



bayarea
CHRISTIAN SCHOOL

HIGH SCHOOL
COURSE CATALOG
2025



GENERAL
INFORMATION

COURSE
OFFERINGS

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General Information

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GENERAL INFORMATION

Important Notice

All courses listed in this course guide are subject to change without prior notice. Class offerings may change due to student interest or the availability of qualified instructors. The number of sections offered per course listed will vary based on the availability of space and instructors. The school will do its best to honor each student's course request, but a student's request may not be able to be met due to class size limits, course availability, or schedule conflicts.

Prerequisites

Prior to enrollment, some courses require the foundation of a previous course and/or a level of accomplishment in a previous course. Such prerequisites are noted under the course titles. The listed prerequisites have been determined by each department and will be strictly held to, as these have been determined to be the minimum necessary standards for a student to experience success in the listed course.

Students interested in participating in Dual Credit must complete the application process and requirements from the college offering the course credit. This process includes the college application and testing prior to acceptance.

Course Credits Defined

- Full Year Course - One (1) High School Credit
- Semester Course - One Half (.5) High School Credit
- Dual Credit - High school credit as listed above and possibly three (3) college credits per semester course.
 - Verify with the university you plan to attend.
 - Parents pay dual credit tuition directly to the university.

Abbreviations Identified

H - Honors
AP - Advanced Placement Class
DC - Dual Credit

Honors Policy

A minimum grade of 90% is necessary if moving from a non-Honors prerequisite course into an Honors or AP level course. Minimum requirements and final placement decisions will be re-addressed yearly by the Honors Placement Committee. While in the Honors or AP class, if a student's average falls below 80%, they may be returned to the non-Honors or non-AP course equivalent. This minimum percentage may be lower for upper-level Honors or AP classes that are not prerequisites for later classes. This will be addressed on a case-by-case basis per teacher preference and with the Honors Placement Committee.

GRADUATION REQUIREMENTS

DEPARTMENT	CREDITS
Bible	4
English	4
Science	4
Social Studies	4
Math	4
Physical Education	1
Foreign Language	2
Fine Arts	1
Health & Speech	1
Technology	1
TOTAL CREDITS	26



GENERAL INFORMATION

Core Class Projection Schedule

9th	Credits	10th	Credits	11th	Credits	12th	Credits
Bible	1	Bible	1	Bible	1	Bible	1
English	1	English	1	English	1	English AP English Literature and Composition	1
Algebra I Geometry (H)	1	Geometry Algebra II (H)	1	Algebra II AP Precalculus AP Statistics Precalculus	1	AP Statistics Precalculus Adv Algebra AP Calculus AB	1
Biology Biology (H)	1	Chemistry Chemistry (H)	1	AP Physics 1 Physics Marine Biology Astronomy Forensic Science Anatomy (H)	1	AP Physics 1 Physics Marine Biology Astronomy Forensic Science Anatomy (H) AP Physics C Mechanics	1
World Geography	1	World History	1	US History AP US History	1	US Govt AP US Govt and Politics Economics AP Macroeconomics	1

Core Class Information

- Distinguished Level of achievement includes FOUR years in math including Algebra II and FOUR years in science, and successful completion of an endorsement.
- Performance Acknowledgments determined by TEA include Honors course work, PSAT, SAT, ACT, dual credit participation, and AP exam scores.

Additional Required Courses

Credits needed before Graduation (flexible to fit your schedule)

<u>Foreign Language</u>	2	Health	.5	<u>Physical Education</u>	1
<u>Fine Arts</u>	1	Speech	.5	<u>Technology</u>	1



GENERAL INFORMATION

BACS ENDORSEMENTS

Endorsement	Credit	Course Options
<p>STEM</p> <p>The following courses are required:</p> <ul style="list-style-type: none">Algebra IGeometryAlgebra IIBiologyChemistryPhysics <p>Choose an available option for your fourth credit in math and science and one additional math or science course from the course options.</p>	5 required	<ul style="list-style-type: none">PrecalculusAP PrecalculusAP Calculus ABAP StatisticsPhysicsAP Physics 1AP Physics C MechanicsAnatomy (H)AstronomyForensic ScienceMarine Biology
<p>ARTS/HUMANITIES</p> <p>All students completing four years of Bible and four years of History credits will earn this endorsement.</p>	4 required	<ul style="list-style-type: none">BibleAdvanced-level Fine Arts
<p>MULTIDISCIPLINARY</p> <p>Four credits in the core subject areas. Must include Algebra II.</p>	4 required	Advanced courses from both STEM and Arts/Humanities



BIBLE DEPARTMENT

Department Head: Cory Page

Bible 9 - New Testament Studies

Credit: 1 (full year)

This course considers the Life of Christ through the comprehensive study of the Life of Jesus, primarily taken from the book of Matthew. The Life of Christ is studied in the context of the overall Bible story: the Creation, the Fall, and the Redemption. The course begins by studying the preincarnate Christ, both how Christ acted in the Old Testament and how Christ was prophesied. The remaining units break apart the life of Christ into His preparation for ministry, the Sermon on the Mount, His ministry, responses to Christ, and His coming kingdom.

Bible 10 - Old Testament Studies

Credit: 1 (full year)

From the Book of Genesis to the Book of Malachi, students will learn to tie the different themes and stories of the Old Testament back to this idea of holy people and a holy place. They will learn to identify how the pieces play into the larger plot, and they will see this plot growing to a crescendo that culminates powerfully in the person of Jesus Christ.

This curriculum directs students to move beyond merely knowing about God's kingdom to participating in God's kingdom. Since true faith involves the whole person—the head, heart, and hands—we have designed each lesson to involve components of knowledge, conviction, and living. We believe that when students truly grasp the beauty of God's kingdom, their hearts will be stirred, and they will desire to use their lives in service to it.

Bible 11 - Bible Doctrines

Credit: 1 (full year)

Bible Doctrines is a systematic theology class designed to establish a systematic foundation for the student's overall belief system and worldview. Students begin with Bibliology, the study of the Bible. Then, the course moves from Theology (God), to Christology (Christ), then to Pneumatology (Holy Spirit). After studying the Trinity, the course looks at Biblical Anthropology, the study of man, and Soteriology, the study of salvation. From there, the course moves through Angelology, the study of angels, and Eschatology, the study of the End Times.

Bible 12 - Worldviews

Credit: 1 (full year)

In order to prepare our graduating seniors for college and the world, we focus our efforts in Bible class on Worldviews. In this class, we study what constitutes a worldview, and survey many worldviews, such as Islam, New Spiritualism, Marxism, Secular Humanism, and Postmodernism. We finish the year with a heavy focus on what constitutes a Biblical Worldview and how to defend it.



ENGLISH DEPARTMENT

Department Head: DeeDee Thompson

English 9

Credit: 1 (full year)

Mandatory Summer Reading:

To Kill a Mockingbird by Harper Lee

Students in this course will follow a literacy curriculum designed to prepare them for success and to promote college and career readiness. Instruction and evaluation are based entirely on specific reading, writing, language, and speaking/listening skills outlined in our curriculum objectives and the TEKS. As part of our 21st-Century classroom, students will analyze multimedia communications including fiction and nonfiction texts and excerpts, Internet sources, poetry, drama, music, various video and movie clips, to examine essential questions about language, cultural experiences, literacy, speaking and listening, and the study of humanity. Secondary literature helps students go beyond learning about literature to learning how to interact with literature. Students develop a deeper understanding of their fellow man as they examine texts from different cultures, diverse authors and genres, and a range of time periods. Students use text-focused close reading techniques through a before, during, and after reading approach which emphasizes comprehension and critical thinking. Students evaluate each selection, sharpening their discernment and shaping their worldview. Evaluating how good a work is—that is, how it reflects the Truth, Goodness, and Beauty that the Creator has worked into His creation—is essential to a true understanding of literature. Thus, students will be challenged to evaluate literature in the light of Scripture—especially when an author's philosophies contradict the Word of God. This practice of applying a biblical worldview should help students to become discerning and Christ-like in their approach not only to literature but to life itself.

English 10

Credit: 1 (full year)

Mandatory Summer Reading:

Night by Elie Wiesel

English 10 focuses on advancing students' reading, writing, literary analysis, and communication skills. Reading selections from a variety of genres target six fundamental components of literature: conflict, character, theme, point of view, structure, and tone. "Students are challenged to apply scriptural principles to their analysis of an author's ideas and to sharpen their critical thinking skills as they observe the strengths of good writing and various techniques of Christian and non-Christian writers" (TE, p. xiii).

Writing includes various methods of prewriting strategies, drafting, revising, editing, and proofreading. Students compose a variety of types of compositions including a memoir, journaling, letter writing, poetry, persuasive essays, personal narratives, in-class essays, timed writings, and a research essay. Grammar and mechanics are reviewed and refined through the revision of essays in addition to specific lessons and exercises.

Vocabulary is enhanced through the use of context clues, root words, prefixes, and suffixes. Literary vocabulary is also taught in conjunction with reading selections.

In addition to the literature book, students read *Night* by Elie Wiesel, *Julius Caesar* by William Shakespeare, and *Silas Marner* by George Eliot.

ENGLISH DEPARTMENT

Department Head: DeeDee Thompson

English 11

Credit: 1 (full year)

Mandatory Summer Reading:

The Great Gatsby by F. Scott Fitzgerald

English 11 is a college preparatory class that presents an academic rigorous overview of American literature from the Colonial to the Modern Period. Students read and analyze a variety of genres. "Students will be able to see how key events as well as political, social, philosophical, and religious movements have intertwined to affect the flow of ideas from era to era and author to author, shaping American culture even today" (TE, p. ix).

Writing includes various methods of prewriting strategies, drafting, revising, editing, and proofreading. Students compose a variety of types of compositions including creative writing assignments, poetry, persuasive essays, a character critical analysis, personal narratives, in-class essays, and timed writings. After instruction in MLA format, students are assigned a major research paper. In the 4th quarter, students write a Common App college entrance essay. Grammar and mechanics are reviewed and refined through the revision of essays in addition to specific lessons and exercises.

Vocabulary is enhanced through the use of context clues, root words, prefixes, and suffixes. Literary vocabulary is also taught in conjunction with reading selections.

In addition to the literature book, students read *The Great Gatsby* by F. Scott Fitzgerald, *The Old Man and the Sea* by Ernest Hemingway, and *The Scarlet Letter* by Nathaniel Hawthorne.

English 12

Credit: 1 (full year)

Mandatory Summer Reading:

The Screwtape Letters by C.S. Lewis

English 12 is a comprehensive study of British literature. Students will become familiar with the history of England, the cultural, political, theological, philosophical, and social changes that created and continue to affect the English-speaking world today. Strong emphasis is given to critical analysis, interpretation, and synthesis skills. In the context of British literature, students will continue to develop their skills in reading and responding to texts. They will present oral and written discussion of the works, become familiar with the explication of poetry, and develop a style of writing that is correct, logical, organized, and effective.

Secondary literature helps students go beyond learning about literature to learning how to interact with literature. Students develop a deeper understanding of their fellow man as they examine texts from different cultures, diverse authors and genres, and a range of time periods. Students will evaluate each literary selection, sharpening their discernment and shaping their worldview. Evaluating how good a work is—that is, how it reflects the Truth, Goodness, and Beauty that the Creator has worked into His creation—is essential to a true understanding of literature. Thus, students will be challenged to evaluate literature in the light of Scripture—especially when an author's philosophies contradict the Word of God. This practice of applying a biblical worldview should help students to become discerning and Christ-like in their approach not only to literature but to life itself.



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ENGLISH DEPARTMENT

Department Head: DeeDee Thompson

AP English Literature and Composition 12

Credit: 1 (full year)

Mandatory Summer Reading:

Jane Eyre by Charlotte Bronte

This course is designed to offer students an in-depth, analytical study of British, American, and world literature. This study culminates in the taking of the AP® English Literature exam and, ideally, prepares students for college reading and writing courses. Students will study from various forms of literature, including poetry, short stories, novels, plays, and many excerpts from longer texts. There will be a strong emphasis on practicing and perfecting analytical composition, especially on-demand writing. The class will be composed of three main components: Literary analysis of POETRY, Literary analysis of PROSE, and Analytical WRITING of literature and poetry.



SOCIAL STUDIES DEPARTMENT

Department Head: Jeff Buehler

Cultural Geography 9

Credit: 1 (full year)

Freshman Cultural Geography targets the two main divisions of geography: physical geography and human geography. In this course, high school students will explore the cultures of the world and they will master the political maps of each of the continents. Students will learn how to use map grids to determine absolute location. Students will learn to distinguish the varying levels of industry. Students will learn to compare and contrast the basic biomes of the world. As the political and geographical features of countries are presented, students will learn about key historical figures and events. The course is designed to prepare the student for further studies in history. Throughout the course of study, the instructor will reinforce the components of a Christian worldview.

World History 10

Credit: 1 (full year)

World History is a survey of the history of mankind from creation to the modern era. Upon completion of this course, high school students should be able to identify key figures and events from world history. Students will investigate historical movements through the use of primary and secondary sources. Particular emphasis will be placed upon the rise and development of western civilization. The entire course will be taught from within the framework of a Christian worldview. The goal will be for students to grasp the consequences of the fall upon human society. Students will be encouraged to examine historical events with an eye to divine providence. Emphasis will be placed upon the hope of redemption which is found in the Lord Jesus Christ.

US History 11

Credit: 1 (full year)

Dual Credit option available

U.S. History at Bay Area Christian is a two-semester survey of American history from the revolutionary era to the present. This course guides students toward mastering the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States History. Students will learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance and to weigh the evidence and interpretations presented in historical scholarship. Emphasis is placed on critical and evaluative thinking skills and interpretation of primary and secondary documents.

AP US History 11

Credit: 1 (full year)

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places. We place our focus on critical and evaluative thinking skills, essay writing, and interpretation of primary and secondary sources throughout our history. At the end of the course, students will be prepared to take the United States History exam administered by the College Board.



SOCIAL STUDIES DEPARTMENT

Department Head: Jeff Buehler

US Government 12

Credit: .5 (Fall semester)

Dual Credit option available

Government focuses on the principles and beliefs, including Christianity, on which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. Students learn major political ideas at the time of the founding. The course includes a study of the U.S. Constitution, its underlying principles and ideas and the form of government the constitution created. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students learn how the political process works during election cycles. Lastly, Students will also examine the relationship between governmental policies and the culture of the United States and the biblical worldview of these policies.

Economics 12

Credit: .5 (Spring semester)

Dual Credit option available

Economics is a one-semester course with a focus on Macroeconomics. The course moves through the basic principles of economics and Supply and Demand. Students learn about the different types of economic systems, the measurements of economic data, the FED and the banking system. We lastly go through fiscal policy and tie it to government class and the policies from a Biblical lense. Students will also examine the relationship between governmental economic policies discussed from the biblical worldview. There is a focus on analytical skills and application of material to real-world issues pertaining to the nation's economy.

AP US Government 12

Credit: .5 (Fall semester)

Dual Credit option available

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. At its core, the required content of the course are several big ideas that allow students to create meaningful connections among concepts throughout the course. Students will also engage in skill development that requires them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. At the end of the course, students will be prepared to take the United States Government and Politics exam administered by the College Board.

AP Macroeconomics 12

Credit: .5 (Spring semester)

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.



MATH DEPARTMENT

Department Head: Samantha Kroese

Algebra 1 9

Credit: 1 (full year)

Algebra 1 introduces students to algebraic expressions, equations, inequalities, functions, and the many ways to represent them (graphically, algebraically, and numerically).

Geometry Honors 9

Credit: 1 (full year)

Prerequisites: See Honors Policy

Geometry Honors is an advanced course intended for students who are ready to work at a rigorous and fast pace in order to be prepared for advanced upper-level math courses. The course covers the tools of Geometry, reasoning and proof, parallel and perpendicular lines, congruent triangles, relationships within triangles, proportions and similarity, right triangles and trigonometry, quadrilaterals, probability, properties of circles, surface area, volume, and transformations and symmetry.

Geometry 10

Credit: 1 (full year)

Geometry covers the tools of Geometry, reasoning and proof, parallel and perpendicular lines, congruent triangles, relationships within triangles, proportions and similarity, right triangles and trigonometry, quadrilaterals, probability, properties of circles, surface area, volume, and transformations and symmetry.

Algebra II Honors 10

Credit: 1 (full year)

Prerequisites: See Honors Policy

Algebra 2 Honors is an advanced course intended for students who are ready to work rigorously and at a faster pace than the regular course. The course is designed to build on algebraic and geometric concepts. It develops knowledge and skills in advanced algebra such as evaluating and simplifying expressions, solving and graphing linear, quadratic, exponential and logarithmic functions, solving and simplifying equations and inequalities, and studies in matrices, polynomials, radical expressions, sequences and series, probability, trigonometry, systems of equations, and complex numbers, among other math concepts. Graphing calculators are required.

MATH DEPARTMENT

Department Head: Samantha Kroese

Algebra II 11

Credit: 1 (full year)

Algebra 2 will provide a foundation of concepts, techniques and applications to prepare students for success with dual-credit College Algebra, Advanced Algebra or Precalculus in the following year. Review of Algebra 1 topics will be covered with a greater emphasis on functional, numerical and graphical analysis. While Algebra 1 focused on linear and quadratic functions, Algebra 2 will delve into higher order polynomial functions, as well as radical, rational, exponential and logarithmic functions. Additionally, an introductory study of trigonometric or piecewise functions may occur. Graphing calculators are required.

AP Precalculus 11

Credit: 1 (full year)

AP Precalculus is a college-level course intended for students who are ready to work at a rigorous pace in an effort to be prepared for coursework in Calculus and beyond. The course includes a study of polynomial and rational functions, exponential and logarithmic functions including sequences and series, trigonometric and polar functions, and an introduction to limits to prepare the student to take the College Board AP exam. Time permitting, conic sections and parametric equations will be studied.

AP Statistics 11, 12

Credit: 1 (full year)

AP Statistics is the equivalent of a one semester, introductory college statistics course. In this course, students will develop strategies for collecting, organizing, and analyzing data. At the end of the course, students will be prepared to take the Statistics exam administered by the College Board.

Precalculus 11, 12

Credit: 1 (full year)

Precalculus is intended to prepare the student for coursework in Calculus and beyond. The course includes a review of functions and their graphs, a study of polynomial and rational functions, exponential and logarithmic functions, the unit circle and trigonometric functions and identities, sequences, series, probability, conic sections, parametric and polar equations, and an introduction to limits.

Advanced Algebra 12

Credit: 1 (full year)

Advanced Algebra provides a third year of algebra skills to prepare the student for College Algebra. The course will include a review of fundamental concepts of algebra, a study of functions and their graphs, systems of equations, polynomial and rational functions, quadratic functions, exponential and logarithmic functions, sequences, series, and conic sections.

AP Calculus AB 12

Credit: 1 (full year)

AP Calculus AB is a college-level course intended for students who are ready to work at a rigorous pace with a desire to problem solve and communicate solutions with proper notation. The course includes a study of limits and continuity, differentiation, integration, and differential equations to prepare the student to take the College Board AP exam.

SCIENCE DEPARTMENT

Department Head: Taylor Maier

Biology 9

Credit: 1 (full year)

Biology is the study of life, and this course includes a study of living organisms and their processes. Topics that will be covered in this course include the scientific method, ecology, biochemistry, cellular processes, genetics, Creation, classification of organisms, botany, invertebrates, and vertebrates. This course also includes laboratory experiments designed to reinforce course content.

Biology Honors 9

Credit: 1 (full year)

Prerequisites: See Honors Policy

Honors Biology is an advanced study of life, focusing on living organisms and their intricate processes. This course explores topics in greater depth, including the scientific method, ecology, biochemistry, cellular processes, genetics, Creation, classification of organisms, botany, invertebrates, and vertebrates. Students will engage in rigorous laboratory experiments designed to enhance their understanding of complex biological concepts and develop critical thinking and analytical skills.

Chemistry 10

Credit: 1 (full year)

In Chemistry, students conduct laboratory investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory, chemical bonding, chemical stoichiometry, gas laws, and solution chemistry. Students investigate how chemistry is an integral part of our daily lives.

Chemistry Honors 10

Credit: 1 (full year)

Prerequisites: See Honors Policy

Honors Chemistry challenges students to conduct advanced laboratory investigations, apply scientific practices, and utilize critical thinking and scientific problem-solving to make informed decisions. This rigorous course delves deeply into topics such as the characteristics of matter, advanced use of the Periodic Table, the development and applications of atomic theory, chemical bonding, chemical stoichiometry, gas laws, and solution chemistry. Students will explore how chemistry influences and shapes our daily lives, developing a comprehensive understanding of the subject through hands-on experiments and analytical exploration.

SCIENCE DEPARTMENT

Department Head: Taylor Maier

AP Physics 1 11, 12

Credit: 1 (full year)

Prerequisites: Algebra II Honors

AP Physics 1 is an algebra-based, introductory college-level physics course. It is a full-year course that is the equivalent of a first-semester introductory college course in algebra-based physics. This course requires that twenty-five percent of instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices. Inquiry-based laboratory experiences support the AP Physics 1 course and AP Course Audit curricular requirements by providing opportunities for students to engage in the seven science practices as they design plans for experiments, make predictions, collect and analyze data, apply mathematical routines, develop explanations, and communicate about their work.

Physics 11, 12

Credit: 1 (full year)

Physics is an advanced science class that satisfies the high school graduation requirement for Texas Essential Knowledge and Skills (TEKS). The following units will be covered in this Physics class: Foundations Of Physics, Motion in One Dimension, Vectors and Scalars, Motion in Two Dimensions, Newton's Laws, Applying Newton's Laws, Work and Energy, Momentum, Periodic Motion, Electric Fields, Current Electricity, Light and Reflection, and Refraction.

Marine Biology 11, 12

Credit: 1 (full year)

The purpose of this course is to cover the basics of marine biology with a global approach. Students will cover the principles of marine geology, water properties, and survey of the anatomy and physiology of aquatic ecosystems, aquatic organisms, and the interactions of humans with the marine environment. Students will also complete a variety of lab experiences that include microscopic observation of organisms and their tissues, dissection of organisms, and other lab activities related to aquatic ecosystems and organisms.

Astronomy 11, 12

Credit: 1 (full year)

Prerequisites: Chemistry

Astronomy is an upperclassman science that satisfies the high school graduation requirement for Texas Essential Knowledge and Skills (TEKS). Astronomy concentrates more on understanding the patterns of the sky, being able to use tools to predict and track these patterns, evaluating and making inferences from this data, and being able to communicate it in a logical manner. The focus of it is more on using the scientific reasoning and problem solving processes to make informed decisions using critical thinking and scientific problem solving. The following units will be covered in this Astronomy class: Astronomy in Civilization, Patterns and Objects in the Sky, Our Place in Space, The Moon, Reasons for the Seasons, Planets, The Sun, The Stars, The Galaxies, Cosmology, and Space Exploration.

SCIENCE DEPARTMENT

Department Head: Taylor Maier

Forensic Science 11, 12

Credit: 1 (full year)

Forensic Science is a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science.

Anatomy Honors 11, 12

Credit: 1 (full year)

The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy will study a variety of topics; students will learn the structure and function of all main human body systems and their interaction for maintaining homeostasis. Students will learn anatomical terms, real medical applications, dissection techniques, and molecular structure and function that build the human body.

AP Physics C Mechanics 12

Credit: 1 (full year)

Prerequisites: AP Physics 1

AP Physics C: Mechanics is a calculus-based, college-level, second-year physics course. The big ideas for this course enable students to create meaningful connections among course concepts. Applying the following big ideas in a variety of contexts allows for students to develop deeper conceptual understandings:

- BIG IDEA 1: CHANGE (CHA) Interactions produce changes in motion.
- BIG IDEA 2: FORCE INTERACTIONS (INT) Forces characterize interactions between objects or systems.
- BIG IDEA 3: FIELDS (FLD) Fields predict and describe interactions.
- BIG IDEA 4: CONSERVATION (CON) Conservation laws constrain interactions.



INFORMATION AND TECHNOLOGY LITERACY DEPARTMENT

Digital and Interactive Media 9, 10, 11, 12

Credit: 1 (full year)

Digital & Interactive Media is a secondary-level computer course focused on developing publications, interactive documents, and interfaces utilizing various tools such as Microsoft Office, Adobe Creative Cloud, and Google products. Students learn the art of digital creation through various projects and assignments.

BCIS 9, 10, 11, 12

Credit: 1 (full year)

BCIS is a secondary-level computer course focused on teaching key business skills needed to complete various tasks utilizing Microsoft Office (MS) and Google applications for word processing, data analysis, presenting, data management (MS only), and desktop publishing (MS only). This course also reinforces typing/keyboarding skills taught during earlier years.

School Media 10, 11, 12

Credit: 1 (full year)

Application & Teacher Recommendation

School Media offers creative hands-on learning covering essential skills in digital photography and graphic design using Canva, specifically tailored for social media and web platforms. This course includes hands-on projects, and real-world applications, and offers support to teachers and school divisions throughout the school year.

Yearbook 10, 11, 12

Credit: 1 (full year)

Application & Teacher Recommendation

In this course, students learn basic principles of yearbook production and develop skills that include writing copy, captions and headlines; digital photography; desktop publishing and using appropriate technology tools for media production.

Tech Arts and Communications 11, 12

Credit: 1 (full year)

This course is two fold. The Tech Arts aspect will explore how principles of audio and video skills can be utilized to enhance communications for programs and events. Students will identify and utilize the appropriate technical applications and skills needed to facilitate creative communication with their audience. The Communications aspect will explore how principles of personal & professional written and oral communications operate in everyday life. Students will identify communication process barriers and misconceptions; impact of cultural values and norms; influences of perception and judgment; communication and self talk; creating and responding to messages; characteristics of nonverbal communication and their impact; listening effectively; identifying and controlling emotions; developing an effective communications climate; and effectively managing conflict.



FOREIGN LANGUAGE DEPARTMENT

Department Head: Chris Meyer

Spanish I 8,9

Credit: 1 (full year)

Spanish I is a one-year course that teaches the basic knowledge of the Spanish language. Students will be introduced to a wide range of vocabulary while focusing on core verbs and their simple present and past tense conjugations. The course will not only expose students to various Hispanic cultures, but it will also challenge them to use the knowledge acquired in speech, understanding, reading, and writing.

Spanish II 10

Credit: 1 (full year)

Dual Credit option available

Spanish II will expand on the vocabulary and grammar concepts already established in Spanish I. In Spanish II, students will go further into the grammar concepts. They will learn more verb tenses and get a basic understanding of the grammar moods. They will learn basic skills to translate from Spanish to English. They will also be challenged to engage verbally in a basic dialog related to the subjects covered at the end of each quarter.

Spanish III Honors 11, 12

Credit: 1 (full year)

Spanish III is an Honors class that builds upon the foundation of Spanish I and Spanish II. The curriculum goes further into the structure of the grammar while engaging them in the language. Students will be required to read scripture daily. They will be challenged to understand the language by listening to instructions in Spanish. They will write descriptive paragraphs and short stories. Students will also have the opportunity to go on outings where they will use their skills to communicate in Spanish.

Spanish IV Honors 12

Credit: 1 (full year)

Spanish IV is an advanced high school course designed to build upon prior Spanish studies by immersing the students in the language and focusing on more complex grammar, vocabulary, and cultural understanding. Students will practice all four language skills (listening, speaking, reading, and writing) and engage in critical thinking and communication using Spanish. The course aims to prepare students for college-level Spanish courses or AP Spanish Language and Culture.



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PHYSICAL EDUCATION DEPARTMENT

Department Head: ???

Performance Training 9, 10, 11, 12

Credit: 1 (full year)

The purpose of strength training is to guide children to be physically active for a lifetime. Believing that God wants us to maintain self-control and to honor our bodies, it is our goal to enable students through strength training to perform basic skills in fitness and human performance exercises. Opportunity is provided to accomplish this goal through activities appropriately designed for the student's developmental level. Strength training provides the perfect setting for learning self-discipline and creating healthy habits through group and individual strength exercises, flexibility, and challenging core lifts.

Team Sports 9, 10, 11, 12

Credit: 1 (full year)

Team Sports are designed to introduce students to the fundamentals of a variety of team-based athletic activities, including football, soccer, basketball, volleyball, track & field, softball, and more. Team sports focus on skill development, strategic gameplay, and fostering effective teamwork while promoting communication and collaboration among players. Students will gain a strong understanding of the technical aspects of each sport, while also emphasizing sportsmanship and fair play. Through drills, practice sessions, and competitive games, students will improve their physical fitness, teamwork, and overall athletic performance.

Athletic Training 9, 10, 11, 12

Credit: 1 (full year)

The student athletic training program is a great opportunity for students to be involved in an extracurricular activity. Student trainers play an important role in all athletic programs. Responsibilities include CPR/First Aid certification, attend practices/games, learn taping and rehabilitation skills, hydrate athletes, and daily cleaning.



FINE ARTS DEPARTMENT

Department Head: Marianne Morrison

Orchestra 9, 10, 11, 12

Credit: 1 (full year)

The High School orchestra is comprised of intermediate to advanced level musicians from 9-12th grades.

During the fall semester, select members also perform with the marching band, participating in a summer band camp as well as Friday night home football games and possible competitions. Students are also taught essentials for small ensemble and chamber music playing. Students have the opportunity to audition for regional groups and throughout the year.

During the spring semester, they are solely a concert performing group, participating in possible festivals as well as concerts.

Art 9, 10, 11, 12

Credit: 1 (full year)

This course utilizes the elements of art and the principals of design to explore a wide variety of art mediums, and utilizes these concepts to create works of art, as well as analyse art from a biblical and historical context. We also explore career options and help to build community relationships through public exhibitions and Christian competition in the art area. We believe that God has uniquely gifted each of us to bring our gifts to the Father as an act of worship to glorify His name, and seek to allow students the opportunity to praise through the Arts.

Choir/Resound 9, 10, 11, 12

Credit: 1 (full year)

The Fine Arts department at BACS exists to bring glory and honor to God through the gift of creative expression. Genesis 1:1 states that "In the beginning, God created the heavens and the earth." We strive to equip our students for excellence in their creative pursuits so that the beauty and nature of God will be glorified through the creative process. BACS Bronco Choir will equip students to become lifelong worshippers of the one, true God, effectively present practical, theoretical, and historical aspects of choral music education, explore a variety of different styles and genres as related to choral music education. When secular styles and genres are considered for use in the classroom, those styles will be filtered through a biblical worldview, seeking to fulfill the biblical mandate to think about things that are true, noble, right, pure, lovely, admirable, excellent, and praiseworthy. (Phil. 4:8), encourage students to skillfully use their gifts and creative abilities for kingdom purposes, and enhance the educational experience by offering opportunities for students to perform in a variety of appropriate settings.

Band 9, 10, 11, 12

Credit: 1 (full year)

The High School band is comprised of intermediate to advanced level musicians from 9-12th grades. During the first semester, the band also performs a marching band, participating in a summer band camp as well as Friday night home football games and possible competitions. During second semester, they are solely a concert performing group, participating in possible festivals as well as concerts.



ADDITIONAL OFFERINGS

Speech/Communications 9, 10, 11, 12

Credit: .5 (Offered both semesters)

BACS required course

Dual Credit option available

Students will learn and practice the fundamentals of public speaking in regards to volume, a calm/confident physical posture, good eye contact, lack of filler words, and proper use of visual aids in order to express the truths of the Christian faith in our modern world.

Home Economics 11, 12

Credit: 1 (full year)

The course teaches students to understand good decision-making skills, basic concepts of nutrition, food preparation, use and care of equipment, kitchen organization, purchasing food, parenting skills, prenatal development, child growth and development, money and time management, hospitality, interior design and decorating, and basic hand and machine sewing skills.

Peer Leadership (Bronco Buddies) 11, 12

Credit: 1 (full year)

Application & Teacher Recommendation

Peer Leadership (PL) is a program for our High School juniors and seniors that allows and equips them to mentor younger students. By coordinating with elementary teachers, PLs can serve in up to four classrooms, where they cultivate supportive relationships with younger students they serve. This not only benefits younger Broncos but also provides valuable class credit and a strong highlight on your college résumé.

SAT Prep 10, 11

Credit: 1 (full year)

SAT Prep Verbal is a semester-long class designed to prepare students for the SAT Reading and Writing portions of the SAT Test through providing SAT Test practice, identifying and implementing test-taking strategies and tips, mastering skills needed for taking the SAT Test, becoming more familiar with SAT content and format, gauging progress, and applying the skills learned in high school classes. Time in class will be dedicated to discovering God-given destiny and call, as well as identifying strengths, and setting personal and professional goals for career and life.

Health 9, 10, 11, 12

Credit: .5 (Offered both semesters)

BACS required course

Health is the overview study of the body and how to care for it in balance: physical, mental, emotional and spiritual. Students will learn to use a biblical worldview to develop the skills for healthy living. Students learn the importance of physical activity and nutrition. Students learn to use important tools for communicating feelings and opinions through a biblical lens. Through the study of real life issues, students will be guided into forming healthy attitudes and behaviors that promote personal development, health and wellbeing.

Teacher Aide 11, 12

Credit: N/A

Study Hall 9, 10, 11, 12

Credit: N/A

DUAL CREDIT INFORMATION



Dual Credit Policy

Dual Credit (DC) is a way to earn simultaneous high school and collegiate credit at a fraction of the cost of traditional colleges. Eligibility is subject to grade level, academic standing, preliminary DC testing by the collegiate institution, the student's ability to maintain acceptable academic achievement within the DC program, administrative approval, and the parents' desire for the student.

Eligibility for Dual Credit

- In order to enroll in DC, the following conditions must be met:
 - The student must be at least an incoming sophomore with a 3.25 cumulative average.
 - Juniors and seniors wanting to participate in DC must have a cumulative 3.0 GPA with no grades below 80% in the completed BACS History and English classes.
 - The student must pass TSI dual credit entrance exams.
 - The student must be current in BACS tuition and fees.
 - The student has approval from parents, Counselor, and the HS Principal.
 - BACS administration must approve the student based on disciplinary conduct/records and attendance records.
 - Students who enroll in DC beginning in the summer between their freshman and sophomore year should meet with the BACS Academic Counselor to plan course selection.
 - **Students cannot enroll in a dual credit science course in substitution of a BACS-required science credit.** However, students can take an additional DC Math or Science coursework to earn a STEM endorsement.
 - **Students who fail, drop, or are dropped by the DC instructor will be allowed to continue in DC opportunities but on probationary status. Additionally, students who fail, drop, or are dropped after the class change deadline at BACS:**
 - May not be permitted into a parallel class at BACS.
 - No student will be allowed to begin their SENIOR YEAR in DC on probationary status.
 - Only juniors and seniors are eligible for DC late arrival to BACS's campus if late arrival applies. Late arrival is not guaranteed.
 - Only seniors finishing the day early may be eligible for early release with administrative and parent approval.



bayarea
CHRISTIAN SCHOOL

DUAL CREDIT INFORMATION

General Guidelines

- Students need to check the transfer credit resources to the four-year school of their choice before enrolling in DC classes. See the following examples for transfer course equivalency: [University of Texas](#) and [Texas A&M](#).
- DC classes are NOT calculated into the student's cumulative numeric average or GPA calculation. Course credits are given, and a "P" for passing is noted on the official transcript record.
- Any student in the top ten of their graduating class choosing to participate in DC courses, needs to be aware that the number of BACS courses on their transcript will be less. This results in each BACS course grade carrying a heavier weight towards their cumulative numeric average and GPA calculation.
- Per TAPPS guidelines, a student athlete or fine arts performer must maintain at least four (4) classes per semester at BACS/DC in order to be eligible for TAPPS sanctioned events.
 - DC courses count toward the four class requirement. The course must be taken during the BACS semester calendar to qualify. Summer classes do not count as a semester core class.
 - In addition, ineligibility rules apply to any DC grade below a 70.
- The level of parent oversight and students' ability to organize and keep up with online coursework should be considered.



Our pledge to parents regarding Dual Credit

Our pledge is to educate all of our students and partner with parents allowing Dual Credit options if so desired by our families. Our position is that the family should be the primary faith trainer as expressed in Scripture (Deut. 6:4-7, Psalm 78:1-8 ESV). We are committed to building relationships with all BACS families, faculty, and staff. We are humbled by the blessing of being able to provide Christian education to our community.

DUAL CREDIT INFORMATION

Available Courses

Students who meet the above conditions may take DC in the following manner.

*Indicates graduation requirement for BACS

GRADE	BACS Course	LeTourneau Course	COM Course
11	*US History 1	HIST 2113	HIST 1301
11	*US History 2	HIST 2123	HIST 1302
12	*English 12	ENGL 1013	ENGL 1301
12	*English 12	ENGL 1023	ENGL 1302
12	*US Govt	POLS 2503	GOVT 2305
12	College Algebra	MATH 1203	MATH 1314
10, 11, 12	*Spanish I or II	SPAN 1113	SPAN 1411
10, 11, 12	Texas Govt	Not offered online	GOVT 2306

- It is important to note that in order to keep a senior from the danger of failing, administration may require dropping DC or deny enrollment in DC.
- Students desiring to take additional course work outside of the courses listed above may do so at any local junior college with approval from the Counselor. Pricing and cost will vary depending on the institution.



DUAL CREDIT INFORMATION

Philosophy

For almost a half-century, BACS has arduously pursued a reputation for academic excellence. More importantly, we have given ourselves to the cause of educating the next generation of Christ-followers as we endeavor to foster a biblical worldview. To this end, an attitude of partnership embodies the synergetic relationship we embrace with families in the education of their children. With that in mind, Dual Credit offers many positives, but it also has drawbacks.

Benefits of enrolling in Dual Credit

- Students experience collegiate coursework and pacing prior to graduating high school.
- Collegiate credit while in high school is a fraction of the normal college credit cost.
- Successfully completing a DC class satisfies both high school and collegiate requirements; therefore, it is efficient in satisfying both transcripts with one class.
- Students enjoy studying one class for a semester and then transitioning into another class for the second semester.
- The college calendar is shorter than the high school calendar, and students enjoy the freedoms of the college culture, breaks, and scheduling while still in high school.

Disadvantages of Dual Credit

- Some students are not ready for college level education without oversight.
- We have no control to evaluate and influence the rigor of the curriculum.
- Some college professors can vary in demeanor and expectations. Oftentimes, some professors will not reconsider, compromise, nor make exceptions for mistakes made by high school students performing as a novice college student.
- BACS students cannot be academically monitored or cared for as they can be at BACS.
- An aggressive appetite for gaining college credit through DC coursework can often leave juniors and seniors with a limited BACS schedule.
 - This can lead to disinterest and lack of involvement their junior and senior year.
 - Students risk being ineligible to compete in TAPPS sanctioned events such as sports and fine arts.
 - Per TAPPS guidelines, a student athlete or fine arts performer must maintain at least four (4) classes per semester including BACS or DC in order to be eligible for TAPPS sanctioned events.
- Students failing, dropping, or being dropped from classes past the midway marker of the class can fall behind, and seniors therefore risk failing to graduate. These students are not permitted to enter a BACS class in progress/session.
- Students do not gain any extra GPA points by taking DC courses.
- DC courses are not configured for the valedictorian/salutatorian calculations.