



CURRICULUM GUIDE

2023–2024

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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 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 2023-2024 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.

Class Standing

Ninth-grade students must have completed 8th grade. Tenth-grade students must have accumulated 13 semester credits in high school. Eleventh-grade students must have accumulated 26 semester credits in high school. Twelfth-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 Wheaton Academy transcript if a transcript is issued from an accredited institution and is submitted to the Wheaton Academy 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's enrollment 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.

GRADUATION REQUIREMENTS—CLASS OF 2024

Minimum Graduation Requirements, 54 Credits

Department	Semester Credits	Required Courses (# Of Semesters)
Bible*	6	Foundations of Faith (2) Spiritual Formation (1) Life of Christ (1) Doctrine (1) Senior Bible Requirements (1)
Business	1	Introduction to Economics and Personal Finance (1) or equivalent (pg. 28) Internship **
English	9	Communication for the 21st Century (1) English I (2) English II (2) English III (2) Senior English requirements (2)
Fine Arts	2	Fine Arts Courses (2)
General Electives	9	Any course not required for graduation
Mathematics***	6	Geometry (2) Four additional semesters of Math (4)
Physical Education/Health	5	One for each year including Introduction to Health and Fitness by the end of freshman year (4) Advanced Topics in Health taken by the end of senior year (1)
Science	6	Students typically take Physics (2) Chemistry (2) Biology (2)
Social Studies	6	Introduction to Historical Inquiry (1) World History (2) U.S. History (2) U.S. Government (1) or equivalent
Winterim****	4	Winterim Electives (4)
ACT or SAT	0	

*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.

**60 hours of internship experience is required in at least one of the four years.

***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 placement exams and/or their performance in prerequisite classes.

****To receive credit for Winterim; students must take classes (AM and PM), go on a trip, or complete an internship. Students meeting the internship requirement outside of Winterim still must participate in Winterim by either taking classes or going on a trip.

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 adjustment 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 2025

Minimum Graduation Requirements, 54 Credits

Department	Semester Credits	Required Courses (# Of Semesters)
Bible*	6	Foundations of Faith (2) Spiritual Formation (1) Life of Christ (1) Doctrine (1) Senior Bible Requirements (1)
Business	1	Introduction to Economics and Personal Finance (1) or equivalent (pg. 28) Internship **
English	9	Communication for the 21st Century (1) English I (2) English II (2) English III (2) Senior English requirements (2)
Fine Arts	2	Fine Arts Courses (2)
General Electives	9	Any course not required for graduation
Mathematics***	6	Geometry (2) Four additional semesters of Math (4)
Physical Education/Health	5	One for each year including Introduction to Health and Fitness by the end of freshman year (4) Advanced Topics in Health taken by the end of senior year (1)
Science	6	Students typically take Physics (2) Chemistry (2) Biology (2)
Social Studies	6	Introduction to Historical Inquiry (1) World History (2) U.S. History (2) U.S. Government (1) or equivalent
Winterim****	4	Winterim Electives (4)
ACT or SAT	0	

*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.

**60 hours of internship experience is required in at least one of the four years.

***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 placement exams and/or their performance in prerequisite classes.

****To receive credit for Winterim; students must take classes (AM and PM), go on a trip, or complete an internship. Students meeting the internship requirement outside of Winterim still must participate in Winterim by either taking classes or going on a trip.

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 adjustment 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 2026

Minimum Graduation Requirements, 54 Credits

Department	Semester Credits	Required Courses (# Of Semesters)
Bible*	6	Foundations of Faith (2) Spiritual Formation (1) Life of Christ (1) Doctrine (1) Senior Bible Requirements (1)
Business	1	Introduction to Economics and Personal Finance (1) or equivalent (pg. 28) Internship **
English	9	Communication for the 21st Century (1) English I (2) English II (2) English III (2) Senior English requirements (2)
Fine Arts	2	Fine Arts Courses (2)
General Electives	9	Any course not required for graduation
Mathematics***	6	Geometry (2) or Geometry with Statistics Four additional semesters of Math (4)
Physical Education/Health	5	One for each year including Introduction to Health and Fitness by the end of freshman year (4) Advanced Topics in Health taken by the end of senior year (1)
Science	6	Students typically take Physics (2) Chemistry (2) Biology (2)
Social Studies	6	Introduction to Historical Inquiry (1) World History (2) U.S. History (2) U.S. Government (1) or equivalent
Winterim****	4	Winterim Electives (4)
ACT or SAT	0	

*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.

**60 hours of internship experience is required in at least one of the four years.

***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 placement exams and/or their performance in prerequisite classes.

****To receive credit for Winterim; students must take classes (AM and PM), go on a trip, or complete an internship. Students meeting the internship requirement outside of Winterim still must participate in Winterim by either taking classes or going on a trip.

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 adjustment 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 2027

Minimum Graduation Requirements, 54 Credits

Department	Semester Credits	Required Courses (# Of Semesters)
Bible*	6	Foundations of Faith (2) Spiritual Formation (1) Life of Christ (1) Doctrine (1) Senior Bible Requirements (1)
Business	1	Introduction to Economics and Personal Finance (1) or equivalent (pg. 28) Internship **
English	9	Communication for the 21st Century (1) English I (2) English II (2) English III (2) Senior English requirements (2)
Fine Arts	2	Fine Arts Courses (2)
General Electives	9	Any course not required for graduation
Mathematics***	6	Geometry with Statistics (2) Four additional semesters of Math (4)
Physical Education/Health	5	One for each year including Introduction to Health and Fitness by the end of freshman year (4) Advanced Topics in Health taken by the end of senior year (1)
Science	6	Students typically take Physics (2) Chemistry (2) Biology (2)
Social Studies	6	Introduction to Historical Inquiry (1) World History (2) U.S. History (2) U.S. Government (1) or equivalent
Winterim****	4	Winterim Electives (4)
ACT or SAT	0	

*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.

**60 hours of internship experience is required in at least one of the four years. Internships are recommended for grades 10, 11, or 12 and are available to grade 9 with approval only.

***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 placement exams and/or their performance in prerequisite classes.

****To receive credit for Winterim; students must take classes (AM and PM), go on a trip, or complete an internship. Students meeting the internship requirement outside of Winterim still must participate in Winterim by either taking classes or going on a trip.

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 adjustment 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

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.

WINTERIM

Winterim, an innovative curricular feature started in 1991, is modeled after the college January term concept which allows for in-depth study in 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 four options: classes on campus, trips of educational or mission focus, an alternative winter term experience, or an internship.

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 $\frac{1}{2}$ 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 Wheaton Academy

website will have a link that allows students and parents to view videos and acquire additional information about specific courses.

Various trips and off-site courses are also offered. These trips serve a variety of functions such as meeting class requirements, providing educational experiences, and offering mission 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, meet health requirements, and be current in their financial status. Students may be removed from a trip if they fall out of good behavioral standing during first semester, experience health concerns that inhibit travel, or are not current on financial status at any time.

International Students and International Winterim Trips: Several additional steps 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.

INTERNSHIPS

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. For example, 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, for example, give them a glimpse into the engineering, computer science, real estate, food

service, wealth management, commodities trading, education, or healthcare industry. Wheaton Academy places such high value on these experiences that students must complete one internship some time in their four years. Internships are recommended for grades 10, 11, or 12. On occasion, an exception may be granted for freshmen by the Internship Coordinator. Most students choose to intern during Winterim of their junior year to assist with college or vocational decisions. Freshman and sophomore transfer students are required to complete an internship before graduation. Junior and

senior transfer students are recommended but not required to complete an internship before graduation. 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. In this case, the student must still participate in Winterim by taking classes or going on a trip. Taking the course THE BUSINESS OF...is recommended before completing an internship.

ACADEMY BY DESIGN

Academy by Design is a four-year program that empowers students to purposefully engage with challenges that matter to them and their communities. Throughout the four years, students in Academy by Design take courses that teach them to think like designers, collaborate like professionals, and understand the needs of those around them.

Everyone at Wheaton Academy benefits from this kind of learning, but Academy by Design is specifically tailored to those who want a high school experience that

- gives students increasing freedom to uniquely craft their schedules while still meeting state and college readiness requirements.
- equips and trains multidisciplinary student teams to address local, real-world challenges.
- emphasizes a design-thinking approach to problem solving.
- actively connects students with experts, internships, and community leaders.

Academic Requirements

Freshman year is not significantly different from what students at Wheaton Academy have done in the past, but by senior year students have immense freedom to shape their schedules around internships, online and alternative courses, collaborative projects, and deep immersion in specific fields of interest. While each student in the program will have a unique schedule, an example course load is provided below. The intent of this example is to give a general vision of the student experience over four years. Specific schedules are designed by the student with input from the program director and are subject to change with new course offerings or other opportunities.

*Because of the flexibility of ABD, there is opportunity to substitute senior year electives for other experiences such as internships or online/alternative courses.

Freshman Year: Fall

Optional: Summer Academy: Health
(Before Freshman Year)

1. Foundations of Faith
2. Math Requirement
3. English I
4. Physics
5. Introduction to Historical Inquiry
6. Elective
7. Elective

Winterim: Course on Design Thinking
(Required)

Freshman Year: Spring

1. Foundations of Faith
2. Math Requirement
3. English I
4. Physics
5. Introduction to Media Arts
6. Elective
7. Elective

Sophomore Year: Fall

Summer Academy: Chemistry (recommended)

1. English Requirement (AP Seminar suggested)
2. History Requirement/AP Art History/AP World History
3. Math Requirement
4. Science Requirement
5. Spiritual Formation
6. Elective
7. AbD: Human-Centered Design Project

Junior Year: Fall

Summer Academy: Advanced Topics and Health

1. U.S. History/AP U.S. History
2. Statistics and Data Science
3. Bible Requirement
4. Elective
5. AbD Embedded Design Project
6. Junior Year Project (AP Research Possible)
7. Junior Year Project

Winterim: Internship (recommended)

Senior Year: Fall

Summer Academy: Internship (recommended)

1. Doctrine
2. U.S. Government and Current Issues/
Comparative Government
3. Elective*
4. Elective*
5. Elective*
6. Senior Year Project
7. Senior Year Project

Sophomore Year: Spring

1. English Requirement
2. History Requirement/AP Art History/AP World History
3. Math Requirement
4. Science Requirement
5. Elective
6. Elective
7. AbD: Human-Centered Design and Collaboration

Junior Year: Spring

1. U.S. History/AP United States History
2. Statistics and Data Science
3. Bible Requirement
4. Elective
5. AbD Embedded Design Project
6. Junior Project
7. Elective

Winterim: Internship (recommended)

Senior Year: Spring

1. Ethics of Science and Storytelling
2. History Elective
3. Elective*
4. Elective*
5. Elective*
6. Senior Year Project
7. Senior Year Project

The application process includes a personal essay, a survey of interests and skills, and an interview with the program director. Since ABD is founded upon a cohort experience, transfers will need to inquire for admittance to discuss the possibility of becoming part of the track.

In addition to the application process, the program includes checkpoints where instructors provide students with guidance and determine whether they should continue in the program.

Freshman Year. At the beginning of freshman year, students opt into the program but do not take a drastically different course load. Instead, they take a required Winterim course and meet with program advisors throughout the year. These touchpoints give students and teachers opportunities to assess their fit in the program, and at the end of freshman year they apply to be a part of the project-based courses sophomore year.

Sophomore Year. Sophomore year introduces students to their first semester projects: an individual project followed by a team one. These projects, as well as a couple courses tailored to students in the program, provide additional information on a student's fit in the program. At the end of sophomore year, students will have another opportunity to opt out of the program without having drastically left a "normal" course progression.

Junior Year. Junior year gives students more time dedicated to project work, as well as some alternative courses specific to the program. During this year, students really begin to integrate skills and concepts from previous courses as they focus on identifying problems and collaborative design.

Senior Year. During the final year in the program, students have a majority of their day open for project work, flexible class offerings (including courses for college credit), and possible internships. By this point, students are building an educational experience around the problems they have identified and want to try to solve.

ABD: HUMAN-CENTERED DESIGN PROJECT

This course is unique to Academy by Design and provides students tools to develop human-centered design techniques by identifying a problem that impacts members of their community and designing, refining, and presenting a possible solution. While each student will likely tackle a different problem, all students will practice the critical skills of empathizing, ideating, designing, and testing. In doing so, they gain marketable experience using human-centered design as a problem-solving tool. The course culminates in a presentation given to those potentially impacted by the student's work.

- Prerequisite: **Enrollment in Academy by Design.**
- Grade Level: **9, 10, 11, 12** Semesters: **1**

ABD: HUMAN-CENTERED DESIGN COLLABORATION

Building on the design techniques learned during the Human-Centered Design Project, this course further develops those skills by placing Academy by Design students on collaborative teams. In addition to practicing human-centered design in the context of a new problem, students study and use key collaborative tools, practice filling different roles on a team, and reflect on the unique ways they contribute to the success of a larger project. This course culminates in a group presentation given to those potentially impacted by the team's work.

- Prerequisite: **AbD Human-Centered Design Project.**
- Grade Level: **9, 10, 11, 12** Semesters: **1**

ABD: EMBEDDED DESIGN PROJECT

This junior year course enables students to go beyond the classroom and into the “real world” and connect with outside users and professionals through a yearlong human-centered design project. Wheaton Academy will connect students with professionals in a relevant field who will advise them during their design journey. Students will continue to add to their design toolbox by learning additional tools, talking to design professionals, and understanding how data and crafting can be leveraged in a manner that yields a powerfully effective design solution. After iterating their design multiple times over the course of the class, students will present their solution for authentic feedback, giving them a real-life design experience.

- Prerequisite: **Enrollment in Academy by Design,**
- **AbD Human-Centered Design Project & AbD Human-Centered Design Collaboration**
- Grade Level: **11, 12** Semesters: **2**

MASTER PROGRAM

MASTER stands for **M**athematics, **A**ppplied **S**cience, **T**echnology, **E**ngineering, and **R**esearch. 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, through innovation, and, most importantly, through the lens of God's truth. As part of the traditional Wheaton Academy 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 28 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 but can be met via two different tracks. In each track, credit toward the MASTER designation is awarded by successful completion of the following courses:

Courses Available at Wheaton Academy for MASTER Credit

Mathematics	Applied Science	Technology	Engineering	Research
Geometry with Statistics	Physics	Introduction to Programming	3D Design and Fabrication	Genetics and Biological Research
Geometry with Statistics (Adv)	Physics (Adv)	Advanced Programming	Introduction to Engineering	AP Seminar
Algebra II	Chemistry	Introduction to Robotics	Engineering Design	AP Research
College Algebra	Chemistry (Adv)	Advanced Robotics	MASTER Capstone Project	Topics in Science and Biblical Truth
Pre-Calculus	Biology	Networking		The Ethics of Science and Storytelling
Pre-Calculus (Adv)	Biology (Adv)	AP Computer Science		Animal Behavior
Statistics and Data Science	Anatomy/Physiology			
AP Statistics	AP Physics C			
AP Calculus AB	AP Chemistry			
AP Calculus BC	AP Biology			
	AP Environmental Science			

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.

Track One

For students wanting to focus on the AP offerings in the MASTER program, this track shifts some of the technology, engineering, and research requirements toward AP courses.

Summary of Track One Course Requirements for MASTER Scholar Designation

Math	8 including AP Calculus (AB or BC)
Science	8 including at least 1 core AP science course
Technology	1
Engineering	1
Research	1
Topics in Science and Biblical Truth	1
Capstone Project	2
Involvement in Co-Curriculars	1
Additional Credits	5
Minimum MASTER credits	28

Track Two

For students wanting to focus on the technology, engineering, and research offerings in the MASTER program, this track shifts some of the AP courses toward those electives.

Summary of Track Two Course Requirements for MASTER Scholar Designation

Math	8 including one AP course if none are taken in science
Science	6 including one AP course if none are taken in math
Technology	2
Engineering	2
Research	1
Topics in Science and Biblical Truth	1
Capstone Project	2
Involvement in Co-Curriculars	1
Additional Credits	5
Minimum MASTER credits	28

PROJECT LEAD THE WAY

Project Lead the Way (PLTW) is an organization that facilitates the development of future engineers through engaging curricula, national achievement standards, and professional and university connections. Wheaton Academy is partnering with PLTW to implement PLTW content in our existing MASTER Program courses. Students who pass the PLTW exams at the end of these courses are eligible for scholarships and internships associated with different colleges and organizations.

Courses that incorporate the PLTW standards will be designated with a "PLTW" in the curriculum guide. Any student may enroll in these courses regardless of whether they plan to take all four years of PLTW, and students who want the full year of exam preparation suggested by PLTW should enroll in these courses twice in a single

year. For example, students wanting a full year of preparation for the test associated with the "Introduction to Engineering" course should plan to take that course in both the fall and spring semesters. While the most important PLTW standards will be covered in both semesters of "Introduction to Engineering," PLTW students should expect each semester to focus on different areas and projects.

As Wheaton Academy continues to incorporate PLTW into the MASTER Program, additional courses will receive PLTW designation, including the possibility of combining two different courses to cover a full year of PLTW content.

Any questions about the PLTW courses or the program in general should be directed to the Science Department Head.

GLOBAL STUDIES CERTIFICATE

Wheaton Academy desires to see students carry out the mission statement of the school through developing cross-cultural relationships by exploring cultural identity, growing in empathy and trust, and deepening their understanding that the Gospel is global. Accordingly, we want to encourage students to engage in cross-cultural learning opportunities as an extension of the current academic and co-curricular programming. The Wheaton Academy Global Studies Certificate is designed to incentivize students to capitalize on the many opportunities to engage with the global community already present on Wheaton Academy's campus.

Students can receive a Global Studies Certificate designation on their diploma and transcript by completing one of the following two options outlined below. Completion of the certificate also requires that students complete a portfolio for approval before the Global Studies Certificate committee.

Option One

(Choose Four)

- Travel abroad/intern abroad (Could be done as part of Winterim)
- Take Comparative Government or AP Government
- Take four years of a World Language
- Local Service (across multiple venues) (30 hours each year or 120 total hours) – Attending/Serving at Kairos would count toward these hours.
- Host an International Student

Option Two•

Seal of Biliteracy AND (Choose Three)*

- Travel abroad/intern abroad (Could be done as part of Winterim)
- Take Comparative Government or AP Government
- Local Service (across multiple venues) (30 hours each year or 120 total hours) – Attending/Serving at Kairos would count toward these hours.
- Host an International Student

**Wheaton Academy Seal of Biliteracy Requirements based on the Illinois State Board of Education Requirements*

1. English Proficiency Requirement

Students applying for the Illinois State Seal of Biliteracy or Commendation Award must demonstrate proficiency in English and an additional language. The SAT is the state academic assessment for high school. Districts may use results from the ISBE-provided SAT School Day administration or an alternate SAT session to determine whether a student meets the award's English proficiency requirement, which is the English language arts/reading standard set by the state. On October 18, 2017, the Illinois State Board of Education approved a minimum English language arts (ELA) score of 540 to meet standards on the SAT.

2. Foreign Language Proficiency Requirement

Option 1. Students must score 15 or higher on the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) Form B.

Option 2. Students must score 4 or higher on the Advanced Placement (AP®) Language and Culture exam.

Process

1. Student must complete an application and submit it to the World Language Department coordinating teacher.

2. Student must provide the official scores on both the English and Foreign Language option of his/her choice (see above).

3. World Language Department will communicate to Registrar that the Seal of Biliteracy Requirements have been met.

4. Seal of Biliteracy with description will be added to transcript in "Awards or Recognitions" section of the transcript. If a student meets this requirement AFTER graduation, it can be added to transcripts (if the student is waiting for the AP exam score).

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, in cases when 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 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 to 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 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 offers resources to help students discover gifts and interests and to explore possible career areas. We believe it is important for our students to explore various options and consider their possible life calling in the world of work. As we encourage our students to discover their interests and develop an excitement about their life calling, we want them to keep a balanced perspective.

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

CROSS-CURRICULAR COURSES

Wheaton Academy is continually striving for innovative learning opportunities for students and is seeking to expand innovative thinking into its curricular offerings for the 2023-2024 school year. Traditional educational experiences have students taking classes organized by departments, but in a culture and workspace where skills and disciplines are not as clearly compartmentalized, it is important that our course offerings reflect an increasingly innovative workplace. This year we are offering several courses that are cross-curricular, classes that push students to de-compartmentalize their thinking and practice skills from multiple disciplines. The courses listed below are all the cross-curricular offerings for the 2023-2024 school year. Some courses are elective offerings only and will not meet/replace graduation requirements. Some courses will meet the graduation requirements in multiple disciplines.

Since all these offerings are one-semester courses, each class will only count for one credit. If the cross-curricular course meets the graduation requirement for multiple departments, students may choose the department of the course to which it will be applied. Students will still need to take a one-credit class in the department of the course to which the credit was not applied, but because the cross-curricular course has already met the graduation requirement for two departments, students will be free to choose an elective offering as the other course to take within the discipline. For example,

A student decides to take Preaching.

Preaching meets the senior requirement for English and Bible.

The student decides to apply the one credit from the course to the Bible department requirement.

The student must still take an English course

but may now choose to take an elective to fulfill the remaining needed English credit.

Ultimately, the credits and requirements are not the primary goal; we want students to consider taking these courses because of the interdisciplinary skills they will learn that will lead to a more thoroughly integrated worldview.

For a full description of each course, please refer to each department's course listings.

Cross-Curricular elective courses that meet the requirements for multiple departments

- AP Seminar (Science/MASTER/English)
- AP Research (Science/MASTER)
- Preaching (English/Bible)
- Music History (Fine Arts/Social Studies)
- Statistics and Data Science (Math/Science)
- Studies in Biblical Narrative, Poetry, and Prophetic Literature (English/Bible)
- The Ethics of Science and Storytelling (English/Science/MASTER)
- Sports Broadcasting (Fine Arts/PE)
- Topics in Science and Biblical Truth (Science/MASTER/Bible)

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	

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 18 credits 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. The student must also be in good behavioral standing both semesters during senior year to be considered for valedictorian or salutatorian.

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 six 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 nine AP courses and 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, 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 Language and Composition
AP English Literature 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

AP U.S. History
AP Economics
(AP Macroeconomics & AP Microeconomics)
AP World History
AP Art History

Social Studies

AP Psychology
AP U.S. Government-Politics
AP Comparative Government-Politics

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 links 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 and Fine Arts courses do not count).

These courses Wheaton Academy currently offers are approved by NCAA:

English

Advanced Communications Studies
AP English Language and Composition
AP English Literature and Composition
AP Seminar English
English I Analytical Composition and Discourse
English I Critical Analysis & Interpretation
English I Nineteenth Century Literature
English II Reg/Adv
English III Reg/Adv
Modern Literature
Senior Writing
Shakespeare
The Ethics of Science and Storytelling
Writers' Workshop

Social Studies

AP Macroeconomics & Microeconomics
AP Modern World History
AP Psychology
AP US History
AP US Comparative Government & Politics
Comparative Government
Contemporary World History
Intro to Historical Inquiry
Intro to Psychology
Intro to Sociology
US Government and Current Issues
US History
World Civilizations

Mathematics

Algebra I Reg/Adv
Algebra II Reg/Adv
AP Calculus AB
AP Calculus BC
AP Statistics
Calculus
College Algebra Advanced
Geometry with Statistics Reg/Adv
Pre-Calculus Reg/Adv
Statistics and Data Science

Science

Intro and Advanced Programming
Intro and Advanced Robotics
Anatomy and Physiology Adv
AP Biology
AP Chemistry
AP Environmental Science
AP Physics C
AP Research
AP Seminar Science
Biology Reg/Adv
Chemistry Reg/Adv
Engineering Design I & II
Genetics & Biological Research
Physics Reg/Adv

World Languages

Chinese I, II, III, IV
French I
French II Reg/Adv
French III Adv
AP French Language and Culture
Spanish I
Spanish II Reg/Adv
Spanish III Reg/Adv
Spanish IV Language and Culture
Spanish IV Adv
AP Spanish Language and Culture
AP Spanish Literature and Culture

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

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

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.

Academy by Design: Students accepted into Academy By Design have the option to take flexible or alternative courses in addition to the standard graduation requirements. Acceptance into the program is based on a series of applications and interviews and is subject to review by instructors throughout the first two years of the program. Due to the unique nature of this program, students interested in specific course options should contact the program director. *See page 12 for more details.*

Furnace Company Dance: Students who are on The Furnace Company Dance may use that to satisfy their PE credit. In order to receive the credit, they will need to be on The Furnace Company Dance roster for both semesters. *See page 48 for details.*

Global Studies Certificate: Students can receive a Global Studies Certificate designation on their diploma and transcript by completing the requirements listed on page 17.

Internships: Students may earn credit for participation in internships. Internships offer a unique opportunity for students to experience a working professional's life for two weeks. These experiences can aid in post secondary education and more importantly in the discovery of the way God has uniquely equipped them. *See page 11 for more details.*

MASTER Program: Students may earn a MASTER Scholar designation on their diploma by completing at least 28 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 one AP math or science course, eight semesters of science and eight semesters of math, the Topics in Science and Biblical Truth course during senior year, and completion of a Capstone project. *See page 15 for details.*

Inclusion Peer Teaching Assistant

Inclusion peer teaching assistants serve in the classroom working directly with students with learning differences who need extra peer support. Inclusion PTAs will assist teachers with implementation of course lessons, facilitation of peer interactions, and tracking of progress toward goals. Students will earn 1.0 academic credit by serving as an Inclusion PTA. *See page 43 for more details.*

Peer Teaching Assistant: 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 strength in a classroom. *See page 43 for more details.*

Summer Academy: Students are given the opportunity to take semester or full-year courses in Summer Academy during the month of June. Course offerings planned for 2023 Summer Academy are included in this guide.

Teacher's Assistant: 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. *See page 43 for more details.*

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.

Wheaton Academy 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. Wheaton Academy Service Interns volunteer to aid Wheaton Academy staff members. *See page 43 for more details.*

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 mitigating circumstances exist.

Alternative Credit

Below are two 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 on a case-by-case basis and should meet Wheaton Academy'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 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.

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 and receive a diploma. 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.

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. Partnership students in good standing can participate although they will not receive a diploma.

Transcripts

Requests for transcripts for college applications 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 Cognia, 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 through Cognia and the Council on Educational Standards and Accountability (CESA).

BIBLE

The Bible department trains students to grow in Biblical literacy, to cultivate a Christ-centered Biblical worldview, to practice discipleship behaviors, and to develop a missional mindset that extends beyond the classroom. Students will understand that the good news of the Gospel of Jesus Christ permeates all facets of life and learning. The Bible department course sequence invites students to move from foundational understanding to dynamic application.

Transfer students without previous Bible credit must take 6 semesters of Bible or one 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	Grade
Foundations of Faith.....	9
Introduction to Biblical and Philosophical Studies (International Students).....	9-12
Spiritual Formation.....	10
Life of Christ.....	11
Doctrine (Required).....	12
Authentic Discipleship.....	10, 11, 12
**Preaching.....	12
Apologetics & Evangelism.....	12
**Studies in Biblical Narrative, Poetry, and Prophetic Literature.....	12
***Topics in Science and Biblical Truth.....	12

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

***This course fulfills the requirement for both Bible and English.*

****This course fulfills the requirement for both Bible and Science; required for MASTER Scholar Designation.*

See page 22 for NCAA course eligibility.

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 a biblical, Christ-centered worldview 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 Old Testament. 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**

SPIRITUAL FORMATION

The Spiritual Formation course builds on the content and skills learned in the Foundations of Faith course and equips students to learn ways to identify and examine how they can be formed by what they have learned. Students will understand that Jesus is our model of spiritual maturity and that He invites 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 course, students are invited to personalize their response to Christ's call to imitate the life of Jesus and prepare for a life which includes true mentoring and discipleship.

• Grade Level: **10, Transfer Students** Semesters: **1**

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**

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 ways 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 of the person and work of Jesus Christ. Through the course students will study 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**

DOCTRINE

This course is designed to equip students 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 Christian 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

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. *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.

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. See page 19 for more details.*

- Prerequisite: **Communication for the 21st Century**
- Grade Level: **12** 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 17:16-34 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. *Meets senior Bible requirement.*

- Grade Level: **12** 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, 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. See page 19 for more details.*

- Grade Level: **12** 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**
- Grade Level: **12** 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 an easy process; 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? Today's high school students will likely live for 100 years, creating a 60-year career on earth. Research indicates that 65% to 85% of the jobs needed in 15 years do not exist today. The average students may change jobs 12-15 times with 2-4 careers over their lifetime. Students will need to adapt and lead through disruptive changes throughout their lives. For-profit and not-for-profit businesses are adapting to changes in demographic, social, and economic trends as never before. 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 begin to create experiences that build the competencies needed to succeed in a professional business career at a for-profit or not-for-profit organization over a student's lifetime. The classes 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).

Courses

Open To Grades

Business Principles	9, 10
The Business of... ..	10, 11, 12
Introduction to Economics and Personal Finance	10, 11, 12
*Marketing & Communication for Business.....	10, 11, 12
Introduction to Entrepreneurship	10, 11, 12
Entrepreneurship II: Incubatoredu (Advanced)	10, 11, 12
AP Economics (AP Macroeconomics & AP Microeconomics)	11, 12

See page 22 for NCAA course eligibility.

The Economics graduation requirement may be met in multiple ways. Students may choose one of the following:

- Introduction to 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 introduces students to broad principles of business. The course will cover subjects such as the purpose of business, personal promotion, tools for productivity & collaboration, business ethics, management, and marketing. Students will be challenged to apply a biblical

worldview to their exploration of the purpose of business and work. Ultimately, this course seeks to build a strong foundation for students looking to take future business and economics courses.

Grade Level: **9, 10**

Semesters: **1**

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, understand customers, build a View of the World, perform SWOT analysis, and discuss trends or patterns in success and innovation. This course is strongly recommended for students preparing for an internship. It should be paired with an internship opportunity with a business serving the industry studied.

• Grade Level: **10, 11, 12**

Semesters: **1**

MARKETING & COMMUNICATION FOR BUSINESS

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 concepts in personal marketing (i.e., marketing themselves) and explore marketing models used by a variety of organizations (not-for-profit and for-profit) will also be explored. Students will create a functional marketing plan and will work to create video and/or social media 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.

• Prerequisite: **Business Principles preferred (not required).**

• Grade Level: **10, 11, 12**

Semesters: **1**

INTRODUCTION TO ENTREPRENEURSHIP AND BUSINESS INNOVATION

This course introduces students to entrepreneurship and business innovation by exploring the entrepreneur mindset, the business model canvas, and case-study learning. The class creates an authentic start-up business experience in the initial stages of ideation, customer discovery, and customer connection. Student teams will develop a hypothesis about a business concept, test the hypothesis, adapt, and continually learn to improve it. Those seeking to take their learning to the next stage should enroll in Entrepreneurship Two: Incubatoredu (Advanced) course for the spring semester.

• Prerequisite: Business Principles preferred (not required)

• Grade Level: 10, 11, 12

Semesters: **1**

ENTREPRENEURSHIP II: INCUBATOREDU (ADVANCED)

Entrepreneurship Two continues to explore the business concepts created in the Introduction to Entrepreneurship class by teaching students the later stages of business creation and innovation. This

class is for students looking to learn how to take a business concept through implementation. Student teams will develop a product or service business concept with the goal of gaining investment funds in a final pitch event. Real entrepreneurs and subject matter experts will serve as volunteers to help guide student teams through the process. Students will leave the course having completed a Business Model Canvas, financial model, minimally viable product, pitch deck, communications plan, sales plan, and funding plan.

• Prerequisite: Introduction to Entrepreneurship (required), Business Principles preferred (not required)

• Grade Level: **10, 11, 12**

Semesters: **1**

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, economic systems, 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. *This course 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 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. *This course 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 20.

• 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 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.

Courses

Open To Grades

3D Design and Fabrication	9, 10, 11, 12
Introduction to Programming	9, 10, 11, 12
Advanced Programming	9, 10, 11, 12
Networking	9, 10, 11, 12

See page 22 for NCAA course eligibility.

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.

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

INTRODUCTION 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**
• Grade Level: **9, 10, 11, 12** 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 Introduction to 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: **Introduction to 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 the development of students' oral and written communication skills in preparing them to function effectively in the world as representatives of Jesus Christ. 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.

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 20.**

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

Required Courses

	Grade
English I Critical Analysis and Interpretation	9
English I Analytical Comprehension and Discourse	9
English I Nineteenth-Century Literature	9
English I Comprehension and Discourse (International Students).....	9, 10
Communication for the 21st Century	9, 10
English II (Reg/Adv)	10
English III	11
AP English Language and Composition	11
AP English Literature and Composition	12
*Advanced Communications Studies	12
*Senior Writing	12
*Modern Literature.....	12
Reading Essentials.....	9, 10, 11, 12
*Shakespeare	12
*Writers' Workshop	12
**Preaching	12
**Studies in Biblical Narrative, Poetry, and Prophetic Literature	12
***AP Seminar.....	10, 11, 12
***The Ethics of Science and Storytelling	12

**Seniors not enrolled in AP English must take two of the eight offered classes.*

***These courses fulfill the requirement for both English and Bible.*

****These courses fulfill the requirement for both Science and English.*

See page 22 for NCAA course eligibility.

ENGLISH I CRITICAL ANALYSIS AND INTERPRETATION

Drawing conclusions regarding a writer's intentions based on analysis of literary strategies is a skill that results in more accurate interpretation of messages. Likewise, these skills enable students to write with increased awareness of the messages they communicate in their writing and speaking. Focus on these skills will be implemented through fast-paced challenging reading assignments, memorization, and rigorous regular writing assignments. Texts will reflect a focus on exploration of fallen humanity within the context of an examination of the Creation, Fall, Redemption framework of a biblical worldview.

- Grade Level: 9 Semesters: 2

ENGLISH I ANALYTICAL COMPREHENSION AND DISCOURSE

By analyzing elements of word choice, organizational structure, and contextual knowledge, students build understanding of the message and purpose of a literary work. Then, explanation of the thought process by which their understanding developed will form the basis for increased complexity in their writing and speaking. Texts will reflect a focus on exploration of fallen humanity within the context of an examination of the Creation, Fall, Redemption framework of a biblical worldview.

- Prerequisite: **Placement based on Placement Exam Score**
- Grade Level: 9 Semesters: 2

ENGLISH I NINETEENTH-CENTURY LITERATURE

Texts from the 19th century reflect unique aspects of both culture and literary style. This reading intensive course is designed for the highly dedicated consumer of complex literature. Texts will reflect a focus on exploration of fallen humanity within the context of an examination of the Creation, Fall, Redemption framework of a biblical worldview. Novels will include works by Jane Austen, Charles Dickens, Nathaniel Hawthorne, and Mark Twain. Reading and analyzing seminal works will enhance close reading competency as well as both expository and argumentative writing and speaking skills.

- Grade Level: 9 Semesters: 2

ENGLISH I COMPREHENSION, AND DISCOURSE (INTERNATIONAL STUDENTS)

This course provides individualized development of language skills in preparation for integration into appropriate grade-level English courses in the spring semester. Focus areas include reading comprehension strategies, types of writing, vocabulary building, grammar, research skills, and speaking/listening. Placement determined by prior testing.

- Grade Level: 9, 10 Semesters: 1

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. As an extension of the introductory framework from English I, English II will explore the effects of the fall on society with texts that explore this theme. 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 minimum of 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 20.
- 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, 10 (Must be completed by the end of sophomore year) Semesters: 1

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.

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

ENGLISH III

This course examines the hopeful individual's response to fallen humanity and society by asking an essential question: Where can goodness, hope, and redemption be found in a broken world? This class will focus on classic and contemporary novels, short stories, and non-fiction that examine this question through an emphasis on close reading and evidence-based analysis. Students will hone skills in argumentation, persuasion, research, and critical thinking, culminating in their junior research paper and formal persuasive speech.

- Grade Level: 12 Semesters: 2

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, students will be prepared for the AP English Language and Composition exam in May, which could reward students with college credit.

- Prerequisite: **Recommended minimum of 90% in English II (Adv) or 93% in English II.** Students who select to take a course that was not recommended or where all prerequisites have not been met will likely be unable to change the course selection until the end of a semester. See General Requirements for Advanced and AP Courses on page 20.
- Grade Level: **11** 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*, Salinger's *Catcher in the Rye*, Hosseini's *A Thousand Splendid Suns*, Dostoevsky's *Crime and Punishment*, and Edson's *Wit*. 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 prepare students for the AP English Literature and Composition exam in May which may reward students with college credit. **Meets two semester requirements for senior English.**

- Prerequisite: **Recommended** 90% in AP English Language and Composition or 93% in English III. Students who select to take a course that was not recommended or where all prerequisites have not been met will likely be unable to change the course selection until the end of a semester.
- See General Requirements for Advanced and AP Courses on page 20.
- Grade Level: **12** Semesters: **2**

MODERN LITERATURE

This course offers students an opportunity to engage with stories from the 20th and 21st century. Students will examine literary themes and develop strategies to write analytical essays in response to modern literature. Texts include *The Curious Incident of the Dog in the Night-Time*, *The Catcher in the Rye*, and a variety of additional stories that will be used to generate classroom discussion and written responses.

- Prerequisite: **English III**
- Grade Level: **12** Semesters: **1**

READING ESSENTIALS

Reading Essentials will complement other English courses by providing additional time for reinforcing essential English skills. The small-group setting of the class will allow for targeted, grade-level specific, individualized instructional support. The course will utilize online tools to support instruction.

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

SENIOR WRITING

Whether writing in pursuit of academic degrees or in fulfillment of employment responsibilities, people who are confident in their written communication skills have an advantage. This course is designed to focus on a student's ability to create organized, clear, and concise writing by tailoring relevant information for specific audiences. An initial unit will include instruction and feedback on college essay writing.

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

WRITERS' WORKSHOP

Designed for established writers, this writing intensive course will layer analytical reading and writing application of story elements. Students will analyze a variety of writing styles to understand the complex mechanics of effective storytelling. As they read recognized writers, students will then work to emulate other authors and foster their own unique voice. The course builds the skills associated with character development, sensory details, application of literary devices, pacing, style, performance reading, and revision through workshop critiques and exercises. The course culminates in a sizeable portfolio composed of varied, well-developed writing pieces such as short stories, personal narratives, and poetry.

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

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 among others. *This course fulfills requirements for both Science and English. See page 19 for more details.*

• Grade Level: **11, 12**

Semesters: **1**

SHAKESPEARE

Shakespeare is the foremost figure in Western literature. Students explore reasons so many love his works while developing skills to enjoy his drama and poetry independent from the classroom setting. Students examine comedy, history, and tragedy, as well as the historical framework of these plays.

• Grade Level: **12**

Semesters: **1**

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. See page 14 for more details.*

• Prerequisite: **Communication for the 21st Century**

• Grade Level: **12**

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. This course fulfills requirements for both English and Science. See page 19 for more details.*

• Prerequisites: **Genetics and Biological Research**

• Grade Level: ***10, 11, 12**

Semesters: **1**

• *Based on availability

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, 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. See page 19 for more details.*

• 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.

Dance Arts

Musical Theatre Studies	Intro Level
Introduction to Dance	Level I
Intermediate Dance	Level II
Advanced Dance.....	Advanced Level

Instrumental Music Arts

Introduction to Piano.....	Intro Level
Band.....	Level I
Orchestra	Level I
Percussion Studies.....	Level I
Music History	Level I
Intermediate Piano	Level II
Percussion Ensemble.....	Level II
Music Theory and Composition.....	Level II
AP Music Theory.....	Advanced Level
Advanced Band.....	Advanced Level
Advanced Orchestra.....	Advanced Level
Advanced Percussion Ensemble.....	Advanced Level

Theatre Arts

Musical Theatre Studies	Intro Level
Drama Studies.....	Level I
Advanced Drama Studies.....	Advanced Level

Media Arts

Introduction to Media Arts.....	Intro Level
Video Production	Level I
Photography	Level I
Graphic Design I.....	Level I
WAtv	Level I
Sports Broadcasting	Level I
Yearbook.....	Level I
Advanced/Competitive Video.....	Level II
Pre-AP Studio Art: 2D Design/Drawing	Advanced Level
AP Studio Art: 2D Design/Drawing	Advanced Level

Visual Arts

Introduction to Ceramics.....	Level I
Introduction to Illustration.....	Level I
Intermediate Ceramics	Level II
Intermediate Illustration.....	Level II
Sculpture	Level II
Created: Seeing the Invisible and Visible.....	Level II
Advanced Ceramics.....	Advanced Level
Advanced Illustration.....	Advanced Level
Pre-AP Studio Art: 2D Design/Drawing	Advanced Level
AP Studio Art: 2D Design/Drawing	Advanced Level

Vocal Music Arts

Musical Theatre Studies	Intro Level
Men’s Ensemble	Level I
Women’s Chorale	Level I
Music History	Level I
Concert Choir	Level II
Music Theory and Composition.....	Level II
AP Music Theory	Advanced Level
Advanced Concert Choir.....	Advanced Level

See page 22 for NCAA course eligibility.

DANCE ARTS

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**

MUSICAL THEATRE STUDIES

In this intro level course, students will develop their skills in the performing arts of dancing, singing, and acting. Students will have the opportunity to perform in front of a live audience, as the course will culminate in the performance of a musical. This course is meant to act as a springboard to equip students for further study in the performing arts disciplines through dance classes, choral music ensembles, drama classes, and cocurricular plays and musicals. Attendance will be required outside of class times for performances. Can only be taken once.

- Grade Level: **9, 10** 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 choreography quickly 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. This course will give students the opportunity to perform in front of a live audience. Tenth graders who consider taking this course should instead retake Intermediate Dance. 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: **11, 12** Semesters: **1**

INSTRUMENTAL MUSIC ARTS

INTRODUCTION TO PIANO

This **intro level** course is an introduction to playing the piano. Students will learn to read music, build small motor skill flexibility and dexterity, and develop their ear. By learning fundamentals of reading and playing music on their own individual keyboards in the classroom, developing skills to practice and work through challenges, and growing in general music appreciation by active listening, students will also be equipped to grow in other areas of the music curriculum.

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

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**

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, and rudimentary 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**

MUSIC HISTORY

In this course, students will analyze how music both influenced and reflected the cultural environment at key moments in history. Starting with the mid-1700s and moving forward, students will explore how historical settings influenced the ways composers told their stories, how music reflected major cultural changes, how music provided inspiration, comfort, and celebration in challenging times, and how music has been used to fight oppression and injustice. Students will be challenged to use the observation and analyzation skills learned throughout the semester to choose a historical period, composer, or musical work and teach the class about its influence on and reflection of the surrounding culture.

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

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 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 20.
- Grade Level: **10, 11, 12** Semesters: **2**

INTERMEDIATE PIANO

This **level II** course builds on the foundation that was created in Introduction to Piano and allows students to develop their piano skills. Emphasis is placed on expanding exposure to different playing styles, more complex technique and musical styles, and comfort in performing.

- Prerequisite: **Introduction to Piano or instructor permission.**
- Grade Level: **9, 10, 11, 12** Semesters: **1**

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 Wheaton Academy Drumline and also performs and tours with the concert band. The Wheaton Academy 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 I** class designed to give the student an introductory knowledge of music theory and to explore the essential building blocks one finds in all forms of music: melody, harmony, rhythm, structure and texture. Students will be well prepared to take AP Music Theory in the spring semester.

- Prerequisite: **Permission of instructor**
- Grade Level: **11, 12** Semesters: **1**

AP MUSIC THEORY

This **advanced level** course builds on knowledge gained from Music Theory and Composition. The goal is to integrate music as a whole by exploring aspects of melody, harmony, texture, rhythm, form, musical analysis, history, and style. Students work to develop more sophisticated compositional skills, using four-part writing. The course places particular emphasis on practical skills gained through active listening and development of the skills of sight-reading and melodic dictation. The College Board's AP Music Theory exam in the spring includes sight-singing, melodic and harmonic dictation, and multiple choice questions.

- Prerequisite: **Music Theory and Composition (or permission of the instructor)**
- See General Requirements for Advanced and AP Courses on page 20.
- Grade Level: **11, 12** Semesters: **1**

THEATRE ARTS

MUSICAL THEATRE STUDIES

In this intro level course, students will develop their skills in the performing arts of dancing, singing, and acting. Students will have the opportunity to perform in front of a live audience, as the course will culminate in the performance of a musical. This course is meant to act as a springboard to equip students for further study in the performing arts disciplines through dance classes, choral music ensembles, drama classes, and cocurricular plays and musicals. Attendance will be required outside of class times for performances. Can only be taken once.

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

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: **10, 11, 12** 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. This course is recommended to be taken more than once. **Attendance will be required outside of class for rehearsals, production work, and performances.**

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

MEDIA ARTS

INTRODUCTION 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 the way 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 ways to compose a shot within a frame while learning to think artistically. This course can be taken more than once.

- 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**

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.*

- Grade Level: **9, 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, and posters; and begin to build a portfolio. This course may be taken more than once.

- Prerequisite: **Intro to Media Arts**
 - Grade Level: **9, 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 students 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**
 - 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 20.
 - 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 students are encouraged to do so).

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

SPORTS BROADCASTING

In this course, students will become proficient in the knowledge and skills of team sports. They will learn the technical skills to film, edit, and broadcast each sport. This performance class will require students to participate in our athletic livestream broadcasts throughout the semester and to build a highlight reel. Students are encouraged to take this class during an off-season if at all possible. *This course may be taken for either Fine Arts OR Physical Education credit. This course may be taken more than once.* **Attendance is required at events outside of class.**

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

YEARBOOK

This course combines graphic design, photography, and creative writing. Throughout the semester, students work on pieces which are ultimately compiled into the school's printed yearbook. Students will gain hands-on experience, learning all aspects of how to create a full publication from a blank page. Students will be exposed to theories of graphic design and photography with a strong focus on composition and editing, utilizing Adobe programs on their surface computers. Throughout the course, students will present their work to classmates and learn to respond to and receive artistic criticism. *This course may be taken more than once.*

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

VISUAL ARTS

INTRODUCTION 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 to work in hand building with an emphasis on concept development and will begin to throw 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: **Introduction to Ceramics**
- Grade Level: **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**

INTRODUCTION TO ILLUSTRATION

Students will learn in this **level I** 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** Semesters: **1**

INTERMEDIATE ILLUSTRATION

This **level II** course focuses on enhancing the student's creativity while furthering skills learned in Introduction to Illustration through continued study of the human figure and advanced perspective along with 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. We will explore specific fields including Print Making, Children's Book and Editorial Illustration, and Concept Art as well as traditional Fine Art applications.

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

ADVANCED ILLUSTRATION

As an **advanced level** course, students will begin to apply a more developed understanding of color theory and composition, fostering techniques used by professional illustrators. An emphasis will be placed on understanding and incorporating historic and contemporary themes as well as investigating multiple solutions to visual problem solving as demonstrated by painters and illustrators from art history. In this advanced course, students will be expected to address issues related to their faith and contemporary art. We will explore specific mediums including acrylic, watercolor, pastel, and digital painting.

- Prerequisite: **Intermediate Illustration**
- 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 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**
- 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 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 20.
- Grade Level: **10 (with permission), 11, 12** Semesters: **1**

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 ways 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: **Introduction to Ceramics**
- Grade Level: **9, 10, 11, 12** Semesters: **1**

VOCAL MUSIC ARTS

MUSICAL THEATRE STUDIES

In this intro level course, students will develop their skills in the performing arts of dancing, singing, and acting. Students will have the opportunity to perform in front of a live audience, as the course will culminate in the performance of a musical. This course is meant to act as a springboard to equip students for further study in the performing arts disciplines through dance classes, choral music ensembles, drama classes, and cocurricular plays and musicals. Attendance will be required outside of class times for performances. Can only be taken once.

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

CREATED: SEEING THE INVISIBLE AND VISIBLE

This **level II** course is designed to create connections with the invisible and visible. It is an opportunity for students to learn, grow, and discover more of who our creator God is and who we are as creators, made in the image of God. God reveals who He is and communicates His character through His creation; we are created to do the same by reflecting His image and seeing His image reflected in the people and the world around us. In this course, students will develop that Biblical understanding, they will learn ways to be creators and not only consumers in culture, and they will be equipped through a variety of hands-on projects to continue to be creative culture-makers in the years to come.

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

MEN'S ENSEMBLE

Men's Ensemble is a Level I course that is designed for male singers of all ages and abilities. This course is designed to teach healthy vocal production and sight-reading skills in a group setting. The students will experience a variety of choral music from Renaissance to the present. Attendance will be required outside of class for concerts and other performances. Additional fees will be required for concert attire rental, festivals, etc.

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

WOMEN'S CHORALE

Women's Chorale is a Level I course that is designed for female singers of all ages and abilities. This course is designed to teach healthy vocal production and sight-reading skills in a group setting. The students will experience a variety of choral music from Renaissance to the present. Attendance will be required outside of class for concerts and other performances. Additional fees will be required for concert attire rental, festivals, etc.

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

MUSIC HISTORY

In this course students will analyze how music both influenced and reflected the cultural environment at key moments in history. Starting with the mid-1700s and moving forward, students will explore how historical settings influenced the ways composers told their stories, how music reflected major cultural changes, how music provided inspiration, comfort and celebration in challenging times, and how music has been used to fight oppression and injustice. Students will be challenged to use the observation and analyzation skills learned throughout the semester to choose a historical period, composer, or musical work and teach the class about its influence on and reflection of the surrounding culture.

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

CONCERT CHOIR

Concert Choir is a **level II** course designed for experienced and dedicated singers with a passion for vocal music and a commitment to musical excellence. Students will explore advanced literature from the Renaissance to the present. **Attendance will be required outside of class for concerts, festivals, and tours.** *Additional fees will be required for concert attire rental, festival, and tour.*

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

CONCERT CHOIR (ADVANCED)

Students interested in working more independently at an advanced level of singing may apply for this course of study. The requirements for receiving advanced credit include all of the regular requirements for Concert Choir 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 at the beginning of the school year.

- Prerequisites: **By application and permission of instructor**
- See General Requirements for Advanced and AP Courses on page 20.
- Grade Level: **10, 11, 12** Semesters: **2**

MUSIC THEORY AND COMPOSITION

Music Theory and Composition is a **level I** class designed to give the student an introductory knowledge of music theory and to explore the essential building blocks one finds in all forms of music: melody, harmony, rhythm, structure and texture. Students will be well prepared to take AP Music Theory in the spring semester.

- Prerequisite: **Permission of Instructor**
- Grade Level: **11, 12** Semesters: **1**

AP MUSIC THEORY

This **advanced level** course builds on knowledge gained from Music Theory and Composition. The goal is to integrate music as a whole by exploring aspects of melody, harmony, texture, rhythm, form, musical analysis, history, and style. Students work to develop more sophisticated compositional skills, using four-part writing. The course places particular emphasis on practical skills gained through active listening and development of the skills of sight-reading and melodic dictation. The College Board's AP Music Theory exam in the spring includes sight-singing, melodic and harmonic dictation, and multiple choice questions.

- Prerequisite: **Music Theory and Composition (or permission of the instructor)**
- See General Requirements for Advanced and AP Courses on page 20.
- Grade Level: **11, 12** Semesters: **1**

GENERAL ELECTIVES

Elective Courses	Open to Grades
Inclusion Peer Teaching Assistant	11, 12
Study Lab	9, 10, 11, 12
Peer Teaching Assistant	11, 12
Teacher's Assistant	10, 11, 12
Wheaton Academy Service Intern	9, 10, 11, 12
Wheaton Academy Service Team	9, 10, 11, 12

STUDY LAB

Study Lab provides a small structured study hall for students who are recommended by administration as needing additional educational support. 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 by serving as a Peer Teaching Assistant (PTA). Only 15-20 juniors or seniors are chosen each semester to be a PTA, and each must fulfill the above requirements and serve in a class working directly with students.

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

INCLUSION PEER TEACHING ASSISTANT

Inclusion peer teaching assistants serve in the classroom working directly with students with learning differences who need extra peer support. Inclusion PTAs will assist teachers with implementation of course lessons, facilitation of peer interactions, and tracking of progress toward goals. Students will earn 1.0 academic credit by serving as an Inclusion PTA.

• 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 and then by the parent. Finally, it must be submitted to Student Services for approval and scheduling. TA Guidelines are as follows: earns student **0.5 elective 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 (by approval only), 11, 12** Semesters: **1**

WHEATON ACADEMY SERVICE INTERN

Wheaton Academy offers all students the opportunity to serve on campus in a variety of capacities which give students valuable experiential learning opportunities. 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 Wheaton Academy Service Intern shows your investment in the community and your care for making it stronger and more effective. While not the only opportunity to volunteer, Wheaton Academy 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, 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 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.

Students will be required to earn a 70% or better to progress to the next level of mathematics. If students earn lower than a 70%, they will be required to show proficiency by taking (1) an approved summer school course, (2) an approved online course, (3) an equivalent community college course, or (4) a public-school summer course. If students do not earn a 70% or better in the first semester of an Advanced or AP class, they will be moved to the regular class at the semester; for students who do not earn a 70% or better in the first semester of a regular core class, they may be required to drop the class or take the associated lab course concurrently with the class. A TI-84 + CE graphing calculator is required for all math courses at Wheaton Academy.

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 placement exams and/or their performance in prerequisite classes.

Sequence of Courses by Group

	Open to Grades
*Foundations of Algebra	9, 10
*Algebra I	9, 10
*Algebra I (Adv)	9, 10
*Foundations of Geometry with Statistics	10, 11, 12
*Geometry with Statistics	9, 10, 11, 12
*Geometry with Statistics (Adv)	9, 10, 11, 12
*College Algebra (Adv)	9, 10, 11, 12
*Algebra II	9, 10, 11, 12
*Intermediate Algebra	11, 12
*Precalculus (Reg/Adv)	9, 10, 11, 12
*Calculus	10, 11, 12
*AP Calculus AB	10, 11, 12
*AP Calculus BC	10, 11, 12
*Statistics and Data Science	11, 12
*AP Statistics	10, 11, 12
*Capstone Course	12

Elective Courses

	Open to Grades
Algebra Lab	9
<i>*Meets requirement for number of math semesters.</i>	

See page 22 for NCAA course eligibility.

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 basic probability and inferences about data. A TI-84 + CE graphing calculator is required.

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

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, 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

ALGEBRA LAB

This course will complement Algebra I course to allow students who need extra time and support to gain mastery of algebra skills. This course does not count toward the required six semesters of mathematics for graduation.

- Prerequisite: **By recommendation – must be taken concurrently with Algebra course**
- Grade Level: **9** Semesters: **2**

ALGEBRA I (ADVANCED)

The Algebra I (Advanced) course focuses on mastery of linear relationships. Linear functions and linear equations are the basic building blocks of many advanced topics in mathematics. Therefore, Algebra I Advanced is streamlined to give students the time and space to thoroughly develop both procedural fluency and deep conceptual understanding of these concepts and skills. The key units include Solving and Graphing Linear Functions and Linear Equations, Systems of Linear Equations and Inequalities, Quadratic Equations and Functions, and Exponential Functions. This advanced course is designed for students who have either taken Algebra I previously or students with a strong Pre-Algebra background who would like to pursue advanced math courses or an AP math course their senior year. *A TI-84+ CE graphing calculator is required.*

- Prerequisite: **A in Pre-Algebra, or has previously taken Algebra I.**
- Grade Level: **9, 10** Semesters: **2**

FOUNDATIONS OF GEOMETRY WITH STATISTICS

Foundations of Geometry with Statistics covers the fundamental concepts of Geometry from a hands-on perspective. Compasses, rulers, protractors, and technology are used throughout the course to re-enforce basic geometric concepts. Introductory Statistics is also studied. This course is not open to freshmen. *A TI-84+ CE graphing calculator is required. This course is not approved for NCAA eligibility. See page 22.*

- Prerequisite: **By placement or instructor recommendation only**
- Grade Level: **10, 11, 12** Semesters: **2**

GEOMETRY WITH STATISTICS

Geometry with Statistics 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 statistics unit that covers introductory data reasoning and inferences from data is included in the course. *A TI-84+ CE graphing calculator is required.*

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

GEOMETRY WITH STATISTICS (ADVANCED)

Advanced Geometry with Statistics is designed to provide students with a meaningful conceptual bridge between algebra and geometry to deepen their understanding of mathematics. In this course, students are expected to use the mathematical knowledge and skills they have developed previously to problem solve across the domains of algebra, geometry, and statistics. The course includes a unit of statistics and probability to help students build a deeper understanding of essential concepts related to quantitative literacy. This advanced course is designed for students who would like to pursue AP math courses. *A TI-84+ CE graphing calculator is required.*

- Prerequisite: **Must have completed either Advanced Algebra I or Algebra I. Recommended grade at the Algebra I level is 85%.**
- See General Requirements for Advanced and AP Courses on page 20.
- 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 that 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 75% 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, and systems of equations and inequalities. Interwoven throughout the year will be standardized test preparation. *A TI-84+ CE graphing calculator is required.*

- Prerequisite: **By placement or instructor recommendation only**
- 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 and systems of equations. 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 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.*

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

PRECALCULUS (ADVANCED)

Precalculus (Adv) is a 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.*

- 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 20.
- Grade Level: **9, 10, 11, 12** 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. This course fulfills requirements for both Math and Science elective. See page 19 for more detail.*

- Prerequisite: **Algebra II with 70% or better**
- 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.*

- Prerequisite: **80% or better in Precalculus or 75% or better in Precalculus (Adv)**
- 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 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 20.
- 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 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.*

- Prerequisites: **90% or better in Advanced Precalculus and instructor recommendation**
- See General Requirements for Advanced and AP Courses on page 20.
- 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 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.*

- Prerequisite: **80% or better in Precalculus or Precalculus (Adv) and instructor recommendation; 95% or better in Algebra II and instructor recommendation**
- See General Requirements for Advanced and AP Courses on page 20.
- Grade Level: **10, 11, 12** 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-305X 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**
- Grade Level: **12** 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.

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 athletes, grades 10-12)
- Introduction to Dance
- Intermediate Dance
- Advanced Dance
- Sports Broadcasting
- Advanced Strength and Conditioning (RECOMMENDED for athletes, grades 11-12)

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 Zero Hour Performance Program
- 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

See page 22 for NCAA course eligibility.

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. The course will give students the opportunity to perform in front of a live audience. Tenth graders who consider taking this course should instead retake Intermediate Dance. 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: **11, 12** 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.

- Prerequisite: **Two Semesters of Strength & Conditioning**
- Grade Level: **10 (with approval), 11, 12** Semesters: **1**

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 how to live with a biblical worldview in a secular context. *This course is a graduation requirement.*

- Grade Level: **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 OnCampus 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**

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 choreography quickly 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**

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**

INTRODUCTION TO HEALTH AND FITNESS

This course is an integrated approach to nutrition, health, and fitness designed to help students develop an understanding of the way 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 Health requirement and the Wheaton Academy Physical Education requirement for the year in which it is taken.

• Grade Level: **9** 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 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** Summer

SPORTS BROADCASTING

In this course, students will become proficient in the knowledge and skills of team sports. They will learn the technical skills to film, edit, and broadcast each sport. This performance class will require students to participate in our athletic livestream broadcasts throughout the semester and to build a highlight reel. Students are encouraged to take this class during an off-season if at all possible.

*This course may be taken for either Fine Arts OR Physical Education credit. This course may be taken more than once. **Attendance is required at events outside of class.***

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

STRENGTH AND CONDITIONING (FEMALE STUDENTS ONLY)

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.

- Prerequisite: **Intro to Health**
- Grade Level: **9 (instructor approval), 10, 11, 12** 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.*

- Prerequisite: **Intro to Health**
- Grade Level: **9 (instructor approval), 10, 11, 12** 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 6:45-7:45 a.m. except for on late-start day (Wednesday) 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.**

- Grade Level: **9 (recommendation only), 10, 11, 12** 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 are the core of the science curriculum.

Students will be required to earn a 70% or better in order to progress to the next semester of science. If students earn 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	Grade
Physics (Reg/Adv).....	9, 10
Chemistry (Reg/Adv).....	10, 11
Biology (Reg/Adv).....	11, 12

Elective Courses	Open to Grades
Anatomy/Physiology (Adv).....	11, 12
Animal Behavior.....	9, 10, 11, 12
AP Environmental Science.....	11, 12
AP Biology.....	11, 12
AP Chemistry.....	10, 11, 12
AP Physics C.....	11, 12
Genetics and Biological Research.....	9, 10, 11, 12
**AP Seminar.....	10, 11, 12
AP Research.....	11, 12
MASTER Capstone Project.....	11, 12
3D Design and Fabrication.....	9, 10, 11, 12
Introduction to Engineering.....	9, 10, 11, 12
Introduction to Programming.....	9, 10, 11, 12
Advanced Programming.....	9, 10, 11, 12
Introduction to Robotics.....	9, 10, 11, 12
Advanced Robotics.....	9, 10, 11, 12
Engineering Design.....	10, 11, 12
*Statistics and Data Science.....	11, 12
Topics in Science and Biblical Truth.....	12
**The Ethics of Science and Storytelling.....	11, 12

**This course fulfills the requirements for both Math and Science. See page 14 for more detail.*

***These courses fulfill the requirements for both Science and English. See page 14 for more detail.*

See page 22 for NCAA course eligibility.

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 motion and forces, energy and power, sound and light, electricity and magnetism, and atomic and nuclear physics.

- Prerequisite: **Algebra I or concurrently**. If taking Pre-Algebra freshman year, it is recommended to take Physics during sophomore year.
- 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 score on Placement Exam.**
- See General Requirements for Advanced and AP Courses on page 20.
- 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 AP Calc (AB or BC) or completed Calculus**
- See General Requirements for Advanced and AP Courses on page 20.
- 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% in Physics and instructor recommendation**
- See General Requirements for Advanced and AP Courses on page 20.
- 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 20.
- 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 the way 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. Credit for the Biology requirement is also awarded by successful completion of both Genetics and Biology Research and Ecology and Human Impact during junior year.

- 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 20.
- 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 20.
- Grade Level: **12** 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.

- Prerequisite: **85% or higher in Biology, or 70% in any Advanced/AP science course**
- See General Requirements for Advanced and AP Courses on page 20.
- 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 20.
- Grade Level: **11, 12** Semesters: **2**

ANIMAL BEHAVIOR

Animal Behavior focuses on animals, their behaviors, human interaction, and stewardship. Students in this course will be exposed to real-world problems that involve animal and human relationships, explore how scientists and professionals currently study animals, and interact with different animals both on and off campus. In addition to studying theories on animal behavior, students should also expect to handle live animals and participate in their care over the semester.

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

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.

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

INTRODUCTION TO ENGINEERING (PLTW)

Introduction 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, and mechanical, electrical and software engineering, concluding with an individualized research project in a specific field of interest.

• Grade Level: **9, 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 the Introduction to Engineering course, using a project-based learning approach. Four areas of engineering (mechanical, programming, electrical, and biological) will be examined, and then students will pick an area of interest. A final semester-long project of their choosing will be based on this interest. This course is invaluable for honing research and problem-solving skills in a creative hands-on approach.

• Prerequisite: **Introduction to Engineering; highly suggested 3D Design and Fabrication**

• 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**

ADVANCED ROBOTICS

This course builds on the skills and concepts learned in Introduction to Robotics and challenges students to design, build, program, and operate robots in a project-based environment. Students work collaboratively within teams and have an opportunity to enter and compete in the First Tech Challenge. Recommended to be taken concurrently with or after Intro to Programming.

• Prerequisite: **Introduction to Robotics**

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

INTRODUCTION 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**

• Grade Level: **9, 10, 11, 12** 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 automation, controlling the mouse and keyboard, and reading and writing to and from files.

• Prerequisite: **85% or above in Introduction to Programming**

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

GENETICS AND BIOLOGICAL RESEARCH

The ideas found in any biology book started out as discoveries in the lab. This course introduces students to important genetic and biological concepts using modern laboratory techniques and equipment. Students in the course will develop their ability to ask questions, cultivate an experimental mindset, and learn the tools of biological research. Most days will be spent in the lab and by the end of the semester, students will have practiced DNA extraction, tested for genetically modified organisms, cloned foreign genes into bacteria, and explored biotechnology.

- Grade Level: **9, 10, 11, 12** 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. This course fulfills requirements for both English and Science. See page 19 for more details.*

- Prerequisites: **Genetics and Biological Research**
- Grade Level: ***10, 11, 12** 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. *Students seeking a MASTER Scholar Designation must complete either an AP Research or MASTER Capstone Project.*

- Prerequisites: **AP Seminar**
- Grade Level: **11, 12** Semesters: **2**

MASTER CAPSTONE PROJECT

Along with the AP Research project, the MASTER Capstone Project serves as a culmination of a student's development in the MASTER program. Specifically tailored for students focusing on Robotics, Programming, and Engineering, the MASTER Capstone Project provides students with class time and resources to pursue a project in an area of interest with a MASTER program approval. Students have the option to choose to designate one period during their final two semesters as time to work on the Capstone Project. *Students seeking a MASTER scholar designation must complete either a MASTER Capstone or AP Research 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 in or have completed the Genetics and Biological Research course.
- Grade Level: **11, 12** Semesters: **2**

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 among others. *This course fulfills requirements for both Science and English. See page 19 for more details.*

- Grade Level: **11, 12** 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**
- Grade Level: **12** 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. This course fulfills requirements for both Math and Science (elective). See page 19 for more detail.*

- Prerequisite: **Algebra II with 70% or better**
- Grade Level: **11, 12** Semesters: **2**

SOCIAL STUDIES

The Social Studies department seeks to teach students the way to 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.

- Freshmen must take Introduction to Historical Inquiry.
- Sophomores must take one year of World History: AP Modern World History; World Civilizations; or Revolutions (Summer only) and Heroes and Villains.
- 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, Comparative Government, or AP United States/AP 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.

World History Courses

Open to Grades

Introduction to Historical Inquiry	9
World Civilizations	9,10
AP Modern World History	9, 10, 11, 12
AP Art History	10, 11, 12

U.S. History Courses

Open to Grades

AP United States History	10, 11, 12
United States History	10, 11, 12

Government Courses

U.S. Government and Current Issues	11, 12
Comparative Government	11,12
AP United States/AP Comparative Government and Politics	11, 12

Elective Courses*

Open to Grades

Introduction to Psychology	10, 11, 12
Music History	10, 11, 12
AP Psychology	11, 12
Introduction to Sociology	11, 12

* Students who have met a requirement may also take AP classes as electives.

See page 22 for NCAA course eligibility.

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, the causes of WWI and effects that lead to WW2. 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. *This course is a graduation requirement.*

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

WORLD CIVILIZATIONS

This course will require students to analyze and interpret primary and secondary sources from the Ancient Mediterranean World; Age of Exploration; Renaissance; Enlightenment; Revolutionary movements; major 19th and 20th century events; institutions; and significant historical figures. This course will place an emphasis on examining the roots of Western Civilization while also including contributing events, figures, and cultures from a global context. Students will develop analytical and reasoning skills in order to participate in Socratic discussions, practice critical writing, and evaluate key historical problems.

Prerequisites: **Introduction to Historical Inquiry**

- Grade Level: **9, 10,** Semesters: **2**

AP MODERN 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) people and the environment; 2) societal interactions; 3) governmental style and conflict; 4) economic functions; 5) cultural roles and purposes; 6) impacts of technology. Students will also develop the writing and analytical skills necessary for the AP exam, including answering document-based questions, short-answer questions, long essay questions, and AP-level multiple choice questions. *Meets the sophomore level history requirement or elective credit for juniors/seniors.*

- Prerequisites: **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 20.
- Grade Level: **9 (by recommendation), 10, 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, including 5-part essays and 7-part essays. *Completion of this class meets the sophomore World History requirement.*

- Prerequisite: **93% or better in Introduction to Historical Inquiry and teacher recommendation**
- See General Requirements for Advanced and AP Courses on page 19.
- 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 20.
- Grade Level: **10 (by recommendation), 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 the way historical lessons from the past may be applied to our country today. The themes of the course will be analyzed through a Christian worldview. **Required course if not taking AP U.S. History.**

- Prerequisite: **World History requirements**
- Grade Level: **10 (by recommendation), 11, 12** Semesters: **2**

U.S. GOVERNMENT AND CURRENT ISSUES

This course will include a study of government, both federal and state, as well as issues facing our nation. 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 a congressional simulation. *This course meets the graduation requirement for U.S. Government.*

- Grade Level: **11, 12** 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. *This course meets the graduation requirement for U.S. Government.*

- Prerequisite: **Completion of required courses for grades 9-11**
- 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 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. *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 20.
- Grade Level: **11, 12** 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.

- Grade Level: **10 (instructor approval), 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 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.

- Grade Level: **10, 11, 12** 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 20.
- Grade Level: **11, 12** Semesters: **2**

MUSIC HISTORY

In Music History, students will analyze how music both influenced and reflected the cultural environment at key moments in history. Starting with the mid-1700s and moving forward, students will explore how historical settings influenced the ways composers told their stories, how music reflected major cultural changes, how music provided inspiration, comfort and celebration in challenging times, and how music has been used to fight oppression and injustice. Students will be challenged to use the observation and analyzation skills learned throughout the semester to choose a historical period, composer, or musical work and teach the class about its influence on and reflection of the surrounding culture

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

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 with honor and love for those in the *Imago Dei*. 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. Therefore, teacher recommendations 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 first semester to continue to second semester. For courses in which the advanced course is the only option, teachers and students will discuss the best option for 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.

Courses	Open to Grades
French I	9, 10, 11, 12
French II (Reg/Adv)	9, 10, 11, 12
French III Advanced	9, 10, 11, 12
AP French Language and Culture	9, 10, 11, 12
Spanish I	9, 10, 11, 12
Spanish II (Reg/Adv)	9, 10, 11, 12
Spanish III (Reg/Adv)	9, 10, 11, 12
Spanish IV Language and Culture	9, 10, 11, 12
Spanish IV (Adv)	9, 10, 11, 12
AP Spanish Language and Culture	9, 10, 11, 12
AP Spanish Literature and Culture	9, 10, 11, 12
Chinese I	9, 10, 11, 12
Chinese II	9, 10, 11, 12
Chinese III	9, 10, 11, 12
Chinese IV	9, 10, 11, 12
Latin I (Online)	9, 10, 11, 12
Latin II (Online)	9, 10, 11, 12
Latin III (Online)	9, 10, 11, 12

See page 22 for NCAA course eligibility.

FRENCH I

This course is designed for students who have never studied French or who do not demonstrate proficiency on the Wheaton Academy French placement exam. 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. Students will interact with at-level authentic sources to develop language proficiency and cultural awareness.

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

FRENCH II

This course continues 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. Students will interact with at-level authentic sources to develop language proficiency and cultural awareness.

- Prerequisite: **An overall grade of 80% or higher in a Wheaton Academy French I course in addition to proficiency in French I skills (reading, writing, speaking, and listening) and/or showing proficiency in French I knowledge and skills on the Wheaton Academy placement exam**
- Grade Level: **9, 10, 11, 12** Semesters: **2**

FRENCH II ADVANCED

The course continues 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. Students will interact with at-level authentic sources to develop language proficiency and cultural awareness.

- Prerequisite: **An overall grade of 90% or higher in a Wheaton Academy French I Advanced course in addition to mastery of French I skills (reading, writing, speaking, and listening) and/or showing mastery in French I knowledge and skills on the Wheaton Academy placement exam**
- See General Requirements for Advanced and AP Courses on page 20.
- Grade Level: **9, 10, 11, 12** Semesters: **2**

FRENCH III ADVANCED

This course is designed for the advanced French student who has a strong desire to use the language in practical, real-world contexts. It is designed to prepare students to succeed in an AP course. 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.

- Prerequisite: **An overall grade of 90% or higher in a Wheaton Academy French II Advanced course OR 90% or higher in a Wheaton Academy French II course OR level III mastery on the national ACTFL exam**
- See General Requirements for Advanced and AP Courses on page 20.
- Grade Level: **9, 10, 11, 12** Semesters: **2**

AP FRENCH LANGUAGE AND CULTURE

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. It 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. Second semester will have a strong emphasis on conversation. Students' communication skills will continue to be expanded through the study of film. Fine points of grammatical structures are reviewed and used in conversation. Parts or all of the class may be delivered in an online platform.

- Prerequisite: **A recommended overall grade of 90% or higher in a Wheaton Academy French III Advanced course OR level IV mastery on the national ACTFL exam**
- See General Requirements for Advanced and AP Courses on page 20.
- Grade Level: **9, 10, 11, 12** Semesters: **2**

SPANISH I

This course is designed for students who have never studied Spanish or who do not demonstrate proficiency on the Wheaton Academy Spanish placement exam. 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. Students will interact with at-level authentic sources to develop language proficiency and cultural awareness.

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

SPANISH II

This course continues to build on the foundational workings of Spanish I while emphasizing authentic language input. Students will work toward language proficiency in listening, reading, speaking, and writing. Grammar is taught directly and practiced in each of the skill areas. Students will interact with at-level authentic sources to develop language proficiency and cultural awareness.

- Prerequisite: **An overall grade of 80% or higher in a Wheaton Academy Spanish I course in addition to proficiency in Spanish I skills (reading, writing, speaking, and listening) and/or proficiency in Spanish I knowledge and skills on the Wheaton Academy placement exam**
- Grade Level: **9, 10, 11, 12** Semesters: **2**

SPANISH II ADVANCED

This course continues to build on the foundational workings of Spanish I. Course content will include concepts taught in both Spanish II and Spanish III. Students will work toward language proficiency in listening, reading, speaking, and writing. Grammar is taught directly and practiced in each of the skill areas. Students will interact with at-level authentic sources to develop language proficiency and cultural awareness.

- Prerequisite: **An overall grade of 90% or higher in a Wheaton Academy Spanish I course in addition to mastery of Spanish I knowledge and skills on the Wheaton Academy placement exam**
- See General Requirements for Advanced and AP courses on page 20.
- Grade Level: **9, 10, 11, 12** Semesters: **2**

SPANISH III

In this course 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. Students will interact with at-level authentic sources to develop language proficiency and cultural awareness.

- Prerequisite: **An overall grade of 80% or higher in a Wheaton Academy Spanish II course OR 80% or higher in a Wheaton Academy Spanish II Advanced course in addition to proficiency in Spanish II skills (reading, writing, speaking, and listening) and/or proficiency in Spanish II knowledge and skills on the Wheaton Academy placement exam**
- Grade Level: **9, 10, 11, 12** Semesters: **2**

SPANISH III ADVANCED

In this course students continue to develop listening, reading, speaking, and writing skills. Course work will continue to emphasize authentic Spanish language input by exploring literature and listening to authentic speakers 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. This course is intended to prepare students for the AP Spanish Language and Culture course or Spanish IV Advanced.

- Prerequisite: **An overall grade of 90% or higher in a Wheaton Academy Spanish II Advanced course and mastery of Spanish II skills (reading, writing, speaking, and listening) OR mastery in Spanish II knowledge and skills on the Wheaton Academy placement exam and appropriate level II mastery on the national ACTFL exam.**
- See General Requirements for Advanced and AP Courses on page 20.
- Grade Level: **9, 10, 11, 12** Semesters: **2**

SPANISH IV LANGUAGE AND CULTURE

This course is designed for the Spanish student or native Spanish speaker who has a strong desire to interact with Spanish in real-world contexts through examining and responding to Hispanic culture, heritage, and tradition. These interactions will continue to expand students' Spanish language communication proficiency. The course will also emphasize cultural understanding with the goal of equipping students to interact compassionately across cultures. Students will explore and discuss a variety of authentic mediums such as films, music, stories, news, and other multimedia sources. This class will be conducted completely in Spanish.

- Prerequisite: **An overall grade of 85% or higher in Wheaton Academy Spanish III course in addition to proficiency in Spanish III skills (reading, writing, speaking, and listening) OR appropriate level proficiency on the national ACTFL exam.**
- 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 Spanish Language and Culture course.

- Prerequisite: **An overall grade of 85% or higher in a Wheaton Academy Spanish III Advanced course in addition to showing mastery of skills (reading, writing, speaking, and listening) OR showing level IV mastery on the national ACTFL exam.**
- See General Requirements for Advanced and AP Courses on page 20.
- Grade Level: **9, 10, 11, 12** Semesters: **2**

AP SPANISH LANGUAGE AND CULTURE

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: **Recommended overall grade of 90% or higher in a Wheaton Academy Spanish IV Advanced course in addition to mastery of skills (reading, writing, speaking, and listening) OR appropriate level mastery on the national ACTFL exam.**
- See General Requirements for Advanced and AP Courses on page 20.
- Grade Level: **9, 10, 11, 12** Semesters: **2**

AP SPANISH LITERATURE AND CULTURE

This course follows a pre-approved syllabus by the College Board. The goal of this course is to prepare students for the AP Spanish Literature and Culture exam. As such, the course focuses on the study of a list of pre-determined Peninsular Spanish, Latin American, and U.S. Hispanic literature and art, analyzing literary style, comparing works together, and identifying the importance of the historical and cultural context upon the culture's products. Students will develop skills in academic writing and interpretation of authentic literary sources.

- Prerequisite: **Recommended overall grade of 90% or higher in the Wheaton Academy AP Spanish Language and Culture course AND at least a 3 on the AP Spanish Language and Culture exam OR appropriate level mastery on all skills on the AAPPL exam.**
- See General Requirements for Advanced and AP Courses on page 20.
- Grade Level: **11,12** Semesters: **2**

CHINESE I

In this course, students will develop communicative competence in Mandarin Chinese in all language skills: listening, speaking, reading, and writing. Students will learn basic vocabulary and grammar structures for everyday situations. Students will learn both simplified Chinese characters and Pinyin. Students will also gain an understanding of the Chinese culture via class activities such as dialogues, partner work, and listening and written exercises to practice simplified Chinese characters and grammar structures. Cultural topics focus on the history of the Chinese language and culture, lifestyle in China, and current events. This course prepares students for Chinese II.

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

CHINESE II

In this course students will continue to develop communicative competence in Mandarin Chinese in all language skills: listening, speaking, reading, and writing. Students will learn basic vocabulary and grammar structures for everyday situations. Students will learn both simplified Chinese characters and Pinyin. Students will also gain an understanding of the Chinese culture via class activities such as dialogues, partner work, and listening and written exercises to practice simplified Chinese characters and grammar structures. Cultural topics focus on the history of the language and culture, lifestyle in China, history of China, and current events. This course prepares students for Chinese III.

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

CHINESE III

In this course, students will develop increased communicative competence in Mandarin Chinese in all language skills: listening, speaking, reading, and writing. Students will learn basic vocabulary and grammar structures for everyday situations. Students will learn both simplified Chinese characters and Pinyin. Students will have the opportunity to be exposed to traditional Chinese characters. Students will also gain an understanding of the Chinese culture via class activities such as dialogues, partner work, and listening and written exercises to practice simplified Chinese characters and grammar structures. Cultural topics focus on the history of the Chinese language and culture, lifestyle in China, history of China, and current events. This course prepares students for Chinese IV.

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

CHINESE IV

In this course, students will continue to develop increased communicative competence in Mandarin Chinese in all language skills: listening, speaking, reading, and writing. Students will focus on language proficiency while dealing with level and age appropriate cultural content. Students will engage in conversations, readings, composition, and research projects. The expectation is that all communication in the classroom will take place in the target language. Cultural topics focus on the history of the Chinese language and culture, lifestyle in China, and current events. By the end of the year, students will be able to understand the spoken language in formal settings (lectures, news) and in casual settings (conversations, dialogues). Students will be able to acquire vocabulary and structures that enable them to understand and analyze contextualized materials (advertisement, posters, newspaper, magazine articles, emails, and letters). Students will be able to describe an event or activity in a cohesive and coherent manner with linguistic accuracy. Students will be able to write with organizational, structural, and cultural appropriateness. This course prepares students for a college or beyond high school Chinese program.

- 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 the ways 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 that 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 ensure the success of our international students.

Grade Entering	Year at WA	Bible	English	Social Studies
Freshman	9-12	Fulfill all graduation requirements		
Sophomore	10	Introduction to Biblical and Philosophical Studies	English I	World History Requirements
	11	Soph./Junior Bible	English II	U.S. History Requirements
	12	Senior Bible	English III	U.S. Government Economics
Junior	11	Introduction to Biblical and Philosophical Studies	English I or II based on Placement Exam	World History Requirements
	12	Senior Bible	English III	U.S. History Requirements **Washington D.C. Trip *Economics
Senior	12	Introduction to Biblical and Philosophical Studies	Based on Placement Exam	*U.S. History Requirements **U.S. Government. (Wash. D.C. Trip) Economics *

Clarifications/Key Information

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

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

Note: All new students must take Introduction to Health and Fitness.

English Notes:

- All first-year international students will take English I Comprehension and Discourse (International Students). All international students will take the TOEFL exam two times a year 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.
- **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.

SUMMER ACADEMY OFFERINGS 2023

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

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, economic systems, 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. *This course meets Economics requirement for graduation.*

• Grade Level: **10, 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 (by approval only) or 10 (Must be completed by the end of sophomore year)**

Credit: **1**

FINE ARTS

INTRODUCTION 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 the way 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 I classes.*

• Grade Level: **9, 10, 11, 12**

Credit: **1**

MATHEMATICS

ALGEBRA SKILLS AND APPLICATIONS

This a course designed for students who have completed Algebra I heading into Geometry, or completed Geometry heading into Algebra II, and need additional support in the foundational Algebra skills required for these courses. Content covered in this course includes an intense unit on multiplying binomials, factoring, solving quadratics, working with radicals, and simplifying exponential expressions. There will also be a review of multiple step equations and inequalities, graphing functions, solving systems of equations/inequalities, and absolute value equations/inequalities. This course does not meet the requirement for 6 semesters of math.

Prerequisite: **Completion of Algebra I, enrolled in either a Geometry or Algebra II course in the fall**

• Grade Level: **9, 10, 11, 12**

Credit: **1**

ACCELERATED PRE-CALC (ADVANCED)

This three-week intense full-day course is designed for students who have completed College Algebra and desire to obtain the remaining skills needed to take AP Calculus. This course covers the unit circle, trigonometric graphs and transformations, solving trigonometric equations, proving trigonometric identities, and working with conics as well as introduces students to limits, vector functions, and polar and parametric equations. A student must complete this course with a grade of at least 85% to be adequately prepared for the rigors of an AP Calculus course.

• Prerequisite: **90% or above in College Algebra and teacher recommendation**

• Grade Level: **10, 11, 12**

Credit: **2**

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 course is a graduation requirement.*

• Grade Level: **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 the way 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, 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, 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: **10, 11, 12**

Credit: **2**

BIOLOGY

This course builds on the foundations of physics and chemistry to gain an understanding of the way 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. Credit for the Biology requirement is also awarded by successful completion of both Genetics and Biology Research and Ecology and Human Impact during junior year.

• 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 the way 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. Credit for the Biology requirement is also awarded by successful completion of both Genetics and Biology Research and Ecology and Human Impact during junior year. *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**

INTRODUCTION TO ENGINEERING

Introduction 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, and mechanical, electrical and software engineering, and a concluding individualized research project in a specific field of interest.

• 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 the causes of WWI and effects that lead to WW2. 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. *This course is a graduation requirement.*

• 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 nation. 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 a congressional simulation. *This course meets the graduation requirement for U.S. Government.*

• Grade Level: **11, 12**

Credit: **1**

FOUR YEAR PLANNING WORKSHEET

NAME: _____ DATE: _____ 2023/24

FRESHMAN YEAR

Summer Academy: Optional

1. _____
2. _____

Fall Semester:

1. English _____
2. Bible _____
3. Science _____
4. Math _____
5. Hist. Inq/Health&Fit _____
6. Elective _____
7. Elective _____

Winterim:

(Classes, trip, or internship)

Spring Semester:

1. English _____
2. Bible _____
3. Science _____
4. Math _____
5. Hist. Inq/Health&Fit _____
6. Elective _____
7. Elective _____

*One P.E. Credit Required

SOPHOMORE YEAR

Summer Academy: Optional

1. _____
2. _____

Fall Semester:

1. English _____
2. Bible/Comm. _____
3. Science _____
4. Math _____
5. World History _____
6. Elective _____
7. Elective _____

Winterim:

(Classes, trip, or internship)

Spring Semester:

1. English _____
2. Bible/Comm. _____
3. Science _____
4. Math _____
5. World History _____
6. Elective _____
7. Elective _____

*One P.E. Credit Required

JUNIOR YEAR

Summer Academy: Optional

1. _____
2. _____

Fall Semester:

1. English _____
2. Bible/Elective _____
3. Science _____
4. Math _____
5. U.S. History _____
6. Elective _____
7. Elective _____

Winterim:

(Classes, trip, or internship)

Spring Semester:

1. English _____
2. Bible/Elective _____
3. Science _____
4. Math _____
5. U.S. History _____
6. Elective _____
7. Elective _____

*One P.E. Credit Required

SENIOR YEAR

Summer Academy: Optional

1. _____
2. _____

Fall Semester:

1. English _____
2. Bible _____
3. Science/Elective _____
4. Math/Elective _____
5. Gov/Econ _____
6. Elect./Adv. Top. in Health _____
7. Elective _____

Winterim:

(Classes, trip, or internship)

Spring Semester:

1. English _____
2. Bible _____
3. Science/Elective _____
4. Math/Elective _____
5. Gov/Econ _____
6. Elect./Adv. Top. in Health _____
7. Elective _____

* One P.E. Credit Required



GRADUATION COURSE REQUIREMENTS

NAME: _____

DATE: _____

2023/24

Key

◆ 2 credits, year-long course

● 1 credit, semester-long course

Bold = course required for graduation

* Must be taken Freshman year

** Must be completed by sophomore year

BIBLE

- ◆ **Foundations of Faith**
- **Spiritual Formation**
- **Life of Christ**
- **Doctrine**
- *Senior Bible Elective*

6 Total Credits ___/6

ENGLISH

- **Communication****
- ◆ **English I**
- ◆ **English II**
- ◆ **English III**
- *Senior English*
- *Senior English*

9 Total Credits ___/9

HEALTH/P.E.

- **Health and Fitness***
- *Sophomore PE Credit*
- *Junior PE Credit*
- *Senior PE Credit*
- **Adv. Topics in Health**

Note: A credit may be fulfilled by Fitness for Life or an Off-Campus Competitive Sport/Activity for 1 year.

5 Total Credits ___/5

SOCIAL STUDIES

- **Historical Inquiry***
- ◆ *World History*
- ◆ *U.S. History*
- *Gov. or D.C. Trip*

6 Total Credits ___/6

FINE ARTS

- *Fine Arts Elective*
- *Fine Arts Elective*

2 Total Credits ___/2

MATH

- ◆ *Algebra I (or above)*
- ◆ *Geometry (or above)*
- ◆ *Algebra II (or above)*

6 Total Credits ___/6

ELECTIVES

- *Elective I*
- *Elective II*
- *Elective III*
- *Elective IV*
- *Elective V*
- *Language (or Elective)*
- *Language (or Elective)*
- *Language (or Elective)*
- *Language (or Elective)*

9 Total Credits ___/9

SCIENCE

- ◆ *Physics*
- ◆ *Chemistry*
- ◆ *Biology*

6 Total Credits ___/6

WINTERIM

- Freshman Winterim*
- Sophomore Winterim*
- Junior Winterim*
- Senior Winterim*

4 Total Credits ___/4

ECONOMICS

- *Economics Course*

1 Total Credit ___/1

INTERNSHIP

- One internship is required to graduate***

Page 2 Total Credits _____

Total Credits Required: 54

Total Credits Earned: _____

Currently Enrolled In: _____

Internship Complete? YES / NO