



High School Course Descriptions

Bible - one credit; five periods per week

Grade 9 - Revelation and Galatians

This class involves a close reading of Revelation and Galatians. Students learn how to read the genres of Apocalypse, Prophecy and New Testament Letter. They explore the first century historical context to learn what Revelation and Galatians meant to their first readers, and they learn how Revelation, so seemingly oriented to the future, has powerful meaning for today. This class will especially emphasize a socio-historical reading of Scripture to understand authorial intent and the reception of these texts in the first century church. They also begin to read Scripture theologically, relating the message of these books to the rest of Scripture, and reading them in light of the rest of Scripture.

Grade 10 - The Acts of the Apostles and Paul's Letter to the Romans

This class involves a close reading of Acts and Romans. Students learn how to read the genres surrounding the narration in Acts and of a New Testament letter. They explore the first century historical context to learn what Acts and Romans meant to their first readers. This class emphasizes a socio-historical reading of Scripture to understand authorial intent and the reception of these texts in the first century church. Students also begin to read Scripture theologically, relating the message of these books to the rest of Scripture, and reading them in light of the rest of Scripture.

Grade 11 - The Gospel of John and Philippians

This class involves a close reading of John and Philippians. Students learn to identify, locate, and describe the biblical genre of the historical narrative of the Gospel of John and Paul's letter to the Philippians. They study the historical-cultural world of the first century and compare and contrast the religious world-view of the Greco-Roman world and the religious world-view of the Judeo-Christian tradition. Students also examine the meaning of John and Philippians for our current context. They explain and critique the biblical concept of "Theodicy" and develop an understanding of the concepts of justification and sanctification. Students are also taught the

concept of original sin and how it hinders our relationship with God. Ultimately, they learn how Jesus fixes the original sin problem through His sacrifice.

Grade 12 - Apologetics and Theology

This class is first an exploration into the nature of faith, or religious belief – why it’s natural, how we were meant for it, and why it makes sense. Students examine philosophically how “faith knowledge” counts as real knowledge. Second, students look at the Christian faith in particular – why it makes the most sense. They wrestle with various challenges and objections to the Christian faith. Finally, they take an overview of the specific content of the Christian faith. They survey the major Christian doctrines of God, Scripture, humanity, the work of Christ, the Church, and Eschatology.

Math - one credit; five periods per week

Pre-Algebra

Pre-Algebra is a foundational course that prepares students to take Algebra 1. They explore and apply operations to decimal numbers, rational numbers, and integers. They learn to write, simplify, and solve algebraic expressions, equations and inequalities. In addition, students learn to apply number theory when solving equations; to identify and classify geometric terms and calculate measure (perimeter, area and volume); and to define and use probability, rates, and proportions. They will also identify and apply statistical measurements to various situations.

Resource: Holt McDougal Mathematics Pre-Algebra

Algebra 1

Students learn to enjoy Algebra and to develop an appreciation of the elegance and power of Algebra. They develop logical, critical, and creative thinking while learning patience and persistence in problem-solving. Students learn to communicate clearly and confidently in a variety of contexts as they develop an understanding of the principles and nature of Algebra. They apply and transfer skills to alternative situations and other areas of knowledge.

Resource: Holt McDougal Algebra 1

Algebra 2 (pre-requisite - Algebra 1)

Algebra 2 students become familiar with, graph, and apply a wide range of functions to given situations. They are able to make further connections with and apply their previous studies in Algebra and Geometry. They learn to apply mathematical knowledge and skills to solving relevant real world application problems. Students develop logical, critical, and creative thinking, while learning patience and persistence in problem-solving. Students learn the power

and purpose of trigonometric functions and identities, and learn to utilize technology to graph, solve, and model various mathematical situations.

Resource: Glencoe-McGraw-Hill: Algebra 2: Integrations, Applications, Connections

Geometry and Accelerated Geometry (pre-requisite - Algebra 1)

Geometry students learn to enjoy Geometry and develop an appreciation of the elegance and power of Geometry as they understand the principles and nature of Geometry. Units include the tools of Geometry, lines and angles, properties of polygons and circles, and area and volume. Students also study trigonometry.

An Accelerated Geometry course is offered for students who would like to take IB Math SL as juniors but have not had Geometry or Algebra 2 as freshmen. The same content is covered; however, the course runs for one semester instead of for a full year. Students would take this concurrently with Algebra 2, which is a full year.

Resource: Michael Serra: Discovering Geometry

Pre-Calculus (pre-requisites - Algebra 1, Algebra 2, Geometry or Accelerated Geometry)

There are many applications of mathematics which do not fit neatly into the category of Algebra or Geometry, but which are widely applied in the real world. These include data analysis, statistics, probability, and trigonometry, which are thus explored in Pre-calculus. Ultimately, Pre-calculus is designed to prepare students for the study of Calculus either at the high school or University level. Units include relations, functions, and families of graphs; trigonometric functions and identities; and advanced functions, such as exponential, logarithmic, and polar. Students study discrete mathematics and are introduced to Calculus.

Resource: Glencoe-McGraw-Hill: Advanced Mathematical Concepts: Precalculus with Applications

Honors Calculus (pre-requisites - Algebra 1, Algebra 2, Geometry, Pre-Calculus)

Through the study of Calculus, students learn how mathematically balanced God created the world. For many students, it sums up and brings together a variety of topics they have previously learned. The key topics of Calculus include limits, derivatives, indefinite integrals, and definite integrals. Success in Calculus comes through deep understanding of the theorems (the WHY) and their applications, beyond simply memorizing an equation or solving a set of problems.

Resource: Paul A. Foerster, Paul A., Key Curriculum Press: Calculus, Concepts and Applications

IB Math SL (Standard Level) - two years; three periods per week

IB Math students employ and refine their powers of abstraction and generalization. They learn to appreciate how developments in technology and mathematics have influenced each other. They also learn to appreciate the moral, social, and ethical implications arising from the work of mathematicians and the applications of mathematics. In addition, they learn to appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives. The course covers numerous topics in Algebra, Geometry, and Calculus. Students also study functions and equations, vectors, and statistics and probability.

Resource: Oxford: Mathematics Standard Level

Science - one credit; five periods per week

Physical Science

Physical Science students develop the abilities necessary to do and understand scientific inquiry. These include identifying questions and problems that can be answered through scientific investigations, designing and conducting scientific investigations to answer questions about the physical world, and creating testable hypotheses. Students learn to identify variables, use a control or comparison group when appropriate, and to select and use appropriate measurement tools. They collect and record data, organize data into charts and graphs, and analyze and interpret data. Ultimately, they are able to make inferences and predictions.

These skills are learned through the study of the physical world around them. Units of study include matter, atoms, the periodic table, chemical reactions, nuclear changes, motion, forces, work and energy, heat and temperature, sound and light, electricity, and magnetism. Students have the opportunity to conduct experiments in the science lab.

Resource: Holt, Rinehart, and Winston: Physical Science

Biology

Life is the most precious gift each of us has received. Biology has much to teach us about our mortal life and our interdependence with the other forms of created life on this earth. In this class, students work to discover and obtain knowledge of the interactions between the living and nonliving worlds by examining the organization of living things. Students continue in their mastery of utilizing the scientific method in their approach to learning. They practice their lab skills by using scientific reasoning, observation and inference, analysis and interpretation of experimental data, and presentation of their findings. They study biochemistry, the organization

of cells, genetics, and the classification of organisms. Students also study creation and evolution from a biblical perspective.

Resource: Pearson Education: Biology

Chemistry

God has created not only the world, but also the universe, out of just 92 elements, arranged in almost infinite variety according to basic laws. Furthermore, the elements themselves are made up of just three more elementary particles: the electron, the proton, and the neutron. In this course students learn to better understand the fundamental principles underlying all of matter, so that they might better appreciate the orderliness of creation. They also realize the importance of scientific literacy in this age of technology.

Through the study of Chemistry, students develop a sense of awe at the majesty and mystery of the created material universe and an appreciation for the impact that Chemistry has on their lives. They learn the basics of the atomic theory and the underlying experimental evidence of the subatomic particles and the Quantum Mechanical Model. They learn the structure of the Periodic Table of the Elements and the reason for it from the quantum model of the atom. They study the origin and types of atomic bonding and the nomenclature for naming compounds and the reactions that formed them. They become familiar with reading and writing chemical reactions as equations and make numerical calculations, including evaluation of the result for units, for reasonableness, and for significant figures. Students study the kinetic motion of particles and the theory that describes it and the impact it has on physical and chemical properties. They become both proficient and accurate in laboratory procedures and carry them out safely and carefully.

Resource: Addison-Wesley: Chemistry

Honors Physics

This senior level course explores how God's methods of creation and maintenance of His universe are both systematic and consistent. By using the natural laws God has put in place, we are able to study and predict the results of many physical actions. This course studies the law of motion, energy, light, sound, heat, and particle interaction, as well as the exploration of the wave action of both mechanical and electromagnetic waves. The course is focused around math and lab experiments and will involve lab activities. Units include an introduction to physics, a review of math, kinematics, dynamics; work, power, and energy; linear momentum; circular motion and rotation; gravity; oscillations; mechanical waves; electrostatics; and current electricity. Unit 12: Current Electricity

Resource: Holt, Rinehart, and Winston: Holt Physics, Serway, Faughn

IB Chemistry Standard Level SL - two years; three periods per week or High Level HL - two years; five periods per week

IB Chemistry students begin to realize the importance of scientific literacy and communication, both locally and globally, in this age of technology. They design, conduct, document, and share several laboratory exercises with the global community. IB students apply and use atomic theory and the underlying experimental evidence of the subatomic particles and the Quantum Mechanical Model. They analyze the structure of the Periodic Table of the Elements and the reason for it from the quantum model of the atom. They evaluate the origin and types of atomic bonding, and the nomenclature for naming compounds and the reactions that formed them. They master reading and writing chemical reactions as equations, and are able to show numerical calculations, including evaluation of the result for units, for reasonableness, and for significant figures. IB students learn to predict the kinetic motion of particles, the theory that describes it, and the impact that it has on physical and chemical properties. IB students must become both proficient and accurate in laboratory procedures and carry them out safely and carefully.

Resource: Oxford University Press: IB Diploma Programme

IB Environmental Systems and Societies Standard Level SL - two years; three periods per week

This course aims to provide students with a coherent perspective of the interrelationships between environmental systems and societies. Students evaluate the scientific, ethical, and socio-political aspects of different issues. Topics studied include the ecosystem; human population, carrying capacity, and resource use; conservation and biodiversity; pollution management; global warming; and environmental value systems.

Social Studies - one credit; five periods per week

Ancient World History

Ancient World History provides an excellent opportunity to study God's world and their spot within it. Through studying various cultures, religions, philosophies, and worldviews students are able to learn how their view of the world compares and contrasts with others. Students consider, criticize, and analyze the many people, events, and developments of the past that have shaped the current culture and civilization. It is through this comparing and contrasting that students are able to make connections, evaluate decisions, as well as begin to understand their own views and those of others living in their community. Students learn how the various cultures throughout the world have interacted with each other in past generations to create the art, architecture, music, and culture. Study focuses on the different cultures, religions and empires throughout the beginning of history leading to the Renaissance and Reformation.

Resource: Holt McDougal: Ancient World History: Patterns of Interaction

Honors Ancient World History

In addition to the content listed in Ancient World History, this honors level course expects students to perform at a higher level. For example, honors students learn more vocabulary, examine and analyze art, architecture, music and literature selections in greater depth, and read at a higher level. They have a greater homework load and complete more mini-projects.

Resource: Holt McDougal: Ancient World History: Patterns of Interaction

European History

European History is a continuation of the Ancient World History course, as it continues to provide students with the opportunity to study various cultures, religions, philosophies, and worldviews found within the continent of Europe. Students continue to compare, contrast, and make connections, with the goal of developing a better understanding of their own worldview and the worldview of others in the European community. Study focuses on the historical events from the absolute monarchs of the 1500s to modern day.

Resources: Holt McDougal: Modern World History: Patterns of Interaction

World Geography

Geography is the study of the physical world we live in and the way humans have used the physical world to shape culture, government, art, religion, science, and daily life. By studying geography through these fields, students learn to analyze how their world formed to be what it is today and to evaluate how their choices, individual and societal, can change the world for the future, either positively or negatively. Students learn to recognize the modern world countries and the appropriate geographical terms related to the study of world geography. They compare and contrast different types of maps and their uses. They analyze modern geographical issues and their impact on the international community. They evaluate different methods used to solve international issues and anticipate the outcomes of those methods. UN Council format is utilized for class discussions.

Resource: McDougal Littell: World Geography, Ms. Howard's Primary Source Book: Geography Edition

Honors World Geography

In addition to the content listed in World Geography, this honors level course expects students to perform at a higher level. For example, honors students learn more vocabulary, examine and analyze art, architecture, music and literature selections in greater depth, and read at a higher

level. They have a greater homework load and complete more mini-projects preparing them for the rigour necessary to enter into the IB History track, if they choose.

Resource: McDougal Littell: World Geography, Ms. Howard's Primary Source Book: Geography Edition

Economics - one semester; .5 credit; five periods per week

Economics students learn historical and economical terms and vocabulary to be used throughout the course. They compare and contrast the different economics systems and analyze historical events in the economics world and their impact on the modern world. The students evaluate how to address the growing problem of unemployment and poverty and consider how to apply economic principles to personal life through real-life simulations.

Resource: Glencoe: Economics: Principles and Practices

Psychology - one semester; .5 credit; five periods per week

God has created the universe and all living things in it. He specifically made man to be in His image. Through the study of psychology, students are challenged to analyze and evaluate what it is that makes human beings unique from all other creation. Students compare and contrast the various theories concerning cognitive, physical, and emotional development, as well as evaluate how these theories affect moral standards. Throughout this course, students also examine how they approach learning and interact with the many people not just in the city of Vienna, but throughout the world in a biblical manner. They study the different psychologists and theories over the course of history. They also evaluate different forms and steps of psychology research and experiments and reproduce these by creating their own experiments.

Resource: Holt McDougal: Psychology: Principles in Practice

Contemporary Social Issues - one credit; five periods per week

This class studies selected serious problems facing the American and global societies in which we live. The problems discussed include war, population dynamics, environmental issues, urban problems, inequality, crime, family level problems, and health care.

Introduction to Philosophy - one semester; .5 credit

This class is a topical synthetic introduction to the discipline of Philosophy from a distinctively Christian point of view. Students survey the philosophical sub-disciplines categorically - including Logic, Epistemology, Philosophy of Science, Metaphysics, Anthropology, Ethics and Aesthetics. Students seek to understand the issues and developments in each area of inquiry so

that they will be conversant in the discipline. The pedagogy consists of guided reading, lecture, class discussion, moderated debate, formative assessments and interdisciplinary projects.

IB History SL (Standard Level) - two years; three periods per week - Conflict and Intervention

Conflict and Intervention involves the historical study of how culture, governments, individuals, and circumstances in Europe and the Middle East/Africa led to problems within countries and between separate countries and how the world reacted to these problems, attempting to assist and solve them. The students will study post-colonial conflicts in Rwanda and Kosovo, two major Early Modern States, the Ottoman Empire and the Russian Empire, and compare and contrast six 20th century conflicts. The students are able to synthesize their own reactions to conflict and ideas of intervention with the actions of the past and evaluate whether their own reactions and ideas will promote struggle and war or peace and reconciliation. They will also learn how to conduct historical research and write a research paper on one of the topics we are studying of their own choosing.

Resource: Turkey: A Modern History, A Comprehensive History of Russia, Ms. Howard's
Primary Source Book: the IB History Edition

IB History HL (High Level) - two years; five periods per week - Conflict and Intervention

In addition to the content listed in IB History SL, the Higher Level students will study the European continent in more depth. They will begin by analyzing Absolutism and Enlightenment, evaluating the micro-colonization and ethnocentrism in the society, politics, and economics of Britain and Ireland, and synthesize the downfall of communism with the rise of modern democratic states throughout Europe.

Resource: Turkey: A Modern History, A Comprehensive History of Russia, Ms. Howard's
Primary Source Book: the IB History Edition

Language Arts - one credit; five periods per week

Grade Nine - Introduction to Literature

Introduction to Literature is designed to introduce students to the secondary level of the study of literature and academic writing. This class will introduce students to the skills necessary to critically evaluate literature, and in turn the world, from a biblical worldview. It will also enable students to express their own thoughts and ideas in an effective way through writing. Through these means, students will develop an appreciation for literature and writing. Students will also define, identify, and understand the purpose of key literary elements in prose and poetry and will be able to create original examples of the elements. Emphasis is placed on writing a solid five-paragraph essay.

Resource: Holt, Rinehart, and Winston: Elements of Literature: Third Course

Honors Grade Nine - Introduction to Literature

In addition to the content and skills studied in Grade Nine English, an honors option is also offered. An additional three-week unit study of *Of Mice and Men* is included in this course.

Resource: Holt, Rinehart, and Winston: Elements of Literature: Third Course

Grade Ten - World Literature

World Literature is designed to expose students to the literature, worldviews, and cultures of countries in both the Western world and beyond. The goal is to allow students a glimpse into cultures and ideas that are different from their own in order to better understand the common human nature that all people have and to evaluate cultures and ideas in a balanced way. Students also further develop their writing skills, in addition to learning key research skills that will enable them to find out more about their world. Students exhibit clarity and depth in writing essays at a higher level than the five-paragraph essay and are able to carry out effective research and then record their findings in the form of a research paper.

Resource: Holt, Rinehart, and Winston: Elements of Literature: Fourth Course

Honors Grade Ten - Introduction to Literature

In addition to the content and skills studied in Grade Ten English, an honors option is also offered. An additional four-week unit study of *Night* is included in this course.

Resource: Holt, Rinehart, and Winston: Elements of Literature: Fourth Course

Grade Eleven - American Literature

This academically rigorous course will cover all key elements of a high school English course: vocabulary, grammar, critical reading, composition and literature. Students will gain an appreciation for short stories, poetry, plays, essays, non-fiction pieces and novels, as well as identification of literary elements and terms. Interpretation, comparison, and analysis of literary works will be covered. This class focuses on formal analytical and persuasive essay writing, timed essays, and a research paper. Peer reading and editing, with opportunities for revision, will encourage the mastery of composition skills. These language arts competencies are learned through the context of romantic, transcendental, modern, and contemporary American literature.

Resource: Holt, Rinehart, and Winston: Elements of Literature: Fifth Course

Grade Twelve - British Literature

With British Literature as its cultural foundation, the English 12 curriculum provides a balanced program of reading, writing, speaking, listening, language, and literature. Participating in a variety of integrated, student-centered, rigorous activities, twelfth grade students learn to process information effectively, examine ideas critically, and express themselves effectively in the real-life worlds of study, work, and leisure.

Students read a wide range of challenging works of recognized literary merit and understand the nature of literature in an artistic sense and in its historical and universal sense. They write analyses of various pieces of literature exemplifying characteristics of the following historical time periods: Anglo-Saxon, the Renaissance, the Restoration, the Romantics and Victorian Age, and the Twentieth-Century.

Resource: Holt, Rinehart, and Winston: Elements of Literature: Sixth Course

IB Language A: Language and Literature Standard Level SL - two years; three periods per week or High Level HL - two years; five periods per week

A key aim of the Language A: Language and Literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course. There are four parts—two relate to the study of language and two to the study of literature. The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. In view of the international nature of the IB and its commitment to intercultural understanding, this course does not limit the study of texts to the products of one culture or of the cultures covered by any one language. The study of literature in translation from other cultures is especially important to IB students because it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity.

Resource: Allison & Chanen: English A: Language and Literature

Speech - full year; one credit

This class is a practical course designed to offer the novice speaker a number of opportunities to organize and prepare public speaking assignments. The course also offers a “workshop setting” where the beginning speaker can actually stand in front of a live audience and present his/her practiced performance. In addition to public speaking, further performance opportunities may be

included in the area of public oral reading. Students learn about the role of communication in our lives, the communication model, spatial relationships, delivery styles, and the effectiveness of language, gestures, and organization techniques.

Foreign Language - one credit; five periods per week

German One

Students in level one German learn to speak, read, write and understand German on a very basic level - understanding and using familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of different types. They can introduce themselves and others and can speak and answer or formulate questions about personal details, such as where they live, where they come from, their hobbies, people they know, and things they have. The students can interact in a simple way, provided that the other person talks slowly and clearly. Students develop a basic understanding of the Austrian culture, as well as customs and traditions of the Austrian/German-speaking community throughout the language. In general, students gain knowledge in the following topics: numbers; vocabulary ranging from hobbies, food, family, basic time and dates, school, animals, and vacation; past, present, and perfect tenses; nouns, articles, verbs, conjunctions, and adjectives; forming questions; nominative, dative, and accusative cases; indicative, imperative, and conjunctive modes; prepositions; comparatives; and negation.

German Two

Students in level two German learn to speak, read, write and understand German on a basic level - understanding and using an appropriate set of phrases from his repertoire and basic phrases aimed at dealing with everyday situations with predictable content. They can give and write a simple description or presentation of people, living or working conditions, and daily routines, as a short series of simple phrases and sentences linked into a list. The students can interact, can develop a clear argument at some length, and can give a short, rehearsed presentation on a topic pertinent to his/her everyday life. Students gain a more profound understanding of the Austrian culture, as well as customs and traditions of the Austrian/German speaking community, like working conditions (Feiertage) or interactions in social situations like in a restaurant. In general, students gain knowledge in the following areas: vocabulary about work, health, feasts, restaurant, school, hobbies and giving directions, and vacation. They continue to learn the same grammatical constructions as indicated in level one, with the addition of the future tense, reflexive verbs, adverbs, pronouns, and the genitive case.

German Three

German Three students understand the main points of clear standard input on familiar matters regularly encountered in work, school, and leisure. They learn to handle with most situations likely to arise whilst travelling in an area where German is spoken. The students can produce a simple connected text on topics which are familiar or of personal interest and can describe

experiences and events, dreams, hopes, and ambitions, giving reasons and explanations for opinions and plans. Their knowledge in the following areas is added to their repertoire: the simple past, present and past perfect, and plusquamperfekt tenses; and adjective declension. They learn more vocabulary concerning health, entertainment, technology, characteristics, feelings, relationships, and traffic.

German Four

Level four students learn to speak, read, write and understand the German language on a proficient level. They can understand the main ideas of complex text on both concrete and abstract topics. Students achieve a degree of fluency and spontaneity that makes regular interaction and producing of essays with an extended length possible. Their essays are clear, well-structured, and detailed and show controlled use of grammar and vocabulary use. Students understand the German culture as well as customs and traditions of the German speaking community throughout the language.

German Five

German Five is a challenging course that prepares students for IB German, especially at the higher level. The students have already reached a level of proficiency and can express themselves on a range of topics. In this course the students learn to produce clear and detailed text on a wide range of subjects and explain a viewpoint of a topical issue giving the advantages and disadvantages of various options. Furthermore, the students learn to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible without strain for either party. The focus of this course is to make the transition to IB German easier.

IB German Language B - Standard Level SL - two years; three periods per week or High Level HL - two years; five periods per week

The Diploma Program is a rigorous pre-university course of study. It aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of point of views. Language B is an additional language-learning course designed for students with some previous learning of the language. The main focus of the course is on language acquisition and development of language skills. These language skills are developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts and should be related to the culture concerned. The students develop mastery of language skills and intercultural understanding.

Spanish One

Spanish One students are able to understand the importance of learning another language and how it can benefit them in everyday life. They learn how they can use Spanish to serve others in a Christ-like manner. Students recognize the needs of the Spanish-speaking world and use this language to develop creative ways to solve these problems. They learn to read, write, and speak simple words, phrases, and sentences in basic Spanish in the present, simple past, and immediate future tenses. Students learn formal and informal introductions, greetings, and goodbyes. They study vocabulary related to food, family, school, schedule, appearance, age, destinations, time, dates, numbers, hobbies, sports, and health. They learn to use pronouns, to conjugate regular and irregular verbs, and to form questions. They also develop a basic knowledge of the geography and customs of the Spanish-speaking world.

Spanish Two

Spanish Two allows students to reach an advanced level of aural/oral and reading/writing performance. They learn to read, write, and speak simple and complex words, phrases, and sentences in Spanish in the indicative present, past, and future, and present subjunctive tenses. Students learn vocabulary related to travel, vacations, sports, health, daily routines, shopping, ancient and modern cities, restaurants, hobbies, school, news, relationships, environment, and careers. They focus on conjugating stem-changing verbs in the preterite, using reflexive verbs, composing affirmative and negative commands, and utilizing comparatives and superlatives. They continue to study the geography and customs of the Spanish-speaking world.

IB Spanish Ab Initio - Standard Level SL - two years; three periods per week

This Spanish course is for students new to the Spanish language. It uses themes to develop language acquisition. Such themes include individuals and society; daily routines; education; food and drink; descriptions; physical health; relationships; shopping; leisure and work; entertainment; holidays; media; sports; technology; transportation; geography; and weather.

Fine Arts and Electives

Instrumental Music - one semester; .5 credit

At the high school level, students can choose to take instrumental music. In this class, students explore music history from the Middle Ages to the 20th Century. They expand their knowledge about famous musical works, learn music theory basics, and discover how to compose their own music. Aural skills (listening), as well as sight-singing through the fixed-do solfeggio system, are introduced and developed. Students select and learn an instrument of choice.

High School Choir - one semester; .5 credit

In high school choir, students learn to sing using a technique based on the Bel Canto style (Italian for “Beautiful Singing”). They also learn to sight-sing through the fixed-do solfeggio system. They sing choral arrangements in four-part harmony. learn to sing and dance for show

choir performances, and perform for various concerts. They are often invited to sing at community events, like at the UN Women's Organization.

Visual Art - one semester; .5 credit

This course develops students' skills through a variety of art experiences so that students become proficient observers and creators. They grow in their ability to describe, interpret, evaluate, and respond to works in the visual arts. This course enables students to recognize their unique talents as they glorify God while gaining an understanding of God's creation and art as a means of human expression. Students evaluate art's purpose through examination of their own work and that of other people, times, and places. They begin to understand the meaning and impact that the visual arts have in the world in which they live. This course helps the students prepare for entrance into IB Art.

IB Art Standard Level SL - two years; three periods per week or High Level HL - two years; five periods per week

During the first year of the IB course, students are introduced to the Comparative Study requirements, the Process Portfolio requirements, and the Exhibition requirements. They are introduced to visual analysis, drawing, painting, ceramics, mixed media, printmaking, and various student-interest-fueled units.

During their second year, students are introduced to the curatorial process and progress in their student-initiated projects. They submit their Comparative Study, Process Portfolio, and Exhibition for review and assessment.

Publication - full year; one credit

The publication class produces a yearbook that honors God and reflects what He has done during a whole year at and through the International Christian School of Vienna. Students learn basic graphic design techniques and computer programs to enable them to produce a completed yearbook documenting the current school year. The primary purpose of the yearbook is to remember God's guidance and blessing to the student body; however, it should also be a blessing to the staff and parents in our community. The final product should highlight the special community that exists at ICSV.

Through the process of producing a yearbook, students learn to use basic graphic design and magazine layout techniques. They become proficient in using the Adobe Suite, in the use of digital cameras to take and download digital photos, and in developing yearbook layouts free of grammatical and typographical errors that reflect an accurate and positive picture of ICSV. They also learn time management skills in the process.

Computer 9 - one semester; .5 credit

Students who take this course become proficient in using the Windows 7 operating system and learn advanced features of Microsoft Office 2010 (Word, PowerPoint, Excel). They understand how new technology affects us and the ethical and moral issues brought forth through the proliferation of computers and the Internet. Students study computer history, the binary operating system, animation, and web design.

Health and Physical Education

Physical Education 9-12 - one semester; .5 credit

We are created in the image of God to bring honor to God in the way we use and treat our bodies. International Christian School of Vienna recognizes that good health includes the physical, mental, social, and spiritual sides of the individual. A quality physical education program should include a wide variety of physical experiences that include activities for the individual and also for groups. We desire that our students would want to pursue physical activity for the rest of their life. In this class, students develop their motor skills by using games and age-appropriate movement drills. As they participate in structured “team oriented” and/or lead-up games for sports such as soccer, handball, volleyball, gymnastics, and basketball, students experience and discuss issues related to participation and personal fitness. In doing so, they develop an appreciation of a healthy and active lifestyle. Students also use the fitness room to learn bodyweight exercises for abs, quads, glutes, chest, biceps, triceps, back. They utilize both the machines and free weights in a proper way. They receive cardiovascular, agility, Cooper-test, and strength training.

Health - one semester; .5 credit

God has revealed much to us about how to treat our bodies. With this foundation we can examine some of the natural consequences to our health if we disobey God’s standards by neglect or abuse. In this course, students focus on their personal behavioral choices and the consequences that may result. They learn to make wise decisions, analyze influences, advocate for themselves and others, and develop a wellness plan that can be followed throughout their lives. Students learn about proper nutrition, stress management, and the effects of drugs, alcohol, and tobacco on the body. Students also learn first aid.

English Language Learning

High School Advanced ELL - full year; one credit

Because English is the operative language of ICSV, proficiency in English is a necessity for participation in both the social and academic communities of ICSV. We desire for students to engage in these communities, and will aid our students in developing fluency in listening, reading, speaking, and writing in English. Additionally, we believe that all children are unique creations of God and are deserving of learning opportunities appropriate for their individual needs. Therefore, it is appropriate that the English Language Learning program will endeavor not

only to aid students in their acquisition of English, but also to develop a program that will help each student to achieve full potential as a unique human being.

In this advanced course, students work on their writing, grammar, vocabulary, reading, and speaking/listening skills. They write accurate complex sentences and essay responses related to various topics for a variety of purposes. Students improve in their fluency and comprehension as they read and respond to literature from various genres, including fiction, nonfiction, poems, short stories, and plays. They also speak and listen with understanding to complex English sentences on various topics with little to no hesitation. A variety of fiction and non-fiction texts, songs, poems, and films are utilized. As students can take this course more than once, themes vary from year to year.