



Academic Program Book

2024-2025

Dear Ethos Families,

Welcome to Ethos, an online Christian school dedicated to nurturing the minds, hearts, and spirits of our students. At Ethos, we recognize the profound impact of technology on education and the world at large. Thus, we ardently embrace innovative technological tools and methods, ensuring that our students are equipped for the challenges and opportunities of an increasingly digital future. However, amidst our technological advancements, we steadfastly uphold the timeless values of social engagement and Christian formation. We believe that true education extends beyond the confines of the digital realm and encompasses the development of compassionate hearts, empathetic souls, and ethical leaders. Join us as we embark on a journey of academic excellence, spiritual growth, and meaningful community engagement. Welcome to Ethos, where faith, technology, and social engagement converge to shape the leaders of tomorrow.

To accomplish this mission, we have to, from time-to-time, highlight key policies through policy handbooks. Policy Handbooks—helpful, and sometimes not the most exciting reading material. Yet with the opening of virtual learning opportunities, it's important we understand and operate together in our actions, for amazing learning, character and faith building, and limit those surprises that can confuse us.

That is why I encourage you to read this handbook carefully. Yes, it will take time but it will be worth it in the end when you are fully informed.

There will always be differences of opinion, and we continuously seek to improve our policies to match our special Ethos mission. We expect each student and family to abide by the Ethos policies you will find here. We believe the spirit of Christ, teachings of scripture, solid educational principles, and the best interests of students and school shape what you will find.

Good policies will structure our outward steps; yet let's invite the spirit of Christ to guide us from the inside out. And that kind of guidance will outlast any policy.

The best to you,

Josh Thomason

Dr. Josh Thomason
Executive Director

TABLE OF CONTENTS

MISSION STATEMENT	7
SCHOOL ADMINISTRATORS	7
ABOUT ETHOS	8
OVERVIEW	8
ETHOS CHRISTIAN EDUCATIONAL MISSION	9
ETHOS POLICIES	9
STUDENT CODE OF CONDUCT	9
ETHOS HONOR CODE	10
AI PHILOSOPHY	10
HARASSMENT POLICY	12
DIGITAL/SOCIAL MEDIA RESPONSIBILITY	13
ETHOS INTERNET USE POLICY	14
PERSONAL ELECTRONIC DEVICES & THEIR USE	14
DISCIPLINE POLICY	14
ACADEMIC GRIEVANCE POLICY	15
ACADEMIC INFORMATION	15
ETHOS ACADEMIC CALENDAR	15
FACILITATOR RESPONSIBILITIES	16
PROCTOR RESPONSIBILITIES	17
WITHDRAWAL & DROP/ADD POLICY	17
ASSIGNMENTS	18
ATTENDANCE POLICY	18
ASSESSMENTS	18
ACCOMMODATIONS	18
MIDTERM AND FINAL EXAMS	19
GRADING POLICY	19
INCOMPLETE COURSES POLICY	19
TRANSCRIPTS	19
COURSE DESCRIPTIONS	20
ELEMENTARY SCHOOL COURSES	20
ADVENTURES IN MATH 4 (4th GRADE STUDENTS)	20
JOURNEY INTO MATH 5 (5th GRADE STUDENTS)	20
ADVENTURES IN LANGUAGE ARTS 4 (4th GRADE STUDENTS)	20
JOURNEY INTO LANGUAGE ARTS 5 (5th GRADE STUDENTS)	20
INTRODUCTION TO LATIN (5th GRADE STUDENTS)	21
INTRODUCTION TO CHINESE (5TH GRADE STUDENTS)	21

INTRODUCTION TO SPANISH (5TH GRADE STUDENTS)	21
MIDDLE SCHOOL COURSES	21
ANCIENT CIVILIZATIONS (6th GRADE STUDENTS)	21
AMERICAN HISTORY 7 (7th GRADE STUDENTS)	22
AMERICAN HISTORY 8 (8th GRADE STUDENTS)	22
ENGLISH 6 (6th GRADE STUDENTS)	22
HONORS ENGLISH 6	22
ENGLISH 7 (7th GRADE STUDENTS)	23
ENGLISH 8 (8th GRADE STUDENTS)	23
EARTH SCIENCE (6th GRADE STUDENTS)	23
LIFE SCIENCE (7th GRADE STUDENTS)	24
MAKING SENSE OF SHORT STORIES (7th & 8th GRADE STUDENTS)	24
PRE ALGEBRA (7th AND 8th GRADE STUDENTS)	24
PHOTOGRAPHY (6TH THROUGH 8th GRADE STUDENTS)	24
THE SON OF GOD (7th and 8th GRADE STUDENTS)	24
THE SPIRIT WHO GIVES LIFE (7th and 8th GRADE STUDENTS)	25
HIGH SCHOOL COURSES	25
BIBLE	25
THE STORY OF GOD	25
THE STORY OF JESUS	25
THE STORY OF THE CHURCH	25
COMPARATIVE RELIGIONS	26
CHRISTIANITY AND CULTURE	26
NEW TESTAMENT SURVEY	26
OLD TESTAMENT SURVEY	26
INTRODUCTION TO LIFE CALLING	26
ENGLISH	27
ENGLISH 9	27
HONORS ENGLISH 9	27
ENGLISH 10	27
ENGLISH 11	28
ENGLISH 12	28
CREATIVE WRITING I (FALL) AND CREATIVE WRITING II (SPRING)	28
AP ENGLISH LANGUAGE AND COMPOSITION	29
AP ENGLISH LITERATURE AND COMPOSITION	29
ENGLISH AS A SECOND LANGUAGE	29
MATHEMATICS	30
ALGEBRA 1	30
GEOMETRY	30

HONORS GEOMETRY	30
ALGEBRA 2	31
TRIGONOMETRY	31
PRECALCULUS 12	31
HONORS PRECALCULUS	32
HONORS MATH ANALYSIS	32
AP STATISTICS	32
AP CALCULUS AB	32
AP CALCULUS BC	33
MULTIVARIABLE CALCULUS & AP STATISTICS	33
SCIENCE	33
PHYSICAL SCIENCE	33
BIOLOGY	34
CHEMISTRY	34
ENVIRONMENTAL SCIENCE	34
PHYSICS	34
HEALTH	35
HUMAN ANATOMY AND PHYSIOLOGY	35
OCEANOGRAPHY	35
AP BIOLOGY	36
AP CHEMISTRY	36
AP PHYSICS 1	36
AP PHYSICS C MECHANICS and AP PHYSICS C ELECTRICITY AND MAGNETISM	37
AP COMPUTER SCIENCE A	37
AP COMPUTER SCIENCE PRINCIPLES	38
AP ENVIRONMENTAL SCIENCE	38
PYTHON 1 - INTRODUCTION TO PROGRAMMING	38
PYTHON 2 - INTRODUCTION TO PROGRAMMING	39
ROBOTICS: INTRODUCTION TO ROBOTICS AND PROGRAMMING	39
INTRODUCTION TO 3D MODELING	39
AP HUMAN GEOGRAPHY	40
WORLD HISTORY	40
UNITED STATES HISTORY	41
AP UNITED STATES HISTORY	41
PSYCHOLOGY	41
SOCIOLOGY	41
ECONOMICS	42
AP EUROPEAN HISTORY	42
AP ART HISTORY	42

AP MACROECONOMICS	42
AP GOVERNMENT AND POLITICS	43
WORLD LANGUAGES	43
AMERICAN SIGN LANGUAGE 1	43
AMERICAN SIGN LANGUAGE 2	43
AMERICAN SIGN LANGUAGE 3	44
AMERICAN SIGN LANGUAGE 4	44
CHINESE 1	44
CHINESE 2 / HONORS CHINESE 2	44
CHINESE 3 / HONORS CHINESE 3	45
CHINESE 4 / HONORS CHINESE 4	45
AP CHINESE	45
FRENCH 1	46
FRENCH 2 / HONORS FRENCH 2	46
FRENCH 3 / HONORS FRENCH 3	46
FRENCH 4 / HONORS FRENCH 4	47
AP FRENCH	47
GERMAN 1	47
GERMAN 2	48
GREEK 1	48
GREEK 2	48
HEBREW 1	48
LATIN 1	49
LATIN 2 / HONORS LATIN 2	49
LATIN 3 / HONORS LATIN 3	49
LATIN 4 / 5	50
AP LATIN	50
SPANISH 1	51
SPANISH 2 / HONORS SPANISH 2	51
SPANISH 3 / HONORS SPANISH 3	51
SPANISH 4/ HONORS SPANISH 4	52
SPANISH 5	52
AP SPANISH	53
PHYSICAL EDUCATION	53
PERFORMANCE TRAINING	53
FINE ARTS	54
2D ART	54
BEGINNING DRAWING AND PAINTING	54
MUSIC THEORY	54

MISSION STATEMENT

The mission of Ethos is to help each student grow as Jesus did, in wisdom and stature,
and in favor with God and man.

SCHOOL ADMINISTRATORS

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ABOUT ETHOS

Ethos, a virtual school provided by Greater Atlanta Christian School, is designed to transform online education through engagement. The faculty of Ethos believe that a student's **engagement** with their teacher and peers is key for sound learning. Thus, Ethos courses are designed using the most current technology to ensure a virtual environment filled with rich, inquisitive dialogue.

Ethos offers **rigorous** High School level course offerings featuring a wide variety of Advanced Placement and world languages. The majority of Ethos faculty possess a graduate degree, with 15% holding Doctoral degrees. In addition, Ethos teachers currently maintain an 81% AP student pass rate, compared to 60% nationally.

Ethos is **authentically Christian**. All Ethos teachers are actively involved in service to Christ. And, they bring their love and passion for Him into their teaching. Ethos faculty teach from a Christian perspective, where students are allowed to explore in a safe, faith-filled environment.

Ethos is **flexible**. The Ethos program allows for personalization in each academic journey. Students have the opportunity to pace their coursework during the week while staying on track with course instruction. Administrators and teachers will work with each student to help structure their course path.

Ethos exists to transform the traditional classroom experience, increasing students' college admission profile and their college performance. Through this, our ultimate goal is to prepare faithful leaders in an ever-changing global economy.

OVERVIEW

Parents and students agree to adhere to and abide by the policies and procedures set forth in this handbook, as amended from time to time with or without notice. Any violations of these policies or procedures by parent(s) or student may result in disciplinary action up to and including dismissal from the school or non-renewal of enrollment for future academic years, at the sole discretion of the school.

This handbook creates no expectancy of enrollment in future school years. Ethos reserves the right to dismiss during the school year or decline to re-enroll any student who in effort, conduct or progress is not fulfilling the school's expectations, as determined by the school. The school also reserves the right to dismiss during the school year or decline to re-enroll any student whose enrollment is deemed by the school not to be in the best interests of the school or whose parents are deemed by Ethos not to support the school's mission, philosophy, expectations and/or rules.

ETHOS CHRISTIAN EDUCATIONAL MISSION AND THE ETHOS STUDENT/FAMILY

For Ethos, the historic and forward-looking faith in Christ, as well as extraordinary learning, are integrated, never separated. The Scriptures are held in high esteem, above our personal views and choices, as an honor to God. That outlook and vision for our community extends beyond the classroom learning world to every program, activity, and behavior of students, faculty and administrators alike.

As a condition of enrollment, all students and their families have acknowledged an understanding of the Ethos Christian mission, values, and this handbook. Students agree to conduct themselves in a manner that is respectful of the school's Christian mission and values. This includes complete avoidance of the viewing and/or distribution of pornography, refraining from the treatment of others in pejorative or bullying fashion, and the use of derogatory words or language about an individual's intellect, sexual orientation, race or faith as outlined in policies throughout this handbook. God has called us to walk toward purity, with gentleness and respect for others, in these and many other areas of our lives.

Ethos will initially provide guidance, in concert with your home school, on these and other issues, based on biblical principles. However, depending on the severity of the situation, students are subject to discipline up to and including dismissal from either school or non-renewal for future academic years for conduct that is, in the sole discretion of Ethos, disrespectful to the school's Christian mission and values.

ETHOS POLICIES

STUDENT CODE OF CONDUCT

In addition to academic preparation, Ethos believes that instilling in our youth the behaviors that are required to sustain society is also very important. The purpose of this code of conduct is to provide students at Ethos an effective and safe learning environment. Our students are expected to demonstrate the following behaviors while at Ethos:

- Show respect for self and others (including property and person)
- Demonstrate courtesy to others
- Behave in a responsible manner
- Participate in class regularly
- Be prepared for class
- Take seriously the course of study
- Cooperate with school administrators and teachers

- Abide by the Student Code of Conduct and Honor Code

In addition to the above behaviors, students are expected to:

- **Participate fully in the learning process.** Students need to participate in classes, as prescribed by their specific class' syllabus, pay attention to instruction, complete assignments to the best of their ability, and ask for help when needed.
- **Avoid behavior that impairs their own or other students' educational achievements.** Students should know and avoid the behaviors prohibited by the code, take care of any instructional materials, and cooperate with others.
- **Show respect for the knowledge and authority of teachers and administrators.** Students must obey reasonable directions, use acceptable and courteous language, avoid being disrespectful and follow school policies and procedures.
- **Recognize and respect the rights of other students and adults.** All students should show concern for and encouragement of the educational achievements and active participation of others.

ETHOS HONOR CODE

AI PHILOSOPHY

As members of the Ethos community and as Christians, we are held to high standards of moral behavior, including standards of trust, honesty, and integrity. By upholding these standards, we can all maintain *honor* in our relationships. A pillar in the shaping of such an environment is the Ethos Honor Code.

“In order to maintain honor in our relationships, we all agree to do what is right, to speak the truth, and to strive for integrity in all that we do. Therefore, we will not be involved in lying, cheating, or stealing. If we do vary from this path of honor, we will accept the correction from others and the established consequences of this school. Honor is a goal that we seek to attain.”

Use of AI is considered a tool now available to students in the same way technological resources are available (i.e.: YouTube tutorials, Khan Academy, Google, etc.). The heart of the issues of AI-generated content is one of academic honesty. The goal is to use it as a tool to enhance learning rather than to replace the genuine teaching and learning process. Students are permitted to use AI-assisted resources, unless otherwise directed by the teacher, in the same way a student might appropriately use other technological resources such as Google, Wikipedia, tutoring services, or even a calculator. Students must cite AI-generated content by submitting AI conversations alongside the student work if AI was used at any point in the creation process. Suspicion of uncited AI-generated content will disqualify the assignment. Each disqualified assignment is subject to a review by the teacher and Academic Dean. After this review, if suspicion of AI-generated content is upheld, a plan will be created for the student to complete the assignment within the parameters given by the

teacher. Confirmation of AI-generated content, whether through an online AI Detector, or other means, will result in standard plagiarism consequences.

Definitions

Lying is the falsification or denial of fact or the intentional creation of a false impression. It is also the breaking of a pledge.

Stealing is the taking of anything without the consent of the owner.

Cheating is giving, receiving, or attempting to give or receive unauthorized help that could result in an unfair advantage in completing schoolwork. It is the act of deceit or fraud. In the virtual classroom environment, it will be further defined by each teacher, but will include a minimum of the following:

- Confirmation of AI-generated content, whether through an online AI Detector, or other means
- Unauthorized use of another person's material (copying homework, looking at another student's test or quiz, etc.)
- Allowing the unauthorized use of your own material (letting someone copy your homework, providing answers to a test, etc.)
- The revelation of privileged information regarding tests, quizzes, etc. (discussing a test after completion with students who have not taken the test as yet)
- *Plagiarism. The use of another person's ideas or phrasing without giving proper credit. Plagiarism can be intentional or a result of carelessness.
- Collaborative work without having specific permission from the teacher to work with others (including dividing the work among students but turning it in as a complete work from one student)
- Access to unauthorized information during an assessment (ex: open computer during an assessment, copies of notes in testing area, etc.)
- Usage of unauthorized resources (translators, tutors, etc.)
- Submitting an item of academic work that has been submitted (even when submitted previously by that student) for credit in another course.

**Plagiarism* is a serious offense.

It *usually* takes one of these forms:

- No Source – The student does not give the source that was used
- Incorrectly Credited – Incorrect use or no use of quotation marks – changing a few words of the sentence(s) does not make it your own work
- False Author – Work submitted as though it was the written work of the student when it was written by another person – this includes AI generated text, purchasing a paper from an online source or another person.

Consequences of Dishonor

In addition to the natural consequences associated with the loss of honor, the school will impose the following consequences on students who break the honor code. The administration reserves the right to modify consequences as the situation demands.

ALL HONOR CODE VIOLATIONS WILL RESULT IN FACILITATOR AND SUBSEQUENT PARENT NOTIFICATION.

ANY TYPE OF HONOR CODE VIOLATION COULD RESULT IN DISMISSAL FROM SCHOOL, EVEN FOR THE FIRST OFFENSE.

**Any honor code violations involving cheating will also result in a zero on the assignment(s).*

Students who are not entirely forthright during the adjudication of a discipline or honor code behavior issue may be dismissed from Ethos, even for a first offense. Ethos seeks to cultivate an environment in which honor and integrity are valued. Honesty is always the best policy.

HARASSMENT POLICY

Be imitators of God, therefore as dearly loved children and live a life of love, just as Christ loved us and gave himself up for us as a fragrant offering and sacrifice to God. But among you there must not be even a hint of sexual immorality, or any kind of impurity, or of greed, because these are improper for God's holy people. Nor should there be obscenity, foolish talk or coarse joking, which are out of place, but rather thanksgiving. Ephesians 5:1-4

These verses give the basis for a policy on harassment. There can be no place at Ethos for humiliation, sexual pressure, or any violation of the dignity of a fellow student. Ethos is committed to providing a positive and safe learning environment free of fear, intimidation, and hostility. Ethos is committed to providing an environment free of harassment.

Both verbal harassment and physical harassment can fall under the category of bullying. A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons. A negative action is an intentional infliction of injury or discomfort upon another person, through physical contact, spoken word, written word, or any other method of contact. At Ethos, we will not tolerate any form of bullying.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature. Examples of prohibited behavior that is sexual in nature and is unsolicited and unwelcome include, but are not limited to, the following:

- **Written Contact** – suggestive or obscene letters, notes, magazine articles, invitations, or drawings. This also includes digital messages of a sexual nature.
- **Verbal Contact** – suggestive or obscene comments, rumors about a person's sexual life, threats, double entendres, jokes (including jokes about gender-specific traits), sexual propositions, demanding sexual favors, or comments used in a negative or

embarrassing way about an individual's body, sexual characteristics, or sexual orientation.

- **Physical Contact** – any intentional pats, squeezes, touching, pinching, repeated brushing up against another's body, assault, or blocking of movement.
- **Visual Contact** – suggestive looks, leering or staring at another's body, gesturing or displaying sexually suggestive objects, pictures, cartoons, posters, magazines, or digital images.

Any such conduct could lead to immediate dismissal from school. If a student is subjected to any form of harassment, he or she should confront the offender and make it clear that he or she is uncomfortable with the behavior. This solid stance will often make the offender stop his or her offensive behavior. If the offensive behavior does not instantly cease, or if the student does not feel comfortable with confronting the offender, the offended student should immediately report to the appropriate facilitator. The administrator will investigate the situation, and, if confirmed, appropriate action will be taken. Parents will be involved in any disciplinary process. Retaliation against a person or persons complaining of harassment will not be tolerated.

DIGITAL/SOCIAL MEDIA RESPONSIBILITY

Students must take great care in all forms of communication while taking digital classes from Ethos, especially as it relates to digital media. The same standards of face-to-face communication apply to all forms of digital communication. Vulgar/profane/threatening/or otherwise inappropriate social media postings/emails/texts, or the perpetuation of such (forwarding, re-posting) will result in serious disciplinary consequences, including dismissal even for the first offense. Any student who posts/sends information (factual or rumored) about a disciplinary proceeding, or obstructs an adjudication using digital media, will be subject to serious disciplinary consequences.

In addition to those already mentioned, certain offenses may result in dismissal, even for the first offense. If dismissal does not occur, stern disciplinary action will be taken for the following offenses, based on specific circumstances:

- Altercations with another student (pushing, yelling, fighting)
- Harassment and Bullying
- Inappropriate Digital Communication (harassment, sexting, cyberbullying)
- Making or posting racially insensitive or inappropriate comments. Displaying or posting racially insensitive symbols/pictures
- Vandalism, trespassing or destruction of digital intellectual property
- Creating or subscribing to offensive or objectionable electronic sites
- Unwillingness to cooperate with school personnel

ETHOS INTERNET USE POLICY

Students are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

- Be Polite – do not be abusive in your messages to others.
- Use appropriate language – do not swear, use vulgarities or any other inappropriate language.
- Illegal activities are strictly forbidden – Illegal activities include (but are not limited to) the following: downloading and storage for the purpose of sharing any intellectual property (software, music, movies, e-books, photos, etc.), which deprives the owner of fair compensation for their work.
- Do not reveal any personal information – including but not limited to: your personal address, phone number or phone numbers of students or colleagues, credit or financial information, etc.

Students are welcome to access their private email account via Web-based interface only. Use of Outlook, Outlook Express with a private email account is prohibited. Use of any information obtained via the Internet is at the user's own risk. Ethos specifically denies any responsibility for the accuracy or quality of information obtained through its services.

PERSONAL ELECTRONIC DEVICES & THEIR USE

As technology advances are made Ethos educators welcome the educational use of personal devices that may help the learning process. However, any inappropriate, unethical or immoral use of these devices will not be tolerated at Ethos. Prohibited behavior with an electronic device includes (but is not limited to) the following: hate mail, harassment of any kind, discriminatory remarks, vulgar language, disruption of class time, inappropriate digital images, cheating or any other inappropriate uses as determined by Ethos.

Any student who uses technology inappropriately jeopardizes his or her relationship with Ethos. The school reserves the right to dismiss students involved in such behaviors on their first offense, and the school makes no guarantee regarding future re-enrollment.

DISCIPLINE POLICY

Behavioral problems will be dealt with at the discretion of the faculty, administrators and/or facilitators. Students will be expected to follow the teacher's classroom plan. A variety of consequences will be used by teachers and administrators to redirect the misbehavior of students. Please contact your child's teacher or facilitator if you have any questions concerning assigned consequences. Students are expected to display mature behavior at Ethos. There is no room for

misbehavior. Discipline records are cumulative. The administration reserves the right to modify consequences as the situation demands.

Discipline consequences may include grade reduction and possible dismissal.

ACADEMIC GRIEVANCE POLICY

There may be occasions when a student believes his or her academic work or conduct has been unfairly or inadequately evaluated¹ by the faculty.² Typically, such differences of opinion can be amicably resolved informally between the student and faculty. If not, the following procedures are intended to encourage satisfactory resolution of academic grievances with a minimum of formal procedure.

Please follow the instructions below:

1. The grievance must be initiated by the facilitator on behalf of the student no later than three months (90 days) from the day the final grade is posted for the course in which the alleged unfair or inadequate evaluation occurred.
2. The Director of Academics will review the case and make a decision. If deemed necessary by the Director of Academics, a review committee will be convened to further investigate the petition.
3. The Director of Academics will determine the resolution of the grievance and give the decision to the facilitator and faculty member. The decision is final and not subject to further appeal.

Notes

¹Academic evaluations subject to this policy include grading, actions arising from incidents of academic dishonesty, the withholding and/or revocation of a grade for academic reasons, and the withholding of transcripts or special notation on transcripts for academic reasons.

²For purposes of this policy, “faculty” means any teacher or other individual authorized by Ethos to academically evaluate students, or who has a legitimate need to know about the processing and disposition of an academic grievance.

ACADEMIC INFORMATION

ETHOS ACADEMIC CALENDAR

Summer Term 2024

Duration: June 3 – July 26

June 3 - First day of Ethos classes

June 7 - End of drop/add

July 26 - Final Exam (Both morning and afternoon options for the required in-person exam)
August 2 - Final grades available to students/school

Fall Semester 2024

August 12 - First day of Ethos classes
August 15 - Welcome to Ethos Night
September 2 - Drop/Add Period Ends

Midterm Prep and Assessment:

Prep: September 23 – September 27 **AP Courses continue instruction through all Prep Weeks**
Midterm assessment: September 30 – October 4

Thanksgiving Holiday Week: November 25 - 29

Final Exam Prep and Exam:

Prep: December 2 – December 6 **AP Courses continue instruction through all Prep Weeks**
Exam: December 9 – December 13

Final grades available to students/schools: December 18, 2024

Spring Semester 2025

January 6 - First day of Ethos classes

Midterm Prep and Assessment:

Prep: February 17 - February 21 **AP Courses continue instruction through all Prep Weeks**
Midterm assessment: February 24 - February 28, 2025

Spring Break: April 7 – April 11, 2025

Final Exam Prep and Exam:

Prep: April 21 - April 25, 2025
Exam: April 28 - May 2, 2025

Final grades available to students/schools: May 9, 2025

FACILITATOR RESPONSIBILITIES

The Partner School Facilitator's role and partnership with Ethos is a crucial component to the success and academic integrity of each course. Duties of the School Facilitator include, but are not limited to the following:

- Encourage students to seek support from both the Facilitator and the Ethos Course Instructor.

- Ensure students are provided with appropriate equipment and that equipment is not shared by students who are actively working in the same Ethos coursework.
- Act as a touchpoint for Ethos students and instructors.
- Communicate with the student and the Ethos Instructor with regards to concerns and consequences relating to a compromise in academic integrity.
- Ensure all exams (i.e. midterms and finals) are administered at the educational facility's physical location.
- Act as the proctor for all exams (i.e. midterms and finals).

PROCTOR RESPONSIBILITIES

The proctoring of all Ethos exams must adhere to these policies and procedures.

- Ensure all exams (i.e. midterms and finals) are administered at an administrator-approved physical location.
- The proctor must verify the identity of the student with a photo ID and read all of the exam instructions to the student before the student begins the exam.
- Ensure each student remains under the supervision of the proctor for the entire duration of the exam.
- Exam must remain closed until the student is ready to take it, and the exam should never be in the student's possession except while they are taking it.
- Students cannot take the exam with unauthorized books, notes, or reference aids of any kind unless specified on the exam instructions in the proctor letter. Receiving assistance from any person during an exam is considered cheating and is grounds for receiving a failing grade for the exam. Students cannot take notes on the exam or have any part of it to study after completing said exam. The proctor and/or student cannot duplicate the exam in any way.
- If the requested proctor is unable to proctor the exam, please contact Ethos to certify another proctor. Do not hand the proctoring responsibilities to another individual without contacting Ethos Administration.
- Exams are designed to be taken within the exam week as described by the Ethos calendar. If an excused absence precludes the student from taking the exam within this week, the proctor may request a new release code.
- If for any reason the student is suspected of cheating, please contact the teacher of the course as soon as possible.

WITHDRAWAL & DROP/ADD POLICY

- Students may add or drop courses without penalty up until course commencement.
- Students are allowed to withdraw from a course within the first 10 days of course commencement for full year courses and the first 5 days of course commencement for semester long courses. Course tuition will be refunded less a \$100 processing fee; only course tuition will be refunded less the \$100 processing fee; all other fees will not be available for refund.

- No refunds will be given to students who choose to drop a course after the first 10 days of course commencement for year-long courses and the first 5 days of course commencement for semester courses.
- Any class change made after the drop/add deadline will result in a Withdraw Failing (WF) grade.

ASSIGNMENTS

Lessons and assignments will be managed by the teacher in the course. Students should submit all assignments online according to the instructions in the course syllabus. All assignments submitted by students will receive feedback within 72 hours of submission, if not immediately. If the assignment requires an extended feedback period, the course instructor will communicate this to the students.

ATTENDANCE POLICY

A student must participate in synchronous sessions as outlined in their course syllabus. Failure to participate in the synchronous sessions as outlined in their course syllabus, will impact the student's ability to succeed in the course, with potential negative impact on the student's grade. If the student is more than 10 minutes late to a session, he/she receives no credit for that session and must attend an extra synchronous session. Students who are tardy to three sessions must make the missed time up by attending an extra class session.

ASSESSMENTS

Students will take various formative assessments during the course (i.e. quizzes, essays, blogs, verbal questioning during synchronous sessions, peer review and editing processes, etc.). Interim assessments will be given at the end of each unit of work. All of these formative and interim assessments will be given digitally and graded by the teacher. There will be two summative assessments given each semester of work. One summative assessment will be given at midterm and the other at the end of the semester. Both of these summative assessments will be taken digitally in a face-to-face setting with a proctor.

Students will not be allowed to repeat lessons, assignments or assessments. Students may not be exempted from or test out of certain portions (modules, units, etc.) of a course.

Lessons, assignments, and/or assessments within a given course may not be customized or tailored on a student-by-student basis.

ACCOMMODATIONS

Accommodations, with respect to the midterm and final exam, can be applied for by the facilitator on behalf of the student by following the below procedures:

1. Parents complete and sign a student information release waiver.
2. Facilitator submits a copy of the release waiver, along with documentation of the student's learning needs to Ethos' Director of Academics.

Upon receiving these documents, the Director of Academics will review and respond to the request. All accommodation requests must be submitted two weeks prior to the given exam.

MIDTERM AND FINAL EXAMS

Exams are considered a formal part of the learning process. A cumulative exam will be part of the educational process in designated courses. There will be two prep weeks in each semester; one before the midterm exam and one before the final exam. The purpose of prep week is to prepare for the midterm and final exam; new material will not be taught during this time.

GRADING POLICY

All student work is graded by the teacher. All grades will be assigned a numerical value and will be posted in Blackboard. Grades shown on final semester report cards and on permanent transcripts are the numeric grades received in the class. No weighting occurs on the grades shown.

INCOMPLETE COURSES POLICY

All incomplete ("I") grades require approval from the facilitator and must be made up within two weeks following the end of the semester. The facilitator will schedule and proctor the makeup exam. Students with an extended illness should contact the facilitator.

TRANSCRIPTS

The Ethos transcript will be delivered to the Partner School upon the student's completion of the course.

COURSE DESCRIPTIONS

ELEMENTARY SCHOOL COURSES

ADVENTURES IN MATH 4 (4th GRADE STUDENTS)

2 Semesters

In this course, created with Christian perspective, engaging problem solving, and systematic and explicit instruction, students will discover how mathematics enhances their everyday lives. Students will be guided through a user-friendly rigorous learning experience, preparing each student for success in applying mathematical principles both now and in their future. Students will explore place value, sequencing, addition, subtraction, multiplication, division, customary and metric measurement, area and perimeter, geometry, fractions, and decimals.

JOURNEY INTO MATH 5 (5th GRADE STUDENTS)

2 Semesters

In this course, infused with Christian perspective, problem solving, and systematic and explicit instruction, students will discover how mathematics enhances their everyday lives. Students will journey through a user-friendly rigorous learning experience preparing them for success in applying mathematical principles both now and in their future. Using the operations of addition, subtraction, multiplication, and division, students will explore place value, patterns, expressions, measurement, geometry, statistics, whole numbers, fractions, and decimals.

ADVENTURES IN LANGUAGE ARTS 4 (4th GRADE STUDENTS)

2 Semesters

Adventure is calling! Students will explore Language Arts through the lens of adventure in this engaging and user-friendly course. Reading, writing, word study, fluency, and vocabulary skills are all parts of this fun and rigorous experience. In this teaching and learning adventure, infused with a Christian foundation, students will be guided through explicit and systematic instruction, find rewarding opportunities for success, and develop a strong connection to an experienced passionate teacher who will provide great instruction and feedback throughout the course.

JOURNEY INTO LANGUAGE ARTS 5 (5th GRADE STUDENTS)

2 Semesters

In this highly engaging and rigorous course, students are set up for success as they participate in each journey. Designed to engage, challenge, and reward students while they enjoy learning, this course uses systematic and explicit instruction to guide students through the many facets of reading, writing,

word study, fluency, and vocabulary. Christian perspective is woven throughout this user-friendly teaching and learning experience for each student.

INTRODUCTION TO LATIN (5th GRADE STUDENTS)

2 Semesters

Students begin acquiring reading and oral skills in Latin as well as strengthening their English reading and vocabulary skills through vocabulary building and analyzing sentence structure. Through the reading selections and class discussions, students learn about the daily lives of the Romans and make comparisons relevant to today's society. Students will use Latin orally to initiate and respond to simple statements and commands as well as read Latin aloud. Elementary writing tasks also build a bridge to understanding the written word. Students successfully completing Introduction to Latin can expect to move from Beginner to Novice-Low on the ACTFL proficiency scale.

INTRODUCTION TO CHINESE (5TH GRADE STUDENTS)

2 Semesters

This course is an introductory course to the Chinese language and cult, students will become familiar with the Chinese pinyin system, Chinese radicals, characters, words, sentence patterns, and grammar that will enable them to begin to speak, read, understand, and write the Chinese language. Students will also study Chinese history, culture, and customs. Students successfully completing this course can expect to move from Beginner to Novice-Low on the ACTFL proficiency scale.

INTRODUCTION TO SPANISH (5TH GRADE STUDENTS)

2 Semesters

This course is an introductory course to the Spanish language and culture. Each unit will introduce new vocabulary, grammatical structures, and a cultural aspect from one of the many Spanish-speaking countries. Each unit centers around storytelling for language acquisition using the TPRS method. Students successfully completing Spanish Ia can expect to move from Beginner to Novice-Low on the ACTFL proficiency scale.

MIDDLE SCHOOL COURSES

ANCIENT CIVILIZATIONS (6th GRADE STUDENTS)

2 Semesters / 1 Credit

In 6th grade social studies students are made aware of the world, its people, culture, and rich history. They are taught world history with a connection to God being the world's Creator. The first semester will cover ancient civilizations of Mesopotamia, Egypt, and China. The ancient civilizations of India, Greece, and Rome, as well as the Middle Ages, will be covered in the second semester. The six pillars of a civilization are used as the framework for each unit of study. The six pillars are: religion, government/economy, social systems, arts/entertainment, language, and science/technology. Students will also practice and improve research, reading, writing, presentation, and map skills.

AMERICAN HISTORY 7 (7th GRADE STUDENTS)

2 Semesters / 1 Credit

Students in 7th grade study the ideas, issues, and events in America's history from the Meso-American civilizations through Reconstruction. Topics of study focus on people and events crucial in the development of American society, culture, political system, and economy. Emphasis is placed on the development of analytical skills including chronological and spatial thinking, distinguishing evidence and point of view in primary sources, and interpretation of historical events.

AMERICAN HISTORY 8 (8th GRADE STUDENTS)

2 Semesters / 1 Credit

Students in 8th grade social studies study the ideas, issues, and events in America's history from the reshaping of our nation after the Civil War to present day. Students develop an understanding of current global issues and the relationship to historical, geographic, political, economic, and cultural contexts. Emphasis will be placed on skills including chronological and spatial thinking, demonstration of skills related to historical research and point of view, and interpretation of events.

ENGLISH 6 (6th GRADE STUDENTS)

2 Semesters / 1 Credit

Areas of concentration are in reading, writing, language, and vocabulary. In the fall, the focus is on fiction with meaningful lessons that engage students through a novel study. A strong writing element is included in this study as students learn to write narratives, engage in literary analysis, write responses for reading, and use evidence to support thesis statements. Students read and test on one Accelerated Reading book each month as well. Additionally, students participate in a short story series where focus is on elements of a short story, figurative language, and reading comprehension. The writing throughout the year introduces different forms of writing such as informative and argumentative writing; research using databases for credible sources; implementing the Modern Language Association (MLA) format for citations; and constructing academic responses to literature. Students are expected to apply SAT words correctly to all of their writing assignments. Teachers use various diagnostic tests to measure students' growth in comprehension and to differentiate learning for each student. Essential language skills such as grammar, punctuation, capitalization, and sentence structure are also taught in this course throughout the year.

HONORS ENGLISH 6

2 Semesters/ 1 Credit

In addition to the 6th grade English curriculum, the honors level 6th grade class teaches students skills to write deeply with a minimum of five paragraphs using varied sentence structures; read and analyze information critically using higher-order thinking skills; and deliver well-organized presentations using MLA citations when necessary. Students focus on the comprehension and composition of literary and informational works, including novels, short stories, plays, essays, and

poems. Furthermore, students participate in informal and formal writing assignments, specifically with a deeper focus on varying types of writing including compare and contrast, informative, and argumentative writing. Honors students will be introduced to and assessed on verbal reasoning skills. The curriculum will establish knowledge of standard grammar, vocabulary, sentence structure, and usage throughout the year, as well the skill of tailoring a message to an audience.

Note: If a student does not maintain a minimum average grade of 90, a transition to another English class may recommended at the end of the fall semester.

ENGLISH 7 (7th GRADE STUDENTS)

2 Semesters / 1 Credit

Areas of concentration are reading, writing, language, and vocabulary. In the fall, focus is on short stories and a novel study. Students write informational and narrative essays; engage in literary analysis; prepare constructed responses; and cite evidence to support opinions. Students also focus on the elements of short stories, figurative language, and reading comprehension. Students will read one Accelerated Reading book per month. Students are taught to adhere to MLA format in their academic writing, and SAT words are incorporated into every writing assignment. Teachers use various diagnostic tests to measure students' growth in comprehension and to differentiate learning for each student. The curriculum will establish knowledge of standard grammar, punctuation, capitalization, and sentence structure throughout the academic year.

ENGLISH 8 (8th GRADE STUDENTS)

2 Semesters / 1 Credit

Areas of concentration are reading, writing, language, and vocabulary. In the fall, focus is on building language skills as well as reading short stories that focus on diverse cultures from around the world. Additionally, students write narrative essays, engage in literary analysis, write reading responses, and cite evidence to support opinions. Students also focus on the elements of short stories, figurative language, and reading comprehension. Students will also read one Accelerated Reading book per month. Teachers use various diagnostic tests to measure students' growth in comprehension and to differentiate learning for each student, which also prepares students for the fall administration of the PSAT. The second semester includes argumentative writing and literature circles. All writing pieces use MLA format. All of the aforementioned aspects will be implemented in conjunction with reading and language skills, such as grammar, punctuation, capitalization, sentence structure, and pronoun case.

EARTH SCIENCE (6th GRADE STUDENTS)

2 Semesters / 1 Credit

Earth Science is a standards-based inquiry class covering the introduction to the different branches of Earth Science. We will focus on Geology, Meteorology, Hydrology, and Astronomy. The student will learn and apply principles from the curriculum of this class to dive deeper into the four branches and learn about God's creation here on Earth. By learning how God's creation works, we can learn more

about Him. We will also have an interactive class setting which includes the utilization of discussion, projects, and student presentations.

LIFE SCIENCE (7th GRADE STUDENTS)

2 Semesters / 1 Credit

Life Science is the study of living organisms and life processes that occur in the natural world. Middle School Life Science is a two-semester course. The first semester covers content in the fields of Classifications of Life, Cells and Cell Processes, and Ecology. The second semester covers content in the fields of Human Body Systems, Genetics, and Natural Selection and Evolution.

MAKING SENSE OF SHORT STORIES (7th & 8th GRADE STUDENTS)

1 semesters / ½ Credit

Using short stories/selections from different genres, students will gain deeper practice in understanding what they read. They will learn explicitly taught strategies and multidisciplinary practices to support understanding, application, and enjoyment in reading. Students will think critically while reading, discussing, and evaluating short stories with the intention to increase interest, passion, and future pursuit of reading for enjoyment.

PRE ALGEBRA (7th AND 8th GRADE STUDENTS)

2 Semesters / 1 Credit

Students focus on four critical areas in pre-algebraic foundations: developing an understanding of and applying proportional relationships including scale drawings; developing an understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving informal geometric constructions and working with two and three-dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples.

PHOTOGRAPHY (6TH THROUGH 8th GRADE STUDENTS)

1 Semester / ½ Credit

Students will become well rounded in the fundamentals of digital photography. Areas of instruction include using a camera in manual mode (if applicable), elements of composition, the exposure triangle, photo editing, and developing a creative eye. Students will have the opportunity to study influential photographers and examine various forms of photography. This online course can be taken during the summer or during the school year. This course may be taken concurrently with high schoolers seeking high school credit.

THE SON OF GOD (7th and 8th GRADE STUDENTS)

2 semesters / 1 Credit

Students will enrich their understanding of Jesus by learning how Old Testament images and patterns illuminate the New Testament's presentation of Jesus as the human and divine Son of God. Learning activities will include vocabulary games and competitions, themed projects, art, discussion, and classroom debates. Students will be exposed to all four Gospels throughout the year, but special focus will be given to Luke and John in the spring semester. The hope is that students will learn to appreciate both the humanity and divinity of Jesus, the chosen Son of God, throughout all of Scripture.

THE SPIRIT WHO GIVES LIFE (7th and 8th GRADE STUDENTS)

2 semesters / 1 Credit

Students are guided through a biblical theology of God's work in the world through his Spirit, including his work in the Church and in us, with special attention to the Book of Acts and the General Epistles. Throughout the year, various topics such as relationships, stewardship, and leadership are explored in relation to becoming responsible for our own choices to make the connection that every decision we make has spiritual impact.

HIGH SCHOOL COURSES

The remaining courses in this handbook are designed for high school credit.

BIBLE

THE STORY OF GOD

2 Semesters / 1 Credit

The goal of this course is to help students grasp how Bible stories tell one coherent story, the story of God. Class discussions will focus on reading Scripture together, engaging in activities that teach the skills necessary to read biblical literature well, and discussing how the various stories unfold the drama of Scripture. The scope of this class is very broad, spanning the entirety of Scripture. Nevertheless, the focus of each unit is singular: How does Scripture tell the story of God. Scripture tells a beautiful story of God drawing near to broken people to lead them back to God. Recognizing God as the primary subject of Scripture is true to the content of the literature and therefore casts the brightest light on the good news Scripture offers to all people.

THE STORY OF JESUS

2 Semesters / 1 Credit

This course consists of a study of the story of Jesus as it is portrayed in the gospel of Luke. The first semester begins with a brief look at the historical background of the New Testament, preparing students for a fresh look at Jesus and the world into which He was born and in which He carried out His ministry of service and redemption. Points of emphasis in the course will include: Messianic

prophecy, the birth of Christ, the Sermon on the Mount, the miracles and parables of Jesus, and His crucifixion and resurrection.

THE STORY OF THE CHURCH

1 Semester / ½ Credit

This course covers the history of the Church from its beginning in Acts through the story of the modern-day Church. Through studying both the historical and present day Church, the course covers relationships, stewardship, and practical living in the Kingdom of God. In addition, this course will explore the power of Kingdom living by focusing on relationships both with God and people.

COMPARATIVE RELIGIONS

1 Semester / ½ Credit

The purpose of this course is to introduce seniors to the major living world religions, particularly the religions of Hinduism, Buddhism, and Islam, from Christian perspective. Attention is given to the history, development, and core religious and ethical teachings of each tradition, as well as to their current status and influence in the contemporary world. Current social and global issues are viewed through the lens of each religion. Students will seek to discover what each religion contributes to ongoing conversations regarding poverty, hunger, economic, justice, environmental, and human rights questions. The course will enable students to engage thoughtfully and lovingly with neighbors from diverse backgrounds.

CHRISTIANITY AND CULTURE

1 Semester, ½ Credit

This course will explore Christianity and one's own culture. Through an examination of the significant ideas present in the Western world, students will be equipped to critically analyze the Biblical narrative and its intersection with modern philosophy and media (e.g., film, television, music, and visual arts). This course will connect prominent Biblical themes to everyday life such as the existence of God, the nature of humanity, social injustice, self-sacrifice, leadership, consumerism, and stewardship. Special emphasis will be given to skills such as ethical reasoning, critical reading, topical research, and public speaking. By the end of the semester, students will be challenged to present a Biblically informed and philosophically sound analysis of a Christian ethical perspective to a panel of faculty members and their classmates.

NEW TESTAMENT SURVEY

2 Semesters / 1 Credit

This is a year-long course, but each semester is self-contained and can be taken independently. (For dual credit, students must take both semesters) In the Fall, the course will explore the gospels and the life of Jesus primarily focused upon the Gospel of Luke and John. In the Spring, students will cover the remaining New Testament focusing upon the authorship, dating, and context of the remainder of the books. **Ethos offers dual credit through Colorado Christian University. CCU issues a 3 hour credit of New Testament (BIB 114) for this Ethos course.**

OLD TESTAMENT SURVEY

2 Semesters / 1 Credit

This survey course surveys all of the Old Testament. The course gives students in depth analysis of the cultural and historical backgrounds to the writings of Israel. Within this course, students will explore the Torah and its implications with Israel as well as discuss the Prophets and Writings sections of the Hebrew Scriptures. Students will wrestle with deep questions of faith and grow in knowledge and understanding of the Scriptures Jesus himself grew up reading. **Ethos offers dual credit through Colorado Christian University. CCU issues a 3 hour credit of Old Testament (BIB 111) for this Ethos course.**

INTRODUCTION TO LIFE CALLING

1 semester / ½ Credit

The course focuses on students developing an understanding of the concept of life-calling and the discovery of one's God-given design as a basis for this calling. Students are led to understand how work and individual leadership is best understood from this life-calling perspective. Students will evaluate their foundational values, unique design, and personal mission as well as examine each component in an in-depth paper and integrate this into a life and leadership plan.

ENGLISH

ENGLISH 9

2 Semesters / 1 Credit

This college-prep class will cover advanced grammar and composition and is designed to prepare students for writing expectations in high school and beyond. Focused units will move from correct grammar usage to sentence structure to essay composition. Students will focus on the study of literature and writing in response to that literature. Elements of fiction are taught using short stories, plays, poetry, and novels. Vocabulary is taught in context and through a study of Tier 2 words as defined by the College Board. Students develop and practice basic speech skills by presenting various projects and essays. An introduction to Shakespeare includes a study of *Romeo and Juliet*. Multicultural studies are woven into the curriculum throughout the year, focusing on authors of different ethnicities and cultural backgrounds.

HONORS ENGLISH 9

2 Semesters, 1 Credit

Requirements: a class grade of 90 or higher in Honors English 8 or a class grade of 95 or higher in English 8. Students must present a minimum of 470/EBRW section of the PSAT or equivalent standardized test scores.

The Honors English course is designed for students who are truly gifted in reading and writing. Honors classes move at a faster pace with less time in class spent on direct instruction. Since we expect that students are already excellent readers and writers, class time is spent honing those skills and moving into more rigorous pacing, reading assignments, and expectations. Elements of fiction are taught using short stories, plays, poetry, and novels. Vocabulary is taught in context through Membean, an online vocabulary program. Students develop and practice basic speech skills by presenting various projects and essays. An introduction to Shakespeare includes a study of Romeo and Juliet and Julius Caesar. Multicultural studies are woven into the curriculum throughout the year, focusing on authors of different ethnicities and cultural backgrounds.

ENGLISH 10

2 Semesters / 1 Credit

The curriculum for English 10 includes the study of English grammar, composition, literature, and vocabulary. Students take weekly vocabulary tests throughout the year. Additionally, students write at least two research essays during the first semester. The topics for these essays come from literature studied in class. In the second semester, students write a persuasive research paper. With each writing assignment, students study grammar and usage rules, punctuation, and sentence structure. Literature studies include short stories, novels, nonfiction, essays, and drama. Shakespeare's *Julius Caesar* is an important component of the drama unit.

ENGLISH 11

2 Semesters / 1 Credit

This 11th-grade course is a study of grammar, composition, and American literature. The major focus is a detailed survey of significant American authors. All major movements and authors are studied with an emphasis on understanding and interpretation. Literature selections to be studied include *The Great Gatsby*, *Death of a Salesman*, and a classic choice for research analysis. In addition to these classic selections, students also choose a contemporary, critically-acclaimed book to read and analyze. Grammar concepts are studied throughout the year. Students have many opportunities to improve composition skills through units studied, frequent theme writing, and essay testing. A research paper is required. College Preparatory vocabulary is emphasized.

ENGLISH 12

2 Semesters / 1 Credit

As the final preparatory English class before college, English 12 focuses on reading critically, developing an extensive vocabulary, and honing writing skills according to college expectations. Each semester will be divided into three studies of a specific time period in British Literature, with weekly reading responses, online discussion posts and peer responses, and vocabulary practice. Corresponding assessments each semester will include three vocabulary quizzes, two unit tests, a mid-term and a final exam. In addition, four research-based essays will be written across the course of the year, focusing on four types of writing required by colleges: argumentative, persuasive, analytical,

and expository. **Ethos offers dual credit through Colorado Christian University. CCU issues a 3 hour credit of English Composition (ENG 230) for this Ethos course.**

CREATIVE WRITING I (FALL) AND CREATIVE WRITING II (SPRING)

1 semester each, 1/2 credit each

Recommendations: This course may be taken in the fall or the spring, or as a year-long course.

Students do not have to take Creative Writing I before taking Creative Writing II.

Both Creative Writing classes will include readings from a variety of poetry and prose from different literary movements and chronological periods. We will study the historical and rhetorical contexts of creative fiction, poetry and non-fiction texts, and we will deconstruct them to understand figurative composition techniques. The focus will be on the application and manipulation of creative structures, and the use of authorial license to develop voice and style. Students in both classes will engage in the process of creative workshop, moving from pre-writing, drafting and peer editing to publishing and revision.

Creative Writing I (Fall) - Students will concentrate on the writing of short-form fiction in individual short stories and poetry. **Ethos offers dual credit through Colorado Christian University. CCU issues a 3 hour credit of Intro to Creative Writing (ENG 230) for this Ethos course.**

Creative Writing II (Spring) – Students will concentrate on the writing of longer-form fiction in continued narratives through themed short story collections, novellas and playwriting.

AP ENGLISH LANGUAGE AND COMPOSITION

2 Semesters / 1 Credit

Recommendations: Teacher recommendation based on class performance in their current English class, PSAT content test scores of 27 on the CR section and 28 on the Writing section.

The AP English Language and Composition course examines a variety of texts, including speeches, essays, plays, and works of literature; however, nonfiction text is the main vehicle to study language and rhetoric. It provides an opportunity for advanced high school students to pursue and receive credit for college-level course work completed at the high school level. Accordingly, the rigors of the course are intended to be commensurate with introductory college-level rhetoric and composition courses. Students are trained to be excellent critical thinkers, readers, analysts of language, effective writers, and creative, cogent producers of argument. Students focus on the writing skills needed to be successful in the course, on the AP Language test, and in their later college work. Students write effectively for a range of audiences and a variety of purposes, demonstrate mastery of the conventions of standard written language, and use the steps of the writing process as needed. **Please note this course requires some summer work. Check with Ethos Dean of Academics for further information.**

AP ENGLISH LITERATURE AND COMPOSITION

2 Semesters / 1 Credit

Recommendations: Teacher recommendation based on class performance and writing samples.

Successful completion of Honors English 11 or AP Language. Minimum PSAT content test scores of 28 on the CR section and 28 on the Writing section are required.

The course is the advanced study of composition and literature for those students with the ability and interest in an accelerated English program. Various types of literature are studied with an emphasis on short stories, poetry, drama, and the novel. Much in-depth study and research are expected, with the student's growth in analysis and interpretation of the literature of utmost importance. The College Board AP exam is offered to students in May of the year, with emphasis on analytical critique of literature and composition skills.

ENGLISH AS A SECOND LANGUAGE

This course focuses on fundamental grammar, common vocabulary, introduction to reading skills in English, and conversation practice. Students will be introduced to target grammatical structures, practical life-skills information concerning the English alphabet and numbers, the calendar, body, health, and clothing to be able to function in everyday, real-life situations related to their immediate needs. Students will participate in real-life communicative activities, discussions, and role-plays which focus on demonstrating the ability to understand and communicate in English.

MATHEMATICS

ALGEBRA 1

2 Semesters, 1 Credit

Recommendations: Successful completion of Prealgebra. A TI 83 or a TI 84 calculator is required.

This is the first course in a series of required High School mathematics courses. Algebra 1 is the critical foundational course for all other High School mathematics courses. Students will solve multi-step equations and inequalities within the real number system. Students will deepen and extend knowledge of functions by comparing and contrasting linear, quadratic, and exponential phenomena. Students extend knowledge of exponent rules and applications and model and analyze polynomials, quadratic equations, rational and radical expressions and equations. Lastly, students use statistics for describing variability in data and for making informed decisions.

GEOMETRY

2 Semesters, 1 Credit

Recommendations: Successful completion of Algebra 1. A TI 83 or a TI 84 calculator is required.

Euclidean Geometry uses informal and formal logical reasoning processes to study congruence, similarity, parallelism, symmetry, perpendicularity, and more. The students use a variety of algebraic and geometric techniques to study this content such as deductive and inductive reasoning, synthetic

approaches, and coordinate approaches. This course explores volume, area, characteristics of polygons, an introduction to trigonometry, parallel and perpendicular lines, and circles.

HONORS GEOMETRY

2 Semesters / 1 Credit

Recommendations: Students should have an A- (90%) average in Honors Algebra I. A TI-83 or a TI-84 calculator is required.

Honors Geometry is a one year in depth analytical study of Geometry. It is designed to stimulate deeper learning by creating and applying theorems about polygons, lines, angles, polyhedrons, and circles. Students are required to go beyond definitions and formulas to discover and prove why these theorems are true. Logical reasoning and proof is a major component of this class. This course also includes a review of many algebraic concepts as well as an introduction to trigonometry.

ALGEBRA 2

2 Semesters / 1 Credit

*Recommendations: Successful completion of Algebra I & Geometry.
A TI 83 or a TI 84 calculator is required.*

In this course, students will learn problem-solving techniques. The topics covered are systems of linear equations and inequalities, quadratic functions, exponential and logarithmic functions, polynomial functions, rational and radical functions, and conic sections.

TRIGONOMETRY

2 Semesters, 1 Credit

*Recommendations: Successful completion of Algebra 2. A TI 83 or a TI 84 calculator is required.
Students cannot take this class after they have completed Honors Precalculus.*

This course is an introduction to trigonometry and advanced algebra with an introduction of major precalculus concepts. This course will focus on foundational topics in trigonometry with topics including solving trigonometric expressions, analysis of right triangles, unit circle application, graphing trigonometric expressions, and analyzing real-world application problems. Students will also focus on topics such as polynomials, logarithmic expressions, exponential expressions, rational functions, and mathematical modeling.

PRECALCULUS 12

2 Semesters / 1 Credit

*Recommendations: Completion of Honor Algebra 2 or Trigonometry.
A TI 83 or a TI 84 calculator is required.*

This course provides an in-depth study of the properties of algebraic, exponential and logarithmic functions as needed for calculus. Emphasis is on using algebraic and graphical techniques for solving problems involving linear, quadratic, piecewise defined, rational, polynomial, exponential, and logarithmic functions. Upon completion of this course a student will be able to: 1. Express and analyze relationships using functions in multiple ways (graphical, numerical, symbolic and verbal); 2. Model situations using appropriate functions (linear, quadratic, higher-degree polynomial, exponential and logarithmic); 3. Demonstrate mathematical creativity and critical thinking by applying problem-solving strategies to solve multiple-step problems involving polynomial, exponential and logarithmic equations and inequalities and systems of linear equations; 4. Manipulate mathematical information and concepts to solve problems using multiple representations of polynomial, exponential and logarithmic functions; 5. Use mathematical language appropriately; 6. Use appropriate technology in the evaluation, analysis and synthesis of information in problem-solving situations. **Ethos offers dual credit through Colorado Christian University. CCU issues a 3 hour credit of Pre-Calculus (MAT 115) for this Ethos course.**

HONORS PRECALCULUS

2 Semesters / 1 Credit

Recommendations: Algebra 1 and Algebra 2 with an A- (90%) average in each of these courses. PSAT content test score in Math of at least 28.5 or an A (95%) in Algebra 3/Trig or B- (80%) in Honors Algebra 2.

A TI 83 or a TI 84 calculator is required.

Honors Precalculus includes both a cumulative and rigorous study of the following functions: polynomials, exponentials, logarithmic, trigonometric, and piecewise. The topics of analytic geometry, sequences, series, summations, parametric equations, polar equations, limits, and derivatives are also covered in a cumulative and rigorous manner. This course is rigorous and designed to prepare students for the AP AB Calculus course.

HONORS MATH ANALYSIS

2 Semesters / 1 Credit

Recommendations: Students must have an A (95%) average in Honors Algebra 2/Trigonometry.

Admission by permission only.

A TI 83 or a TI 84 calculator is required.

Honors Analysis is an advanced study of honors precalculus. In addition to covering all of the topics from honors precalculus it will also include a deep study of: polar coordinates; parametric equations; complex numbers; analytic geometry; matrix and vector algebra; sequences and series; and basic probability and statistics. Second semester students will begin a study of calculus topics. This course is designed to prepare students for AP Calculus BC.

AP STATISTICS

2 Semesters / 1 Credit

Recommendations: Completion of Algebra 3/Trig, Honors Precalculus, or Algebra 2. Students should have a B average in their latest math course. A PSAT/SAT content test score in Math of at least 28.5, a PSAT/SAT content test score in Critical Reading of at least 27, and a PSAT/SAT content test score in Writing of at least 30 are recommended. A TI 83 or a TI 84 calculator is required.

This course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical influence. All students who complete this course will take the AP Examination. Those who score well usually receive college credit, based on the AP policy of the student's chosen college.

AP CALCULUS AB

2 Semesters / 1 Credit

Recommendations: Completion of Honors Precalculus with a B average and a PSAT content test score in Math of 29 or higher. A TI 83 or a TI 84 calculator is required.

This course is designed to meet the specifications of the College Board for a first year one-semester course in calculus. Students will learn to take limits, differentiate, integrate, solve extreme value problems, find areas under a curve, and find areas and volumes of revolution. All students who complete this course will take the AP Examination. Those who score well usually receive college credit, based on the AP policy of the student's chosen college.

AP CALCULUS BC

2 Semesters / 1 Credit

Recommendations: Successful completion of Precalculus.

This course is designed to meet the specifications of the College Board for a first year two-quarter course in Calculus. Students will learn to take limits, differentiate, integrate, solve extreme value problems, find areas under a curve, and find areas and volumes of revolution. All students who complete this course will take the AP Examination. Those who score well usually receive college credit, based on the AP policy of the student's chosen college.

MULTIVARIABLE CALCULUS & AP STATISTICS

2 Semesters / 1 Credit

Recommendations: Completion of AP BC Calculus and departmental recommendation.

In this highly rigorous course, students will extend what was learned in AB & BC Calculus and learn about the subtleties, applications, and beauty of limits, continuity, differentiation, and integration in

three dimensions and beyond. Topics will include: vectors in Euclidean space, vector analysis, analytic geometry of three dimensions, curves in space, partial derivatives, optimization techniques, multiple integrals, vector fields, Green's Theorem, Divergence Theorem, and Stokes' Theorem. In addition, this course is a year-long course, with one semester dedicated to AP Statistics curriculum and the other semester focused on multivariable calculus. This course is quite rigorous and designed for advanced math students only. Please check with the Ethos Administration to ensure that you or your student qualifies.

SCIENCE

PHYSICAL SCIENCE

2 Semesters / 1 Credit

Physical Science is the study of all matter in the universe: how it is made, how it behaves, and how it interacts. Through science we are able to see God's work in creation and our daily lives. This course will include moments of discovery and exploration in the abundance of God's creation and works.

Physical Science is a survey of both Chemistry and Physics. This course will investigate concepts through laboratory and field work using inquiry based learning and abstract concepts. First semester will focus on Physics concepts with Second semester wrapping up in Chemistry.

BIOLOGY

2 Semesters / 1 Credit

Biology is the study of the intricacies of God's living creations and their interdependence with the environment. This course will emphasize the development of scientific process skills, laboratory techniques, and an understanding of fundamental principles of living organisms. Students will explore cell structure and function; the diversity of living organisms and their ecological roles; origins of life and classification; genetics and heredity; comparative structures and functions among living organisms.

CHEMISTRY

2 Semesters / 1 Credit

This course is defined as the intensive study of matter. The fundamental concepts of chemistry are covered to establish a foundation in the subject. Labs are performed with an emphasis on problem-solving and the application of basic chemistry concepts. Major topics covered include: the physical and chemical changes of matter; atomic structure; the periodic table; chemical bonding and composition of compounds; chemical equations; and the structure and behavior of solids, liquids, and gasses.

ENVIRONMENTAL SCIENCE

2 Semesters / 1 Credit

Recommendations: Satisfactory completion of Biology and Chemistry. This course cannot follow AP Biology or AP Environmental Science.

Environmental Science equips students to discuss the spiritual, environmental, social, and economic aspects of today's environmental issues. Environmental Science is interdisciplinary; it embraces a wide variety of topics from different areas of study. It will provide students with scientific principles to understand God's vast creation and an understanding of the role a Christian has in environmental awareness and stewardship.

PHYSICS

2 Semesters / 1 Credit

Recommendations: Completion of Geometry with a B- (80%) or higher. Students must have passed Algebra 2 with a B- (80%) or higher or be concurrently taking Algebra 2. Students should have a good understanding of the mathematical principles covered in Geometry and Algebra 2.

Physics is a unique course that allows students to explore many invisible aspects of creation including gravity, magnetism, sound, and the relationship between these forces. We explore the visible and invisible aspects of creation and order through a conceptually-based approach, including mathematical applications. The major topics covered during the course include: mechanics (the study of motion, Newton's Laws of Motion, momentum, and energy); waves (both sound and light); electricity and magnetism; and modern physics. The course will also include a number of laboratory exercises as well as outside projects.

HEALTH

1 semester / .5 credit

This course emphasizes the importance of knowledge, attitudes, and practices relating to personal health and wellness. Students will explore the physical, mental/emotional, social, and spiritual aspects of health, and how all aspects are connected in learning to appreciate and care for their bodies and minds. Topics will include nutrition, weight management, stress management, peer relationships, alcohol and tobacco, drugs, and communicable and non-communicable diseases. In addition, students will participate in Georgia's required Alcohol and Drug Awareness Program (ADAP), which is required for all 16-year-old students who apply for a driver's license.

HUMAN ANATOMY AND PHYSIOLOGY

1 semester, 1/2 credits

11th – 12th Grade

Recommendations: Must have successfully completed Biology and Chemistry. Students wishing to take DC Human Anatomy should have minimum PSAT content test scores in Critical Reading of 27 and in Writing of 27.

The Human A&P course focuses on the structure and function of the human body from a systemic, cellular, and biochemical perspective. The students will learn fundamental anatomical and physiological terminology

as well as explore how physiological function and anatomical structure are synchronously intertwined. As David states in Psalms 139: “For You created my inmost being; You knit me together in my mother’s womb. I praise You because I am fearfully and wonderfully made; Your works are wonderful, I know that full well.”, an emphasis will be placed on the design, function and beauty of the human body and the exploration of how life is the product of intelligent design. The objective of this class is to meet the needs of students who have a potential interest in pursuing a medical related field as well as communicate practical knowledge of how organs and systems work together. **Ethos offers dual credit through Colorado Christian University. CCU issues a 4 hour credit of Human Anat/Physiology I/Lab (BIO 210/211) for this Ethos course.**

OCEANOGRAPHY

11th – 12th Grade

2 Semesters, 1 Credit

Recommendations: Satisfactory completion of Biology and Chemistry.

This course introduces the students to the study of the ocean composition and structure, the dynamics of energy flow within the ocean system, and the impact of human interaction with the ocean systems. The basic concepts of physical, chemical, geologic and biological oceanography are addressed by discussions on marine mineral resources, ocean energy, living resources of the sea, marine pollution, and ocean management. Students will acquire practical laboratory and field experiences through the reading of charts, making basic measurements of seawater chemistry, examination of coastal geology, wave and beach processes, and marine organisms and habitats.

AP BIOLOGY

2 Semesters / 1 Credit

Recommendations: Completion of Biology with an A- or better, completion of Chemistry with a B+ or better and successful completion of Algebra 2. Physics may be taken concurrently. A GPA of 3.5 with PSAT content test scores in Writing of 30; in Reading Comprehension of 30; and in Math of 26.5.

This course investigates creation, through a scientific lens, investigating contemporary topics such as evolution, natural selection, genetics, and human behavior. Significant emphasis will be placed on molecular biology and biochemical reactions at the cellular level, applying them to myriad biological phenomena. The main areas of study are evolution, energy strategies, heritability, and communication. With a tremendous breadth and depth of material to cover, the pace is rigorous, and the student must devote himself or herself to a daily study of the material. Laboratory work is integrated into the course and is required of all students.

AP CHEMISTRY

2 Semesters / 1 Credit

Recommendations: Completion of Honors Algebra 2 and Honors Chemistry, both with a B+ or higher. PSAT 10 content test scores of 30 or higher in Math; 32 or higher in Critical Reading; and 32 or higher in Writing and at least a 3.5 GPA.

This course is the equivalent of a first-year college level general chemistry course. Students will attain an in-depth understanding of chemistry fundamentals mandated by the College Board. Students must employ critical thinking, independent study, and inquiry-based techniques to successfully navigate the curriculum. The areas of study in this curriculum include: stoichiometry; atomic structure and periodicity; chemical bonding; chemical reactions; states of matter; kinetics; equilibrium; acid-base chemistry and buffers; thermodynamics; and electrochemistry. This class also will contain several laboratory experiences consistent with the subject matter. This course is recommended for students who wish to pursue science, engineering, or medical fields of study.

Please note that this course requires some Summer work. Please contact Ethos administration as soon as possible for information.

AP PHYSICS 1

2 Semesters / 1 Credit

Recommendations: Prior success in Algebra II. Current enrollment in Honors science and/or Honors math. Minimum PSAT content test core in Critical Reading of 32 and a minimum PSAT content test score in Writing of 32.

AP Physics 1 is an algebra-based class equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. It will be taught with an inquiry-based approach. Some lab fees will apply.

AP PHYSICS C MECHANICS and AP PHYSICS C ELECTRICITY AND MAGNETISM

2 Semesters / 1 Credit

Recommendations: Honors Chemistry and Honors Pre-calculus or Honors Analysis, and have taken, or be concurrently taking an AP Calculus class are prerequisites and approval of the instructor. A PSAT content test score in Math of 32, a PSAT content test score in Reading Comprehension of 32, and a PSAT content test score in Writing of 32 are required.

AP Physics C is a fast-paced, rigorous, college-level course covering 2 Semesters of a calculus-based physics class. First Semester is Mechanics, which provides instruction in each of the following content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Second Semester is Electricity and Magnetism, which provides instruction in each of the following content areas: electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism. There are two separate AP Exams at the end of the second semester. The first is over Mechanics and the second covers Electricity and Magnetism.

AP COMPUTER SCIENCE A

2 Semesters / 1 Credit

Recommendations: Minimum PSAT content test core in Math of 30+ and a minimum PSAT content test score in Writing of 28+.

Computer science is a discipline with a core set of scientific principles that can be applied to solve complex, real-world problems and promote higher-order thinking. Computer science as an academic discipline provides the knowledge and skill foundation for technological advances in our country to keep us competitive in a global economy.

The AP CS course gives you a solid foundation for further study in the field. CS is a core element of STEM initiatives (science, technology, engineering, and math). Computer science encompasses many creative, exciting tracks of study in college. CS majors are heavily recruited because computing jobs are in the top 5 fastest growing fields in the U.S. Please check with the Ethos administration to ensure your computers are compatible with the computer needs for this course.

AP COMPUTER SCIENCE PRINCIPLES

2 Semesters / 1 Credit

Recommendations: B+ average in previous Language Arts and Math course.

The curriculum focuses on the creative aspect of computing and computational thinking practices, enabling students to experience how computing impacts their everyday lives. An introduction to programming is included, but the class is much bigger in scope and will give students an understanding of the fundamental concepts of computing, the breadth of application and the potential for transforming the world in which we live. The AP-CSP class is designed to be a rigorous and engaging computing curriculum that appeals to a broad audience of students and educates them about the value of computing and encourages them to lead the world in information technology innovation. Please check with the Ethos administration to ensure your computers are compatible with the computer needs for this course.

AP ENVIRONMENTAL SCIENCE

2 Semesters / 1 Credit

Recommendations: Minimum PSAT content test core in Critical Reading of 30 and a minimum PSAT content test score in Writing of 30.

AP Environmental Science is a course that provides students with the scientific principles required to understand the interrelationships of the God's magnificent creation, to identify and analyze environmental problems (both natural and human-made), to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of

study. The course also addresses the role of a Christian in environmental awareness and stewardship. Some minor lab fees will apply.

In order to prepare students for the content of the course, summer work is assigned. This summer work will be included on an assessment during the beginning of the class. Check with Ethos Dean of Academics for further information.

PYTHON 1 - INTRODUCTION TO PROGRAMMING

1 Semester/ 1/2 credit

This course provides an entry-level introduction to computer programming to introduce the basic fundamentals of programming, logical thinking skills, and computer science in general. It is very well suited for beginner programmers, or those who have had some introduction to programming using Scratch or similar block programming, especially if it has been several years since learning those skills. The class employs a hands-on approach that enables students to write progressively more complex programs, while the web-based format provides immediate feedback for the students as they write code in the online editor. At the completion of this course, the students will have a general grasp of the concepts of computer science and the Python programming language, and more importantly, an understanding of how to organize and structure Python programs to achieve a task.

Note: This course requires access to a PC/Mac/Chromebook; *the course may not be compatible with iPad users. Please contact Ethos administration to confirm before enrolling students if you have any questions.*

PYTHON 2 - INTRODUCTION TO PROGRAMMING

1 semester, 1/2 credit

Recommendations: Completion of Python 1

This second course in Python further develops students' programming skills to reinforce and strengthen the fundamentals of programming, logical thinking skills, and problem-solving. This course is suitable for students who have previously completed Python I, or who already have some experience programming other languages. The class employs a hands-on approach that enables students to write progressively more complex programs, beginning with variables, data types, and operators. Students will continue with learning how to program conditionals, loops, and functions; and progress to strings and data structures. At the completion of this course, the students will have obtained a working knowledge of the Python programming language, and the skills to develop programs in other languages as well.

Note: This course requires access to a PC/Mac/Chromebook; *the course may not be compatible with iPad users. Please contact Ethos administration to confirm before enrolling students if you have any questions.*

ROBOTICS: INTRODUCTION TO ROBOTICS AND PROGRAMMING

1 Semester, 1/2 Credit

Robotics is a hands-on course designed to incorporate computer science and technology into project-based learning experiences. Students will be challenged to use software and robotics equipment to design, build, and program robots that complete various tasks. This course allows students to strengthen technical, problem solving, and critical thinking skills while focusing on the construction and programming of robots.

Note: *This course requires access to robotics kits and fees are incurred if Ethos issued materials are lost, stolen, or damaged. Please contact Ethos administration to confirm before enrolling students if you have any questions.*

INTRODUCTION TO 3D MODELING

1 semester, 1/2 credit

Technical Requirement: Autodesk Fusion 360, available on Windows/Mac

Engineers solve some of the world's biggest problems and have the potential to improve the quality of life for everyone on our planet through their ideas, designs, and inventions. In 3D Modeling, students will explore the different types of engineering and gain exposure to the engineering design process from defining a problem to creating a viable solution to the problem. Throughout our course, students will learn skills to help them through the design process such as 2-D and 3-D modeling, how to operate under a given set of constraints such as budget and design limitations, static and dynamic design analysis, and leveraging technology to their advantage in the design process. 3D Modeling will be an excellent way to expose students to the fundamentals of engineering or to deepen skills they already possess in these areas. Some lab fees may apply and not all computers will support the programs necessary for 3D Modeling. Please contact Ethos if you have any questions. Chromebooks and iPads are currently not compatible.

SOCIAL SCIENCES

AP HUMAN GEOGRAPHY

2 Semesters / 1 Credit

Recommendations: Minimum PSAT content test score of 26+ on verbal sections. ITBS reading score of 80 or higher. Students need to have taken World History in Middle School.

AP Human Geography presents students with the curricular equivalent of an introductory college-level course in human geography or cultural geography. Content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem

oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction.

WORLD HISTORY

2 Semesters / 1 Credit

World History is a year-long course that explores the key events and global historical developments starting with Mesopotamia and the first civilizations that have shaped the world we live in today all the way to modern day. The scope of Modern World History provides aspects across all of human experience: economics, science, religion, philosophy, politics & law, military conflict, literature & the arts. The course will create connections between our lives and those of our ancestors around the world. Students will uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and test theories. Students will refine their ability to read for comprehension and critical analysis; summarize, categorize, compare, and evaluate information; write clearly and convincingly; express facts and opinions orally; and use technology appropriately to present information.

UNITED STATES HISTORY

2 Semesters / 1 Credit

This course is defined as a survey of American history from Columbus' voyages to the present, including social, cultural, and economic developments, foreign relations, wars, and political events. The relationship between past and present events is emphasized. This is considered a college preparatory course, with corresponding academic requirements. Emphasis is placed on critical thinking and reading comprehension with extensive use of primary source historical documents.

AP UNITED STATES HISTORY

2 Semesters / 1 Credit

Recommendations: Teacher approval. PSAT content test score of 28+ on verbal sections.

This course is defined as a survey of American history from Columbus' voyages to the present, including social, cultural, and economic developments, foreign relations, wars, and political events. The relationship between past and present events is emphasized. This course guides the student through a study of the social, cultural, political, and diplomatic history of the United States, as defined by the College Board's Curriculum Outline (pp. 24-89) for the course. Analytical reading and writing skills are emphasized as students are prepared for the national AP exam in May.

PSYCHOLOGY

1 semester / ½ Credit

This course is defined as a brief study of behavior and thought processes. The student will differentiate and discuss theories of personality, motivation, and psychological disorders. Leading

figures in psychological research and therapy are examined. In addition, the student will recognize factors in a healthy self-image and social relationships with others. This course will rely on case studies, interactive modules, research papers, and projects to express content mastery. **Ethos offers dual credit through Colorado Christian University. CCU issues a 3 hour credit of Intro to Psychology (PSY 101) for this Ethos course.**

SOCIOLOGY

1 semester / ½ Credit

This course is defined as a brief scientific study of social structure and the patterns in which people interact in social relationships. The student will differentiate and discuss theories and methods of sociological inquiry. In addition, the student will analyze elements of social structure such as socialization, stratification and power, social location and intersectionality, social institutions, and social change through a sociological perspective. An interactive class setting – including discussion, field research, projects, and student presentations – will be utilized.

ECONOMICS

2 Semesters / 1 Credit

This economics survey course introduces students to the study of macroeconomic and microeconomic theory and how governments and societies attempt to efficiently allocate resources. Students will examine how these theories impact local economies, influence business attitudes, and impact societies and culture as a result of innovation, new technologies, and trade policies. Students will learn to graph supply and demand curves, discuss and analyze relevant economic news events, and track international markets. The course's main focus analyzes how the American free enterprise system works within the context of modern-day globalization.

AP EUROPEAN HISTORY

2 Semesters / 1 Credit

Recommendations: Minimum PSAT content test core of 28+ on verbal sections. It is highly recommended that students have successfully completed either AP World History or AP US History prior to this course.

This course is defined as a study of the development of European civilization from the Renaissance to the end of the twentieth century. The course covers the basic chronology of European history, including political, social, cultural, and economic developments, and addresses the relationships between European countries and between Europe and the rest of the world. The student will also develop writing skills in preparation for the AP exam.

AP ART HISTORY

2 Semesters / 1 Credit

Recommendations: Minimum PSAT content test score of 28+ on verbal sections.

The AP Art History course explores such topics as the nature of art, its uses, its meanings, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms. The course is designed to be the equivalent of a two-semester introductory university art history course. Students who have been successful in humanities courses, such as history and literature, or in studio art courses, are especially encouraged to enroll since those experiences will likely support and enrich the context of the art history course.

AP MACROECONOMICS

2 Semesters/ 1 Credit

Requirements: A PSAT content test score of 520/EBRW and hold a minimum grade average of 80 in the previous Social Science course. Students must maintain an average of at least 78 in the fall semester in order to continue into the spring semester.

This course is an examination of macroeconomic theory and practice, emphasizing the study of U.S. government economic policy and the global economy. The course covers the seven essential themes of macroeconomics identified by the College Board as necessary preparation for the national AP exam in May. Drawing and interpreting graphs and diagrams are emphasized throughout the course. Advanced math skills are not required.

AP MICROECONOMICS

2 Semesters/ 1 Credit

Requirements: Minimum PSAT content test score of 520/EBRW and hold a minimum grade average of 80 in the previous Social Science course. Students must maintain a minimum grade average of 78 in the fall semester in order to continue into the spring semester.

This course is a comprehensive exploration of microeconomic theory and application, focusing on the analysis of individual economic agents and their decisions. The course emphasizes the examination of principles applicable to microeconomic scenarios, including the study of individual decision-making, market interactions, and the impact of government policies. It covers key microeconomic concepts such as scarcity, market dynamics, costs, benefits, marginal analysis, production choices, and the influence of public policy. The utilization of graphs, charts, and data is integral to the course, enabling students to describe economic situations, predict outcomes, and explain concepts effectively. The course aims to prepare students for the national AP exam in May by addressing essential microeconomic themes. Advanced math skills are not required however a foundation of math is helpful.

AP GOVERNMENT AND POLITICS

2 Semesters/ 1 Credit

Requirements: A PSAT content test score of 28+ on verbal sections, students must hold an 85

course average in the previous Social Science course. To continue from the fall into the spring semester, students must maintain both a 78% course average and a 78% test average.

Throughout the year, students prepare for the AP exam in U.S. Government and Politics. This course is designed as a college-level introduction to key political concepts and institutions, policies and behaviors typical of a constitutional system of the United States. Students will critically engage with U.S. foundational documents, Supreme Court decisions, and other texts. A main goal of this course is to understand the relationships and interactions between political institutions and individual behavior. This course gives a critical foundation for any student interested in public policy, political engagement, and international relations.

WORLD LANGUAGES

AMERICAN SIGN LANGUAGE 1

2 Semesters / 1 Credit

In ASL 1, each student will become familiar with basic ASL vocabulary, finger-spelling, and ASL grammar to communicate using simple sentences. Students will be able to engage in basic communication including themes such as school, family, hobbies and activities. Students will also participate in visual and receptive skill-building and will learn about the history, distinctives, and experiences of Deaf culture.

AMERICAN SIGN LANGUAGE 2

2 Semesters / 1 Credit

In ASL 2, each student will continue learning basic ASL vocabulary and grammar to communicate using increasingly complex sentences. Students will refine skills in basic communication including themes such as the Christian life, interpersonal relationships, hobbies, time, story-telling, and daily life. Students will continue in visual and receptive skill-building and will continue to learn about the history, distinctives, and experiences of Deaf culture.

AMERICAN SIGN LANGUAGE 3

2 Semesters / 1 Credit

In ASL 3, each student will expand ASL vocabulary, with an emphasis on improving speed and fluency in conversation skills. The course will reinforce appropriate grammar and usage as well as introducing deaf idioms and their use in Deaf culture. Students will continue building both receptive and expressive language skills while continuing to grow in their understanding of Deaf culture and history.

AMERICAN SIGN LANGUAGE 4

2 Semesters / 1 Credit

This course is a continuation of the skills and vocabulary of ASL 3. The class will continue to focus on vocabulary expansions, manual and non manual markers, idioms, and other aspects of ASL history, culture and knowledge. Students will be able to sign with sufficient structural accuracy and vocabulary to participate effectively in formal and informal conversations pertaining to practical, social, and professional needs. Students will demonstrate the parameters of sign through expressive and receptive language.

CHINESE 1

2 Semesters / 1 Credit

Chinese 1 is an introduction to the Chinese language and culture. Students will become familiar with the Chinese pinyin system, Chinese radicals, characters, words, sentence patterns, and grammar that will enable them to begin to speak, read, understand, and write the Chinese language. Students will also study Chinese history, culture, and customs. Ethos offers dual credit through Colorado Christian University. CCU issues a 3 hour credit of Special Topics: Chinese I (LNG 197) for this Ethos course.

CHINESE 2 / HONORS CHINESE 2

2 Semesters / 1 Credit

Requirements: Completion of both semesters of Chinese 1.

Chinese 2 is a continuation of concepts learned in Chinese 1. Students will expand the knowledge of Chinese characters, words, sentence patterns, and grammar that will enhance their skills in speaking, reading, understanding, and typewriting the Chinese language. At the end of this course, students will be able to: (1) talk to someone on a phone; (2) schedule an appointment with someone; (3) discuss someone's exam performance and study habits; (4) describe a student's daily activities; (5) exchange conversations with a salesclerk while shopping for clothes and shoes; (6) discuss transportation; and (7) talk about weather. Students will also study Chinese idioms, history, culture and customs related to the lesson themes.

The Honors track for this course is for students who plan to continue studying the language through the advanced levels. Students will have opportunities throughout both semesters to earn Honors Quality Points by completing additional requirements as determined by the teacher. Ethos offers dual credit through Colorado Christian University. CCU issues a 3 hour credit of Special Topics: Chinese II (LNG 297) for this Ethos course.

CHINESE 3 / HONORS CHINESE 3

2 Semesters / 1 Credit

Requirements: Completion of both semesters of Chinese 2.

Chinese 3 is a continuation of concepts learned in Chinese 2. Students will expand their knowledge of Chinese characters, words, sentence patterns, and grammar that will enhance their skills in

speaking, reading, understanding, and typewriting the Chinese language. At the end of this course, students will be able to: (1) order food and talk to an attendant in a restaurant; (2) ask for and give directions; (3) plan to go to a party; (4) talk to a doctor; (5) plan for a date; and (6) discuss popular sports. In addition, they will study Chinese idioms, history, culture, and customs related to the lesson themes. The Honors track for this course is for students who plan to continue studying the language through the advanced levels. Students will have opportunities throughout both semesters to earn Honors Quality Points by completing additional requirements as determined by the team of World Languages teachers.

CHINESE 4 / HONORS CHINESE 4

2 Semesters / 1 Credit

Requirements: Completion of both semesters of Chinese 3.

Chinese 4 is a continuation of concepts learned in Chinese 3. Students will expand their knowledge of Chinese characters, words, sentence patterns, and grammar that will enhance their skills in speaking, reading, understanding, and typewriting the Chinese language. At the end of this course, students will be able to: (1) state some features about major Chinese holidays; (2) state some details about traveling in Mainland China; (3) briefly describe healthy habits; (4) briefly talk about gender equality; (5) briefly discuss environmental protection and energy sources; and (6) describe some common facts about Chinese history. In addition, they will study Chinese idioms, history, culture, and customs related to the lesson themes. The Honors track for this course is for students who plan to continue studying the language through the advanced levels. Students will have opportunities throughout both semesters to earn Honors Quality Points by completing additional requirements as determined by the team of World Languages teachers.

AP CHINESE

2 Semesters / 1 Credit

Requirements: Completion of both semesters of Chinese 4.

The AP Chinese course is designed to prepare students for their successful performance on the AP exam. Students who score well usually earn college credit for Chinese courses at the college level, based on the AP policy of the student's chosen college. Students will intensively practice spoken and written Chinese in the assigned activities in three aspects: interpersonal, interpretive, and presentational. Students are expected to be able to write about a variety of topics and engage in conversations to provide and obtain information, express feelings, exchange opinions, and make presentations. Due to the knowledge that "Chinese culture" makes up a significant part of the AP Chinese Language and Culture Exam, students will also learn important components of Chinese culture, including social practices and products.

FRENCH 1

2 Semesters / 1 Credit

French 1 is an introduction to the French language and culture. Students will become familiar with vocabulary and grammar that will enable them to begin to read, write, speak, and understand the French language. Students will also develop an appreciation and respect for francophone culture and history. Ethos offers dual credit through Colorado Christian University. CCU issues a 3 hour credit of Elementary French I (FRE 121) for this Ethos course.

FRENCH 2 / HONORS FRENCH 2

2 Semesters / 1 Credit

Requirements: Completion of both semesters of French 1.

French 2 is the continued exploration of French and Francophone language and culture. This course builds off of the building blocks of French 1 and works to improve fluency and reading abilities all while exploring and learning more about French and Francophone culture. We look forward to discovering the French language and people through innovative activities during and outside of class! The Honors track for this course is for students who plan to continue studying the language through the advanced levels. Students will have opportunities throughout both semesters to earn Honors Quality Points by completing additional requirements as determined by the team of World Languages teachers. **Ethos offers dual credit through Colorado Christian University. CCU issues a 3 hour credit of Elementary French II (FRE 122) for this Ethos course.**

FRENCH 3 / HONORS FRENCH 3

2 Semesters / 1 Credit

Requirements: Completion of both semesters of French 2.

French 3 is a continuation of French 2, designed to solidify the skills necessary for effective communication. Concepts learned in French 1 and 2 will be expanded and practiced through class stories, readings and conversation. Topics include education, religion, storytelling, and French culture and literature. French 3 emphasizes practicing more complex interpersonal communication in the present, past, and future; developing proficiency in reading selected excerpts, short stories and novellas; and exploring French and francophone history, art, cuisine, film, and music.

The Honors track for this course is for students who plan to continue studying the language through the advanced levels. Students will have opportunities throughout both semesters to earn Honors Quality Points by completing additional requirements as determined by the team of World Languages teachers.

FRENCH 4 / HONORS FRENCH 4

2 Semesters / 1 Credit

Requirements: Completion of both semesters of French 3.

French 4 is a study of French language, culture and literature designed to develop fluency in the skills necessary for mastery of the French language: Speaking, Reading, Writing, and Listening. Concepts learned in French 1-3 will be expanded and practiced as students work toward more fluency of speech and mastery of written French. Students will focus on more varied interpersonal communication, developing increased proficiency in reading and analyzing French texts, completing longer written pieces in a variety of modes, and investigating and responding to the varied expressions of French and francophone culture.

The Honors track for this course is for students who plan to continue studying the language through the advanced levels. Students will have opportunities throughout both semesters to earn Honors Quality Points by completing additional requirements as determined by the team of World Languages teachers.

AP FRENCH

2 Semesters / 1 Credit

Requirements: Completion of both semesters of French 4.

The AP French course is designed to prepare students for successful performance on the AP exam. It will further develop language skills that were cultivated throughout French 2 through 4. An emphasis on literature will be used to sharpen reading and writing skills. Listening comprehension and speaking will be reinforced through daily practice. Advanced French grammar concepts will be refined through continued study and research.

GERMAN 1

2 Semesters / 1 Credit

German 1 is an introduction to the German language. In each unit, students will be introduced to new vocabulary, grammatical structures, and a cultural aspect from one area of Germany or a German speaking country. Students who successfully complete German 1 can expect to move from Beginner to Novice-Mid on the proficiency scale.

GERMAN 2

2 Semesters / 1 Credit

In German 2, students improve their ability to read and hear the German language with understanding. Students are introduced to more complex grammar, readings, and spoken assignments. Students in German 2 will focus on future and past tense with the ability to use both

interchangeably. Students successfully completing German 2 can expect to move from Novice-Mid to Novice-High on the ACTFL interpretive proficiency scale.

GREEK 1

2 Semesters / 1 Credit

In Greek 1, students will begin to acquire communication skills in Biblical Greek as well as strengthening their reading comprehension, writing, and vocabulary skills. Through the reading selections and class discussions, students will learn not only about the language of Jesus' time period, but also the culture behind the texts. By the end of the course, students will be able to read selected verses and texts from the New Testament in its original language. Beyond an introductory knowledge of Greek, students will have an appreciation for the New Testament and the cultural context in which it was written. **Ethos offers dual credit through Colorado Christian University. CCU issues a 3 hour credit of Special Topics - Hebrew (HEB 197) for this Ethos course.**

GREEK 2

2 Semesters / 1 Credit

In Greek 2, students will build on skills acquired in Greek 1, continuing to strengthen their reading comprehension, writing, and vocabulary skills. Through increasingly complex reading selections and class discussions, students will increase their proficiency in reading the Greek New Testament and their understanding of the culture behind the texts. By the end of the course, students will be able to read extended passages from the New Testament in its original language. **Ethos offers dual credit through Colorado Christian University. CCU issues a 3 hour credit of Special Topics - Greek for this Ethos course.**

HEBREW 1

2 Semesters / 1 Credit

Hebrew 1 is an introductory course to Biblical Hebrew as used in the Old Testament. In Hebrew 1, students will acquire the necessary skills to begin to read Hebrew in their own Hebrew Bibles. The course is designed to give an introductory look at the vocabulary, reading comprehension, writing, and cultural knowledge needed to read the Hebrew Scriptures on their own. By the end of the course, students will be able to read selected verses and texts from the Old Testament in their original language. Beyond an introductory knowledge of Hebrew, students will have an appreciation for the Old Testament and the cultural context in which it was written. **Ethos offers dual credit through Colorado Christian University. CCU issues a 3 hour credit of Special Topics: Hebrew (HEB 197) for this Ethos course.**

LATIN 1

2 Semesters / 1 Credit

In Latin 1, students begin acquiring reading skills in Latin as well as strengthening their English reading and vocabulary skills through vocabulary building and analyzing sentence structure. Through the reading selections and class discussions, students learn about the daily lives of the Romans and make comparisons relevant to today's society. Students will use Latin orally to initiate and respond to simple statements and commands as well as read Latin aloud. Elementary writing tasks also build a bridge to understanding the written word.

LATIN 2 / HONORS LATIN 2

2 Semesters / 1 Credit

Requirements: Completion of Latin 1.

In Latin 2, students refine reading skills in Latin as well as continue to strengthen their English reading and vocabulary skills through vocabulary building and analyzing sentence structure. Students are introduced to more complex syntactic and grammatical structures. Through the reading selections and class discussions, students acquire a more in-depth knowledge about the daily lives and history of the Romans and continue to make comparisons relevant to today's society. Students will use Latin orally to initiate and respond to more complex statements and commands as well as read Latin aloud. Intermediate writing tasks also build a bridge to understanding the written word. **Ethos offers dual credit through Colorado Christian University. CCU issues a 3 hour credit of Special Topics: Latin I (LAT 301) for this Ethos course.**

The Honors track for this course is for students who plan to continue studying the language through the advanced levels. Students will have opportunities throughout both semesters to earn Honors Quality Points by completing additional requirements as determined by the team of World Languages teachers.

LATIN 3 / HONORS LATIN 3

2 Semesters / 1 Credit

Requirements: Completion of Latin 2

In Latin 3, students begin to transition toward reading authentic Latin prose. Students are introduced to high-level syntactical and grammatical structures. They will further strengthen their English reading and vocabulary skills through vocabulary building and analyzing sentence structure. Through the reading selections and class discussions, students learn about the literary and stylistic devices appropriate for prose. Concentration is also focused on the philosophic, historic, and cultural aspects relevant to these selections. Students will develop a sense of meaningful phrase grouping with appropriate voice inflection and fluency when reading, and will begin to use Latin orally to hold short conversations. Students will begin to compose complex written sentences and/or short dialogues in Latin. The Honors track for this course is for students who plan to continue studying the language through the advanced levels. Students will have opportunities throughout both semesters to earn Honors Quality Points by completing additional requirements as determined by the team of World Languages teachers.

Ethos offers dual credit through Colorado Christian University. CCU issues a 3 hour credit of Latin II (LAT 302) for this Ethos course.

LATIN 4 / 5

2 Semesters / 1 Credit

Recommendation: Successful completion of both semesters of Latin 3.

Latin 4/5 is a two-year study of Latin literature with an alternating curriculum. Year one places emphasis on Latin poetry, including works from Catullus, Vergil, and Ovid. Year two provides opportunities for students to read Latin authors from varied genres and time periods. Students do not have to take both years to receive credit. Students will review and master complex syntactical and grammatical structures. Through the reading selections and class discussions, students learn about the literary and stylistic devices appropriate for either prose or poetry. Concentration is also focused on the philosophic, historic, and cultural aspects relevant to these selections. Students will develop a sense of meaningful phrase groupings with appropriate voice inflection and fluency in pronouncing Latin, and will read poetry in meter. Students will use Latin orally to hold short conversations and compose complex written sentences and/or short dialogues in Latin. Students will have opportunities throughout both semesters to earn Honors Quality Points by completing additional requirements as determined by the team of World Languages teachers. Honors credit can be earned in either semester, or in both.

Ethos offers dual credit through Colorado Christian University. CCU issues a 3 hour credit of Latin I OR Latin II (LAT 301 or LAT 302) for this Ethos course.

AP LATIN

2 Semesters / 1 Credit

Requirements: AP Latin is recommended for students who have completed both semesters of Honors Latin 4 or Honors Latin 5 with a minimum grade of 87 and have obtained teacher approval.

Students will improve their proficiency in reading Latin through daily preparation and in-class reading of selections of Latin from Vergil's Aeneid and Caesar's De Bello Gallico. Significant sections of both works will also be read in English, and selections from other Latin authors will be provided for sight reading practice. When combined with historical content and additional assigned essays of literary criticism, the student will develop a sense of the historical and literary context of the works in preparation for academic writing and scholarly analysis of the text. During class discussions and in writing essays concerning major themes, historical relevance, and literary technique, students will develop an appreciation of the authors' mastery of prose and poetry, as well as an understanding of the politics and culture of the ancient Roman world. Accuracy and speed in translation, grammatical knowledge, and high-level interpretation skills will be expected of the AP candidate, as well as the concise communication of ideas in critical analysis.

SPANISH 1

2 Semesters/ 1 Credit

Spanish 1 is an introduction to the Spanish language and culture. The student will be able to engage in basic communication including themes such as school, family, hobbies, and activities using the present tense. The student will also be exposed to introductory Hispanic culture.

SPANISH 2 / HONORS SPANISH 2

2 Semesters / 1 Credit

Requirements: Completion of both semesters of Spanish 1

Spanish 2 is a continuation of concepts learned in Spanish 1. Student's communication will expand to include past tenses and themes such as daily routine, shopping, gastronomy, health, and celebrations. Students will expand their knowledge of Spanish grammar, vocabulary, and conversational skills. Emphasis will be placed on conversation, listening, and reading skills at an accelerated level.

Students will have opportunities throughout both semesters to earn Honors Quality Points by completing additional requirements. The Honors track for this course is for students who plan to continue studying the language through the advanced levels. Students will have opportunities throughout both semesters to earn Honors Quality Points by completing additional requirements as determined by the team of World Languages teachers.

SPANISH 3 / HONORS SPANISH 3

2 Semesters / 1 Credit

Requirements: Completion of both semesters of Spanish 2.

This course is designed as a continuation of the concepts learned in Spanish 1 and 2. Vocabulary themes will include technology, the home, and nature using the present and past tenses, and an introduction to the subjunctive. This course also includes the study of literature, history, and culture of Hispanic countries. The student will expand his/her knowledge of grammar and vocabulary at an accelerated rate. Emphasis will be placed on conversation, listening and reading skills.

Students will have opportunities throughout both semesters to earn Honors Quality Points by completing additional requirements as determined by the team of World Languages teachers. The Honors track for this course is for students who plan to continue studying the language through the advanced levels.

SPANISH 4/ HONORS SPANISH 4

2 Semesters/ 1 Credit

Requirements: The student must have completed both semesters of Spanish 3 with a passing grade.

Spanish 4 is designed as a continuation of the concepts learned in Spanish 1 through 3. Students will apply their skills and knowledge on a daily basis through conversation and reading and writing using the past, present, and future tenses. There will also be a continued focus on the subjunctive mood. Exposure to culture and language will take the form of real-life situations through community service, cinema, and literature. Themes will rotate on a two-year schedule and will include history, politics, relationships, and entertainment. Students successfully completing Spanish 4 can expect to move from Intermediate-Low to Intermediate-Mid on the proficiency scale with regards to the following themes: Families and Communities, Science and Technology, Contemporary Life, and Beauty and Aesthetics. Students will have opportunities throughout both semesters to earn Honors Quality Points by completing additional requirements as determined by the team of World Languages teachers. The Honors track for this course is for students who plan to continue studying the language through the advanced levels.

SPANISH 5

2 Semesters/ 1 Credit

Requirements: The student must have completed both semesters of Spanish 4 with a passing score.

Spanish 5 is designed as a continuation of the concepts learned in Spanish 1 through 4. Students will apply their skills and knowledge on a daily basis through conversation, reading, and writing using the past, present, and future tenses. There will also be a continued focus on the subjunctive mood. Exposure to culture and language will take the form of real-life situations through community service, cinema, and literature. Themes will rotate on a two-year schedule and will include history, politics, relationships, and entertainment. Fifth-year students will have the unique opportunity to mentor Spanish 4 students in class. Students successfully completing Spanish 5 can expect to move from Intermediate-Mid to Intermediate-High on the proficiency scale with regards to the following themes: Families and Communities, Science and Technology, Contemporary Life, and Beauty and Aesthetics.

AP SPANISH

2 Semesters / 1 Credit

Requirements: Completion of Honors Spanish 4/5 or teacher recommendation.

The AP Spanish course is designed to prepare students for successful performance on the AP exam. It will further develop language skills that were cultivated throughout Honors Spanish 2 through 4. An emphasis on literature will be used to sharpen reading and writing skills. Listening comprehension and speaking will be reinforced through daily practice. Advanced Spanish grammar concepts will be refined through continued study and research.

PHYSICAL EDUCATION

PERFORMANCE TRAINING

1 semester, 1/2 credit

Ethos Performance is an online option for students to access all of the content and instruction from Performance Training through a digital platform called Teambuildr. Ethos Performance Training is based on the scientific principles of kinesiology, exercise physiology, biomechanics, sports medicine, and athletic training. Our mission remains to engage, educate, and empower the student-athlete to develop skills that will translate to improved sport performance and a lifetime of wellness.

In order to accomplish that mission, we have created a full curriculum built around an annual training plan. Students will strength train 4 times per week with intensities and volume dependent upon their sport season (off-season, pre-season, in-season, post-season). For those not participating in a formal sport, he or she will follow a basic undulated periodization of load throughout the semester offering. These training cycles will be based on fundamental movement patterns that will be balanced daily and weekly to promote improved fitness and reduce the likelihood of injury. We will adapt the training sessions to each individual through differentiated modifications based upon the capability of the student and his or her current skill/experience level. Training progressions will depend on mastery of movement and not on the amount of weight lifted.

The grading of the course will be based upon daily participation, video recordings of training, documentation of sets, reps, and daily performance, and completing weekly assignments and quizzes. Weekly assignments will be based on the content related to PT, Character Development Plan, and the Performance Nutrition Program. Periodically, the coach will require students to record themselves training to ensure that the exercises are being performed properly. Students must be diligent in learning how to navigate Teambuildr software to ensure that documentation is consistent and accurate. Instructions and ongoing communication will be given on how to establish your Teambuildr account and use the software successfully.

FINE ARTS

2D ART

1 Semesters / ½ Credit

This is an entry-level art course that teaches students to develop creative solutions to two-dimensional design problems using a variety of media and techniques. An in-depth exploration of the elements of art will guide students through rendering spatial dimension through a still-life study. Instruction for using a variety of graphite drawing pencils and techniques will be introduced. Students will demonstrate an understanding of the principles and elements of design as they relate to a watercolor painting & printmaking project. Lastly, students will recognize different artists and artworks in history and creatively “alter” a Master’s work in a personally guided mixed media- art

appropriation project. Critical analysis and evaluation of one's own work and the work of others will be initiated. These foundations provide the framework for art students to visually and verbally communicate effectively in successive art courses.

BEGINNING DRAWING AND PAINTING

1 Semesters / ½ Credit

Requirements: Visual Arts 2D Design and teacher recommendation.

The focus of this course is for students to explore a variety of drawing, painting, and mixed media. Through the “cardboard portrait project” students will combine traditional portrait drawing techniques with unconventional media to explore a mixed-media approach to rendering. Students will begin to hone the quality of their rendering and design skills utilizing theories of composition and dynamic contrast to visually communicate their ideas. An architectural landscape watercolor painting project will allow students to demonstrate their understanding and use of space. Students will gain confidence with color mixing and watercolor painting through a series of exercises focusing on mixing hues, values, intensities, temperatures, neutrals, and incorporating creative textural techniques. Lastly, students will strengthen their ideation skills through a “Street Art Pattern Project.” By combining design techniques, introduction of emphasis and symbolism, and a thorough acrylic paint demonstration, students will create their own logo and street art wall on canvas. Critical analysis and evaluation of one's own work and the work of others will continue to be strengthened.

MUSIC THEORY

2 Semesters / 1 Credit

Music theory serves as an entry-level course for those interested in the fundamentals of music literacy (reading, writing, and understanding music). As a recommended preparatory course for AP Music Theory, this course begins with students learning the rudiments of pitch and rhythm and progresses through exploring the relationship of these rudiments to real music in intervals and basic chord structure. Various styles of music are used in listening and writing throughout the course, and students of any proficiency are welcome. No prior musical experience is required.

DUAL CREDIT OFFERINGS

The Dual Credit Program is a cooperative effort between Colorado Christian University and Ethos to offer college-level courses to Ethos students. The program allows students the opportunity to earn college credit at Ethos - all while experiencing the rigor and academic challenge of college coursework. Colorado Christian University is a four-year liberal arts school that is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. CCU initiated their Dual Credit program in 2011 in order for students to take college-level courses while in high school.

As with Advanced Placement, Dual Credit course acceptance varies with each college and university. CCU dual credit students must order transcripts in order for them to be sent to colleges and universities. The decision to accept these courses lies with each post-secondary institution. We

recommend that students contact the colleges and universities they hope to attend to check the acceptance of individual courses.

Registration for these courses will occur within the first four weeks of the Ethos school year. Students may find more information about the registration process by contacting Ethos Administration or by going to the “Welcome to Ethos” course page found on Blackboard.

Students do not need to be enrolled in dual credit through CCU to be enrolled in the Ethos course; however, it is an option many students choose to take advantage of.

The following Ethos courses will offer dual credit options for the 2024-2025 school year:

Ethos Course	CCU Course	CCU Course ID	CCU Hours
Old Testament Survey	Old Testament	BIB 111	3
New Testament Survey	New Testament	BIB 114	3
Precalculus 12	Precalculus	MAT 115	3
Anatomy and Physiology	Human Anatomy/Physiology I/Lab	BIO 201/211	4
English 12	English Composition	ENG 102	3
Creative Writing 1	Intro to Creative Writing	ENG 230	3
French 1	Elementary French I	FRE 121	3
French 2	Elementary French II	FRE 122	3
Hebrew 1	ST - Hebrew	HEB 197	3
Latin 2	Latin I	LAT 301	3
Latin 3	Latin II	LAT 302	3
Latin 4 / 5 : Poetry	Latin II	LAT 302	3
Chinese 1	Chinese I	LNG 197	3
Chinese 2	Chinese II	LNG 297	3
Greek 1	Greek I	LNG 197	3

Psychology	Intro to Psychology	PSY 101	3
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SUMMER TERM OFFERINGS

Ethos offers 2D Art, American History 1 (Middle School, 2 semesters), American History 2 (Middle School, 2 semesters), Health (1 semester), Making Sense of Short Stories (Middle School, 1 semester), Psychology (1 semester, Dual Credit available), Sociology (1 semester), Python 1 (1 semester), Python 2 (1 semester). Introduction to 3D Modeling (1 semester) over the summer. Please refer to the Course Descriptions section earlier in this handbook for course information. Additional courses are available upon advance request.