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Our Mission

The mission of Wheaton Academy is to nurture growth in our students through relationships, excellence, and service to the glory of God.

Our Specific Objectives

We intend to partner with the home and church in guiding students to:

• Develop a personal, vibrant, and growing relationship with Christ;
• Adopt and continue to cultivate a thoroughly biblical worldview;
• Discover, explore, and practice their God-given gifts and abilities;
• Acquire the knowledge, understanding, and wisdom necessary for further study and to become prepared to represent the Lord effectively in their life calling.

Our Vision

Our vision is to live out our mission in order to be a model school that impacts the world for Christ.
Introduction

The mission of Wheaton Academy is “to nurture growth in our students through relationships, excellence, and service to the glory of God.” As we work together this year to make this mission a personal reality in the life of your son or daughter, let us reiterate what we at Wheaton Academy believe about education and curriculum.

- We believe God’s values should permeate every aspect of education. We believe all truth is God’s truth, and all knowledge should be viewed in light of God’s truth.
- We believe education is a partnership. Students function best when there is consistency between the home, church, and school. We believe our role is to be an extension of your home and church.
- We believe all students should be taught from a biblical worldview with the aim of developing and strengthening their own biblical worldview, which is applied to every area of study and knowledge.
- We believe the teacher is the living curriculum. Luke 6:40 states, “Everyone when he is fully trained will be like his teacher,” therefore, Wheaton Academy teachers recognize the awesome responsibility and opportunity to shape students’ lives. Teachers are interpreters that give meaning to knowledge and the world for your student.
- We believe the environment in which one learns is critical. We believe that students must be free to take risks and be able to ask questions as they participate in their learning. We believe that students must be valued and respected and must be actively involved in their learning.
- We believe that rigorous academic study is critical to prepare students for college and life.

If you share these beliefs about education, we invite you to join us on an exciting adventure. We trust that this Curriculum Guide will assist you and your student through the process of course selection and registration. May God bless our combined efforts as we seek to nurture growth in your student during the 2018-2019 school year at Wheaton Academy.
Integration of Faith and Learning

At Wheaton Academy, learning cannot be separated from who we are as believers in Christ, so not only will content in all classes be evaluated from a biblical perspective, but our teachers will seek to use methodologies in their teaching that also reflect a biblical perspective. The ultimate goal is for our students to understand and apply a biblical worldview to every aspect of their academic studies and life at Wheaton Academy. In order to help students develop their understanding not only of a biblical worldview but of other worldviews, teachers will deliberately and appropriately expose students to viewpoints, some of which may not be Christian in content or authorship. This exposure is done intentionally and with great care to help prepare students to live out their faith and be discerning in all aspects of their lives in order to help them strengthen their own biblical worldview and be prepared to deal with other worldviews from a biblical perspective.

Philosophy of Learning

At Wheaton Academy, we are committed to ensuring that all students truly learn, understand, and apply the material. This involves much more than simply completing coursework, attending classes, or memorizing information for a test. While this may seem intuitive for a school, this is a key to preparing students to function with the skills they need in the 21st century. A focus on learning has a number of implications for the classroom and instruction:

1. Students should seek to take classes that will put them in their “learning zone.” Research shows that we learn best when we are appropriately stretched and challenged. Classes that are too easy or too hard actually impede the learning process. Taking classes that look good on a resume but are too difficult actually has the opposite effect and truly hinders student success. Teachers will use a variety of assessment tools and learning standards to make recommendations for class selection that will help students take classes that will put them in that “learning zone.”

2. Grades measure learning and report student progress. Grades are determined by how students meet the learning criteria, which are determined by the state and national learning standards. It is important that grades be understood as a measurement tool and an indicator of progress, not as the end goal or as a reward or punishment.

3. The implications of grading based on standards are:
   a. If a student does not succeed at learning the material the first time, they will continue to work to demonstrate that they have learned. This may involve retaking a test, demonstrating the learning through another means, or getting additional time and support to demonstrate they have learned those concepts.
   b. A student’s learning habits and behaviors, like putting forth one’s best effort, organization, timeliness, and participation, are measured and reported separately from the grade. These habits are extremely important and separating them from the grade helps students and parents know clearly what a student has learned, as well as how a student is performing in class through separate measurements.
   c. Students cannot earn “extra credit.” The grade is a reflection of learning, not an accumulation of points.

4. Students must meet prerequisites for courses, demonstrating they have met the standards to prepare them.

5. Students should seek to take courses that will provide them a variety of academic opportunities and prepare them for future study. Research about the skills needed for the 21st century shows that students should seek to take classes in world languages, the arts, technology, economics, as well as the traditional core subjects to ensure they are well-rounded and ready for their collegiate study.
Students must develop academic skills and habits which will not only prepare them with knowledge but also with the tools to succeed in college and life. These traits include grit, responsibility, self-advocacy, passion, and timeliness, to name a few. Students develop these skills through their work in their classes by taking responsibility for their learning, struggling and not achieving success the first time they try something, and learning how to use their resources and gain the help they need to meet expectations.

Wheaton Academy is committed to making sure that the academic experience students receive will prepare them for the future, going well beyond the memorization of facts. By creating a learning-focused environment, students develop the academic habits and skills necessary for success in college and life. Students need to develop deep and meaningful understanding of what they have learned to be able to use that learning for Christ's kingdom.

# Textbook Selection

Inherent in the mission of Wheaton Academy is the desire for excellence in academic work, characterized by a radical commitment to pursuing scholarship through a distinct, undeniably biblical lens. The work of a Christian scholar is difficult and complex because it requires that students and teachers apply biblical truth and principles to all they do in the classroom. At Wheaton Academy, our living curriculum teachers are held to an extremely high standard because Scripture says that a student will become like his/her teacher (Luke 6:40). Our teachers are seeking to model Christian scholarship and point all students to “THE” teacher, Jesus Christ, through the work they do in the classroom. The teachers are committed to helping students apply the principles of a biblical worldview to all of the content they study as well as to the information they encounter in classroom resources like films, documentaries, textbooks, novels, etc.

As Wheaton Academy teachers evaluate resources to help students excel academically and learn the essentials to prepare them for study at the collegiate and university level, they use a number of factors to inform their choice. While Wheaton Academy does not require the use of only Christian materials, resources and textbooks, we do want teachers to identify, understand and know the worldview(s) presented in the material. As they use the material, their teaching will help students compare and contrast it to the truth of a biblical worldview. Teachers not only receive training in how to identify and present various worldviews, but also how to help students apply that information to their academic work. Therefore, students will be equipped to process all types of information as they pursue study in the future.

Wheaton Academy teachers also evaluate resources based on academic research and demonstrated best practice as determined by a number of professionals, including other schools, teachers, professors, pastors, etc. Wheaton Academy is committed to providing students a rigorous academic experience enriched by the resources they use. Additional factors considered are teacher materials included with the resource, the appropriateness of the reading level for the course, and any portions of the resource that may be deemed questionable. As those portions are identified, decisions to edit assignments or to address the information to help students process it biblically are made and instruction is modified.

Other resources utilized in classes like excerpts from books, primary sources, videos, music, and other learning tools are also evaluated based on the standards listed above to ensure that they meet our standards for biblical worldview and academic rigor. All resources are evaluated on a periodic basis to ensure that students have up-to-date academic material for each of their classes. In doing so, we seek to be good stewards of our instructional resources.
Attendance and Credit Requirements

Attendance
Beyond the requirements of 54 semester credits, all students must attend eight semesters of high school at Wheaton Academy (unless transfer credits are accepted from an approved institution). In order to graduate from Wheaton Academy, students must attend full-time both semesters of senior year. The Student Handbook states, “If a student exceeds 12 absences for a class, he/she may be withdrawn from the class and/or there may be other consequences. Students and parents will be notified of their absences as they approach 12 missed classes.” Wheaton Academy understands the difficulty of illness or family emergencies, and every situation will receive individual analysis of the particular circumstances; however, attendance is critical for the learning process.

Timeliness
Wheaton Academy expects all students to complete their work on the assigned due dates. The Student Handbook specifically lays out this policy, but students should be aware that repeated missed deadlines for assignments may result in withdrawal from the class.

Class Standing
9th grade students must have completed 8th grade. 10th grade students must have accumulated 13 semester credits in high school. 11th grade students must have accumulated 26 semester credits in high school. 12th grade students must have accumulated 39 semester credits and have plans to graduate within the year.

Courses Taken for Credit Outside of Wheaton Academy
Students taking courses outside of Wheaton Academy may receive credit for these courses on their WA transcript if a transcript is issued from an accredited institution and is submitted to the WA registrar. If the course taken outside of Wheaton Academy is a graduation requirement, prior permission must be requested before the student registers for this off-campus course. Additionally, if the course taken outside of Wheaton Academy is a prerequisite for another class, a final exam or placement test might be required prior to the student enrolling in the next sequential course on campus.

Transfer Credit
All grades will be transferred to the Wheaton Academy grading scale by the most equitable method. Transfer students will have their prior course work evaluated for Wheaton Academy credit at the time of enrollment.

Scholastic work accomplished through homeschooling will be evaluated on a case-by-case basis upon receipt of an official transcript. After enrolling as a full-time student, coursework must be completed at Wheaton Academy in order to earn a Wheaton Academy diploma.
## Minimum Graduation Requirements, 54 Credits

<table>
<thead>
<tr>
<th>Department</th>
<th>Semester Credits</th>
<th>Required Courses (# Of Semesters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible*</td>
<td>6</td>
<td>Foundations of Faith (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spiritual Formation (1)</td>
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<tr>
<td></td>
<td></td>
<td>Life of Christ (1)</td>
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<tr>
<td></td>
<td></td>
<td>Doctrine and Apologetics (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One of the following: Authentic Discipleship, or Philosophy, Theology, and Worldview</td>
</tr>
<tr>
<td>Business</td>
<td>1</td>
<td>Economics and Personal Finance (1), or equivalent (pg. 22)</td>
</tr>
<tr>
<td>English</td>
<td>9</td>
<td>Communication for the 21st Century (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English I (2)</td>
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<td></td>
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<td>English II (2)</td>
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<td>English III (2)</td>
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<td></td>
<td></td>
<td>Senior English requirements (2)</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>2</td>
<td>Fine Arts Courses (2)</td>
</tr>
<tr>
<td>General Electives</td>
<td>9</td>
<td>Any course not required for graduation</td>
</tr>
<tr>
<td>Mathematics**</td>
<td>6</td>
<td>Geometry (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Four additional semesters of Math (4)</td>
</tr>
<tr>
<td>Physical Education/Health</td>
<td>5</td>
<td>One for each year including Introduction to Health and Fitness by the end of freshman year (4)</td>
</tr>
<tr>
<td></td>
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<td>Advanced Topics in Heath taken by the end of senior year (1)</td>
</tr>
<tr>
<td>Science***</td>
<td>6</td>
<td>Student typically take:</td>
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<tr>
<td></td>
<td></td>
<td>Physics (2)</td>
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<td>Biology (2)</td>
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<tr>
<td>Social Studies</td>
<td>6</td>
<td>Introduction to Historical Inquiry (1)</td>
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<td></td>
<td></td>
<td>World History (2)</td>
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<td></td>
<td></td>
<td>U.S. History (2)</td>
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<tr>
<td></td>
<td></td>
<td>U.S. Government (1), or equivalent</td>
</tr>
<tr>
<td>Winterim</td>
<td>4</td>
<td>Winterim Electives (4)</td>
</tr>
<tr>
<td>ACT or SAT</td>
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<td></td>
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</tbody>
</table>

*Transfer students without previous Bible credit must take 6 semesters of Bible or 1 for each semester at Wheaton Academy – transfer students will have the opportunity to be assessed for best placement in the scope and sequence.

**Students must take six semesters of mathematics, two of which must be Geometry (not including lab courses). Students are placed in math courses based on their performance on entrance exams and/or their performance in prerequisite classes.

*** Must include Biology

At times, it may be determined that a student must meet graduation requirements in a class that has been designed to include core concepts and ideas for a subject area. This will be noted on the transcript and would be implemented as a learning plan designed for students by Student Services in conjunction with families.
## Minimum Graduation Requirements, 54 Credits

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*** Must include Biology

At times, it may be determined that a student must meet graduation requirements in a class that has been designed to include core concepts and ideas for a subject area. This will be noted on the transcript and would be implemented as a learning plan designed for students by Student Services in conjunction with families.
# Graduation Requirements—Class of 2021

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**Students must take six semesters of mathematics, two of which must be Geometry (not including lab courses). Students are placed in math courses based on their performance on entrance exams and/or their performance in prerequisite classes.

*** Must include Biology

At times, it may be determined that a student must meet graduation requirements in a class that has been designed to include core concepts and ideas for a subject area. This will be noted on the transcript and would be implemented as a learning plan designed for students by Student Services in conjunction with families.
# Graduation Requirements—Class of 2022

## Minimum Graduation Requirements, 54 Credits

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<th>Department</th>
<th>Semester Credits</th>
<th>Required Courses (# Of Semesters)</th>
</tr>
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<tbody>
<tr>
<td><strong>Bible</strong></td>
<td>6</td>
<td>Foundations of Faith (2) &lt;br&gt;Spiritual Formation (1) &lt;br&gt;Life of Christ (1) &lt;br&gt;Doctrine and Apologetics (1) &lt;br&gt;One of the following: Authentic Discipleship, or Philosophy, Theology, and Worldview</td>
</tr>
<tr>
<td><strong>Business</strong></td>
<td>1</td>
<td>Economics and Personal Finance (1), or equivalent (pg. 22)</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>9</td>
<td>Communication for the 21st Century (1) &lt;br&gt;English I (2) &lt;br&gt;English II (2) &lt;br&gt;English III (2) &lt;br&gt;Senior English requirements (2)</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>2</td>
<td>Fine Arts Courses (2)</td>
</tr>
<tr>
<td><strong>General Electives</strong></td>
<td>9</td>
<td>Any course not required for graduation</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>6</td>
<td>Geometry (2) &lt;br&gt;Four additional semesters of Math (4)</td>
</tr>
<tr>
<td><strong>Physical Education/Health</strong></td>
<td>5</td>
<td>One for each year including Introduction to Health and Fitness by the end of freshman year (4) &lt;br&gt;Advanced Topics in Health taken by the end of senior year (1)</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>6</td>
<td>Student typically take: Physics (2) &lt;br&gt;Chemistry (2) &lt;br&gt;Biology (2)</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>6</td>
<td>Introduction to Historical Inquiry (1) &lt;br&gt;World History (2) &lt;br&gt;U.S. History (2) &lt;br&gt;U.S. Government (1), or equivalent</td>
</tr>
<tr>
<td><strong>Winterim</strong></td>
<td>4</td>
<td>Winterim Electives (4) (Must include internship)</td>
</tr>
<tr>
<td><strong>ACT or SAT</strong></td>
<td>0</td>
<td></td>
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</tbody>
</table>

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**Students must take six semesters of mathematics, two of which must be Geometry (not including lab courses). Students are placed in math courses based on their performance on entrance exams and/or their performance in prerequisite classes.

***Must include Biology

At times, it may be determined that a student must meet graduation requirements in a class that has been designed to include core concepts and ideas for a subject area. This will be noted on the transcript and would be implemented as a learning plan designed for students by Student Services in conjunction with families.
College Admissions Recommendations

The requirements listed on the previous pages are the minimum for graduation from Wheaton Academy. Many colleges have additional requirements, which may include:

<table>
<thead>
<tr>
<th>World Languages</th>
<th>4 - 6 credits of any one language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>6 credits minimum; of the 6 credits required, 2 must be Algebra II, College Algebra or Intermediate Algebra</td>
</tr>
</tbody>
</table>

Some highly selective colleges require (or highly recommend) 6-8 credits in World Languages and 8 credits in Mathematics and/or Science.

Winterim

Winterim, an innovative curricular feature started in 1991, is modeled after the college January term concept which allows for in-depth study of both traditional and non-traditional learning opportunities. Wheaton Academy is one of only a select group of high schools in America that offers this unique opportunity. The school year is structured so that the first semester ends just prior to Christmas vacation. Students return in January for a 2-week session called Winterim. During Winterim, students have the opportunity to be involved in one of three options: classes on campus, trips of educational or mission focus, or an internship if the student is a junior or senior.

The Winterim school day is divided into two 3-hour sessions; students take one course in each session. The longer class periods make it possible to offer courses that ordinarily could not be held in shorter time frames. Students receive ½ of a semester credit per session. All Winterim courses count toward graduation requirements. A failed Winterim course must be made up through a pre-approved correspondence or summer school course. All Winterim courses will be graded on a Pass/Fail basis.

Winterim course registration will occur shortly before Thanksgiving. The WA website will have a link that allows students and parents to view videos and acquire additional information about specific courses.

Internships require an application that is due early in the fall and offer students the chance to observe and work alongside a professional in the business world. This internship experience often allows students to determine whether or not a career path may be a good choice for them in the future.

Various trips and off-site courses are also offered. These trips serve a variety of functions such as meeting class requirements, providing educational experiences as well as providing missions and service opportunities. Often off-site trip options are announced in the spring of the previous school year to allow students to earn needed money over the summer. Students who wish to be considered for a trip must be in good behavioral standing and current in their financial status, and may be removed from a trip if they fall out of good behavioral standing or are not current on financial status at any time. We recommend students who wish to travel do so their sophomore or junior year. For seniors, an internship is recommended.

International Students and International Winterim Trips: There are several additional steps that must be completed if an international student wishes to participate in a Winterim trip which takes place at a destination outside of the United States. International students must complete the extra requirements by July 1 of the year prior to the Winterim trip. Please contact the Winterim Trip Coordinator or Trip Sponsor for more details.
MASTER Program

MASTER stands for Mathematics, Applied Science, Technology, Engineering, and Research. Wheaton Academy’s MASTER program is an extension of the math/science division, specifically designed for those interested in a career in science or those who have a passion for the sciences and math. This program has five pillars, and students will be exposed to all five (Math, Science, Technology, Engineering, and Research) as they learn to address the world’s problems creatively through collaboration, innovation, and, most importantly, through the lens of God’s truth. As part of the traditional WA science/math/technology courses, the MASTER program incorporates co-curricular and innovative research opportunities through internships in which students apply their learning across all five pillars of the program.

What are the Academic Requirements for this Program?
Students can receive a MASTER Scholar designation on their diploma by completing at least 30 credits of MASTER courses with a cumulative GPA of 3.5 or above in those courses. Requirements include at least one course in each of the five areas of the program with a minimum of 1 core AP science course (AP Physics, AP Chemistry, or AP Biology), 8 semesters of science and 8 semesters of math, the Topics in Science and Biblical Truth course during senior year, and completing a Capstone project.

Courses Available at WA for MASTER Credit:

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Applied Science</th>
<th>Technology</th>
<th>Engineering</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra</td>
<td>Advanced Physics</td>
<td>Intro to Python Programming</td>
<td>3D Design</td>
<td>Intro to Research Techniques</td>
</tr>
<tr>
<td>Adv. Precalculus</td>
<td>Advanced Chemistry</td>
<td>Intro to Robotics</td>
<td>Directed Research</td>
<td>Capstone Project</td>
</tr>
<tr>
<td>AP Calculus AB</td>
<td>Accelerated Chemistry (Adv-summer only)</td>
<td>Networking</td>
<td>Creation &amp; Design</td>
<td>Topics in Science and Biblical</td>
</tr>
<tr>
<td>AP Calculus BC</td>
<td>Advanced Biology</td>
<td>Advanced Python Programming</td>
<td>Engineering Design</td>
<td>Truth</td>
</tr>
<tr>
<td>AP Statistics</td>
<td>Anatomy/Physiology (Adv)</td>
<td>AP Computer Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any additional higher level math course</td>
<td>AP Chemistry</td>
<td>21st Century Problem Solving &amp; Skills*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AP Biology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AP Environmental Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AP Physics C</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: All semester courses are worth 1 credit, and full-year courses are worth 2 credits unless designated otherwise. Various Winterim opportunities may be approved for MASTER credit.

*Planning to offer in 2018-19 school year.

Summary of Course Requirements and Experiences for the MASTER Scholar Designation

<table>
<thead>
<tr>
<th>Math</th>
<th>8 including AP Calculus (AB or BC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>8 including at least 1 core AP science course</td>
</tr>
<tr>
<td>Technology</td>
<td>1</td>
</tr>
<tr>
<td>Engineering</td>
<td>1</td>
</tr>
<tr>
<td>Research</td>
<td>1</td>
</tr>
<tr>
<td>Topics in Science and Biblical Truth</td>
<td>1</td>
</tr>
<tr>
<td>Capstone Project – Seminar and Research</td>
<td>4</td>
</tr>
<tr>
<td>Involvement in Co-Curriculars</td>
<td>1</td>
</tr>
<tr>
<td>Additional Credits from any MASTER area or another approved field experience such as internship, seminar, college camp</td>
<td>5</td>
</tr>
<tr>
<td>Minimum MASTER credits</td>
<td>30</td>
</tr>
</tbody>
</table>
Course Selection

Registration and Scheduling
All full-time students must be enrolled in a minimum of six courses, five of which must be full-credit Wheaton Academy courses, each semester during the regular school year. This ensures that students maintain a balance of scheduled course work while attending Wheaton Academy. Students will be counseled on course selection and advised on schedule arrangements. Parents should regularly review with their students their progress toward the completion of graduation requirements. While we rarely schedule by seniority, there may be cases where if space is limited in a class, seniors will be given priority. Problems, questions, and special requests should be directed to the Student Services department. Registration for all Advanced and AP courses requires satisfaction of prerequisite requirements and departmental approval.

Course Prerequisites and Selection
As students are choosing courses, it is important for them to read the Course Descriptions in order to see prerequisite requirements. The prerequisites include the courses that must already have been successfully completed to proceed to the next level course as well as requirements for grades and proficiency to be eligible for a course. It is critical that students and parents plan carefully for each year as well as for the four-year academic plan in order to meet appropriate graduation requirements and to be able to take desired elective courses. Course availability is dependent upon enrollment.

Repeating a Course
Students may repeat a course (semester or full-year) that was previously passed with a grade below 70%. The course may be repeated to improve comprehension in course content and/or earn a better grade. Credit will be awarded for one course only. Additionally, some Fine Arts courses are appropriately designed to be taken more than once and instruction will be differentiated for students taking a course a second time.

Schedule Changes
When considering schedule choices for the year, students and parents should keep in mind that schedule changes after parents have confirmed course requests will not be granted unless new and unanticipated factors develop.

If a schedule change is necessary, a student must obtain and fill out a Request for Schedule Change form from Student Services. This form requires an explanation for the request as well as approval of parents, teacher, and Student Services. Students may not withdraw from courses after the semester has begun. Situations that involve new and unanticipated factors will be evaluated by Student Services on a case-by-case basis. Any course dropped after the beginning of a semester will carry a grade of W (Withdrawn), WP (Withdrawn Pass) or WF (Withdrawn Fail) whichever applies. This grade will be posted on the permanent transcript of grades. Withdrawal after the first month of either semester will receive the grade of F (unless the student has no control over the reason for withdrawing). Students may not change full year courses unless there are extenuating circumstances.

Every effort is made to ensure that each student is scheduled in the courses he/she has requested. A Withdrawn Fail is not factored into the GPA. If the course is retaken, the WF becomes an R (Repeat) on the transcript and the grade is replaced. Due to master schedule specifications, students may be assigned a different teacher at semester for full year courses. Additionally, in light of the complexity and variables related to the building of our master schedule, we are not able to accommodate requests for specific teachers.

College Counseling
Students must notify their college counselor 2 weeks ahead of application deadlines and must give teachers 1 month notice when requesting letters of recommendation. We will submit weighted grades on college transcripts for scholarship purposes or other admissions purposes upon request.
Grading System

Grade Scale
The grading scale for all Wheaton Academy courses is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>(4.0)</td>
<td>97 – 100</td>
<td>B+</td>
<td>(3.3)</td>
</tr>
<tr>
<td>A</td>
<td>(4.0)</td>
<td>93 – 96</td>
<td>B</td>
<td>(3.0)</td>
</tr>
<tr>
<td>A-</td>
<td>(3.7)</td>
<td>90 – 92</td>
<td>B-</td>
<td>(2.7)</td>
</tr>
<tr>
<td>C+</td>
<td>(2.5)</td>
<td>77 – 79</td>
<td>C</td>
<td>(2.0)</td>
</tr>
<tr>
<td>C-</td>
<td>(1.7)</td>
<td>70 – 72</td>
<td>D+</td>
<td>(1.3)</td>
</tr>
<tr>
<td>D</td>
<td>(1.0)</td>
<td>63 – 66</td>
<td>D-</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>Below 60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Selection of Valedictorian or Salutatorian
To be eligible for either Valedictorian or Salutatorian, a student must be a full-time student at Wheaton Academy for both junior and senior years. In addition, a candidate is required to have taken 20 semesters of Advanced or AP courses, as well as completed the Wheaton Academy college admissions recommendations. Advanced courses taken outside of Wheaton Academy will not be weighted just as Wheaton Academy advanced courses are not weighted in the computation for Valedictorian and Salutatorian selection. Grades are included through the second semester of senior year.

Scholar of Distinction/Scholar of High Distinction
These designations of award shall be given to students who demonstrate a commitment to academic scholarship by consistently challenging themselves with coursework at the Advanced Placement level. This endeavor demonstrates not only academic capability but also habits of success and excellence necessary to manage such a rigorous course load. The Scholar of Distinction will have taken at least 6 AP courses and exams during his/her four years at Wheaton Academy as well as maintained an overall GPA of 3.5 or better in all classes. The Scholar of High Distinction will have taken at least 9 AP courses and AP exams during his/her four years at Wheaton Academy as well as maintained an overall GPA of 3.75 or better in all classes.

General Requirements for Advanced and AP Courses
Wheaton Academy is committed to providing all students with a rigorous academic experience. In making decisions about the academic load of Advanced and AP courses, students and parents should consider a number of factors. It is important to evaluate the student’s academic capacity, co-curricular activities, family and church commitments, in addition to considering the teacher recommendation information. We want all students to have a schedule that is not only a good fit academically, but also one that nurtures development as a whole person.

It is also important to consider that the academic requirements for an Advanced course will be more in-depth and require more independent work and investment on the student’s part than would be expected in a regular level course. Advanced Placement (AP) courses are college-level courses taught in high school. They afford students an opportunity to earn college credit and/or appropriate college placement in addition to high school credit. In order to earn college credit, a student must attain a specific score on a national standardized examination and attend one of the many colleges and universities that recognize students’ participation in the College Board’s Advanced Placement (AP) Program. Students and parents should expect outside work that would replicate the workload of an introductory college course. In some cases, this will be significantly different than what is expected in an Advanced level course. Therefore, teacher recommendations and input will be extremely valuable in helping you make choices about the best schedule fit for your student. **Students in Advanced or AP courses who earn less than 70% during the first semester will be moved to a regular class. Students who wish to take Advanced or AP courses must have departmental approval.**
**Advanced Placement (AP) Classes Available At Wheaton Academy**

<table>
<thead>
<tr>
<th>English</th>
<th>Science</th>
<th>World Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP English Literature and Composition</td>
<td>AP Chemistry</td>
<td>AP Economics (AP Microeconomics)</td>
</tr>
<tr>
<td>AP English Language and Composition</td>
<td>AP Biology</td>
<td>Macroeconomics &amp; AP Microeconomics</td>
</tr>
<tr>
<td></td>
<td>AP Physics</td>
<td>AP World History</td>
</tr>
<tr>
<td></td>
<td>AP Environmental Science</td>
<td>AP Art History</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fine Arts</th>
<th>Social Studies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Studio Art: 2D Design</td>
<td>AP Psychology</td>
<td></td>
</tr>
<tr>
<td>AP Studio Art: Drawing</td>
<td>AP U.S. Government-Politics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AP Comparative Government-Politics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AP U.S. History</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Calculus AB</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Calculus BC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Statistics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>Social Studies</th>
<th>World Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Chemistry</td>
<td>AP Psychology</td>
<td>AP French Language and Composition</td>
</tr>
<tr>
<td>AP Biology</td>
<td>AP U.S. Government-Politics</td>
<td>AP Spanish Language and Composition</td>
</tr>
<tr>
<td>AP Physics</td>
<td>AP Comparative Government-Politics</td>
<td></td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>AP U.S. History</td>
<td></td>
</tr>
</tbody>
</table>

**College Credit at Wheaton Academy**

Wheaton Academy is committed to offering opportunities for students to earn college credit while in attendance at the Academy. Dual credit opportunities are often available during the school year and will be communicated to students and parents at the beginning of each semester.

Students may opt to take pre-approved elective courses at approved colleges, in addition to other online opportunities. Coursework that is a specified graduation requirement must be taken at Wheaton Academy.

**Online Courses**

Wheaton Academy is committed to offering students opportunities to take online courses that provide expanded curricular options for elective and AP courses. These can, in some cases, meet requirements for graduation. The online environment exposes students to other forms of learning. The experience can be very valuable as many college and graduate level courses are now being offered in an online format. All online courses taken are at the family’s expense.

Wheaton Academy has developed partnerships with several online educational institutions which serve as the educational providers for our students taking online courses. It is important that students and parents consider the following factors when deciding to take an online course:

- The online course environment is predominantly independent learning and will require students to be self-motivated and mature as they will be responsible for their learning.
- While the format of the online courses is non-traditional and flexible, students should expect to be challenged and have nightly and/or weekly homework, tests, projects, or papers. Students must be disciplined to follow the designed scope and sequence of the course in order to be successful.
- Each partnering institution has policies and procedures for the completion of online work, grading, tests, late work, and other educational practices and do not necessarily follow the same policies and procedures as Wheaton Academy. Therefore, parents and students need to understand and agree to follow the institution's designed curriculum and policies. The partnering institution must be accredited in order for WA to recognize the coursework and grade on the student transcript.
• While Wheaton Academy will facilitate enrollment into these courses, WA will recognize this coursework on a student’s transcript only once the online school issues a transcript stating the student completed the course and has received the grade for the course. The student and parents will primarily be dealing with the online instructor and partnering institution. It is critical to understand the expectations for communication and also realize that online education is different from a traditional classroom experience. The majority of communication will occur electronically, so students and parents need to understand and follow the procedures designed by the partnering institution to insure success.

• Parents and students will be contacted by Student Services in advance of final enrollment in an online course with instructions for accessing sample coursework, syllabi and course expectations. It is essential that students and parents review these materials in advance in order to make certain that they wish to pursue this course and that students are equipped to begin the course and understand all expectations necessary for success. Online courses provide a valuable opportunity for students both in curricular offerings and also in exploring non-traditional educational experiences.

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**NCAA Division I and II Eligibility Requirements**

The NCAA has made significant changes to the Division I and Division II initial-eligibility academic standards which are in effect for high school athletes. The changes include a higher minimum core course GPA, new credit requirements prior to senior year, and limitations on retaking courses. Any student-athlete who is even remotely considering the possibility of playing a collegiate sport needs to fully understand these changes. This link will provide the specific requirements and changes going into effect.


Students considering college athletics should use the above reference sheet as well as guidance from Student Services when crafting their schedules to ensure all requirements are met. The NCAA requires 16 credits (32 semester credits) in core courses for athletic eligibility for Divisions I and II. These core courses must be in the areas of English, Social Studies, Math, and Science plus a fifth category which is essentially World Languages (Bible, Fine Arts, and Business courses do not count). The courses Wheaton Academy currently offers that are not approved by the NCAA: Communications for the 21st Century, 20th Century Film, AP Art History, Intermediate Algebra, Introduction to Engineering, English, Comprehension, Discourse and Pragmatics course. While these courses meet Wheaton Academy graduation requirements for athletic eligibility purposes, students should be aware and schedule courses that meet the clearinghouse.
Alternative Credit Options

Alternative coursework falls under two categories: alternative work sponsored by Wheaton Academy and alternative work not sponsored by Wheaton Academy.

Courses required for graduation are to be taken at Wheaton Academy, either during the regular semesters or through a Wheaton Academy alternative (see options listed below).

Wheaton Academy Alternative Credit Options
To encourage development of student gifts, explore the possibilities of God’s call on each student’s life, and allow for a balanced educational experience during the regular school year, Wheaton Academy provides alternative opportunities to earn credit outside of normal semester coursework. Earned credit through a Wheaton Academy program will meet any appropriate graduation requirement, whether elective or required courses, within the constraints defined here or in the course information.

Wheaton Academy alternative education includes the opportunities listed on the following pages. Obtain detailed information, registration materials, and assistance through the Student Services department. Other programs consistent with these may be proposed for credit.

Furnace Company Dance: Students who are on Furnace Company Dance may use that to satisfy their PE credit. In order to receive the credit, they will need to sign up for the Off-Campus Sport or Competitive Activity course. See page 41 for details.

Internships: Juniors and seniors may earn one semester credit for participation in internships during Winterim. Additional times may be arranged on an individual basis. Internships offer a unique opportunity for students to observe and experience a working professional’s life for two weeks. These experiences can aid in major decisions the students are currently facing and more importantly in the discovery of how God has uniquely equipped them.

MASTER Program: Students may earn a MASTER Scholar designation on their diploma by completing at least 30 credits of MASTER courses with a cumulative GPA of 3.5 or above in those courses. Requirements include at least one course in each of the five areas of the program with a minimum of 1 core AP science course (AP Physics, AP Chemistry, or AP Biology), 8 semesters of science and 8 semesters of math, the Topics in Science and Biblical Truth course during senior year, and completing a Capstone project. See page 12 for details.

Peer Teaching Assistants: Student will earn 1.0 academic credit serving as a Peer Teaching Assistant (PTA) in a classroom. This program serves multiple purposes: to provide peer assistance to students who will benefit from additional academic support and to give Peer Teaching Assistants an opportunity to come alongside and share their areas of strengths in a classroom.

Summer Academy: Students are given the opportunity to take semester or full-year courses in Summer Academy during the month of June. Several online course opportunities will also be available. Course offerings planned for 2018 Summer Academy are included in this guide.

Teacher’s Assistants: Student will earn 0.5 academic credit serving as a Teacher’s Assistant (TA) for faculty and/or staff during a regularly scheduled class period.

U.S. Government: Students may satisfy the U.S. Government requirement by going on the Washington D.C. Close-Up trip during either their sophomore, junior, or senior year for an extra fee. When offered, this trip takes place during Winterim.

WA Service Interns: This program serves to make an impact on the presentation of our school facilities, to assist in the lunchroom or offices, and to aid with the set-up of our many school activities. WA Service Interns volunteer to aid Wheaton Academy staff members.
Worship Leadership: Senior students on the worship team may earn Bible credit through this course which combines leadership and course work. The course will teach the theology of worship, spiritual leadership, and will build upon the content and skills learned in Spiritual Formation. Students will understand that worship is designed to be a part of our everyday lives but that it is also a spiritual discipline that we participate in together as believers through music. Students will learn how to lead the larger community of Wheaton Academy in times of worship that are connected to Scripture, clear in purpose, connected to the theme, and rooted in truth. The course will focus on key biblical passages and ideas, which speak to the foundational understanding of why we worship and what its significance is in our culture today. This course is available to seniors and meets a Bible graduation requirement in addition to the required Doctrine and Apologetics course.

Non-Wheaton Academy Alternative Credit: Credit from other schools and programs will be accepted only if a written request is approved by the Student Services department before the program or course of study begins. Generally, other schools and programs will be allowed only for elective coursework unless there are mitigating circumstances.

Alternative Credit
Below are options for Non-Wheaton Academy Alternative Credit. We will consider allowing credit for participation in a school program on a case-by-case basis. Completion of an approved program allows students to receive credit that is included on the Wheaton Academy transcript.

College and University Courses: Local colleges often are open to juniors and seniors taking courses. 

Specialty Camps and Summer Programs: Camps and summer programs that normally give credit and provide evaluation of a student’s work may be used. These programs will be evaluated case-by-case and should meet WA’s standards for credit.
Student Services

Release of Academic Records
Students who have outstanding financial obligations will not receive diplomas, final report cards, or official transcripts. It is the parent’s responsibility to ensure all financial arrangements have been made.

College Board Code Number: 144385
Students taking the ACT or SAT are requested to enter the high school number on the registration form. The Wheaton Academy code number is 144385. This number should be used on college entrance exams.

Graduation Participation Standards
Students are expected to attend eight semesters of high school, complete all applicable graduation requirements, and remain in good standing in order to be eligible to receive a diploma. Students are expected to attend full-time for both semesters of their senior year at Wheaton Academy in order to graduate. A transfer student’s remaining graduation requirements will be determined at the time of admission. Participation in graduation activities is a privilege earned by meeting Wheaton Academy standards.

Only full-time students who have completed all Wheaton Academy academic requirements (by senior exam days in May) and are considered in good behavioral standing will be allowed to participate in graduation and graduation-related activities. Any requested deviation from this standard must be made in writing to the administration.

Transcripts
Requests for transcripts must be made through Naviance Family Connection under the “Colleges I’m Applying To” tab. Normally, when colleges or other programs require official transcripts, they expect them to be mailed or sent electronically directly from Wheaton Academy. Transcripts and/or report cards will not be released until satisfactory arrangements are made with the business office concerning financial obligations.

Transcripts for Scholarship Purposes
Parents and students may request that senior transcripts mailed in the fall and spring to prospective colleges reflect weighted GPA for college admission, financial, and/or scholarship purposes.

Non-Discrimination
Wheaton Academy admits students of any race, national origin, and gender and does not discriminate on these bases in its educational policies, financial aid, athletics, and other school-administered programs.

Accreditation
Wheaton Academy has been continuously accredited since 1911 by the Advanced Education Association of Colleges and Secondary Schools, a record no private high school in the State of Illinois exceeds. Wheaton Academy also meets the State of Illinois standards and is recognized accordingly. In addition, Wheaton Academy is accredited with the Association of Christian Schools International (ACSI), the largest Christian school organization in the world and the Council on Educational Standards and Accountability (CESA).
The Bible department seeks to equip students to become reflections of Christ in their inner spheres of influence long after they graduate from Wheaton Academy. Courses are designed to equip students with the skills to study, interpret, and apply the Word of God to their personal relationship with Christ. The curriculum is designed to root and establish students in their faith while equipping them to grow in spiritual wisdom and understanding. Students will learn what it means to walk in a manner pleasing to the Lord while increasing in spiritual wisdom and understanding. Students will be equipped to identify and apply a Christ-centered Theistic worldview while being equipped to personalize, articulate, apply and reproduce their faith in their circles of influence.

Transfer students without previous Bible credit must take 6 semesters of Bible or 1 for each semester at Wheaton Academy – transfer students will have the opportunity to be assessed for best placement in the scope and sequence.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Faith</td>
<td>9</td>
</tr>
<tr>
<td>Introduction to Biblical and Philosophical Studies (International Students)</td>
<td>9-12</td>
</tr>
<tr>
<td>Spiritual Formation</td>
<td>10</td>
</tr>
<tr>
<td>Life of Christ</td>
<td>11</td>
</tr>
<tr>
<td>Doctrine and Apologetics (Required)</td>
<td>12</td>
</tr>
<tr>
<td>Authentic Discipleship</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Philosophy, Theology, and Worldview (Prerequisite: Completion of Life of Christ or taken concurrently)</td>
<td>11, 12</td>
</tr>
</tbody>
</table>

12th graders are required to take two of the senior Bible courses, one of which must be Doctrine and Apologetics.

**Foundations of Faith**

This course provides a foundation of faith to guide students toward a more holistic understanding of Christian theology and faith. Students will examine the basic beliefs of Christ-centered theists in comparison and contrast to other major philosophical worldviews. Students will be taught the significance of God’s Word and the trustworthiness it provides. Students will examine the story of Scripture and the connected themes throughout that narrative. This course provides a survey of the Bible in its progressive unfolding of the history of redemption against the backdrop of creation and sin. Students will engage with God’s Word to better understand the author of this story and the love He has for people.

- Grade Level: 9, Transfer Students
- Semesters: 2

**Introduction to Biblical and Philosophical Studies (International Students)**

This course provides a foundation to guide students toward a more holistic understanding of the Christian belief. Students will begin by examining the philosophical framework of reality and faith in the context of a metaphysical understanding of reality, truth, faith, fantasy, belief and worldview. Students will be able to determine the basics of Christian theology and the practices of a Christ follower. This course will explore the Christian faith in an effort to compare it to other world religions and worldviews. Students will be able to discuss the differences in belief systems and learn distinct elements about a biblical worldview.

- Grade Level: International Students
- Semesters: 2

**Spiritual Formation**

The Spiritual Formation course builds on the content and skills learned in the Foundations of Faith course and equips students to learn how to identify and respond to the new identity that they have in Christ. Students will understand that Jesus is our model of spiritual maturity and that He invited us to follow His model for spiritual transformation. Students will understand the significance of growing close to Christ, understanding the work of Christ, becoming like Christ, and living for Christ. Through the process of the eight units of the course, students are invited to personalize their response to Christ’s call to imitate the life of Jesus and better prepare for a life which includes true mentoring and discipleship.

- Grade Level: 10
- Semesters: 1
Life of Christ
The Life of Christ course builds on the content and skills learned in the Spiritual Formation course and equips students to learn how to identify and personalize their relationship with Christ and move toward a deeper relationship with Christ. This course will emphasize Christ’s call to His people by giving students the opportunity to examine the life of Christ and to gain a fuller perspective and understanding on the person and work of Jesus Christ. Through the course students are invited to personalize their study of the four gospels and embrace the truths that are offered in the text. Students will focus on the narrative of the gospel message and the incarnate picture of Jesus Christ.

• Grade Level: 11
  Semesters: 1

Senior Bible courses all share the same common theological framework designed to equip students to understand and apply the principles of a Christ-centered worldview in their circles of influence upon graduation. These courses equip them to articulate their beliefs about key doctrines and issues within Christianity while guiding them to reflect Christ and be active in reproducing what they have learned in their current and future circles of influence.

12th graders are required to take the Doctrine and Apologetics course and must choose one of the other two course options to meet the required senior Bible class requirement. Senior course options include: Authentic Discipleship, and Philosophy, Theology, and Worldview. Students in the 10th or 11th grade who wish to take more than the required two courses are permitted to do so with Department approval.

Doctrine and Apologetics
This course is designed to equip the Christian student with the skills to discover answers to the most difficult questions posed by both believers and unbelievers. Within the theological framework, students will study major doctrines pertaining to the existence and nature of God, evil, the nature of man, Scripture as the source of truth, and the Church as the body of Christ. Students will understand and apply those doctrines in the context of living out one’s faith in a contemporary culture of competing worldviews and relativism. Students will interact with doctrine in the context of community to develop critical thinking and apologetic skills while gaining appreciation for the significance of reasoned theology in the development and application of their personal worldview. Required for seniors.

• Prerequisite: Life of Christ
  • Grade Level: 12
  • Semesters: 1

Authentic Discipleship
Students will practice the skills and apply the principles of Christ-centered authentic discipleship. This course will give students the tools to discover, explore, and practice their God-given talents. Students will engage in a close reading of Luke and the Book of Acts and through the practical assignments of this course, students will acquire the knowledge and understanding for further growth; preparing them to represent the Lord in their current and future circles of influence as authentic disciples. The focus of this class is both academic and experiential in nature. Students will engage daily with the concept of building the kingdom here and now as reflected in the Lord’s Prayer with the phrase, Thy Kingdom come, thy will be done, on earth as it is in Heaven. The class will build off of what Christians believe and why they believe it, to provide opportunities for how to practice the Christian faith. One of the key goals of this course is to understand that authentic disciples do not merely sit upon their teacher’s words; they adopt dynamic action in response to those words and even “do greater things.” Meets senior Bible requirement.

• Prerequisite: Spiritual Formation or taken concurrently
  • Grade Level: 10, 11, 12
  • Semesters: 1
  *Note: Department approval needed to take prior to senior year

Philosophy, Theology, and Worldview
This course combines the study of the basic philosophy of the nature of reality and biblical theology with exploration of the highly influential works of G.K. Chesterton, C.S. Lewis, and J.R.R. Tolkien, including Orthodoxy, Mere Christianity, The Great Divorce, and selections from the Silmarillion, The Hobbit, and Lord of the Rings. Students also study original works from world-renowned philosophers such as Plato and Nietzsche. Class discussion is centered on becoming a “Real Christian” and choosing to make one’s faith personal, dynamic, active, and joy-filled. Meets senior Bible requirement.

• Grade Level: 11, 12
  • Semesters: 1
  *Note: Department approval needed to take prior to senior year
The business world of the 21st century requires innovative thinking, trustworthy ethics, and dynamic leadership. The Business Department is committed to preparing students to be versatile, forward-thinking producers and consumers in a rapidly changing global economy. While the fundamental, practical knowledge of business principles and technology usage lies at the core of the curriculum, a consistent emphasis on application of that knowledge with biblically sound thinking is woven throughout all of the courses.

Courses Open To Grades
Business Principles ................................................................. 9, 10, 11
Economics and Personal Finance .............................................. 11, 12
Entrepreneurship and Investment ........................................... 10, 11, 12
Marketing ............................................................................. 10, 11, 12
AP Economics (AP Macroeconomics & AP Microeconomics) ............................................................................. 11, 12

The Economics graduation requirement may be met in multiple ways. Students may choose one of the following:
• Economics and Personal Finance
• AP U.S. Comparative Government and Politics (Social Studies Department)
• AP Economics (AP Macroeconomics & AP Microeconomics)
• Pre-approved online economics course

Business Principles
Business Principles is designed to provide a comprehensive foundation for students desiring to explore a future in business and to equip the non-business student with basic biblical, business, and life principles. The practical transferable skills of planning, logic, organization, problem solving, and decision making will be emphasized. A variety of guest speakers are typically used to reinforce and extend learning.

• Grade Level: 9, 10, 11
• Semesters: 1

Marketing
Marketing is designed to expose the student to the basic concepts of marketing and promotions. Special emphasis will be placed on marketing research and the creation of marketing mix. Students will explore marketing models used by a variety of organizations including professional sports franchises, production companies, and non-profit organizations. Students will create a functional marketing plan.

• Grade Level: 10 (with recommendation), 11, 12
• Semesters: 1

Entrepreneurship and Investment
This elective course will explore the entrepreneurial process and examine issues, concepts, and procedures involved in conceiving, planning, and creating a new business. Through case studies and hands-on simulation, it emphasizes the need for careful identification of products or services to be offered, specification of the target markets and the benefits the enterprise will provide. This course will also analyze the fundamentals of investing in the stock market and the impact of the stock market on the global economic community. Students will have a practical experience of investing and learn the basic principles necessary to understand what factors impact stock prices. Students will research and follow a profile of individual stocks as a method of analyzing fluctuation in market price.

• Grade Level: 11, 12
• Semesters: 1

Economics and Personal Finance
Economics is designed to expose the student to the basic concepts of economics and personal financial management. Students will learn the basic concepts of the market economy and practical lessons of financial management. Special emphasis will be placed on the characteristics of biblical stewardship of finances. Meets Economics requirement for graduation.

• Grade Level: 10, 11, 12
• Semesters: 1

AP Economics (AP Macroeconomics and AP Microeconomics)
The AP Economics course combines one semester of Microeconomics and one semester of Macroeconomics to provide students with a thorough understanding of economic theory. Students enrolled in this course will be eligible for two AP tests in the spring. During first semester, students will focus on Microeconomics, examining principles that apply to the functions of individual decision makers, both consumers and producers, within the economic system. The course places primary emphasis on the
nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. Second semester, the course focuses on Macroeconomics and how economists examine aggregate economic behavior. Students learn how the measures of economic performance, such as gross domestic product, inflation, and unemployment are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. The course recognizes the global nature of economics and provides ample opportunities to examine the impact of international trade and finance on national economies. Various economic schools of thought are introduced as students consider solutions to economic problems. Meets Economics requirement for graduation.

- Prerequisite: Recommended for AP in social studies senior year. Juniors must obtain instructor recommendation.
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 11 (with recommendation), 12 Semesters: 2

### Computer Science

With so many jobs in the 21st century available to those in computer or computer related fields, Wheaton Academy is committed to exposing students to different aspects of computer science. The department has courses in both theoretical and applied computer science and has opportunities for those who just want to experience the basics in computer science all the way up to preparing for certification in the IT world. Critical issues and ethical issues faced in today’s society are addressed from a biblical worldview in these courses.

#### Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Open To Grades</th>
<th>Grade Level: 9, 10, 11, 12</th>
<th>Grade Level: 9, 10, 11, 12</th>
<th>Grade Level: 9, 10, 11, 12</th>
<th>Grade Level: 9, 10, 11, 12</th>
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<tbody>
<tr>
<td>3D Design</td>
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<td>9, 10, 11, 12</td>
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<tr>
<td>Intro to Python Programming</td>
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<tr>
<td>Advanced Python Programming</td>
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<td>9, 10, 11, 12</td>
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<tr>
<td>Networking</td>
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<td>9, 10, 11, 12</td>
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</tbody>
</table>

**Advanced Python Programming**

This course is a continuation of the Intro to Python Programming course and covers content that is beyond an introductory programming course. Content includes automation, object-oriented programming, and reading and writing to and from files.

- Prerequisite: 85% or above in Intro to Python Programming
- Grade Level: 9, 10, 11, 12 Semesters: 1

**Networking**

This course provides an in-depth study of computer networks and network protocols from a variety of perspectives. Major topics covered in the course include data communications with switching and routing, network topologies, network protocols, network configurations and management, client-server applications, peer-to-peer applications, and network security. Upon completion, students will have the basics to pursue a Network + Certification.

- Prerequisite: Intro to Python Programming or instructor recommendation
- Grade Level: 11, 12, or 9, 10 with instructor recommendation Semesters: 1
English

The English department places a strong value on both literature and writing. Courses in the English curriculum develop students’ oral and written communication skills, preparing them to function effectively in the world. In addition, the study of great literature provides students with the opportunity to examine key life questions, to appreciate the value of story, and to enhance their reading skills. A strong emphasis is placed on developing critical and analytical writing skills in all English classes.

Advanced or AP courses are differentiated from regular courses through a combination of extended breadth and depth. The difference is not simply a doubling of the number of assignments; rather, an emphasis is placed upon more rigorous materials as well as assignments that necessitate high-level critical thinking skills. Students wishing to participate in the advanced level English courses should consider the following criteria:

- **Demonstrate a desire for challenging reading and effective communication:** Students read on a consistent basis both inside and outside of school and demonstrate an appreciation of the importance of both oral and written communication skills.
- **Demonstrate an ability to use the written word in a well-organized and thoughtful manner**
- **Demonstrate an ability to think and read critically:** They are committed to the development of their skills in the study of the written word. These students are expected to go far beyond plot summary or theme recognition in their reading and analysis.
- **Demonstrate an ability to be an active class participant:** Class discussion is of paramount importance. Observations, perceptions, interpretations, and perspectives shared by the students in class are invaluable in the thinking, communicating, and learning process.
- **Demonstrate an ability to be self-motivated, to work independently, and to take initiative:** Initiative and self-motivation are two characteristics that clearly define the advanced student. They accomplish major tasks outside of class with minimal direct intervention or scheduling by the teacher.
- **Demonstrate a commitment to being prepared for class each day:** The value of interactions in class as well as the thought process involved in answering critical questions in textual analysis can be accrued only to the degree that the student has completed the preparatory reading and thinking. This timeliness is essential for success in the Advanced class.

Students who earn below a 70% in the first semester of an Advanced class will be moved to the regular class for second semester. **See General Requirements for Advanced and AP Courses on page 14.**

Students must take a total of nine semesters of English in order to graduate.

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
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<tr>
<td>English I (Reg/Adv)</td>
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<tr>
<td>English Comprehension, Discourse, and Pragmatics (International Students)</td>
<td>9</td>
</tr>
<tr>
<td>Communication for the 21st Century</td>
<td>9, 10</td>
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<tr>
<td>English II (Reg/Adv)</td>
<td>10</td>
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<tr>
<td>English Comprehension, Discourse, and Pragmatics (International Students)</td>
<td>10</td>
</tr>
<tr>
<td>English III (Reg/Adv)</td>
<td>11</td>
</tr>
<tr>
<td>English Comprehension, Discourse, and Pragmatics (International Students)</td>
<td>11</td>
</tr>
<tr>
<td>Creating Fiction and Poetry</td>
<td>11</td>
</tr>
<tr>
<td>AP English Literature and Composition/ AP English Language and Composition</td>
<td>12</td>
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<tr>
<td><em>Senior Rhetoric</em></td>
<td>12</td>
</tr>
<tr>
<td><em>Creating Fiction and Poetry</em></td>
<td>12</td>
</tr>
<tr>
<td>*20th Century American Literature</td>
<td>12</td>
</tr>
</tbody>
</table>

*12th graders not enrolled in AP English Literature and Language Composition must take Senior Rhetoric and one of the two required courses: Creating Fiction and Poetry OR 20th Century American Literature.*

### Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Open to Grades</th>
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</thead>
<tbody>
<tr>
<td>Applied Communication</td>
<td>11, 12</td>
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<tr>
<td>Shakespeare</td>
<td>11, 12</td>
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</tbody>
</table>
English I and English I (Advanced)
English I lays a foundation for literature study through units that include the short story, the novel, poetry, and drama. Vocabulary study includes key words found in the literature and literary terms. Writing instruction—including grammar and punctuation, basic research skills, creation of claims, use of quotes as evidence, and structured paragraph development—is emphasized throughout the curriculum.

- Prerequisite for English I (Adv): By placement based on Entrance Exam Score
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 9 Semesters: 2

English II and English II (Advanced)
English II examines novels, short stories, poetry, and nonfiction, emphasizing close reading, use of literary tools for analysis, and vocabulary development. Communication skills focus on thesis-driven essays, which utilize research and appropriate evidence.

- Prerequisite: English I; Prerequisite for English II (Adv): Qualifying score on placement assessment with 87% in English I (Adv) or 93% in English I. Transfer students may be required to take a departmental assessment prerequisite for placement in English II (Adv)
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 10 Semesters: 2

Communication for the 21st Century
This required course begins with the study of the fundamentals of verbal and nonverbal communication. The course is designed to provide training and experience in communication so that students are equipped with the skills essential for success in the business and academic worlds of today and tomorrow. As they present frequent speeches, students learn to tailor a message to suit a particular audience, to enhance the message through technology, to apply logic and reasoning, and to develop listening skills.

- Grade Level: 9 or 10 (Must be completed by the end of sophomore year) Semesters: 1

Applied Communication
Building on the fundamentals introduced in Communication for the 21st Century, students will continue to cultivate skills transferable to the constantly changing communication environment. Emphasis on problem solving, critical thinking, creativity, and collaboration will be essential as students develop presentations and are responsible for constructive feedback of their peers’ speeches.

- Prerequisite: Communication for the 21st Century
- Grade Level: 11, 12 Semesters: 1

English III and English III (Advanced)
English III focuses on challenging literature, with emphasis on analysis, argumentation, and persuasion. Students hone abilities in research, critical reading and thinking, and written and oral communication.

- Prerequisite: English II; Prerequisite for English III (Adv): Qualifying score on placement assessment with 87% in English II (Adv) or 93% in English II. Transfer students may be required to take a departmental assessment prerequisite for placement in English III (Adv)
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 11 Semesters: 2

English Comprehension, Discourse and Pragmatics (International Students)
English Comprehension, Discourse and Pragmatics provides academic support and individualized learning opportunities for international students in order to improve their language skills and academic adjustment to Western education. Focus areas include reading comprehension strategies, writing, vocabulary, study skills, conversational and public speaking, and cultural adjustment. Classes are structured to accommodate different language levels and will fulfill requirements for the Communication for the 21st Century course. Required for all first-year international students and for returning international students who score below 75 on the August TOEFL exam.

- Grade Level: 9, 10, 11, 12 (may be taken multiple times) Semesters: 2
English Literature and Composition/AP English Language and Composition
These two courses combine the preparation for both the AP English Literature and Composition and the AP English Language and Composition tests into one full-year course. Taken in May, the two AP English tests may reward students with college credit. Students will read and closely analyze some of the great literary classics from a variety of periods and genres. The literary texts include Mary Shelley’s *Frankenstein*, Sophocles’ *Oedipus Rex*, and Camus’ *The Stranger*. Further, this course will function as an advanced writing class. Essays will include literary analysis, research, persuasive essays and a synthesis essay. **Meets two semester requirements for senior English.**
- Prerequisite: 87% in English III (Adv) or 90% in English III
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 12
- Semesters: 2

Creating Fiction and Poetry
This course, formatted as a writing workshop, explores the technical elements of fiction and poetry through analysis of literature of recognized merit and encourages students to improve writing skills through creating and revising poetry, short stories, and creative nonfiction. Student work culminates in a final portfolio in which students will demonstrate the ability to convey experience and meaning in their writing. Reading and analysis are based on the technique of “reading like a writer.” **One of two required choices for seniors who are not taking AP English Literature and Language Composition.**
- Prerequisite: English III or English III (Adv) or English II (Adv) with instructor recommendation
- Grade Level: 11, 12
- Semesters: 1

Shakespeare
Shakespeare is the foremost figure in Western Literature. Students learn and explore reasons why so many love his works while developing skills to enjoy his drama and poetry independent from the classroom setting. Students examine comedy (*Twelfth Night* and *A Midsummer Night’s Dream*), a history (*Henry V*), a tragedy (*Hamlet*), as well as the historical framework of each of these plays. **English elective only.**
- Grade Level: 11, 12
- Semesters: 1

Senior Rhetoric
Students will have the opportunity to deepen their critical thinking skills, persuasive writing skills, as well as grammar and vocabulary skills through their continued study of the theory, practice, and application of rhetoric. **Required for all seniors who are not taking AP English Literature and Language Composition.**
- Prerequisite: English III or English III (Adv)
- Grade Level: 12
- Semesters: 1

20th Century American Literature
American literature of the last century, with topics and style that challenge students’ reading and thinking skills, is written in language that students can access. The course will examine this literature, using close reading strategies, within the framework of the author’s exigency, purpose, and audience. **One of two required choices for seniors who are not taking AP English Literature and Language Composition.**
- Prerequisite: English III or English III (Adv)
- Grade Level: 12
- Semesters: 1
Fine Arts

Fine Arts education at Wheaton Academy is dynamic, relevant, and hands-on as students develop an appreciation of art, the technique and skills required of the art, and the way to communicate as an artist committed to both excellence of craft and richness of faith. All students are encouraged to do a variety of art forms, and specialized students are able to follow a sequence of courses to truly develop their craft. Two semesters are required for graduation.

For all advanced level classes, acceptance is conditional upon instructor recommendation.
Vocal Music Arts
Musical Theatre Performance ...................................................... Intro Level
Men’s Ensemble ................................................................. Level I
Women’s Chorale ................................................................. Level I
Concert Choir ........................................................................ Level I
Music Theory and Composition ................................................ Level II
Advanced Concert Choir .......................................................... Advanced Level
Advanced Women’s Chorale ....................................................... Advanced Level
Advanced Music Theory II ......................................................... Advanced Level

Dance Arts

Musical Theatre Performance
This intro level course will encourage growth in acting and improvisation, vocal production and basic music skills, choreography and dance. Students will gain a foundational understanding of the skills needed to audition and perform. Through multiple performance opportunities, students will be better prepared for further involvement in singing, dancing, and acting in the Fine Arts program. Attendance will be required outside of class time for performances.

- Grade Level: 9, 10
- Semesters: 2

Introduction to Dance
This level I course is an introduction to dance using a variety of styles, upper and lower body strengthening, and flexibility training. Emphasis is placed on technique, artistic expression, coordination, and basic skill development in jazz, hip-hop, and other styles. Course may be taken for either Fine Arts or Physical Education credit, however, students taking dance for a PE credit cannot also receive a Fine Arts credit in the same semester. Recommended to be taken more than once.

- Grade Level: 9, 10, 11, 12
- Semesters: 1

Intermediate Dance
This level II course will build on the foundation that has been created in Introduction to Dance and allows students to develop their dance abilities, flexibility, knowledge of various techniques and ability to pick up on choreography in a quick manner in preparation for Advanced Dance. Students will focus on ballet, jazz, and contemporary/modern techniques. Course may be taken for either Fine Arts or Physical Education credit; however, students taking dance for a PE credit cannot also receive a Fine Arts credit in the same semester. This course can be taken more than once.

- Prerequisite: Introduction to Dance
- Grade Level: 10, 11, 12
- Semesters: 1

Advanced Dance
This advanced level course builds on the techniques learned in Introduction to Dance and Intermediate Dance and furthers the level of ability, upper and lower body strengthening, and flexibility training. The course will also include the creation of original choreography. Emphasis is placed on technique, artistic expression, and further skill development in contemporary, modern, and other dance styles. Course may be taken for either Fine Arts or Physical Education credit; however, students taking dance for a PE credit cannot also receive a Fine Arts credit in the same semester. Attendance will be required outside of class time for a performance.

- Prerequisite: A high level of performance and skill standards must have been met in Intermediate Dance. Acceptance will be conditional based on the instructor’s approval
- Grade Level: 10, 11, 12
- Semesters: 1
Instrumental Music Arts

**Band**
This level I course is Wheaton Academy’s music ensemble for wind and brass players. Over a four-year cycle, the ensemble will learn and perform a wide variety of music of various styles and time periods. Performance opportunities include concerts, chapels, athletic events, and service performances in the community. Students enrolled in band can also elect to be involved in numerous co-curricular activities, including jazz band, pit orchestra, and instrumental tour. Note: Percussion students interested in band should sign up for Percussion Studies or Percussion Ensemble. Attendance will be required outside of class for concerts, retreat, and tour. Additional fees will be required for concert attire rental, retreat, and tour.

- Prerequisite: Minimum of two years playing a band instrument. Audition required.
- Grade Level: 9, 10, 11, 12
- Semesters: 2

**Band, Orchestra and Percussion Ensemble (Advanced)**
Students in Band, Orchestra, and Percussion Ensemble can apply to receive advanced credit for these ensembles. The requirements for receiving advanced credit include all of the regular requirements for the ensembles, in addition to: taking regular private lessons, auditioning for ILMEA, performing in Evening of Classics, and setting up and performing in a community performance. Applications will be made available to students in these courses at the beginning of the school year.

- Prerequisite: By application and permission of instructor
- See General Requirements for Advanced and AP Courses on page 14
- Grade Level: 10, 11, 12
- Semesters: 2

**Orchestra**
This level I course is Wheaton Academy’s music ensemble for classical stringed instrument players. Over a four-year cycle, the ensemble will learn and perform a wide variety of music of various styles and time periods. Performance opportunities include concerts, chapels, and service performances in the community. Students enrolled in orchestra can also elect to be involved in numerous co-curricular activities, including chamber music groups, pit orchestra, and instrumental tour. Attendance will be required outside of class for concerts, retreat, and tour. Additional fees will be required for concert attire rental, retreat, and tour.

- Prerequisite: Minimum of two years playing a stringed instrument. Audition required.
- Grade Level: 9, 10, 11, 12
- Semesters: 2

**Percussion Studies**
This level I course offers students the opportunity to grow musically through the study of percussion ensemble music, world percussion, rudimentary techniques, and advanced percussion techniques. Attendance will be required outside of class for performances throughout the year.

- Prerequisite: Audition required
- Grade Level: 9, 10, 11, 12
- Semesters: 2

**Percussion Ensemble**
This level II course offers the advanced percussionist the opportunity to grow musically through the study of percussion ensemble music, concert band music, world percussion, rudimentary techniques, and advanced percussion techniques.

The Percussion Ensemble forms the WA Drumline and also performs and tours with the concert band. The WA Drumline will require additional rehearsal and performance times during summer and the regular school year. Attendance will be required outside of class for concerts, retreat, and tour. Additional fees will be required for concert attire rental, retreat, and tour.

- Prerequisite: Percussion Studies or by permission. Audition required.
- Grade Level: 9, 10, 11, 12
- Semesters: 2
Music Theory and Composition
Music Theory and Composition is a level II course designed to give the student an introductory knowledge of music theory and the opportunity to apply that knowledge as composers. Course topics will include scales and chords, harmonic progression, melodic structure, and musical forms. Students will have the opportunity to apply their knowledge using music composition software.

- Prerequisite: Application and pre-test required
- Grade Level: 11, 12
- Semesters: 1

Music Theory II (Advanced)
Music Theory II (Adv) is an advanced level course designed to give the advanced instrumental or vocal music student an in-depth knowledge of music theory, analysis, technique, and practice to prepare for acceptance to a college music program.

- Prerequisite: Music Theory and Composition
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 11, 12
- Semesters: 1

Theatre Arts

Musical Theatre Performance
This intro level course will encourage growth in acting and improvisation, vocal production and basic music skills, choreography and dance. Students will gain a foundational understanding of the skills needed to audition and perform. Through multiple performance opportunities, students will be better prepared for further involvement in singing, dancing, and acting in the Fine Arts program. Attendance will be required outside of class time for performances.

- Grade Level: 9, 10
- Semesters: 2

Intro to Drama Studies
This level I course focuses on developing first, the actor; and second, the character through the actor. The course examines the prominent figures in the development of method acting and uses various techniques, exercises, scene studies, and monologues to increase the technical abilities of the student actor. Recommended to be taken more than once and therefore students who repeat the class will earn credit for Drama Studies II.

- Grade Level: 11, 12 or 9, 10 with instructor recommendation
- Semesters: 1

Advanced Drama Studies
Students will have an onstage and offstage role in a full-length production of a dramatic work in this advanced course. This production helps the actor develop a concrete set of working steps for creating a character, achieving more creativity in rehearsal, developing greater consistency in performance, and translating text analysis into tangible results on stage. Attendance will be required outside of class for rehearsals, production work, and performances.

- Prerequisite: Intro to Drama Studies. A high level of performance and skill standards must have been met in Intro to Drama Studies. Acceptance will be conditional based on the instructor’s approval.
- Grade Level: 12 or 11 with instructor recommendation
- Semesters: 1
Media Arts

Intro to Media Arts
This intro level course will expose students to a variety of new media art forms. Areas of study will include video production, graphic design, and digital photography. Students will look at how media art can be an expression of their faith. They will learn the foundations of new media, recognize the ways the different art forms influence each other, and also become better prepared for involvement in the Media Arts program.

- Grade Level: 9, 10, 11, 12
- Semesters: 1

Video Production
This level I course introduces all aspects of video production. Students will work both individually and collaboratively, expanding their visual literacy and technical skills while using digital technology. Students will see how to compose a shot within a frame while learning how to think artistically. This course can be taken more than once.

- Prerequisite: Intro to Media Arts
- Grade Level: 9, 10, 11, 12
- Semesters: 1

Advanced/Competitive Video
This level II course builds on the fundamental skills developed in Video Production. Students will work individually and collaboratively, expanding their visual literacy and technical skills, and will investigate areas such as documentaries, multi-camera shots, sound editing, and lighting concepts. The work created in this course will be submitted to a variety of contests and timely submissions will be required. This course can be taken more than once.

- Prerequisite: Video Production
- Grade Level: 10, 11, 12
- Semesters: 1

In-Field Video Event Livestreaming
In this level I course students will become proficient in the Newtek Tricaster and its siblings of programs, at the same time gaining knowledge of the basic principles of video production. Students will be involved in all aspects of livestreamed events, from preproduction setup, to event productions and the social media post-production marketing. This is a unique class experience which takes place outside of traditional school hours.

- Grade Level: 9, 10, 11, 12
- Semesters: 1

Photography
Photography is a level I course introducing students to the basic principles of photography and composition. It will focus on the flexibility of digital media and the use of Photoshop to correct, enhance, and manipulate images. Students must provide a digital camera.

- Prerequisite: Intro to Media Arts
- Grade Level: 10, 11, 12
- Semesters: 1

Graphic Design I
In this level I course, students will become proficient in Photoshop and Illustrator, at the same time gaining knowledge of the basic principles of design. Students will create projects using each computer program; learn to manipulate photos; design logos, t-shirts, posters; and begin to build a portfolio.

- Prerequisite: Intro to Media Arts
- Grade Level: 9, 10, 11, 12
- Semesters: 1

Graphic Design II
In this level II course, students will use Photoshop and Illustrator to develop an advanced understanding of effective visual and artistic communication. The course includes further design technique and theory, redesign, critique, and the relation of design to contemporary social issues. The atmosphere of the class is intended to reflect that of a design studio.

- Prerequisite: Graphic Design I
- Grade Level: 10, 11, 12
- Semesters: 1

Pre-AP Studio Art: 2D Design/Drawing
This advanced level course is required for students who are interested in pursuing AP 2D Design or AP Drawing portfolio. Students will be instructed on the elements and principles of design, specifically with the intent to create works for the AP portfolio. This course will teach a student to manage time and process while using a specific set of deadlines to keep them on track for the submission process.

- Prerequisite: Completion of one Level I Media or Visual Arts course and with instructor’s permission
- Grade Level: 10 (with permission), 11, 12
- Semesters: 1
AP Studio Art: 2D Design/Drawing
This advanced level course will prepare students to submit an AP 2D Design or AP Drawing portfolio. This includes, but is not limited to, graphic design, photography, illustration, digital imaging and mark-making drawing. Students will be instructed on the elements of the design portfolio. This is an intensive, product-driven class. The AP portfolio demands five high-quality works, twelve images within your concentration, and twelve images demonstrating an understanding of the principles of design. At the end of the class, each student will submit a design portfolio. Students are expected to maintain lab hours outside of class during specifically scheduled days.

- Prerequisite: Pre-AP Studio Art: 2D Design/Drawing
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 10 (with permission), 11, 12  Semesters: 1

WAtv
Students will be introduced to television, live production and broadcast journalism in this level I course. Through the study of these areas, students will develop media literacy and skills necessary to create and produce in a changing media environment. In addition to media theory, students will learn the technological, operational, and creative aspects of producing for the medium. This class will require participation outside of class. May be taken more than once (and it is encouraged to do so).

- Prerequisite: Intro to Media Arts
- Grade Level: 9, 10, 11, 12  Semesters: 1

Visual Arts

Intro to Ceramics
This level I course will teach students the foundational techniques for hand building, exploring pinch, slab, and coil construction, as well as treatment and embellishment of the ceramic surface. Each of the functional and non-functional pieces will be individually designed, created, glazed, and fired. May be taken only once.

- Grade Level: 9, 10, 11, 12  Semesters: 1

Intermediate Ceramics
In this level II course, students will continue working in hand building with an emphasis on concept development and will begin throwing on the wheel, learning the fundamentals of centering, and creating cylinder and bowl forms. Students will be challenged in thoughtful self-expression as well as in the development of technical skills. May be taken more than once.

- Prerequisite: Intro to Ceramics
- Grade Level: 9, 10, 11, 12  Semesters: 1

Advanced Ceramics
Students in this advanced level course will continue with throwing skills, learning to develop and manipulate larger wheel forms. More specialized hand building techniques will be explored. May be repeated with permission from instructor.

- Prerequisite: A high level of performance and skill standards must be met in Intermediate Ceramics. Acceptance will be conditional based on the instructor’s approval.
- Grade Level: 11, 12  Semesters: 1

Community Art and Service
This level II course builds on skills learned in level I visual arts courses and directs students to use their artistic skills as outreach and service within and beyond the Wheaton Academy community. Students will work individually and collaboratively, learning how to write and present project proposals, contact community groups and share art and the art making process with others. Projects may include traditional and/or media-based arts. Class is designed for the student who wants to involve themselves in art making beyond the classroom setting.

- Prerequisite: Any level I Visual Art class and instructor recommendation
- Grade Level: 11, 12  Semesters: 1
Intro to Illustration
Students will learn in this intro level course the basic principles of drawing and the way to draw from observation. Students will use a variety of media to communicate through elements and principles of design including line, shape, value, and form. An emphasis will be placed on skill and technique development through an understanding of strong composition. Students will begin to explore the works of recognized artists and illustrators as well as develop their own perspective as an artist.

• Grade Level: 9, 10, 11, 12

Intermediate Illustration
This intermediate level course focuses on enhancing the student’s creativity while furthering skills learned in Intro to Illustration through continued study of the human figure, advanced perspective and introduction to color theory. Students will begin to communicate through the art form, learn about industry practices and application, participate in critique, and translate the themes and techniques of other artists into their own work. Choose tracks from Children’s Book and Editorial Illustration, to Concept.

• Prerequisite: Intro to Illustration
• Grade Level: 9, 10, 11, 12

Advanced Illustration
Students will begin to apply in this advanced level course a more developed understanding of color theory and composition to further develop the skills and techniques of professional illustrators. An emphasis will be placed on understanding and incorporating themes and techniques of historic and contemporary painters and illustrators. This is an advanced course and students will be expected to address issues related to their faith and contemporary art. Choose tracks from Fine Art to Illustration.

• Prerequisite: Intro to Illustration and Intermediate Illustration
• Grade Level: 10, 11, 12

Pre-AP Studio Art: 2D Design/Drawing
This advanced level course is required for students who are interested in pursuing AP Studio Art 2D Design or 2D Drawing portfolio. Students will be instructed on the elements and principles of design, specifically with the intent to create works for the AP portfolio. This course will teach a student to manage time and process while using a specific set of deadlines to keep them on track for the submission process.

• Prerequisite: Completion of Level I Media or Visual Arts course and instructor’s permission
• Grade Level: 10 (with permission), 11, 12

AP Studio Art: 2D Design/Drawing
This advanced level course will prepare students to submit an AP Studio Art 2D Design or AP Drawing portfolio. This includes but is not limited to graphic design, photography, illustration, digital imaging, and mark-making drawing. Students will be instructed on the elements of the design portfolio. This is an intensive, product-driven class. The AP portfolio demands five high-quality works, twelve images within your concentration, and twelve images demonstrating an understanding of the principles of design. At the end of the class, each student will submit a design portfolio. Students are expected to maintain lab hours outside of class during specifically scheduled days.

• Prerequisites: Pre-AP Studio Art: 2D Design/Drawing
• See General Requirements for Advanced and AP Courses on page 14.
• Grade Level: 10 (with permission), 11, 12

Sculpture
This level II course explores the various materials used to create sculptures, including wood, clay, plastic, plaster, foam, paper and found objects. Students learn how to manipulate these materials and use both traditional and nontraditional sculpting tools safely. Students will analyze other works of sculpture through reading, discussion and critique and examine geometric, abstract and organic forms. Introduction to basic tools, processes and safety practices will be employed in addition to basic 3D modeling and printing techniques in the creation of sculptural ideas. The course will emphasize conceptual reasoning and consideration of material choice, craft, form, space, site, presentation, and context.

• Prerequisites: Intro to Ceramics
• Grade Level: 9, 10, 11, 12
Vocal Music Arts

**Musical Theatre Performance**
This intro level course will encourage growth in acting and improvisation, vocal production and basic music skills, choreography and dance. Students will gain a foundational understanding of the skills needed to audition and perform. Through multiple performance opportunities, students will be better prepared for further involvement in singing, dancing, and acting in the Fine Arts program. **Attendance will be required outside of class time for performances.**

- Grade Level: 9, 10
- Semesters: 2

**Men’s Ensemble**
Men’s Ensemble is a performance-based level I course for singers of all abilities who have shown an interest and giftedness in singing. Designed to teach basic healthy vocal technique such as vocal breathing, intonation, blend, and stretching one’s range, Men’s Ensemble fosters a user-friendly environment to learn how to make the most of one’s voice and encourage great camaraderie amongst the members. Students explore a rich and diverse spectrum of musical styles from the Renaissance to the present, including classical, barbershop, and contemporary collegiate *a cappella*. **Attendance will be required outside class for concerts and other performances. Additional fees will be required for concert attire rental, festivals, etc.**

- Prerequisite: By audition only
- Grade Level: 9, 10, 11, 12
- Semesters: 2

**Women’s Chorale**
Women’s Chorale is a level I choral music course for students who have shown an interest or giftedness in singing. The course is designed to teach basic healthy vocal technique such as vocal breathing, intonation, blend, and sight-reading skills. The singers explore a rich and diverse spectrum of musical styles from the Renaissance to the present, including classical, jazz, and contemporary *a cappella*. The creative process of each rehearsal is just as important as the final performance and students will not only grow in critical thinking skills but also gain the courage and self-discipline that goes into becoming a performer. **Attendance will be required outside class for concerts and other performances. Additional fees will be required for concert attire rental, festivals, etc.**

- Prerequisite: By audition only
- Grade Level: 9, 10, 11, 12
- Semesters: 2

**Concert Choir**
Concert Choir is a level I course designed for experienced and dedicated singers with a passion for vocal music and a commitment to the friendships that are formed over the course of the year. We will explore advanced literature from the Renaissance to the present, as well as more contemporary music as diverse as global folk tunes, African-American spirituals and collegiate *a cappella*. Students develop their vocal and aural skills through rehearsal and performance as they grow in their sense of independent and ensemble singing. A variety of languages and cultural differences will be explored throughout the year as the choir experiences communicating through music to a wide variety of audiences. **Attendance will be required outside class for concerts, festivals, and tours. Additional fees will be required for concert attire rental, festival and tour participation.**

- Prerequisite: By audition only
- Grade Level: 10, 11, 12
- Semesters: 2

**Concert Choir, Women’s Chorale (Advanced)**
Students interested in working more independently at an advanced level of singing and conducting may apply for this course of study. The requirements for receiving advanced credit include all of the regular requirements for Concert Choir and Women’s Chorale, in addition to taking regular private lessons, auditioning for ILMEA, performing in Evening of Classics, and setting up and performing in a community performance. Applications will be made available to students in Concert Choir and Women’s Chorale at the beginning of the school year.

- Prerequisites: By application and permission of instructor
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 10, 11, 12
- Semesters: 2
Music Theory and Composition
Music Theory and Composition is a level II course designed to give the student an introductory knowledge of music theory and the opportunity to apply that knowledge as composers. Course topics will include scales and chords, harmonic progression, melodic structure, and musical forms. Student will have the opportunity to apply their knowledge using music composition software.

- Prerequisite: Application and pre-test required
- Grade Level: 11, 12  
  Semesters: 1

Music Theory II (Advanced)
Music Theory II (Adv) is an advanced level course designed to give the advanced instrumental or vocal music student an in-depth knowledge of music theory, analysis, technique, and practice to prepare for acceptance to a college music program.

- Prerequisite: Music Theory and Composition
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 11, 12  
  Semesters: 1

General Electives

Elective Courses
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<tr>
<td>Peer Teaching Assistant</td>
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<tr>
<td>Teacher’s Assistant</td>
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<tr>
<td>WA Service Intern</td>
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</tr>
<tr>
<td>WA Service Team</td>
<td>9, 10, 11, 12</td>
</tr>
</tbody>
</table>

Study Lab
Study Lab provides a small structured study hall for students needing additional educational support who are recommended by the Vice Principal for Student Services. This course contains a weekly study skills curriculum and weekly individualized meetings to foster goal setting and student self-advocacy. Students will receive 0.5 academic credit. Space is limited to students who need the course as determined by Student Services.

- Grade Level: 9, 10, 11, 12  
  Semesters: 1

Peer Teaching Assistant
Peer Teaching Assistants serve either in Study Lab or in a classroom working directly with students. This program allows students to provide peer assistance to students who will benefit from additional academic support. It also allows students to reinforce their own learning by instructing others and coming alongside their peers to share their areas of strengths in the classroom. Students will earn 1.0 academic credit serving as a Peer Teaching Assistant (PTA). Only 15-20 juniors or seniors are chosen each semester to be PTAs’ from the TA list and must fulfill the above requirements and serve in a class working directly with students.

- Grade Level: 11, 12  
  Semesters: 1

Teacher’s Assistant
Students may serve as a Teacher’s Assistant (TA) for faculty or staff members during a regularly scheduled class period. A form must be first approved by the faculty/staff member, then by the parent and finally submitted to Student Services for approval and scheduling. TA Guidelines are as listed: Earns student 0.5 election credit, open to sophomores, juniors, and seniors, limited to one per semester, may only TA for a faculty member during a period in which he/she is not teaching.

- Grade Level: 10, 11, 12  
  Semesters: 1
WA Service Intern
Wheaton Academy offers all students the opportunity to serve on campus in a variety of capacities which not only give students valuable opportunities but also help to control costs. This program serves to make an impact on the presentation of our school facilities, to assist in the lunchroom or offices, and to aid with the set-up of our many school activities. Enrolling as a WA Service Intern shows your investment in the community and that you care about making it stronger and more effective. While not the only opportunity to volunteer, WA Service Internship meets one of the school contribution recommendations received for those receiving financial aid. Students who enroll in this program will be contacted about specific service requirements including necessary skills, the time commitment and other key details. These opportunities exist before, during and after school as well as during the summer.

Mathematics

The mathematics department seeks to provide excellence in education by developing the skills necessary to understand the key concepts in mathematics. Through the study of mathematics, students learn how to think logically, creatively, and analytically. The field of mathematics displays a sense of applicability and order by which we may better understand the attributes of our God. Lastly, some students may recognize their abilities in mathematics and choose this field as a course of future study by which to glorify God.

Students will be required to earn a 70% or better to progress to the next level of mathematics. If a student earns lower than a 70%, they will be required to show proficiency by taking: (1) an approved summer school class, (2) an approved online course, (3) an equivalent community college course, or (4) a public-school summer course. If a student doesn’t earn a 70% or better in the first semester of an Advanced class, they will be moved to the regular class at the semester.

Students must take six semesters of mathematics, two of which must be Geometry (not including lab courses). Students are placed in math courses based on their performance on entrance exams and/or their performance in prerequisite classes.

<table>
<thead>
<tr>
<th>Sequence of Courses by Group</th>
<th>Open to Grades</th>
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</thead>
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<tr>
<td>Foundations of Algebra</td>
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</tr>
<tr>
<td>*Algebra I</td>
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<tr>
<td>*Geometry</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>*Geometry (Adv)</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>*College Algebra (Adv)</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>*Algebra II</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>*Intermediate Algebra</td>
<td>11, 12</td>
</tr>
<tr>
<td>*Precalculus (Reg/Adv)</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>*Calculus</td>
<td>10, 11, 12</td>
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<tr>
<td>*AP Calculus AB</td>
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<tr>
<td>*AP Calculus BC</td>
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<tr>
<td>*Statistics</td>
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<tr>
<td>*AP Statistics</td>
<td>10, 11, 12</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Elective Courses</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Algebra Lab.</td>
<td>9</td>
</tr>
<tr>
<td>Geometry Lab</td>
<td>9, 10, 11, 12</td>
</tr>
</tbody>
</table>

*Meets requirement for number of math semesters.
Foundations of Algebra
Foundations of Algebra emphasizes basic algebra concepts as well as problem solving techniques and introduces students to concepts taught in Algebra I. Various approaches will be used to instruct in the areas of ratios and proportions, the number system, simplifying expressions and equations, linear inequalities, geometric relationships, as well as studying basic probability and making inferences about data.

- Prerequisite: By placement only
- Grade Level: 9, 10
- Semesters: 2

Algebra I
Algebra I topics include operating with real numbers and variable expressions, solving equations, factoring, solving linear systems, and working with inequalities and square roots. Algebra I stresses a systematic approach to problem solving. It reinforces students’ previous knowledge of number systems and extends their ability to think abstractly. A TI-84+ CE graphing calculator is required.

- Prerequisite: Pre-Algebra
- Grade Level: 9
- Semesters: 2

Algebra Lab
This course will complement the Foundations of Algebra and Algebra I courses to allow students who need extra time and support to gain mastery of algebra skills. It will be taken in conjunction with Foundations of Algebra or Algebra I. This course does not count towards the required six semesters of mathematics for graduation.

- Prerequisite: By recommendation – must be taken concurrently with Foundations of Algebra or Algebra I
- Grade Level: 9
- Semesters: 2

Geometry
This course emphasizes logical methods of thinking through deductive and inductive proofs using theorems and postulates involving parallel and perpendicular lines, triangles, quadrilaterals, circles, and polygons. Other major concepts that are discussed are congruency, circular measurements, area, volume, inequalities, ratio, and proportion. A TI-84+ CE graphing calculator is required.

- Prerequisite: Algebra I with 70% or better
- Grade Level: 9, 10, 11, 12
- Semesters: 2

Geography Lab
This course will complement the Geometry course to allow students who need extra time and support to gain mastery of geometry skills. It will be taken in conjunction with Geometry. This course does not count towards the required six semesters of mathematics for graduation.

- Prerequisite: By recommendation - must be taken concurrently with Geometry
- Grade Level: 9, 10, 11, 12
- Semesters: 2

Geometry (Advanced)
In addition to the topics in Geometry, this course will investigate proofs using inductive reasoning and coordinate geometry, and students will solve problems involving advanced algebra. A TI-84+ CE graphing calculator is required.

- Prerequisite: 95% or better in Algebra I and instructor recommendation
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 9, 10
- Semesters: 2

Algebra II
Beginning with a review and extension of topics from Algebra I, this course takes the student from the study of real numbers to the study of more complex systems by relating a graphical approach, numerical analysis, and analytical techniques for solving various types of equations. Other topics include polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, and functional analysis through transformations. A TI-84+ CE graphing calculator is required.

- Prerequisite: Geometry with 70% or better
- Grade Level: 9, 10, 11, 12
- Semesters: 2

Intermediate Algebra
Intermediate Algebra will consist of the core Algebra II topics along with graphing calculator usage. These topics will include polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities. Intertwoven throughout the year will be ACT test preparation. A TI-84+ CE graphing calculator is required.

- Prerequisite: Geometry with 70% or better and instructor recommendation
- Grade Level: 11, 12
- Semesters: 2
College Algebra (Advanced)
This course follows Geometry (Adv) for the advanced math student and provides an extension of fundamental algebraic concepts. Topics include solving equations derived from polynomial and rational functions, exponential and logarithmic functions, systems of equations and conic functions. Emphasis is placed on critical thinking skills and problem solving in anticipation of continuing toward Advanced Placement Mathematics courses. A TI-84+ CE graphing calculator is required.

- Prerequisite: 85% or better in Geometry (Adv) or 95% or better in Geometry and instructor recommendation
- Grade Level: 9, 10, 11, 12
- Semesters: 2

Precalculus
This course begins with an algebraic review leading to the study of trigonometric functions, including but not limited to trigonometric ratios as they relate to angle measure and the unit circle, trigonometric graphs, solving right (and non-right) triangles, trigonometric identities, and solving trigonometric equations. Other topics include function analysis and transformations, factoring and solving techniques as they relate to an introductory calculus curriculum, and transcendental functions, rational functions, and an introduction to limits. A TI-84+ CE graphing calculator is required.

- Prerequisite: Algebra II with 80% or better
- Grade Level: 9, 10, 11, 12
- Semesters: 2

Precalculus (Advanced)
Precalculus (Adv) is a Pre-AP course that prepares students for the rigors and challenges that they will face in any level AP math course. All the content listed in the Precalculus course is covered, but it is taught at a higher level which includes proofs and justifications, more challenging application and word problems, alternative methods to solving problems, geometric reasoning in proofs, and forming connections between various mathematical topics. In addition to the content covered in Precalculus, this course will also cover physics applications of vectors, partial fraction decomposition, as well as parametric and polar equations and their applications. The course concludes with an introduction to concepts covered in AP Calculus, which includes limits of functions and derivatives. A TI-84+ CE graphing calculator is required.

- Prerequisite: 85% or better in College Algebra or 95% or better in Algebra II and instructor recommendation
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 9, 10, 11, 12
- Semesters: 2

Statistics
Statistics is designed to introduce the student to the basic concepts of data collection, analysis of data, and experimental and survey design. Specific attention is paid to the use of professional statistical tools, such as spreadsheet software and the programming language R, and their use in understanding data from established sources and student-created surveys. Some of the topics studied are categorizing data, standard deviation and normal distributions, linear regression, randomness and simulations, survey design and sampling, inference testing, and data reporting. Throughout this course, there will also be a review of fundamental algebra skills designed to prepare students for a general math requirement at the college level. A TI-84+ CE graphing calculator is required.

- Prerequisite: Algebra II with 70% or better
- Grade Level: 12
- Semesters: 2

Calculus
This course further develops the PreCalculus curriculum and integrates basic topics in calculus including limits and differentiation, and integration. It targets students who are seeking an extensive preparation for a college-level calculus course. A TI-84+ CE graphing calculator is required.

- Prerequisite: 80% or better in PreCalculus or 75% or better in PreCalculus (Adv)
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 11, 12
- Semesters: 2

AP Calculus AB
This study of single variable calculus covers the main topics of limits, differential and integral calculus as applied to rational, transcendental, and trigonometric functions. It will cover the course content for the AB Calculus as prescribed in the AP Program of the College Board. Students are strongly encouraged to take the AP Calculus AB Test in May. A TI-84+ CE graphing calculator is required.

- Prerequisites: 85% or better in Advanced PreCalculus or 95% or better in PreCalculus and instructor recommendation
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 10, 11, 12
- Semesters: 2
AP Calculus BC
This study of single variable calculus covers the main topics of limits and continuity, sequence and series, polar and parametric equations, differential and integral calculus, and the application of each. It will cover the course content for the BC Calculus as prescribed in the AP Program of the College Board. BC Calculus is a college level course that will be taught at a college level pace. Students are strongly encouraged to take the AP Calculus BC test in May which also has an AB Calculus sub-score. A TI-84+ CE graphing calculator is required.

- Prerequisite: 90% or better in Advanced PreCalculus and instructor recommendation
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 10, 11, 12
- Semesters: 2

AP Statistics
This course is designed for the dedicated student who wishes to gain a solid foundation in general statistics in preparation for further study of the material in his/her college major(s). Students taking AP Statistics will learn how to describe categorical and quantitative data through contingency tables, boxplots, histograms, normal models and z-scores; create and interpret scatterplots; determine association, correlation, and lines of best fit; compare various methods for choosing a sample from a population; design experiments which utilize blocking, double-blinding, and control groups. Hypothesis testing, confidence intervals, randomness and probability will round out this yearlong course. After the AP exam, students will collaborate with an outside company to design and conduct a research project. Students will work extensively with Microsoft Excel’s statistics package as well as the statistics features of the TI-84+ CE graphing calculator. Students are strongly encouraged to take the AP Stats test in May. A TI-84+ CE graphing calculator is required.

- Prerequisite: 80% or better in PreCalculus or PreCalculus (Adv) and instructor recommendation
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 10, 11, 12
- Semesters: 2

Physical Education and Health
As individuals created in the image of God, the responsibility we have for the stewardship of our bodies is one of our highest callings. The goals of the physical education and health curricula are to develop the habits and skills necessary for lifelong health and fitness as well as providing additional opportunities for students in performance and strength training.

In order to graduate, students must meet one PE requirement for each of their four years in high school, one of which must include Introduction to Health and Fitness during their freshman year.

All students will be required to complete Advanced Topics in Health by their senior year. In order to meet the PE requirement for the year, students must fulfill one of the following requirements:

1. Enroll in one of the following courses offered during the school day:
   - Introduction to Health and Fitness (freshman year - may be taken during the school year or during summer school)
   - Strength and Conditioning (RECOMMENDED for all athletes, grades 10-12)
   - Introduction to Dance
   - Intermediate Dance
   - Advanced Dance
   - Introduction to Rock Climbing (Summer school only: Must attend 7 sessions of after-school climbing club during the fall semester – credit will not be awarded until these sessions are completed)
   - Fitness and Total Body Conditioning

2. Students unable to take a class during the school day may fulfill the PE requirement by enrolling in one of the following programs:
   a. Wheaton Academy Performance Program: (M/W/F outside of school hours; recommended for athletes unable to enroll in Strength and Conditioning course during the school day)
   b. Fitness for Life (Not designed for Wheaton Academy athletes; see course description)
   c. Off-Campus Sport or Competitive Activity (see course description)
   d. Physical Fitness Performance Testing – Meet Presidential Physical Fitness Standards
Introduction to Health And Fitness
This course is an integrated approach to nutrition, health, and fitness designed to help students develop an understanding of how to live an active and healthy lifestyle. This course will include classroom instruction and a fitness component. Topics will include Nutrition, Fitness, Mental Health, Sexuality, Substance Abuse and First Aid/CPR. The fitness component will serve as an introduction to Strength and Conditioning, focusing on proper weight room safety and techniques. This course meets the ISBE Health requirement and the Wheaton Academy Physical Education requirement for the year in which it is taken.

- Grade Level: 9
- Semesters: 1

Strength and Conditioning
This course is designed to help students improve their overall strength and conditioning through intensive weight training, and speed/agility workouts. Strength and Conditioning is intended to improve performance for competitive athletes, or students who are serious about fitness and desire personalized professional instruction. Students will be assessed in nine performance categories. This course is highly recommended for all athletes.

- Grade Level: 9, 10, 11, 12
- Semesters: 1

Intermediate Dance
This level II course will build on the foundation that has been created in Introduction to Dance and allow students to develop their dance abilities, flexibility, knowledge of various techniques and ability to pick up on choreography in a quick manner in preparation for Advanced Dance. Students will focus on ballet, jazz, and contemporary/modern techniques. Course may be taken for either Fine Arts or Physical Education credit, however, students taking dance for a PE credit cannot also receive a Fine Arts credit in the same semester. This course can be taken more than once.

- Prerequisite: Introduction to Dance
- Grade Level: 10, 11, 12
- Semesters: 1

Advanced Dance
This advanced level course builds on the techniques learned in Introduction to Dance and Intermediate Dance and furthers the level of ability, upper and lower body strengthening, and flexibility training. The course will also include the creation of original choreography. Emphasis is placed on technique, artistic expression, and further skill development in contemporary, modern, and other dance styles. Course may be taken for Fine Arts or Physical Education credit, however, students taking dance for a PE credit cannot also receive a Fine Arts credit in the same semester. Attendance will be required outside of class time for a performance.

- Prerequisite: A high level of performance and skill standards must have been met in Intermediate Dance. Acceptance will be conditional based on the instructor’s approval.
- Grade Level: 10, 11, 12
- Semesters: 1

Fitness for Life
The Wheaton Academy Fitness for Life program is designed for those students who do not participate in a Wheaton Academy sport offering and who are not taking a course during the day. Students will need to purchase a Fitbit activity tracker to monitor their fitness activity during the school year. At a minimum, students are expected to engage in 30 minutes of exercise 3 times per week and complete 10,000 steps per day throughout the school year. For students who desire, Wheaton Academy has a wonderful fitness center with cardio-vascular equipment and free weights to help students demonstrate these competencies.
and to learn to make regular fitness a part of a healthy life. Students participating in the Wheaton Academy Fitness for Life program are enrolled in an Academy Central course and will submit 3 goals for the year. This course lasts the entire school year and requires one Wednesday morning/month attendance before school. Students receive a half-credit per semester. Not recommended for athletes.

- **Grade Level:** 10, 11, 12
- **Semesters:** 2

### Fitness and Total Body Conditioning
This course is designed to improve a student’s overall fitness levels by focusing on the 5 elements of physical fitness. Students will be required to purchase a Fitbit activity tracker to monitor their exercise sessions. Workouts will include cardio-respiratory, muscular strength, flexibility, and muscular endurance workouts. We will use the track, weight room, turf field, and athletic gyms to complete our workouts. Completion of this course will meet the Physical Education requirement.

This course is designed for students who want a fitness course during the school day, and is not recommended for athletes.

- **Grade Level:** 10, 11, 12
- **Semesters:** 1

### Wheaton Academy Performance Program
The Performance Program is designed for athletes who are unable to enroll in the Strength and Conditioning course during the school day. The Performance Program is similarly structured to the Strength and Conditioning course, which is designed to help students improve their overall strength and conditioning through intensive weight training and speed/agility workouts. This course is intended to improve overall performance for competitive athletes or students who are serious about fitness and desire personalized professional instruction. Students will be assessed in nine performance categories. The program meets every Monday, Wednesday, and Friday outside of school hours. Students who participate in a sport at Wheaton Academy will be excused from performance sessions during their season, as their team will be holding in-season workout sessions twice a week. Athletics should plan to enroll in a semester where the majority of their off-season takes place. Students receive one credit for this course.

- **Grade Level:** 10, 11, 12
- **Semesters:** 1

### Off-Campus Sport or Competitive Activity
Students may earn their physical education credit through participating in approved off-campus physical activities. Approved activities must be yearlong, consist of productive exercise, include competitions, practice for minimum of 3 hours per week, and be under the guidance of a coach or certified instructor. Examples include: club sports not offered at Wheaton Academy; ice skating, ice hockey, swimming, dance, equestrian, and martial arts. This also includes participation in Furnace Company Dance. Students must complete a form seeking approval in advance and must also file a completion form signed by the authorized instructor or coach of the activity at the completion of the year. Students who participate in a sport at Wheaton Academy will be excused from their team’s off-season workouts.

Students will receive one-half credit per semester.

- **Grade Level:** 10, 11, 12
- **Semesters:** 2

### Physical Fitness Performance Testing
Students can meet their Physical Education requirement by performing 5 physical fitness tests and meeting the standards for the Presidential Physical Fitness Awards (85th percentile). The testing will measure a student’s muscular strength, cardiorespiratory fitness, muscle endurance, agility, and flexibility. Testing will take place the month of June prior to the beginning of the school year. Students receive one credit for this course.

- **Grade Level:** 10, 11, 12
- **Semesters:** 1
- **Summer**
Science

The foundation for any study of science is the truth of God as the Creator and Sustainer of all things. The science department will help students to understand the principles of science from the perspective of God’s truth about Himself and His Creation. All of the science courses will provide students a foundation of scientific study grounded in biblical truth. The core of the science curriculum is the physics, chemistry, and biology courses.

Students will be required to earn a 70% or better in order to progress to the next level of science. If a student earns lower than a 70%, they will be required to show proficiency by an approved option.

Science requirements for graduation are three years of science in the following order: Physics, Chemistry, and Biology.

Students may accelerate completion of the science requirement by taking Chemistry or Biology during summer school.

**Usual Sequence**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics (Reg/Adv)</td>
<td>9, 10</td>
</tr>
<tr>
<td>Chemistry (Reg/Adv)</td>
<td>10, 11</td>
</tr>
<tr>
<td>Biology (Reg/Adv)</td>
<td>11, 12</td>
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</tbody>
</table>

**Elective Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy/Physiology (Adv)</td>
<td>11, 12</td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>11, 12</td>
</tr>
<tr>
<td>AP Biology</td>
<td>11, 12</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>AP Physics C</td>
<td>11, 12</td>
</tr>
<tr>
<td>Intro to Research</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Directed Research</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>MASTER Capstone Project – Seminar and Research</td>
<td>11, 12</td>
</tr>
<tr>
<td>3D Design</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Intro to Engineering</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Intro to Python Programming</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Advanced Python Programming</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Intro to Robotics</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Collaborative Creation and Design</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Engineering Design</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Topics in Science and Biblical Truth</td>
<td>12</td>
</tr>
<tr>
<td>Science Seminars</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>21st Century Problem Solving &amp; Skills</td>
<td>9, 10, 11, 12</td>
</tr>
</tbody>
</table>

**Physics**

This course uses a conceptual approach to physics featuring hands-on interactions with the subject matter. The format maximizes the students’ critical thinking and understanding of the everyday world without requiring the use of higher-level mathematics. Topics include mechanics, sound and light, electricity and magnetism, and atomic and nuclear physics.

- Prerequisite: Algebra I or concurrently.
- Grade Level: 9, 10
- Semesters: 2

**Physics (Advanced)**

Advanced Physics focuses on understanding the principles at work in the everyday world. Topics include motion and forces, energy and power, sound and light, electricity and magnetism, and atomic and nuclear physics. The course maximizes students’ critical thinking through hands-on interactions with the subject matter, and applications of Algebra I and Geometry content.

- Prerequisite for Physics (Adv): Completion of Algebra I, and by score on freshman placement exam.
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 9, 10
- Semesters: 2
AP Physics C
The AP Physics C course is an in-depth study of mechanics, matter, and energy for the first semester, and electricity and magnetism second semester. This course is the equivalent of a first-year calculus-based college physics class. This course is geared toward those students interested in majoring in physics or engineering and is mathematically intensive. The course is designed to prepare students for the AP Physics C exam.

- Prerequisites: Enrolled in (or completed) a calculus course, and science department recommendation
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 11, 12
- Semesters: 2

Chemistry/Chemistry (Advanced)
Chemistry is the ongoing investigation of matter—its composition, structure, properties, and changes thereof. Chemicals and their properties affect our lives in more ways than we can imagine. Students will learn about chemistry through lectures, demonstrations, and labs. Although the majority of the course revolves around inorganic chemistry, topics in organic chemistry are included.

- Prerequisites for Chemistry: 70% or higher in Physics.
- Prerequisites for Chemistry (Adv): 80% or higher in Physics (Adv), 95% or higher in Chemistry and instructor recommendation
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 10, 11
- Semesters: 2

AP Chemistry
AP Chemistry covers the objectives typical of a first-year college chemistry course. Topics covered are in the areas of stoichiometry, aqueous reactions, thermodynamics, electron configurations, bonding, kinetics, equilibrium, acid-base, electrochemistry, and organic chemistry. This course focuses heavily on the development of advanced laboratory skills and prepares students to take the AP Chemistry exam. All students enrolled in AP Chemistry must have already completed at least one full year of Chemistry.

- Prerequisite: 93% or higher in Advanced Chemistry or Accelerated Chemistry (summer), and instructor recommendation.
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 10, 11, 12
- Semesters: 2

Biology/Biology (Advanced)
This course builds on the foundations of physics and chemistry to gain an understanding of how the laws of matter and energy govern living systems. Topics include cells, heredity, creation and evolution, structure of plants and animals, and ecology and environmental concerns.

- Prerequisites for Biology: 70% or higher in Chemistry
- Prerequisites for Biology (Adv): 80% or higher in Chemistry (Adv), 95% or higher in Chemistry and instructor recommendation
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 11, 12
- Semesters: 2

AP Biology
AP Biology takes a hierarchical approach proceeding from the chemistry of the cell up to the organization of the biosphere. Topics include chemistry of cells, cellular energetics, heredity, molecular genetics, creation and evolution, evolutionary history of biological diversity, and ecology. This course is designed to prepare students for more demanding biological pursuits and for taking the AP Biology exam.

- Prerequisites: 93% or higher in Biology (Adv) and instructor recommendation
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 12
- Semesters: 2

Anatomy/Physiology (Advanced)
This course focuses on how the structure of the human body relates to its overall function. In addition to human tissues used in this course, the cat _Felix domestica_ is also used as a model for study. Students study the circulatory, respiratory, digestive, nervous, endocrine, urinary, reproductive, integumentary, skeletal, and muscular systems.

- Prerequisite: 85% or higher in Biology, or 70% of any Advanced/AP science course
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 11, 12
- Semesters: 2
**AP Environmental Science**

This course is designed to be the equivalent of an introductory college course in environmental science. It will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, to evaluate risks associated with these problems, and to examine solutions for resolving them. Topics include population, land and water use, earth systems and resources, the living world, energy resources and consumption, pollution, and global change. This lab-based course prepares students to take the AP Environmental Science exam.

- **Prerequisite:** 85% or above in Biology and instructor recommendation
- **See General Requirements for Advanced and AP Courses on page 14.**
- **Grade Level:** 11, 12
- **Semesters:** 2

**3D Design**

This course teaches students the essentials of 3D printing, and laser CNC concepts. Students will learn how to properly design an object in a 3D computer drawing program and then bring those designs into existence using our 3D printers and laser CNC machine. This course is perfect for all students, but especially those who want to focus on science, specifically engineering, and industrial art.

- **Grade Level:** 9, 10, 11, 12
- **Semesters:** 1

**Intro to Engineering**

Intro to Engineering is a one-semester elective course that investigates the basics of engineering and the different career paths for engineers and technicians. Course content includes interactive projects and assessments exploring engineering design, computer-aided design, mechanical, electrical and civil engineering, concluding with an individualized research project in a specific field of interest.

- **Grade Level:** 9, 10, 11, 12
- **Semesters:** 1

**Collaborative Creation and Design**

In this course students will learn the essentials of design principles, how to work effectively together, and create a cross-curricular project of their choosing. Students can use all types of tools to create, ranging from scissors to 3D printers. Students will take the semester to focus of their project, managing a budget along the way, and will put their creation on display in the Wheaton Academy library for the year. This course meets concurrently with Engineering Design course.

- **Grade Level:** 10, 11, 12
- **Semesters:** 1

**Engineering Design**

In this advanced level course, students will be building upon the skills and interests that they developed in our Intro to Engineering course, using a project-based learning approach. Four areas of engineering (mechanical, civil, electrical, and biological) will be examined and then students will pick an area of interest. It is upon this interest a final, semester-long project of their choosing will be based. This course is invaluable for honing research and problem-solving skills in a creative, hands-on approach.

- **Prerequisite:** Intro to Engineering; highly suggested 3D Design
- **Grade Level:** 10, 11, 12
- **Semesters:** 1

**Introduction to Robotics**

Introduction to Robotics is a course designed for students who may have an interest in engineering or robotics. This highly collaborative and hands-on course uses the Lego Mindstorms curriculum to build and program robotic tasks. Students will learn basic programming skills and explore subjects including manipulation, locomotion, perception and control theory. Basic engineering context such as design, troubleshooting, logic, and optimization will be covered as students build their robots.

- **Grade Level:** 9, 10, 11, 12
- **Semesters:** 1

**Intro to Python Programming**

This course exposes students to the Python programming language and covers basic programming concepts such as declaring variables and constants, controlling programs with decisions or loops, procedures, one dimensional arrays, and creating classes. Incorporated throughout the class is the methodology for problem solving in computer science.

- **Prerequisite:** Completion of Algebra I
- **Grade Level:** 9, 10, 11, 12
- **Semesters:** 1
Advanced Python Programming
This course is a continuation of the Intro to Python Programming course and covers content that is beyond an introductory programming course. Content includes automation, object-oriented programming, and reading and writing to and from files.

- **Prerequisite:** 85% or above in Intro to Python Programming
- **Grade Level:** 9, 10, 11, 12
- **Semesters:** 1

Intro to Research Techniques
The concepts explored in every science textbook originated as discoveries, and this course is an introduction to the techniques that made those discoveries possible. Starting with the ability to ask questions, students will begin developing an experimental mindset and learning the tools of laboratory investigation. Specifically, students will focus on molecular biology research: extracting DNA, investigating for genetically modified organisms, cloning foreign genes into bacteria, and exploring biotechnology. Due to the fact that this is an introduction to research, the emphasis remains primarily on the hands-on, technical aspects of existing techniques instead of the development of novel approaches, and students should expect to spend much of the semester in the lab.

- **Grade Level:** 9, 10, 11, 12
- **Semesters:** 1

Directed Research
As a culmination of the research emphasis at Wheaton Academy, this course mirrors the published research articles of the scientific community. Beginning with the formulation of an interesting and testable question, students carry out their own research through a review of the existing literature, experimental design, data analysis, and a discussion of the implications of their findings. Understanding of this process is demonstrated through the creation of a journal article describing the discoveries made during the class and a formal presentation. While the instructor of this course serves as a valuable mentor, the burden of the research falls primarily on the student, with the expectation that the self-directed research will reflect the various skills and ideas learned throughout the MASTER program.

- **Prerequisites:** Intro to Research and instructor recommendation
- **Grade Level:** 10, 11, 12
- **Semesters:** 1

*Based on availability

MASTER Capstone Project—Seminar and Research
The capstone piece of a MASTER student’s portfolio is a two-year seminar and research project. The topic/format of the project is based on the student’s area of interest and agreed upon by the MASTER program advisor and the student and could range from lab research to literature research. The student may optionally choose to designate one period during their final three semesters as research and work on the project will need to be done during the summer. All students pursuing a MASTER Scholar Designation are required to have a Capstone Project.

- **Prerequisite:** Junior or senior pursuing a MASTER Scholar Designation plus MASTER program advisor approval
- **For students doing a lab research project,** they must either be enrolled or have completed the Directed Research course.
- **Grade Level:** 11, 12
- **Semesters:** 2

Topics in Science and Biblical Truth
This course is a senior level course in which students discuss modern science and the way it aligns with current and historical movements in Christian thought. Even though God’s truth is integrated throughout the standard science curriculum at WA, this course gives the students a chance to develop their own theological stances on many of the issues they can expect to face in the future. Discussion begins with an examination of our sources of truth and the methodologies used to analyze them before moving to more controversial areas of inquiry, such as humanity’s role in the created order, cosmology, genetic determinism, and technological advances and limits, with an emphasis on the role of scientists professing a Christian worldview. This course is required for any student pursuing a MASTER Scholar Designation.

- **Prerequisite:** Completion of Biology
- **Grade Level:** 12
- **Semesters:** 1
Science Seminars
Scientists are constantly making fascinating breakthroughs in areas beyond what is typically covered in a general science course, and, often, it is these types of discoveries that capture a scientist’s interest and drives deeper research. This course, instead of progressing through sequential units, exposes students to lectures presented by scientists and professionals at various locations in the area. Throughout the year, students will prepare for these lectures at lunch meetings on campus and with independent readings, attend the lecture outside of school hours, and reflect on the lecture at a follow-up meeting after the lecture. Because of the specialized meeting times, this is a semester course that meets over the course of the entire year and attendance at each of the lectures is essential. This course meets outside the regularly scheduled seven periods.

- Grade Level: 9, 10, 11, 12
- Semesters: 1

21st Century Problem Solving and Skills
Recent advances in technology have ushered in creative possibilities that seemed unthinkable 20 years ago. Small, affordable computers can be quickly programmed to run thousands of tasks, and 3D printing has taken the role of manufacturing from large-scale factories to individual users. At the same time, globalization has brought awareness of the many needs and opportunities facing the world today as well as the possibility that we may be able to do more than sit back and watch things happen. This course is designed to move students from consumers of pre-conceived products and ideas to people who can recognize problems and have the skills to begin to address them. Over the course of the semester students will learn basic programming, 3D printing technology, and design principles, and will apply these skills to a problem they see in the world today.

- Grade Level: 9, 10, 11, 12
- Semesters: 1
Social Studies

The social studies department seeks to teach students how to critically examine events, societies, and people in history from a variety of perspectives. Students will be encouraged to shape their current culture utilizing the knowledge gained while examining history through its political, social, economic, and geographic trends. Courses are designed thematically, with an emphasis utilizing 21st century critical thinking skills as essential standards. Students will develop skills through the expressive modes of writing, analysis, discussion, and hands-on activities as active historians rather than passive receptors of information.

- Freshmen and sophomores must take Introduction to Historical Inquiry and two World History semester courses, one of which must be Contemporary World History, AP World History, or AP Art History.
- Juniors must take U.S. History or AP U.S. History (available to sophomores who have completed World History prerequisites).
- Seniors must take one semester of U.S. Government & Current Issues or AP United States/Comparative Government and Politics which meets the graduation requirement for both Government and Economics.
- All one-semester World and U.S. History course options may also be taken as electives.

<table>
<thead>
<tr>
<th>World History Courses</th>
<th>Open to Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Historical Inquiry</td>
<td>9</td>
</tr>
<tr>
<td>Contemporary World History</td>
<td>9, 10</td>
</tr>
<tr>
<td>Heroes and Villains</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Revolutions</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Art History</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>AP World History</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>AP Art History</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Western Perspectives on Historical Study I &amp; II</td>
<td>International Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>U.S. History Courses</th>
<th>Open to Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP United States History</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>United States History</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Military History (elective)</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>History of Film (elective)</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Cold War (elective)</td>
<td>10, 11, 12</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Government Courses</th>
<th>Open to Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Government and Current Issues</td>
<td>11, 12</td>
</tr>
<tr>
<td>AP United States/Advanced Placement Government and Politics</td>
<td>11, 12</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Elective Courses*</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Psychology</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>AP Psychology</td>
<td>11, 12</td>
</tr>
<tr>
<td>Introduction to Sociology</td>
<td>11, 12</td>
</tr>
<tr>
<td>Social Studies Senior Seminar</td>
<td>11, 12</td>
</tr>
</tbody>
</table>

* Students who have met a requirement may also take AP classes as electives.
**Introduction to Historical Inquiry**
This course will focus on the development of essential historical skills within the context of landmark events in the history of Western Civilization: The Reformation, American Revolution, and both World Wars. The content and skills learned in this class will function as a cornerstone for the discipline of academic historical study. Special emphasis will be placed on developing writing skills and reading and evaluating historical sources.

- **Grade Level:** 9  
  **Semesters:** 1

**Western Perspectives on Historical Study I & II**  
(Internal Students)
These courses serve as an introduction to western-style instruction, learning skills, and specifically historical content for new international students. It is designed to give international students a precursory experience of Wheaton Academy’s social studies curriculum prior to beginning the rigors of a full semester. Due in part to the variety of methods used, the uniqueness of the content, and the specific use of content-rich language, many international students can find the discipline of history to be especially challenging. These courses, therefore, target these areas in order to provide for a smoother transition to education at Wheaton Academy. Curriculum focuses the development of historical skills, while content builds on components that form a framework of western history. This course is for international students only.

- **Grade Level:** 9, 10, 11, 12 incoming transfers  
  **Semesters:** 1

**Contemporary World History**
This course challenges students to consider problems and solutions for major global issues from a biblical perspective. The primary scriptural basis for evaluating problems and solutions will be Zechariah 7:9-10. Students will engage in relevant topical studies from around the world to improve content knowledge, and essential historical skills. Required course if not taking AP World History.

- **Prerequisite:** Introduction to Historical Inquiry  
  **Grade Level:** 9, 10  
  **Semesters:** 1

**World History: Heroes And Villains**
This course analyzes key figures in world history who have shaped the culture of their time in significant ways – both positively and negatively. While developing essential historical skills, students will focus on questions of leadership and explore lifestyles and character traits of significant world leaders from the 19th and 20th centuries. Students will use biblical examples as a framework for leadership – specifically, Joshua and Solomon.

- **Prerequisite:** Introduction to Historical Inquiry  
  **Grade Level:** 9, 10, 11, 12  
  **Semesters:** 1

**World History: Revolutions**
This course focuses on the causes, actions of, and results of major world revolutions. Beginning with the Industrial Revolution and progressing to the Russian, French, Haitian, and Arab Spring/Winter, students will examine the common themes that are represented in all of these revolutions. We will focus our study on the degree of justice executed by governments, groups, and individuals.

- **Prerequisites:** Introduction to Historical Inquiry  
  **Grade Level:** 9, 10, 11, 12  
  **Semesters:** 1

**World History: Art History**
Art History will examine the progression of art since the Renaissance. Students will develop critical thinking skills to aid in the interpretation of visual art and evaluate the worldview of the artists studied. Applying these skills within the context of present-day culture will prepare students to be artistically observant so Christ can be proclaimed within the world of art through authentic dialogue and meaningful relationships. Utilizing these skills of artistic interpretation, and learning lessons from Ezra, Nehemiah, and Esther, students will be challenged and encouraged to see God in everyday life.

- **Prerequisite:** Introduction to Historical Inquiry  
  **Grade Level:** 9, 10, 11, 12  
  **Semesters:** 1
AP World History
This course will require students to analyze and interpret significant events in world history. Over the course of the year, students will be asked to identify six themes: 1) impact of societal interactions; 2) change and continuity; 3) impact of technology on people; 4) social and gender structures; 5) cultural and intellectual developments; 6) changes in functions and structures of states. Students will also develop the writing and analytical skills necessary for the AP exam, including answering document-based questions, free response essays, and AP level multiple choice questions. Meets the sophomore level history requirement or elective credit for juniors/seniors.

- Prerequisite: 93% or better in Introduction to Historical Inquiry, student’s score in English, and teacher recommendation.
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 9 (by recommendation), 10, 11, 12 Semesters: 2

AP United States History
This course covers United States history from the Age of Exploration through present day. The AP U.S. History program is designed to provide students with the skills and knowledge to think critically about U.S. history. Students will examine primary sources, make written and oral arguments, and assimilate information to write both short answers and formal argumentative essays. The course will prepare students to take the AP U.S. History exam.

- Prerequisite: 90% or better in Contemporary World History OR 83% or better in AP World History
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 10 (by recommendation), 11, 12 Semesters: 2

AP Art History
The AP Art History course is equivalent to a two-semester introductory college course that explores topics such as the nature of art, art making, and responses to art. By investigating a specific image set of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. This course will prepare students to take the AP Art History exam. Completion of this class meets the sophomore World History requirement.

- Prerequisite: 93% or better in Historical Inquiry and teacher recommendation
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 9 (by recommendation), 10, 11, 12 Semesters: 2

U.S. History
This course provides an in-depth examination of American history, beginning with the founding of the United States, with emphasis on American history since 1865. The primary focus of this course will be pursuing authentic historical inquiry and developing historical thinking skills of the 21st century historian. Students will analyze original documents and consider multiple historical perspectives within each unit of study. Assessments will focus on source evaluation, allow for student choice, and require students to engage in historiography. Students will evaluate how historical lessons from our past may be applied to our country today. Themes of how we understand and administer justice within a Christian worldview will be analyzed throughout the course. Required course if not taking AP U.S. History.

- Prerequisite: World History requirements
- Grade Level: 10 (by recommendation), 11, 12 Semesters: 2
U.S. History: Military History
This course explores the military involvement of the United States in the Second World War through various learning styles, including hands-on historical simulations. Students will gain a detailed knowledge of the strategies and tactics used during the war, key battles and leadership decisions that influenced the outcome of the war, look at personal stories of veterans and their loved ones, and wrestle with the ethics of war. *This is an elective course and does not meet the requirements needed for U.S. History for graduation.*

- **Prerequisite:** U.S. History or enrolled concurrently
- **Grade Level:** 10 (by recommendation), 11, 12
- **Semesters:** 1

U.S. History: History of Film
This course will examine the evolution of American film in the 20th century and assess the impact of that evolution on America’s social, political, and economic culture. Students will watch full-length films from various decades of the 20th century, and evaluate how the films’ direction, cinematography, acting, and other key elements influenced Americans and reflected our society at the time. By immersing students in the film of the past, this course offers a lens through which to survey 20th century American history, as well as an introduction to historiography. Students will also consider how movies shape our perceptions of culture today and how these ideas impact a Christian worldview. *This is an elective course and does not meet the requirements needed for U.S. History for graduation.*

- **Prerequisite:** U.S. History or enrolled concurrently
- **Grade Level:** 10, 11, 12
- **Semesters:** 1

U.S. History: Cold War
This course will take a focused look at United States history during the Cold War through the lens of the most powerful office in the country: the Presidency. From Kennedy to Reagan, students will examine how we define leadership, how people in power respond to crisis, and how we balance ideology with practicality. Students will not only examine how those in power have led in the past, but assess how we ought to lead in today’s world. Major historical events and themes of the Cold War will be analyzed, with a focus on simulation and real-world problem solving. *This is an elective course and does not meet the requirements needed for U.S. History for graduation.*

- **Prerequisite:** U.S. History or enrolled concurrently
- **Grade Level:** 10, 11, 12
- **Semesters:** 1

U.S. Government and Current Issues
This course will include a study of government, both federal and state, as well as critical issues facing our culture. Students will be required to take and pass the Constitution test with a grade of 75% or higher in order to meet graduation requirements. The class will include a detailed study of the Constitution; the three branches of government; and the role of political parties, interest groups, and the media in politics. The course will conclude with an evaluation of key societal and political issues.

- **Grade Level:** 11, 12
- **Semesters:** 1

AP United States/AP Comparative Government and Politics
These courses meet the graduation requirements for both Government and Economics. They will uniquely combine the study of U.S. government with a study of comparative politics. Students will be prepared to take two AP exams at the conclusion of these courses. The topics covered in the comparative component will include an introduction to comparative politics; a discussion of sovereignty, authority, and power; and a study of political institutions, citizens, society and the state. It will also look at political and economic change and public policy through a study of six countries: China, Great Britain, Iran, Mexico, Nigeria, and Russia. The U.S. component will deal with the constitutional underpinnings of U.S. Government (students will take Constitution test required for graduation here), a study of political beliefs and behaviors, political parties, interest groups, the mass media, institutions of the national government, public policy, and civil rights and civil liberties. Meets U.S. Government and Economics requirement.

- **Prerequisites:** 90% or better in U.S. History requirements and teacher recommendation
- **See General Requirements for Advanced and AP Courses on page 14.**
- **Grade Level:** 11, 12
- **Semesters:** 2
Social Studies Senior Seminar
The Senior Seminar course is a project-based learning environment that will ultimately require students to produce and present a Capstone project. The course will enable students to leverage their subject mastery and natural interests to explore topics of their choice, and to rigorously examine those topics from multiple perspectives. Through the process of creating their Capstone projects, students will develop skills related to comprehensive research, source evaluation, and effective communication. Potential Capstone topics are dependent upon student interest and may range from local/civic issues to global problems. The goal of this course is to prepare students to be able to identify, analyze, understand, and solve complex real-world problems as they more fully appreciate their role as agents of change – pursuing justice and righteousness – to the glory of God.

- Prerequisites: US Government/AP Government and AP US History or taken concurrently
- Grade Level: 11, 12
- Semesters: 1

Introduction to Sociology
Sociology offers students an opportunity for scientific study of social behavior and societal developments, networks, and institutions. This course will provide students with an overview of the study of society and the understanding of how social interactions, social organizations, and social institutions impact both the individual and society as a whole. Students will explore societies and societal interactions from the perspective that God created social structures, and as the creator, He has established the framework and structure for societal living. By examining social constructions and the impact of social context on human behavior from a Christian worldview, students will begin to develop perspectives that they can apply to impact society from generation to generation.

- Grade Level: 11, 12
- Semesters: 1

Introduction to Psychology
Introduction to Psychology explores the systematic and scientific study of human behavior and mental processes. Students in this course will study the psychological concepts of learning, motivation, perception, development, personality, psychological disorders/treatments and social behaviors. Historical and modern psychological theories will be studied and analyzed, and current psychological research and understandings will be applied to the above concepts. Participating in this course will allow students to gain a foundation for further study in psychology.

- Grade Level: 10, 11, 12
- Semesters: 1

AP Psychology
The AP Psychology course is designed to introduce the study of psychology as both scientific and systematic with a specific focus on behaviors and mental processes of human beings and other types of living organisms such as animals. Through the study of the core concepts and theories of each of the major subfields of psychology, the introduction of basic psychological research and the study of psychological vocabulary, students will learn to analyze, critically interpret, and apply psychological principles to the world around them. Students will be prepared to take the AP Psychology exam at the conclusion of the course.

- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 11, 12
- Semesters: 2
World Languages

Language and communication are at the heart of the human experience. The World Languages Department emphasizes the importance of educating students who will be linguistically and culturally equipped to communicate in a 21st century global context. Our courses focus on the development of language skills and cultural understandings, which are demonstrated through different modes of communication in the target language.

The development of language skills is inherently cumulative in nature; each course builds upon the next. Therefore, teacher recommendation for a student’s placement will take into account semester grades and in-class performance. Students must have a passing grade and/or meet the prerequisites for each course in order to progress to the next level.

Students in an advanced course who earn a grade below a 70% in the first semester will be moved to the regular class for second semester. Students must pass the 1st semester to continue second semester. For courses in which the advanced course is the only option, teachers and students will discuss the best option moving forward.

Students who take time off between language courses must demonstrate current competency in the language in order to be placed appropriately for the following year.

Two years of Online Chinese or Latin will meet the World Language college admissions recommendation.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Open to Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>French I</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>French I (Adv)</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>French II (Reg/Adv)</td>
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<tr>
<td>French III (Reg/Adv)</td>
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<tr>
<td>French IV (Reg/Adv)</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>AP French (Adv)</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>Spanish I (Reg)</td>
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<tr>
<td>Spanish I (Adv)</td>
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<td>Spanish II (Reg/Adv)</td>
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<td>Spanish III (Reg/Adv)</td>
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<td>Spanish IV (Reg/Adv)</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>Spanish V (Reg)</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>AP Spanish (Adv)</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>Spanish for Heritage Speakers I</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Chinese I (Classroom format/Online)</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Chinese II (Classroom format/Online)</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>Chinese III (Classroom format)</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>Chinese IV (Classroom format)</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>Latin I (Online)</td>
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<tr>
<td>Latin II (Online)</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>Latin III (Online)</td>
<td>9, 10, 11, 12</td>
</tr>
</tbody>
</table>
French I
This course is designed for students who have never studied French. Students develop listening, reading, speaking, and writing skills. The basic structure and syntax of the language are developed. Grammar is taught directly and practiced in each of the skill areas.

- Grade Level: 9, 10, 11, 12
- Semesters: 2

French I (Advanced)
This course is designed for students who were introduced to French in the first semester of French I. All students will be required to start in regular French I during the first semester. Based on performance on key first semester assessments, students will then be placed in the advanced class for second semester. Students continue to develop listening, reading, speaking, and writing skills at an advanced pace. The basic structure and syntax of the language are developed. Grammar is taught directly and practiced in each of the skill areas.

- Prerequisite: Exceed proficiency benchmarks in all four skill areas on assessments in 1st semester of French I.
- Grade Level: 9, 10, 11, 12
- Semesters: 1

French II/French II (Advanced)
These courses continue to build on the foundational workings of French I. Students will work toward language proficiency in listening, reading, speaking, and writing. Grammar is taught directly and practiced in each of the skill areas.

- Prerequisite: Meet proficiency benchmarks on standardized assessment
- Grade Level: 9, 10, 11, 12
- Semesters: 2

French III/French III (Advanced)
These courses are taught in French. Students continue to develop listening, reading, speaking, and writing skills. Students will read and discuss stories in French. An emphasis is placed on advanced grammar skills, reading, and culture. Another main focus of this course is to develop fluency.

- Prerequisite: Meet proficiency benchmarks on standardized assessment
- Grade Level: 9, 10, 11, 12
- Semesters: 2

French IV
This course is designed for the advanced French student who has a strong desire to use the language in practical real-world contexts. It will focus on developing fluency and confidence in interpersonal communication through informal written expression and conversation. Significant emphasis will be placed on cultural knowledge and skills for cross-cultural interaction. Students’ communication skills will continue to expand through practice of the language in meaningful contexts, and the study of a variety of authentic mediums such as films, music, stories, news, and other multimedia sources.

- Prerequisite: Meet proficiency benchmarks on standardized assessment
- Grade Level: 9, 10, 11, 12
- Semesters: 2

French IV (Advanced)
This course is designed for the advanced French student with previously demonstrated fluency. It will focus on advanced written expression and speaking while continuing to develop the skills of listening, reading, and fluency. The 2nd semester will have a strong emphasis on conversation. Students’ communication skills will continue to be expanded through the study of film. This course is designed to prepare students to succeed in an AP course.

- Prerequisite: Meet proficiency benchmarks on standardized assessment
- Grade Level: 9, 10, 11, 12
- Semesters: 2

AP French (Advanced)
Fine points of grammatical structures are reviewed and used in conversation. This course follows a pre-approved syllabus by The College Board. The goal of this course is to prepare students for the French Language AP exam.

- Prerequisite: Meet proficiency benchmarks on standardized assessment
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 9, 10, 11, 12
- Semesters: 2
Spanish I
This course is designed for students who have never studied Spanish. Students develop listening, reading, speaking, and writing skills. The basic structure and syntax of the language are developed. Grammar is taught directly and practiced in each of the skill areas.

- Grade Level: 9, 10, 11, 12
- Semesters: 2

Spanish I (Advanced)
This course is designed for students who were introduced to Spanish in the first semester of Spanish I. All students will be required to start in regular Spanish I during the first semester. Based on performance on key first semester assessments, students will then be placed in the advanced class for second semester. Students continue to develop listening, reading, speaking, and writing skills at an advanced pace. The basic structure and syntax of the language are developed. Grammar is taught directly and practiced in each of the skill areas.

- Prerequisite: Meet proficiency benchmarks on standardized assessment
- Grade Level: 9, 10, 11, 12
- Semesters: 1

Spanish II/Spanish II (Advanced)
These courses continue to build on the foundational workings of Spanish I. Students will work toward language proficiency in listening, reading, speaking, and writing. Grammar is taught directly and practiced in each of the skill areas.

- Prerequisite: Meet proficiency benchmarks on standardized assessment
- Grade Level: 9, 10, 11, 12
- Semesters: 2

Spanish III/Spanish III (Advanced)
In these courses students continue to develop listening, reading, speaking, and writing skills. Students will read and discuss stories in Spanish. An emphasis is placed on advanced grammar skills, reading, and culture. Another main focus of this course is to develop fluency in all skills.

- Prerequisite: Meet proficiency benchmarks on standardized assessment
- Grade Level: 9, 10, 11, 12
- Semesters: 2

Spanish IV/Spanish V (Regular)
This course is designed for the advanced Spanish student who has a strong desire to use the language in very practical real-world contexts. It will focus on developing fluency and confidence in interpersonal communication through informal written expression and conversation. A significant emphasis will be placed on cultural knowledge and skills for cross-cultural interaction. Students’ communication skills will continue to expand through practice of the language in meaningful contexts, and the study of a variety of authentic mediums such as films, music, stories, news, and other multimedia sources.

- Grade Level: 9, 10, 11, 12
- Semesters: 2

Spanish IV (Advanced)
This course is designed for the advanced Spanish student. It will focus on the study of authentic Latin American literature, complex grammar, and academic writing skills in the first semester. The second semester will have a strong emphasis on conversation, current events, and Latin American culture. Students’ communication skills will continue to be expanded through the study of film. This course is designed to prepare students to succeed in the AP course.

- Prerequisite: Meet proficiency benchmarks on standardized assessment
- Grade Level: 9, 10, 11, 12
- Semesters: 2

AP Spanish (Advanced)
This course follows a pre-approved syllabus by The College Board. The goal of this course is to prepare students for the AP Spanish Language exam. In addition, the course focuses on the study of Latin American Literature, film, current events, and Latin American/Spanish culture. Students will develop skills in academic writing, interpretation of authentic listening/reading sources, and presentational speaking.

- Prerequisite: Meet proficiency benchmarks on standardized assessment
- See General Requirements for Advanced and AP Courses on page 14.
- Grade Level: 9, 10, 11, 12
- Semesters: 2
Spanish For Heritage Speakers I
This course helps dual language Spanish speakers develop their Spanish language literacy skills. Students are exposed to all Spanish speaking cultures emphasizing their cultural differences and similarities. This course is designed to provide a foundational and comprehensive command of the Spanish language, integrating all four communicative skills: listening, speaking, reading, and writing. Literacy skills emphasize grammar study, personal and process writing, and independent reading of Spanish informational and literary texts. Placement is determined through entrance interview or formal proficiency assessment.

- Grade Level: 9, 10, 11, 12
- Semesters: 2

Chinese I (Classroom format)
This beginning level course will introduce the student to a variety of areas of Chinese. Students will learn listening, speaking, reading, and writing skills. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is sprinkled throughout the course in an attempt to help the learner focus on the Chinese-speaking world and its culture.

- Grade Level: 9, 10, 11, 12
- Semesters: 2

Chinese II (Classroom Format)
As a continuation of Chinese I, students will continue to sharpen listening, speaking, reading, and writing skills. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is sprinkled throughout the course in an attempt to help the learner focus on the Chinese-speaking world and its culture, people, geographical locations, and histories.

- Prerequisite: 70% or higher in Chinese I
- Grade Level: 9, 10, 11, 12
- Semesters: 2

Chinese III (Classroom Format)
In this course students continue to develop listening, reading, speaking, and writing skills. Students will read and interact with authentic resources in Chinese. An emphasis is placed on advanced communication, reading, and culture. Another main focus of this course is to develop fluency in all skills. Culture is sprinkled throughout the course in an attempt to help the learner focus on the Chinese-speaking world and its culture, people, geographical locations, and histories.

- Prerequisite: 70% or higher in Chinese II
- Grade Level: 9, 10, 11, 12
- Semesters: 2
Chinese IV (Classroom format)
In this course students continue to develop listening, reading, speaking, and writing skills. Students will read and interact with authentic resources in Chinese. An emphasis is placed on advanced communication, reading, and culture. Another main focus of this course is to develop high level communication through discussion, debate, and formal/informal writing in relationship to cultural issues. This class will begin to prepare students for the AP exam.

- Prerequisite: 80% or higher in Chinese III
- Grade Level: 9, 10, 11, 12
- Semesters: 2

Latin I Online
The purpose of this course is to give students a foundation in Latin grammar and vocabulary. This course will also acquaint students with Roman gods and with the everyday life of the Roman man-on-the-street. There is an additional charge for this class.

- Grade Level: 9, 10, 11, 12
- Semesters: 2

Latin II Online
The purpose of this course is to enable students to enhance their proficiency in the foundations of Latin vocabulary and grammar and to expand their knowledge of classical culture. Students will develop communication in Latin using reading, writing, speaking, and listening strategies. They will also enhance their understanding of perspectives, practices, and products of classical culture. There is an additional charge for this class.

- Prerequisite: Latin I
- Grade Level: 9, 10, 11, 12
- Semesters: 2

Latin III Online
Students will learn to communicate in Latin using reading, writing, speaking, and listening strategies. They will demonstrate understanding of perspectives, practices, and products of classical culture as well as apply knowledge of the Latin language and classical culture to further knowledge of other disciplines. Students will learn how the Latin language and classical culture have influenced various aspects of modern society. There is an additional charge for this class.

- Prerequisite: Latin I and Latin II
- Grade Level: 9, 10, 11, 12
- Semesters: 2
Curriculum Standards for International Students

Philosophy: The goal of our International Student Curriculum is to provide an excellent university preparatory experience for students coming to Wheaton Academy from various international settings. While not necessarily identical to our regular curriculum, our International Curriculum will be adaptable to meet the unique transitional and individual needs of students. In much the same way we offer flexible opportunities for our academically gifted students or specialized accommodations and support for those with identified needs, we are committed to building a calibrated program of study that will insure the success of our international students.

<table>
<thead>
<tr>
<th>Grade Entering</th>
<th>Year at WA</th>
<th>Summer Prior to Entering WA</th>
<th>Bible</th>
<th>English</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>9-12</td>
<td>Summer Reading</td>
<td>Fulfill all graduation requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>10</td>
<td>Summer Reading</td>
<td>Intro to Biblical and Philosophical Studies</td>
<td>English I</td>
<td>World History Requirements</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Summer Reading</td>
<td>Soph./Junior Bible</td>
<td>English III</td>
<td>U.S. History Requirements</td>
</tr>
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<td></td>
<td>12</td>
<td>Summer Reading</td>
<td>Senior Bible</td>
<td>Senior English</td>
<td>U.S. Gov't Economics</td>
</tr>
<tr>
<td>Junior</td>
<td>11</td>
<td>Summer Reading</td>
<td>Intro to Biblical and Philosophical Studies</td>
<td>English I</td>
<td>World History Requirements</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Summer Reading</td>
<td>Senior Bible</td>
<td>English III Or Senior English Elective</td>
<td>U.S. History Requirements *Washington D.C. Trip *Economics</td>
</tr>
<tr>
<td>Senior</td>
<td>12</td>
<td>Summer Reading</td>
<td>Intro to Biblical and Philosophical Studies</td>
<td>Based on Entrance Exam</td>
<td>U.S. History Requirements U.S. Gov’t. (Wash. D.C. Trip) *Economics</td>
</tr>
</tbody>
</table>

Clarifications/Key Information

* If an international student entering as a junior or senior is unusually competent academically or specifically in U.S. History, he/she may be allowed to begin with U.S. History requirements rather than beginning with World History.

*Most international students entering as juniors or seniors will have an extra $2,000 fee to cover the Washington D.C. Close-Up trip that takes the place of the required Government class.

*Students may also take Economics during their senior year if space allows.

Note: All new students must take Intro to Health and Fitness.
**English Notes:**
- All first-year international students will take English Comprehension, Discourse and Pragmatics. All international students will take the TOEFL exam in September, December, and May until they reach 100.
- First-year international students will be granted up to 2 hours of private ELL instruction per week.

**Social Studies Notes:**
- The summer before an international student’s first year at Wheaton Academy, each student will be enrolled in Western Perspectives on Historical Study during August. It is required of all first-year international students and any student who was required to go to SEI. Students scoring below 75 on their December TOEFL ITP are required to also take Western Perspectives on Historical Study – Level II.
- Any international student may satisfy the U.S. Government requirement by going on the Washington D.C. Close-Up Trip during either the sophomore, junior, or senior year for an extra fee of $2,000.
Summer Academy Offerings 2018

Students are given the opportunity to take semester or full-year courses in Summer Academy during the month of June. Several online course opportunities are also available.

**Business**

**Economics and Personal Finance**
Economics is designed to expose the student to the basic concepts of economics and personal financial management. Students will learn the basic concepts of the market economy and practical lessons of financial management. Special emphasis will be placed on the characteristics of biblical stewardship of finances.

- Grade Level: 11, 12
- Credit: 1

**English**

**Communication for the 21st Century**
This required course begins with the study of the fundamentals of verbal and nonverbal communication. The course is designed to provide training and experience in communication so that students are equipped with the skills essential for success in the business and academic worlds of today and tomorrow. As they present frequent speeches, students learn to tailor a message to suit a particular audience, to enhance the message through technology, to apply logic and reasoning, and to develop listening skills.

- Grade Level: 9 or 10 (Must be completed by the end of sophomore year)
- Credit: 1

**Fine Arts**

**Intro to Media Arts**
This intro level course will expose students to a variety of new media art forms. Areas of study will include video production, graphic design, and digital photography. Students will look at how media art can be an expression of their faith. They will learn the foundations of new media, recognize the ways the different art forms influence each other, and also become better prepared for involvement in the Media Arts program. Meets prerequisites for Media Arts Level 1 classes.

- Grade Level: 9, 10, 11, 12
- Credit: 1

**Physical Education & Health**

**Advanced Topics in Health**
This course is intended to prepare students for college life or independent living by providing an advanced study of topics covered in the Introduction to Health and Fitness course. Emphasis will be placed on sexuality, mental health, substance abuse and healthy habits (fitness/nutrition/sleep). The desire is that students will be equipped to make wise decisions regarding their health and lifestyle choices post-high school. Additionally, students will be trained to consider living with a biblical worldview within a secular context. This class does not meet Wheaton Academy PE requirements. This course is a graduation requirement for the classes of 2019, 2020, and 2021.

- Grade Level: 11, 12
- Credit: 1

**Introduction to Dance**
This level 1 course is an introduction to dance using a variety of styles, upper and lower body strengthening, and flexibility training. Emphasis is placed on technique, artistic expression, coordination, and basic skill development in jazz, hip-hop, and other styles. Course may be taken for either Fine Arts or Physical Education credit; however, students taking dance for a PE credit cannot also receive a Fine Arts credit in the same semester. Recommended to be taken more than once.

- Grade Level: 9, 10, 11, 12
- Credit: 1
**Introduction to Health And Fitness**
This course is an integrated approach to nutrition, health, and fitness designed to help students develop an understanding of how to live an active and healthy lifestyle. This course will include classroom instruction and a fitness component. Topics will include nutrition, fitness, mental health, sexuality, substance abuse and first aid/CPR. The fitness component will serve as an introduction to Strength and Conditioning, focusing on proper weight room safety and techniques. This course meets the ISBE Health requirement and the Wheaton Academy Physical Education requirement for the school year in which it is taken.

- Grade Level: 9, 10, 11, 12
- Credit: 1

**Science**

**Chemistry**
Chemistry is the ongoing investigation of matter – its composition, structure, properties, and changes thereof. Chemicals and their properties affect our lives in more ways than we can imagine. Students will learn about chemistry through lectures, demonstrations, and labs. Although the majority of the course revolves around inorganic chemistry, topics in organic chemistry are included.

- Prerequisite: Physics
- Grade Level: 10, 11, 12
- Credit: 2

**Accelerated Chemistry (Advanced)**
Accelerated Chemistry (Advanced) is offered only during the summer and prepares students to take AP Chemistry by meeting all prerequisite content as well as developing the skills and habits necessary to succeed in the rigorous AP science classes. It is the equivalent of the one-year Advanced Chemistry course. This course will move at a very fast pace and prepares students to enter AP Chemistry in August. We will study the ongoing investigation of matter – its composition, structure, properties, and changes thereof. Chemicals and their properties affect our lives in more ways than we can imagine. Students will learn about chemistry through lectures, demonstrations, and labs. Although the majority of the course revolves around inorganic chemistry, topics in organic chemistry are included. Sophomores (class of 2020), transfers, or anyone who has not had a full year of Chemistry who wish to take AP Chemistry may meet the prerequisite through this course in summer school.

- Prerequisite: 80% or higher in Advanced Physics
- Grade Level: 9, 10, 11, 12
- Credit: 1

**Biology**
This course builds on the foundations of physics and chemistry to gain an understanding of how the laws of matter and energy govern living systems. Topics include cells, heredity, creation and evolution, structure of plants and animals, and ecology and environmental concerns.

- Prerequisites: 70% or higher in Chemistry
- Grade Level: 11, 12
- Credit: 2

**Biology (Advanced)**
This course builds on the foundations of physics and chemistry to gain an understanding of how the laws of matter and energy govern living systems. Topics include cells, heredity, creation and evolution, structure of plants and animals, and ecology and environmental concerns. Students who wish to take AP Biology may meet the prerequisite through Biology (Advanced) in summer school.

- Prerequisites: 80% or higher in Chemistry (Adv), 95% or higher in Chemistry or instructor recommendation
- Grade Level: 11, 12
- Credit: 2

**Intro to Engineering**
Intro to Engineering is a one-semester elective course that investigates the basics of engineering and the different career paths for engineers and technicians. Course content includes interactive projects and assessments exploring engineering design; computer-aided design; mechanical, electrical, and civil engineering; concluding with an individualized research project in a specific field of interest.

- Grade Level: 9, 10, 11, 12
- Credit: 1

**Introduction to Robotics**
Introduction to Robotics is a course designed for students who may have an interest in engineering or robotics. This highly collaborative and hands-on course uses the Lego Mindstorms curriculum to build and program robotic tasks. Students will learn basic programming skills and explore subjects including manipulation, locomotion, perception and control theory. Basic engineering context such as design, troubleshooting, logic, and optimization will be covered as students build their robots.

- Grade Level: 9, 10, 11, 12
- Credit: 1
Social Studies

Introduction to Historical Inquiry
This course will focus on the development of essential historical skills within the context of landmark events in the history of Western Civilization: The Reformation, American Revolution, and both World Wars. The content and skills learned in this class will function as a cornerstone for the discipline of academic historical study. Special emphasis will be placed on developing writing skills and reading and evaluating academic sources.

- Grade Level: 9  Credit: 1

U.S. Government and Current Issues
This course will include a study of government, both federal and state, as well as critical issues facing our culture. Students will be required to take and pass the Constitution test with a grade of 75% or higher in order to meet graduation requirements. The class will include a detailed study of the Constitution, the three branches of government, and the role of political parties, interest groups and the media in politics. The course will conclude with an evaluation of key societal and political issues.

- Grade Level: 11, 12  Credit: 1

World History: Revolutions
This course focuses on the causes, actions of, and results of major world revolutions. Beginning with the Industrial Revolution and progressing to the Russian, French, Haitian, and Arab Spring/Winter, students will examine the common themes that are represented in all of these revolutions. We will focus our study on the degree of justice executed by governments, groups, and individuals.

- Prerequisite: Introduction to Historical Inquiry
- Grade Level: 10, 11, 12  Credit: 1

World Languages

Spanish II
This course continues to build on the foundational workings of Spanish I. Students will work toward language proficiency in listening, reading, speaking, and writing. Grammar is taught directly and practiced in each of the skill areas through contextualized and authentic cultural experiences in this three-week full-day immersion. This course is an excellent option for students who have just completed Spanish I and wish to complete their two-year language recommendation and/or students who just started Spanish in high school and would like the opportunity to reach AP level by their senior year.

- Prerequisite: Meet proficiency benchmarks on standardized assessment
- Grade Level: 9, 10, 11, 12  Credit: 2
## FRESHMAN YEAR

- **Summer Academy:**
  1. Optional
  2. Optional

- **Fall Semester:**
  1. English
  2. Bible
  3. Science (by placement)
  4. Math (by placement)
  5. Historical Inquiry or Health/Fit*
  6. Elective
  7. Elective

- **Spring Semester:**
  1. English
  2. Communication or Bible
  3. Science
  4. World History
  5. Math
  6. Elective
  7. Elective

*Meets PE requirement - Must be completed by end of fresh. year

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## SOPHOMORE YEAR

- **Summer Academy:**
  1. Optional
  2. Optional

- **Fall Semester:**
  1. English
  2. Communication or Bible
  3. Science
  4. World History
  5. Math
  6. Elective
  7. Elective

- **Spring Semester:**
  1. English
  2. Bible or Communication
  3. Science
  4. World History
  5. Math
  6. Elective
  7. Elective

One PE requirement must be met each year

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## JUNIOR YEAR

- **Summer Academy:**
  1. Optional
  2. Optional

- **Fall Semester:**
  1. English
  2. U.S. History
  3. Bible or Elective
  4. Science (or elective)
  5. Math (or elective)
  6. Elective
  7. Elective

- **Spring Semester:**
  1. English
  2. Bible or Elective
  3. Elective or Bible
  4. Science (or elective)
  5. Math (or elective)
  6. Elective
  7. Elective

One PE requirement must be met each year

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## SENIOR YEAR

- **Summer Academy:**
  1. Optional
  2. Optional

- **Fall Semester:**
  1. Bible
  2. Gov’t/Issues or Econ
  3. English
  4. Science (or elective)
  5. Math (or elective)
  6. Elective or Adv. Topics/Health
  7. Elective

- **Spring Semester:**
  1. Bible
  2. Econ or Gov’t/Issues
  3. English
  4. Science (or elective)
  5. Math (or elective)
  6. Adv. Topics/Health or Elective
  7. Elective

One PE requirement must be met each year
**GRADUATION COURSE REQUIREMENTS CHECKLIST**

2018-2019

Use in conjunction with the Four Year Planning Worksheet

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**Bible**

- Freshman year (1 each semester)
- Sophomore year (1 semester)
- Junior year (1 semester)
- Senior year (2 semester classes)

**English**

- Communication (by end of soph. yr.)
- Freshman year (2 semesters)
- Sophomore year (2 semesters)
- Junior year (2 semesters)
- Senior year (2 semester classes)

**Fine Arts**

- 2 semesters (See Curriculum Guide)

**Science**

- Physics or Science elective (2 semesters)
- Chemistry or Science elective (2 semesters)
- Biology (2 semesters)

**Math**

- Alg I or Math elective (2 semesters)
- Geometry (2 semesters)
- Alg II or Math elective (2 semesters)

**Soc. Studies**

- Hist. Inquiry/World History I (1 semester)
- World History (2 semesters)
- U.S. History (2 semesters)
- Gov’t/Current Issues (1 semester)

**P.E./Health**

- Health & Fitness (by end of fr. yr.)
- Sophomore year
- Junior year
- Senior year
- Adv. Topics/Health

**Economics**

- 1 semester

**World Lang.**

- 4 semesters of French, Spanish, Latin or Chinese

**Winterim**

- 4 Winterim terms (or equal to number of years at WA)

**ACT Test**

- Key

  - represents 1 semester of Graduation credit (Minimum Course Work)
  - represents 1 semester of Graduation credit (college admissions recommendation)

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**Total Credits Required (including electives)**: 54

**Credits already earned**: ____

**Currently enrolled in**: ____

**Total credits remaining**: ____