

INFORMATION & COURSE GUIDE



Reaching Higher

ENGAGING HEARTS & MINDS



WESTMINSTER
CHRISTIAN ACADEMY



WESTMINSTER GRADUATES...

Love the Lord

with all their hearts and walk with Him.

Know God created them

with beauty and purpose and live to bear His image
by creating things of beauty and purpose.

Understand the world

around them and discern and reject
the cultural idols of their day.

Value learning

and seek to discover God's created order.

Find joy

in their role as agents of kingdom
restoration in every area of life.

Honor the Lord

by honoring their families and serving their communities.

Cultivate their experience

at Westminster by pressing on toward
the high calling of Christ Jesus.

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Scripture taken from the Holy Bible, English Standard Version.



preparing **YOUNG PEOPLE**

MISSION: Westminster Christian Academy honors Jesus Christ by providing an excellent education, rooted in biblical truth as interpreted by the Westminster Confession of Faith, for the children of Christian parents. Faculty and staff enable students to discover and embrace a biblical view of the world and integrate that view into every area of life.

VISION: Prepare and equip more young men and women to engage the world and change it for Jesus Christ.

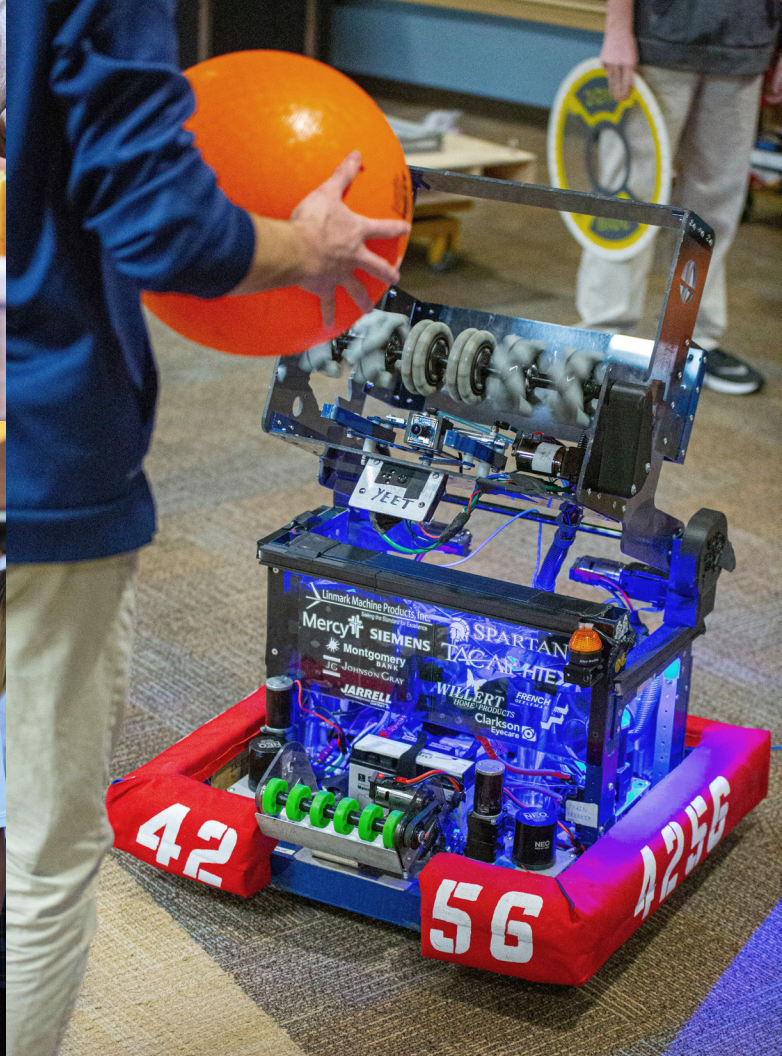
why a **CHRISTIAN SCHOOL?**

Whether you have been committed to Christian education for years or are just now exploring the possibilities, consider this: How can Christian parents best fulfill their obligation to train and nurture their children? What type of education effectively prepares children for the works of service to which they are called?

In Matthew 12:30, Jesus clearly teaches, “Whoever is not with me is against me, and whoever does not gather with me scatters.” A Christian school is not a place where a few elements such as prayer, chapel services, and Bible classes merely complement an otherwise secular education. Genuine Christian education integrates God’s Word into the curriculum, cocurricular activities, and every other aspect of school life, in turn enabling students to make a difference in the world for Him. While a Christian school is not a “safe house” from the evils of the world or a guarantee against sin, it does teach students about God’s commands, forgiveness, and grace. The Christian school should be the place where Christian families, the church, and the school prepare students for effective lives of service in God’s kingdom.

Westminster Christian Academy is a member of the Christian Schools Association of St. Louis.





learning

OUTSIDE THE CLASSROOM

Because learning doesn't just take place in the classroom, Westminster students have multiple opportunities to engage in cocurricular programs. These programs are led by Westminster faculty and staff and give students venues to learn about their gifts and abilities in a variety of ways. Cocurricular activities at Westminster include:

ACADEMIC & COMPETITION TEAMS

FIRST Robotics Team
Scholar Bowl Team*

STUDENT LEADERSHIP

Student Council Officers
Student Council Members
Student Ambassadors
Chapel Band Leadership Team
Chapel Leadership Team
Club Leadership
National Honor Society (10th–12th)
National Junior Honor Society (6th–9th)
Peer Counselors
Cultural Ambassadors

CLUBS & ACTIVITIES

Archery Club**
Art Club
Audio/Visual Club*
Bowling Club*
Drama Club
Fashion Club*
Fellowship of Christian Athletes*
Gaming Club*
Rock Climbing Club*
Scrabble & Tea Club
Skyjo / Card Games Club**
Spanish Club
U.N.I.T.Y. Club*

SERVICE OPPORTUNITIES

Faith in Action Service Program
Teacher Assistant Program

Clubs are open to all grades unless otherwise indicated.

*Grades 9-12

**Grades 7-8



SERVICE *and* LEADERSHIP

Westminster's Faith In Action service program provides students in grades 7–12 with opportunities to live out Westminster's vision and engage the local community and the world through acts of service. As part of the program, each grade level partners with a local agency serving children and families and engages in various service activities on and off campus throughout the school year. All students are encouraged to participate.

Westminster seniors participate in Senior Service by serving in various help agencies throughout the St. Louis community for two hours each Thursday morning of the school year.

Susie Brown—Director of Student Life
B.S.W. University of Missouri-St. Louis

Ashley Woodall—Assistant Director of Student Life
B.S. University of Missouri

Tim Muehleisen—Dean of Students
B.S. Taylor University
M.Ed. Grand Canyon University

Butler B'ynote—Assistant Dean of Students
B.S. The Ohio State University
B.A. The Ohio State University

David Ottolini—Director of Spiritual Life
B.A. Covenant College
M.A. Covenant Theological Seminary

school PROFILE

POST-HIGH SCHOOL PLANS

	2023	2022	2021	2020
COLLEGE BOUND	99%	96%	99%	99.5%
FOUR-YEAR COLLEGES	96%	94%	97%	96%
TWO-YEAR COLLEGES	3%	2%	2%	3.5%
MISSIONS WORK / MILITARY	1%	4%	1%	0.5%

2023 COLLEGE MATRICULATION

62%
PUBLIC

38%
PRIVATE

24%
IN-STATE

76%
OUT-OF-STATE

22%
chose Christian colleges

FACULTY

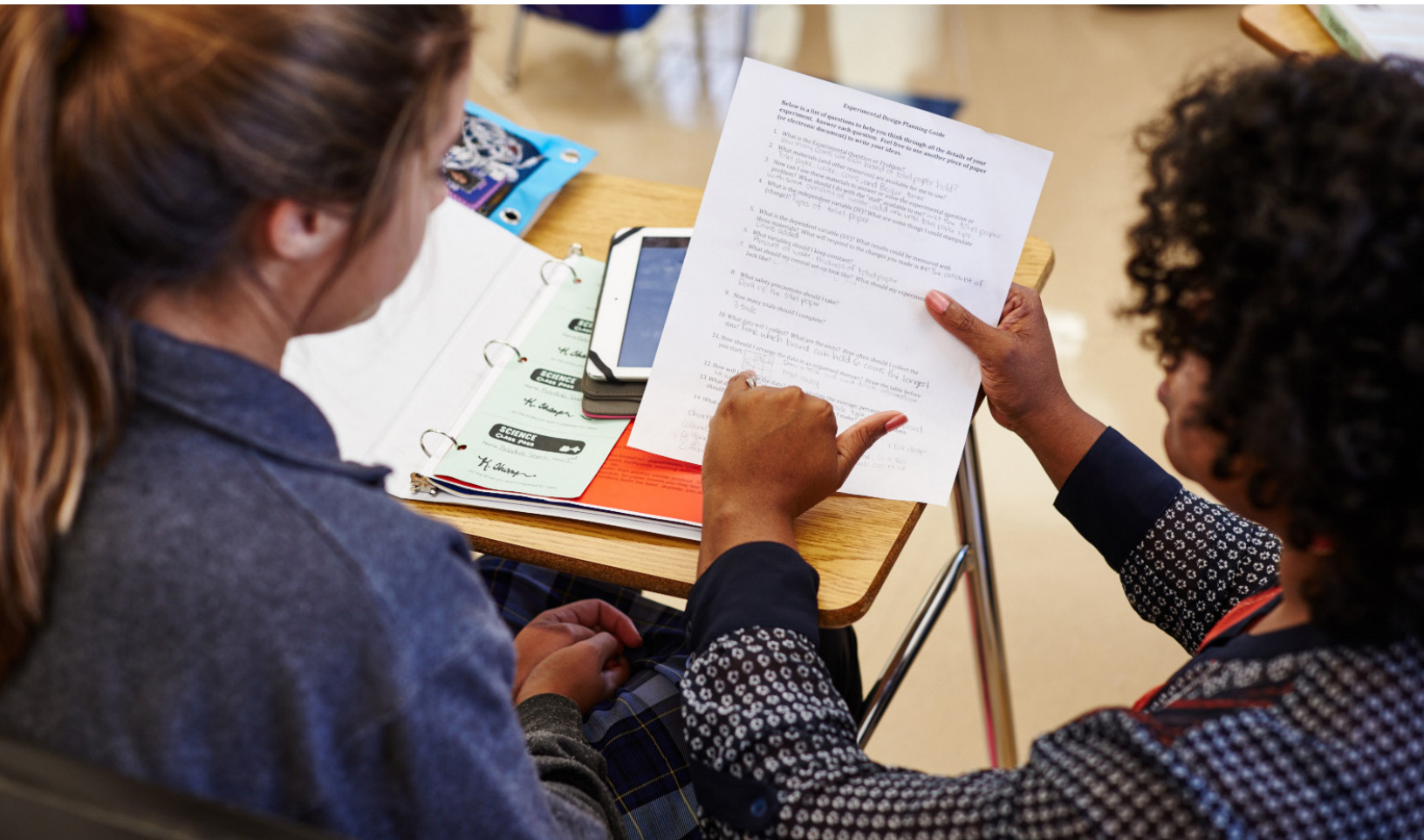
75 **21**
FULL-TIME PART-TIME

68% **9**
hold advanced *with*
degrees *doctorates*

Experience:
0-5 YEARS **6-15 YEARS**
14% **40%**
16+ YEARS
46%

academic ADVISORY

Academic Advisory is designed to encourage students to take ownership and responsibility for monitoring their own academic progress. Each week, students complete an academic form for their assigned advisory teacher. Using Westminster's online grade reporting system, students fill in the form with their updated, overall grades and a list of any missing or failed assignments. Teachers review these reports to identify the students they will talk to during Academic Advisory. These conversations allow teachers to brainstorm with students about action steps to encourage stronger academic success.





academic **HUB**

The George W. Knight III Academic Hub strives to promote lifelong learning, provide academic learning experiences, and share new ideas and resources; participate in the teaching and learning process; and provide varied materials and services for students, faculty, and staff in a flexible and caring environment.

Materials include books, periodicals, and nonprint items, in addition to a number of online databases provided in collaboration with the Saint Louis County Library ConnectED Virtual Library Program. Databases include: Oxford Reference, Academic Search Elite, MasterFILE Premier; Access World News, American National Biography, Opposing Viewpoints, and many more. These databases are available both on-campus and remotely. The Academic Hub also has a webpage and wiki that support student projects, accessible through the school website.

Please direct all questions and requests about the Academic Hub to academichub@wcastl.org.

Marjan Kempen—Academic Hub Facilitator
B.A. St. Louis University

GUIDANCE *and* COUNSELING

School counselors assist students with academic or personal concerns, especially concerns that prevent optimum school performance. The Guidance Department is committed to helping students:

- Recognize their God-given talents and uniqueness
- Develop particular potentials and gifts

As image bearers of our Lord and Creator, we recognize the fact that He has given each of us abilities and gifts that we are responsible to utilize for Him. The department desires to help students seek God's plan for their lives. Personal, academic, and college/career counseling will equip students for effective servanthood. Each student receives individual guidance during the registration process each school year. Parents are invited to a scheduling workshop in February where they become familiar with course choices and registration procedures.

Amy Andersen—Registrar

B.S. Baylor University

Jonnell Patton—Upper School Guidance Counselor

B.A. California State University, Long Beach

M.A.C. Covenant Theological Seminary

Shauna Collison—Upper School Guidance Counselor

B.A. Baylor University

M.A.C. Missouri Baptist University

Mollie Pfuetze—Middle School Guidance Counselor

B.S. University of Tennessee

M.A.C. Covenant Theological Seminary

Max Pott—College and Career Counselor

B.S. Truman State University

M.A. Truman State University

Ed.S. University of Missouri, Columbia

Karen Pollack—College and Career Counselor

B.S. Calvin College

M.A. Governors State University

Nicci Hsu—College and Career Counselor

B.A. Rutgers University, New Brunswick

Secondary Education Certificate, University of Missouri-St Louis

the gifted **PROGRAM**

An exciting development in Westminster's academic curriculum is the addition and expansion of The Gifted Program, a specialized track dedicated to comprehensively meeting the academic, social, emotional, and developmental needs of students identified as gifted learners. The program begins in middle school with compacted and enriched social studies courses and continues through the upper school, offering additional enriched course opportunities in the upper school. All gifted classes follow the approach of providing students with challenging coursework that allows each learner to make more complex connections and work at a pace and level that is best suited for his or her age and intellectual development.



administration

Barrett Mosbacker, Head of School

B.A. Cedarville University
M.Ed. Covenant College
Ph.D. University of North Carolina–Charlotte

Todd Fuller, Head of Finance and Operations

B.B.A. Evangel University
Certified Public Accountant (CPA)

Dani Butler, Head of Student Development

B. A. ACTS University
M. A. Covenant Theological Seminary
Ed. D. Maryville University
M.Ed. University of Missouri–St. Louis

Micah Gall, Head of Academic Development

B.A. Truman State University
M.A. University of Missouri–St. Louis

Jennifer Sengpiel, Head of Enrollment

B.A. Ohio Wesleyan University

Jeremy Marsh, Head of Institutional Advancement

B.S. U.S. Air Force Academy
M.P.M. University of Maryland
J.D. Saint Louis University School of Law
LL.M. The Judge Advocate General's Legal Center and School

Cory Snyder, Athletic Director

B.A. Washington University in St. Louis
M.A. University of Missouri–St. Louis

Heather Roth, 7th–8th Grade Principal

B.S. Union University
M.Ed. University of Texas

Kimberley Graham, 9th–10th Grade Principal

B.A. Wheaton College
M.Ed. Seattle Pacific University

Dan Burke, 11th–12th Grade Principal

B.A. Covenant College
M.A. Washington University in St. Louis

Tim Muehleisen, Dean of Students

B.S. Taylor University
M.Ed. Grand Canyon University

David Ottolini, Director of Spiritual Life

B.A. Covenant College
M.A. Covenant Theological Seminary

Susie Brown, Director of Student Life

B.S.W. University of Missouri–St. Louis

Chris Pederson, Director of Special Services

B.S. Quincy University
M.S.E. Quincy University



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WESTMINSTER CHRISTIAN ACADEMY

COURSE *guide*

MIDDLE SCHOOL PROGRAM

Westminster Christian Academy's middle school program provides a holistic, engaging, and encouraging environment for students in grades seven and eight. Within the program, students are challenged to think critically, apply their learning to life, see things through a Gospel lens, and practice collaboration to deepen community.

The traditional academic disciplines anchor the middle school experience. The middle school includes relevant and challenging learning experiences that establish a strong foundation for success at Westminster. Additionally, Honors classes are available within the math and English curriculum. Yet many other opportunities exist for students to grow and learn beyond these core classes. Students choose visual arts, performing arts, or STEM classes that expose them to opportunities to sing, dance, act, build, paint, and sculpt. These daily classes allow the exploration of individual gifting and bring beauty and resourcefulness into our students' lives.

Along with many course offerings and experiences, learning is also enhanced through the use of an iPad as an educational tool. Students are able to create, research, organize, and share in more meaningful ways while developing healthy habits and uses for technology in their own lives.

The physical education program is equally important to the middle school experience. It is our belief that this age group must engage in formalized physical activity. The students' physical growth and develop-

mental needs require careful attention. To achieve this end, each student is required to participate in a physical education class.

Students may also participate in our extensive middle school athletic program. Westminster's middle school offers a full range of athletic experiences in the fall, winter and spring sessions. Students have the opportunity to represent Westminster with excellence and integrity in interscholastic competition.

The success of our program is found in the nurturing, loving hands of the middle school teachers. In concert with parents, the teachers take great personal interest in their students and monitor their progress carefully. Grade level teaching teams and other resource personnel meet daily for interdisciplinary planning, review of students' progress and needs, and professional development. Students benefit from the collaborative effort of the Westminster faculty and staff.

Self-discipline and responsibility are required of students as they travel from class to class, maintain a locker, and develop relationships with teachers and peers. Planning and preparing for tests, quizzes, projects, and daily homework is a regular part of their routine. Their talents, energy, and character are stretched as they are challenged to begin developing into the Christian young men and women that God has planned for them to become.

GRADE 7	CORE COURSES	GRADE 8
Essentials of the Christian Faith: Old Testament 7 Foundations of Writing and Literature 7 Foundations of Writing and Literature 7 Honors Global Studies 7 Pre-Algebra 7 Concepts/Pre-Algebra 7/ Pre-Algebra 7 Honors/Algebra I Physical Education with Health 7 Life Science 7		Biblical Worldview 8 Foundations of Writing and Literature 8 Foundations of Writing and Literature 8 Honors Global Studies 8 Algebra I Concepts/Algebra I/Algebra I Honors/ Geometry Physical Education 8 Physical Science 8 World Languages (Spanish I and French I)
ELECTIVE COURSES		
Art 7 & 8 Band 7 & 8 Chorus 7 & 8	Orchestra 7 & 8 Musical Theatre 7 & 8	STEM 7 & 8 Drama 7 & 8

UPPER SCHOOL PROGRAM

Note: Some classes listed in this Course Selection Guide are not offered every year. All courses are subject to teacher availability and student registration.

Foreword to Parents

Westminster Christian Academy complements the Christian home and church in teaching and training young people in the way they should go, so when they are old they will not turn from it (Proverbs 22:6, NIV). The Westminster curriculum and programs are designed to integrate God's truth into every aspect of the school experience. Students and families should prayerfully consider the curricular and cocurricular choices available at Westminster and make decisions that will maximize opportunities to learn and grow in knowledge, wisdom, and grace.

Because the Christian education of a child is the responsibility of parents, decisions regarding the program of instruction that the student will pursue at Westminster should be reached after careful discussion and consideration. Parents should always be fully aware of the educational decisions involved in course selection.

Key Concepts for Parents

- Pray with your student regarding available choices.
- Help your student establish realistic goals that will guide decisions and shape performance.
- Seek the assistance of the faculty and staff at Westminster.
- Honestly assess the talents and interests God has given to your student.
- Reevaluate the direction and progress of your student's educational program each school year.
- Listen to your student and be sensitive to his/her feelings.
- Support the spiritual, academic, and cocurricular programs at Westminster.
- Share your thoughts with Westminster faculty and administrators regarding academic and cocurricular programs.

Key Concepts for Students

- The decisions I make today will affect the options that are available tomorrow.
- Middle and upper school years are important; missed opportunities cannot be recaptured.
- Discipline, self-control, and sacrifice are among the necessary ingredients that will help me succeed.

- My parents and teachers are dedicated to helping me be the person God wants me to be. I must respect and utilize their counsel.
- My response to God's gift of His Son is that I give my life to Him through obedience and service. I must dedicate every school, home, and church experience to His glory.

Graduation Requirements

The goal of Westminster is to prepare students for effective Christian living. Because most of our graduates pursue a college education, our programs provide the academic experiences that will lead to a successful and rewarding college education. Westminster believes that a thorough exposure to the liberal arts curriculum and a variety of courses in the practical arts are central to a well-rounded secondary school experience.

Students find that the College Preparatory and Scholars Diploma programs provide them with the opportunity to maximize their academic potential and prepare them for college. The College Preparatory program serves students desiring a challenging college-bound curriculum. The Scholars Diploma program encourages highly capable students to be aggressive learners while also providing the opportunity to earn college credit. The Guidance Department provides assistance in building an educational program that cultivates each student's strengths.

Philosophy

Westminster Christian Academy is an independent, coeducational, college preparatory school serving grades 7 to 12 and founded on the following:

- We believe that God is the creator and sustainer of all things and that Jesus Christ is the only redeemer of our fallen world. As a covenantal school, we are committed in partnership with home and church to a quality education based on these truths.
- We believe that our curriculum provides an academically diverse student body with knowledge in the traditional liberal arts and the skills and wisdom to apply that knowledge. Teachers are committed to designing and employing creative teaching strategies to meet this goal.
- We believe that a complete education transforms knowledge into practical action. The essential outcomes of our educational perspective are

the development and application of Christian character through leadership training, community service, cocurricular programs, and the building of relationships.

- We believe that trust, respect, and open communications are the foundation for both the school and community atmosphere. We expect staff and students to exemplify biblical standards in their attitudes and lifestyles and to take personal responsibility for the growth and development of others.

Educational Objectives

A Westminster education encourages students to:

- Respond personally to the gift of salvation.
- Develop a biblical value system that guides decision making.
- Develop individuality and self-acceptance based on God's grace and truth alone.
- Appreciate all people as God's image bearers.
- Recognize, embrace, and participate in the interpersonal relationships within the community.
- Develop basic competencies and applicable skills in theology, sciences, physical education, humanities, foreign languages, and practical and fine arts.
- Become lifelong learners.
- Participate in cocurricular activities with tenacity, poise, and perspective.
- Participate in interdisciplinary activities, recognize the interrelatedness of the disciplines, and synthesize the disciplines for themselves.
- Seek God's plan for their lives and follow God's leading in education, career choices, and lifestyle.
- Demonstrate responsible stewardship of time, talents, and resources.
- Respect and enjoy God's creation.
- Influence our culture, as redemptive agents in a fallen world, by applying God's standard of truth and grace.

Advanced Placement

Advanced Placement classes play an important role in the curriculum of Westminster in that they push students and teachers alike to strive for academic excellence as defined by a nationally recognized standard. Because AP tests are difficult and comprehensive, they challenge students both to master complex information and demanding concepts and analyze and reflect upon that knowledge in sophisticated ways. The fact that those students seeking to earn the Scholar's Diploma must pass at least four AP courses with a grade of C- or better indicates the importance Westminster places upon Advanced Placement work as a measure of academic rigor.

However, Advanced Placement tests should not be allowed to define or limit the curriculum of an AP course. Both Westminster's Philosophy of Curriculum and Philosophy of Pedagogy encourage teachers to dig deeply into the ideas and concepts of each course to ensure that students have not only a thorough knowledge base of important core concepts but also the ability to understand the relevance of that information to their lives and to God's world at large. That means that in the interest of deeper student understanding, teachers in each AP course must have and exercise the freedom to adjust their curriculum to focus on that information most vital to that field of study at the expense of total coverage of every concept or idea that might appear on an AP test. While Westminster believes that scores on an AP test matter, a lifelong love for a specific discipline matters more, so teachers should not sacrifice the search for deeper understanding and a sense of wonder about God's creation to the urgency of covering material that may or may not appear on the AP exam.

Westminster teachers will help prepare students for the AP test, but they will not teach to the test or compromise full commitment to the Westminster mission and vision.

DIPLOMA UNIT REQUIREMENTS

	COLLEGE PREPARATORY	SCHOLARS
Bible	3	3
Business & Comm.	1	1
English	4	4
Fine Arts	1	1
History	3	3
Math ^a	3	4
Physical Education	1	1
Science ^b	3	3
World Languages ^e	2	2
Electives ^c	3	4
TOTAL	24	26^d

- a. Colleges and universities require qualifying units of math to be at Algebra I or above.
b. Physics, Biology, and Chemistry are the three sciences required for the College Preparatory and Scholars Diplomas.
c. Elective Recommendation: Additional core courses (English, Mathematics, World Languages, Science and History) are strongly recommended.
d. At least four of these units must be Advanced Placement (AP) classes. AP credit will not be earned if a semester grade is less than a C-. A minimum cumulative GPA of 3.500 is required for grades 9 to 12.
e. Both years must be in the same language.

HONORS / AP / DUAL ENROLLMENT COURSES

	HONORS	AP	DUAL ENROLLMENT (DE)
BIBLE			
BUSINESS & COMM.			Principles of Economics Marketing I Entrepreneurship
ENGLISH	Expository Writing Literature of Western Civilization American Literature	Language & Composition Literature & Composition	
FINE ARTS	Upper School Band Upper School Orchestra Concert Choir	Music Theory Art History Studio Art	
HISTORY	Western Civilization (H)	Adv. U.S. History Adv. U.S. Government	Adv. U.S. History (AP) Adv. U.S. Government (AP) American Government
MATH	Geometry Algebra 2 Pre-Calculus Pre-Calculus with Derivatives	Calculus AB Calculus BC Statistics	Pre-Calculus Pre-Calculus (H) Statistics, Statistics (AP)
PHYSICAL EDUCATION			
SCIENCE	Physics 9 Chemistry Biology	Chemistry Biology Physics I & 2	
WORLD LANGUAGES	French 3 Spanish 2 and 3	French 4 and 5 Spanish 4 and 5	French 3 (H) and 4 (AP) Spanish 3, 3 (H), 4

Dual Enrollment (DE) – Westminster partners with Missouri State University, Missouri Baptist University, and St. Louis University for dual enrollment courses. Due to Higher Education accreditation standards, dual enrollment courses may vary year to year. Students qualifying for dual enrollment credit will receive a separate college transcript.

NCAA ELIGIBILITY REQUIREMENTS

The college counselors have a list of approved courses specific to Westminster that meet NCAA requirements for college enrollment. Please see any of the counselors if you have questions about this issue. The general guidelines for NCAA eligibility are listed in the boxes below.

Division I – 16 Core Courses

- 4 years English
- 3 years mathematics (algebra I or higher)
- 2 years natural/physical science (one must be a lab science)
- 1 year additional English, math, or science
- 2 years social studies
- 4 years additional core courses (from any area listed above, or from world languages, non-doctrinal religion, or philosophy)

Division II – 16 Core Courses

- 3 years English
- 2 years mathematics (algebra I or higher)
- 2 years natural/physical science (one must be a lab science)
- 3 years additional English, math, or science
- 2 years social studies
- 4 years additional core courses (from any area listed above, or from world languages, non-doctrinal religion, or philosophy)

Division III – 16 Core Courses (2013 and After)

Students must meet general admission requirements of the individual school. The school also sets its own athletic eligibility rules.

NCAA Division I schools require 10 core classes to be completed by the end of the junior year; and seven of the 10 must be a combination of English, math, or natural or physical science that meets the criteria above. All Westminster core courses meeting the NCAA definition above are NCAA approved. Division III schools can set their own admissions and eligibility standards.



BIBLE DEPARTMENT

Brian Burkey

B.A. Taylor University
M.Div. Covenant Theological Seminary

Kable Cunningham, Department Co-Chair

B.A. Covenant College
M.A. Covenant Theological Seminary

Luke Davis, Department Co-Chair

B.A. Covenant College
M.Div. Covenant Theological Seminary

Stephen Hess

B.A. University of Richmond
M.Div. Covenant Theological Seminary

Aaron Layton

B.A. Southeast Missouri State University
M. Div. Covenant Theological Seminary

David Ottolini

B.A. Covenant College
M.A. Covenant Theological Seminary

Matt Seilback

B.S. Lancaster Bible College
M. Div. Covenant Theological Seminary

Ken Wolfe

B.S. Baylor University
M.A. Webster University
M.A. Truman State University

“For I am not ashamed of the gospel, for it is the power of God for salvation of everyone who believes: to the Jew first and also to the Greek. For in it the righteousness of God is revealed from faith for faith, as it is written: ‘The righteous shall live by faith.’”

Romans 1:16-17

BIBLE

VISION

The purpose of the Bible Department is to reveal God, His sovereignty, and His deep love for mankind. Students are challenged to accept, believe, and apply the Gospel for salvation and a life of daily obedience and power, growing in grace, and giving all glory and honor to God.

STANDARDS

What a Westminster student learns and is challenged to do through the Bible courses:

- Believe that the Bible is God's loving and powerful Word to His children
- Believe that the Word of God gives direction needed to pursue obedience in daily life
- Understand the responsibilities to care for our world that accompany being created in the image of God
- Understand and interpret the world's philosophical and ethical teachings in the light of God's written Word
- Serve God through sincere love and fellowship with His people
- Share the gospel in love and service to others
- Integrate biblical truth into the entire Westminster Christian Academy curriculum
- Develop a Christian worldview and an understanding of how biblical principles apply to daily life

MIDDLE SCHOOL SEQUENCE

7th Essentials of the Christian Faith: Old Testament

8th Biblical Worldview

UPPER SCHOOL SEQUENCE

LEVEL	9TH	10TH	11TH	12TH
REQUIRED	New Testament	Christian Ethics*	Church History Spiritual Disciplines & Leadership	Worldviews
DUAL ENROLLMENT				
HONORS				
AP				

**Christian Ethics may be deferred to junior year if elective space is needed.*

ENRICHMENT

- Integration in all departments
- Field trips
- Guest speakers
- Seminars
- Integrated service learning

MIDDLE SCHOOL COURSES

Essentials of the Christian Faith:

Old Testament

I Unit

Students will study the narratives and teachings of the Old Testament so that they might understand the biblical storyline with Jesus Christ as its main focus. The framework of Creation, Fall, Redemption, Restoration forms the structure of text exploration. As students study select passages, they will participate in activities to help them see the scope of Scripture and connect individual parts to the whole flow of the Bible. In addition, the course emphasizes that students gain the skills to read, interpret, and apply Scripture passages using the "Context-Message-Response" (CMR) method. The class provides a foundation for further years of Bible study and growth in their understanding of the Gospel as shown in the years before Christ.

📖 Key Text: The ESV Student Study Bible

Biblical Worldview

½ Unit

This class will invite students to first recognize that every individual, culture, and institution has a set of values and truths that they live by—a worldview, but that the biblical story offers us the best way to understand ourselves and the world we live in. Students will continue to build on their knowledge of the Bible as a whole story (Creation, Fall, Redemption, Restoration) and will look at the previously studied Old Testament stories in a new way. Students will learn to challenge their assumptions, grow in critical thinking skills, and approach competing value statements with care and wonder at God's provision and plan, ultimately connecting their story to His story. It is our intention to strengthen students' faith as they deepen their understanding of the world God made and how they are called to live in it.

UPPER SCHOOL COURSES

New Testament

I Unit

Using the framework of Christ's ministry, death, and resurrection, students will discover the key teachings of the Christian faith. Major aspects studied will include faith and discipleship, along with the teachings, miracles, and parables of Christ. Students will utilize the Creation, Fall, Redemption, Restoration sequence of the biblical storyline and strengthen their biblical study skills through the CMR (Context, Message, Response) method. As learners, we will seek to make practical application and connection to everyday life in response to the Gospels' encouragements and challenges.

Christian Ethics

½ Unit

Christian Ethics is a semester course that focuses on student engagement with the broad Christian tradition of morality. Using scripture and critical thinking skills, students will approach essential questions of ideas, human life, relationships, and stewardship. Specific topics include free speech, diversity, abortion, euthanasia, marriage, homosexuality and transgenderism, business ethics, ecology, and immigration. Students will have ample opportunity to shape their moral views while understanding a variety of perspectives.

📖 Key Texts: *The Ten Commandments* by Kevin DeYoung; *Tough Issues, True Hope: A Concise Journey Through Christian Ethics* by Luke H. Davis

Redemption, Reign, Reform: Studies in Church History

½ Unit

This semester-long course explores the lasting historical and theological significance of major events in the history of Christianity. Students will assess and critique the impact of these critical turning points with a special emphasis on application for living in Christ's kingdom today. The hands-on nature of the class will emphasize practical and interactive projects, dramatic writings, and primary source analysis, with debates and historical re-enactments. Students will deepen their understanding of their own faith tradition while appreciating the richness of other streams of the "one holy, catholic and apostolic church."

Students will:

- Cultivate an appreciation and sensitivity for church history as being a product of its times within the providence of God.
- Develop their abilities to communicate ideas, to both ask and receive probing questions, and to sharpen their own critical thinking skills.
- Nourish and strengthen their own creative abilities to find themselves in the minds, souls, and footpaths of Christianity's history makers.

Spiritual Disciplines & Leadership

½ Unit

This course will assist the student in pursuing intimacy and conformity to Jesus Christ through the practical application of personal and corporate spiritual disciplines. Students will seek greater understanding of these matters through a study of the epistle to the Ephesians. Spiritual Disciplines will provide the student with tools to apply and deeper understand foundational scriptural truths concerning identity and character development rooted in Christ.

Worldviews

I Unit

In a secular and post-Christian culture, engagement with the world around us for the sake of Jesus becomes increasingly imperative and increasingly difficult. This course is designed to equip students to understand and winsomely engage people from any belief system and background. The goal of this course is to train students to understand and defend their faith so that they might engage the world and change it for Jesus Christ.

Students will:

- Come to understand the cultural forces that hold sway in our world today by studying and critiquing the history of thought in the Western world.
- Critically evaluate their own belief systems as well as the belief systems of those around them.
- Move beyond theory and into practice of defending their beliefs by reading widely, writing reflectively, and practicing oral presentation skills.

📖 Key Texts: *The ESV Student Study Bible*; *Recovering Eden: The Gospel According to Ecclesiastes* by Zack Eswine (selections); *The Reason for God* by Tim Keller (selections); misc. articles



BUSINESS & COMMUNICATIONS DEPARTMENT

Todd Fuller
B.B.A, Evangel University
Certified Public Accountant (CPA)

Han Kim
B.S. Millikin University

Brian Maloy, Department Chair
B.S. Southwest Baptist University
M.A. Southwest Baptist University

Jacob Stull
B.S. Greenville University

Scott Vonder Bruegge
B.S. William Jewell College
M.Ed. University of Missouri

“We labor, working with our own hands.”
I Corinthians 4:12a

BUSINESS & COMMUNICATIONS

VISION

The purpose of the Business and Communications Department is to prepare and equip students as restorers of God's creation.

MISSION

The Business and Communications Department ensures students create the connection between content knowledge (knowing), professional application (doing), and the integration of faith (being) through real work that restores communities for Jesus.

STANDARDS

Westminster Business and Communications Department graduates are people who:

1. **Express their Love of the Lord** in the way He has gifted them to create, connect, and capture value.
2. **Know God Created Them** by reflecting His image through the work of creating, caring (maintaining), and commissioning (engaging others).
3. **Understand the World** by pushing back on consumerism while redefining the mission of life and purpose of money.
4. **Value Learning** by engaging in real work that meets a real need for a real audience.
5. **Find Joy** in the process of developing the correctives for God's intended creation.
6. **Honor the Lord** by engaging the world through restoring relationships with God, relationships with others, relationships with creation, and knowledge of self.
7. **Cultivate their Experience** through the work Jesus sets before them.

UPPER SCHOOL SEQUENCE

	OPTION 1 For business/entrepreneurial-focused students	OPTION 2 For students not interested in business/communications	OPTION 3 For communications students
1ST COURSE	Intro to Business - ½ credit (prerequisite for all other business courses)	Intro to Business - ½ credit and/or Principles of Economics - ½ credit*	Yearbook 1 - 1 credit or Newspaper 1 - 1 credit or Video Storytelling - ½ credit
2ND COURSE	Marketing - ½ credit* and/or Finance and Accounting - ½ credit and/or Principles of Economics - ½ credit*	Principles of Economics - ½ credit* and/or Video Storytelling - ½ credit	Yearbook 2 - 1 credit or Newspaper 2 - 1 credit
CAPSTONE	Entrepreneurship - 1 credit *		

* This course may be taken for 3 hours of college credit

UPPER SCHOOL COURSES

BUSINESS

Introduction to Business

½ Unit

Introduction to Business is the survey course intended to prepare students to impact the world for Christ through their profession. The course introduces the core curriculum of creating, connecting, and capturing value. All this is done by redefining the spiritual vocation and acknowledging our calling to bring restoration through our work. Students will create a product and develop a corrective business to solve a real problem.

Introduction to Business is a semester-long course and may be taken by students in grades 9–12.

Students completing the course will be prepared and equipped in the following standards: 1, 2, 5, 6, & 7.

Principles of Economics (DE)

½ Unit

Principles of Economics is the survey course intended to push back on consumerism while redefining the mission of life and purpose of money. This is done by challenging economic systems and the underlying societal and cultural values that support those systems. Students will seek to find their place in economic growth and development on a macro, micro, and personal level.

Principles of Economics is a semester-long course and may be taken by students in grade 10–12. College credit (3 hours) is earned through Missouri State University.

Students completing the course will be prepared and equipped in the following standards: 1, 3, 5, 6 & 7

Finance and Accounting

½ Unit

Finance and Accounting is an in-depth analysis of capturing value through money. Students will practice “the language of business” by studying and using the systems of accounting to record financial transactions, prepare financial statements, and use this information to assess a business’s financial health. Students will also learn basic spreadsheet skills and investing principles throughout the semester. Finance and Accounting is a semester-long course and may be taken by students in grades 10–12.

Prerequisites: Introduction to Business or Newspaper/Yearbook

Students completing the course will be prepared and equipped in the following standards: 1, 3, 5, 6, & 7

Marketing I (DE)

½ Unit

Marketing is an in-depth analysis of connecting people to create value (the second component of the core curriculum). Students will create and develop brand and marketing strategies for a St. Louis-based small business. Students will interview the client and develop empathy for the client’s business and professional goals, oftentimes providing the needed language to the organizational mission. Students will develop brands to visually communicate the client’s goals. Finally, students will learn to communicate with potential customers by accurately positioning the brand in the marketplace. Marketing is a semester-long course and may be taken by students in grades 11–12. College credit (3 hours) is earned through Missouri State University.

Prerequisites: Introduction to Business or Newspaper/Yearbook

Students completing the course will be prepared and equipped in the following standards: 1, 2, 4, 5, 6, & 7

Marketing 2

½ Unit

Marketing 2 is the management course of the Business and Communications Department. The student will work as the client manager for the small business in Marketing. The student will provide organization, communication, and presentation preparation. Additionally, the student will be responsible for determining the scope of work and coordinating the projects. This position is limited to one student per section of Marketing.

Marketing 2 is a semester-long course and may be taken by students in grades 11–12.

Prerequisites: Introduction to Business, Marketing, application, and interview.

Students completing the course will be prepared and equipped in the following standards: 1, 2, 4, 5, 6, & 7

Entrepreneurship: Coffee (DE)

1 Unit

Entrepreneurship focuses on students creating products that enable customers to thrive and flourish. Kaldi’s Coffee helps to provide an immersive experience in the coffee business on the front end while the students learn how to develop and manage the business on the back end. Restoration through profession will be sought by developing correctives for relationships with others (serving a great product through a great experience) and relationships with creation (learned through the coffee industry).

Entrepreneurship is a year-long course that will be offered during periods 0 and 1 and may be taken by students in grade 12. College credit (3 hours) may be earned through Missouri State University.

Prerequisites: Introduction to Business, Marketing or Finance and Accounting, and business teacher recommendation.

Students completing the course will be prepared and equipped in the following standards: 1, 2, 4, 5, 6, & 7

COMMUNICATIONS

Newspaper Journalism I – Newspaper I Unit

First year newspaper staff members join a team as members of a small media business (800 News) in roles requiring them to learn to thrive in the first two forms of God's work: creating and maintaining. In this small business, students create the product and maintain the culture that allows it to continue. The opportunity exists for staff members to learn about value (creating it, connecting it to an audience, and capturing it), business, journalism, media, product development, and follow-through. They are given the chance to experience "joyful" restoration in real work that meets a real need for a real audience. Students will have the opportunity to work in all aspects of the communication and production process, including photography, design, and writing as they pertain to newspaper journalism. Staff members will:

- Become familiar with ethics and laws governing journalism.
- Recognize and use journalistic style in news, feature, opinion, and sports writing.
- Understand that communication is not merely the realm of the printed or spoken word but encompasses many mediums and delivery methods.
- Learn and implement journalistic standards related to copywriting, photography, design, interviewing, and research.
- Use technology (Adobe InDesign, Adobe Photoshop, Microsoft Word and digital cameras) in the production of the 800 News newspaper.

Students completing the course will be prepared and equipped in the following standards: 1, 2, 4, 5, 6, & 7

Newspaper Journalism 2 – Newspaper I Unit

This course is where the third form of God's work—commissioning others to carry on the work of creating and maintaining—becomes the focal point of those students choosing to engage in purposeful, continuous commitment as 2nd, 3rd, or even 4th year members of the newspaper staff. It is in this course that students are given the opportunity to demonstrate progress as designers, writers, innovators, editors, and leaders who contribute to maintaining the growth and health of the organization. Students have the freedom to choose paths of interest within the structure of the organization that allow them to show evidence of grit and follow-through. These paths include, but are not limited to, roles such as section editor, artist, graphic designer, social media manager, web developer, editor, photojournalist, sport reporter, and business manager.

Prerequisite: Journalism I–Newspaper

Students completing the course will be prepared and equipped in the following standards: 1, 2, 4, 5, 6, & 7

Magazine Journalism I – Yearbook

I Unit

First year yearbook staff members join a team as members of a small media business (800 News) in roles requiring them to learn to thrive in the first two forms of God's work: creating and maintaining. In this small business, students create the product and maintain the culture that allows it to continue. The opportunity exists for staff members to learn about value (creating it, connecting it to an audience, and capturing it), business, journalism, media, product development, and follow-through. They are given the chance to experience "joyful" restoration in real work that meets a real need for a real audience.

Staff members will:

- Recognize and use journalistic style in writing.
- Learn the power and role of story in communicating through feature-based journalism.
- Learn and implement journalistic standards related to copywriting, photography, design, interviewing, and research.
- Use technology (Adobe InDesign, Adobe Photoshop, Microsoft Word, and digital cameras) in the production of the Foundation yearbook.

Students completing the course will be prepared and equipped in the following standards: 1, 2, 4, 5, 6, & 7

Magazine Journalism 2 – Yearbook

I Unit

This course is where the third form of God's work—commissioning others to carry on the work of creating and maintaining—becomes the focal point of those students choosing to engage in purposeful, continuous commitment as 2nd, 3rd, or even 4th year members of the yearbook staff. It is in this course that students are given the opportunity to demonstrate progress as designers, writers, innovators, editors, and leaders who contribute to maintaining the growth and health of the organization. Students have the freedom to choose paths of interest within the structure of the organization that allow them to show evidence of grit and follow-through.

These paths include, but are not limited to, roles such as section editor, artist, graphic designer, social media manager, web developer, editor, photojournalist, and business manager.

Prerequisite: Journalism I–Yearbook

Students completing the course will be prepared and equipped in the following standards: 1, 2, 4, 5, 6, & 7

Multimedia /Video Storytelling

½ Unit

Video Storytelling is the communications survey course intended to prepare students to communicate through digital production. Students will produce digital products to connect people with created value. Students will develop skills and work through the process of digital communication to engage audiences through various video genres, such as the art of montage, promotional videos, and short films. Ultimately, students will be able to engage the world through the art of storytelling at the completion of the course.

Video Storytelling is a semester-long course and may be taken by students in grades 9–12.

Students completing the course will be prepared and equipped in the following standards: 1, 2, 4, 5 & 7



ENGLISH DEPARTMENT

Shelby Anderson

B.A. University of Alabama

Karen Bowman

B.S.E. University of Central Arkansas
TESOL Bridge Education Group

Dan Burke

B.A. Covenant College
M.A. Washington University in St. Louis

Micah Gall

B.A. Truman State University
M.A. University of Missouri-St. Louis

Kimberley Graham

B.A. Wheaton College
M.Ed. Seattle Pacific University

Caroline Hinrichs

B.A. Union University

Scott Holley

B.A. Washington University
M.Ed. Indiana University
Ph.D. Saint Louis University

Elizabeth Holliday

B.S. Missouri State University
M.S. Missouri Baptist University

Cherie Johnson

B.A. Moody Bible Institute
M.A. Covenant Theological Seminary

Taylor Orr, Department Co-Chair

B.A. Mississippi College
M.A. Washington University in St. Louis

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Kyle Roff

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M.A. Lindenwood University

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M.A. Truman State University

Heather Roth

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M.Ed. University of Texas

Lauren Simpson

B.A. University of Missouri

Heidi Thies, Department Co-Chair

B.A. Missouri Baptist University
M.A. Webster University

Ken Wolfe

B.S. Baylor University
M.A. Webster University
M.A. Truman State University

“Never to be completely idle, but either reading, or writing, or praying, or meditating, or working at something useful for all in common.”

Thomas à Kempis

ENGLISH

VISION

The purpose of the English Department is to provide students with an appreciation of literature and with the ability to evaluate great writing in light of Scripture. In addition, English studies provide students with the tools to communicate the written and spoken language clearly and concisely.

STANDARDS

What a Westminster student will learn and practice in English:

- Learn the philosophical basis of literary works and analyze those works in terms of a biblical philosophy
- Improve reading and speaking vocabulary
- Write effectively, concisely, and persuasively, with an expertise in grammar and writing skills
- Practice the recursive writing process in all writing
- Learn to write expository essays, short fiction, poetry, and research papers with a high degree of competence

MIDDLE SCHOOL SEQUENCE

- 7th** Foundations of Writing and Literature 7
Foundations of Writing and Literature 7 (H)
- 8th** Foundations of Writing and Literature 8
Foundations of Writing and Literature 8 (H)

UPPER SCHOOL SEQUENCE

LEVEL	9TH	10TH	11TH	12TH
REQUIRED	Expository Writing	Literature of Western Civilization	American Literature	Advanced Expository Writing
DUAL ENROLLMENT				
HONORS	Expository Writing	Literature of Western Civilization	American Literature	
AP				Language & Composition Literature & Composition

ENRICHMENT

- Integration with the History Department
- Cooperation with the yearbook and newspaper staffs
- Writing standards across the curriculum
- Reading comprehension strategies across the curriculum
- The Westminster Reading Initiative

MIDDLE SCHOOL COURSES

Foundations of Writing and Literature 7 I Unit

This is a foundational, comprehensive, language arts program that prepares students to successfully advance through the English program. Through a reader-writer workshop format, 7th grade students will be challenged to grow as effective writers, readers, researchers, speakers, and listeners. Inside the classroom learning community, they will grapple with the Christian worldview and draw personal application. Students will strengthen their writing skills as they learn to organize their essay structure, support their argument with specific details, and use proper grammar, mechanics, and formatting. They will also learn various techniques for writing with better coherence. Essay assignments will include: literary analysis, personal narrative, character analysis, research, and informal daily writing. With the goal of becoming more effective critical thinkers and communicators, students will read a variety of books for both enjoyment and analysis. They will improve their vocabulary while reading and through exercises using Latin and Greek root-based words.

📖 Key Text: *Get to the Root of It: Complete Greek and Latin Root Words, Book 1*; *The King of Mulberry Street*; *The Wolves of Willoughby Chase*; several independent books; various works of fiction and nonfiction.

Foundations of Writing and Literature 7 (H) I Unit

This course is an accelerated and advanced version of Foundations of Writing and Literature 7 (see course description above). In addition, within this course, students read at least seven novels and write many analytical and narrative essays. While reading various genres, students learn the art and craft of writing and how to relate literature to their life in a meaningful way. The course is designed for qualifying students who have an exceptionally high aptitude and mastery in verbal reasoning, vocabulary, language, reading comprehension, and writing mechanics and skills, as assessed through the placement test and standardized test score. They must be self-motivated and responsible learners, independent readers, and effective communicators.

📖 Key Text: *Get to the Root of It: Complete Greek and Latin Root Words, Book 1*; *I am Malala*; several independent books; various works of poetry, fiction, and nonfiction

Foundations of Writing and Literature 8 I Unit

This course is a rigorous reading and writing course meant to prepare students for high school English courses. It centers on the belief that good writers are first readers, so students will discover and practice better reading strategies through class novels, book clubs, and independent reading. Language skills are taught in a reader-writer workshop format which focuses on developing advanced literacy and strong writing skills. Students will spend time individually and collaboratively exploring a variety of mentor texts that will serve as models for student writing. The course will challenge students to choose from and write in a variety of genres, including journals, short-answer responses, poetry, fiction, and essays. Students will also study grade-level vocabulary, along with grammar, mechanics, and usage within the context of the writing units. Through the material in the course, students will be challenged to discover the role their

story plays inside God's larger story of redemption as they engage in today's culture and wrestle with issues presented through secular literature, both presently and historically.

📖 Key Text: *The Outsiders*; *Romeo and Juliet*; *Get to the Root of It: Complete Greek and Latin Root Words Book 2*; several independent books; various works of fiction and nonfiction

Foundations of Writing and Literature 8 (H) I Unit

This course is an accelerated and advanced version of the Foundations of Writing and Literature 8 course for qualifying students. Students will be expected to think analytically and critically and to write with a high level of proficiency. Students will discern the validity of the claims they make by applying knowledge of logical fallacies. Students must be self-motivated and responsible learners, independent readers, and effective communicators. A significant level of effort will need to exist for the student to meet and exceed the requirements of the course.

Prerequisite: To enroll in this course, a student must have the recommendation from the previous English teacher based on the English Department guidelines.

📖 Key Text: *The Outsiders*; *Romeo and Juliet*; *The ABC Murders*; *Get to the Root of It: Complete Greek and Latin Root Words Book 2*; several independent books; various works of fiction and nonfiction

English as a Second Language (ESL) I Unit

This course is designed to assist students whose first language is not English. English grammar, usage, and mechanics are emphasized, as well as academic writing. Students will increase their competency in English language skills in the areas of reading comprehension and writing. This course also provides a foundation for ESL students as they transition into middle school-level English writing in all other academic areas. A major emphasis will be placed on vocabulary to enhance success in the above skills. Teaching strategies include individualized conference-based instruction, current event discussions, and various class activities. By the end of this course, students will read and comprehend short academic materials in English and identify their main ideas and rhetorical purpose. Also, they will demonstrate an ability to structure simple five-paragraph essays with clearly stated main ideas.

UPPER SCHOOL COURSES

ESL Intermediate Reading and Writing I Unit


This course is designed to assist students whose first language is not English. Students will increase their competency in English language skills in the areas of reading and writing, including application of grammatical conventions. The focus is to help students obtain English proficiency in order to participate successfully in all academic areas. A major emphasis will be placed on vocabulary to enhance success in the above skills. Teaching strategies include individualized conference-based instruction, current event discussions, and various class activities. At the end of this course, students will read and comprehend short academic materials in English and identify their main ideas and rhetorical purpose. Also, they will demonstrate an ability to structure simple five-paragraph essays with clearly stated main ideas.

ESL Advanced Reading and Writing I Unit

This course is designed to assist students whose first language is not English. This course will review the principles of paragraph structure and focuses on basic five-paragraph essay organization, formatting, and revision. In addition, students will work with a variety of academic reading materials to develop basic reading skills needed to aid all other academic coursework. Teaching strategies include individualized conference-based instruction, current event discussions, and various class activities. A major emphasis will be also placed on preparation for TOEFL (Test of English as a Foreign Language), an international student admission requirement for American colleges and universities. At the end of this course, students will be able to write five-paragraph essays with correctly structured and coherent paragraphs; build an understanding of American academic expectations of summarizing, paraphrasing, and analyzing the ideas of others; and develop an awareness of different academic and professional contexts and increase English vocabulary for those purposes.

Freshman Expository Writing I Unit


Freshman Expository Writing prepares students to read and write competently across the disciplines. Students will learn the fundamentals of close reading, composition, mechanics, and style through a number of expository writing assignments driven by student choice. Each essay undergoes a number of drafts and receives individual attention throughout the process of writing, often in the form of a conference with the teacher inside or outside of class. Additional creative writing assignments may include short stories and poetry. Students are required to read a number of fiction and nonfiction literary selections, including works of their own choosing.

 Key Texts: *Vocabulary from Latin and Greek Roots IX*; *Trouble*; *Fahrenheit 451*; *To Kill a Mockingbird*; *Julius Caesar*; various excerpts of fiction and nonfiction

Freshman Expository Writing (H) I Unit


This course is an accelerated and advanced version of the FEW course for qualifying students. Students will be expected to think analytically and critically and to write with a high level of proficiency. Students must be self-motivated learners and independent readers, able to communicate well in small groups and whole class discussions.

Prerequisite: To enroll in this course, a student must have a recommendation from the previous English teacher based on the English Department guidelines.

 Key Texts: *Vocabulary from Latin and Greek Roots IX*; *The Poisonwood Bible*; *Fahrenheit 451*; *Antigone*; *To Kill a Mockingbird*; *Julius Caesar*; the Book of Esther; various works of fiction and nonfiction.

Literature of Western Civilization I Unit


This course will focus on the great literary works of the Western world, with an emphasis on the literature of the British Isles. The course reinforces the themes and eras studied concurrently in the Western Civilization course, but it also traces the story of redemption throughout literature. In addition to reading and discussing excellent literature, students will write at least four expository essays, one speech, and pen a one-act play. Each writing assignment is designed to teach, review, reinforce, or practice specific writing skills. The goals of this course are for students to learn to read and write analytically while critically interacting with the world.

 Key Texts: *Vocabulary from Latin and Greek Roots X*; *Till We Have Faces*; *Much Ado About Nothing*; *Frankenstein*; *Cry, the Beloved Country*; *The Odyssey*; several additional selected works of poetry, fiction, and nonfiction.

Literature of Western Civilization (H) I Unit


This honors level course is an accelerated survey. The course will focus on the great literary works of the Western world, with an emphasis on the literature of the British Isles. The course reinforces the themes and eras studied concurrently in the Western Civilization (H) course, but it also traces the story of redemption throughout literature. In addition to reading and discussing excellent literature, students will write at least four expository essays, one speech, and pen a one-act play. Each writing assignment is designed to teach, review, reinforce, or practice specific writing skills. The goals of this course are for students to learn to read and write analytically and speak persuasively while critically interacting with the world.

Prerequisite: To enroll in this course, a student must have the recommendation from the previous English teacher based on the English Department guidelines.

 Key Texts: *Vocabulary from Latin and Greek Roots X*; *Much Ado About Nothing*; *Jane Eyre*; *Frankenstein*; *The Odyssey*; *Macbeth*; *The Count of Monte Cristo*; several additional selected works of poetry, fiction, and nonfiction.

American Literature I Unit

This junior level course is a survey of both classic and modern works of American culture. Students will explore and evaluate several dominant American cultural standards portrayed within literature through a Reformed, Christian worldview. Ultimately, students will be asked to wrestle with how they can live a virtuous, godly life while they engage and shape American culture. Students will read selections of fiction and non-fiction in the form of novels, memoirs, articles, poems, and short stories. In addition to reading the texts, students will interact with worldviews presented in the literature in the form of writing and speaking. Writing assignments include multiple expository essays, including a multi-source research paper, and creative, reflective pieces. Classes are organized around group discussion of the texts and a structured writing process. The goals of this course are for students to learn to read analytically, write thoughtfully, speak persuasively, listen intently, and think critically.


 Key Text: *Vocabulary from Latin and Greek Roots XI*; *A Lesson Before Dying*; *The Call of the Wild*; *The Crucible*; *The Great Gatsby*; *The Moon is Down*; *The Scarlet Letter*; several additional selected works of fiction, nonfiction, and poetry.

American Literature (H)

I Unit

This honors level course is an accelerated survey of both classic and modern works of American literature and culture designed for students who are interested in reading both broadly and deeply. The American dream, the American mosaic, and the question of American identity—both historically and currently—are the themes woven through the readings and the topics for class discussions. Students examine the worldview of each writer, considering how each connects with or departs from a Reformed, Christian worldview. Students will be challenged to consider how they will be able to shape and create culture while remaining virtuous and godly people. In conjunction with the reading assignments are multiple expository writing assignments, including a multi-source research paper and additional creative writing assignments. Students will also write several on-demand pieces throughout the year in preparation for timed writings on standardized tests. Each writing assignment is designed to teach, review, reinforce, or practice specific writing skills. In addition to the assigned reading, students are required to possess an independent reading book of their choice. The goals of this course are for students to learn to read analytically, write thoughtfully, speak persuasively, listen intently, and think critically.


Prerequisite: To enroll in this course, a student must have the recommendation from the previous English teacher based on the English Department guidelines.

 Key Texts: *Vocabulary from Latin and Greek Roots XI*; *Death of a Salesman*; *Ethan Frome*; *The Crucible*; *The Great Gatsby*; *The Intuitionist*; *The Moon is Down*; *The Scarlet Letter*; several additional selected works of fiction, nonfiction, drama, and poetry.

Advanced Expository Writing

I Unit


This course is designed to refine expository writing skills in preparation for college and professional writing. Students will compose more than a dozen original essays in a variety of genres. Essays will deal with contemporary topics, social issues, and literature of many types. Each essay undergoes a number of drafts and is individually conferenced with a teacher. Advanced Expository Writing 12 will equip students to write across the disciplines with a clean, concise, and persuasive voice.

 Key Texts: *Vocabulary from Latin and Greek Roots XII*; *Unbroken: A World War II Story of Survival, Resilience, and Redemption*; *Into the Wild*; selected readings and essays

Literature and Composition (AP)

I Unit


This is an Advanced Placement course in literature that offers challenging readings from world classics. The focus of this course is to understand how literature—whether a novel, a poem, a play, or a short story—is an expression of a specific worldview. Students who are selected for this course should be accomplished writers and competent literary critics. Students will respond to literary selections in writing and will be able to tie together particular worldviews and philosophies with the selections they read.

 Key Texts: *The Power and the Glory*; *A Farewell to Arms*; *The Road*; *Heart of Darkness*; *Hamlet*; *The Plague*; selected readings and essays; various novels, plays, poems; short fiction from African, American, and European literature.

Language and Composition (AP)

I Unit

This is an Advanced Placement course in nonfiction and composition and offers readings from a wide range of contemporary and historical non-fiction writers. The course is issue-oriented; that is, students will explore a number of social problems and political controversies in an attempt to understand and interpret their relevance to the times in which they occurred and to our lives today. Particular attention will be given to helping students understand the worldviews that inform the competing sides of these matters. Close readings of these texts and analysis of their meaning and structure through both in-class and out-of-class writing assignments will be the major means of assessment for each unit. An understanding of the rhetorical strategies the authors use will be as important as determining the meaning and purpose of the works themselves. Students who take this course should be eager readers and accomplished writers.

 Key Texts: Please see the syllabus at this link for unit descriptions and key texts: bit.ly/wcasyllabus

Prerequisite: This class is open to seniors only.



FINE ARTS DEPARTMENT

Jim Butz

B.F.A. Webster University
Conservatory of the Theater Arts

Emily Dierking

B.S. Bradley University

Eric Gargrave

B.A. Indiana University
M.A. Indiana University
D.M.A. University of North Carolina
Greensboro

Mindy LeVar

B.A. Northwestern University
J.D. Washington University in St. Louis

Amanda Pinckard

B.A. Union University

Carrie Roberts

B.M. Evangel University
M.M. Northwestern University

Gina Rosenberg

B.A. Truman State University
M.A. Truman State University

**John Sarra, Director of Fine Arts /
Visual Arts Department Chair**

B.A. College of Charleston
M.F.A. Washington University in St. Louis

**Allen Schwamb, Performing Arts
Department Chair**

B.A. Fresno Pacific University
M.M. Northern Arizona University

Lizzie Vogel

B.F.A. Westminster College

“The Christian is one whose imagination should soar beyond the stars.”

Dr. Francis Schaeffer

FINE ARTS

VISION

The Fine Arts Department provides opportunities for study in music, theatre, and the visual arts. We are teaching students “to engage the world and change it for Jesus Christ” as they explore the wonder and beauty of God’s creation. They learn to honor God through their own creative acts and to assess the effect of those actions on the culture at large. Students are being equipped with the skills to discover, observe, interpret, express, and enjoy the arts. They apply these skills through musicals, plays, improvisational performances, art contests, and exhibitions as well as vocal and instrumental concerts.

MISSION

The mission of the Visual Arts at Westminster Christian Academy is to teach students to see the wonder of God’s creation, to equip them with skills and opportunities for personal expression, and to shepherd each individual toward a creative practice that extends beyond personal experience and into the lives of others.

MIDDLE SCHOOL ELECTIVES

7th Art, Theatre Arts, Chorus, Performing Arts, Band, Strings

8th Art, Theatre Arts, Chorus, Performing Arts, Band, Strings

UPPER SCHOOL SEQUENCE

The Visual Arts sequence begins with Introduction to Visual Art, after which students may progress through their choice of media-specific and advanced course options. AP Art History is available starting in the sophomore year without a prerequisite.

ELECTIVES

- **Art:** Introduction to Visual Art, Ceramics I, Ceramics 2, Digital Photography, Drawing, 3-D Design, Graphic Design, Oil Painting, Watercolor Painting, Printmaking, Advanced Studio Art, AP Studio Art, AP Art History
- **Music:** Band, Chamber Choir, Concert Choir, Music Composition, Jazz Band, Men’s Chorus, Music Theory (AP), Orchestra, Women’s Chorus
- **Drama:** Speech Communication, Theatre Arts: Improvisation, Theatre Arts: Production and Design, Theatre Arts: Scripts and Styles, Theatre Arts: Advanced Theatre Arts,

ENRICHMENT

Art Club, Plays, Musical, International Thespian Society, Set Club, All-District and All-State Honor Choirs, Concerts, Music Tour, Pep Band, All-District and All-State Honor Bands, and District and State Solo and Ensemble Festivals


PERFORMING ARTS

MIDDLE SCHOOL COURSES

Band (7 & 8)

I Unit

The band program emphasizes life-long musical and creative development through group performances and individual skill building. Performances include two formal concerts per semester with music chosen to present a variety of styles, cultures, and time periods. Eighth grade band additionally participates with the upper school in pep band functions. Skill development focuses on strengthening techniques particular to each instrument and additional topics including music reading and history. Members are prepared for and encouraged to participate in auditioned honor ensembles and solo and ensemble festivals. Daily individual practice is expected.

 Key Text: MusicFirst subscription, various apps (paid through student account)


Additional Fees: Uniform rental and occasional field trips

Prerequisite: 7th grade: None. / 8th grade: One year of band. **Beginners also welcome after consultation with the director.**

Strings (7 & 8)

I Unit

Middle School Orchestra is an ensemble comprised of 7th and 8th-grade students who play violin, viola, cello, or string bass. Participation in Middle School Orchestra gives a string student the opportunity to develop and refine music reading proficiency, intonation, tone quality, performance, and listening skills in a group setting. Performances in this year-long ensemble include two formal concerts per semester with music chosen to present a variety of styles, cultures and time periods. Daily individual practice is expected.

 Key Texts: Various sheet music, etudes, and exercises provided by the director.

Additional Fees: Uniform rental (\$10), school-day large instrument rental (\$50), and possible field trips including out of town festivals and competitions (\$550 max.).

Materials required: Students must bring instruments in working condition for daily rehearsals. Other necessary materials will be provided by the director. Some larger instruments are available for daily student use during the school day for a fee of \$50/school year.

Prerequisite: One year of private instruction, one year in a traditional string ensemble, or equivalent training and commensurate note-reading skills are required.

Chorus (7 & 8)

½ Unit

This class seeks to establish each student's musical abilities with an emphasis on performance. This class will meet daily for one semester. Students will explore and sing a variety of appropriate Middle School Choral literature. Skills such as healthy vocal production, basic musicianship, and sight-singing will be included in the class. Students will have the opportunity to perform in two concerts during the semester as well as other possible performances such as Grandparents Day, Veterans Day, Honors Choir, or the CSASL choral workshop.

Musical Theatre (7 & 8)

½ Unit

This class will meet daily for one semester. This class focuses on developing singing, acting, and movement skills in a variety of musical theatre performing styles. This class helps students learn how to analyze the lyrics of a song in order to find out how to communicate the story through vocal and physical expression. Students will learn basic dance steps for musical theatre and basic acting skills through scene work or small musical theatre productions.

Drama (7 & 8)

½ Unit

This is an overview to orient actors in the art of improvisation, creativity, imagination, sensory awareness, concentration and observation skills, voice projection, and movement. This is open to any interested seventh or eighth grader and is limited in size. Students will:

- Learn to understand and express the complexities of human nature.
- Discover many of the ways in which man is created in God's image.
- Reflect the creativity of their Master.
- Sharpen imagination and concentration skills.

UPPER SCHOOL COURSES

Upper School Band

I Unit

The band program emphasizes life-long musical and creative development through group performances and individual skill building. Performances include two formal concerts per semester with music chosen to present a variety of styles, cultures, and time periods. The Upper School band also functions as a Pep Band for select games. Skill development focuses on strengthening techniques particular to each instrument, music reading, history, and more. Members are prepared for and encouraged to participate in auditioned honor ensembles and solo and ensemble festivals. Daily individual practice is expected.

 Key Texts: MusicFirst subscription, various apps (paid through student account)

Additional Fees: Uniform rental, occasional field trips, and yearly tour

Prerequisites: At least one year of band, demonstrated fluency on instrument, or permission of the instructor

Upper School Band (H)

I Unit

This is an enriched class-within-a-class with Upper School Band (see description above). Additional required work includes private instruction, a weekly practice log, a short research paper and presentation on a music topic of the student's choice, three service hours to the department each semester, daily peer leadership, auditioning for All-District Honor Band, and participation in District Solo and Ensemble Festival.

Prerequisites: Approval by instructor—usually reserved for those who have had at least 3 years of band experience.

Jazz Band

½ Unit

Jazz Band is open to advanced instrumentalists in grades 9–12 interested in playing and developing their skills in various forms and styles of jazz and American popular music (rock, funk, etc.). Performances include two formal concerts per semester with music chosen to present a variety of styles, cultures, and time periods, and occasional service functions for Westminster events. Through classroom and individual work, students rehearse music, participate in in-depth listening, complete transcriptions from recordings, and study improvisation.

Daily individual practice is expected. Jazz band meets three times a week before school during the "0" hour beginning at 7:10 a.m.

📖 Key Texts: David Baker, *Jazz Improvisation: A Comprehensive Method for All Musicians*, Rev. Ed.; MusicFirst subscription, various apps (paid through student account)

Additional Fees: Uniform rental, occasional field trips, and yearly tour

Prerequisites: At least one year of instrumental music, demonstrated fluency on instrument, and permission of the instructor.

Upper School Orchestra

I Unit

Upper School Orchestra is an ensemble comprised of 9th–12th grade students who play the violin, viola, cello, or string bass. Instruction concentrates on advanced technical and expressive skills in an ensemble setting toward public performance. Performances in this year-long ensemble include two formal concerts per semester and a state large ensemble competition in the spring with music chosen to present a variety of styles, cultures, and time periods. In addition to formal concerts, USO is frequently invited to provide music for school functions. Students are encouraged to participate in honor ensembles like Metro8- and Missouri All-State-Honors orchestras. Upper School Orchestra members should plan to participate in the spring trip (\$550 max.). Daily individual practice is expected.

📖 Key Texts: Various sheet music, etudes, and exercises provided by the director.

Additional Fees: Uniform rental (\$20), School-day large instrument rental (\$50), and possible field trips including out of town festivals and competitions (\$550 max.).

Materials required: Students must bring instruments in working condition for daily rehearsals. Other necessary materials will be provided by the director. Some larger instruments are available for daily student use during the school day for a fee of \$50/school year.

Prerequisites: Two years of private instruction, two years in a traditional string ensemble, or equivalent training and commensurate note-reading skills are required.

Upper School Orchestra (H)

I Unit

This is an enriched class-within-a-class with Upper School Orchestra (see description above). Additional required work includes private instruction, a weekly practice log, a short research paper and presentation on a music topic of the student's choice, three service hours to the department each semester, daily peer leadership, auditioning for All-District Honor Orchestra, and participation in District Solo and Ensemble Festival.

Prerequisites: Approval by instructor—usually reserved for those who have had at least 3 years of orchestra experience.

Piano Lab

½ Unit

This one-semester class exposes students to the many aspects of learning the piano, focusing on the technical, innovative, and expressive aspects of the instrument. Students will learn the fundamental techniques of playing the piano, including scales and chords, and touch on music theory. The class also develops the ear with the inclusion of aural training. Students will acquire the language of music, including pitch, chord, scale, articulation, meter, and harmonization. Repertoire will range from classical to contemporary.

📖 Key Text: *Alfred's Group Piano for Adults, Book 1* (provided)

Intermediate Piano

½ Unit

This one-semester class exposes students to the many aspects of learning the piano, focusing on the technical, innovative, and expressive aspects of the instrument. Students will learn the fundamental techniques of playing the piano, including scales and chords, and touch on music theory. The class also develops the ear with the inclusion of aural training. Students will acquire the language of music, including pitch, chord, scale, articulation, meter, and harmonization. Repertoire will range from classical to contemporary, including folk songs and rudimentary jazz improvisation. May be retaken for credit.

📖 Key Text: *Alfred's Group Piano for Adults, Book 2* (provided)

Prerequisite: Students may be allowed into Intermediate Piano upon recommendation from instructor.

Men's Chorus

½ Unit

This is a TB choir for all high school men with an emphasis on defining the art and practice of choral singing. Training in basic musicianship, sight singing, and vocal production (focusing on issues specifically relating to the male voice) is an integral part of the class. Performance opportunities include in-school and off-campus venues. This choir will occasionally combine forces with Women's Chorus to perform SATB music. Students may take this class multiple years; no audition is necessary, but students should schedule an interview to determine what part they should sing.

📖 Key Texts: Various sheet music; MusicFirst subscription

Prerequisites: Interview with director to determine part

Women's Chorus

½ Unit

This is a SA choir for all high school women with an emphasis on defining the art and practice of choral singing. Training in basic musicianship, sight singing, and vocal production (focusing on issues specifically relating to the female voice) is an integral part of the class. Performance opportunities include in-school and off-campus venues. This choir will occasionally combine forces with Men's Chorus to perform SATB music. Students may take this class multiple years; no audition is necessary, but students should schedule an interview to determine what part they should sing.

📖 Key Texts: Various sheet music; MusicFirst subscription

Prerequisites: Interview with director to determine part

Concert Choir

I Unit

This SATB choir has openings for motivated singers who are willing to work hard to achieve excellence. The emphasis is on developing the art and practice of choral singing through a wide spectrum of literature via multiple performing opportunities (in-school and off-campus). Students in this choir should exhibit basic musicianship, healthy vocal production, and should be growing in their ability to read music at sight. This choir participates in State Choral Festival as well as a performing tour (approx. \$450). During the first semester, males will sing with Men's Chorus and females will sing with Women's Chorus (no additional time is necessary). Students may take this class multiple years; no audition is necessary, but students should schedule an interview to determine what part they should sing.

📖 Key Texts: Various sheet music, MusicFirst subscription

Prerequisites: Interview with director to determine part

Concert Choir (H)

I Unit


This is an enriched class-within-a-class with Concert Choir (see description above). Additional required work includes private instruction, a weekly practice log, a short research paper and presentation on a music topic of the student's choice, three service hours to the department each semester, daily peer leadership, auditioning for All-District Honor Choir, and participation in District Solo and Ensemble Festival.

Prerequisites: Approval by instructor—usually reserved for those who have had at least 3 years of choral experience.

Chamber Choir

½ Unit, 2 semesters

This SATB choir is auditioned from among those who enrolled in Concert Choir. This class meets three days a week before school for 55 minutes. It performs in all the same concerts as Concert Choir and Men's/Women's Chorus, plus several extra performances throughout the year as they come up. Students must pay a uniform charge (\$15-\$30) and are expected to use MusicFirst and attend the spring tour as part of Concert Choir. Students may take this class multiple years.


 Key Texts: Various sheet music, MusicFirst subscription

Prerequisites: Audition in May; concurrent enrollment in Concert Choir (An exception may be made for students who are concurrently enrolled in another full-year performance class.)

Music Composition

½ Unit

Music Composition is a project-based class focused on creation of both classical and commercial music. This course is open to advanced upperclassmen musicians (grades 10–12) who have experience in instrumental or vocal music. Basic piano skills and music theory are highly recommended. This class will develop students' skill in writing music by developing an understanding of part writing, knowledge of various instruments, and publishing music both by hand and using technology. Students will have the opportunity to hear their compositions performed by members of Westminster's bands, choirs, and orchestra.


 Key Texts: Various apps (paid through student account)

Prerequisites: Band, Choir, Piano Lab, or Orchestra

Music Theory (AP)

I Unit

This class will prepare upper school musicians for the rigors of university-level music classes. AP Music Theory will present an in-depth look at the ways composers create their music and the theoretical considerations behind music. Topics will include chords, chord sequence, scales, sight-singing, and melodic dictation. Though AP Music Theory is open to all instrumentalists or singers, regardless of whether they have performed in band, choir, or strings, involvement in a performance class at Westminster Christian Academy is highly recommended. Students enrolled in this course will take the AP Music Theory test in May.

 Key Texts: *Musicians Guide to Theory and Analysis* (provided); *Musicians Guide Workbook* (provided in class and paid through student account)

Prerequisite: Enrollment limited to juniors and seniors.

Introduction to Theatre Arts

½ Unit

Students will develop skills for performance through collaborative exercises, imaginative play, warm ups, improvisation, monologues, an overview of theatre history, and a study of basic theatrical terminology. This class is a fun beginner course for anyone interested

in learning more about the theatre. We will be on our feet moving around most of the time. There will be in-class performances in a safe and reassuring environment. This is not a class based on talent, but on a student's willingness to participate, play, and be creative!

This course is a prerequisite for the more advanced theatre courses.

Theatre Arts: Production and Design

½ Unit

Students will be given hands-on experience in the technical aspects of Theatre. Students will spend their days in the scene shop using tools to build the sets for the Westminster shows. Students will also spend time with our lighting instruments, on the lighting board, and on the sound board. If you want a class that is spent working with your hands and building things, this is the class for you!

There is no prerequisite for this course.

Theatre Arts: Scripts and Styles

½ Unit

Students will read a wide variety of plays/musicals across the theatrical spectrum and produce scene work in various theatrical styles including musicals. The content of this course is deeply literary, historical, and performance-oriented. The theatre has played a significant role in the literary tradition of Western Civilization, from Sophocles to Shakespeare and from George Bernard Shaw to Sam Sheppard. The aim of this course is to create deeply literate and pan-historical theatrical students.

Prerequisite: Introduction to Theatre Arts

Theatre Arts: Improvisation

½ Unit

Improv is a form of theatre that is entirely made up on the spot by the performers. It is an exhilarating and challenging experience for those looking to exercise thinking on their feet, enhancing their communication skills, and learning to work collaboratively and creatively with a close-knit group. This class is very energetic, creative, hilarious, and loud.

Prerequisite: Introduction to Theatre Arts

Theatre Arts: Advanced Theatre Arts

½ Unit

Students will work with classmates to create and produce one acts, a cabaret (musical theatre), and original work. This is intended to be a capstone course that ties together performance skills, technical knowledge, and a grasp of a wide array of theatrical material. Students will be engaged in significant projects which they will perform before an audience. The purpose of this course is to assist students in becoming autonomous creative artists who know how to conceptualize, generate, and create their own work.


Prerequisites: Introduction to Theatre Arts, Production and Design, Scripts and Styles

Speech Communication

½ Unit

This is an overview of the basic aspects of speech. Students will:

- Become comfortable in front of an audience.
- Increase research ability and verbal and nonverbal communication skills.
- Learn the fundamentals of speech making (preparation, memory improvement, good delivery, platform presence, introduction, conclusion, organizational skills, and critical listening skills).

 Key Texts: Various texts

Prerequisite: Completion of sophomore English

VISUAL ART

MIDDLE SCHOOL COURSES

Art (7)

½ Unit

This course introduces objectives that emphasize material exploration, the analysis of images, and participation in the creative process through experiential learning. Students develop skills to communicate and interpret ideas through visual language with an emphasis on representational methods. They will explore the meaning of works of art by learning to identify subject matter, themes, genres, and symbols. In addition, students will learn to apply a Christian worldview to the evaluation of beauty, value, purpose, and meaning as they are expressed through works of art.

Art (8)

½ Unit

This course builds on the concepts and practices of Art (7) through synthesis and application. Students will apply more complex technical skills informed by the elements of art and principles of design. Media and techniques are chosen for their expressive and descriptive potential. Students begin to produce works of art that are improved and revised through a process of sketching, studies, and final works. They will compare Western traditions to those of other world cultures and investigate ways that context influences meaning. Students will begin to develop a personal aesthetic through creation and critical dialogue. This articulation of reasoned judgements will allow students to relate the discipline of art to other fields of knowledge and to understand its place within their own worldview.

UPPER SCHOOL COURSES

Intro to Visual Art

½ Unit

This studio course emphasizes the development of skills to create, discuss, and understand works of art. Students will participate in thematic investigation of visual communication and the creative process while exploring aspects of craft, art history, criticism, and aesthetics in two- and three-dimensional work. Students will maintain a portfolio of their work, and select pieces will be carried forward to the next level of study. This course is a prerequisite for all visual arts courses.

Ceramics I

½ Unit

In this introduction to the ceramic arts, students will learn pinch, slab, and coil methods of hand building with clay while gaining familiarity with the tools and procedures of the ceramics studio. This class explores relationships between form and surface, function, and aesthetics through creative problem-solving. Each student will maintain a portfolio of his/her work, and select pieces will be carried forward to the next level of study.

Prerequisite: Intro to Visual Art

Ceramics 2

½ Unit

In this advanced ceramics course, students expand their technical and conceptual skill sets while building vessels and sculptural forms. The potter's wheel is introduced, and students will learn how to throw traditional and innovative vessels. Each student will maintain a portfolio of his/her work, and select pieces will be carried forward to the next level of study.

Prerequisite: B+ or higher in Ceramics I

Digital Photography

½ Unit

This introduction to digital photography is a studio course that focuses on the elements of art and the principles of design as they apply to photographic image making. Software will play a secondary role in the curriculum. Thematic and technical approaches will provide students with a wide variety of applications for this popular medium. Students will maintain a portfolio of their work and select pieces will be carried forward to the next level of study. Requirements: Students will provide their own digital (DSLR) camera, batteries, and memory cards.

Prerequisite: Intro to Visual Art

Drawing

½ Unit

In this introduction to drawing, students will learn strategies of representation and communication using a variety of drawing media. They will explore traditional and contemporary methods while developing technical and conceptual skill sets. Students will learn to see the world differently and to tap into the creative potential of what they see. Each student will maintain a portfolio of his/her work, and select pieces will be carried forward to the next level of study.

Prerequisite: Intro to Visual Art

3-D Design

½ Unit

This studio course introduces students to the design, construction, and alteration of three-dimensional objects and environments. The design process allows students to cultivate critical and creative thinking and purposeful decision making as they integrate understandings of depth, space, volume, and surface. They will learn technical processes and vocabulary while working with wood, clay, plaster, fabric, and other media. 3D designers understand and alter objects and spaces for effect, to challenge and enhance the way we see and experience space.

Prerequisite: Intro to Visual Art

Graphic Design

½ Unit

In this project-based studio course, students learn career and communication skills in graphic design, print media, and commercial art. This course develops the foundational skills in visual communications: design principles, photo editing, color theory, research, project management skills, peer review, and redesign. Students explore various print genres such as poster design and marketing design for communication in a commercial setting. Students learn to work in collaborative teams, generate and respond to project feedback, and work with clients.

Applications: Google Docs and Presentations, Adobe Creative Suite

Prerequisite: Intro to Visual Art

Oil Painting

½ Unit

This studio course introduces the materials and methods of oil painting. Students will explore the potential of the media for representation and communication through a comparative study of artists past and present. Each student will maintain a portfolio of his/her work, and select pieces will be carried forward to the next level of study.

Prerequisite: Intro to Visual Art

Watercolor Painting

½ Unit

This course provides an introduction to transparent media with an emphasis on watercolor. Students will gain familiarity with materials and methods through experimentation and the creative application of color theory. Each student will maintain a portfolio of his/her work, and select pieces will be carried forward to the next level of study.

Prerequisite: Intro to Visual Art

Printmaking

½ Unit

This studio course introduces a variety of printmaking processes and materials including monotype, relief, and intaglio. Students will learn methods for hand printing and operation of the printing press as they explore the possibilities of unique images, editions, and collections. Students will maintain a portfolio of their work and select pieces will be carried forward to the next level of study.

Prerequisite: Intro to Visual Art

Advanced Studio Art

½ Unit

This two-dimensional studio course is designed for students who have completed at least one media-specific course beyond Intro to Visual Art. It provides advanced study in areas of student interest and the opportunity for portfolio-building. A variety of materials and methods will be employed. This course is designed for motivated students capable of self-directed, thematic work.

Prerequisites: Recommendation required, Intro to Visual Art, and at least one of the following: Drawing, Watercolor Painting, Oil Painting, Photography, Graphic Design, or Printmaking.

Studio Art (AP)

I Unit


This studio course provides opportunity for the advanced, intensive study of visual art while guiding students through the portfolio-building process. It is designed for highly motivated students with a serious interest in the study of art. Students will learn to recognize and develop quality within their own work while undertaking a sustained investigation of a particular visual interest or problem. They will employ a range of approaches as they explore formal, technical, and expressive ways of approaching this goal. Instead of a traditional exam, final portfolios for 2D Design, 3D Design, or Drawing are submitted to the College Board for review and assessment.

Prerequisites: Intro to Visual Art and at least one media-specific course in your area of interest.

Art History (AP)

I Unit

The AP Art History course explores the nature of art through its uses, meanings, manufacture, and effects. It investigates the diverse artistic traditions of cultures from prehistory to the present, and helps students develop an in-depth understanding of the history of art from a global perspective. Students will learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, processes, and products throughout history.

 **Key Texts:** *Gardner's Art Through the Ages: A Global Perspective*, 14th Edition.

Prerequisite: This course is designed for juniors and seniors only.



HISTORY DEPARTMENT

Bennie Anderson

B.A. Tennessee State University

Ken Boesch

B.A. University of Wisconsin-Madison
B.C.M. Colorado Christian University
M.A.T. Webster University

Jeff Gall, Department Chair

B.A. Cornell College
M.A.T. Drake University
Ph.D. University of Missouri

Chris Knerr

B.S. Miami University
M.A. Covenant Theological Seminary
M.A. Washington University in St. Louis

Mindy LeVar

B.A. Northwestern University
J.D. Washington University in St. Louis

David Lochmann

B.S. Southeast Missouri State University
M.S. Southwest Baptist University

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M.A. Lindenwood University
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B.S. University of Illinois-Champaign
M.A. Covenant Theological Seminary

“History is a continuing parable whereby God’s purposes are revealed for those with eyes to see.”

Malcolm Muggeridge

HISTORY

VISION

The purpose of the History Department is to provide the student with the necessary basis to develop a conceptual understanding of humanity's patterns of interaction, and to view history as a continuing parable which reveals God's purposes. The student will be better prepared to function in and redeem the culture.

STANDARDS

Westminster History Department graduates are people who:

- Love the Lord by identifying the story of how His created people have both fallen and lived in the midst of God's plan of redemption for humanity and the world.
- Know God created them to be image bearers of Christ within a specific concept of time, space, and culture.
- Understand the world around them as a story shaped by historical and current events that can be interpreted through analysis, reasoning, and an awareness of God's plan of restoration.
- Value learning, enabling them to exercise wisdom and discernment while taking part in civil discourse on challenging issues.
- Find joy in their role as agents of kingdom restoration by participating in their communities as citizens, and by applying biblical correctives to a world that has remained broken through history.
- Honor the Lord by thinking outside of themselves and their time and place.
- Cultivate their experience at Westminster by acting as Christian influencers in the historical narrative that will be their lives.

MIDDLE SCHOOL SEQUENCE

7th Global Studies 7

8th Global Studies 8

UPPER SCHOOL SEQUENCE

LEVEL	9TH	10TH	11TH	12TH
REQUIRED	The History of Global Conflict	Western Civilization	U.S. History	American Government
DUAL ENROLLMENT			Adv. U.S. History	Adv. U.S. Government American Government
HONORS		Western Civilization (H)		
AP			Adv. U.S. History	Adv. U.S. Government

ELECTIVES

- Mock Trial
- Psychology
- Race and Culture

ENRICHMENT

- Field trips, guest speakers, out-of-class activities

MIDDLE SCHOOL COURSES

Global Studies 7

I Unit

Global Studies 7 is a social studies course in which students will learn about the regions, nations, and people groups of the world. The first semester will be dedicated to developing foundational social studies skills such as reading comprehension, critical thinking, research, and interpreting data. The course will also explore geography concepts such as physical and human geography, map skills, economic systems, political systems, world religions, and cultural diversity. In the second semester, student learning will focus on the physical and human geography of North America, South America, and Africa.

Global Studies 7 and Gifted Exploration

I Unit

This course is the first year of a two-year sequence in which students study world history, practice critical thinking skills, and begin developing into independent learners. In this first year, students begin with a mini-unit on historical thinking skills before studying Early Humans; Cities, Societies, and Empires; Regional Webs; the First Global Age; and Liberal and National Revolutions. The critical thinking curriculum requires students to practice skills such as evaluating premises and mapping arguments in the context of real arguments from texts in a variety of fields. Finally, students engage in a variety of discussions and activities to develop cognitive, emotional, social, and health skills in an endeavor to become independent learners. Students cap the year with a presentation of their first independent investigation at "The Night of the Notables."

Prerequisite: Admission to the Gifted Program

Global Studies 8

I Unit

The first semester of Global Studies 8 focuses on the geography and history of Asia and Europe. Attention will be paid to key skills like historical thinking, close reading, note taking, and preparing for tests. In the second semester, students will study the history and geography of the United States. By the end of the semester, students will understand why people settled in America and the unique economic and cultural features that developed in the different regions. The course will end with a study of the Civil War. Global Studies 8 provides a solid understanding of the United States' founding and values that will serve as the backbone for high school history courses.

Global Studies 8 and Gifted Exploration

I Unit

This course continues the students' studies from Global Studies 7 and Gifted Exploration in world history, critical thinking, and autonomous learning. In this second year, students study Industrialization; Imperialism, Colonialism, and Responses; World War I; Interwar and World War II; End of Empire and Cold War; and Globalization. Students add some formal logic knowledge to their critical thinking toolbox and complete a second independent investigation before hosting a group seminar in the second semester.

Prerequisite: Admission to the Gifted Program

UPPER SCHOOL COURSES

History of Global Conflicts

½ Unit

This is a semester-long course that explores the historical context of modern conflicts and asks students to evaluate potential solutions in light of the historical and present contours of political and economic tensions around the globe. The course surveys the historical and modern complexities of the Cold War, interdependence and trade, and challenges to the U.S. in the Middle East. The course will also examine the ancient roots of the Israeli-Palestinian conflict and explore the geographic, political, and religious components that combine to make this conflict unique in its complexity. Students evaluate each conflict from the perspective of American foreign policy to develop an awareness of the difficulty of each conflict and to understand the political and economic factors that have shaped the American response to these problems. Students are also asked to struggle with how to view and speak about these issues in light of a biblical perspective.

 Key Text: CHOICES Curriculum, Brown University

Western Civilization

I Unit

This thematic survey investigates the political, social, intellectual, and artistic history of the West beginning with the Greco-Roman world and ending with the rise of dictatorships in the mid-20th century. The course seeks to develop an understanding of Western history, enabling students to identify the contributions of artists, philosophers, writers, filmmakers, and politicians and evaluate their influence and legacy from a Christian perspective. Students will interact with a variety of primary sources, literary selections, films, and artistic works, and will respond to these selections in a series of simulation activities, projects, discussions, and essay responses that enable students to integrate their understanding of historical materials with the surrounding culture. Students will:

- Think critically, holistically, and biblically about our Western culture; identify major figures, ideas, and developments in the history of Western civilization; and explain their interrelationships and significance.
- Explain and evaluate the impact of Western civilization, past and present, on the rest of the world.
- Evaluate the major developments in Western civilization in view of the Bible's teachings about the human condition and God's sovereignty.

 Key Texts: *Lord of the Flies*, 1984

Western Civilization (H)

I Unit

Western Civilization has shaped and continues to shape the economics, politics, and arts of the world in a multitude of ways. In this course, we will examine the roots of modern Western culture through the exploration of the political, social, intellectual, and artistic history of the West. The course begins with the Middle Ages and ends with the rise of dictatorships in the mid-20th century. In addition to the introduction of important events and individuals, students will be asked to evaluate the works of great philosophers, theologians, artists, and musicians and to develop the thinking and discernment skills necessary to understand and engage post-Christian culture. This course will enable students to develop the skills of an historian, such as analysis of primary and secondary source documents, making historical connections across periods, developing chronological reasoning, and formulating and defending arguments. The level of

difficulty of readings and assessments distinguishes the course from regular Western Civilization.

📖 Key Texts: *A History of Western Society for the AP Course* by McKay and Perry; *Lord of the Flies* by William Golding; *1984* by George Orwell

U. S. History

I Unit

This class is a survey of United States history from the Industrial Revolution to the War on Terror. The class is taught through the reading of a narrative history of the nation, engagement with primary sources from the past, lively discussions, and plays and debates that encourage students to step into America's past. Students will:

- Learn to view U.S. history from a Christian worldview.
- Understand the progress and paradoxes of our nation's history.
- Connect issues from America's past with issues that confront us today.

📖 Key Text: *America: The Last Best Hope Volume II* by William Bennett

Advanced U. S. History (AP/DE)

I Unit

This class is a college-level survey of U.S. history from the colonial era to the present day. The course is taught with an intensive reading of both primary and secondary sources. There is a strong emphasis on historical thinking and writing skills. In this course, students will:

- Develop critical thinking, reading and writing skills (rigor)
- Through civil discourse in the classroom, consider complex and enduring questions that have faced the nation from its origins to present day (relationship)
- As Christians and citizens, evaluate our nation's past and how it has succeeded and failed to live up to biblical concepts of justice and the ideals of the American Creed (restoration)

Students must either take the AP exam or choose to take the course for dual enrollment credit.

📖 Key Texts: *Land of Hope* by Wilfred McClay; *Narrative of the Life of Frederick Douglass* by Frederick Douglass; *Flags of Our Fathers* by James Bradley

Prerequisites: Teacher recommendation

American Government (DE)

1/2 Unit

This course is a study of the origins of the United States government and its present status and functions. It develops in students the ability to recall factual information, interpret data, and develop and defend theses about causes, effects, and relationships of constitutional issues. This course encompasses the following topics:

- Values and principles embodied in the Constitution and the shaping of American institutes and practices.
- Development and expansion of the protections of the Bill of Rights.
- Practical applications of specific rights which are protected via the Bill of Rights.
- Roles of citizens in American democracy.

📖 Key Text: *The Words We Live By* by Linda Monk

Advanced U.S. Government (AP/DE)

I Unit

This class is a college-level survey of the U.S. Constitution and its attendant institutions: the legislative, executive, and judicial branches of government. The course is taught with an emphasis on textual analysis of the Constitution. Out of this focus, the student learns not only the content of the Constitution, but the philosophical foundations of constitutionalism, republicanism, and democracy. Primary and secondary readings are used to connect critical thinking skills

with contemporary affairs. Students will:

- Develop critical thinking, reading, and writing skills (rigor)
- Through civil discourse, consider complex and enduring political questions that have faced the nation from its origins to present day (relationship)
- As Christians, evaluate how the nation's political development has both succeeded and failed to live up to the biblical concepts such as human freedom, justice, mercy, rule of the law, and the ideals of the American Creed (restoration)

Students must either take the AP exam or choose to take the course for dual enrollment credit.

📖 Key Texts: *American Government: Institutions and Policies*, by James Q. Wilson; *The Words We Live By*, by Linda Monk

Prerequisites: Teacher recommendation

Mock Trial

1/2 Unit

In this one-semester course, students will learn the vocabulary and process of a trial court, develop their critical thinking, oratory and argumentation skills, and have the opportunity to play the roles of attorneys and witnesses as they prepare and present both sides of a hypothetical legal problem. Working in teams, students will learn how to strategize their case, craft legal and persuasive arguments, prepare their witnesses, and argue their case. The culmination of the course is the enactment of the Mock Trial simulation before a volunteer judge and jury who will deliberate and deliver a verdict for the case. (Fall semester only)

Psychology

1/2 Unit

This course seeks to equip students to engage the world by deepening their understanding of human behavior. Students will study development, learning, personality, adjustment, and psychological disorders/treatments. Historical and modern psychological theories will be analyzed and applied. This course will further develop students' ability to think critically and compassionately through course readings, research, writing assignments, and class discussion. Self analysis and reflection will be a key component of this course.

Prerequisites: Enrollment limited to juniors and seniors

Race and Culture

1/2 Unit

This course seeks to equip students to engage the world and yet remain distinct from it as they become agents of redemption and repair. In order to do so, students must become culturally literate, which requires an understanding of the cultural mandate, values, customs, and perspectives of the world's diverse people. Students will learn how to effectively communicate across various divides of race through cross-racial conversations with each other while focusing on the historic aspects of race and prejudice, the factors that define the marginalized, and current events that grab our attention. This course will further develop students' ability to think critically and compassionately through course readings, research, and writing assignments, as well as discussions with each other. These tasks will help students become more sensitive to the task of giving a voice to the voiceless and then pursuing shalom in a post-modern world.

Prerequisite: This course is designed for juniors and seniors only.



MATHEMATICS DEPARTMENT

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“In exploring mathematics one is exploring the nature of God’s rule over the universe; one is exploring the nature of God Himself.”

Vern S. Poythress

MATHEMATICS

VISION

The purpose of the Mathematics Department is to provide students with the ability to better understand the creation, hence the mind and character of the Creator; the knowledge and skills necessary to model quantitative and spatial situations in all disciplines; and the opportunity to develop skills in using logical reasoning, problem-solving, and technology. The courses offered are designed to meet the needs of students of all abilities, interests, and college and career objectives.

STANDARDS

What a Westminster student will learn and be able to do in mathematics:

- Comprehend that studying mathematics gives them a real glimpse into part of God's creation and that mathematics should be appreciated for its utility (historical contributions and potential to make improvements to the human existence), beauty (logical and elegant structure), and referential ability to God and His creation
- Internalize the connection that as their ability to do mathematics improves, so does their capacity to become better redemptive agents in this world
- Demonstrate knowledge of mathematical ideas, skill in using mathematical methods, and efficiency in problem-solving
- Become proficient in using current technology as a tool for calculation, processing data, and problem-solving
- Communicate mathematics using correct vocabulary in oral and written form
- Apply mathematical concepts and problem-solving strategies in other classes and disciplines as well as in daily life

MIDDLE SCHOOL SEQUENCE

7th Pre-Algebra 7, Pre-Algebra 7 Concepts, Pre-Algebra 7 (H), Algebra I (H)

8th Algebra I, Algebra I Concepts, Algebra I (H), Geometry (H)

UPPER SCHOOL SEQUENCE

LEVEL	9TH	10TH	11TH	12TH
REQUIRED OR GRADE OPTIONS	Algebra I Concepts Algebra I Geometry Concepts Geometry	Geometry Concepts Geometry Algebra 2 Concepts Algebra 2	Algebra 2 Concepts Algebra 2 Pre-Calculus Concepts Pre-Calculus	Advanced Math Concepts Statistics
DUAL ENROLLMENT			Pre-Calculus Pre-Calculus (H)	Statistics Statistics (AP)
HONORS	Algebra 2 Geometry	Algebra 2 Pre-Calculus	Pre-Calculus Precalculus with Derivatives	
AP			Calculus AB	Calculus AB Calculus BC Statistics

ELECTIVES

- Calculus AB (AP)
- Calculus BC (AP)
- Statistics (AP)
- Statistics

ENRICHMENTS

- Selected math contests


MIDDLE SCHOOL COURSES

Pre-Algebra 7 Concepts

I Unit

The Pre-Algebra Concepts class works through the same main concepts as Pre-Algebra, but at a slower pace. The class dives deeper into foundational concepts as well as provides additional practice to ensure understanding. Students will:

- Sharpen their arithmetic skills by working with fractions, decimals, percents, ratios, and proportions.
- Develop a foundation for algebra by understanding and working with integers, number theory, variables, variable expressions, and equations.
- Study the coordinate plane and graphing techniques by graphing linear equations in slope-intercept and point-slope form.
- Implement problem-solving strategies and techniques to approach multi-step problems.


 Key Text: *Pre Algebra: McDougal Littell*, 2005

Pre-Algebra 7

I Unit

This course is designed to prepare students for Algebra I and Geometry. Students will:

- Sharpen their arithmetic skills by working with fractions, decimals, percents, ratios, and proportions.
- Develop a foundation for algebra by understanding and working with integers, number theory, variables, variable expressions, and equations.
- Study the coordinate plane and introductory graphing techniques by graphing linear equations and inequalities in slope-intercept form.
- Be introduced to irrational numbers, specifically square roots, and apply them to finding distance and using the Pythagorean theorem.
- Implement problem-solving strategies and techniques to approach multi-step, real-life application problems.
- Relate math concepts to God's Word.


 Key Text: *Pre Algebra: McDougal Littell*, 2005

Pre-Algebra 7 (H)

I Unit

This course is designed to prepare students for Honors Algebra I and Honors Geometry. It is intended for those who have a strong aptitude in math and have demonstrated mastery of basic pre-algebra skills. Students will explore more advanced pre-algebra concepts that require higher-level thinking skills. Students will also be introduced to beginning algebra concepts and will:

- Sharpen their arithmetic skills by working with fractions, decimals, percents, ratios, and proportions.
- Develop a foundation for algebra by understanding and working with integers, number theory, variables, variable expressions, and equations.
- Study the coordinate plane and graphing techniques by graphing linear equations in slope-intercept and point-slope form, solving systems of linear equations and graphing linear inequalities.
- Be introduced to irrational numbers, specifically square roots, and apply them to finding distance and using the Pythagorean theorem.
- Work with polynomials and solve quadratic equations.
- Implement problem-solving strategies and techniques to approach multi-step, real-life application problems.
- Relate math concepts to God's Word.

 Key Text: *Pre Algebra: McDougal Littell*, 2005

Prerequisite: Students will enroll in this class based upon their ISEE and placement test results.

Algebra I Concepts

I Unit

The Algebra I Concepts class works through the same main concepts as Algebra I, but at a slower pace. The class dives deeper into foundational concepts as well as provides additional practice to ensure understanding. The small class size allows the teacher to differentiate to meet the needs of the individual learner. Students will:

- Learn the terminology and symbols of algebra.
- Create and use expressions and equations to solve problems.
- Write and solve linear equations and linear systems.
- Graph linear functions.
- Review basic operations with polynomials.

 Key Text: *Discovering Algebra*, Kendall Hunt (2014)

Algebra I

I Unit

This course is designed to communicate that math is important as a modeling and problem-solving tool. Students will:

- Learn the terminology and symbols of algebra.
- Review and use fractions, decimals, percents, ratios, and proportions.
- Create and use expressions and equations to solve problems.
- Simplify rational and polynomial expressions.
- Write and solve linear equations and linear systems.
- Recognize that a constant rate of change produces a linear graph.
- Graph linear functions.
- Review operations with polynomials.
- Use basic geometric and algebraic properties and formulas to solve problems.

 Key Text: Math I Packet—adapted from Phillips Exeter Academy

Algebra I (H)

I Unit

This course is designed to communicate that math is important as a modeling and problem-solving tool. Students will:

- Learn the terminology and symbols of algebra.
- Review and use fractions, decimals, percents, ratios, and proportions.
- Create and use expressions and equations to solve problems.
- Simplify rational, radical, and polynomial expressions.
- Write and solve linear equations and linear systems.
- Recognize that a constant rate of change produces a linear graph.
- Graph linear functions.
- Review operations with polynomials.
- Use basic geometric and algebraic properties and formulas to solve problems.

 Key Text: Math I Packet—adapted from Phillips Exeter Academy

Prerequisite: To enroll in this course, a student must have the recommendation from the previous math teacher based upon the Math Department guidelines.

UPPER SCHOOL COURSES

Courses taught using a problem-based approach are indicated by (PBI).

Courses taught using a direct instruction approach are indicated by (DI).

Dual enrollment offerings are indicated by (DE).

Advanced Placement courses are indicated by (AP).

NOTE: Graphing calculators are required for all courses beginning with Algebra 2 and Algebra 2 (Honors). The TI-84 Plus Silver is recommended.

Algebra I Concepts

I Unit

Students study the traditional topics of Algebra I. The small class size allows the teacher to differentiate instruction to meet the individual needs of learners. Students will:

- Learn the terminology and symbols of algebra.
- Review and use fractions, decimals, percents, ratios, and proportions.
- Create and use expressions and equations to solve problems.
- Simplify rational and polynomial expressions.
- Write and solve linear equations and linear systems.
- Recognize that a constant rate of change produces a linear graph.
- Graph linear functions using slope.
- Review operations with polynomials.
- Use basic geometric and algebraic properties and formulas to solve problems.

📖 Key Text: TBA

Algebra I (9th Grade)

I Unit

Students study the traditional topics of Algebra I. This course is designed to communicate that math is important as a modeling and problem-solving tool. Students will:

- Learn the terminology and symbols of algebra.
- Review and use fractions, decimals, percents, ratios and proportions.
- Create and use expressions and equations to solve problems.
- Simplify rational, radical, and polynomial expressions.
- Write and solve linear equations and linear systems.
- Recognize that a constant rate of change produces a linear graph.
- Graph linear functions using slope.
- Solve quadratic equations.
- Review operations with polynomials.
- Use basic geometric and algebraic properties and formulas to solve problems.

📖 Key Text: Math I Packet—adapted from Phillips Exeter Academy

Geometry Concepts

I Unit

Material is presented in a step-by-step method that emphasizes the major geometric concepts. Hands-on activities and other manipulative aids are used to further meet the needs of these special learners. Topics covered in this course include recognizing various types of two- and three-dimensional figures, including their particular parts and properties; finding area, volume, perimeter, circumference, and surface area; and learning to measure and draw angles, segments, and other figures that make geometry possible. Students will:

- More fully develop their ability to recognize, measure, and work with various geometric shapes and figures.
- Learn to utilize vocabulary related to geometry and its concepts.
- Learn from one another through review activities and hands-on projects.
- Gain self-confidence in the area of mathematics to support further efforts in higher math classes.

📖 Key Text: *Geometry Concepts and Skills*, McDougal Littell, 2003; *Discovering Geometry*, Key Curriculum Press, 2008

Geometry

I Unit

In this course the standard topics of Euclidean geometry are developed using the traditional synthetic approach, the analytical coordinate approach, and the modern transformational approach. Both inductive and deductive thinking skills are developed as students move from informal reasoning to formal proof. Extensive amounts of algebra and trigonometry are interwoven throughout the course. Students will:

- Learn the tools, terminology, and symbols of geometry.
- Investigate and discover the properties of triangles, quadrilaterals, and circles.
- Calculate the perimeters and areas of plane figures.
- Study vectors and their applications to velocity and forces in physics.
- Learn to identify and solve problems using congruent or similar figures.
- Calculate the volume and surface area of three-dimensional figures.
- Develop deductive reasoning skills using two-column proofs.
- Solve circle problems involving chords, secants, and tangents.

📖 Key Text: *Geometry*, Houghton Mifflin Harcourt Publishing Co., 2011

Geometry (H)

I Unit

Students use a problem-based approach to study the traditional topics of geometry. The pace of the class allows for additional topics and accommodates deeper exploration of the following concepts, in turn preparing students for Algebra 2:

- Learn the tools, terminology, and symbols of geometry.
- Investigate and discover the properties of triangles, quadrilaterals, and circles.
- Calculate the perimeters and areas of plane figures.
- Study vectors and their applications to velocity and forces in physics.
- Learn to identify and solve problems using congruent or similar figures.
- Calculate the volume and surface area of three-dimensional figures.
- Develop deductive reasoning skills using two-column and coordinate proofs.
- Solve circle problems involving chords, secants, and tangents.

📖 Key Text: *Honors Geometry*, adapted from Ben Lippen Christian High School and Phillips Exeter Academy

Prerequisite: To enroll in this course, a student must have the recommendation from the previous math teacher based upon the Math Department guidelines.

Algebra 2 Concepts (DI)

I Unit

In this course, material is presented in a step-by-step format at a pace dictated by the needs of the students. The main goal is to increase students' algebraic understanding to better prepare them for the ACT test and college mathematics. Students will learn to work with and solve problems in the following main areas of study:

- Linear and quadratic equations and inequalities
- Linear equations and inequalities in two variables
- Systems of linear equations
- Polynomial, rational, exponential, and radical expressions and equations

📖 Key Text: *Algebra 2*, Cord Communications, 2011

Algebra 2 (DI or PBI)

I Unit

Study of the topics in Algebra 2 will allow students the opportunity to build on concepts learned in Algebra I and Geometry. Students will learn to work with and solve problems algebraically, graphically, and with a graphing calculator in these main areas of study:

- Linear equations, inequalities, and systems
- Quadratic functions and relations
- Polynomials and polynomial functions
- Roots and powers
- Exponential and logarithmic functions and equations
- Patterns of growth and rates of change
- Rational functions and equations

📖 Key Text: *Discovering Advanced Algebra*, Kendall Hunt

Prerequisite: Geometry

Algebra 2 (H) (DI or PBI)

I Unit

Students use a problem-based approach to study the traditional topics of Algebra 2. The pace of the class allows for additional topics and accommodates deeper exploration of the following concepts. This course prepares students for Pre-Calculus by focusing on:

- Quadratic, exponential, absolute value, and logarithmic equations
- Rational functions
- Polynomial functions
- Probability and statistics

📖 Key Text: *Math 2* - adapted from Phillips Exeter Academy

Prerequisite: To enroll in this course, a student must have the recommendation from the previous math teacher based upon the Math Department guidelines.

Pre-Calculus Concepts (DI)

I Unit

This course is designed as a study of many different types of functions. Each function will be examined in terms of its algebraic formula, graph, table of numerical values, and applications. Students will use the function model for problem-solving involving variables. Students will gain a conceptual understanding of functions, as well as technical skill in using their algebraic properties. The goal for this course is for students to see the power and beauty of algebra and to build a solid foundation for further courses in high school and college. Students will study:

- The transcendental functions (trigonometric, periodic, exponential, power, radical, and logarithmic)
- Function topics such as transformations, compositions, decompositions, inverses, rates of change, polynomial, and rational
- Conic sections and coordinate geometry
- Probability and counting principles
- Sequences and series

📖 Key Text: *Elementary Analysis: An Infinitesimal Approach*, 2nd edition, Jerome Keisler (available online).

Pre-Calculus (DE) (DI or PBI)

I Unit

This course consists of a thorough treatment of algebraic and transcendental functions. Functions will be represented with words, tables, formulas, and graphs. Students will use the function model as the primary tool for solving problems involving variables. Students will study:

- The transcendental functions (trigonometric, periodic, inverse trigonometric, exponential, power, radical, and logarithmic)
- Function topics such as transformations, compositions, decompositions, inverses, rates of change, polynomial, and rational
- Piecewise defined functions
- Conic sections and coordinate geometry
- Probability and counting principles
- Sequences and series
- Solving systems of equations

📖 Key Text: *Elementary Analysis: An Infinitesimal Approach*, 2nd edition, Jerome Keisler (available online).

Pre-Calculus (H) (DE) (DI or PBI)

I Unit

This course consists of a thorough treatment of algebraic and transcendental functions. Functions will be represented with words, tables, formulas, and graphs. Students will use the function model as the primary tool for solving problems involving variables. This course will prepare students for AP Calculus. Students will study:

- The transcendental functions (trigonometric, periodic, inverse trigonometric, exponential, power, radical, and logarithmic)
- Function topics such as transformations, compositions, decompositions, inverses, rates of change, polynomial, rational, and limits
- Piecewise defined functions and parametric equations
- Conic sections and coordinate geometry
- Probability and counting principles
- Sequences and series

📖 Key Text: PBI: *Mathematics 2 & 3*, adapted from Phillips Exeter Academy; DI: *Pre-Calculus with Trigonometry: Key Curriculum*, 2012

Prerequisite: To enroll in this course, a student must have the recommendation from the previous math teacher based upon the Math Department guidelines.

Precalculus with Derivatives (H) (DI)

I Unit

This course consists of a thorough yet accelerated handling of functions, which will prepare students for Calculus BC. Functions will be represented verbally, numerically, graphically, and algebraically. Formal treatments for Limits and Derivatives are taught concurrently with the study of:

- Function transformations, compositions, decompositions, inverses, and reciprocals
- Transcendental functions, including exponential, logarithmic, trigonometric, and inverse trigonometric
- Vectors, polar coordinates, and complex numbers and their representations via analytic geometry and linear algebra
- Discrete functions pertaining to continuous functions, including data regression

Prerequisite: To enroll in this course, a student must have the recommendation from the previous math teacher based upon the Math Department guidelines.

📖 Key Texts: *Elementary Analysis*, Robert Marshal Murphy

Resource Texts: *Pre-Calculus with Trigonometry and Calculus:*

Concepts and Applications, Paul A. Foerster; *Key Curriculum and Pre-Calculus with Derivative*, Robert Marshal Murphy

Advanced Math Concepts

I Unit

This course is designed for students who desire a college preparatory mathematics elective. Material is presented in a step-by-step format at a pace dictated by the needs of the student. This course is designed to give students practical applications of math in and outside the classroom, a foundation in mathematical disciplines, and a better background for the college experience. Students will cover the following units:

- Problem-solving strategies
- Real Number Theory
- Scientific notation and conversion
- Financial applications in math
- Probability
- Statistics
- Algebraic & Geometric Theory

📖 Key texts: *Thinking Mathematically*, 2019, Pearson

Calculus AB (AP)

I Unit

This course in single-variable calculus includes both the techniques and the applications of the derivative and the definite integral along with terminology of limits. Each calculus topic is examined using verbal, algebraic, numerical, and graphical representations. Students will use graphing calculators for exploration and in problem-solving to find limits, derivatives, and integrals. Students will gain a deep understanding of the ideas of calculus, as well as technical skill in applying derivatives and integrals. Students will discover the logic of calculus and build a strong foundational understanding of the fundamental ideas and methods of calculus in preparation for further study. Students will:

- Calculate average and instantaneous rates of change using the notation of limits.
- Develop an understanding of the derivative and discover the rules for differentiation.
- Use derivatives to analyze the graphs of functions to determine extrema and inflection points.
- Acquire an understanding of the Riemann sum and the definite integral.
- Learn the methods of implicit and logarithmic differentiation and apply those methods in related rate problems.
- Study the important theorems of calculus: mean value, extreme value, and intermediate value theorems.
- Develop skill in finding indefinite integrals (antiderivatives) and discover the Fundamental Theorem of Calculus.
- Use definite integrals to find area, volume, the length of a curve, and the amount of change in a quantity.
- Solve differential equations and apply them in modeling rates in business and the physical sciences.
- Learn the techniques of integration by parts, algebraic and trigonometric substitution, and partial fractions.
- Study the approximation of functions using tangent lines and Taylor Polynomials.

📖 Key Text: *Interactive AP Calculus Binder*, Haas, Winter Park Publishing, updated 2014. Supplementary Text: *Calculus, Early Transcendentals*, 7th edition, AP edition, James Stewart, Brooks/Cole, 2012

Prerequisite: To enroll in this course, a student must have the recommendation from the previous math teacher based upon the Math Department guidelines.

Calculus BC (AP)

I Unit

The topics covered in the BC calculus AP exam will be explored and mastered throughout this course. Students will study the calculus of plane curves using parametric equations. Polar coordinates will be used for finding areas, slope, and arc lengths. Euler's method will be used to approximate the solution to differential equations and the logistics model will be studied in depth. Students will gain further skills in integration techniques such as integration by parts, partial fractions, and trigonometric substitution as well as examine improper integrals. Students will study the calculus of Maclaurin and Taylor polynomials and series.

📖 Key Text: *Interactive BC Calculus binder*, Haas, Winter Park Publishing, updated 2019

Supplementary Text: *Calculus, Early Transcendentals*, 7th edition, AP edition, James Stewart, Brooks/Cole, 2012

Prerequisite: To enroll in this course, a student must have the recommendation from the previous math teacher based upon the Math Department guidelines.

Statistics (DE)

I Unit

This is an introductory course in statistics. The focus of this course is on statistical ideas and reasoning and their relevance to today's world. Students will:

- Learn methods and strategies for exploring, organizing, and describing data using graphs and numerical summaries.
- Learn how to design samples and experiments in order to produce the data needed to give clear answers to specific questions.
- Study probability, how it is used to describe randomness, and why it is the basis of statistical inference.
- Study the basic methods of statistical inference: confidence intervals and tests of significance.

📖 Key Texts: *Statistics and Probability with Applications* (High School), 3rd edition, Bedford, Freeman and Worth, 2017

Prerequisite: To enroll in this course, a student must have the recommendation from the previous math teacher based upon the Math Department guidelines.

Statistics (AP or DE)

I Unit

The AP Statistics course is the equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem-solving, and writing as they build conceptual understanding. Students who are enrolled in AP Statistics are expected to:

- Describe patterns and departures from patterns.
- Plan and conduct a study.
- Explore random phenomena using probability and simulation.
- Estimate population parameters and test hypotheses.

📖 Key Text: *The Practice of Statistics*, 4th edition, Bedford, Freeman and Worth, 2011

Prerequisite: To enroll in this course, a student must have the recommendation from the previous math teacher based upon the Math Department guidelines.



PHYSICAL EDUCATION DEPARTMENT

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Dan Petke
B.A. Cedarville University

Jeff Eastham
B.S. Lee University

“Whatever you do, work heartily, as for the Lord and not for men.”
Colossians 3:23

PHYSICAL EDUCATION

VISION

Our vision is for Westminster students to know how to monitor and maintain their own health, fitness, and athletic development, so as to serve them for life.

STANDARDS

What a Westminster student will learn and be able to do in Physical Education:

- Develop, model, and apply the skills necessary for maintaining a holistic, healthy lifestyle
- Develop, model, and apply basic proficiency in cardiovascular endurance, muscular strength and endurance, flexibility, and body composition
- Gain a working knowledge and application of various recreational and competitive activities as they relate to one's overall health
- Apply knowledge of basic human anatomy and physiology to their personal fitness and sports training programs
- Recognize the mental and emotional health benefits associated with exercise and physical activity
- Practice Christian social interaction and respect in relationships through exercise, physical activity, and competition
- Develop a sense of Christian stewardship in the use of leisure time and choices of recreational activities

MIDDLE SCHOOL SEQUENCE

7th Physical Education and Health

8th Physical Education

UPPER SCHOOL SEQUENCE

All upper school students are required to have one unit of physical education to meet their graduation requirement.

Students entering their freshman year are required to take a ½ unit semester course of Health & Fitness during that year. They must also take one more elective PE. course before graduation. All other students must take two PE. elective courses to meet their one unit requirement. One of these courses must be completed by the end of the sophomore year.

REQUIRED

- Health & Fitness

ELECTIVES

- Female Fitness
- Male Fitness
- Strength & Conditioning I
- Advanced Strength & Conditioning

ENRICHMENT

- Field trips
- Interscholastic sports—Middle School
- Guest speakers
- Recognition of physical fitness achievement

MIDDLE SCHOOL COURSES

7th Grade Physical Education and Health I Unit

Seventh Grade Physical Education and Health is a year-round program that provides exposure to recreational and fitness activities as well as a Christian perspective on what it means to serve God through a healthy lifestyle. As students explore physical activities, they will learn about the components of fitness and lifestyle fitness through exposure to target heart rates, circuit training, and fitness games. As students learn about whole-person wellness, they will learn about the five aspects of health at a foundational level.

8th Grade Physical Education ½ Unit

Eighth Grade Physical Education is a semester program that provides exposure to a variety of exercise techniques with an emphasis on fitness. Students will continue to explore physical activities through target heart rates, circuit training, and fitness games. As students learn about whole-person wellness, they will learn more about the basics of nutrition and how to fuel their bodies.

UPPER SCHOOL COURSES

Health & Fitness ½ Unit

Ninth grade Health & Fitness is a required semester class that emphasizes wellness and what it means to live healthily. Throughout the semester, students learn to develop a Christian perspective on physical, mental, social, emotional, and spiritual health by focusing on topics and activities that enable them to understand the implications of choices, their environments, and what it means to take care of themselves well. There is a component of the course that requires students to engage in physical fitness activities so that they can better develop plans for healthy living. This course will put specific emphasis on:

- Goal setting
- Nutrition and healthy eating
- Relationships and communication
- Decision making
- Mental health
- Learning first aid and CPR skills
- Addictive substances and abuse

Female Fitness ½ Unit

Female Fitness is a class designed specifically for females who want to enhance their personal fitness in a non-competitive, individualized fashion. This class is geared towards females who desire to maintain a healthy lifestyle, now as well as in the future, outside the realm of competitive sports. Emphasis will be placed on group aerobic workouts such as Step Aerobics, Pilates, and Zumba, along with basic strength and core training which can be done in general settings with minimal equipment. This class will encourage students to take fitness into their own hands and expand their exercise experience. Students will:

- Develop an understanding of basic cardiovascular/strength and endurance workouts, as well as the health benefits of those workouts.
- Improve their personal physical fitness using multiple aerobic and anaerobic styles and techniques.
- Improve their body's core and strength.
- Develop the understanding and skills necessary to create their own personal aerobic/cardiovascular workout.
- Develop coordination and timing, skills related to their workout.

Prerequisite: Health & Fitness

Male Fitness

½ Unit

Male Fitness is a class designed specifically for males who want to enhance their personal fitness in a non-competitive, individualized fashion. This class is geared towards males who desire to maintain a healthy lifestyle, now as well as in the future, outside the realm of competitive sports. Emphasis will be placed on cardiovascular endurance, along with basic strength and core training, which can be done through circuit training, small-sided sports games, and general group workouts with minimal equipment necessary. This class will encourage students to take fitness into their own hands and expand their exercise experience. Students will:

- Develop an understanding of basic cardiovascular/strength and endurance workouts, as well as the health benefits of those workouts.
- Improve their personal physical fitness using multiple aerobic and anaerobic styles and techniques.
- Improve their body's core and strength.
- Develop the understanding and skills necessary to create their own personal aerobic/cardiovascular workout.
- Develop coordination and timing skills related to their workout.

Prerequisite: Health & Fitness

Strength & Conditioning I

½ Unit

This course is an introduction to the concept of athletic performance training. Emphasis is placed on the mastery of basic strength training techniques in the form of free weight, body weight, and medicine ball exercises. Other components of the class include plyometrics, speed and agility training, dynamic flexibility work, cardiovascular training, and nutrition education. Completion of this course will equip students to take Advanced Strength & Conditioning. In this course, students will:

- Develop an understanding of basic cardiovascular/strength workouts as well as the health benefits of those workouts.
- Improve their body's core and strength.
- Develop the understanding and skills necessary to create their own personal workout based off of the fitness components.
- Understand and demonstrate the different types of weight room, speed, agility, plyometric, and conditioning training and be able to teach someone else.
- Develop the proper technique for safe and effective strength exercise.

Prerequisite: Health & Fitness

Note: Students with chronic back/knee pain or other physical ailments should not take this course. Students who are working out at another facility or plan to workout somewhere else during the semester should not take this course.

Advanced Strength & Conditioning

½ Unit

This course builds off of the concepts learned in Strength & Conditioning I to serve the serious athlete. The emphasis is placed on strength building, explosiveness, and building better athletes through functional movements. A strong emphasis is also placed on ground-based, multi-joint, explosive movements—such as Olympic-style weight training—and advanced levels of plyometric and speed training, in addition to rigorous conditioning work. Nutrition specifically geared toward athlete performance is also a large component of this course. This is a fast-paced, high intensity, strength and speed-building class.

Prerequisite: Health & Fitness, Strength & Conditioning I, teacher approval

Note: Students with chronic back/knee pain or other physical ailments should not take this course. Students who are working out at another facility or plan to workout somewhere else during the semester should not take this course.



SCIENCE AND ENGINEERING DEPARTMENT

Andrew Shaw, Department Co-Chair
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M.A. University of Tennessee-
Chattanooga
Ph.D. University of Missouri-St. Louis

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B.S. North Carolina State University
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Gina Butterfield
B.A. Taylor University
M.S. Taylor University
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B.S. Truman State University
Ph.D. St. Louis University

“For by Him all things were created, in heaven and on earth, visible and invisible, whether thrones or dominions or rulers or authorities – all things were created through him and for him. And he is before all things, and in him all things hold together.”
Colossians 1:16–17

SCIENCE AND ENGINEERING

VISION

The purpose of the Science and Engineering Department is to enable students to become more knowledgeable about the works of an all-knowing God, to be more fully awed by the works of an awesome God, and to become more responsible in the care, use, and application of the works of an all-providing God. Science is the process of systematically investigating God's creation.

STANDARDS

What a Westminster student will understand and be able to do in Science:

- Discover God's attributes and character reflected in the unity, beauty, intricacy, goodness, and orderliness of creation
- Discover the role and limitations of science and technology, and recognize that sin affects all of creation, including the process of investigating it
- Discover what it means to be created in the image of God, and how that affects his/her relationships with other people as well as the rest of creation
- Discover the fundamental concepts and principles of the science course he/she is taking, and the methods and technology used to discover them
- Embrace, from both a biblical and scientific perspective, God's role as Creator and Sustainer of His universe
- Embrace a biblical worldview in understanding issues of science, technology, and culture
- Perceive the interrelatedness of science, math, and the other disciplines
- Praise God through the study and responsible care of His creation
- Act upon the awesome responsibility that God has entrusted to him/her in exploring, caring for, experimenting upon, and restoring creation
- Become a problem solver through observing, data collecting, and experimentation with available technology

MIDDLE SCHOOL SEQUENCE

- 7th Life Science, STEM
8th Physical Science, STEM

UPPER SCHOOL SEQUENCE*

LEVEL	9TH	10TH	11TH	12TH
REQUIRED	Earth Science Physics Physics Concepts	Chemistry Chemistry Concepts	Biology Biology Concepts	
AP / DUAL ENROLLMENT			Chemistry	Biology Chemistry Physics 1 & 2
HONORS	Physics 9	Chemistry	Biology	
ENGINEERING		POE	CEA	CEA, ES

*Note: Students who wait until their freshman year to take algebra should begin their science sequence (physics, chemistry, biology) in their sophomore year.

ELECTIVES

- Biology (AP/DE)
- Chemistry (AP/DE)
- Physics 1 & 2 (AP/DE)
- Human Anatomy & Physiology
- Environmental Science (ES)
- Intro to Computer Programming
- Advanced Computer Programming with C++
- Principles of Engineering (POE)
- Computer Assisted Engineering Design (CAD)
- Civil Engineering and Architecture (CEA)

MIDDLE SCHOOL COURSES

Life Science (7th Grade)

I Unit

Life Science enhances students' understanding of God through the study of His creation. This course introduces major themes of life science: experimental design, classification of living things, life at the cellular level, and human anatomy and physiology. All units are taught with a sense of wonder and appreciation for what God has created and designed. The development of research, lab, and cooperative skills will also be emphasized. Students will:

- Understand and apply laboratory safety rules and learn how to work effectively in a laboratory setting.
- Expand their knowledge of God's creation by applying experimental design principles.
- Develop an understanding of the characteristics and classification of living things.
- Gain an understanding of cellular biology by exploring the structure and processes of the cell.
- Develop a working knowledge of the anatomy and physiology of the human body.
- Dissect a frog in order to gain a better understanding of human anatomy and physiology.

 Key Text: *Science Level Green*, Glencoe/McGraw-Hill, 2008.

Physical Science (8th Grade)

I Unit

Physical Science enhances students' understanding of God's creation through the physical sciences. This course will integrate the disciplines of chemistry, physics, astronomy, and earth science. Together, teacher and student will strive to appreciate more the majesty of creation and to probe its mysteries. Special emphasis is given to hands-on activities, lab experiments, and cooperative learning skills. Students will:

- Expand their understanding of the physical and chemical properties of matter; the Periodic Table, its periods and groups, ionic and covalent bonding, oxidation numbers, and types of chemical reactions.
- Explain the theory of plate tectonics and the forces behind earthquakes, volcanoes, and mid-ocean ridges.
- Learn about gravity and its effects on the earth's orbit, the sun, and the moon, and use the study of gravity to explore concepts including weightlessness, lunar phases, and tides.
- Study the relationship between matter and energy by studying Newton's Laws of Motion.

 Key Text: *CPO Science – Physical Science*, CPO Science, 2007

STEM 7

½ Unit

This course is the entrance into the exciting world of STEM. It provides project-based exploration through hands-on activities designed to inspire students. Using the problem solving process, we will construct Newton scooters, build rockets, and even conduct a heat transfer experiment that will run on the International Space Station. Throughout each challenge, students will think critically, collaborate, and become better problem solvers.

STEM 8

½ Unit

Adding to the STEM 7 experience, 8th grade students actively engage in a variety of new projects as they research, design, construct, and test their creations. The topics covered range from creating a CO₂ dragster; to using 3D modeling/printing and culminating with the WCA Regatta. As a result, students become more effective communicators of their ideas while working collaboratively to solve complex problems and accomplish common goals.

Note: Although it is helpful to have taken STEM 7, it is not a necessary prerequisite.

UPPER SCHOOL COURSES

Physics Concepts

I Unit

Physics is the study of the fundamental principles by which God providentially governs and maintains His creation. Because it is commonly recognized as the fundamental science, physics is offered during the first year of the upper school science sequence. Admission to this course requires recommendations from the guidance office. Students will:

- Gain a working knowledge of the fundamentals of physics, studying units covering motion, forces, energy, momentum, properties of matter, electricity, magnetism, sound, and light.
- Use beginning Algebra to solve word problems
- Learn how to construct and interpret graphs
- Recognize the relevance of physics by relating physics principles to everyday life examples.
- Grow in their understanding of God's character as revealed in the study of physics.
- Develop important teamwork skills necessary in labs and class activities with partners or in small groups.

📖 Key Text: Textual materials are provided

Prerequisite: Recommendation by Guidance Department

Physics 9

I Unit

Physics is the study of the fundamental principles by which God providentially governs and maintains His creation. Because it is commonly recognized as the fundamental science, physics is offered during the first year of the upper school science sequence. While this course requires less mathematical rigor than the honors physics course, these students will apply their algebra and geometry skills to the natural laws at work around them to more fully understand God's creation. Students will:

- Gain a working knowledge of the fundamentals of physics, studying units covering motion, forces, energy and work, phases of matter, heat, sound, light, electricity and magnetism, and nuclear reactions.
- Recognize the relevance of physics by relating physics principles to everyday life examples.
- Grow in their understanding of God's character as revealed in the study of physics.
- Develop important teamwork skills necessary in labs and class activities with partners or in small groups.
- Apply algebra and geometry to some problem-solving exercises in physics.

📖 Key Text: *Conceptual Physics*, Paul Hewitt, Pearson, 11th edition, Prentice Hall; 2010.

Prerequisite: Algebra I

Physics 9 (H)

I Unit

Physics is the study of the fundamental principles by which God providentially governs and maintains His creation. Because it is commonly recognized as the fundamental science, physics is offered during the first year of the upper school science sequence. Though conceptual in presentation, this course is for those students identified as having outstanding math/science abilities. Therefore, this course requires more extensive math and lab work and deeper exploration of topics than regular freshman physics. Admission to this course

requires the recommendation of the eighth grade science teacher and the approval of the science department chair. Students will:

- Gain a working knowledge of the fundamentals of physics, studying units covering motion, forces, energy and work, heat, sound, light, electricity and magnetism, momentum, waves, fluids, and optics.
- Recognize the relevance of physics by relating physics principles to everyday life examples.
- Grow in their understanding of God's character as revealed in the study of physics.
- Develop important teamwork skills necessary in labs and class activities with partners or in small groups.
- Apply algebra and geometry to extensive problem-solving exercises in physics.
- Learn work habits that prepare them for the demanding rigor and pace of continuing honors level science courses.

📖 Key Text: *Physics: Principles with Applications*, Pearson Prentice Hall, multiple editions; physicsclassroom.com.

Prerequisite: Algebra I and recommendation by science department chair and 8th grade science teacher

Physics 1 & 2 (AP)

I Unit

Motion, forces, energy, work, phases of matter, thermal effects, sound, light, statics, electricity, magnetism, atomic structure, nuclear reactions—these are the main topics of study in AP/DE Physics. Through extensive problem-solving and numerous labs, the infinite complexity, awesome diversity, and yet remarkable unity of God's creation, laws, and processes are more fully realized and understood. Students will:

- Understand the relationship between the philosophy of science and the Christian faith.
- Realize the continual providence and wisdom of God the Creator in ordering and sustaining His creation through the natural laws that we try to discover, understand, and apply.
- Recognize the responsibility that we as Christians have to understand some of the physics involved in many modern problems such as pollution, energy needs, health, and medicines, so as to deal effectively with them.
- Be awed by the precision, design, and complexity of God's creation, especially as it relates to the principles of physics and the application of them.
- Become familiar with proper laboratory procedures, techniques, and safety precautions.
- Demonstrate the ability to problem-solve, especially by using dimensional analysis, scientific notation, and vector and free body diagrams.

Students must either take the AP exam or choose to take the course for dual enrollment credit and its final exam.

📖 Key Text: *College Physics*, 11th Edition, Serway and Vuille, Thomson Brooks/Cole Publishing, 2018


Prerequisites: Physics 9 (H), Pre-Calculus (H). Chemistry (H) strongly recommended

Chemistry Concepts

I Unit

Students explore the underlying principles of the complex chemical world and develop a respect for the creativity, sovereignty, and providence of God. This course does not require extensive math skills. Admission requires the recommendation of the guidance counselor and approval of the science department chair. Students will:

- Gain a working knowledge of the fundamental principles of chemistry in the context of thematic units based on real-life issues.
- Realize that science helps them understand God not only as creator but also as providential sustainer of His creation.
- Recognize that they are God's vice regents, with responsibilities for caring for His creation and unlocking its potential.
- Become familiar with proper laboratory techniques, procedures, and safety precautions.
- Develop important teamwork skills necessary in labs and class activities with partners or in small groups.

 Key Text: *Chemistry in the Community* (multiple editions)


Prerequisite: Recommendation by Guidance Department and science department chair

Chemistry

I Unit

Chemistry is the study of the basic components God used to create His universe and how they interact. Chemistry is the study of atoms, what makes them different, how they bond, and the properties of the compounds that result. While combining traditional and thematic approaches in presenting chemistry principles, students are challenged to recognize the relevance of chemistry and apply what they have learned to everyday issues and problems. Students will:

- Gain and demonstrate a working knowledge of properties, classification, and changes in matter.
- Relate chemistry to personal and social issues.
- Be awed by the creativity, complexity, and precise design of God's creation.
- Be challenged to become God's vice regents in caring for and ruling creation and unpacking its unrealized potential.

 Key Text: *Chemistry: Discovering Chemistry You Need to Know*, Kendall/Hunt, 2009; Additional textual materials are provided

Prerequisites: Algebra I and Physics 9

Chemistry (H)

I Unit

Any study of God's creation inevitably leads to an investigation of the basic components that He made and used to form the universe. Chemistry is the study of these components—atoms—and what makes them different, how they bond together, and the special properties that result. With this basis, other topics, including the phases of matter, formulae, stoichiometry, electronic structure, the Periodic Table, solutions, kinetics, equilibrium, acids and bases, and nuclear and organic chemistry, are covered. Honors Chemistry homework and tests include extensive problem-solving requiring strong algebra skills. Students will:

- Gain and demonstrate a working knowledge of properties, classification, and changes in matter.
- Relate chemistry to personal and social issues.
- Be awed by the creativity, complexity, and precise design of God's creation.
- Be challenged to become God's vice regents in caring for and ruling creation.

 Key Text: *Chemistry*, Pearson/Prentice Hall, 2012

Prerequisite: Algebra I, Physics 9 (H), Must be taken concurrently with Algebra 2/Algebra 2 (H) unless special permission is given.


Chemistry (AP)

I Unit

Building upon the foundation of first-year chemistry, AP Chemistry is a course designed to be the equivalent of a freshman college chemistry course. Topics covered will be the same as those in General Chemistry, but will be presented in more depth and with a higher degree of difficulty. Most of the labs will use computers and data acquisition probes. Students will:

- Learn techniques and procedures appropriate to the college-level laboratory.
- Describe atomic structure based on the principles of current atomic theory.
- Organize information in the study of chemical bonding.
- Investigate the principles of the Kinetic Theory of Matter.
- Apply acquired information to the study of chemical reaction types.
- Describe equilibrium in relation to solution dynamics.
- Explain electrochemistry as a component of oxidation-reduction.

Students must either take the AP exam or choose to take the course for dual enrollment credit and its final exam.

 Key Text: *Chemistry and Chemical Reactivity*, Kotz & Treichel, 8th Edition, Thomson Brooks/Cole 2012

Prerequisites: Algebra 2, Chemistry (H)

Biology Concepts

I Unit

Biology Concepts is the study and application of the complexity of life processes in a fallen world. There are five broad themes of study: environmental stewardship, components of biological molecules and cells, growth and development, genetics and patterns of inheritance, and the organization of earth's biodiversity. In addition to a basic knowledge of biological processes, students will be expected to apply their understanding to issues of justice and mercy in the world around them. Students will:

- Use a variety of tools in the classroom, laboratory, and community to investigate living things.
- Recognize relationships between the structures of life and their functions at the following levels: cells, organs, systems, organisms, populations, and communities.
- Compare and contrast various strategies of life in the following areas: energy needs, movement, response to environment, growth, self-maintenance, and reproduction.
- Relate environmental, health, and origin-of-life issues to the biblical themes of creation, the fall, redemption, and restoration.

 Key Text: *Life Science: Concepts and Challenges*, 4th Edition, Bernstein, Schacter, Winkler, & Wolfe, 2003

Prerequisite: Recommendation by Guidance Department

Biology

Biology is the study and application of the complexity of life processes in a fallen world. There are five broad themes of study: environmental stewardship, components of biological molecules and cells, growth and development, genetics and patterns of inheritance, and the organization of earth's biodiversity. In addition to a basic knowledge of biological processes, students will be expected to apply their understanding to issues of justice and mercy in the world around them. Students will:

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- Compare and contrast various strategies of life in the following areas: energy needs, movement, response to environment, growth, self-maintenance, and reproduction.
- Relate issues of faith and science to the biblical themes of creation, the fall, redemption, and restoration.

📖 Key Text: *Biology*, Miller & Levine, Pearson/Prentice Hall, 2008; *Biology*, 5th Edition, Coyle, Groves, Santopietro: BJU Press, 2017

Prerequisites: Algebra I, Chemistry

I Unit

Biology (H)

Biology is the study of the complexity and diversity of God's living creation and the complexity of the processes that govern life. There are five broad themes of study: environmental stewardship, components of biological molecules and cells, growth and development, genetics and patterns of inheritance, and the organization of earth's biodiversity. In addition to the basic knowledge of biological processes, students are expected to apply their understanding to issues of biblical justice and mercy in the world around them. Students will:

- See evidence of God's handiwork and perfect design in all biological systems.
- Use a variety of tools in the classroom, laboratory, and community to investigate living things.
- Recognize relationships between the structures of life and their functions at the following levels: cells, organs, organ systems, organisms, populations, and communities.
- Compare and contrast various strategies of life in the following areas: energy needs, movement, response to environment, growth, self-maintenance, and reproduction.
- Relate issues of faith and science to the biblical themes of creation, the fall, redemption, and restoration.

📖 Key Text: *Biology Concepts and Connections*, 9th edition, Campbell, Dickey, Hogan, Reece, Simon, Taylor: Pearson, 2018

Prerequisites: Chemistry (H)

I Unit

Biology (AP)

This course follows Honors Biology and gives students a deeper understanding of biological concepts. The class will focus on guided and independent research topics and laboratory techniques in accordance with the AP Biology laboratory guidelines established by the College Board. Students will learn how to research, design, and analyze the data from their scientific investigations. Students will also gain a deeper understanding of such topics as ecology, medical ethics, biotechnology, and environmental stewardship while engaging in class discussions. Students will:

- See evidence of God's handiwork and perfect design in all biological systems.
- Use a variety of tools in the classroom, laboratory, and community to investigate living things.
- Recognize relationships between the structures of life and their functions at the following levels: cells, organs, organ systems, organisms, populations, and communities.
- Compare and contrast various strategies of life in the following areas: energy needs, movement, response to environment, growth, self-maintenance, and reproduction.
- Relate issues of faith and science to the biblical themes of creation, the fall, redemption, and restoration.

Students must either take the AP exam or choose to take the course for dual enrollment credit.

📖 Key Text: Campbell - *Biology in Focus*, 2nd edition, Urry, Caine, Wasserman, Minorsky, and Reece; Pearson, 2016

Prerequisite: Biology (H)

I Unit

Human Anatomy and Physiology

Human Anatomy and Physiology is the study of the pinnacle in God's creation, mankind. Anatomy is the study of the structure of body parts and their relationships to one another. Physiology concerns the functioning of the body's structural machinery; that is, how the parts of the body work and carry out their life-sustaining activities. Physiology is explainable only in terms of the underlying anatomy. Through this course, students will learn to understand the function of the body God gave them and the importance of taking care of God's temple. Students will:

- Gain and demonstrate a working knowledge of the structure and function of the human body.
- Gain a better understanding of disease and how it affects the human body.
- Be awed by the creativity, complexity, and precise design of our bodies.
- Be challenged to maintain God's creation by proper nutrition and exercise.

📖 Key Text: *Essentials of Human Anatomy and Physiology*, Marieb, 12th edition, Pearson Benjamin Cummings, 2018

Prerequisites: Chemistry, Chemistry (H), Biology, and Biology (H) recommended

I Unit

Environmental Science (ES)*

I Unit

In Environmental Science, students investigate and design solutions to solve real-world challenges related to clean drinking water, a stable food supply, and renewable energy. Students are introduced to environmental issues and use the engineering design process to research and design potential solutions. Utilizing the activity-, project-, problem-based (APB) teaching and learning pedagogy, students transition from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Through both individual and collaborative team activities, projects, and problems, students problem-solve as they practice common design and scientific protocols such as project management, lab techniques, and peer review. Students develop skills in designing experiments, conducting research, executing technical skills, documenting design solutions according to accepted technical standards, and creating presentations to communicate solutions.

- Students will evaluate various creation care models and determine how these models do (or don't) align with biblical ideas.
- Students will identify what proper environmental stewardship is in light of the creation, fall, redemption, and restoration view of cosmic history.
- Students will evaluate current environmental claims/issues—and respond to them in a way that is consistent with reformed biblical thinking.


**This course is part of the Project Lead the Way curriculum.*

Earth Science

I Unit

The study of Earth Science encompasses five areas: Geology, Meteorology, Oceanography, Environmental Science, and Astronomy. This course is a survey and overview of the physical universe and our place in it. "It is God who made the earth by His power, who established the world by His wisdom; and stretched out the heavens by His understanding (Jeremiah 10:12). Students will:

- Be equipped to relate Earth Science to personal and social issues as well as be awed by the creativity, complexity, and precision of God's creation
- Use the Roles of a Science Learner; Cross-cutting Concepts along with the Scientific Process to study the handiwork of God and His creation while joining Him in the restoration of His world. We want our students to be enjoyers and keepers of creation from the smallest particles to the Milky Way and beyond.
- Grow in their ability to think through a question, examine various aspects of an idea, analyze data, and form conclusions based on solid evidence. We want them to be bold in asking and engaging new questions while learning what it means to integrate a Christian worldview with their understanding of the created world.

 Key Text: *Glencoe Earth Science (1st Ed.)*, 2017, McGraw Hill Education

Principles of Engineering (POE)*

I Unit

Designed for sophomores and juniors, this survey course exposes students to major concepts they'll encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, programming, and kinematics. Students will develop problem-solving skills and apply their knowledge of the research and design process to create solutions to various challenges, document their work, and communicate solutions.

Prerequisite: Completion of Geometry and Physics

Computer Assisted Engineering Design (CAD) ½ Unit

This course is an introduction to computer-aided design and drafting, with an emphasis on solid, feature-based, and assembly modeling. Using the application NX by Siemens PLM Software, students will design and assemble objects in 3D space. The course also includes exposure to photo-realistic rendering, computer-aided manufacturing, and motion simulation.

Civil Engineering & Architecture (CEA)*

I Unit

Students will learn about various aspects of civil engineering and architecture (including its history, artistic tradition, legal codes, science, and mathematics) and apply their knowledge to the design and development of residential and commercial properties and structures, as well as LEED certification. In addition, students will use 3-D software to design and document solutions for major course projects and then communicate these solutions to their peers and clients using written reports, slide decks, and oral presentations. The course sometimes involves fieldwork for such activities as surveying and site studies.

Prerequisite: Completion of Geometry and Physics; concurrent enrollment/completion of Algebra 2

Introduction to Computer Programming ½ Unit

This course introduces students to computer programming and software development fundamentals. The course primarily uses C++ but also exposes students to a variety of other programming languages focusing on concepts and data structures that are shared among the languages. Lessons and projects focus on programming syntax as well as the logic needed to make software that performs tasks and solves problems.

Advanced Computer Programming with C++ ½ Unit

In this programming class, students will learn how to develop computer programs using the C++ programming language. The class begins with structured C++ programming and moves to object-oriented programming including C++ class design. Through a variety of class projects, students will learn the syntax, concepts, and tools necessary to create computer programs that will solve puzzles, simulate physics models, and interact with routines written by their classmates.

Prerequisite: Introduction to Computer Programming



WORLD LANGUAGES DEPARTMENT

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M.A. University of Pamplona

“Let all the earth fear the Lord, let all the inhabitants of the world stand in awe of him.”

Psalm 33:8

WORLD LANGUAGES

VISION

The purpose of the World Languages Department is to lead students to appreciate the cultures God has created and to attain proficiency in languages. Students will be challenged to integrate their personal faith with their cultural knowledge and linguistic skills to become compassionate servants of all tribes and nations.

STANDARDS

What a Westminster student will learn and practice in World Languages:

- Develop a broad vocabulary base on a wide variety of topics, including idiomatic expressions that transcend regional nuances
- Recognize and incorporate syntactical structures in their reading, writing, speaking, and listening
- Interpret oral and written communication presented in various accents and dialects
- Spontaneously communicate orally and in the written word
- Discover and appreciate customs and values of the target culture's societies, history, geography, and government through authentic literature, art, film, and music
- Interpret global geo-political and social situations through a Christian perspective
- Embrace cultural diversity as a unique and beautiful part of God's creation
- Integrate their study using a Christian perspective to produce a less ethnocentric view of the world
- Seek cross-cultural experiences with native speakers to learn more about them personally, their experiences, and their culture
- Integrate learned language skills, communicative abilities, and cultural knowledge into a desire to have relationships with and minister to God's people around the world

MIDDLE SCHOOL SEQUENCE

8th French or Spanish

UPPER SCHOOL SEQUENCE

It is possible to begin language in any upper school grade as long as the course requirements are met.

ELECTIVES

- All courses are electives except for the required units to graduate.

DUAL ENROLLMENT

- French 3 (H) and 4 (AP) • Spanish 3, 3 (H), and 4

ENRICHMENT

- Summer cultural and language immersion experience
- Field trips to cultural venues
- Native speakers in classes
- Cross-cultural chapels
- Notification of and encouragement to attend multi-cultural speaking churches and local cultural festivals

AFFIRMATION OF MULTI-LINGUISTIC PROFICIENCY

The Affirmation of Multi-Linguistic Proficiency is an award in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. The Affirmation of Multi-Linguistic Proficiency demonstrates to students the importance placed upon the mastery of languages. It encourages students to pursue multilingual proficiency, honors the skills students attain, and attests to skills attractive to college admissions offices and future employers. Students achieving the Affirmation of Multi-Linguistic Proficiency will benefit in the labor market, in global society, and with strengthened relationships.

To qualify students must:

- Complete four English courses with a GPA of 3.5 or above
- Receive a 25 or higher on the English section of the ACT

AND

- Complete four years* of French, or Spanish in the upper school with a GPA of 3.5 or above
- Earn a minimum language proficiency score on the STAMP 4S test of Intermediate-Mid (Spanish and French).
- Demonstrate a positive sociocultural attitude toward bilingualism by using two or more languages in a culturally appropriate way**

*Exceptions may be made for that student who begins language study after the freshman year or progresses through multiple levels during one school calendar year.

** Approval of the sociocultural project lies solely with the World Languages Department and administration of Westminster Christian Academy. Students will be provided with a rubric specifying the criteria for the specific project when approved. Some activities that demonstrate sociocultural competency include, but are not limited to:

- Translation service for a community organization
- Community service project that utilizes two or more languages
- Serving with multi-cultural community organizations
- Reflective essay explaining how proficiency in both languages benefits the community

MIDDLE SCHOOL COURSES

FRENCH

French I (8th Grade)

I Unit

This course introduces the student to the French language with particular emphasis on spontaneous communication in simple everyday language exchanges, both orally and in writing. To achieve this goal, students will practice and be assessed in spontaneous communication as they develop an ever-increasing base of vocabulary, grammatical structures, and accurate pronunciation. In addition, students will be introduced to Francophone culture through music, film, art, and cuisine, and, through this culture, will engage their Christian faith. Students will:

- Speak and write simple sentences and questions about everyday life.
- Understand the main idea and some details of written and spoken text.
- Develop a base of vocabulary and grammar.
- Become familiar with Francophone cultures.

 Key Text: *Discovering French Bleu I*

Completion of this class will allow the student to enroll in French I or French 2 in the upper school according to the grade, level of achievement, and teacher recommendation.

SPANISH

Spanish I (8th Grade)

I Unit

This course introduces the student to the Spanish language with particular emphasis on spontaneous communication in simple everyday language exchanges, both orally and in writing. To achieve this goal, students will practice and be assessed in spontaneous communication as they develop an ever-increasing base of vocabulary, grammatical structures and accurate pronunciation. In addition, students will be introduced to Hispanic culture through music, film, art, and cuisine, and, through this culture, will engage their Christian faith. Students will:

- Develop proper pronunciation of Spanish phonics.
- Develop a base of vocabulary.
- Acquire an understanding of basic Spanish grammar.
- Become familiar with Hispanic culture.

 Key Text: *Auténtico*

Completion of this class will allow the student to enroll in Spanish I, Spanish 2, or Spanish 2 (H) in the upper school, according to the grade, level of achievement, and teacher recommendation.

Spanish I (H) (8th grade)

I Unit

In this accelerated course, students with prior knowledge of the Spanish language will expand their vocabulary and grammar with emphasis on developing greater fluency in reading, writing, speaking and listening. Students will communicate more proficiently in spontaneous everyday situations and interpret simple, authentic spoken and written texts. In addition, students will study Hispanic culture through music, film, art, and cuisine, and, through this culture, will engage their Christian faith. Students will:

- Review vocabulary and grammatical concepts
- Converse about familiar topics using both simple and compound sentences
- Read short stories
- Create original simple stories

 Key Text: *Auténtico I*

Completion of this class will allow the student to enroll in Spanish II or Spanish II (H) in the Upper School, according to the grade, level of achievement, and teacher recommendation.

Prerequisite: A strong foundation of vocabulary and basic grammar through previous exposure to the language, as well as the ability to answer and ask simple questions in the target language.

UPPER SCHOOL COURSES

FRENCH

French I

I Unit

This course introduces the student to the French language with particular emphasis on spontaneous communication in simple everyday language exchanges, both orally and in writing. To achieve this goal, students will practice and be assessed in spontaneous communication as they develop an ever-increasing base of vocabulary, grammatical structures and accurate pronunciation. In addition, students will be introduced to Francophone culture through literature, film, music, art, and cuisine, and, through this culture, will engage their Christian faith. Students will:

- Speak and write simple sentences and questions about everyday life.
- Understand the main idea and some details of written and spoken text.
- Develop a base of vocabulary and grammar.
- Become familiar with Francophone cultures.

 Key Text: *Discovering French Bleu 1*

French 2

I Unit

French 2 expands the student's ability to communicate spontaneously to include significantly more creation. Past tense is also introduced. New vocabulary and grammar are introduced, practiced and assessed, but the main emphasis of the course is spontaneous exchange and creation in both practice and assessment. Additionally, students will engage Francophone culture through film, literature, history, music, art, and cuisine, and through this culture will engage their faith.

Students will:

- Increase conversational skills.
- Improve reading and writing proficiency.
- Expand vocabulary and grammar.
- Gain knowledge and understanding of Francophone cultures.

 Key Text: *Discovering French Blanc 2*

Prerequisite: French I

French 3 (H) (DE)

I Unit

Students in French 3 (H) will discuss and interpret a greater range of everyday situations in a variety of moods and time frames, including the past, present, and future. They will learn to write and converse spontaneously about familiar topics using connected sentences. Continued exposure to and use of the target language will enable them to interpret the global message of authentic written and spoken texts. Additionally, students will engage Francophone culture through film, literature, history, music, art, and cuisine, and through this culture will engage their faith. Students will:

- Continue study of vocabulary and grammar.
- Increase skill in conversational French.
- Read more advanced French.
- Know and appreciate Francophone culture, customs, and current events.

 Key Text: *Discovering French Rouge 3*

Prerequisite: French I and French 2

French 4: French Language and Culture (AP/DE)

I Unit

This AP course is structured around the AP thematic units with emphasis on developing greater proficiency in reading, writing, speaking, and listening. Students will learn to communicate in daily life situations, write longer critical compositions, and read authentic French and Francophone literature while emphasizing higher level thinking capabilities. They will acquire broader vocabulary and build proficiency in various complex grammar constructs and apply them in contexts that resemble the AP exam. A continuing focus on culture will further increase students' understanding of the French-speaking world.

Students will:

- Read and listen to a wide variety of authentic French materials and sources.
- Gain understanding of the products, practices, and perspectives of French-speaking cultures.
- Write essays and short responses.
- Develop proficiency in interpersonal and presentational modes of oral and written communication.
- Prepare for the AP French Language and Culture Exam.

 Key Texts: *Interaction; Le Petit Prince; AP French: Preparing for the Language and Culture Examination*


Prerequisite: French I, French 2, and French 3 (H), and teacher recommendation

French 5: Issues in Francophone Literature (AP) I Unit

This AP French 5 course is designed for highly motivated and advanced students. In this course, students will continue to refine and expand their skills in interpretive, interpersonal, and presentational communication. A particular emphasis will be given to literary analysis through a review of French and Francophone literature across genres. Some attention will be given to grammar review, but the primary focus will be on advanced-level communication and cultural engagement. Students will also prepare to take the AP French Language and Culture Exam.

Students will:

- Master grammar and oral expression.
- Demonstrate proficiency in communication skills.
- Increase knowledge of French literature and history.
- Prepare for the AP French Language and Culture Exam.

 Key Texts: *Autour de la littérature; Une vie de boy; AP French: Preparing for the Language and Culture Examination*

Prerequisite: French 4 (AP), teacher recommendation

SPANISH

Spanish I

I Unit

This course introduces the student to the Spanish language with particular emphasis on spontaneous communication in simple everyday language exchanges, both orally and in writing. To achieve this goal, students will practice and be assessed in spontaneous communication as they develop an ever-increasing base of vocabulary, grammatical structures, and accurate pronunciation. In addition, students will be introduced to Hispanic culture through music, film, art, and cuisine, and, through this culture, will engage their Christian faith.

Students will:

- Develop proper pronunciation of Spanish phonics.
- Develop a base of vocabulary.
- Acquire an understanding of basic Spanish grammar.
- Become familiar with Hispanic culture.

 Key Text: *Auténtico*

Spanish 2 Concepts

I Unit

In this course, students will expand their knowledge of grammatical structures and vocabulary while continuing to develop their reading, writing, listening, and speaking skills through an abundance of comprehensible readings, stories, songs, current events lessons, and conversational speaking practice. Students will learn about the Hispanic culture through various activities, projects, art, readings, geography lessons, and songs.

Students will:

- Review and continue study of vocabulary and grammar.
- Increase skills in conversational Spanish.
- Read and write short passages in Spanish.

 Key Text: *Auténtico*

Prerequisite: Spanish I, teacher and counselor recommendation

Spanish 2

I Unit

This course is a continuation of Spanish I. In this class, students will further develop their skills in speaking, reading, listening, and writing. Grammar is studied more deeply, and vocabulary is expanded. A focus on spontaneous conversation is expanded through various class activities. Hispanic culture, history, customs, art, and geography continue to be discussed.

Students will:

- Acquire additional vocabulary.
- Continue study of grammar and writing.
- Increase skills in conversational Spanish.
- Learn to read more advanced Spanish.

 Key Text: *Auténtico*

Prerequisite: Spanish I


Spanish 2 (H)

I Unit

This advanced course will include all that the regular Spanish 2 course requires, but the class has an intensified focus on reading, writing, listening, and speaking in the target language.

Students will:

- Acquire additional vocabulary.
- Continue study of grammar.
- Increase speaking and writing skills.
- Learn to read more advanced Spanish.

 Key Text: *Auténtico*

Prerequisite: Spanish I, teacher recommendation

Spanish 3 (DE)

I Unit

In this advanced course, students will expand the study of Spanish vocabulary, grammar, and structure while incorporating concepts learned in Spanish I and 2. Students will further develop their skills in speaking, reading, listening, and writing.

Students will:

- Acquire expanded vocabulary.
- Study grammar more deeply.
- Further develop speaking and writing skills.
- Learn to read more advanced Spanish.
- Know and appreciate Hispanic culture, customs, and current affairs.

 Key Text: *Auténtico*

Prerequisite: Spanish I and Spanish 2 or 2 (H)

Spanish 3 (H) (DE)

I Unit

This is an advanced level course with emphasis on developing greater fluency in reading, writing, speaking, and listening. Students will learn to communicate in realistic situations and will produce longer target language samples both in speaking and writing. They will continue to acquire new vocabulary and grammatical structures as well as improve their command of existing structures. Students will learn about Spanish speaking culture through film, literature, history, music, and art.

Students will:

- Improve listening, speaking, reading, and writing proficiency.
- Increase conversational skills.
- Expand vocabulary and grammar.
- Engage Spanish speaking culture through both interpretive and creative activities.
- Encounter the Spanish speaking community of St. Louis through an interview project.

 Key Text: *Auténtico*

Prerequisite: Spanish I and Spanish 2 or Spanish 2 (H), and teacher recommendation

Spanish 4 (DE)

I Unit

This is an advanced course with emphasis on developing greater fluency in reading, writing, speaking, and listening. Students will continue to expand their ability to communicate spontaneously in realistic situations both in speaking and writing. They will encounter the authentic Spanish language through articles, short stories, poetry, film, and music. Students will broaden their cultural knowledge of the Spanish speaking world. They will continue to acquire new vocabulary and will improve their command of grammatical structures.

Students will:

- Read a variety of Spanish sources.
- Write analytical and creative compositions.
- Engage in spontaneous conversations on realistic topics.
- Review grammar studied in previous years.
- Learn history and culture of Spanish-speaking people.
- Explore the use of Spanish in locations in St. Louis

 Key Text: *Auténtico*

Prerequisite: Spanish 3 or Spanish 3 (H)

Spanish 4: Spanish Language and Culture (AP) I Unit

This AP course is structured around the AP thematic units with emphasis on developing greater fluency and proficiency in reading, writing, speaking, and listening. Students will learn to communicate in daily life situations, write longer critical compositions, and read stories and a full-length play by a recognized Hispanic author while emphasizing higher level thinking capabilities. They will acquire broader vocabulary and build proficiency in various complex grammar constructs and apply them in contexts that resemble the AP exam. A continuing focus on culture will further increase students' understanding of Latin America and Spain.

Students will:

- Read a wide variety of authentic Spanish materials and sources.
- Gain knowledge and understanding of products, practices, and perspectives of Spanish culture.
- Write short responses and essays.
- Develop proficiency in interpersonal (conversation) and presentational modes of communication.
- Prepare for the AP Spanish Language and Culture Exam.

 Key Text: *Abriendo Paso, AP guidelines*

Prerequisite: Spanish 3, Spanish 3 (H) or Spanish 4, teacher and counselor recommendation

Spanish 5: Spanish Literature and Culture (AP) I Unit

In this course, the student continues the study of the Spanish language with a meaningful integration of culture, literature, and thematic topics within the Spanish-speaking world. The student analyzes current and historical events, the arts, and literature from a Christian worldview, while demonstrating advanced level proficiency in communication of the Spanish language. This course follows specific AP guidelines.

Students will:

- Develop historical and literary sensitivity, specifically in Latin America and Spain.
- Create meaningful integration of culture through global, historical, and contemporary contexts.
- Master oral communication with presentations, debates, and conversations.
- Gain proficiency with written communication on thematic topics studied.
- Prepare for the AP Spanish Language and Culture Exam.

 Key Text: *Reflexiones*, selected readings

Prerequisite: Spanish 4 (AP), teacher recommendation

Summer Cultural & Language Immersion Experience (SCLIE)

½ Elective Unit

SCLIE is an intense, highly motivating, authentic opportunity for advanced world language students to apply and practice their language knowledge and skills. During these 10 to 15-day trips, students will be immersed in the language and culture through interaction with host families, an exchange program with a partner school, and guided travel.


Students will:

- Improve conversational and aural skills.
- Gain personal competence and confidence in using the target language in everyday situations.
- Function in international customs, commerce, geography, history, politics, culture, money, and transportation.
- Strengthen and enhance vocabulary and grammar.
- Develop a biblical understanding and respect of diverse peoples and cultures.
- Gain personal competence and confidence.

The program stresses world language learning, provides interaction with people, and opens students' hearts and minds toward becoming better citizens of God's global community.

Credit:

- Students who participate in the SCLIE and complete the requirements would earn one-half elective credit. This credit does not count towards the two-year world language study requirement.
- Grading will be based on participation and performance in the pre- and post-department meetings and completion of required assignments.

 Key Text: selected readings



SPECIAL SERVICES DEPARTMENT

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Ed.D. University of Missouri–Columbia

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“Search me, O God, and know my heart! Try me and know my thoughts.
And see if there be any grievous way in me, and lead me in the way everlasting.”
Psalm 139:23-24

SPECIAL SERVICES

VISION

Special Services supports the educational needs of covenant families who have students with diagnosed learning differences. Special Services enhances academic success by providing tools and strategies to utilize in classroom settings, executive functioning, homework commitments, and in testing situations. Special Services assists students in understanding their learning profile well enough to confidently compensate according to a defined learning program, and to advocate for themselves in the academic setting. As a result of a student receiving service, he/she will become a self-reliant, successful learner for life.

STANDARDS

As a result of receiving Special Services, Westminster students will become competent in the following:

- Study skills strategies across content areas
- Application of test-taking strategies
- Effective and enhanced reading and written language skills
- Improved self-reliance, self-acceptance, and self-advocacy
- Recognition of the value of their learning profile from a biblical perspective

MIDDLE SCHOOL OPTIONS

Placement recommendations are made on an individual basis.

- Study Lab 7
- Study Lab 8
- English Skills 7–8
- Math 7
- Math 8
- Math Foundations
- Foundations of Writing and Literature 7 (CWC)
- Foundations of Writing and Literature 8 (CWC)

*CWC: Class-Within-a-Class

UPPER SCHOOL OPTIONS

Placement recommendations are made on an individual basis.

- Study Lab 9
- Study Labs 10, 11, 12
- English Skills 9–12
- Freshman Expository Writing (CWC)
- Literature of Western Civilization (CWC)
- American Literature (CWC)
- Advanced Expository Writing (CWC)

SPECIAL SERVICES LEARNING CENTER

These services are designed for students with diagnosed learning challenges. The program offers limited remedial work in reading and writing but primarily runs parallel to and supports the existing curriculum. The program provides accommodations for and adaptation to students' classes. The goal of this program is to give students tools to succeed in an academic environment and to function as independent learners.

PROGRAM

Learning Center: Most students receive services through the Learning Center (LC). These students are enrolled in a study skills or study lab class and benefit from many of the services listed below.

Consultative to the Learning Center: The consultative service meets the needs of LC students who are able to function well with limited, part-time support. Consultative students maintain an ISP and have access to accommodated testing. Consultative students are not enrolled in a study skills or study lab class.

DESCRIPTION OF THE LEARNER:

- Average or above cognitive functioning
- Diagnosed learning disabilities, ADHD, language impairments, or mild ASD
- History of passing grades in previous school experiences
- Able to function in the classroom with accommodations provided
- Cooperative attitude and behavior
- Able to function within the behavioral guidelines of the school

SERVICES PROVIDED:

- Well-defined educational plans
- Learning Center student advocacy with the faculty
- Parent support and communication
- Instruction in study techniques appropriate to student needs
- Accommodated testing arrangements
- Accommodated curriculum, such as adjusted amounts of class work and/or homework
- Study helps including (but not limited to) word banks, audiobooks, study guides, provision of class notes or outlines, and formula cards in math
- Small class instruction in English and mathematics for those who qualify
- Concept level courses in upper school math and science for those who qualify
- Developmental Writing for students in the upper school who continue to need basic skill development
- Testing center services

Concept Courses are available in the following areas:

Science: Physics, Biology, Chemistry

Mathematics: Pre-Algebra, Algebra I, Geometry, Algebra 2, Advanced Math Concepts

World Language: Spanish 2 Concepts

MIDDLE SCHOOL COURSES

Study Lab 7

I Unit

Study Lab 7 is the basic class for any seventh grade student enrolled in the Learning Center program. The course covers memory techniques, test-taking, stress-management, reading comprehension, written expression, note-taking, organization, test preparation, and self-advocacy. Activities are used to support core curriculum and accommodations through this class.

Study Lab 8

I Unit

Study Lab 8 is the basic class for any eighth grade student enrolled in the Learning Center program. It is an extension of the seventh grade class, requiring the application of study skills across the curriculum with accountability through the Study Lab course. Units include time management, note-taking, test-taking strategies, critical thinking, listening and following directions, organization, and demystification of students' learning challenges. Tools and activities are provided to aid in the achievement of core classes. Accommodations, modifications, and support for tests are provided. This class prepares students receiving Learning Center services for the upper school experience.

English Skills 7–8

I Unit

Conducted in a small class setting, English Skills 7–8 aims to remediate specific writing and foundational skills necessary for success in secondary English courses. The structure of the class is flipped and highly individualized as each skill must be demonstrated to proficiency before moving onto new concepts and skills. It is a data-driven and practical approach to bolstering grammar, sentence writing, and paragraph building skills. Reading skills are assessed and taught through the iReady platform as students will receive periodic diagnostic tests and an individualized instructional path through the program.

 Key Texts: iReady, Curriculum Associates

Math 7

I Unit

This class is for students who are not ready for pre-algebra. The format of the class is designed to increase understanding and retention of math concepts. This is achieved through a focus on math vocabulary, mixed practice of skills, scaffolded curriculum, and continued review of mastered content. Students are taught to use a variety of tools and techniques to assist in the processing of content. The curriculum is formatted in a way that continually challenges students, helping them reach their full potential.

Math 8

I Unit

Math 8 is a pre-algebra course designed for 8th grade students who find success in a smaller, more individualized atmosphere. The format of the class is designed to increase understanding and retention of math concepts. This is achieved through a focus on math vocabulary, mixed practice of skills, scaffolded curriculum, and continued review of mastered content. Students are taught to use a variety of tools and techniques to assist in the processing of content. The curriculum is formatted in a way that continually challenges students, helping them to reach their full potential.


UPPER SCHOOL COURSES

Study Lab 9

I Unit

This class is a stepping stone to the Study Labs 10, 11, and 12 courses. Study Lab 9 is a structured study skills class that is offered to benefit students with diagnosed learning disabilities/language processing challenges/ASD/ADHD. Study Lab 9 is an elective class designed to support and enhance core academic classes while keeping the student organized. Calendars and study materials are planned for long-term project management and effective test preparation. Reviewing is done prior to tests to clarify concepts and apply study techniques. A specific executive functioning curriculum is presented to students, which teaches more in-depth time-management and organizational strategies, as well as other related topics. Students will:

- Meet deadlines set by the LC teacher to ensure project and assignment completion in other classes.
- Have hands-on support and coaching on daily and long-term assignments.
- Develop strong self-advocacy skills.

 Key Materials: *SMARTS Executive Functioning Skills Curriculum*, Dr. Lynn Meltzer

Study Labs 10, 11, 12

I Unit


Each course is a structured study lab and is offered to benefit students with diagnosed learning disabilities/language processing/ASD/ADHD. Grade-level Study Labs are elective classes designed to support and enhance core academic classes while keeping the students organized. Calendars and study materials are planned for long-term project management and for better test preparation. Reviewing is done prior to tests to clarify concepts and apply study techniques. Students will:

- Meet deadlines set by the LC teacher to ensure project and assignment completion in other classes.
- Participate in small-group discussions.
- Develop strong self-advocacy skills.

English Skills 9–12

I Unit

Conducted in a small class setting, English Skills 9–12 aims to remediate specific writing and foundational skills necessary for success in secondary English courses. The structure of the class is flipped and highly individualized as each skill must be demonstrated to proficiency before moving onto new concepts and skills. It is a data-driven and practical approach to bolstering grammar, sentence writing, and paragraph building skills. Reading skills are assessed and taught through the iReady platform as students will receive periodic diagnostic tests and an individualized instructional path through the program.

 Key Texts: iReady, Curriculum Associates

CLASS-WITHIN-A-CLASS (CWC)

CWC classes allow for students with qualifying diagnoses to receive instruction from an English teacher along with the support of a Learning Center teacher so that accommodations and modifications can be made within the regular classroom setting. Both of the teachers teach the curriculum and provide accommodations and modifications as needed for the students enrolled in the class. The Learning Center teacher provides support in planning lessons that allow for accommodations and modifications to be made seamlessly. The CWC also allows for the class to be broken into smaller groups to allow for more specialized instructions.

MIDDLE SCHOOL

Foundations of Writing and Literature 7	I Unit
Foundations of Writing and Literature 8	I Unit

UPPER SCHOOL

Freshman Expository Writing	I Unit
Literature of Western Civilization	I Unit
American Literature	I Unit
Advanced Expository Writing	I Unit

SPECIAL SERVICES

EXTENDED LEARNING CENTER

The Extended Learning Center (ELC) provides an excellent educational setting for students grades 7–12 diagnosed with significant learning needs.

PROGRAM

In order to provide for each student's needs in the least restrictive learning environment possible, the ELC dually pursues inclusion in traditional classes and provides the necessary intensive classes. The ELC strives for each student to realize his or her God-given potential, embrace his or her identity and role within the body of Christ, and effectively work within the Kingdom of God.

DESCRIPTION OF THE LEARNER

Students who are best suited for the ELC services require significant modifications and adaptive/alternative curricula in order to be successful learners. ELC students must be able to function within the behavioral expectations of Westminster Christian Academy. Students who receive this level of service may have a diagnosis of multiple learning disabilities, ASD, ADHD, and/or mild developmental delays.

SERVICES PROVIDED

Students at this level of service receive Individualized Student Plans (ISP) that detail academic history, learning strengths and weaknesses, modifications, accommodations, and goals and objectives. The ISP outlines classes to be taken and goals to be attained for the school year. Students may receive instruction in small groups for some classes, while included in the traditional classrooms for others. In the traditional setting, the student may be supported by paraprofessionals. Social skills training may also be incorporated into the program.

PARAPROFESSIONAL SUPPORT

Students receiving ELC service in both the middle and upper schools may receive support from paraprofessionals for core grade level classes. The paraprofessional facilitates the acquisition of course content by acting under the supervision of the lead teacher. The paraprofessional develops and administers assessments as approved by the lead teacher. Para support provides exposure to subject-specific teachers and socialization opportunities with age- and grade-level peers. Para support is determined on an individual basis.

COURSES

Most courses identified in the Course Guide can be adapted and modified to serve the student's needs identified in the ISP. Each student will be placed in the least restrictive environment that the Special Services planning team deems appropriate to meet ISP goals and spiritual and social needs.

SPECIAL SERVICES

THE GIFTED PROGRAM

VISION

The Gifted Program at Westminster Christian Academy supports the educational and social-emotional needs of families with students identified as gifted. The staff and administration believe that the educational needs of all children of covenant families, including gifted students, should be met through the school's academic programs. The Gifted Program enhances academic potential and success by providing compacted, enriched curriculum. The Gifted Program helps each student develop his or her personalized learning plan and social-emotional needs while confidently seeking and managing academic coursework. This program will allow each student the academic challenge commensurate to his or her intellectual potential.

WESTMINSTER DEFINITION OF GIFTED LEARNERS

The Gifted Program at Westminster focuses on exceptional ability and potential in the academic domains of humanities, mathematics, and science. Ensuring that highly able learners are recognized and subsequently served through systematic programming is of the highest priority.

THE PROGRAM

The services for students identified as gifted begin in the seventh grade and continue through graduation.

MIDDLE SCHOOL

At this level, students are enrolled in compacted, enriched, social studies courses in place of the traditional social studies course. This is the time for students of high potential to explore their particular intellectual abilities from a biblical perspective, to be exposed to experiences that help them define interests and passions, and to explore the challenges peculiar to their giftedness. The teacher of the gifted courses also assists students in course selections, scheduling, and advocacy and works with other teachers on appropriate accommodations for gifted students. Students participate in appropriate placement in the traditional curriculum for the remainder of the day.

UPPER SCHOOL

In the upper school, the Gifted Coordinator assists in course selection and advocacy for interventions such as course acceleration based on each student's Gifted Student Profile and building a four-year academic plan. The Advanced Independent Investigation (All) course also works as a vehicle for many students' exploration of advanced topics or broadening students' studies beyond standard topics offered by Westminster in other courses. Students may enroll in All in any grade level.

EVALUATION / DOCUMENTATION GUIDELINES

Consideration for the Gifted Program requires documentation of the presence of the gifted designation. This documentation may be met in any of the following ways:

Students who have previously been identified as gifted and who have participated in a gifted education program in a previous school may be considered for the program by providing the following:

- Previous IQ testing (within the last three years)* with a written diagnostic summary.
- Documentation of participation from the previous school.
- Achievement test scores from group standardized or individual achievement tests.
- Teacher recommendation and Renzuli rating scale from current teachers.

Students seeking the gifted designation for the first time may be considered for the program by providing the following:

- IQ testing (within the last three years)* with a written diagnostic summary.
- Group or individual achievement testing.
- Current grades.
- Teacher recommendation and Renzuli rating scale from current teachers.

*Students with IQ testing older than three years will need an updated IQ test from the list of approved testers, SSD, or the gifted program in their home district. The WISC-V is preferred.

When the documentation has been received, the admissions committee for gifted services will meet to determine acceptance into the program.

AGENCIES/APPROVED TESTERS

St. Louis University Psychological Services Center – 314.997.2278
UMSL Community Psychological Services – 314.516.5824
Washington University Psychological Services – 314.935.6555
Cardinal Glennon Children's Psychology Department – 314.577.5667

Private Practitioners (This is a listing, not an endorsement.)

Patricia Curry – 314.420.9700 – eiaservices.com
Laurie Duncan – 636.532.2374
Louise Frochlichstein – 636.532.9381 – www.giftedchildtesting.com
Gerry Gremmelsbacher – 314.842.9109 – geryg@sbcglobal.net
Agnes Meyo – 314.780.3621 – www.drmeyo.com
Karen Preusser – 636.256.0600 – www.clarksoncounseling.com
**It is the responsibility of the parent to determine the appropriate tester for their child.*

Fees

Each agency or private practice tester has different fee schedules. Agencies generally follow sliding scale guidelines. Fees are the responsibility of the family.

Special School District of St. Louis County

If a student has been evaluated by SSD within the last year and the data reflects twice exceptionality and includes the four components listed above, that data will be considered for inclusion in the program.

COURSES

Global Studies 7 and Gifted Exploration I Unit

This course is the first year of a two-year sequence in which students study world history, practice critical thinking skills, and begin developing into independent learners. In this first year, students begin with a mini unit on historical thinking skills before studying Early Humans; Cities, Societies, and Empires; Regional Webs; the First Global Age; and Liberal and National Revolutions. The critical thinking curriculum requires students to practice skills such as evaluating premises and mapping arguments in the context of real arguments from texts in a variety of fields. Finally, students engage in a variety of discussions and activities to develop cognitive, emotional, social, and health skills in an endeavor to become independent learners. Students cap the year with a presentation of their first independent investigation at "The Night of the Notables."

Prerequisite: Admission to the Gifted Program

Global Studies 8 and Gifted Exploration I Unit

This course continues the students' studies from Global Studies 7 and Gifted Exploration in world history, critical thinking, and autonomous learning. In this second year, students study Industrialization; Imperialism, Colonialism, and Responses; World War I, Interwar and World War II; End of Empire and Cold War; and Globalization. Students add some formal logic knowledge to their critical thinking toolbox and complete a second independent investigation before hosting a group seminar in the second semester.

Prerequisite: Admission to the Gifted Program

Gifted Exploration Physics (Grade 9) I Unit

As the fundamental science by which God providentially governs and maintains Creation, physics is the first science course for upper school students. As such, students will consider broader questions about the scientific venture, including the relationship between religion and science as well as why science is effective. This course is distinguished as being offered by the Gifted Program and so provides enrolled students with interdisciplinary work, e.g., using history to see science as an enterprise situated with a context and embedded in communities of people. The course prepares students for either Chemistry or Chemistry (H).

Advanced Independent Investigation (All) ½ Unit or I Unit

Students who wish they could have more time on a particular topic in a class or in a particular course or who wish school taught the subjects they find interesting and learn about in their own time will benefit from All's flexibility. Students may use All in one of two ways, as a directed study or as a vehicle for an independent project. For directed studies, students will work with the All advisor to develop objectives for their time in All and agree on means of evaluation for their studies before proceeding to learn about a topic of individual interest. Directed studies students may use a more individualized set of resources of their own selection or may decide to use a structured, external resource such as a university's open course for study. Students pursuing an independent project will follow a process for independent in-depth study, learn skills pertinent to their project, and produce a product suited to their type of project whether that be a play, documentary, science experiment, mathematical proof, engineering prototype, software application, etc. Whether for a directed study or an independent project, students may elect to enroll in All for a single semester or for one year. In both cases, students may also choose to enroll in All multiple times. While students enrolling in All for one year choose to complete both semesters in the same academic year, first-year students, sophomores, or juniors completing a science, engineering, or computer science project considering entry into the St. Louis Science Fair may wish to consider starting the project in the spring semester and completing the project the following fall semester. The same may hold for other academic areas or competitions depending on the specific entry deadlines of the sponsoring organizations.

Prerequisite: Application

SUMMER PROGRAMS 2023

Christopher Knerr, Director
B.S. Miami University
M.A. Covenant Theological Seminary
M.A. Washington University in St. Louis



EXPERIENTIAL LEARNING

Westminster offers Summer Seminar courses to students in order to provide meaningful experiential learning opportunities outside the traditional classroom. These seminars are designed to integrate activity, curriculum and community.

South Dakota

½ Elective Unit

Over the course of an eight-day trip through Badlands and Black Hills of South Dakota, students explore the theme of “restoration” through core courses in literature, history, and science. The focus of the course is the development of a biblical understanding of restoration: the responsibility of all Christians to work toward the restoration of the earth to God’s original intent. Students will interact with a variety of literary selections and participate in a three-day primitive hike and camp through the Badlands National Park, a visit to Wounded Knee Memorial and Mount Rushmore, and a two-day kayaking trip on the Missouri River. The trip also includes a guided tour of Dan O’Brien’s Broken Heart buffalo ranch.

GLOBAL SERVICE EXPERIENCE

South Korea

½ Elective Unit

Students will work with Westminster teachers to design a one-week English summer camp at Saemmul Christian Academy, our partner school in South Korea. Westminster students will not only develop the curriculum but also deliver the curriculum during the camp. Students will have amazing opportunities such as seeing Seoul, attending a Korean church, staying with generous host families, and enjoying many cultural landmarks.

SUMMER CULTURAL AND LANGUAGE IMMERSION EXPERIENCE

SCLIE is an intense, highly motivating, authentic opportunity for advanced world language students to apply and integrate their language knowledge and skills. During these 10-15 day trips, students will be immersed in the language and culture through guided travel, interaction with students from a partner school, and interaction with host families.

France

½ Elective Unit

Students will travel to France for a language & culture immersion experience. Students will be immersed in the French language as they visit historical sites around the country and tour Paris. Prior to the trip, students will meet with Westminster’s French language teachers to complete a course that will prepare them for the places they will encounter while in France.

Spain

½ Elective Unit

Students will attend classes at Alfa y Omega in Denia, Spain. They will have opportunities to experience Spanish culture on day trips with host families from the school and with the Westminster group. Students will also travel to Madrid for a three-day tour of the city. Prior to the trip, students will meet with Westminster’s Spanish language teachers to complete a course that will prepare them for the places they will encounter while in Spain.



WESTMINSTER
CHRISTIAN ACADEMY

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