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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, 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 to study further and be 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 call on our lives 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 and His Word.
- 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.
- 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.
- We believe that we should hold students to high standards and that they will rise to the challenge of those expectations. We believe students must be taught and challenged to think at higher levels. We believe students have great opportunities for growth when they study vigorously as they are challenged to learn.
- We believe that students must be put in situations that challenge them and require them to struggle. We believe that students must develop perseverance and the ability to ask for help to solve the challenges they are facing. We believe that students must take ownership of their learning and develop habits like responsibility, timeliness, and perseverance in order to succeed in both college and life.
- We believe our students need to be prepared for the unique world in which they will live. We believe in equipping students to make an impact on our culture for Christ. We also want to cultivate a lifelong love of learning. We believe our students must not only learn, but also learn how to learn in order to experience the true joy of learning.
- We believe that students must be equipped with valuable dispositions that will not only help them to navigate school but also equip them with the skills necessary to navigate life. These skills include perseverance, social intelligence, self-control, gratitude, passion, and hope.

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 2021-2022 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 also will seek to use methodologies in their teaching that 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 also 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 prepare students to live out their faith with discernment in all aspects of their lives with the goal of helping them to 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 process involves much more than simply completing coursework, attending classes, or memorizing information for a test. While this approach may seem intuitive for a school, it is 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 the way students meet the learning criteria, which are determined by the state and national learning standards. Grades should be understood as a measurement tool and an indicator of progress, not as the end goal or as a reward or punishment.

3. Grading based on standards has the following implications:
 - a. If students do not succeed at learning the material the first time, they will continue to work to demonstrate that they have learned. This process may involve retaking a test, demonstrating the learning through another means, or receiving additional time and support to demonstrate they have learned those concepts.
 - b. A student’s learning habits and behaviors—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, and economics, as well as the traditional core subjects, to ensure they are well rounded and ready for their collegiate study.

6. Students must develop academic skills and habits which will prepare them not only with knowledge but also with the tools to succeed in college and life. These tools include college readiness traits such as responsibility, self-advocacy, passion, and timeliness. Students develop these skills through their work in classes by taking responsibility for their learning, struggling and not achieving success the first time they try something, and learning ways 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 by 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.

RESOURCE SELECTION

Inherent in the mission of Wheaton Academy is the desire for excellence in academic work, characterized by a steadfast 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 a 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. Teachers are committed to helping students apply the principles of a biblical worldview to all content they study as well as to the information they encounter in classroom resources like films, documentaries, textbooks, and novels.

As Wheaton Academy administrators and 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 receive training not only in ways to identify and present various worldviews, but also in ways 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 administrators and teachers also evaluate resources based on academic research and demonstrated best practice as determined by a number of professionals, including other schools, teachers, professors, and pastors. Wheaton Academy is committed to providing students a rigorous academic experience enriched by the resources they use. Additional factors considered are the inclusion of teacher materials with the resource, the appropriateness of the reading level for the course, and the presence of 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.

Additional 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.

In some instances—for medical, social-emotional, or other reason—a student may need to learn virtually. In such cases, when possible, this process will occur with the approval and guidance of Student Services.

Timeliness

Wheaton Academy expects all students to complete their work by 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.

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

World Languages	4 - 6 credits of any one language
Mathematics	6 credits minimum; of the 6 credits required, 2 must be Algebra II, College Algebra, or Intermediate Algebra

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

INTERSHIPS

Wheaton Academy desires to create unique opportunities for students to engage in career-shaping activities and help them discover the way God has uniquely equipped them to positively impact the world. An internship provides a student a firsthand perspective of the skills and tasks needed to be successful in a potential career path. The experience can engage students in business strategy, digital transformation, sales, marketing, or operations for a profit or not-for-profit business. It can also give them a glimpse into the engineering, computer science, real estate, food service, wealth management, commodities trading, education, or healthcare industry. Wheaton Academy specifically encourages students to use the two weeks of Winterim to pursue an internship. Alternate timing may be available based on the internship opportunity, nature of an experience, and student availability. It is recommended to take the course THE BUSINESS OF... before completing an internship.

COURSE SELECTION

Registration and Scheduling

Similar to the rest of our Senior students, our postgraduate students have a wide range of course options available in the Curriculum Guide with many choices at their disposal. Wheaton Academy operate on a semester schedule; first semester ends before Christmas Break and second semester runs from January through the end of the school year. Essentially, postgraduates will have about 14 available slots (7 per semester) to fill with rigorous course options. Wheaton Academy requires that postgraduate students take a full year of Bible courses, a full year of English courses, a full year of Math courses, and a semester of PE. The remaining schedule can be filled with a wide range of electives. Postgraduate students may use some of these slots to challenge themselves with “next-level”, advanced courses in disciplines they have already been pursuing - such as AP classes, Calculus, world languages, etc. They may often use other slots on interesting subjects they have never studied – perhaps 3D Design, Ethics, Sociology, or many other specialty courses. Postgraduates will not need to retake courses from high school, unless they have the desire to improve their performance in a certain subject. Wheaton Academy’s student services department will work with individual students to ensure a schedule that meet requirements and advances areas of interest.

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 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.

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 may 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 by parents, teacher, and Student Services. Students **may not** withdraw from or change courses after the first ten days of the semester have been completed. Situations that involve new and unanticipated factors will be evaluated by Student Services on a case-by-case basis, and there is no guarantee a schedule change will be made as courses may be full. Any course dropped after the beginning of a semester will carry a grade of *W* (Withdrawn), *WP* (Withdrawn Pass) or *WF* (Withdrawn Fail). 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

Wheaton Academy’s experienced college counseling staff will meet with postgraduate students and families to help students explore best options for higher education or alternative opportunities. We advise from a position of trying to find the best fit for students, taking into consideration a student’s gifts and passions and how they can best be developed to serve God’s kingdom. Upon enrollment, a member from the college counseling team will initiate contact and set up a meeting to determine next steps.

GRADING SYSTEM

Grade Scale

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

A+ (4.0) 97 – 100	B+ (3.3) 87 – 89	C+ (2.3) 77 – 79	D+ (1.3) 67 – 69	F Below 60
A (4.0) 93 – 96	B (3.0) 83 – 86	C (2.0) 73 – 76	D (1.0) 63 – 66	
A- (3.7) 90 – 92	B- (2.7) 80 – 82	C- (1.7) 70 – 72	D- (0.7) 60 – 62	

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 and family and church commitments in addition to considering the teacher recommendation information. We want all students to have not only a schedule that is 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 courses must have departmental approval.**

Advanced Placement (AP) Classes Available at Wheaton Academy

English

AP English Literature and Composition
AP English Language and Composition

Fine Arts

AP Studio Art: 2D Design
AP Studio Art: Drawing
AP Music Theory

Mathematics

AP Calculus AB
AP Calculus BC
AP Statistics

Science

AP Chemistry
AP Biology
AP Physics
AP Environmental Science
AP Seminar
AP Research

Social Studies

AP Psychology
AP U.S. Government-Politics
AP Comparative Government-Politics
AP U.S. History
AP Economics
(AP Macroeconomics & AP Microeconomics)
AP World History
AP Art History

World Languages

AP French Language and Culture
AP Spanish Language and Culture
AP Spanish Literature and Culture

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. Student Services will coordinate dual-credit opportunities for students each semester.

ONLINE COURSES

Wheaton Academy offers 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 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 Wheaton Academy to recognize the coursework and grade on the student's transcript.
- While Wheaton Academy will facilitate enrollment into these courses, Wheaton Academy 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. It is the student's responsibility to request the transcript. The student and parents will be dealing primarily 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 ensure 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 in exploring non-traditional educational experiences.

NCAA DIVISION I AND II ELIGIBILITY REQUIREMENTS

Students considering college athletics should use the reference sheet below 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). These courses Wheaton Academy currently offers are not approved by the NCAA: Communication for the 21st Century, Film Analysis and Composition, Advanced Communications Studies, AP Art History, Intermediate Algebra, Introduction to Engineering, English Comprehension, Discourse and Pragmatics. While these courses meet Wheaton Academy graduation requirements for athletic eligibility purposes, students should be aware and schedule courses that meet the clearinghouse.

Division I: <http://www.ncaa.org/student-athletes/play-division-i-sports>

Division II: <http://www.ncaa.org/student-athletes/play-division-ii-sports>

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 parents' 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.

Transcripts

Requests for transcripts must be made through SCOIR. 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 a *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).

BIBLE

The Bible department seeks to equip students to become followers of Christ in all aspects of life 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 teaching 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 Biblical worldview while being equipped to personalize, articulate, apply, and reproduce their faith in their circles of influence.

DOCTRINE

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.

- Semesters: 1

AUTHENTIC DISCIPLESHIP

This class will provide the knowledge and skills necessary to grow as a disciple of Jesus Christ. In this class students will grow in knowledge by developing a biblically informed perspective of what a disciple is, the process of discipleship, the characteristics of a disciple, and the goal of discipleship. We will accomplish this by examining Jesus' interactions with the disciples in the Gospels. Students will grow as disciples of Jesus through the study and practice of spiritual disciplines such as study of Scripture, prayer, solitude, sabbath rest, service, and celebration. One of the goals of this class is that students will realize that a disciple not only knows the words of their teacher but also is working to put them into action in his/her life. At the end of this class, students will be able to grow in their faith and help others do the same by understanding the teachings of Jesus and ways to put them into action.

- Semesters: 1

EXPOSITORY PREACHING

Students will learn ways to prepare a sermon from key passages in the Bible. Students will move from exegetical study to hermeneutical application while learning key communication and presentation skills. Through watching and evaluating pastors, each other, and the teacher, students will also learn to engage with church teaching more closely. *This course fulfills requirements for Bible and English.*

- Semesters: 1

APOLOGETICS AND EVANGELISM

In this course students will learn how to both defend their faith and effectively engage people with the Gospel. We will use Paul's example in Acts 17:16-28 as a prototype for the way to carry out the task of apologetics and evangelism. Students will identify the points where people challenge the reliability of Christianity and learn not only to have an answer for the attacks but also to use those as moments to share the truthfulness of Christianity. As a result of this course, students will be able to demonstrate reasons to be confident in the Bible and the Christian faith. They will also be able to integrate philosophical, theological, historical, and scientific arguments for the Christian faith. The goal of this course is for students to begin to develop the skill necessary to engage people and ultimately lead people to faith.

- Semesters: 1

PHILOSOPHY, THEOLOGY, AND WORLDVIEW

This course combines an introductory study of philosophy with biblical theology by exploring highly influential philosophical thinkers like Aquinas, Plato, Nietzsche, Kant, Chesterton, and C.S. Lewis. With this philosophical and theological framework, students will be able to understand and evaluate differing worldviews and the ways they relate to a biblically informed Christocentric worldview. In this class we will discuss a biblical (Christocentric) worldview, defining it and examining the way it enables a person to live with a more meaningful faith.

- Semesters: **1**

STUDIES IN BIBLICAL NARRATIVE, POETRY, AND PROPHETIC LITERATURE

This course offers students an opportunity to apply the tools of literary criticism to reading and interpreting biblical narrative, poetry, and prophecy. Students will become familiar with the literary conventions and worldview assumed by the biblical authors (i.e., Ancient Near Eastern context for OT texts and Greco-Roman for NT texts), enabling them to both analyze and appreciate the artistry of Scripture. This interdisciplinary course combines close reading and analysis skills with biblical exegesis and interpretation. *This course fulfills requirements for Bible and English.*

- Semesters: **1**

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 Wheaton Academy, 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—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**
- Semesters: **1**

BUSINESS

The Business Program at Wheaton Academy is based on the following premises:

- Business success and innovation is not random or innate to an individual or a company. It can be studied, learned, and replicated. It results from realizing God-given talent that exists in us all.
- Business innovation is not just technology; it includes changing something established or introducing new methods in any industry (for-profit or not-for-profit). We teach students to apply critical thinking and to be curious.
- Business innovation is implementing something different, with impact. We teach students to make an impact.
- It is perceived that the biggest hurdle facing the would-be innovator is developing an idea. Developing an idea is easy; the hard part is in implementing it. We teach students ways to act upon and implement their idea with resiliency (i.e., problem solve).

Why is it important? Students will likely live for 100 years, creating a 60-year career on earth. In the last 10 years, the life expectancy of a corporation has been cut in half from 40 to 20 years and is steadily declining. Moreover, 65% to 85% of the jobs needed in 15 years do not exist today. As a result, for-profit and not-for-profit businesses need to be able to adapt to changes in demographic, social and economic trends as never before. Furthermore, students will not likely work for the same company for their entire life. The average student may change jobs 12-15 times with 2-4 careers over their lifetime. Students need to be able to adapt and lead through disruptive changes throughout their lives. Instead of just thinking about doing today's job, they will need to think about adapting and redefining the tasks that will be needed in the future.

The goal of the business curriculum is to create school experiences that build the competencies needed to succeed in a professional business career at a for-profit or not-for-profit organization. The classes will equip students to take the lead in today's competitive marketplace by developing core business knowledge and skills with a Christian mindset.

The objectives for the Business Program overall are to

- create an interactive and engaging learning experience about business innovation and success.
- analyze Christian leadership strategies and tactics in business.
- explore not-for-profit businesses and the solving of vexing social problems with both margin and mission.
- provide opportunities to develop communication, strategic thinking, and problem-solving skills.
- provide an understanding of business careers (i.e., including communications, sales, marketing, human resources, supply chain, treasury, finance, accounting, production, and management).

THE BUSINESS OF...

This course introduces students to careers as leaders in a business or industry that they choose to explore. For example, a student could decide to explore the business of sports, performing arts, manufacturing, food service, writing, church, or non-profits. Students will conduct market research, build a View of the World, Future Back the industry, perform SWOT analysis on a business, and discuss trends or patterns in success and innovation. It is strongly recommended for students preparing for an internship. This course should be paired with an internship opportunity with a business serving the industry studied.

- Semesters: **1**

MARKETING & COMMUNICATION

Marketing is the organization's way of interfacing with customers. It involves many activities focused on building relationships with customers. The course will strengthen a student's conceptual and analytical skill and improve verbal presentation and written communication abilities. It introduces students to the use of video, digital media, and technology to market goods and services. Students will explore the use of social media and concepts in personal marketing (i.e., marketing themselves). Students will explore marketing models used by a variety of organizations, including professional sports franchises, retail companies, and the food and hospitality industry. Non-profit marketing will also be explored. Students will create a functional marketing plan and will work to create video advertisements. Students can use this course to be introduced to careers in marketing management, advertising, marketing research, video production, digital media, and marketing for nonprofit organizations.

- Semesters: **1**

INCUBATOREDU: ENTREPRENEURSHIP AND BUSINESS INNOVATION

A full-year course that offers an authentic entrepreneurship experience as students build a business. Students make mistakes, take risks, and learn to pivot. The students develop their own product or service startup to gain investment funds in a final pitch event. Real entrepreneurs and industry experts serve as volunteer coaches and mentors guiding student teams through the processes of developing hypotheses about a business concept, testing those hypotheses, adapting, and continuously learning and improving. Students leave the course having completed a Business Model Canvas, competitive analysis, financial model, minimally viable product, pitch deck, communications plan, and future funding plan.

- Semesters: **2**

INTRODUCTION TO ECONOMICS AND PERSONAL FINANCE

This course is designed to introduce students to basic economic and personal finance concepts. The course will cover subjects such as supply and demand, competition, personal finance, and economic indicators. Students will learn practical lessons on the personal financial decisions that individuals must make with a special emphasis on the characteristics of Biblical stewardship of finances.

- 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 the way economists examine aggregate economic behavior. Students learn the way the measures of economic performance—gross domestic product, inflation, and unemployment—are constructed and ways 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.

- See General Requirements for Advanced and AP Courses on page 8.
- 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 preparation 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.

3D DESIGN AND FABRICATION

This engineering course will take an in-depth look at using the 3D drawing CAD program Fusion 360. CAD is a critical skill for future engineers. By the time students finish this course, they will be fluent in how to effectively use parametric modeling to design, simulate, and manufacture their project over the course of the semester. In addition to Fusion 360, students will be using 3D printing and CNC technology. Students will also have the option to take a certification test so that they become a Fusion 360 certified user.

- Semesters: **1**

INTRO TO PROGRAMMING

This course exposes students to basic programming concepts such as declaring variables, controlling programs with user inputs and decisions, loops, and one and two dimensional lists. Incorporated throughout the course is the methodology for problem solving and basic logic skills in computer science.

- Prerequisite: **Completion of Algebra I**
- Semesters: **1**

ADVANCED PROGRAMMING

This course is a continuation of the Intro to Programming course and covers content that is beyond an introductory programming course. Content includes scripting automation, controlling the mouse and keyboard, and reading and writing to and from files.

- Prerequisite: **85% or above in Intro to Programming**
- 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 Programming or instructor recommendation**
- Semesters: **1**

ENGLISH

The English department places a strong value on the development of students' oral and written communication skills in preparing them to function effectively in the world as representatives of their Savior. As they read and discuss literary texts, students have opportunities to examine key life questions as they build critical thinking and analytical writing skills. In addition, the study of literature provides ways to enhance the reading skills that enable students to appreciate the value of story—particularly as they relate the elements of these narratives to God's redemptive story from creation to eternity.

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:

- a desire for challenging reading as demonstrated by consistent reading both inside and outside of school.
- an appreciation of the importance of both oral and written communication skills as demonstrated by an ability to use the written word in a well-organized and thoughtful manner.
- an ability to think and read critically as demonstrated by the ability to exceed plot summary or theme recognition in their reading and analysis.
- an ability to be an active class participant by sharing observations, perceptions, interpretations, and perspectives.
- an ability to be self-motivated, to work independently, and to take initiative by accomplishing major tasks outside of class with minimal direct intervention or scheduling by the teacher.
- a commitment to being prepared for class each day.

ADVANCED COMMUNICATIONS STUDIES

Building on the fundamentals introduced in Communication for the 21st Century, students will continue to cultivate analytical, critical, and performance skills transferable to the constantly changing communication environments as they write, analyze, and present speeches. Emphasis on rhetorical strategies, problem solving, critical thinking, creativity, and collaboration will be essential as they hone skills that will enhance both social and professional relationships.

- Semesters: **1**

AP ENGLISH LANGUAGE AND COMPOSITION

In AP English Language and Composition, students will read and analyze fiction and nonfiction literature with responses in both written and spoken communication which encompass research, critical thinking, argumentation, and persuasion. Students will continue to interact with questions about the best ways to respond to the reality of a broken and fallen world and where ultimate hope can be found. Skill development will focus on vocabulary growth, grammatical finesse, and a keen awareness of rhetorical strategies. Through extensive emphasis on close reading and evidence-based inferential thinking, a student will be prepared and required to take the AP English Language and Composition test in May, which could earn college credit for the student.

- See General Requirements for Advanced and AP Courses on page 8.
- Semesters **2**

AP ENGLISH LITERATURE AND COMPOSITION

Students will read and closely analyze some of the great literary classics and poetry from a variety of periods and genres. The literary texts include Mary Shelley's *Frankenstein*, Sophocles' *Oedipus Rex*, Shakespeare's *King Lear*, and Camus' *The Stranger*. Further, this course will function as an advanced writing class. Essays will include literary and poetry analysis, research, persuasive essays, and creative writing. This course will thoroughly prepare students for the AP English Literature and Composition exam in May which may reward students with college credit.

- See General Requirements for Advanced and AP Courses on page 8.
- Semesters: **2**

WRITERS WORKSHOP

This writing intensive course will explore analyzing poetry and short stories from the perspective of a writer in order to emulate effective storytelling and foster the student's unique writing style. Students will create a portfolio of creative pieces throughout the course and present their work for peer feedback in a writers workshop format.

- Semesters: **1**

SHAKESPEARE

Shakespeare is the foremost figure in Western literature. Students learn and explore reasons 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*), and a tragedy (*Hamlet*), as well as the historical framework of each of these plays.

- Semesters: 1

MODERN LITERATURE

In this course, selections of world literature from the last century present topics and narrative styles that are written in language that is accessible yet challenging. The course's texts are examined through close reading strategies with an emphasis on writing and composition that equips students to create a dialogue between their readings and the world in which they live.

- Semesters: 1

WHO LIVES, WHO DIES, WHO TELLS YOUR STORY? THE ETHICS OF SCIENCE AND STORYTELLING

Henrietta Lacks is dead—mostly. Just before her death, some of her cells were taken from her without her knowing. They grew in a lab in ways that no cells had before, and long after Henrietta died, her cells live on. While her cells have spurred revolutionary scientific discoveries, Henrietta herself received no credit until recently. And while researchers have made money selling her cells, her surviving family is too poor to afford health insurance. This story raises ethical questions: questions about right and wrong. In this course, students will learn how to evaluate the “rightness” and “wrongness” of a given decision, as well as develop their own ability to develop well-supported and logical arguments for what humans should do in hard situations. This class will be conducted like a college course, with an emphasis on discussion and larger writing assignments for assessments. The main novel and supplementary readings will allow students to engage with applied ethics in the areas of law, medicine and research, journalism and storytelling, and race and social justice. *This course fulfills requirements for both Science and English.*

- Semesters: 1

EXPOSITORY PREACHING

Students will learn ways to prepare a sermon from key passages in the Bible. Students will move from exegetical study to hermeneutical application while learning key communication and presentation skills. Through watching and evaluating pastors, each other, and the teacher, students will also learn to engage with church teaching more closely. *This course fulfills requirements for Bible and English.*

- Semesters: 1

STUDIES IN BIBLICAL NARRATIVE, POETRY, AND PROPHETIC LITERATURE

This course offers students an opportunity to apply the tools of literary criticism to reading and interpreting biblical narrative, poetry, and prophecy. Students will become familiar with the literary conventions and worldview assumed by the biblical authors (i.e., Ancient Near Eastern context for OT texts and Greco-Roman for NT texts), enabling them to both analyze and appreciate the artistry of Scripture. This interdisciplinary course combines close reading and analysis skills with biblical exegesis and interpretation. *This course fulfills requirements for Bible and English.*

- Semesters: 1

SCIENCE FICTION AND FANTASY LITERATURE

While enjoyed widely, the genres of science fiction and fantasy are rarely taught in the classroom; many people think of such stories as mere forms of entertainment rather than literature that is worthy of study and discussion. However, through their fantastical settings, characters, and creatures, these genres provide readers with a unique perspective on their own world and their place in it. In this course, students will venture off the beaten path of “classic literature” to stretch their imaginations in the study and discussion of out-of-this-world stories such as books from C.S. Lewis's Narnia and Space Trilogy series. On their journey, students will be challenged to understand elements of science fiction and fantasy stories more deeply in light of biblical truth.

- Semesters 1

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 ways 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.

PRECALCULUS

This course begins with 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 trigonometric equations. Other topics include function analysis and transformations, factoring and solving techniques as they relate to an introductory calculus curriculum, transcendental functions, rational functions, and an introduction to limits. *A TI-84+ CE graphing calculator is required.*

- 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, and parametric and polar equations with 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.*

- See General Requirements for Advanced and AP Courses on page 8.
- Semesters: **2**

STATISTICS AND DATA SCIENCE

Statistics and Data Science 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.*

- Grade Level: **11, 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.*

- 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 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.*

- See General Requirements for Advanced and AP Courses on page 8.
- 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 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.*

- See General Requirements for Advanced and AP Courses on page 8.
- 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 the way 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; and design experiments which utilize blocking, double-blinding, and control groups. Hypothesis testing, confidence intervals, randomness, and probability will round out this yearlong course. Students are strongly encouraged to take the AP Stats test in May. *A TI-84+ CE graphing calculator is required.*

- See General Requirements for Advanced and AP Courses on page 8.
- Semesters: **2**

CAPSTONE COURSE

This course is designed for seniors who have completed AP Calculus BC and AP Statistics and who want to prepare for the first actuarial exam, which is administered by the Society of Actuaries (SOA). The SOA is an international organization that administers exams for those seeking to enter or advance in the field of actuarial science. The course includes a review of topics from AP Calculus BC (Taylor Series, Sigma notation and Integration), topics from Calculus 3 (double integrals and partial derivatives), and several topics from a second year statistics course (Gaussian Distributions, Gamma Distributions, moment generating functions and covariance.) Students will sign up for the first Actuarial Exam (Exam P) in either March or May of the year the Capstone course is taken. *A TI-30SX Multiview Scientific Calculator is required. Students will also be expected to purchase and download Probability and Statistical Inference; 9th Edition by Hogg, Tanis and Zimmerman.*

- Prerequisites: **Completion of AP Calculus BC, AP Statistics, and Teacher Recommendation**
- Semesters: **1**

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 to provide additional opportunities for students in performance and strength training.

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.*

- Semesters: 1

ADVANCED 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. This course is designed for experienced students who understand basic lifting technique and weight room procedures. This course will move at an increased pace and incorporate additional Olympic lifts and training.

- Semesters: 1

WHEATON ACADEMY ZERO HOUR PERFORMANCE PROGRAM

The Zero Hour Performance Program is designed for athletes who participate in an after-school sport in both semesters and who are unable to enroll in the Strength and Conditioning course during the school day. The Zero Hour Performance Program has a structure similar 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 day Monday-Friday before school. All sessions will run from 7:00-7:45 a.m. except for on late-start day which will run 7:30-8:15 a.m. Students who expect to meet the competency requirement must attend 85% of the performance sessions throughout the semester. Students will receive one credit for this course.

- Semesters: 1

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. Physics, chemistry, and biology courses and the core of the science curriculum.

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 AP Calc (AB or BC) or completed Calculus**
- See General Requirements for Advanced and AP Courses on page 8.
- 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.

- See General Requirements for Advanced and AP Courses on page 8.
- 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.

- See General Requirements for Advanced and AP Courses on page 8.
- Semesters: **2**

ANATOMY/PHYSIOLOGY (ADVANCED)

This course focuses on the way 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, reproductive, integumentary, skeletal, and muscular systems.

- See General Requirements for Advanced and AP Courses on page 8.
- 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.

- See General Requirements for Advanced and AP Courses on page 8.
- Semesters: **2**

3D DESIGN AND FABRICATION

This engineering course will take an in-depth look at using the 3D drawing CAD program Fusion 360. CAD is a critical skill for future engineers. By the time students finish this course, they will be fluent in how to effectively use parametric modeling to design, simulate, and manufacture their project over the course of the semester. In addition to Fusion 360, students will be using 3D printing and CNC technology. Students will also have the option to take a certification test so that they become a Fusion 360 certified user.

- Semesters: **1**

ECOLOGY AND HUMAN IMPACT

Humanity has made its mark all over the globe, shaping various ecosystems and the living things that call them home. But the question remains: what kind of impact should we have? This course looks at specific ways that humans have shaped the environment and ways life has changed in response. Students begin by examining the causes and effects of historical events like the Dust Bowl, learning the way individual organisms change under those kinds of conditions, and eventually proposing a project to improve a local ecosystem. While this course covers many of the foundational concepts of a traditional biology course, it focuses on the way those concepts come together in a large hands-on environmental science project, and students should expect to get their hands dirty.

- Semesters: **1**

AP SEMINAR

As part of the AP Capstone, students in AP Seminar draw from cross-curricular experiences and divergent perspectives to address a real-world issue. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to draw from and synthesize these perspectives, adding their own voice as they prepare essays, speeches, and visual presentations on the best way to address the issue they are studying. Ultimately, this course aims to equip students with the tools to evaluate the world around them and a voice to effectively argue for change. *Since this course synthesizes the content from other AP courses and forms the basis for independent work in AP Research, it is the first required course in the AP Capstone Program.*

- Semesters: **1**
- *Based on availability

AP RESEARCH

AP Research, the second course in the AP capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing research practices, and accessing, analyzing, and synthesizing information. The course culminates in an academic paper and a presentation with an oral defense.

- Prerequisites: **AP Seminar**
- Semesters: **2**

WHO LIVES, WHO DIES, AND WHO TELLS YOUR STORY? THE ETHICS OF SCIENCE AND STORYTELLING

Henrietta Lacks is dead—mostly. Just before her death, some of her cells were taken from her without her knowing. They grew in a lab in ways that no cells had before, and long after Henrietta has died, her cells live on. While her cells have spurred revolutionary scientific discoveries, Henrietta herself received no credit until recently. And while researchers have made money selling her cells, her surviving family is too poor to afford health insurance. This story raises many questions ethical questions: questions about right and wrong. In this course, students will learn how to evaluate the “rightness” and “wrongness” of a given decision, as well as develop their own ability to develop well-supported and logical arguments for what humans should do in hard situations. This class will be conducted like a college course, with an emphasis on discussion and larger writing assignments for assessments. The main novel and supplementary readings will allow students to engage with applied ethics in the areas of law, medicine and research, journalism and storytelling, and race and social justice. *This course fulfills requirements for both Science and English.*

- Semesters: **1**

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 Wheaton Academy, 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—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.

- Prerequisite: **Completion of Biology**
- Semesters: **1**

STATISTICS AND DATA SCIENCE

Statistics and Data Science 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.*

- Semesters: **2**

SOCIAL STUDIES

The social studies department seeks to teach students the way to critically examine events, societies, and people in history from a variety of perspectives based on a biblical foundation and Christ-centered worldview. Students will be encouraged to become shapers of 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.

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 meet the standard for proficiency on the Constitution test in order to meet graduation requirements. The class will include a detailed study of the Constitution; the three branches of government; the role of political parties, interest groups, and the media in politics; and an analysis of civil liberties and civil rights. The course will conclude with an evaluation of key societal and political issues.

- Semesters: **1**

COMPARATIVE GOVERNMENT

This comparative course will provide an introduction to the government and politics of the U.S. and the nations of the United Kingdom, Mexico, and Nigeria in the areas of civil liberties and civil rights, political institutions, foreign policy, and globalization. The U.S. component of this course will also deal with constitutional history and prepare students to pass the Constitution test.

- 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 foundations of U.S. government (students will take the 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.

- See General Requirements for Advanced and AP Courses on page 8.
- Semesters: **2**

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 the way 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.

- 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 such as learning, biological bases of behavior, development, personality, psychological disorders/treatments, and social psychology. 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.

- Semesters: **1**

AP PSYCHOLOGY

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

- See General Requirements for Advanced and AP Courses on page 8.
- Semesters: **2**

LATIN AMERICAN HISTORY, CULTURE, AND LANGUAGE

This interdisciplinary elective course is designed for the Spanish student or native speaker who has a strong desire to use the language in practical real-world contexts through the examination of Latin American heritage and tradition. This course will explore the elements of Latin American culture, society, economics, and politics, as well as the dynamics of Latino communities in the U.S. These will be explored through the study of a variety of authentic mediums such as films, music, stories, news, and other multimedia sources. A significant emphasis will be placed on cultural understanding with the goal of equipping students to interact lovingly across cultures as they honor all who bear the Imago Dei. Students' communication skills will continue to expand through practice of the language in meaningful contexts and discussion. *This class will be conducted completely in Spanish.*

- Semesters: **2**

FINE ARTS & WORLD LANGUAGES

Certain Fine Arts and World Languages classes may be requested and student placement will be based on interest, prior course work, and an individual consultation with our student services personnel. To access these courses, please review our Curriculum Guide for high school students at: wheatonacademy.org/curriculum-guide