

High School Course Catalog

*A guide to the Courses, Graduation Requirements and
Registration for classes, grades 9-12.*

[2018-19]



**Christian International
School of Prague**



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Dear High School Students and Parents,

This booklet contains information that you will need in regard to choosing classes for each year of high school. Please read through the booklet and then make your course selections.

As you are considering your classes for the upcoming school year, keep in mind what courses you are required to take and would like to take in the following years of your high school career. Study the graduation requirements and plan accordingly. The CISP School Counselor is happy to meet with you to discuss your needs and wishes during your high school years.

Please note that this is a comprehensive course catalog and not all courses listed are available each year/semester. Most elective courses will require a minimum number of students (3) and a qualified instructor for the class to be offered. In case the class cannot be scheduled, you will be notified by the school counselor and alternate courses may be selected.

Sincerely,
CISP Administration Team

Graduation Requirements

The table lists the minimum credits required for graduation, depending on the track the student chooses. This table is for 9th -10th graders and incoming students.

| Subject | #1 Advanced Diploma | #2 Standard Diploma |
|------------------------|---------------------------------|------------------------|
| English Language Arts | 4 | 4 |
| Social Studies | 4 | 3 |
| Mathematics | 4 | 2 |
| | (incl. Geometry and Algebra II) | |
| Science | 3 | 2 |
| | (incl. 2 lab sciences) | |
| Bible | 4 | 4 |
| Foreign Language | 2 | 0 |
| | (in one language) | |
| Fine Arts | 1 | 1 |
| Physical Education | 1 | 1 |
| Health | 0.5 | 0.5 |
| Electives | 2 | 2.5 |
| Information Technology | 1 | 1 |
| Community Commitment | 2 | 2 |
| Total Credits | 28.5 | 23 |

Graduation requirements for returning students in grades 11-12:

| Subject | #1 Advanced University Entrance Diploma | #2 Standard Program Diploma |
|---|---|--------------------------------------|
| English | 4 | 4 |
| Social Studies | 4 | 3 |
| Mathematics | 3 (incl. Geometry and Algebra II) | 2 |
| Science | 3 (incl. 2 lab sciences) | 2 |
| Bible | 4 | 4 |
| Foreign Language (<i>in one language</i>) | 2 | 1 |
| Fine Arts | 1 | 1 |
| Physical Education | 1 | 1 |
| Health | 0.5 | 0.5 |
| Electives | 2 | 2.5 |
| Information Technology | 1 | 1 |
| Community Commitment | 2 | 2 |
| Total Credits | 27.5 | 24 |

Notes about credits:

- Transfer students will not be required to make up Bible or Community Commitment credits they did not receive in previous schools, but must take Bible and complete the Community Commitment requirement as long as they are enrolled at CISP.
- ELL credits will be counted as electives.

- Any credits a student earns beyond graduation requirements count toward Electives. Students do not need to take a class specifically listed in the Electives category.
- A CISP diploma will be awarded only to students who have carried a minimum academic load of five credits during a full senior year at CISP. Full-time students in grades 9-11 must take a minimum of 6 credits per year.
- No courses in grade 8 will be counted toward high school credits.

Students whose first language is English. The focus of CISP is to prepare students for North American English-language colleges and universities. Therefore, the vast majority of those intending to graduate will choose the Advanced University Entrance track. The Standard Program track provides a diploma for those whose plans may not include post high school academic work, or for those who plan to attend an educational institution with less rigorous entry requirements.

For Multilingual Students. Some high school students who attend CISP may be multilingual. If their English allows them to function successfully in the classroom without any exceptions or accommodations, they may request to test out of the foreign language requirement in a second language. Students who test out will not be awarded credit, so they must make up the two credits in other electives. We strongly encourage them to study a foreign language at CISP (thus learning a language as a foreign language). ELL students should refer to the [CISP ELL policy](#).

Homeschooling Credit Acceptance. Students who would like to receive credit toward a CISP diploma for homeschooled courses must provide the following for approval. Acceptance of credits is determined by the School Counselor.

- Name of course
- Grade Level
- Applicable CISP department (English, Social Studies, Math, Science, Bible, Information Technology, Physical Education, Health, Foreign Languages, Electives)
- Credits Earned (CISP gives one credit for roughly five (5) forty-five (45) minute classes each week for thirty-six (36) weeks.)
- Curriculum Resource(s)
- One paragraph description of material covered
- If the course was designed to prepare the student for an exam, include a one-paragraph description of what the test assessed and a link to the test website.

Class Registration

Selecting classes. Returning students will be given an opportunity to express their course preferences for the following year during a pre-registration time in the spring. When possible, new students will meet with school counselor before the opening of school in the fall.

If you would like to take a course where you do not meet the prerequisite requirements, please seek advice. The teacher, principal or school counselor may grant exceptions.

Dropping classes. A student may drop a class within the **first eight (8) school days** at the beginning of the course without penalty, with the exception of AP or AP-prep courses. AP courses dropped within the first eight days will still incur a 2 000 CZK fee to cover individual materials ordered for the course that cannot be returned. Such a class will not be shown on the student's official record. To drop a class, the student must talk with the class teacher and the school counselor regarding this. Students must complete a form requiring teacher and parent signatures. The student must remain in class until notified by the school counselor that the class has been dropped. Students may not

initiate course changes after the eighth day of classes of the semester. A course dropped later in the year may carry a grade of failing. The teacher, principal or school counselor *may* grant exceptions.

Honors and Advanced Placement Classes

An honors course is an in-depth university preparatory course that will be a learning experience distinguished from traditional coursework by qualitatively different and higher academic expectations impacting both the teachers and the students. The purpose of an honors course is to show students how knowledge in the discipline is discovered, developed, evaluated, argued, tested, compared and applied. Honors course offer higher-level learning by exploring more abstract concepts and engaging in discussions of theory and philosophy. The classes provide a rich environment for students learning.

Expectations for students:

- Students may enroll in honors and AP courses by recommendation only.
- Expect more challenging work and high quality standards for work.
- More analysis and synthesis
- Special projects
- Extra primary and secondary source reading (humanities)
- More homework (above CISP’s standard homework guidelines)
- Summer reading preparation may apply.

An Advanced Placement (AP) course or AP-prep (preparation) course is on par with a college/university level course. It carries the same guidelines as an honors class, described above. AP and AP-prep classes are designed to prepare the student for taking the Advanced Placement exam for that specific course. The AP exam may give the student college course credit(s) if a minimum exam score is reached. Please visit <http://apcentral.collegeboard.com/apc/Controller.jsp> to find out more about the Advanced Placement program and visit your prospective college websites or admissions offices to see what AP courses and scores are accepted. Students in the AP program may be expected to hold a brief, weekly meeting with the instructor to discuss class work and progress in the course. Students who register to take AP or AP prep courses (not Honors courses) offered through this CISP course catalog will be charged an additional 7 500 CZK for the first AP or AP-prep course and 6 000 CZK for any additional AP or AP-prep course. This fee will cover additional materials, additional instruction time and the AP exam enrollment fee. The full AP fee will be assessed whether the student chooses to take the appropriate AP exam or not.

Because of the high caliber of curriculum, students will receive a higher grade point average (GPA) for their grades in AP and honors courses. The following table shows the GPA used for honors and AP courses compared with regular courses.

| Grading Scale | | | Grade Point Average | |
|---------------|----|--------|---------------------|---------|
| | | | Honors/AP | Regular |
| Excellent | A | 92-100 | 4.25 | 4.00 |
| | A- | 90-91 | 3.90 | 3.67 |
| Good | B+ | 88-89 | 3.54 | 3.33 |
| | B | 82-87 | 3.19 | 3.00 |
| | B- | 80-81 | 2.84 | 2.67 |
| Satisfactory | C+ | 78-79 | 2.48 | 2.33 |

| | | | | |
|-------------------|----|---------------|---------------------------|------|
| | C | 72-77 | 2.13 | 2.00 |
| | C- | 70-71 | 1.77 | 1.67 |
| Needs Improvement | D+ | 68-69 | 1.41 | 1.33 |
| | D | 62-67 | 1.06 | 1.00 |
| | D- | 60-61 | 0.71 | 0.67 |
| Unsatisfactory | F | 59 or below | 0.0 | |
| | I | Incomplete | 0.0 | |
| ELL Students | P | Passing Grade | 0.0 (Passing with credit) | |

University–Preparatory Options

Sevenstar Academy. If students are interested in taking classes that are not offered at CISP, we are willing to offer courses through the online school Sevenstar Academy. CISP will facilitate students in these courses either during the school year or in the summer. Sevenstar is an online Christian school that partners with schools. They offer *Advanced Placement* and *Dual Credit* courses. You may visit <http://www.sevenstaracademy.org/> for more information and a list of courses. Students who chose to take courses through Sevenstar will pay for these courses. In the past, a course has cost approximately between 15 000 - 17 000 CZK. If students are interested in taking a Sevenstar course, we will look into current pricing.

Other Outsourced Courses. Students may be eligible to receive credit for other outsourced classes pending administrative and department head approval. Please speak to the head of the department and school counselor *prior* to enrolling in any courses outside of CISP if you wish to seek credit toward graduation for the outsourced course. This option is especially beneficial for those desiring foreign language credit not offered at CISP.

Advanced Placement Courses. The European Union (EU) has allowed American diplomas to be recognized at EU universities if the student has passed two to five AP exams. (Different universities have different requirements for “passing.”) Students who wish to graduate from CISP and attend an EU university may wish to consider additional options for taking AP or AP-prep classes. You are encouraged to check with the university of interest prior to enrolling in AP or AP-prep course to make certain you understand the specific requirements of that institution.

Dual Credit. Students may receive high school credit as well as college credit for courses. Dual Credit courses are taught by a college professor and students will earn college credit for them by completing the course (no AP Test). The transcript will come from the college. Since successful completion earns college credit, the courses are usually open to 11th and 12th graders.

Students should check with the Registrar’s Office where they plan to attend college about the rules for transferring credit *before* they take a class. Sevenstar students have had prior success in transferring courses from these accredited colleges.

At Sevenstar, the courses are worth 3 semester hours unless noted otherwise. These courses will cost approximately between 15 000 - 17 000- CZK each, and there are usually additional book fees. You must sign up for these courses directly with Sevenstar to get these discounted rates. Please speak to the school counselor concerning any questions about dual credit courses.

List of Courses

No changes will be made to these courses, and no further additions will be accepted for the 2018-2019 school year.

English

| | | | |
|---------------|--|------|----------|
| ENG090 | English 9 | Year | 1 credit |
| Grade 9 | <p><i>In this course students develop the language skills necessary to succeed in high-school English. In literature, they recognize the ‘theme’ of literary texts and define major literary terms; they comprehend and respond to literary texts. In writing, they create personal, developed and well-organized informative essays; they demonstrate a poetic, creative use of language. Finally, they review grammar and punctuation usage and demonstrate their skills in final written works.</i></p> | | |
| ENG100 | Revolutionary Literature | Year | 1 credit |
| Grade 10 | <p><i>Students read literature written by major European historical figures and inspired by social events from the 18th to 20th centuries. Students are guided in analyzing literature for content. Once the content is understood, the literature is used as the basis for asking essential questions, thinking critically, dialoguing, and turning thoughts into writing. Students are taught the appropriate mechanics and styles of essay writing. Written assignments lead students to develop their vocabulary and grammar skills. The assignments encourage students to explore connections with other disciplines—especially, but not limited to, history. This course is complemented by Revolutionary History 10.</i></p> | | |
| ENG101 | Honors Revolutionary Literature | Year | 1 credit |
| Grade 10 | <p><i>Students must be recommended for this Honors course. Students will need to accept placement in both Honors English and Honors History.</i></p> <p><i>Students read literature written by major European historical figures and inspired by social events from the 18th to 20th centuries. It is expected that students in Honors English quickly grasp the content of what they are reading in order that class time may be devoted to the higher levels of Bloom’s taxonomy: applying, analyzing, evaluating, and creating. The texts read are used as a springboard for the students to ask essential questions, to think critically, to dialogue, and to practice logical argumentation. The fruit of their culminated labor is presented in written assignments and projects. Students are taught the appropriate mechanics and styles of essay writing. Written assignments lead students to practice and develop their vocabulary and grammar skills. The assignments ask students to synthesize ideas and information from various disciplines—especially, but not limited to, history. This course is paired with Honors Revolutionary History 10.</i></p> | | |
| ENG110 | American Literature | Year | 1 credit |
| Grade 11 | <p><i>Students delve into the American literary tradition, from the Puritans and colonial literature up through contemporary American literature. Particularly, they name major movements such as Realism or Modernism; in addition, they name important authors and texts within the movement and describe the themes of each one. Also, they learn higher-level literary devices (such as satire and characterization) and use these literary devices to help them interpret the texts. In writing, they are introduced to the art of a literary paper: they practice close-reading skills, document the effect of major literary devices (such as characterization or satire) on the text and record their conclusions in writing. They are expected to demonstrate foundational writing strategies (thesis statements, paragraphing, use of examples) in every composition.</i></p> | | |
| ENG120 | World Literature | Year | 1 credit |
| Grade 12 | <p><i>Students explore poetry, short-stories, and excerpts from diverse world literary traditions and forms throughout history, practicing close-reading skills, asking essential questions, identifying and explaining universal themes, and viewing literature within its literary, historical, and</i></p> | | |

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| | <i>philosophical contexts. Students also design their own year-long project in which they choose and read four novels with a unifying theme, write book reports, do a presentation, research their topic, provide and connect their ideas to art and film, and present a final analytical paper synthesizing their findings from throughout the school year.</i> | | |
| ENG122 | AP English Language and Composition | Year | 1 credit |
| Grade 12 | <i>The AP English Language and Composition course is designed to help you become a skilled reader of a variety of texts as well as becoming a skilled writer. You'll achieve this through awareness of the interactions among a writer's purposes, audience expectations, and subjects, as well as the ways that writing rules and language use contribute to effective writing. Skill in writing proceeds from your awareness of your own composing processes: the way you explore ideas, reconsider strategies, and revise your work. This experience of the process of composing is the essence of the first-year college writing course, and the AP English Language and Composition course emphasizes this process. In the course, you will write essays that proceed through several stages or drafts, with revision aided by your teacher and peers. These extended, revised essays are not part of the AP English Language and Composition Exam, but the experience of writing them will help you become a more self-aware and flexible writer (which may help your performance on the AP Exam!). In addition to engaging in varied writing tasks, you will read and become acquainted with a wide variety of prose styles from many disciplines and historical periods. Using research materials and synthesizing information from various sources are integral parts of the AP English Language and Composition course. You will learn to evaluate the legitimacy and purpose of sources used. One way to do this is through the researched argument paper, which will require you to sort through various interpretations of information to analyze, reflect upon, and write about a topic. When you bring the experience and opinions of others into your writing in this way, you enter into conversations with other writers and thinkers, which in turn helps your writing become more thoughtful and substantive — just what is required in college and careers!</i> | | |
| ENG001 | Creative Writing | Semester | 0.5 credit |
| Grade 12 | <i>This course is not offered in 2018-2019. This is an elective course for students to take in addition to the four required English courses. In order to become a better writer one must become a better reader. Students analyze famous poems and short stories, discuss stylistic differences between great writers. Students are also led in brainstorming, composing, and revising their own poems and short stories.</i> | | |
| ENG123 | Introduction to Multimedia Journalism | Year | 0.5 credit |
| Grades 11-12 | <i>This elective English course may be taken in addition to a full-credit eleventh or twelfth grade English course. This course will help students to hone their writing and researching skills through the lens of journalism. Students will also learn the basics of Associated Press writing style and copy editing. In the Fall, curriculum will focus on teaching fundamentals of reporting. In the Spring, students will use the fundamentals they have learned to create an original news outlet at CISP such as the MMAs, a student blog or a school newspaper.</i> | | |

Social Studies

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|---------------|---|------|----------|
| SOC090 | History of Empires | Year | 1 credit |
| Grade 9 | <i>This course is an overview of the empires of the European and Asian worlds. It focuses on broad themes of society, culture, government, and global interactions. Students study the time period from the Roman Empire to the rise of the French Empire (18th century).</i> | | |
| SOC100 | Revolutionary History | Year | 1 credit |
| Grade 10 | <i>This course is an overview of the many and various revolutions which occurred in Europe and North America from the French Revolution to the present day. This course offers historic</i> | | |

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|-----------------|--|--------|-------------|
| | <i>perspectives from many various sources of reading. Students study the French Revolution, Industrial Revolution, Nationalist Revolutions, WWI, Russian Revolution, WWII, and current political revolutions.</i> | | |
| SOC101 | Honors Revolutionary History | Year | 1 credit |
| Grade 10 | <i>Students must be recommended for this Honors course. Students will need to accept placement in both Honors English and Honors History. This course will be taught in conjunction with Honors Revolutionary English.</i> <i>This course is an overview of the many and various revolutions which occurred in Europe and North America from the French Revolution to the present day. This course offers historic perspectives from many various sources of reading. Students study the French Revolution, Industrial Revolution, Nationalist Revolutions, WWI, Russian Revolution, WWII, and current political revolutions.</i> | | |
| SOC110 | United States History | Year | 1 credit |
| Grade 11 | <i>Students study the development of the United States from the pre-colonial days until the present. Students discuss current events in American history and culture.</i> | | |
| SOC111 | AP United States History | Year | 1 credit |
| Grade 11 | <i>Students must be recommended for this Advanced Placement course.</i> <i>Students study the development of the United States from the pre-colonial days until the present. It is taught at an advanced college level in order to prepare students to take the Advanced Placement exam in May. An emphasis is made on essay writing, particularly developing skills in the "document based question" that appears in the AP exam.</i> <i>The students have required work during the summer for this course. This is to better prepare for the coursework during the semester.</i> | | |
| SOC101 | AP World History | Year | 1 credit |
| Grade 11 | <i>This course will not be offered in 2018-2019.</i> <i>Students must be recommended for this Advanced Placement course.</i> <i>This course follows the curriculum of Revolutionary History while providing extra assignments to prepare these students for the AP World History Exam.</i> <i>The students have required work during the summer for this course. This is to better prepare for the coursework during the semester.</i> | | |
| SOC124 | Contemporary World Issues | Fall | 0.5 credits |
| Grades 11 or 12 | <i>This course focuses on the governmental, political, economic, and sociological aspects of current trends in the world. Students read current events and respond to them in an effort to understand more deeply the effect these events are having in the world and how the student fits into these current trends in history.</i> | | |
| SOC122 | Introduction to Economics | Spring | 0.5 credits |
| Grades 11 or 12 | <i>This course familiarizes students with the economic way of thinking and introduce them to the main ideas and issues in the study of the economy. Throughout the course of the semester, students study supply and demand, cost/benefit analysis, types of market competition, the history of economic thought, and an overview of the basics of micro and macro-economic theory. After taking this course, students are able to better understand and interpret economic data and information found in news articles, store prices, and in their daily lives.</i> | | |
| SOC125 | AP Introduction to Psychology | Year | 1 credit |
| Grades 11 or 12 | <i>Students must be recommended for this Advanced Placement course.</i> <i>The students develop an understanding of the history and approaches in psychology, both religious and secular. Course content is based on preparation for the Advanced Placement Exam. The course also includes opportunities to investigate jobs in the field of psychology and</i> | | |

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|---------------|--|--------|------------|
| | <i>explore the psychological implications of modern technology and digital media. Students are challenged to increase their level of professionalism in writing papers and giving presentations.</i> | | |
| SOC120 | International Politics | Year | 1 credit |
| Grade 12 | <i>International Politics is a course which looks at government, economics, diplomacy, and current issues and trends and draws connections between these various aspects of the world in which we live. During this course, we look at the role of governments, economic systems and political relations and discuss how these and other topics often affect the world positively and negatively.</i> | | |
| SOC126 | Czech History and Culture | Spring | 0.5 credit |
| Grades 10-12 | Prerequisites: Czech 5 or Czech VII, or higher <i>This course will focus on major historical periods of the Czech history, including early Slavic empires, Charles IV, Hussites and Reformation, Czech Brethren, Enlightenment, Czech National Revival, First Republic, WWI and WWII, Communist era. It is not only a study of historical events, but also focuses on daily lives, Czech literature, art, politics, economics and other influential personalities. Field trips to the sites of historical events will be a major component of learning.</i> <u><i>This class will be taught entirely in Czech.</i></u> | | |

Mathematics

Some secondary math students may be taking a course that is one or more years ahead of the grade level listed here. These students are on an accelerated track. In order to stay on this track, the student **MUST** receive a grade of B or higher in any quarter. Should the student fail to maintain the minimum grade, the teachers will review and make recommendations that could include retaking the class or moving down to the regular track math class during the current academic year for the student's grade level.

| | | | |
|---------------|---|------|----------|
| MAT090 | Course 1: Integrated Algebra and Geometry | Year | 1 credit |
| Grade 9 | <i>This is the first of 3 courses we will be rolling out over the next 3 years. They are all combinations of Algebra and Geometry. This course covers first degree equations and inequalities, systems, proofs in both algebraic and geometrical situations. In addition, this course covers basic building blocks of geometry as well as parallel lines and triangle relationships. Course 2 will follow the next year. In three years we will no longer offer the traditional Algebra and Geometry courses.</i> | | |
| MAT100 | Geometry | Year | 1 credit |
| Grade 10 | Prerequisites: <i>Algebra I</i> <i>Geometry continues students' study of geometric concepts building upon middle school topics. Students move from an inductive approach to deductive methods of proof in their study of two- and three-dimensional geometric figures. Reasoning skills are emphasized and students broaden their use of the coordinate plane. Technology, from manipulatives to calculators and graphics software, are used as appropriate. Algebra 1 skills are reviewed at point-of-use, ensuring students maintain these skills. Algebra integration within coordinate geometry topics are found throughout.</i> | | |
| MAT110 | Algebra II | Year | 1 credit |
| Grade 11 | Prerequisites: <i>Algebra I and Geometry</i> , or approval of department head <i>Algebra II emphasizes use of algebraic expressions and forms, especially linear and quadratic forms, powers and roots, and functions based on these concepts. Students study logarithmic, trigonometric, polynomial, and other special functions both for their abstract properties and as tools for modeling real-world situations. Technology for graphing functions is assumed to be available to students.</i> | | |

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|---------------|---|------|----------|
| MAT120 | Pre-Calculus | Year | 1 credit |
| Grades 11-12 | <p>Prerequisites: <i>Algebra I and II, Geometry</i> and permission of Department Head</p> <p><i>Pre-calculus emphasizes a balanced approach among algebraic, numerical, graphical and verbal methods of representing problems. Students are urged to solve problems by one method and then support or confirm their solutions by using another method. Students are introduced to the full vocabulary of functions early in the course. Students learn to characterize functions by their behavior. The majority of applications in the text are based on real data from cited sources. Students learn that mathematics is not modular but interconnected and the skills and concepts you are learning throughout the course build on one another to help them in learning more complicated processes and relationships. Topics covered include linear, quadratic, polynomial, rational, logarithmic, & exponential functions, some of which are reviewed, others developed. There is a strong emphasis on trigonometry, which includes graphing, inverse functions, trig equations, proving identities, unit circle, & more.</i></p> <p><i>Graphing Calculator (TI83 or TI84) suggested.</i></p> | | |
| MAT122 | Introduction to Statistics | Year | 1 credit |
| Grade 12 | <p>Prerequisites: <i>Algebra II, or by permission of Department Head</i></p> <p><i>This course is an introduction to interpreting and calculating basic statistical measures, basic probability, introduction to statistical inference, regression, and correlation, and ethics in statistics.</i></p> <p><i>This course is designed for students who are planning to study in the area of social sciences. A graphing calculator (TI83 or TI84) is required (can be rented from the math department). Other technology will also be used.</i></p> | | |
| MAT126 | AP Calculus AB | Year | 1 credit |
| Grades 11-12 | <p>Prerequisites: <i>Approval of Department Head - staff will only consider students who have a better than a B average in pre-calculus or those who have petitioned the Math Department in writing and in person.</i></p> <p><i>Calculus is designed for prospective mathematics majors and students interested in engineering, computer science, physics, business or the life sciences. This course is designed to prepare students for the AP Calculus AB exam; the program covers all topics in the Advanced Placement Calculus AB syllabus including Limits, Derivatives, Integrals, and Applications.</i></p> <p><i>Instruction takes full advantage of graphing calculators, using them for visual demonstrations of concepts and confirming calculations.</i></p> <p><i>A graphing calculator (TI83 or TI84) is required.</i></p> | | |
| MAT127 | AP Calculus BC | Year | 1 credit |
| Grade 12 | <p>Prerequisites: <i>Approval of Department Head - staff will only consider students who have a better than a B average in previous math classes, including some calculus, or those who have petitioned the Math Department in writing and in person.</i></p> <p><i>Calculus is designed for prospective mathematics majors and students interested in engineering, computer science, physics, business or the life sciences. This course is designed to prepare students for the AP Calculus BC exam; the program covers all topics in the Advanced Placement Calculus BC syllabus including Limits, Derivatives, Integrals, Series, Polar and Parametric Curves, Vectors, and Applications.</i></p> <p><i>Instruction takes full advantage of graphing calculators, using them for visual demonstrations of concepts and confirming calculations.</i></p> <p><i>A graphing calculator (TI83 or TI84) is required.</i></p> | | |

Science

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|---------------|---|------|----------|
| SCI090 | Biology | Year | 1 credit |
| Grade 9 | <p><i>This course is designed to be a first detailed look at the science of biology. Biology, the study of life itself, is a vast subject, with many sub disciplines that concentrate on specific aspects of biology. In this course, we discuss such topics as the scientific method, microbiology, biochemistry, genetics, population biology, ecology, botany and zoology. We learn the different kingdoms and phyla through the Linnaean classification system. There are many hands-on laboratory experiments in this course.</i></p> | | |
| SCI100 | Physical Science | Year | 1 credit |
| Grade 10 | <p>Prerequisites: <i>Algebra I</i></p> <p><i>This course is an introductory course to the sciences of chemistry and physics. Topics included are: the scientific method, metric system, matter, the atomic structure, chemical names, formulas, balancing equations, chemical applications, laws of motion, potential energy, kinetic energy, simple machines, power, electricity, and heat. The techniques and procedures used by chemists and physicists are emphasized. Students are provided the opportunity to understand, appreciate, and relate the interaction of matter and energy in their physical environment through a variety of classroom experiences. Hands on laboratory investigations are included. A basic scientific calculator is suggested for all students.</i></p> | | |
| SCI110 | Chemistry | Year | 1 credit |
| Grade 11 | <p><i>Chemistry is the study of the composition and changes of matter. This course is designed to teach students about matter from the most basic unit of the atom to interactions in quantities of daily life. The course incorporates laboratory inquiry, making learning as "hands on" as possible. It touches on all the basic topics of chemistry, preparing the student for scientific literacy in the real world.</i></p> <p><i>All students need (at least) a basic scientific calculator.</i></p> | | |
| SCI120 | Physics | Year | 1 credit |
| Grade 12 | <p>Prerequisites: <i>Algebra II (with a grade of 85% or above) or Pre-Calculus (with some trigonometry experience)</i></p> <p><i>Physics is the study of matter and energy and their interactions. It provides a systematic understanding of the fundamental laws that govern physical, chemical, and biological processes. Physics is the root science. This Physics course is designed to: instruct students in foundational physics concepts, prepare students to exist in an increasingly technological society, develop the students' analytical, problem solving, and laboratory skills and integrate math, science and technology.</i></p> <p><i>All students need (at least) a basic scientific calculator.</i></p> | | |
| SCI121 | Anatomy & Physiology | Year | 1 credit |
| Grades 12 | <p>Prerequisites: <i>Biology I</i></p> <p><i>This course is designed to cover the structure and function of cells and tissues, integumentary, skeletal, muscular, cardiovascular, and nervous systems. Emphasis on interrelationships of these systems and the regulation of homeostasis. Practical assessment of macroscopic and microscopic anatomy using laboratory experiments involving hands-on experience exploring human system components and special senses. Course relies heavily on memorization of anatomical terminology.</i></p> | | |

Bible

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|---------------|---|--------|-------------|
| BIB090 | New Testament | Fall | 0.5 credits |
| Grade 9 | <i>Students conduct a survey study of the New Testament focusing on the life of Jesus, the early church, the letters, and the Revelation. Students learn how to study and interpret the different books of the New Testament. In projects, they examine a story from the Gospels which is told by different writers and they “adopt” an epistle. Students see how events in the New Testament connect with world history.</i> | | |
| BIB091 | Church History | Spring | 0.5 credits |
| Grade 9 | <i>Continuing on from Acts and Revelation, we study what has happened in the Christian church in the last 2,000 years. Focusing on big questions, significant people, and events, ninth grade students conduct a survey study of some of the turning points which changed the direction of the church and world history. Students make connections between church history and the church in the world today. In projects, students learn about heroes, heretics and reformers, and they study the development of various branches of the Christian church.</i> | | |
| BIB092 | Book of John | Spring | 0.5 credits |
| Grade 9 | <i>Students study the Gospel of John in depth. John gives us an eyewitness view of the life of Jesus from one of his three closest followers, “the disciple that Jesus loved.” John’s gospel was written last and is intentionally different from the three synoptic gospels. John carefully selected what he put in his book. “But these are written that you may believe that Jesus is the Christ, the Son of God, and that by believing you may have life in his name.” (John 20: 31) John is written for people who don’t believe, but this gospel is also deeply encouraging for believers.</i> | | |
| BIB100 | Comparative Religions | Fall | 0.5 credits |
| Grade 10 | <i>Students look at the major world religions found in cultures around the globe today. As we live in a world where much of the population is religious, we need to understand the various perspectives that motivate them. How can we communicate with respect, tolerance, and love? What do we have in common? What do we disagree about? Does it matter? We learn how followers of each religion we study would answer five big questions. In projects, students learn about heroes of other faiths, and they create dialogues between Christians and people from other faiths.</i> | | |
| BIB101 | Old Testament: Wisdom Literature and Poets | Spring | 0.5 credits |
| Grade 10 | <i>Why do bad things happen to good people? How should we express our emotions to God? What is the difference between wisdom and foolishness? Do life and death have meaning? What does God think about sex? What can we say to people who are suffering? Why is there so much poetry in the Bible? Students look at the many contemporary questions found in the wisdom literature of the Old Testament, in particular the books of Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon and Lamentations. They see how the words of these ancient poets connect with their own lives. In projects, students study the genres of the psalms and themes in Proverbs.</i> | | |
| BIB110 | Honors Comparative Worldviews | Fall | 0.5 credits |
| Grade 11 | <i>Students study and compare the various worldviews that have dominated the West from the late 1500s (the Reformation) until the 1960s. If students are to truly understand the world around them, they need to understand the perspectives, philosophies, ideologies, and aesthetic movements that have made the cultures of the West what they are today. We start with a prolonged exploration of Christianity as a broad world and life view: what do Christians believe, and why? We then explore the major post-Christian worldviews: Enlightenment Deism, Romanticism, Atheistic Naturalism, Nihilism, and Existentialism (we make a brief reference to postmodernism, but don’t have time to deal with it fully). This is an interdisciplinary course combining insights from philosophy, literature, art history, science, and religious studies. By the end of class, students will be familiar with the major worldviews that have shaped, and still shape, the West.</i> | | |

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| BIB112 | Foundations of Faith | Spring | 0.5 credits |
| Grade 11 | <i>This class uses the Foundations of Faith: Invited to Believe curriculum. Students are invited to build a solid foundation of belief in the person of Christ and his teachings. We explore the Christ-centered Theistic worldview in depth all semester. This course compares the worldviews of Materialism, Idealism, Monism, and Theism. Each unit focuses on an essential question: What is faith? What is real? What is true? What is the purpose of life? Is the Bible true? What do I trust?</i> | | |
| BIB111 | Honors Ethics | Spring | 0.5 credits |
| Grade 11 | <i>Ethics is the branch of philosophy which examines essential questions such as, what is right and wrong? What is the good life? How do we know? Students first survey major ethical systems proposed by philosophers and theologians throughout Western history, becoming adept in recognizing characteristics of these worldviews, as well as applying them to situations. Students then consider how Christian theology tackles these questions by examining the Old and New Testaments. Finally, students think critically about their own ethical worldviews and assumptions by tackling a contemporary ethical issue in a final paper and/or presentation which requires the student to look at various viewpoints on an issue, apply the knowledge they have gained throughout the semester, and to take a stand supported by solid ethical reasoning.</i> | | |
| BIB113 | Book of James | Spring | 0.5 credits |
| Grade 11 | <i>Students will study the book of James using Beth Moore's Mercy Triumphs Bible study guide and video series. (Beth Moore is well known for her women's Bible studies.) Bible scholars compare James to the prophet Amos. In other ways James more closely resembles the Book of Proverbs than any New Testament book. Topics in this study include: joy, hardship, faith, reversal of fortunes for rich and poor, wisdom, gifts from above, single-mindedness, the dangers of the tongue, humility, and prayer.</i> | | |
| BIB120 | Honors Apologetics | Year | 1 credit |
| Grade 12 | <i>Why would anyone believe the Christian faith? This question contains a lot of other questions: Why does anyone believe anything? What makes something believable or persuasive? Apologetics--the art of defending and commending the Christian faith--explores these questions and more. It is designed to help students think through issues of belief and unbelief, persuasion, dialogue, and argumentation. This class is for Christians who need to learn how to live in a secular, post-Christian world, and for non-Christians who want to dig deeper about why people believe in Jesus, and whether it's true (and what does religious "truth" even mean in the modern world). We spend the first semester understanding what a biblical, worldview apologetic is, and how best to practice it, ending on trying out that apologetical approach on certain works of popular culture. In the second semester, we explore various evidences (philosophical, scientific, historical) for the Christian faith (and why evidence alone is not sufficient in apologetics). We then finish the course by exploring different issues that often serve as obstacles to Christian faith: sex and identity issues (including same-sex attraction and gender identity), the challenge of different religions and religious relativism, and the problem of suffering (how could a good and powerful God allow bad things to happen). By the end of class, students should be better equipped to understand and answer unbelief in the world around them, and in their own hearts.</i> | | |
| BIB121 | Bible Survey | Year | 1 credit |
| Grade 12 | <i>This course is intended as an introduction to Biblical studies for new students. The course includes an overview of genres, subjects, contents, and contexts of the 66 books which make up the Old and New Testaments, and why the Bible matters to the Christian faith. A close look is also taken at what Christians call the good news – the Gospel. Lastly, the four pillars of Christian life (prayer, fellowship, the Word of God and evangelism) and the sacraments of the church are visited, giving the student a general overview of Christianity.</i> | | |

Foreign Language

The levels of the language course listed at the end of the description are determined by the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, abbreviated as CEFR. It is used as a guideline to describe the achievement of learners of foreign languages across Europe.

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| LAN101 | Czech 1[†] | Year | 1 credit |
| Grades 9 to 12 | <i>Introductory (survival) Czech with no prerequisites. The course covers the first half of the Easy Czech textbook. Level A1.1</i> | | |
| LAN102 | Czech 2[†] | Year | 1 credit |
| Grades 9 to 12 | <i>Placements determined on an individual basis by the language teacher. Students have to successfully complete Czech 1 or similar prerequisites. The course covers the second half of the Easy Czech textbook. Level A1.2 The class will be mostly taught in Czech.</i> | | |
| LAN103 | Czech 3[†] | Year | 1 credit |
| Grades 9 to 12 | <i>Placements determined on an individual basis by the language teacher. Students have to successfully complete Czech 2 or similar prerequisites. The course uses the textbook Czech Express 3. and the student will read simplified versions of Czech books. Level A2 - B1.1 The class will be taught in Czech.</i> | | |
| LAN104 | Czech 4[†] | Year | 1 credit |
| Grades 9 to 12 | <i>Placements determined on an individual basis by the language teacher. Students have to successfully complete Czech 3 or similar prerequisites. The course uses the textbook Czech Step by Step 2 and the student will read simplified and authentic versions of Czech books.. Level B1.1 The class will be taught in Czech.</i> | | |
| LAN301 | German 1 | Year | 1 credit |
| Grades 9 to 12 | <i>Introductory German with no prerequisites. This course uses the textbook Komm mit! 1. Level A1</i> | | |
| LAN302 | German 2[†] | Year | 1 credit |
| Grades 9 to 12 | <i>Placements determined on an individual basis by the language teacher. Students have to successfully complete German I or similar prerequisites. This course uses the first half of the textbook Komm mit! 2. Level A2. This class will be taught entirely in German.</i> | | |
| LAN303 | German 3[†] | Year | 1 credit |
| Grades 9 to 12 | <i>Placements determined on an individual basis by the language teacher. Students have to successfully complete German II or similar prerequisites. This course uses the second half textbook Komm mit! 3. Level B1.1. This class will be taught entirely in German.</i> | | |
| LAN304 | German 4[†] | Year | 1 credit |
| Grades 9 to 12 | <i>Placements determined on an individual basis by the language teacher. Students have to successfully complete German III or similar prerequisites. This course uses the textbook Aspekte B1. Preparation for AP German. Level B1.2. This class will be taught entirely in German.</i> | | |

[†] There is a special fee for many of the foreign language classes in High School. Students are advised to check the Tuition Fees as they select their foreign language classes.

There may also be an opportunity for German language students to take part in a 3-4 day trip to Germany/Austria during the fall semester. The trip will not be mandatory, yet recommended. The fee for this trip is not included in annual tuition or fees.

Students are encouraged to study other languages outside of the CISP in world-wide recognized institutions to gain the language credits as “outsourced”. For more information, see the School Counselor.

Fine Arts

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| FA100 | Visual Art | Fall | 0.5 credits |
| Grades 9-12 | <i>Students are offered the opportunity to explore various visual art forms and techniques in an introductory level course through the elements and principles of art and design. Students are introduced to a variety of media through two-dimensional and three-dimensional approaches to creating and responding to visual arts. One of the required activities may consist of travel and overnight stay outside of the town, focussed on landscape and nature painting under guided supervision at an additional fee.</i> | | |
| FA101 | Art Appreciation | Spring | 0.5 credits |
| Grades 9-12 | <i>In this course, students will gain an understanding of basic elements and principles of art. Students will become familiar with important artists and art movements in history and will be able recognize and understand important works of art. Students will also be introduced to a variety of two dimensional and three dimensional art media as well as contemporary art.</i> | | |
| FA103 | Drawing | Spring | 0.5 credits |
| Grades 9-12 | <i>Students learn the fundamentals of drawing, explore different drawing techniques and forms, and a variety of media and themes. The course enhances students’ observational sensibilities, enable their application to their work, and transform and develop their imagination within their own conceptual idea. One of the required activities may consist of travel and overnight stay outside of the town, focussed on landscape and nature painting under guided supervision at an additional fee.</i> | | |
| FA104 | Digital Photography | Spring | 0.5 credits |
| Grades 11 to 12 | <i>In this course students gain instruction and experience in using digital cameras (both point-and-shoot and Digital SLR). They are familiarized with basic camera operation, exposure techniques, lighting consideration, photo composition, and digital editing in programs such as Adobe Photoshop and Lightroom. They also spend a significant amount of time looking at, thinking about, and critiquing the works of other photographers, art and beauty, and the digital photograph as a medium.</i> <i>Students need a digital camera. The camera needs to be approved by the teacher.</i> | | |
| FA105 | AP Studio Art | Year | 1 credit |
| Grades 11 to 12 | <i>Prerequisites: Visual Art FA100 or Drawing FA103, and approval of a teacher.</i> <i>This course is designed for students who are seriously interested in the practical experience of art. Students of this course develop creative and systematic investigation of formal and conceptual issues, as well as develop technical skills and familiarize them with the functions of the visual elements. The program consists of three portfolios — 2-D Design, 3-D Design or Drawing, which includes focusing on the elements and principles of art and design, aesthetic awareness, problem solving, independent thinking and critical decision making. Research and reflective analysis of works created and of those created by master artists of various cultures and media are required. This course is designed to prepare students for the AP Studio Art, which is not based on a written exam; instead, students submit portfolios for evaluation at the beginning of May.</i> | | |
| FA106 | Motion Graphics in AE - Foundations | Spring | 0.5 credits |
| Grades 9-12 | <i>Prerequisites: None, but Digital Graphics I recommended</i> <i>Learning Adobe After Effects software. Class will concentrate on Animated type and logos; Color grading, Expressions, and SFX (special effects). Students will be able to use AE to create short original motion graphics (animate company logo, titles or other graphics for presentations; special titles for video production etc.) and also process existing videos and add special effects. This class can be applied toward Information Technology credit, IT503.</i> | | |

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| FA107 | Film Appreciation | Fall | 0.5 credits |
| Grades 11-12 | <i>In this course, students will watch films for the purpose of analyzing themes and content in motion pictures. Students will learn to develop an understanding of how films are created and received. They will also learn how to respond to the cinematic medium; thinking critically about a film's story, purpose, aesthetic value, and worldview. Students will also consider and discuss the concept of Christian film and Christian's' role in filmmaking. Students will develop a basic understanding of filmic concepts such as perspectives and cinematic techniques and learn to write about and discuss the film genre. Films will include cinematic classics, critically acclaimed movies and contemporary favorites.</i> | | |
| FA200 | Choir | Year | 1 credit |
| Grades 9 to 12 | <i>Students participate in three or four performances throughout the year as well as work on sight-reading skills and basic theory. Music is chosen from a wide variety of genres. Note: Students who wish to audition for the ACSI Europe Honor Choir event must take choir.</i> | | |
| FA201 | Introduction to Music Theory | Semester | 0.5 credits |
| Grades 9 to 12 | <i>This course is not offered in 2018-2019. Prerequisites: students should have some background in playing an instrument or singing and approval of the instructor. This half year course introduces students to the basics of music theory including note reading, rhythm, pitch, basic harmony and composition. This class is for students who want to learn to understand how music works. Students also are introduced to sight singing, interval recognition, scale building, and learn to write what you hear when you listen to music.</i> | | |
| FA204 | Instrumental Lessons | --- | -- credits |
| Grades 9-12 | <i>During the school year various staff members are able to offer instrumental or vocal lessons. If a student is committed to attend lessons and be held accountable to practicing, they may receive Fine Arts credit. The time and credit hours are determined on an individual basis. <u>Students would pay their teacher directly for these lessons.</u></i> | | |
| FA205 | Contemporary Music Performance | Year | 0.5 credits |
| Grades 10-12 | <i>Prerequisites: Basic ability to play your instrument, confirmed via an interview with the course instructor. You must own or have full access to the instrument you intend to play - including amplifiers, cables, and additional paraphernalia for electric instruments. Basic ability to recognize some form of written music for your instrument (tab, chord charts, etc.) This course offers the opportunity to learn and implement the skills necessary for participating and performing in a contemporary band or church music/worship team. Each student will develop skills necessary for learning a song in preparation for band rehearsals, Learn and implement the elements of an effective band rehearsal. Learn the basic theory for arranging music as part of a band, practice implementing arrangements of different songs with a band, learn basic music theory, including how to 'read' for your instrument, understand and demonstrate the different dynamics involved in leading music for group singing and performing, learn and implement basic technical skills related to performing with electronic sound reinforcement.</i> | | |
| FA300 | Drama | Year | 0.5 credits |
| Grades 9 to 12 | <i>Students may opt take take only 1 semester of this class, for 0.25 credits. This year's "Beginning Drama" class will focus on strengthening skills in improvisation, character development, observation of space and surroundings, utilizing voice, and understanding of stage directions and blocking. If we have a fall play at CISP, the students will also be required to be a part of that in some form -- acting, staging, sound, etc...</i> | | |

Physical Education & Health

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| PE100 | Physical Education Class, Team Sports | Year | 0.5 credits |
| Grades 9 to 12 | <i>Students experience many forms of exercise. This includes a variety of team sports as well as cardiovascular instruction & flexibility training.</i> | | |
| PE102 | Physical Education Class, Individual Sports | Year | 0.5 credits |
| Grades 9 to 12 | <i>This course is not offered in 2018-2019. Students explore many activities in which they may be involved in a lifetime. This course focuses on a variety of individual sports such as: golf, tennis, badminton, table tennis, pickleball, swimming, track & field, gymnastics, and aerobics. This class will be limited to 4 students.</i> | | |
| PE101 | Strength & Fitness | Semester | 0.5 credits |
| Grades 10 to 12 | Prerequisite: <i>Completion of 0.5 credit of Physical Education.</i> <i>This course focuses on fitness and setting fitness goals including the areas of strength, flexibility, aerobic & cardiovascular fitness.</i> | | |
| PE103 | Health | Semester | 0.5 credits |
| Grades 10 to 12 | <i>This course is required for 10th grade students. This course first focuses on physical health; overview of the human body, nutrition, fitness, infectious diseases and noninfectious diseases. In the second half of the course, the focus is on mental and social health; handling stress, social and personal responsibility, sexuality, maturity and relationships. Students learn through the textbook, lectures, projects, tests and quizzes, a field trip, multimedia presentations and discussions.</i> | | |

Information Technology

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| IT402 | BCIS II | Fall | 0.5 credit |
| Grades 9-12 | <i>Business Computer Information Systems II is an advanced course for business students. It builds on what students have learned in BCIS I, including current computer terminology, applications of word processing, spreadsheets, and graphical presentation packages. Students will also produce their own personal weekly blog post.</i> | | |
| IT501 | Digital Graphics I | Fall | 0.5 credits |
| Grades 9-12 | <i>In this course students create and prepare grayscale and full-color images for print, including color correction and compositing of images using Adobe Photoshop. Scanning of line art and continuous tone photographs is explored. Students create print-ready halftones, duotones and images to be utilized for classroom projects, following industry standards and guidelines for print production. Color correction, image manipulation and image enhancement tips and techniques are utilized to create files used in the graphic, imaging and publishing industries.</i> | | |
| IT502 | Digital Graphics II | Spring | 0.5 credits |
| Grades 9-12 | Prerequisites: <i>Digital Graphics I</i> <i>This course continues further and more detailed projects involving Adobe Photoshop and also introduces vector graphics through the use of Adobe Illustrator. The relationship and combination of projects involving both digital and vector graphics are explored. A short unit on digital animation is also included toward the end of the semester.</i> | | |
| IT503 | Motion Graphics in AE - Foundations | Spring | 0.5 credits |

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| Grades 9-12 | Prerequisites: None, but <i>Digital Graphics I</i> recommended <i>Learning Adobe After Effects</i> software. Class will concentrate on Animated type and logos; Color grading, Expressions, and SFX (special effects). Students will be able to use AE to create short original motion graphics (animate company logo, titles or other graphics for presentations; special titles for video production etc.) and also process existing videos and add special effects. This class can be applied toward Fine Arts credit, FA106. | | |
| IT601 | Graphic Design | Fall | 0.5 credits |
| Grades 10-12 | <i>This class will not be offered in 2018-2019.</i> Prerequisites: <i>Digital Graphics I & II.</i> <i>This course incorporates the Adobe InDesign software towards the creation of long documents that are visually complex, involving linked images, and integrated flow of text, and multiple layers. Classroom assignments and projects are employed. Key projects that support the life of the school include the production of CISP's student yearbook.</i> | | |
| IT800 | Introduction to Coding | Year | 1 credit |
| Grades 9-12 | Recommended Prerequisites: <i>Algebra I</i> <i>This course provides an introduction to structured programming using Python for <u>motivated</u> students with no prior experience in programming. The course focuses on planning and organizing programs, as well as the grammar of the Python programming language. Students are introduced to programming concepts, methodology and problem solving skills. The single most important skill the students learn is problem solving. Problem solving means the ability to formulate problems, think creatively about solutions, and express a solution clearly and accurately.</i> | | |
| IT801 | AP Computer Science A | Year | 1 credit |
| Grades 11-12 | Prerequisites: <i>Algebra I and approval of a teacher. Introduction to Coding is recommended.</i> <i>The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes object-oriented and imperative problem solving and design using the Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.</i> | | |

Electives

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| ELC090 | Study Skills | Year | 0.5 credits |
| Grades 9 to 12 | <i>This is a required course for grade 9. Students primarily participate in activities and use instruments to understand themselves better, thus functioning better as a student and as an individual. In addition to this, they also:</i> <ul style="list-style-type: none"> - study critical thinking in order to apply it to all academic areas, - study communication theory in order to do life better, - learn how to effectively give a speech, - think about their future and begin to consider or rule out certain career fields, and - attain some good study skills and habits to make school not only more bearable but possibly even more enjoyable. - learn about intellectual character and other personal character traits | | |
| ELC100 | Management/Leadership | Fall | 0.5 credit |
| Grades 10 to 12 | <i>This course discusses leadership principles based on biblical examples and explores the difference between managing and leading. The curriculum is developed to enhance leadership and managing skills.</i> | | |

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| ELC110 | Speech | Semester | 0.5 credit |
| Grades 11-12 | <i>This class is a practical course designed to offer the novice speaker a number of opportunities to organize and prepare public speaking assignments. The course also offers a "laboratory setting" where the beginning speaker can stand in front of a live audience and present his/her practiced performance. In addition to public speaking, further performance opportunities may be included in the area of public oral reading. Students learn about the role of communication in our lives, the communication model, spatial relationships, delivery styles, and the effectiveness of language, gestures, and organization techniques.</i> | | |
| ELC120 | Personal Finance | Spring | 0.5 credits |
| Grade 12 | <i>This course provides students with the basic understanding of saving, investing, credit, income, spending, mortgages, insurance, giving and various other components of personal finance. Curriculum is based on biblical applications of money and emphasizes the need to avoid credit and loans. (Based on a free enterprise market)</i> | | |
| ELC200 | English Language Learning | Year/Semester | 0.5-1 credits |
| Grades 9 to 12 | <i>Students in high school at CISP need to be proficient enough in English to function in the classroom. An ELL course is offered as support for intermediate and advanced students. The length and credits of the course is determined for each student by the ELL staff. Students should consult the tuition fees for the extra cost of being in the ELL program.</i> | | |
| ELC201 | ELL College Prep - B2 | Spring | 0.5 credit |
| Grades 9 to 12 | <i>The class provides review and practice in language skills and strategies that students need to succeed on either the TOEFL or IELTS test, which are required worldwide for international students who want to study abroad. Students are required to be at B2 level.</i> | | |
| ELC202 | ELL College Prep - C1 | Fall | 0.5 credits |
| Grades 11 to 12 | <i>The class provides review and practice in language skills and strategies that students need to succeed on either the TOEFL or IELTS test, which are required worldwide for international students who want to study abroad. Students are required to be at a high B2 or C1 level.</i> | | |
| ELC102 | Sports Team | -- | .25 credits per sport |
| Grades 9 to 12 | <i>Students may receive elective credit from their participation in the athletic sports programs at CISP. This accumulation of credits may not exceed one (1) credit during a student's high school (grades 9-12) years. Participation on sports teams is encouraged beyond this, but no more credits will be given beyond one. These credits will be counted as electives. This credit is offered to part time students as well as full time students.</i> | | |
| ELC199 | Office or Teacher Aide | Year/ Semester | 0.25-0.5 credit |
| Grades 11 to 12 | <i>Students may choose to be an office or teacher's aide during one of their scheduled study halls. Credit awarded will be determined by the amount of time a student is given. The course will be graded Pass/Fail.</i> | | |

Duke of Edinburgh's International Award

CISP will offer a non-credit opportunity for students age 14-19 to participate in the Duke of Edinburgh's International Award program. Four components include physical activity, volunteer service, a skill, and an adventure journey. Personal goals are set individually to initially achieve a Bronze level award. All varieties of activities apply, including many that CISP high school students are already involved in. For additional information, see www.dofe.org.

Service Projects

Please see the [Service Project Philosophy](#) to learn about the requirements for student involvement in service.