

# **Immanuel High School**



## **2026-2027 Course Catalog**

# ACADEMICS

## Course Credit Information

### Immanuel High School Graduation Requirements

Students who attend Immanuel High School for four years (grades 9-12) must accumulate a minimum of 250 semester units as outlined below. Adjustments in unit totals will be made for students who matriculate into IHS after grade 9 depending on curriculum requirements in their former institution(s). In addition, in order to graduate from Immanuel, students must attend IHS full time during their senior year and complete a minimum of 70 units from Immanuel.

| Required Courses for Graduation                         | Units |
|---------------------------------------------------------|-------|
| Bible (four years)                                      | 40    |
| English (four years)                                    | 40    |
| Social Science (three years)                            | 30    |
| Mathematics (two years: minimum level Algebra 1)        | 20    |
| Science (one year life and one year physical)           | 20    |
| Physical Education (two years: one sport=one half year) | 20    |
| Freshman Foundations                                    | 10    |
| Health (Part of Freshman Foundations)                   |       |
| Foreign Language                                        | 10    |
| Visual, Performing, or Applied Art                      | 10    |
| Total Required Courses                                  | 200   |
| Electives                                               | 50    |
| Total Units                                             | 250   |

### Community Service Requirement

Immanuel Schools' mission is to equip students to serve God and neighbor with mind, body, and soul, based on a Christ-centered education.

High School students at Immanuel are required to complete 40 hours of service as part of their graduation requirement. An incoming sophomore, junior, or senior student will be required to complete a total of 10 hours per year of attendance at Immanuel. In collaboration with Bible classes, students will be provided multiple opportunities to serve outside of the normal activities. We feel that it is vital to the growth and development of a student at Immanuel to glorify God in serving our neighbors and communities.

### **Graduation Ceremony Participation**

A student will not be allowed to take part in Immanuel High School graduation ceremonies unless all graduation requirements have been fulfilled. All required coursework must be completed by the summer immediately following a student's senior year or no diploma will be granted. All coursework taken outside of Immanuel High School must be approved by the counseling office or administration.

### **Minimum CSU/UC Subject (A-G) Requirements**

In addition to fulfilling requirements for graduation, students planning to attend a four year college or university following graduation must meet the following. In several subject areas, IHS graduation requirements meet or exceed minimum university requirements.

| <b>Minimum College Preparatory Requirements</b>                                                                                                                                               | <b>Units</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| History/Social Science (two years)<br>One year of US History (or ½ year of US History and ½ year of Civics, Ag Gov't or American Gov't) and one year of World History, Cultures, or Geography | 20           |
| English (four years)                                                                                                                                                                          | 40           |
| Mathematics (three years required, four recommended)<br>Minimum: Algebra (may be taken in 8 <sup>th</sup> grade), Geometry, and Algebra II                                                    | 30           |
| Laboratory Science (one year life and one year college preparatory physical required, three years recommended)                                                                                | 20           |
| Foreign Language (two years required, three recommended)<br>Must be in the same foreign language.                                                                                             | 20           |
| Visual or Performing Arts (one year)                                                                                                                                                          | 10           |
| College Preparatory Electives (one year)<br>One year in addition to those required above.                                                                                                     | 10           |

## **Sample Immanuel High School Four-Year Plan**

Based on Graduation Requirements

| <b>9th</b>                    | <b>10th</b>                        | <b>11th</b> | <b>12th</b>          |
|-------------------------------|------------------------------------|-------------|----------------------|
| Bible                         | Bible                              | Bible       | Bible                |
| English                       | English                            | English     | English              |
| Freshman Readiness/<br>Health | World History                      | US History  | Civics/<br>Economics |
| Math                          | Math                               | *           | *                    |
| Science                       | Science                            | *           | *                    |
| Physical<br>Education         | Physical<br>Education              | *           | *                    |
| Foreign Language              | Fine, Visual, or<br>Performing Art | *           | *                    |

Note: Electives are indicated by an (\*). These may be used to meet additional subject requirements for UC/CSU and NCAA eligibility.

## **NCAA Initial Eligibility and Clearinghouse Rules** **& NAIA Eligibility Requirements**

### **NCAA (NATIONAL COLLEGIATE ATHLETIC ASSOCIATION)**

Students planning to enroll in college as a freshman and play sports for a Division I or II school, must be deemed academically qualified by the NCAA Initial Eligibility Center. The Center ensures consistent interpretation of NCAA initial eligibility requirements for all prospective student athletes at all member institutions.

Obtaining complete information regarding athletic eligibility at the college level is the responsibility of the parent and student/athlete. Applications are available online. Students should start this process in the spring of their junior year of high school. It is the student's responsibility to make sure the NCAA Eligibility Center has the following documents it needs to certify a student/athlete:

- A completed Online Eligibility Center Application.
- An "official" transcript sent directly from every high school attended
- ACT or SAT scores (students should request their scores be sent directly from College Board or ACT to the Eligibility Center.

To be eligible, students must do the following:

- Graduate from high school

- Complete the 16 core courses (See chart below)
- Present a minimum grade point average (GPA) in those core courses
- Present a qualifying test score on either ACT or SAT

Listed below are the 16 core courses needed to qualify for either Division 1 or Division II colleges. For further information regarding required GPA and ACT/SAT test scores, or any other questions - go to [www.ncaa.org](http://www.ncaa.org)

| <b>Required Core Classes</b>                                                                    | <b>Division I</b> | <b>Division II</b> |
|-------------------------------------------------------------------------------------------------|-------------------|--------------------|
| English                                                                                         | 4 years           | 3 years            |
| Mathematics (Math 1 or higher)                                                                  | 3 years           | 2 years            |
| Science (natural/physical)<br>(1 year lab science required)                                     | 2 years           | 2 years            |
| Social Science                                                                                  | 2 years           | 2 years            |
| Additional English, Math or Natural/Physical                                                    | 1 year            | 3 years            |
| Additional courses (Any area listed above, foreign language or comparative religion/philosophy) | 4 years           | 4 years            |

### **NAIA (National Association of Intercollegiate Athletics)**

Incoming U.S. freshmen need to fulfill and provide documentation for two of the following three criteria:

- Athletes must get either an 18 on the ACT or a 970 on the SAT. Athletes must have the testing centers send their scores directly to the NAIA using the code 9876.
- Achieve a minimum overall high school grade point average of 2.0 on a 4.0 scale. Athletes need to send their official transcript to the NAIA, either via the High School Portal or as a hard copy in the mail.
- Graduate in the top half of their high school class. If this information isn't included on the athlete's official transcript, the athlete needs to provide a class rank letter.

### **Grade Scale (Immanuel High School)**

| <b>Letter</b> | <b>Percentage Range</b> | <b>Grade Points</b> | <b>Description</b>                                                                             |
|---------------|-------------------------|---------------------|------------------------------------------------------------------------------------------------|
| A+/A/A-       | 90 - 100                | 4                   | Student excels in all areas, going beyond course requirements to expand his/her horizons.      |
| B+/B/B-       | 80 – 89                 | 3                   | Students put in more effort than required in time and energy, completes homework on time, etc. |
| C+/C/C-       | 70 - 79                 | 2                   | Students are meeting course and teacher expectations.                                          |
| D+/D/D-       | 60 - 69                 | 1                   | Students consistently demonstrate lack of interest and energy regarding work assigned.         |
| F             | Below 60                | 0                   | Students consistently fail to put forth effort in the classroom, on homework, and exams.       |
| P             | Pass                    | -                   | Students met course requirements on a pass/fail basis.                                         |

|    |   |   |                                                                              |
|----|---|---|------------------------------------------------------------------------------|
| WF | - | 0 | Withdraw/Fail. Student withdrew from the course after the add/drop deadline. |
| I  | - | - | Incomplete. Coursework must be made up following IHS guidelines.             |
| NM | - | - | No mark. Given for study hall.                                               |

Note: The following coursework earns extra quality points in grade point average calculations: Honors, advanced placement, and college transfer level courses (three unit minimum).

Following each six weeks of school, a report card will be available on FACTS. The first and second reports in each semester are progress grades. Final semester grades (December and May) are the only grades posted on student transcripts.

### **Bible**

All full time students at Immanuel Schools are required to take Bible on campus as part of their schedule. Part time students must also be enrolled in a Bible course, either on campus or as part of a home-school curriculum, which must be approved by the administration.

### **Advanced Placement Level Courses**

Advanced Placement (AP) level courses provide a more rigorous and academically demanding curriculum. There are many benefits for qualifying students to take these courses. Students are able to study subjects more thoroughly and challenge themselves with classmates who are similarly motivated. The higher academic standards and expectations better prepare students for successful college performance. Students in these courses are encouraged to take the College Board AP exams in May.

### **AP Prerequisites**

- AP World History: 3.25 cumulative GPA
- AP US History: 3.5 average in Bible and English OR a “B” or higher in AP World History
- AP Biology: complete chemistry and biology with a 3.5 average

For students seeking AP enrollment under special circumstances, administration approval will be required.

### **Dual Enrollment (DE) / Dual Credit (DC)**

Dual enrollment and dual credit courses provide a college-level course that allows students to earn college-level credits while being enrolled in high school. Dual enrollment courses are done in conjunction with a variety of higher educational institutions (i.e., Colorado Christian University, Grand Canyon University. Typically, the dual enrollment classes are limited to juniors and seniors. Each institution determines student eligibility for dual enrollment. Students enrolling in our dual credit Pre-Calculus (MAT 115) or dual credit Calculus (MAT 141) courses must have earned a “B” in Algebra II or in Pre-Calc/Adv. Math. For a list of potential dual enrollment and dual credit courses, please see the Counseling department.

### **Office/Teacher Aides\***

Junior and Senior students assigned as office or teacher aides will receive a pass/fail and credit (2 ½ units per semester) from the supervising teacher or staff member. Passing credit is not calculated into the student's GPA, but does count toward credit requirements.

### **Study Hall\***

Junior and Senior students in study hall receive neither a letter grade nor credit. Study Hall is listed as a “No

Mark” (NM) on transcripts. Students enrolled in multiple advanced rigor courses may be allowed an additional study hall period per administrative and counseling approval.

\*Junior and Senior students are typically only allowed to choose ONE of the following options per year: office/teacher aide, or study hall.

### **Elementary Tutor/Peer Mentor**

Junior and Senior students assigned as an Elementary Tutor or Peer Mentor will receive a letter grade and 5 credits per semester from the supervising teacher or staff member. Passing credit is calculated into the student's GPA.

### **Internship**

Juniors and Seniors have the option to participate in one “Internship” period for 5 credits per semester. Internships are job or volunteer opportunities students have off campus. A letter grade will be assigned by their counselor and supervisor. Students must secure their own Internship placement. Students interested in this option must receive approval from the counselor.

### **Off-Campus Classes**

Prior approval must be obtained through administration and counseling before any off-campus course, including home school coursework, will be accepted for credit at IHS. An official transcript must be obtained from the institution prior to credit being reflected on the student’s transcript. Evidence of completion is limited to official receipt of grade or proof from the school of record that all requirements have been met and the grade is pending.

### **Failed Courses**

Students who fail a course required for graduation must repeat the course and earn a passing grade. When students repeat the same course, an “R” will be placed next to the original grade on the transcript, and the new grade with the appropriate credit will be recorded in the year the course is repeated. In this situation, only the new grade will be used in computing GPA. While IHS encourages students to repeat courses in which a “D” was earned, credit for the course can only be earned once. All coursework to be taken for credit recovery must receive prior approval from the Immanuel administration.

### **Credit Recovery**

All credit recovery courses and programs must be reviewed and approved by the counseling department and school administration. Students must follow the process to gain approval in advance of taking any credit recovery courses. Credit recovery courses, at the discretion of school administration, may be used to recover credits lost from failed courses or transcript incompatibilities, achieve necessary credits for high school graduation, qualify for college admission, or meet NCAA/NAIA eligibility requirements. Original credit, through Immanuel High School or a student’s previous high school, must have been attempted first.

Students who meet the following criteria may be approved for additional credit recovery options:

1. Students with documented learning plans approved by Immanuel’s intervention program.
2. International students on U.S. visas, or foreign-born students, with non-transferable credits from their home country.
3. Students facing a documented language barrier.

### **Academic Probation**

Students who are below a 2.0 or have two “F’s” for two consecutive grading periods may jeopardize their chance to remain at Immanuel Schools.

### **Extracurricular Activities Grade Requirements**

In order to be eligible to participate in sports and extracurricular activities (i.e. athletics, field trips, school events, student government, homecoming queen, etc.) a student cannot be failing in more than one class and must maintain a 2.0 GPA. Each grading period will be used to determine eligibility.

### **Schedule Changes (Immanuel High School)**

A student may request to withdraw from a class within the first three weeks of the semester. Reasons a request could be denied may include the following: course is required for graduation, no class is available to transfer into, a transfer to another class results in an imbalanced course size, etc. Students requesting a course change will need counselor and parent approval prior to a schedule being altered. Students who drop a class after the deadline will receive a WF (withdraw/fail) on their transcripts.

### **Incompletes**

With administrative approval, a student may receive an incomplete ("I") if within the last term of the semester some occurrence beyond the student's control prevented him/her from completing course requirements on time.

1. After receiving an incomplete, the student must follow the procedure outlined below.
2. An incomplete grade is to be made-up by the end of the next grading period. Failure to complete the assigned work within the allotted time will result in a "F" for the missing work.
3. If the "I" is incurred during the last semester of the senior year, the student will not participate in the graduation ceremony and will not receive his/her diploma unless all graduation requirements are fulfilled by the end of the summer immediately following his/her senior year.
4. After the time for making up an incomplete has elapsed, students who receive an "F" in the class may subsequently receive credit for the class only by re-enrolling and successfully repeating the work.
5. In computation of GPA, zero points will be calculated for each "I" until the "I" grade is made-up. An "I" grade that reverts to an "F" will also be calculated at zero points.
6. Upon completion of the work assigned, the instructor (or the department chair in the event the instructor is not available) is to evaluate the work and assign a semester grade.
7. It is the student's responsibility to ensure the completion of the work. The instructor is not responsible for reminding the student that the course work needs to be completed by the deadline.

## **Awards and Recognition**

### **The Ed Janzen Award**

This recognition is given to a graduating senior who exemplified the mission of Immanuel High School during his/her time as a student. Chosen by the faculty, this award is presented during the Graduation Ceremony.

### **Valedictorian**

The student who has the highest total weighted grade point average (GPA) through the final semester of his/her senior year and has been a full-time student at Immanuel High School (IHS) for his/her junior and senior years will be declared the valedictorian.

Quality points (additional grade points added to any grade C or higher in specific courses) can be earned and will be included in the weighted GPA calculation. The courses eligible for quality points are as follows: 1) AP courses in which the student completes the course, 2) Any dual-credit high school/college course taken at IHS, and 3) Any dual-enrollment high school/college course taken at an accredited post-secondary institution.

### **Salutatorian**

The student who has the second highest total weighted grade point average (using the formula described in the valedictorian section) through the eighth semester and who has been a full time student at IHS for at least his/her junior and senior years will be declared salutatorian.

### **Graduation with Honors**

Students who have a cumulative GPA of 3.25 or higher through the eighth semester graduate with honors. This recognition is noted in the Commencement Program and honors students receive a gold tassel to wear at graduation.

### **California Scholarship Federation**

This is a scholastic honor society whose purpose is to foster pride in high standards of scholarship. CSF membership is by semester and is neither automatic nor compulsory. Students must apply during the enrollment period at the beginning of each semester. Applications and membership criteria are available in the counseling office.

Life membership is granted to students who have applied for and earned membership for four semesters during sophomore through senior years, one semester must have been earned in their senior year. Life members receive an official gold CSF seal on their diploma and status on their transcript, a Life Membership pin (lamp), recognition at Senior Award Night, and a gold tassel to wear at graduation. This recognition is also noted in the award's night program.

100% Life membership is granted to students who have earned membership for six semesters of their sophomore through senior years. These students receive the same awards as a Life member as well as a gold cord to wear at graduation. This recognition is also noted in the graduation commencement program.

### **Academic Letters, Patches, Stoles, and Badges**

Full time students are eligible for academic awards if their weighted cumulative GPA for a semester is 3.57 or higher. Academic letters are awarded to students who meet this requirement for the first time. Academic patches (lamps) are awarded to students who meet this requirement thereafter. In addition, an academic patch (star) is awarded to students who achieve a 4.0 grade point average for a semester.

Their senior year, students are recognized for earning academic badges, career badges, and stoles. Academic badges are awarded to students who meet a variety of rigorous academic criteria, such as taking AP courses, participating in CSF for a minimum of four semesters, and taking advanced math and/or science courses. Career badges are awarded to students who participate in workplace learning experiences, extracurricular activities, and additional community service hours, among others. Stoles are presented to students who have completed a specific graduation plan: University, College, or Career. Please see the [College & Career Framework document](#), which is also available from the counseling department, for more detailed information.

An Academic Awards Ceremony is held each spring to recognize student achievement.

### **Distinguished Scholar**

Seniors who have earned the following will receive a medal to be worn at the graduation ceremony: cumulative GPA of 3.75 or higher, minimum score on the SAT (1150) or ACT (24), twelve academic badges, and six career badges.

## **Coursework**

### **FACTS**

FACTS is our Student Information System (SIS) and enables students as well as parents/guardians to view assignments, grades, attendance, and schedule from a secure website. Parents can view this information through

their parent portal.

### **Schoology**

Schoology is our Learning Management System (LMS). An LMS is a set of tools for delivering educational content using a secure online platform. Schoology enables teachers to post various types of resources, facilitate discussions, and manage digital information flow in the classroom. Schoology enables students to interact in their courses in a safe and monitored digital learning environment.

For both FACTS and Schoology, all Immanuel students are assigned a user account and password each year. Parents/guardians of Immanuel students are *highly* encouraged to create individual “parent accounts” to view student information and to track academic progress. This account information is distributed at the beginning of each school year.

### **Grades**

Grades are updated on FACTS. Parents are encouraged to monitor their child’s performance and be aware of upcoming assignments. Information about assignments are found on Schoology. Missing assignment grades are an indication that the student is struggling and not performing to his/her ability.

### **Make-up Work**

When a student is absent from school, assignments may be determined from Schoology. If worksheets or class handouts are required, parents may request these through the counseling office. Some in class assignments may not be able to be made up and students will receive no credit; this may include class participation grades. In the event of an unexcused absence the student may be given the class work missed upon the discretion of the teacher/administration.

### **Missed Exams**

A student who is absent from class the day before an exam is still expected to take the exam as scheduled. Exceptions will be made in the case of extended illness. In the event of an unexcused absence the student may be given exams upon the discretion of the teacher/administration.

### **Cheating/Plagiarism**

Cheating includes, but is not limited to, copying from others or letting others copy from you; having notes, formulas, or other information either written or in any electronic device; providing access to exam materials; and/or tampering with teacher grades.

Plagiarism is defined by Write for College (2007) as submitting another writer’s paper; using copy-and-paste; neglecting necessary quotation marks; paraphrasing without citing a source; and/or confusing borrowed materials with your own ideas (328-329). Changing a few words or rephrasing ideas still requires citation. For more information on plagiarism, [plagiarism.org](http://plagiarism.org) is a comprehensive website on what plagiarism is and how to avoid it.

Students are responsible to make sure they maintain academic integrity at all times. Cheating, plagiarizing, or attempting to cheat on assignments, projects or exams will result in an appropriate consequence as determined by the teacher and/or administration. Further disciplinary actions may be taken up to and including an “F” in the course and/or expulsion.

### **Final Exams Policy**

All students are expected to take their final exams during the scheduled time. Any exceptions must be cleared through the office.

All academic courses are to have comprehensive final exams (over the work of the entire semester) during their final exam times.

All non-academic/performance courses are to have a significant assessment during final exam time or the week prior to finals week.

## **COURSE DESCRIPTIONS**

### **Bible Department**

Note: In order to graduate from Immanuel High School, students need to successfully complete Bible for each year enrolled. This means that a student who has attended since his/her freshman year would need four years while a student who enrolled as a sophomore would need three years, etc.

#### **Bible Leading to Christ (9th grade)**

The Old Testament Leading to Christ course at Immanuel High School is a course that covers both the Old and New Testaments of the Bible. An in-depth study of the book of Genesis is followed by studying the life and events of Moses found in the book of Exodus. The remainder of the Old Testament up to the prophetic books is covered in summary form throughout the fall semester. The spring semester begins with a quick overview of the prophetic books in the Old Testament followed by a detailed study of the Gospel of Mark found in the New Testament. Throughout these studies, students use note-taking skills, journaling, general classwork, and projects to learn the material.

#### **Basics of Christianity (10th grade)**

The purpose of this class is for students to understand the basics of the Christian Faith. In the first semester, the focus will be on how to study the Bible using Philippians and Romans. The second semester we will study the essential beliefs of the Christian. Students will learn how to study the Bible for themselves. Students will learn how to employ a Biblical worldview. Topics covered include inductive Bible study, Philippians, Trinity, incarnation, bibliography, the Cross of Christ, sin, humanity, personal creed, and spiritual warfare.

#### **Acts (11th or 12th grade)**

The purpose of this course is to survey the Book of Acts as a historical account of the church in its infancy. Acts has many moments where the Gospel is presented in a very intentional and unique way, so we will spend time building and formulating how we can better share the Gospel with our testimony. We will also look at how Acts shows Jesus' Great Commission modeled by the early church and how we are to continue to put this into practice

today. Acts is a descriptive book of the Bible so we spend the majority of our time looking at the context of everything that was happening then, but we also pinpoint the prescriptive moments within Acts and see how we can make them a part of our lives today.

### **Apologetics (11th or 12th grade)**

This apologetics class is intended to help students have a better understanding of the value of defending one's faith. Based on the understanding, our goal is to train students to be able to defend the Christian faith. We will cover a variety of the hard questions, such as why are there suffering and evil in the world? We will start with and build on the existence of God and then the reliability of the Bible.

### **Church History and Function (11th or 12th grade)**

There is so much that has happened since John wrote Revelation in the historical timeline of the Church. And everything that has happened led the Church to where it is today. This class is all about working through the historical events that have led the church to where it is today. From Constantine becoming Emperor of Rome to The Protestant Reformation to the birth of Billy Graham, we will be looking at and studying every major event from the 3rd century to the 20th century in Church History. We will also spend a number of weeks looking at the creation of a number of different denominations and Christian movements. The objective in this course is to give clarity to the burning questions about how Christianity got to where it is today and to give understanding about Christian denominations.

### **Discipleship (11th or 12th grade)**

The goal of this class is to meet with Jesus and follow Him. The class is focused around putting into practice what it means to follow Jesus and how we can put that into practice in our lives. The class will focus on taking the next step of faith and how God will make that look in our lives. In short, this class is how we get to know Jesus and follow Him for a lifetime.

### **Gospel of John (11th or 12th grade)**

The purpose of this course is to seek and understand John's persuasive argument for the deity of Jesus by using His own words. The students will discover how John meticulously records the statements of Jesus, while describing His miracles, that can only be attributed to God Himself. The course will also focus on Jesus' claim that He was God by studying His seven "I am" statements. The students will learn how John urges us to trust in Jesus for eternal life. That trust is built on our belief that: (1) the Father is in Christ, and Christ is in the Father; (2) Christ came from God, and God sent Him; and (3) He is the Son of God. The study of John will reveal the Bible's most important message: Believe and follow Jesus, because He is the way to eternal life.

### **Marriage and Family (11th or 12th grade)**

This Marriage and Family course is intended to first help students to have a better understanding of the value of a Bible based marriage. Based on this understanding our goal is to train students to be able to go on and build an awesome Christ-centered marriage. We will cover a variety of issues related to marriage; including the foundation of marriage, personality differences, communication, money in marriage, true intimacy, the roles in a marriage, more.

### **Revelation (11th or 12th grade)**

The course on Revelation will be a chapter by chapter study of the great prophetic book of Revelation. We will take as literal an approach as possible. We understand that there are many symbols that have a literal meaning behind them. Understanding revelation is a lifetime study. We will never totally grasp the significance, implications, or importance of this great book. But, God did call it a “revelation” and intended for us to seek the promise made in Revelation 1:3 where we will be blessed if we “read, hear and keep the words of the prophecy of this book.” Topics covered include the visions of Christ, the tribulation, the judgment of God, Heaven, and Hell.

### **Worldviews (11th or 12th grade)**

The goal of Worldviews is to present to students Christian worldviews in response to other worldviews around them. The students will take a look at 10 different views and be able to compare and contrast them with the Christian Biblical worldview. Topics covered include Biblical Christian, Deism, Naturalism, Nihilism, Existentialism, Postmodernism, Paganism, Islam, Hinduism, Buddhism, and Sikhism.

## **Social Science Department**

Note: In order to graduate from Immanuel High School, students need to successfully complete three years of social science, including courses in world history, US history, government/civics (one semester), and economics (one semester). Unless otherwise stated, the courses below meet an **A**, social science, requirement on the A-G course list. A **P** following the course title indicates that the course has been approved by the University of California to meet requirements for entry into colleges and universities; **AP** designates courses as Advanced Placement.

Students must meet course prerequisites prior to enrolling in a course. Please see the student handbook for further details.

### **World History P** (meets an **A**, History/Social Science requirement on the UC-CSU A-G course list)

This class is designed to be a chronological survey of World History, with emphasis on interpretation and analysis of the material by contemporary and modern historians. Through the use of primary and secondary sources the student will not only acquire a basic understanding of the factual material, but will develop the analytical and interpretive skills necessary to deal with the subject in depth. Topics covered include prehistory, Mesopotamia, Egypt Indus River civilization, ancient China, ancient Greece, ancient Rome Christianity, the Americas, the Middle Ages, the Renaissance, the Age of Exploration, and modern history.

### **AP World History** (meets an **A**, History/Social Science requirement on the UC-CSU A-G course list)

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

**US History P** (meets an **A**, History/Social Science requirement on the UC-CSU A-G course list)

The focus of this course will be to explore the major events, personalities, social, cultural, political, economic and technological changes that have shaped U.S. history in the twentieth century. The course will begin with an emphasis on the nation's beginnings, the origins of democratic government, the rise of sectionalism and the industrial transformation of the United States. The course continues with an intensive study of the United States in the twentieth century with emphasis being given to the Progressive Era, WWI, the 1920's, the Great Depression, WWII, the Cold War, Civil Rights Movement, and contemporary U.S. History. The course will promote democratic values and the republican form of government.

**AP US History** (meets an **A**, History/Social Science requirement on the UC-CSU A-G course list)

AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

**Civics P** (required for graduation and meets a **G**, College-Preparatory requirement on the UC-CSU A-G course list)

This class is designed to study the American political system and be able to analyze the system from a Christian worldview. Critical thinking skills will be utilized to study the integration of faith and politics. Course work is specifically designed to prepare students for college. Students will be encouraged to apply themselves, think critically, and be an active citizen in our community. Topics covered include the foundation of the American government, the Constitution, political parties, the branches of American government, and other forms of government found around the world.

**Economics P** (required for graduation and meets a **G**, College-Preparatory requirement on the UC-CSU A-G course list)

This course is an introduction to the foundations and methods of economics. Economics is the study of topics that include basic principles of decision-making, scarcity, opportunity cost and the principles of supply and demand. These principles will examine individual, state, national and international perspectives. This course is designed to give the students the tools to analyze their own personal decision making as well as to evaluate the decisions of an individual firm or the nation as a whole. Students will master the fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems.

**Ag Government P** (required for graduation and meets a **G**, College-Preparatory requirement on the UC-CSU A-G course list)

This course is designed to familiarize students with the structure and processes of the United States Government system. Students will learn about the responsibilities and rights of citizenship, voting, political parties, elections, campaigns, the Constitution, the branches of government, and the Bill of Rights. Students will also learn about state powers as it compares to the national government powers, and be introduced to world leadership. Students will study and discuss agricultural issues and what role the government plays in the agricultural industry.

**Ag Economics P** (required for graduation and meets a **G**, College-Preparatory requirement on the UC-CSU A-G course list)

This course is designed for the student interested in understanding the operations and institutions of economic systems as applied to our nation's largest industry-agriculture. Units of instruction include basic economic concepts, comparative economic systems, individual and aggregate economic behavior and international trade and policy. Instruction is also given in leadership, citizenship, and career education.

**AP Macroeconomics** (meets a **G**, College-Preparatory requirement on the UC-CSU A-G course list)

AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

**AP Microeconomics** (meets a **G**, College-Preparatory requirement on the UC-CSU A-G course list)

AP Microeconomics is an introductory college-level microeconomics course. Students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy.

## **Freshman Requirement Courses**

Note: Students who begin as a freshman at Immanuel High School are required to successfully complete one semester of Freshman Readiness and one semester of Health in order to graduate. Students who begin in grades 10-12 will be required to successfully complete health, either at Immanuel or their previous school, in order to graduate.

### **Freshman Foundations**

Freshman Foundations is a two part class: 1. In class learning 2. Weight room/body movement physical exercise. Students will have both components for the entirety of their Freshman year. While these two parts are very different, they have the same primary objective which is to prepare students for academic, physical, spiritual and socially healthy lives. **This will all be taught through a Christ centered lens. The Lord has blessed us with these minds, bodies, abilities in order that we might glorify Him. “And whatever you do, do it heartily, as to the Lord and not to men.” Colossians 3:23.**

The primary objective for the in class portion of the course is to increase student’s awareness of all that Immanuel High School has to offer. Including topics such as exploration of on-campus programs, reviewing the student handbook, restorative discipline, individual strengths assessment, college and career readiness guides, digital citizenship, social media appropriate use, creating a digital portfolio, library resource training, Khan Academy and College Board accounts, and viewing the past, present, and future from a Christian perspective.

### **Health**

Curriculum is designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Study will include

personal and community health; mental, emotional, and social health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco, and other drugs; and growth and development.

### **Weights**

The physical portion of class will work to build a foundation progressively through a curriculum emphasizing mastery of the seven fundamental human movements. Our objectives are to increase every student's personal fitness this school year as well as equip them to pursue fitness for life.

## **English Department**

Note: In order to graduate from Immanuel High School, students need to successfully complete four years of English. Unless otherwise stated, the courses below meet a **B**, English, requirement on the A-G course list. A **P** following the course title indicates that the course has been approved by the University of California to meet requirements for entry into colleges and universities; **AP** designates courses as Advanced Placement.

Students must meet course prerequisites prior to enrolling in a course. Please see the student handbook for further details.

### **English 1 P** (meets a **B**, English requirement on the UC-CSU A-G course list)

This course includes, but is not limited to, the following areas of study. The student will read a variety of authors and genres and will write in response to the literature and to their own personal experience (journal, reflective, narrative and descriptive). This approach focuses on the character and influence of the individual. Emphasis in the writing process is on the mechanics of generating ideas, precise sentences and vocabulary. This course of study will cover traditional grammar and its use and related skills such as spelling, oral communication, letter writing, study skills and library/research use.

The purpose of this course is to provide in-depth, enriched integrated educational experiences in the language arts supported by the California Common Core Standards for Reading Literature, Reading Informational Texts, Reading Foundation Skills, Writing, Speaking and Listening, and Language.

### **English 1 Honors P** (meets a **B**, English requirement on the UC-CSU A-G course list)

In this advanced course, students will read a variety of authors and genres and will write in response to the literature and to their own personal experience (journal, reflective, narrative, argumentative, and descriptive). The course incorporates the study of the short story, drama, poetry, nonfiction, and the novel. Through a rigorous study of these genres and various themes, students will build the foundation for analysis and evaluation of literature, and will express their learning through speaking, reading, and writing. The purpose of this course is to provide in-depth, enriched integrated educational experiences in the language arts supported by the California Common Core Standards for Reading Literature, Reading Informational Texts, Reading Foundation Skills, Writing, Speaking and Listening, and Language.

### **English 2 P** (meets a **B**, English requirement on the UC-CSU A-G course list)

This is a California Common Core Standards-based course. It is designed to guide students through the process of developing academic literacy, literary analysis, vocabulary development, critical thinking skills, and interpretation of functional workplace documents. Students will read from a wide variety of world literature, including short story, non-fiction, drama, poetry, and novels, and will analyze recurrent patterns and themes in historically or culturally significant works. Students will complete a variety of writing assignments that will continue to develop and enhance their skills in composing narrative, expository, persuasive, and descriptive essays. Students will refine their writing skills by focusing on the mechanics of language and vocabulary development. This course provides students with the opportunity to develop the language skills that will prepare them for real-world situations and promote college and career readiness.

**English 2 Honors P** (meets a **B**, English requirement on the UC-CSU A-G course list)

This is an accelerated year-long college preparatory course that combines the study of literature, writing, speaking, listening, vocabulary and technology. Students study a variety of texts including poetry, prose, novels, drama, and non-fiction. The curriculum emphasizes advanced critical thinking and interpretation in order for students to develop complex written analysis in response to assigned readings. Informal and formal writing assignments will emphasize the stages of composition based on detailed textual analysis: pre-writing, drafting, revising. Writing instruction allows students to express complex and interrelated ideas with clarity and a mature, sophisticated style. Assignments and activities require students to use technology, discussion, projects, and close reading. Students must manage difficult course material, engage in higher level thinking, and discuss ideas at length with an emphasis on analysis and synthesis.

**American Literature P** (meets a **B**, English requirement on the UC-CSU A-G course list)

This is a California Common Core Standards-based course that introduces the student to various genres and periods of American Literature. The course is designed to improve students' abilities in becoming skilled readers of prose in a variety of periods, genres, disciplines, and rhetorical contexts with an emphasis on students' interpretive skills in reading challenging literature. Students have a number of opportunities and projects to advance their writing and stylistic development in composing for a variety of purposes, audiences, and contexts. Students write on a variety of subjects and in a range of discourse modes, including expository and argumentative writing, applying and integrating appropriate rhetorical strategies. Overall, this course will enable students to read, comprehend, and interpret complex texts in American Literature with understanding and to effectively communicate with advanced audiences and readers through writing.

**Critical Reading and Writing P** (meets a **B**, English requirement on the UC-CSU A-G course list)

This is a California Common Core Standards-based course designed to provide in-depth, enriched and integrated educational experiences. Students will build upon the knowledge and skills acquired in earlier grade levels as they work towards mastery in reading, writing, critical thinking, vocabulary and communication skills. Throughout this course, students will exercise a variety of critical thinking and problem-solving skills. Students will work to improve and master their written and oral communication skills, while strengthening their ability to interpret and analyze world literature in a variety of genres. The Common Core State Standards for English Language Arts (Reading, Writing, Speaking and Listening, and Language) will guide teaching and student inquiry.

**Mathematics Department**

Note: In order to graduate from Immanuel High School, students need to successfully complete two years of mathematics, including a minimum level of Algebra. Unless otherwise stated, the courses below meet a **C**, mathematics, requirement on the A-G course list. A **P** following the course title indicates that the course has been approved by the University of California to meet requirements for entry into colleges and universities; **AP** designates courses as Advanced Placement.

Immanuel's sequence of mathematics courses is Algebra 1, Geometry, Algebra 2, Advanced Math, and AP Calculus or AP Statistics.

Students must meet course prerequisites prior to enrolling in a course. Please see the student handbook for further details.

**Algebra 1 P** (meets a **C**, Math requirement on the UC-CSU A-G course list)

This course is an introduction to the language and applications of algebra, including development of the real number system, variables, mathematical expressions, linear equations, problem solving, inequalities, polynomials, special products and factoring, graphs, relations and functions, quadratic equations, rational and radical expressions, and basic statistics and probability.

**Geometry P** (meets a **C**, Math requirement on the UC-CSU A-G course list)

The goals of this course are finding surface area and volume, understanding relationships between lines and angles, using deductive reasoning to communicate logical arguments and formulate proofs, identifying and justifying congruence of objects and/or their parts, using proportional reasoning to identify and justify similarity between objects including right triangles and trigonometry, understanding circle relationships, and interpreting probability relationships. Students will use these concepts to engage in meaningful and challenging tasks.

**Algebra 2 P** (meets a **C**, Math requirement on the UC-CSU A-G course list)

The course complements and expands upon the mathematical content and concepts of Algebra 1 and Geometry with increased emphasis on problem-solving in various situations, abstract thinking skills, number systems, functions, and graphs. Language and symbolism are expanded to encompass new concepts. The content includes such topics as relations and functions, quadratic equations, conic sections, matrices, logarithms, exponential functions, binomial theorem, sequences, and series.

**Advanced Math P** (meets a **C**, Math requirement on the UC-CSU A-G course list)

This course includes comprehensive coverage of precalculus topics as well as in-depth coverage of discrete mathematics and data analysis. An emphasis on key areas of mathematics, such as trigonometry and discrete mathematics provides a solid introduction to calculus.

## **Mathematics (Dual Credit - CCU)**

**MAT 115: Pre-Calculus/Trigonometry** (meets a **C**, Math requirement on the UC-CSU A-G course list)

Equivalent to AP Pre-Calculus/Trigonometry AB, MAT 115 is an introductory college-level pre-calculus/trigonometry course taught at Immanuel. This is a Dual Credit course for students to earn college Math credit as well as Immanuel graduation credit with weighted GPA. Students deepen their understanding of

algebraic, trigonometric, and transcendental functions through engaging with real-world problems represented graphically, numerically, analytically, and verbally. They explore concepts such as polynomial, rational, exponential, and logarithmic functions, as well as trigonometric functions and their applications. Students use definitions, theorems, and mathematical reasoning to model real-world situations, solve equations, and justify conclusions, building a strong foundation for success in calculus and beyond.

**MAT 141: Calculus** (meets a C, Math requirement on the UC-CSU A-G course list)

Equivalent to AP Calculus AB, MAT 141 is an introductory college-level calculus course taught at Immanuel. This is a Dual Credit course for students to earn college Math credit as well as Immanuel graduation credit with weighted GPA. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

## Science Department

Note: In order to graduate from Immanuel High School, students need to successfully complete two years of science, including one year of life science and one year of physical science. Unless otherwise stated, the courses below meet a D, science, requirement on the A-G course list. A **P** following the course title indicates that the course has been approved by the University of California to meet requirements for entry into colleges and universities; **AP** designates courses as Advanced Placement.

Students must meet course prerequisites prior to enrolling in a course. Please see the student handbook for further details.

**Agriculture, Food, and Natural Resources P** (meets a D, Science requirement on the UC-CSU A-G course list)

This course introduces students to a range of agricultural opportunities and the pathways of study they may pursue. Science, mathematics, reading, and writing components are woven throughout in the context of agriculture. Student experiences will involve the study of communication and the science of agriculture, plants, animals, and natural resources. Students will learn to solve problems, conduct research, analyze data, work in groups, and take responsibility for their work, actions, and learning. In addition, students will make specific connections between their lessons and Supervised Agricultural Project and FFA components that are important for the development of an informed agricultural education student.

**Introduction to Physics, Earth Science, and Chemistry P** (meets a G, College Preparatory Elective requirement on the UC-CSU A-G course list) This course is designed to introduce students to the physical sciences and prepare them for courses in chemistry and physics. Students will gain an understanding of how these scientific disciplines are interrelated and how the advances made in each area of study impact our society. Students will learn of the medical and technological advances made because of the concepts they are learning and how these inventions impact our health and well being.

**Biology P** (meets a D, Science requirement on the UC-CSU A-G course list)

This one-year course is an in-depth study of Life Sciences. Through project based investigations, field exercises, demonstrations, research, and coursework students will develop an understanding of: Ecology, Cellular Biology (Prokaryotic and Eukaryotic), Genetics, Biological Diversity (and the History of), Botany, Invertebrate and Vertebrate Biology, and the Human Body Systems. Inquiry based laboratory and field exercises will help students develop critical thinking skills, perform collection and analysis of data proficiently, and understand proper laboratory procedures. The foundation of the class is based upon the standards developed by the California Board of Education.

**Ag Biology** (meets a **D**, Science requirement on the UC-CSU A-G course list)

Agricultural Biology is a laboratory-based, college-preparatory life science course that integrates biological concepts with agricultural applications. Students will explore traditional biology topics, including cellular biology, genetics, ecology, and physiology, through the lens of agriculture and its impact on the natural world. Emphasis is placed on hands-on learning, scientific inquiry, and real-world problem solving related to plants, animals, and sustainability. Students will engage in laboratory experiments, projects, and research activities that highlight the relationship between biology and agriculture. Topics may include soil and plant science, biotechnology, animal systems, pest management, and environmental stewardship. The course also introduces students to career pathways in agriculture and reinforces leadership and communication skills through FFA.

**Chemistry P** (meets a **D**, Science requirement on the UC-CSU A-G course list)

In this course, students will discover what chemistry is, and how it is used and found all around us. The importance of the scientific method to solve real world problems will be investigated. Knowledge will be gained in the following areas: types of matter, atomic structure, chemical periodicity, chemical formula writing and naming, chemical equations. This course will also stress the important relationship between math and science while studying measurement, metric system and stoichiometry. Students will also investigate chemical bonding, thermochemistry, and acids and bases.

**Advanced Ag Science** (meets an **G**, College Preparatory Elective requirement on the UC-CSU A-G course list)

Advanced Agriculture Science is a life or physical science that allows students to learn hands-on skills in the focuses of ag chemistry, and plant and animal anatomy and physiology. One semester focuses solely on agriculture chemistry, diving deep into soil chemistry, pH regulation, and the physiology of chemical reactions. The other semester is a focus on plant and animal physiology, with an emphasis on phenomena, allowing the students to guide their own education and dive deep into the various life processes plants and animals partake in.

**Physics P** (meets a **D**, Science requirement on the UC-CSU A-G course list)

Physics is defined as a science that deals with matter and motion and includes mechanics, heat, light, sound, and electricity. This course is designed to educate the student in fundamental physics topics. Students study mechanics, kinematics, energy, momentum, light, electricity, relativity and sound, among other topics. This course equips students with an ability to recognize physical concepts and laws in the natural world, and in day to day events and increase their critical and creative thinking skills, using them to solve a wide variety of problems in a laboratory setting.

**Anatomy and Physiology P** (meets a **D**, Science requirement on the UC-CSU A-G course list)

Anatomy & Physiology is a rigorous course designed to study the structure and function of the human body as a homeostatic entity. Focus on the composition of all eleven organ systems, as well as the biomechanical mechanisms by which these organ systems function, will afford students the opportunity to discover the nature of the human body. Students will utilize classroom learning, demonstrations, activities and laboratory experiences to broaden their understanding of the structures and functions of the human body.

## **Foreign Language Department**

Note: In order to graduate from Immanuel High School, students need to successfully complete one year of a language other than English. Unless otherwise stated, the courses below meet an **E**, language other than English, requirement on the A-G course list. A **P** following the course title indicates that the course has been approved by the University of California to meet requirements for entry into colleges and universities.

Students must meet course prerequisites prior to enrolling in a course. Please see the student handbook for further details.

**American Sign Language 1 P** (meets a **E**, Language Other than English requirement on the UC-CSU A-G course list)

American Sign Language (ASL) is designed to help the beginning signer develop basic skills of ASL and knowledge of Deaf culture. Students will develop fundamental skills in ASL vocabulary and grammar to meet basic communication needs. Emphasis is placed upon acquisition of both comprehension and production skills. In addition to learning the language, students will focus on aspects of the Deaf community and the development of cultural awareness necessary for communication and interaction.

**American Sign Language 2 P** (meets a **E**, Language Other than English requirement on the UC-CSU A-G course list)

American Sign Language 2 builds on the material mastered in ASL 1. Students will continue their ability to communicate in ASL about various topics including: descriptions, making requests, asking for advice, giving opinions as well as discussing plans and goals.

Course Goals include the following:

1. Advance in both receptive and expressive skills
2. Build and master a larger vocabulary in ASL by utilizing the Five Parameters
3. Advance understanding of American Sign Language grammar and syntax through sentence translation exercises.
4. Develop more fluidity and a deeper sense of expression as a signer
5. Understand, discuss and debate elements and controversies of Deaf culture in order to effectively and respectfully function within the Deaf community.

**American Sign Language 3 P** (meets a **E**, Language Other than English requirement on the UC-CSU A-G course list)

This course builds on the receptive and expressive skills taught in ASL 1 and 2. This course will develop students' ability to demonstrate receptive proficiency in ASL conversations, incorporate classifiers into conversations, and allow students to exchange personal information and specific life events. It will further develop students' abilities to perform short narratives with competence, self-generate short stories and narratives, convey emotion using facial expressions, and compare/contrast various aspects of Deaf culture.

**Spanish 1 P** (meets a E, Language Other than English requirement on the UC-CSU A-G course list)

Students will begin to understand and interpret Spanish at beginning levels within a range of conversational, social, cultural, and written contexts. Students will begin to express their feelings, emotions, opinions, and exchange information within a range of topics. They will begin to demonstrate creative, presentational speaking and writing skills on various topics; recognize and appreciate various aspects of Spanish and Latin cultures; build a functional and motivational base from which future enjoyment of the Spanish language can emerge; and compare the language, structure, thought patterns, syntax and grammar of the Spanish language with that of English.

**Spanish 2 P** (meets a E, Language Other than English requirement on the UC-CSU A-G course list)

Students will begin to understand and interpret Spanish at increasingly complex levels within a range of conversational, social, cultural, and written contexts. Students will express their feelings, emotions, opinions, and exchange information within a range of topics. They will demonstrate creative, presentational speaking and writing skills on various topics, recognize and appreciate various aspects of Spanish and Latin cultures, build a functional and motivational base from which future enjoyment of the Spanish language can emerge, and compare the language, structure, thought patterns, syntax and grammar of the Spanish language with that of English.

**Spanish 3 P** (meets a E, Language Other than English requirement on the UC-CSU A-G course list)

Spanish 3 consists of advanced vocabulary and advanced grammar in order to express ideas that much more precisely in the Spanish language. The emphases are the abilities to write in Spanish, speak in Spanish, read in Spanish, and understand spoken Spanish. Making the Spanish language relevant to the students is the priority.

## **Physical Education**

Note: In order to graduate from Immanuel High School, students need to successfully complete the equivalent of two years of physical education. Students earn one semester of credit for each sport season successfully completed.

### **Boys & Girls Strength and Conditioning**

This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Depending on some sports, regularly basketball and football, students may be recommended to take a weights class during specific periods.

## **Visual/Performing/Applied Arts** **(College Prep & Non-College Prep Electives)**

Note: In order to graduate from Immanuel High School, students need to successfully complete one year of a visual, performing, or applied art. A **P** following the course title indicates that the course has been approved by the University of California to meet requirements for entry into CSU, UC, and Private colleges and universities. Some courses below meet an **E**, visual or performing art requirement on the A-G course list, as well as a **G**, college-preparatory elective requirement on the A-G course list.

Students must meet course prerequisites prior to enrolling in a course. Please see the student handbook for further details.

**Art 1 P** (meets an **E**, Visual or Performing Art requirement on the UC-CSU A-G course list) (meets a **G**, College Preparatory Elective requirement on the UC-CSU A-G course list)

This course is designed to provide a foundation of visual arts concepts and to allow exploration of these concepts through the use of a text, online educational platform as well as time practicing art. All five components of the California Standards will be covered within this course; Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing and Connections, Relationships and Applications. In addition to expanded opportunities to express ideas through visual arts, students will explore art theory, apply the conventions of art criticism and develop basic skills through experimentation with media and techniques used to create two-dimensional and three-dimensional works of art including: drawing, painting, ceramics, sculpture, and mixed media.

**Advanced Art P** (meets an **E**, Visual or Performing Art requirement on the UC-CSU A-G course list) (meets a **G**, College Preparatory Elective requirement on the UC-CSU A-G course list)

The class is designed to continue to advance students to refine techniques used in the making of art. To elevate students familiarity with the fundamental principles of design. To help students learn to critically analyze art both verbally and in writing. To continue to develop students' ability to recognize the different stylistic characteristics of art of different cultural periods and individual artists.

**Art and History of Floral Design P** (meets an **E**, Visual or Performing Art requirement on the UC-CSU A-G course list) (meets a **G**, College Preparatory Elective requirement on the UC-CSU A-G course list)

This class involves the fundamentals of floral design theory, techniques, and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Subjects will include applied art principles, cut flower care & handling practices, proper and safe use of florist tools and materials, pricing of floral products, and use of current floral business technology. Skills to be developed include customer relations, consultations, pricing, and use of technology in the industry. Course instruction also includes construction of corsages, floral arrangements, foliage plant items, introductory ornamental horticulture, identification of plants and flowers, professional industry organizations, and career opportunities. Construction and servicing of special events, party, and holiday floral displays are included. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture-based project, and keeping accurate records.

**Advanced Floral Design P** (meets an **E**, Visual or Performing Art requirement on the UC-CSU A-G course list) (meets a **G**, College Preparatory Elective requirement on the UC-CSU A-G course list)

Advanced Floral Design is designed to build off students' knowledge gained in Art & History of Floral Design with theories and principles of artistic design. Students will engage and apply practical skills and knowledge in elements and principles of design (line, shape/form, color, balance, and emphasis), history of floral art, arrangement styles and techniques, as well as seasonal, holiday and special event designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. Students will research and study floral trends to understand and develop an appreciation for floral design with historical, cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics and economic influence. Advanced floral will reinforce use of taxonomy in identifying potted plants and cut flowers.

**Concert Choir P** (meets an **E**, Visual or Performing Art requirement on the UC-CSU A-G course list) (meets a **G**, College Preparatory Elective requirement on the UC-CSU A-G course list)

Concert Choir is designed for intermediate level singers who are continuing to develop their choral musical skills. Musical literature selections cover a wide span, from the Renaissance, Baroque and Classical periods, to Gospel, Contemporary Worship and Musical Theatre. Performances include numerous Immanuel events, Seasonal Concerts, Musical Theatre productions and a Spring Ministry Tour. Topics covered include 4-6 part singing, sight reading, music theory, musical phrasing/articulation, scales, triads, composers, music history, solo singing, musical production, and performance.

**Women's Choir** (meets requirement for graduation)

Women's Choir is designed for entry level singers who are new to the choral music experience. Musical literature selections cover a wide span, from the Renaissance, Baroque and Classical periods, to Gospel, Contemporary Worship and Musical Theatre. Performances include several Immanuel events, Seasonal Concerts, Musical Theatre productions and a Spring Ministry Tour to Southern California.

**Men's Choir** (meets requirement for graduation)

Men's Choir is designed for entry level singers who are new to the choral music experience. Musical literature selections cover a wide span, from the Renaissance, Baroque and Classical periods, to Gospel, Contemporary Worship and Musical Theatre. Performances include several Immanuel events, Seasonal Concerts, Musical Theatre productions and a Spring Ministry Tour to Southern California.

**Madrigals (Chamber) P** (meets an **E**, Visual or Performing Art requirement on the UC-CSU A-G course list) (meets a **G**, College Preparatory Elective requirement on the UC-CSU A-G course list)

Chamber Singers is the most select vocal group at Immanuel. This 18-24 member ensemble is for students with exceptional musical talent. Chamber has earned consecutive 1st place awards in music competitions in California, New York, Vancouver B.C. and London, and has toured England, France, Ireland and Scotland. Chamber Singers performs Collegiate-level music literature at 50+ events annually.

**Culinary Arts 1** (meets requirement for graduation)

Culinary Arts 1 is a beginning cooking/baking class, designed for students to learn and practice various techniques and procedures in the kitchen. Safety, sanitation, food related illnesses, nutrition, culinary terms and methods will be explored. Gingerbread house construction, cake decorating, and projects such as a personal recipe binder and “Teacher of the Day” will be part of this class.

**Culinary Arts 2** (meets requirement for graduation)

Culinary Arts 2 is an advanced cooking/baking class, designed for students to learn and practice various techniques and procedures in the kitchen. Labs and projects will further develop skills, serve our community, and learn about culinary job opportunities.

**Drama P** (meets an **E**, Visual or Performing Art requirement on the UC-CSU A-G course list) (meets a **G**, College Preparatory Elective requirement on the UC-CSU A-G course list)

Drama is designed for students who are interested in developing theatrical skills, on and off the stage. Students will participate in two main stage plays annually, as well as "crew" the two musical theatre productions. Topics covered include voice projection/articulation, stage movement, confidence in presentation, monologue studies, scene workshops, character development, costumes/stage makeup, set design/construction, crew duties, and stage lighting.

**Interior Design** (meets requirement for graduation)

Interior Design is a course where students will learn traditional technical drawing techniques using the tools of the trade with a focus on interior spaces. Floor plans, elevations, furniture plans, and presentation techniques will be addressed as students create their own interior layouts. Students will build upon their technical drawing techniques by rendering surfaces to illustrate textures and materials as well as 3D modeling. Using colored pencils and markers, students will learn how to render soft surfaces (upholstery and drapes), hard surfaces (stone, wood, marble, glass) and to give their work depth with shade and shadow. Students will create a project to include a floor plan, elevations, colored renderings, as well as surface and furniture samples to be presented at Open House.

**Advanced Interior Design** (meets requirement for graduation)

Advanced Interior Design is a project-based course that expands on the foundational skills learned in Interior Design. Students will refine their technical drawing abilities by incorporating electrical symbols into floor plans and accurately measuring existing spaces to develop creative redesigns. They will explore three-dimensional design by constructing architectural models with foam cores and deepen their understanding of sustainable design principles.

**Media Productions** (meets requirement for graduation)

Media Production is a course where students will learn the fundamentals of video production, including camera operation, composition, lighting, audio recording, visual storytelling, and video editing. Students will explore the creative and technical processes involved in producing quality video content while developing an understanding of the roles and responsibilities involved in a production. Through individual and collaborative projects, students will practice planning, filming, directing, recording audio, and editing their own work. Students will create a variety of projects that demonstrate their skills in visual storytelling, interviews, scripted scenes, and creative video production. Throughout the course, students will build a portfolio of media projects while developing the

communication, collaboration, creativity, and technical skills needed to produce video content for a variety of audiences and purposes.

**Woodworking/Carpentry** (meets requirement for graduation)

This course provides students with the fundamentals of woodworking and basic carpentry. Students will learn to safely operate common woodworking tools and equipment, including saws, drills, sanders, measuring instruments, and more while following proper shop safety procedures and wearing required protective gear. Instruction covers reading and interpreting simple plans, measuring and cutting materials, joining techniques, and basic finishing methods. Projects may include small to large pieces, storage solutions, or decorative wood items, allowing students to develop practical skills and craftsmanship. Emphasis is placed on craftsmanship, precision, problem-solving, and pride in quality workmanship.

**Worship Fundamentals** (meets requirement for graduation)

The primary objective for Worship fundamentals is to provide the students with the opportunity to learn the "How" and "Why" of worship, in the context of serving the Student Body and the greater community. The students will learn many new skills and will study Old and New Testament worship, the Heart of Worship, Worship vs. Performance and Scriptural Influences in Worship.

**Yearbook** (meets requirement for graduation)

The yearbook class produces the annual, called the "Torchbearer". Concepts of photo layout, elementary page design, copy, graphics, and headings are learned. Students will be using computers to create the yearbook. Students will acquire a basic ability to take and compose photographs that will be placed on their assigned pages. Students chosen for this class will need to have demonstrated good writing skills, imagination, and creativity, along with a high degree of reliability, organization skills, and dedication. The students will be responsible for selling business ads, meeting deadlines, and accepting responsibilities that accompany the creation of an annual.

**Other Non-Visual/Performing/Arts College Preparatory Electives**

Note: The courses below meet a G, college-preparatory elective requirement on the A-G course list. A **P** following the course title indicates that the course has been approved by the University of California to meet requirements for entry into colleges and universities.

Students must meet course prerequisites prior to enrolling in a course. Please see the student handbook for further details.

**Introduction to Ag Mechanics P** (meets a G, College Preparatory Elective requirement on the UC-CSU A-G course list)

In this course, students will study theories relating to the transfer of matter and energy through electrical, fluid, and mechanical systems. Students will also study more advanced fundamentals of mechanical and structural systems and facilities. Students will explore professional opportunities in the field of agricultural mechanics. Integral to this will also be the opportunity to participate in activities developed through FFA. By participating in this program, students will be better prepared to matriculate into post-secondary Agriculture programs.

**Advanced Ag Mechanics P** (meets a **G**, College Preparatory Elective requirement on the UC-CSU A-G course list) This yearlong course is designed to further develop skills built in the *Intro to Ag Mechanics* course while focusing on skills and knowledge needed for a career in welding or fabrication. Topics include: measurement, power tools, welding (SMAW and MIG), plasma cutting, fabrication, and project building. Throughout the course, students will be graded on participation in intra-curricular FFA activities as well as the development and maintenance of an ongoing Supervised Agriculture Experience program.

**Sports Medicine P** (meets a **G**, College Preparatory Elective requirement on the UC-CSU A-G course list) This course provides an opportunity for the study and application of the components of sports medicine including but not limited to: First Aid & CPR, common athletic injuries, emergency procedures, human anatomy and physiology, taping, wrapping, sports medicine related careers, and rehabilitation of athletic injuries.

**Sports Medicine Practicum P** (meets a **G**, College Preparatory Elective requirement on the UC-CSU A-G course list) The Sports Medicine Practicum course is a hands-on, advanced-level experience designed for students interested in applying the principles of sports medicine in a real-world setting. Students will actively participate in the evaluation, treatment, taping, and rehabilitation of athletic injuries under the supervision of assigned teachers. They will also assist with daily operations of the training room, including practice and game-day setup, program development, and athlete care.

### **Non-College-Preparatory Electives**

Note: Listed below are non-college-preparatory electives not listed in other sections.

**Automotive** (meets requirement for graduation)

Our first year Automotive Technologies students will first learn basic welding skills followed by proper procedures related to tire, oil changes, fluid levels, etc.

Advanced students will be allowed to bring in outside projects such as car servicing and repairs, mild modifications, etc. In addition, the class is building a vehicle for auction. All students are able to take Auto Technologies all four years.

**Manufacturing Technology** (meets requirement for graduation)

First year Industrial Technologies students will be exposed to all facets of welding procedures at an intensive level. This will include, but not limited to, oxy-acetylene MIG, ARC welding.

Advanced students will continue welding in TIG welding applications in stainless steel and aluminum.

Additionally, students will learn to operate machine shop equipment such as lathes and mills. Students are allowed to bring in outside projects as approved by the instructor. All students are able to take Manufacturing Technologies all four years.

### **Peer Mentor**

The Peer Mentor program is offered alongside the Intervention program. Peer mentors assist intervention or SOAR students with classroom activities, helping students stay focused and participate in lessons, socially interact

with other students, and work on alternate lessons provided by the teacher. A peer mentor may also help the teacher prepare materials for instruction.

### **Tutor**

This course is designed to provide a classroom experience for those who may be interested in becoming an elementary teacher. Students are assigned to an elementary classroom in which they assist teachers and work with elementary students individually or in small groups.

### **Teacher/Office Assistant**

In this course, students assist teachers or office personnel. This course receives half credit and is graded on a pass/fail basis.

### **Study Hall**

In this course, students are assigned a period in the school library during which they can work on assignments for other courses. Study Hall is not a guaranteed class of choice but will be approved on a case-by-case basis. Study Hall is preferred for students who are enrolled in one or multiple high achieving and/or high rigor courses, such as Advanced Placement (AP) and Dual Credit/Enrollment courses. This course receives no credit or grade.