Credit</b>	<b>1 Credit</b>	<b>1 Credit</b>
Physical Education	<b>1 Credit</b>		
Pathway	<b>4 Credits</b>		
Electives*	<b>7 Credits</b>	*Seven credits of electives are required for graduation. These may be a combination of credits in a pathway elective, fine arts, foreign language, or Bible.	
Service Learning	Four Service Learning Capstone projects completed at each grade level.		
	<b>23 CREDITS TOTAL</b>		

# GENERAL ADMISSION REQUIREMENTS FOR

## ARIZONA UNIVERSITIES

### Arizona State University; Northern Arizona University; The University Of Arizona

Students are encouraged to enroll in a rigorous academic program that exceeds minimum criteria. High school students should submit applications in the fall of their senior year. Admission requirements vary among universities and may change frequently. It is recommended that students contact a representative for specific information. Additional information can also be obtained from the Arizona Board of Regents website: <https://bit.ly/ABORadmissions>

### Unconditional Acceptance

Students must rank in the top 25% of the senior class OR have a GPA of 3.0 unweighted in 16 core competencies below AND meet all entrance course requirements

### Conditional Acceptance

Students must rank in 26-50% of the senior class OR have a GPA of 2.5-2.9 unweighted in 16 core competencies below OR be deficient in 2-course requirements

### Core Competencies

Subject Area	OR ACT Score	OR SAT Score	Or College
English 4 credits/years Composition/ Literature	English sub score of 21 or above	Evidence based reading and writing score of 530 or above pre March 2016 or 580 or above March 2016 or later	One 3-credit transferable English course
Mathematics 4 credits/years	Math sub score of 24 or above.	Math score of 540 or above pre March 2016 or 580 or above March 2016 or later.	One transferable 3- credit course at the college algebra level or higher.
Lab science 3 credits/years	Natural science sub score of 20 or above. (Test scores may be used to show competency in one (1) science only)	SAT Subject Test: Chemistry— 600 or above; Biology—590 or above; Physics—620 or above	Three transferable courses each equivalent to 4-credit lab science courses (only two may be in the same field)
Social science 2 credits/years	N/A	SAT subject test scores: American History/social studies: 560 or above; European/world culture: 580 or above	One 3-credit American History course and one 3- credit social science course
Second Language 2 credits/years	Attain a minimum score on a national standardized language test such as AP or CLEP Examination scores; or earn certified placement into third college-level semester of higher based on an exam given by an accredited institution of higher education.		One year of study in the same language; includes American Sign Language.
Fine Arts OR CTE 1 credit	N/A	N/A	One 3-credit fine arts class.

Students must earn a cumulative 2.0 (on a 4.0 scale) in each subject area (i.e. math, science) to meet the academic competency requirements. Admission will be based on the grade point average of the 16-unit Board of Regents requirements, not the entire curriculum. The ACT or SAT examinations are required for admissions to some of the universities (following the COVID-19 Pandemic, many universities and post-secondary programs are no longer requiring

## COURSE SEQUENCING: CORE SUBJECTS

	<b>English</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies/ History</b>
<b>CCA COURSE SEQUENCE</b>	<ul style="list-style-type: none"> <li>• English 1-2</li> <li>• English 3-4</li> <li>• English 5-6</li> <li>• English 7-8</li> </ul>	<ul style="list-style-type: none"> <li>• Algebra 1 (taken in 8th grade)</li> <li>• Geometry</li> <li>• Algebra 2</li> <li>• Pre-Calculus or</li> <li>• Finance</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Science</li> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> </ul>	<ul style="list-style-type: none"> <li>• World History</li> <li>• US/AZ History</li> <li>• Civics</li> <li>• Economics</li> </ul>
<b>UNIVERSITY PREP SEQUENCE</b>	<ul style="list-style-type: none"> <li>• English 1-2</li> <li>• English 3-4</li> <li>• English 5-6</li> <li>• DE ENG 101 &amp; 102</li> </ul>	<ul style="list-style-type: none"> <li>• Algebra 1 (taken in 8th grade)</li> <li>• Geometry</li> <li>• Algebra 2</li> <li>• Finance OR DE MAT 151 &amp; 18</li> <li>• DE MAT 142 &amp; 211</li> <li>• DE Calculus</li> </ul>	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Anatomy &amp; Physiology</li> <li>• Physics</li> </ul>	<ul style="list-style-type: none"> <li>• World History</li> <li>• DE US/AZ History 131 &amp; 132</li> <li>• Civics</li> <li>• Economics</li> </ul>

# COURSE DESCRIPTIONS

2024-2025





# PATHWAY CLASSES

## DIGITAL COMMUNICATIONS PATHWAY

YEAR 1	YEAR 2	YEAR 3	YEAR 4
Introduction to Digital Communications	Advanced Digital Communications	Advanced Digital Communications	Digital Communications Internship

### INTRODUCTION TO DIGITAL COMMUNICATIONS

1.0 credit

**Prerequisite:** *Grade of B or higher in English*

This course is an introduction to technical skills and knowledge for *Advanced Digital Communications*. The focus of the coursework will be in line with the specific industries that are available and relevant to the student's future plans of post-secondary and/or business & industry. Through demonstrations and hands-on work, students will use the knowledge that they obtain to produce projects demanded by real-world jobs, such as a news page, news site, news broadcast, videos, photojournalism project (picture packet), yearbook layout, and infographics.

Because this is a rigorous course and motivation is an important part of this curriculum, students who can't work at this level and have a C or D at the semester will not be allowed to continue the course 2nd semester.

Instruction will include:

- Analyzing the media industry, business practices, and its role in the economy.
- Investigating the Intellectual Property Law and Rights Management.
- Demonstrating verbal and nonverbal communication skills required by the media industry.
- Demonstrating written communication skills within the media industry.
- Utilizing computer applications to manage media.
- Applying knowledge of data capture and manipulation.
- Becoming versed in various software applications, including Adobe Suite, Google Drive, and apps.
- Exposing students to the materials, processes, and techniques involved in film, television, & video.
- Providing students with a basic, working knowledge of photographic techniques.
- Learning about theories and the application of the theories in design and photography (compositional elements, design elements, color theory, editing styles, layout, and typography).
- Using the computer as an alternate medium for visual expression and to gain knowledge of digital photography that can be applied to the school newspaper or yearbook projects.

\*The course fee is used to purchase SD cards, digital cameras, paper and ink, and software upgrades.

## **ADVANCED DIGITAL COMMUNICATIONS - PRODUCTION**

**1.0 credit**

*Prerequisite: INTRODUCTION TO DIGITAL COMMUNICATIONS*

The Advanced Digital Communications - Journalism class will publish news in a variety of mediums (e.g., an online website, news broadcasts, and daily announcements via the intercom). The classroom mimics a newsroom environment.

Instruction will include:

- **Graphic Design:** Students will utilize Adobe software, Illustrator, and InDesign to create ads, graphics, and layouts for newspaper and broadcast publications pages.
- **Digital Photography:** Students will utilize Canon series DSLR cameras, lenses, flashes, etc., to take photos for journalism publications.
- **Digital Printing:** Students will use a LaserJet printer to produce a copy for proofreading and copyediting before digital transmission of the news.
- **Digital Editing:** Students will use industry standard software Adobe Photoshop, InDesign, Illustrator, and Premier to edit photos, create layouts, and produce videos.
- **Broadcast:** Students will utilize Canon series DSLR cameras and video accessories (e.g., microphones, lighting, green screen, etc.) to record daily announcements and weekly broadcast videos.
- **Journalism:** Students will practice the story writing process by conducting interviews, researching information, polling, writing, editing, proofreading, revising, and producing a variety of typical journalism articles and broadcasts.

\*The course fee is used to purchase SD cards, digital cameras, paper and ink, and software upgrades.

Certifications – Adobe Premiere, Photoshop, Illustrator, InDesign

## **DIGITAL COMMUNICATIONS - INTERNSHIP**

**0.5 credit**

**(Paid or Unpaid)**

*Prerequisite: Junior or Senior (minimum age 16) & Advanced Digital Communications - Production*

Students will receive ½ credit for working in an internship for 120 hours per semester. This averages out to 7 hours per week over an 18-week semester. These students must be working in the field of journalism. Assignments may be paid or unpaid. In some instances, businesses/sponsors may work with students for a trial period (unpaid) and then choose to compensate students after verifying a good workplace match. Students will be monitored by their program instructor.

**\*Internship is NOT part of mandatory school day\***

## MUSICAL PERFORMING ARTS PATHWAY

YEAR 1	YEAR 2	YEAR 3	YEAR 4
Music Appreciation	Percussion 1-2 or Concert Choir 1-2	Musical Performance 1-2 or Vocal Performance 1-2	Music or Vocal Internship

### **MUSIC APPRECIATION**

**1.0 credit**

Music is a gift from God and reflects something of the spirit of our human condition. In Music Appreciation, students are introduced to an aesthetic and historical perspective on music, covering a variety of styles and developments from the Middle Ages to the twenty-first century. While exploring biblical teaching on music and even Christian hymns, students also acquire basic knowledge and listening skills, making future music experiences much more informed and satisfying.

### **PERCUSSION 1-2**

**1.0 credit**

*Prerequisite: Music Appreciation*

This is a class for ANY students interested in learning and playing percussion instruments (drums/keyboard/piano)! This class will focus on learning basic music reading, basic skills and percussive techniques on percussion instruments, and the general basics of the drums, piano, and keyboard instruments. Students in this class will be expected to improve their playing ability, practice habits, and knowledge of musical concepts. Students will utilize school and church owned instruments for this class.

### **MUSICAL PERFORMANCE 1-2**

**1.0 credit**

*Prerequisite: Percussion 1-2*

This class will build off the skills from Percussion 1-2. Students will have more on-stage experiences and assist with chapels and performances. Students will also learn the backstage portion of music performance by learning how to operate the soundboard and lighting for chapel and other weekly (not weekend) services.

### **MUSIC INTERNSHIP**

**1.0 credit**

**(Paid or Unpaid)**

*Prerequisite: Junior or Senior (minimum age 16) & Musical Performance*

Students will receive ½ credit for working in an internship for 120 hours per semester. This averages out to 7 hours per week over an 18-week semester. These students must be working in an area of music performance. Assignments may be paid or unpaid. In some instances, businesses/sponsors may work with students for a trial period

(unpaid) and then choose to compensate students after verifying a good workplace match. Students will be monitored by their program instructor.

**\*Internship is NOT part of mandatory school day\***

### **CONCERT CHOIR 1-2**

**1.0 credit**

*Prerequisite: Music Appreciation*

This co-ed choir studies and performs a variety of choral literature, including current music. Students will study techniques in breath control, vocal placement and parts, voice projection, diction, and harmony. Also, students will learn the basics of music theory – notation within proper clefs, rhythmic values, major/minor tonalities, vocabulary, and sight-reading systems. The course fee is used to purchase two pieces of music per student per year. The fee is also used to purchase replacement concert folders, headphones, instrument packs for recording and composition apps, etc.

### **VOCAL PERFORMANCE 1-2**

**1.0 credit**

*Prerequisite: Concert Choir 1-2*

This class will build off the skills from Concert Choir 1-2. Students will have more on-stage experiences and assist with chapels and performances. Students will also learn the backstage portion of music performance by learning how to operate the soundboard and lighting for chapel and other weekly (not weekend) services. The choir performs at numerous programs throughout the school year.

### **VOCAL INTERNSHIP**

**1.0 credit**

**(Paid or Unpaid)**

*Prerequisite: Junior or Senior (minimum age 16) & Musical Performance*

Students will receive ½ credit for working in an internship for 120 hours per semester. This averages out to 7 hours per week over an 18-week semester. These students must be working in an area of vocal performance. Assignments may be paid or unpaid. In some instances, businesses/sponsors may work with students for a trial period (unpaid) and then choose to compensate students after verifying a good workplace match. Students will be monitored by their program instructor.

**\*Internship is NOT part of mandatory school day\***

## LEADERSHIP SKILLS PATHWAY

YEAR 1	YEAR 2	YEAR 3	YEAR 4
Intro to Leadership Skills	Intermediate Leadership Skills	Advanced Leadership Skills	Advanced Leadership Skills

### **INTRO TO LEADERSHIP SKILLS DEVELOPMENT**

**1.0 credit**

God has created each of us with the ability to influence and lead others in a way that glorifies Him while taking responsibility for our own choices. Students learn how to manage their time, chart their goals, and take action by implementing proven leadership techniques. Because leadership is more than having a position of power, various biblical and theological ideas are integrated throughout the course. This course teaches students to become servant leaders who see that other people’s needs are met. They focus on the growth and well-being of others and help others to develop and perform at their best. Leadership Skills Development helps students view everything through the lens of a Christian worldview and make a real difference in their world.

*\*Student Council*

### **INTERMEDIATE LEADERSHIP SKILLS DEVELOPMENT**

**1.0 credit**

*Prerequisite: Intro to leadership skills development*

Students will expand on the skills they learned in the Introduction class. They work together as a team to set goals for service learning projects and school activities. In addition to planning events that contribute to school spirit and community welfare, the student council is the student body's voice. They help share student ideas, interests, and concerns with the school-wide community. Students will attend a leadership conference.

*\*Student Council*

### **ADVANCED LEADERSHIP SKILLS DEVELOPMENT**

**1.0 credit**

*Prerequisite: Intermediate leadership skills development*

Students will expand on the skills they learned in the intermediate class. They will continue to be a part of the student council and plan service projects and school activities. Students will attend a leadership conference and mission trip. Students will be actively involved in the community and serve as part of a leadership team that works with the city, Havasu Youth Advisory Council.

*\*Student Council*

### **SERVICE LEARNING**

Students will work with Student Council each year to set a goal for service learning projects. As a class, they will decide on a service project for the school year. They will plan, implement, and reflect as part of their service experience.

## FINE ARTS

### ART IN WORLD CULTURES

1.0 credit

Who is the greatest artist of all time? Is it Leonardo da Vinci? Claude Monet? Michelangelo? Pablo Picasso? Is the greatest artist of all time someone whose name has been lost to history? It is none other than God Himself, whose creation was very good from the beginning (Genesis 1:31). In addition, “The heavens declare the glory of God; the skies proclaim the work of his hands” (Psalm 19:1). The greatest artists this world has produced, at their best, have given us new eyes with which to view God’s original creation.

\* Students can take any course in the musical performance pathway in place of art for their fine art credit.

## BIBLE

### BEHOLD YOUR GOD

1.0 credit

Introduce freshmen students to foundational Christian theology. Help them explore the attributes of god, as revealed in scripture.

### THE CHRISTIAN ADVENTURE

1.0 credit

Sophomores will continue their study of the Bible. Read and studied for centuries by Christians around the world, The Pilgrim’s Progress serves as a starting point for this one-year, 35-lesson Bible study. Students can learn alongside Christian as he discovers the value of God’s Word in the remarkable journey of life.

### PROVERBS

1.0 credit

Juniors will delve into the Word a little deeper. In the Book of Proverbs, Solomon wrote that the fear of the Lord is the beginning of wisdom. Starting with that definition, this one-year, 35-lesson study challenges students to apply godly wisdom to decisions in high school and beyond.

### THE INNER MAN

1.0 credit

As followers of God, we must be strengthened by His Spirit in “the inner man” (Eph. 3:16). This one-year, 35-lesson study challenges high schoolers to focus on inward development, not just outward conformity. Students should learn that righteousness grows from God’s work in us—that godly leadership flows from inner grace and strong character.

# **CORE CLASSES**

## **ENGLISH**

### **FRESHMAN ENGLISH**

**1.0 credit**

This course provides a balanced program that includes instruction in grammar, writing, and genre-driven literature and composition, including conflict, character, theme, structure, point of view, and moral tone. The student studies four genres: fiction, nonfiction, poetry, and drama. Concepts and literary works are analyzed using scriptural applications. Writing & Grammar weaves grammar instruction and writing practice together so students can connect their learning skills to the texts they're writing. This course uses thematic units to give students a variety of mentor texts that guide them in composing small and large writing assignments in various genres.

### **SOPHOMORE ENGLISH**

**1.0 credit**

Elements of Literature broadens students' understanding of literature by teaching the method and importance of literary analysis. The literature selections and analysis questions promote critical thinking skills as key to understanding and appreciating literature. Writing & Grammar focuses on grammar skills and strategies in writing, speaking, and listening so students can write compelling essays grounded in a biblical worldview. Students will be able to apply effective writing, revising, and critical thinking strategies in interactive workshops; create informative, persuasive, and narrative texts; craft engaging presentations, and apply a biblical view of identity, logic, integrity, and judgment.

### **JUNIOR ENGLISH**

**1.0 credit**

American Literature introduces students to more than seventy authors in a study that connects the authors' lives and beliefs as revealed in their writings with the corresponding literary periods. Writing & Grammar presents the eight parts of speech, verbal phrases, clauses, usage, and mechanics. Review the seven sentence patterns and introduce advanced concepts such as tense sequence, perfect verbals, and adverbial nouns. Reference chapters include library and study skills. Writing projects include the research paper, literary analysis, folktale, narrative poem, hymn, analytical essay, interview, memoir, analogy, in-class essay, and letter to the editor.

### **SENIOR ENGLISH**

**1.0 credit**

British Literature prepares students for the rigors of reading and critical thinking at the college level. Most importantly, this course challenges them to understand the problem of the human condition on a more personal level and recognize where humanistic and biblical solutions to that condition differ. Writing and grammar teach the eight parts of speech, verbal phrases, clauses, usage, and mechanics. The English educational materials also review the seven sentence patterns; introduce advanced grammar

concepts such as tense sequence, perfect verbals, and adverbial nouns; and lead students through the writing process, teaching writing strategies such as variety, emphasis, and sentence logic. Writing projects include a research paper, a literary analysis, a narrative poem, an analytical essay, an interview, and an in-class essay.

## MATHEMATICS

\*NOTE - STUDENTS MUST TAKE AND PASS ALGEBRA 1 WITH A B OR HIGHER PRIOR TO ACCEPTANCE AT CCA HIGH SCHOOL.

### GEOMETRY

**1.0 credit**

Geometry helps develop thinking processes essential for future math courses and everyday life. The class is traditional in nature, requiring students to prove theorems and calculate with formulas. Each lesson reinforces geometry concepts and helps develop critical thinking skills. The text also presents geometry as a means of exercising dominion over the earth, loving our neighbors, and manifesting the orderliness and design of the world God created. The course meets college entrance requirements.

### ALGEBRA 2

**1.0 credit**

Algebra 2 focuses on developing reasoning skills through discussions of advanced algebra concepts such as quadratic equations, polynomials, complex numbers, logarithms, and trigonometry. Students will learn to solve algebraic functions and graph them. The course meets college entrance requirements.

### PRECALCULUS

**1.0 credit**

This course presents a balanced study of the foundations of calculus and practical, real-world applications. Students will review key families of functions before studying trigonometry and its applications. The study of matrices, analytic geometry, sequences, and series complete the foundation for higher math courses. The concluding chapters introduce descriptive and inferential statistics and differential and integral calculus. Special features present biblical perspectives of mathematics and its history. The course meets college entrance requirements.

### FINANCE/CONSUMER MATH

**1.0 credit**

Consumer Math helps students develop the knowledge and skills they need to handle their personal finances successfully. Topics include developing a budget, filing taxes, and planning a vacation. Stewardship & Scripture features encourage students to view their handling of money in light of scriptural teaching.



## **SOCIAL STUDIES**

### **WORLD HISTORY & GEOGRAPHY**

**1.0 credit**

World History guides students through the story of history, starting with creation and continuing to the present. Students will analyze five key themes throughout history from a biblical perspective: justice, power, citizenship, environment, and world religions. They will also do specific studies on Africa, the East, Asia, pre-colonization Americas, and empires in Africa, India, and Asia. As they trace the major patterns in world history, they will see how those themes point more and more clearly to the triumph of the kingdom of God. Cultural Geography helps students become informed citizens and empowered participants in society.

### **UNITED STATES HISTORY**

**1.0 credit**

United States History teaches students about the development of the United States as a nation in order for them to become informed and empowered citizens. The course begins with early American settlement, then moves on through the formation and early years of the nation, the Constitution, and the many challenges that have threatened survival. Students will develop their critical thinking skills as they learn to use their knowledge of the nation's history to make informed decisions about local, state, and national issues.

### **AMERICAN GOVERNMENT**

**.5 credit**

This course prepares students to be informed and empowered citizens with a biblical government perspective. It teaches students about our nation, its development over the last four centuries, and its system of government. Students will have the opportunity to examine primary sources that are foundational to understanding how the US government should operate.

### **ECONOMICS**

**.5 credit**

Economics introduces and explores key principles of economics from household purchases to the stock market. Each chapter includes personal finance sections that explain important economic principles and provide practical information about budgeting, banking, debt, credit, and interest. Students will also learn about issues related to national economic systems and policies.

## **SCIENCE**

### **PHYSICAL SCIENCE**

**1.0 credit**

This science course meets the students where they are: in the cafeteria, on the sports field, on the roads, and in the music room. Through physical science, students will learn how everything they do relates to chemistry and physics. In the chemistry chapters, they

will see the wonder in how matter and energy interact in the food we eat, the drinks we drink, and the matter that makes up our world. In physics chapters, they will see how things move, why things move, and why objects behave as they do.

## **BIOLOGY**

**1.0 credit**

Students explore the wonders of the living world. The Biology course endeavors to equip students to ethically engage in biological inquiry and recognize life's design, homeostasis, and conservation from a biblical worldview. Students will be able to discuss the process of homeostasis to biological structures at multiple levels, analyze living organisms, evaluate current and historical biological models, and apply a biblical framework to ethical issues in the realm of biology. This course meets the requirements of a lab science for college or a university.

## **CHEMISTRY**

**1.0 credit**

Through the study of chemistry, students will learn how many everyday events relate to chemistry. They will see the wonder in how matter and energy interact in the food we eat, what we drink, how cars move, and how medicine works. They will learn about how chemistry impacts the world around us and our obligation to help redeem others and the physical world with what we know about chemistry. This course meets the requirements of a lab science for college or a university.

## **PHYSICS**

**1.0 credit**

Physics equips students to ethically engage in the work of physics through a program of instruction, practice, inquiry, and engineering design based on real-world problems. Students will extend their knowledge and skills through strategic modeling and practice, case studies, evaluation of scientific models, and ethics activities. They will also be able to collect and analyze data as well as create their own models using discovery labs, inquiry labs, and collaborative STEM experiences. This course meets the requirements of a lab science for college or a university.

# **PHYSICAL EDUCATION**

## **FOUNDATIONS OF PHYSICAL EDUCATION**

**1.0 credit**

This introductory course provides an overview and fundamental skills for leisure and lifetime sports and activities. Some activities include basketball, soccer, volleyball, badminton, team handball, recreational football, and paddle games. Emphasis is also on learning HOW to be fit and staying fit for life. Classroom instruction includes topics stressing the 5 health components and principles of fitness. The class includes written and skill tests and periodic fitness assessments. Active participation is **required**. This is a full-year course.

## **FOREIGN LANGUAGE**

### **SPANISH 1**

**1.0 credit**

Spanish 1 takes an innovative and engaging approach to helping students not only learn about Spanish but learn to communicate at a novice-high level. All chapters present vocabulary and grammar within the context of the theme. Students will develop basic Spanish communication skills, learn to share the gospel, and study Spanish-speaking countries around the world.

### **SPANISH 2**

**1.0 credit**

Spanish 2 takes students on a cultural adventure and strengthens their foundations in Spanish communication. The program offers regular opportunities for practice and application as well as opportunities to use the language in conversation and in written responses to biblical worldview-shaping themes.

### **SPANISH 3**

**1.0 credit**

Spanish 3 develops students' mastery of vocabulary, oral communication skills, and grammatical structure with a special focus on verb forms. The text features true stories and letters from missionaries in Spanish-speaking countries. The Spanish educational materials teach the Spanish language as well as the culture.

### **SPANISH 4**

**1.0 credit**

The fourth year of Spanish builds on skills learned in the first three years. The student will continue to sharpen listening, speaking, reading, and writing skills through activities based on pedagogically proven methods of foreign language instruction. Throughout the course, students are exposed to the culture of the Spanish-speaking world to advance their understanding of its people, geographical locations, and histories.

# TENTATIVE SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00	Core 1	Core 1	Core 1	Core 1	Core 1
9:05 - 10:00	Core 2	Core 2	Core 2	Core 2	Core 2
10:05 - 11:00	Core 3	Core 3	Core 3	Core 3	Core 3
11:05 - 12:00	Core 4	Core 4	Core 4	Core 4	Core 4
12:00 - 12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 - 1:00	Bible	Bible	Bible	Bible	Bible
1:00 - 3:00	Elective	Foreign Lang	Elective	Foreign Lang	Elective

- PE must be taken during 9th grade
- History NOT taken until 10th grade

# COLLEGE PLANNING SERVICES

CCA will partner with a private guidance counselor/counseling agency to help develop the best plan for your child. By partnering with a company, CCA will arrange initial meetings in a question and answer format that will help guide the next steps in the college and career planning process. The goal is to help you sort through the mountains of information out there about college and planning for the future. How can they help?

- **Personal advisor, working with them — and you — to demystify the college search, application, and decision processes.**
- **Help you understand the financial requirements associated with attending your child's target colleges.**
- **Introduce your child to resources for finding potential scholarships and grants.**
- **Use software that can help your student determine which colleges are a good match and then manage the application process.**
- **Collect all of your student's college-going information in one place, and allow you and your student to access it from anywhere with any device.**
- **Determine which tests to take and when, based on the schools they're targeting.**
- **Help your student highlight their unique strengths and customize their approach for individual schools.**
- **Ensure your student knows what needs to be done and empower them to make the best decisions about their college choices.**

# SPORTS INFORMATION

Sports will NOT be offered at CCA for several years due to the lack of facilities and low number of enrolled students. It is our goal to implement sports in the future when the school grows to a significant number of students to support sports programs. In the meantime, here are some options for students wanting to participate in sports:

## **SOCCER**

LIONS REC AGES 4-15

<https://havasulionsfc.com/>

## **VOLLEYBALL**

FEVER 8TH - 11TH GRADE

<https://www.facebook.com/FeverVolleyball/about>

## **SWIM**

STINGRAYS AGES 5-18

<https://www.facebook.com/HavasusStingrays/>

## **GIRLS SOFTBALL**

AGES 4-16

<https://www.facebook.com/havasugirlsasasoftball/>

## **BOYS BASEBALL**

AGES 4-16

<https://www.lakehavasulittleleague.net/default.aspx?portalid=30420>

## **TENNIS**

4TH - 8TH GRADE

<https://www.lhcaz.gov/parks-recreation/programs-activities>