

High School Curriculum

Promotion and Graduation Requirements

Graduation Requirements

To receive a diploma from Aquidneck Island Christian Academy a student must complete a minimum number of credits distributed as follows.

English	4 credits*
Mathematics	3 credits
History	2 credits
U. S. History	2 credits
Science	4 credits
Bible	2.8 credits
Foreign Language	2 credits
Physical Education/Health	2 credits
Electives	3 credits
Rhetoric	1.4 credits

Promotion Requirements

Since an accumulated number of academic credits are required for graduation, students are not promoted by years but by units earned year by year.

To be promoted into:	Minimum
Grade 10	6.75 credits
Grade 11	13.5 credits
Grade 12	18 credits
Graduation	24 credits

*Credits are based upon the Carnegie Unit (200 minutes weekly in classroom).
To receive the course credit unit a student must earn a 70 or better for a final grade.

Suggested College Preparatory Program

Grade 9

English 9
Physical Science
Latin 1
Algebra 1/Geometry
Church History
Context of the Bible
Physical Education/Health
Electives

Grade 10

English 10
Biology
Latin 2
Geometry/Advanced Algebra
U. S. History
Principles of Interpretation
Physical Education/Health
Electives

Grade 11

English 11
Physics
Advanced Algebra/Trigonometry
U. S. History
Basic Christian Doctrine
Rhetoric I
Latin/Greek
Physical Education/Health
Electives

Grade 12

English 12
Chemistry
Trigonometry/Pre-Calculus
Political Philosophy
Apologetics
Rhetoric II
Latin/Greek
Physical Education/Health
Electives

Potential Post-Secondary Opportunities

State Colleges, 4-Year Colleges and Universities

The general requirements for entrance are: 4 credits of college-prep English; 2-3 credits of the same world language; 3-4 credits of college-prep math (Algebra 2; Geometry and Trigonometry); 2 credits of a social science; 2-3 credits of lab sciences (Biology; Chemistry; and Physics); .5 credit of Computer Skills and .5 credit in the Arts.

Technical Institutions and Two-Year Colleges

The requirements for entrance are: 4 credits of English; 3-4 credits of college-prep math (Algebra 1; Algebra 2; Geometry and Trigonometry); and .5 credit of lab sciences (Biology; Chemistry or Physics).

Junior Colleges and Community Colleges

Entrance requirements usually specify graduation with acceptable grades, students who have low grades may be asked to take remedial courses.

Business Schools

Business schools may be classified under one, two or four-year programs. Students wishing to undertake programs other than in the administrative assistant or secretarial field are urged to select the suggested college preparatory program. Students who wish to pursue administrative/secretarial studies may do so from the general program, but are encouraged to take computer courses as elective choices.

Nursing Schools

Four-year college nursing programs require that you satisfy regular college admission requirements which often include two years of the same language, two years of math (Algebra 1, Geometry), two years of lab science, etc. Nursing schools are highly competitive. Requirements vary, but the R.N. programs require Biology and Chemistry as well.

Military Service

Young Men and women, in increasing numbers, have turned to the services for careers. Special upper school preparation is not required for enlistment in regular service, but applicants must be at least seventeen years old, make an acceptable score on the ASVAB aptitude test, and pass the physical examination. Students must have a Secondary school diploma to be accepted into the military, with very few exceptions.

It is important that each student become familiar with the requirements for the school they would want to attend. It is with caution that plans should be made and student should seek counsel from parents, teachers and guidance counselors.

ENGLISH

The English curriculum of Aquidneck Island Christian Academy is structured in such a manner to not only introduce our students to a variety of authors but also to a variety of genres. Understanding that God communicates to His people through language that is structured and has meaning, we too are called to understand and create means of communicating effectively to the glory of God. As proper grammar is the foundation of language our students are introduced to outstanding literature from the western world. Students will explore literature as an art, a tool of communication, and as a vehicle for worldview propagation. Guided and graded assignments will be given regularly to aid students in developing skills in articulating ideas. This is where the strong foundation of mastery training of grammar, vocabulary and composition come together.

English 9

The ninth grade English class will be instructed in composition, literature, essays, and autobiographies. The students will evaluate such writings as the *Autobiography of Ben Franklin*, *Julius Caesar*, *Pilgrim's Progress*, *Silas Marner*, and *Romeo and Juliet*. The evaluations will concern application of Biblical principle, the history of the writing, the worldview of the characters and the worldview of the author. Students will use their writing skills to write themes of various lengths, treating abstract concepts in writing and also to be able to appreciate and discuss literature selections on a deeper level than plot alone. Students will broaden their vocabulary and continue to master English grammar. They will also give oral reports and be evaluated for organization and poise.

1 credit

English 10

The tenth grade English class will focus on American literature. Instruction will concentrate on providing a detailed development of literature and thought of America. The students will identify, evaluate and critique the philosophy of each author. Our student's writing skills will be required of them in order that they may articulate clearly the different positions of these authors. The writing skill of each student will increase with instruction and use. These philosophies will be discussed from a Christian perspective, while looking at the historical and biographical background of each author, allowing the students to experience the literature in the context of history.

1 credit

English 11

The eleventh grade English class will focus on Classical literature. Instruction will encompass elements of classical culture, which is foundational to ours. This will expose the roots of most modern philosophies and introduce them to material, which is the source of most literary illusion. Instruction will also focus on understanding the world (the religions and the despair) into which Christ came. As the student has now entered into the rhetoric stage of his/her education, the English class will become an opportunity to develop rhetorical skills of persuasion and other forms of expression.

1 credit

English 12

The twelfth grade students will focus their attention on British literature. Students will be instructed and their attention focused upon the classic works of English authors and various genres. They will begin to understand and address important elements of the culture that drove English literature. The student will be provided for by instruction in the skills of reading, analyzing and evaluating English literature, giving them the understanding between basic beliefs and what is written. Students will be given the opportunity to read and imitate great writers in genres such as poetry, prose, and essay.

1 credit

SCIENCE

The science curriculum at Aquidneck Island Christian Academy is designed to instruct our students in the grammar of each major science discipline and also take advantage of the wonderful resources available to us here on Aquidneck Island. Each and every course is designed around the exploration and complexity of God's creation. Students will learn to interact with the inconsistencies of the theory of evolution. Exploring God's creation in a systematic and methodical manner will reveal God's wonder and glory in every aspect students will grow in the understanding that all science definitely points to a Creator and creation. Students will learn universal principles built into creation, but will also be instructed to execute processes that reveal these principles, facts, in each area of science.

Physical Science 9

This science course will cover the scientific process or method and its application. The students will receive a thorough, scientific, and biblically based worldview of our physical world. They will be challenged to consider all things through the lens of scripture. This science course is a basic survey of the major concepts of chemistry and physics. Concepts include motion, force, energy, machines, heat, electricity, magnetism, matter, the periodic table of elements and atomic theory. Students will have hands on experience within the laboratory setting and responsibilities through the scientific process to draw conclusions through observation. An idea that detracts from the veracity of true scientific investigation is the "Radioactive Dating Method". This course will answer these questions as well as many others that challenging our worldview.

1 credit

Biology 10

This science course will give the students an introduction into cellular biology, genetics, taxonomy, microbiology, botany, zoology, and human anatomy. All materials will uphold the sanctity and wonder of life as God has created it. The students will learn to discuss the Christian position on eugenics, drugs, abortion, diseases, miracles, evolution euthanasia, homosexuality, ecology, genetic engineering, AIDS, as well as animal rights.

1 credit

Physics 11

Our students will learn the major principles of classical Physics. They will learn to understand and apply these principles in order to explain and predict the behavior of matter and energy in a variety of conditions. The students will also learn to appreciate the complexity of creation and how it can be described by a relatively few number of principles and equations.

1 credit

Chemistry 12

Aquidneck Island Christian Academy will provide for our students a solid grasp of the fundamentals of chemistry. They will be instructed in the trends of the periodic table and how the atom structure of elements affects their physical and chemical properties. They will study the structure of atoms, elements and compounds and be able to apply their new knowledge in real life experiments within a lab situation. Formal reports will be a result of laboratory work as well as using the laboratory with responsibility.

1 credit

FOREIGN LANGUAGE

Rather than instruct our students in foreign languages only in the secondary aspect of their education alone, we have for us, incorporated within the classical model of education, which strives to start at the *rudiment* of every academic, foreign language in the *grammar* stage. Latin instruction starts as early as the third grade and by the time a student has progressed to the upper grades, he has been instructed yearly in Latin, a *rudiment* language. This allows the student to have experienced knowledge of over fifty percent of all known languages, giving them a strong foundation for all future foreign language instruction. Involved in the instruction of Latin is the *knowledge, understanding, and the wisdom* of the earliest language known to man.

Latin 1 (9)

The instruction of the Latin 1 course will review the rudiments of Latin grammar and vocabulary. The student will also be able to readily identify certain case and verbal endings. After so many years of instruction in the Latin language the student will begin to appreciate the beauty of the Latin language through reading classic literature. Sight reading will be encouraged, analysis upon grammatical construction and also the aesthetic nature of the language.

1 credit

Latin 2 (10)

The Latin student will continue to be instructed in the Latin grammar and vocabulary. They will begin to hone their analyzing skills while they read passages in Latin, translate the sense, and give reasons for the translation. All case and verb endings will be identified more rapidly as the student translates more difficult passages from Caesar, Virgil and Ovid. The student will be encouraged to pay attention to the aesthetic rendering while maintaining the grammatical intention of the author.

1 credit

Spanish 1 (9)

In order to offer as an alternative language for those who would desire a change from years of Latin instruction, we also offer the foundation of Spanish skills. Having built a solid base of grammar skills and Latin conjugations, our students are well equipped to take on another language. Students should be able to read, write, speak and comprehend the Spanish language in different settings. This alternative course in language consists of the *Destinos* video series, which is a fifty-two episode mystery story.

1 credit

Spanish 2 (10)

The Spanish 2 program continues with the *Destinos* videos. This course will begin with a review of the rudiments of the Spanish language such as pronunciation, spelling, basic greetings, usage of nouns, adjectives and articles. While increasing their vocabulary they also are instructed in the difference between the indicative and the subjunctive tenses of certain verbs. Each video requires a learned set of vocabulary to understand as well as honing grammatical skills.

1 credit

Greek 1 (11)

God has revealed Himself to His people through the languages of Hebrew and Greek. The original languages give our students gateways into understanding the scriptures at a much deeper level grammatically. With instruction in the previous instruction of Latin as an inflective language our students will be able to learn the Greek language successfully. They will learn to translate passages from the Greek New Testament and the Septuagint and discern a more accurate sense of the text.

1 credit

Greek 2 (12)

The student will become thoroughly familiar with the Greek alphabet, and will be able to read any Greek word aloud, whether familiar or unfamiliar. As the student learns the most common Greek words in the New Testament, he will learn the word frequency and quickly find out he has mastered the use of 170 words that comprise 5/7ths of the whole New Testament. The student will be able to identify tense, person, mood, number and voice as well as gender of Greek conjugations.

1 credit

MATHEMATICS

It is the desire of those at AIUCA to instruct our students in such a manner as to make “all things” relevant to their personal understanding of the world and usefulness in it. We have incorporated *The University of Chicago School of Mathematics Project* (UCSMP) as our math curriculum for that purpose. UCSMP is an integrated approach to math, focusing on one strand while integrating others. There is a strong emphasis on application, which serves to motivate as it provides context for learning different math skills. There is also incorporated within the UCSMP curriculum a continuous daily review, which assures mastery and strengthens reading and writing skills as well as problem solving techniques. Within the world of mathematics the Creator is revealed in all His glory and it is our desire to expand the understanding of our students within the sphere of mathematics in order to uncover the riches of His great glory and creation.

Geometry (Grade 9 or 10)

Our study of geometry will begin by studying “Points and Lines” as they are used to define space. Students will study the postulates of the Euclidean Geometry, which incorporates the basics of point, line and plane. As Euclid was the father of geometry’s postulates and theorems defined in his book *Elements* (300 B.C., the students learn the fundamentals of geometry from Euclid still in use today. Students are introduced to the language and logic of geometry, angles and lines, congruence, perimeters and volumes.

1 credit

Algebra II (Grade 10 or 11)

Our study of advanced algebra will direct the student’s attention once again to the language of algebra, guiding them in grouping symbols and calculations. This course will integrate geometry, math and statistics with algebra, while algebra remains the primary part of the student’s instruction. A strong foundation of algebra 1 and geometry will under gird and inform this advanced understanding of algebra. This course seeks to advance the students in four areas: developing skill in carrying out various algorithms; developing and using mathematics properties and relationships; applying mathematics in realistic situations; and representing and picturing mathematical concepts.

1 credit

Trigonometry (Grade 11 or 12)

The Chicago0 math Project continues with *Functions, Statistics, and Trigonometry* as the fifth component of the six year math curriculum. The study of trigonometry in this course will integrate functions and statistics with trigonometry and apply algebra and geometry from previous instruction. Sequences, counting problems, and other topics from discrete mathematics are also found, and this course contains many topics of traditional precalculus courses. This trigonometry course will combine all the major areas of mathematics and apply them to real-world orientation.

1 credit

Precalculus and Discrete Mathematics (Grade 12)

This is the core of the six-year math program of the Chicago math curriculum. This course will integrate the major ideas of mathematics needed for calculus (elementary functions-with special attention to polynomial, rational, and trigonometric functions, polar coordinates, and complex numbers) with the fundamentals notions of discrete mathematics (recursion, mathematical induction, combinatorics, graphs, vectors, matrices, and circuits). Again, as is with all Chicago math, the material is covered in this course will address real-world orientation with application.

1 credit

HISTORY

We believe that it is extremely important that our students understand history from a timeline perspective, as history is linear, not cyclical. History had a beginning and it will have an end (Genesis 1:1; Revelation), all according to the path God directs. The spread of Christianity guides our history curriculum to the shores of the New World. The study of the formation of the colonies, leading to the formation of the United States, is a study in how God worked the events and ideas together to accomplish His good purposes. From the Reformation to Colonization, to the formation of the republic, development of the traditions of participatory government, nationalism, sectionalism and expansion, the U.S. history courses will provide for our students a step-by-step creation of the U.S. form of government and its part in world history. U.S. History and Government course will explore what it means to be an American as well as give insight into the development of the American character. In order that we broaden our student's awareness of the history of other nations, the fourth year of the curriculum will be devoted to differing political philosophies around the world.

Church History (Grade 9)

This course will instruct our students in the spread of Christianity from the first century forward. A knowledge of the hard fought battles concerning the deity of Christ, the triune nature of Jehovah and the documents as creeds that resulted from these battles. The students will look into the lives of Ignatius, Constantine, and Augustine as they defended orthodox faith against the heretics. We will study the formation of the Papacy and the Roman Empire as well as the Reformation of the church on the European Continent and in England leading to the pursuit of religious freedom and the move west to America.

1 credit

U.S. History (Grade 10)

This study will develop within our students an appreciation for the godly character of many of the first groups of people who established colonies in the New World. They will discover the long lasting effects of a godly heritage upon the United States. They will also comprehend the causes for the war of American independence as well as the unexpected success of the Continental Army over the British Army. Students will see the formation, need of, and the principles that guided the formation of the U.S. Constitution as a foundational document of this country. Memorization of the basic chronological development of the United States will be required as well as key decision and major historical leaders. This course spans U.S. History from its inception until the present day.

1 credit

U.S. Government (Grade 11)

The study of the United States form of government will construct for our students its origin, its motivations. Students will see that God established the basic forms of government and that the precepts, principles and laws that guide our government were established in the Pentateuch. We will see how the French and English governments had an impact on our forefathers and upon the formation of the American government. Discussion will center around documents such as the Constitution, Federalist/Antifederalist Papers; Articles of Confederation and the declaration of Independence. There will be debates on parts of the Constitution as well as papers investigating objections to the new federal republic. Our students will also be instructed in the electoral process as well as the different branches of the United States government.

1 credit

Political Philosophy (Grade 12)

This course will discuss the differing political philosophies that guide many nations around the world. The student will be guided to observe how these philosophies may be related and how they interact with each other on the world scene. They will learn to appreciate our own form of government, while observing the best and the worst of others. Through historical accounts and classroom discussion our students will see the practical results of major political philosophies that have actually been experimented within the world scene. Our students are required to compare and contrast the American political philosophy with another philosophy of their choice. The student will define, elucidate, and defend within a public forum, a political philosophy of their choice. They will advocate their position as a representative of that philosophy.

1 credit

BIBLE

While many of the Bible courses are academic in nature, as we perceive the study of God's word the most important human endeavor, they are also meant to encourage our students to seek personal application as they are studied (James 1:22). We desire to create for our students a worshipful and devotional attitude in the study of Scripture. The topics discussed in the classroom and the teaching methodology as well as the content will be the subject to the goal of building on the unity of all believers as defined in our Statement of Faith (Eph. 4:1-6). Themes discussed in Bible classes will have the same priority as God gave to them in His word, the highest priority given to the gospel (1 Cor. 15:3-5). The goal and the highest priority of every Bible class is that the student learn to read, understand, and apply as appropriate the entire word of God "in context" that they may first experience the grace and mercy of God and then that they may grow in the "knowledge of God" (Col. 1:9).

Context of The Bible (Grade 9)

In this course the students will learn about the cultures and empires, which affected Biblical history. Our students will examine pagan creation and flood stories, the geography, history, culture, and religions of ancient nations who appear in the Bible including Egypt, Canaan, Assyria, Babylonia, Persia, Greece, and Rome. All this will teach the student where and how to find the background information necessary for proper biblical interpretation of both Old and New Testaments.

.5 credit

Principles of Interpretation (Grade 10)

This course will study the history and theology of the nature and scope of the canon, and the problems of textual criticism and translation. The students will learn the various tools and principles of interpretation as they closely examine the entire Bible. The students will then use Scripture to approach basic Christian doctrines, false doctrines, and difficult passages, both in writing and in classroom discussion.

.5 credit

Basic Christian Doctrine (Grade 11)

This course will instruct the student in becoming familiar with the biblical foundations of primary doctrine such as the Trinity, God's character, the Virgin birth, the sinless life of Christ, the cross, regeneration, justification, and sanctification. The student will examine each statement of our statement of faith in depth. They will learn to express and defend their understanding of each statement, and apply them appropriately.

.5 credit

Apologetics (Grade 12)

Apologetics is the defense of the faith outside the church. In this course we desire to develop within each student such knowledge of God that pervades his understanding of every academic endeavor, and to impart to him the ability to confute unbelief in its various forms. Our students will prepare, present, and defend a paper confronting some form of unbelief. They must be able to articulate and defend the claim that the unbeliever's position is not an "uninformed" one, but rather one of immoral, willful suppression of what God has clearly made known to him (Rom. 1:18-24). Students will also learn that every sin on the mind flows from a failure to glorify God as God and be thankful.

.5 credit