

SJCS High School Course Catalog



2025-26

Table of Contents

Introduction.....	3
Requirements.....	4
Graduation.....	4
SJCS Honor Graduate	5
Career and Technical Education Certificate	6
Seal of Biliteracy.....	7
Course Listings	10
Bible	11
Science	13
Math	16
Social Studies.....	18
Language Arts.....	20
Fine Arts.....	22
Physical Education	25
Foreign Language	27
Career and Technical Education (CTE)	29
Non-Credit Class Periods	31
Credit Recovery	31

Codes:

R-Repeatable

PREQ-Prerequisite Needed

***W**-Weighted

OL-Online

APPV-Approval Needed

DC-Dual Credit

REQ-Required

X.XHS-High School Credit

Introduction

Welcome to high school at St Joseph Christian School! This course catalog is intended to help students and parents make informed decisions about course selection and goal setting. This catalog does not replace but compliments the SJCS Secondary Handbook. Please refer to the handbook for information on the history of SJCS, and our statements of purpose, faith, accreditation, and characteristics. However, it is important to reemphasize our core values at SJCS:

Scholarship: *SJCS students and graduates are well-prepared in the academic disciplines and are skilled in reading, writing, speaking, listening, and communicating with others. They think critically to solve problems and use discernment when approaching the world. They view the world through the lens of Scripture and hold a distinctively biblical worldview. They develop their minds, bodies, and talents in order to present themselves workmen approved by God. (2 Timothy 2:15)*

Jesus Christ: *SJCS students and graduates are born-again believers who live a faith walk that is aligned with biblical teachings. They are committed to a personal relationship with Christ in which He is the leader and guide. They know, understand, and apply God's Word and are able to articulate the gospel message. They live a God-centered life, using their spiritual gifts to reach and minister to others. (1 John 4:7-8)*

Character: *SJCS students and graduates are empowered by the Holy Spirit to demonstrate the fruit of the Spirit as they relate with others. They show integrity in all areas of life including relationships, work, finances, leisure, and citizenship. They exhibit strong Christian character based on their Christ-like values. They honor God through their actions, thoughts, and words. (Galatians 5:22-23)*

Service: *SJCS students and graduates are actively involved in a Bible-believing fellowship, serving God and others. They are personally prepared to carry out the Great Commission both locally and globally in ways that are culturally sensitive and founded on biblical truth. They demonstrate the love of God by being individuals who embrace and live out a "biblical world-do." (Matthew 28:18-20)*

As we continue to grow and add new programs and opportunities at SJCS, we will work to keep an updated catalog. Please feel free to contact the school if you need more information or guidance on what is contained in the catalog.

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Requirements

Graduation

St Joseph Christian School is an accredited Missouri high school that follows the graduation requirements for the state of Missouri as well as requirements established by the school board. See below for a concise listing of required high school credits by subject. Please note, these are the minimum requirements for graduation. Other programs such as the SJCS Honor Graduate, Career and Technical Education Certificate, or college entrance minimums may require more. Refer to the SJCS Secondary Handbook for more details on course load, GPA, class ranking, honor roll, and eligibility.

Bible	4
Language Arts	4
Math	3
Science	3
Social Studies	3
Personal Finance	½
Physical Education	1
Health	½
Fine Arts	1
Additional Credits	6
Total	26 High School Credits + 40 service hours

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SJCS Honor Graduate



St. Joseph Christian School
Honor Graduate Requirements

To be designated as an **Honor Graduate** a student must complete:

- All requirements for high school graduation
- At least 2 credits of a higher science or trade beyond Biology and Chemistry
- At least 1 credit of higher level or technical math beyond Algebra II
- At least 3 credits in one concentration, choose from:
 - o 3 credits of foreign language in the same language
 - o 3 credits of fine arts in the same program
 - Band
 - Choir
 - Art
 - o 3 credits of career and technical education (CTE) in the same field
 - SJCS Cadet Teaching
 - Trade program at Hillyard Technical Center
- No grade on high school transcript below a C-
- 60 hours of community service (separate from A+ program tutoring & mentoring hours)
 - o Or 15 hours per year at SJCS as a high school student

Honor graduates will receive red, white, and black honor cords to wear with their cap and gown at graduation.

To be eligible for valedictorian or salutatorian, a graduate must be an honor graduate.

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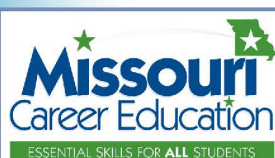
X.XHS-High School Credit

Career and Technical Education Certificate

Students who complete a concentration of courses in a career and technical education program in high school may earn the State of Missouri's Career and Technical Education Certificate. Students earning this certificate can show a Missouri employer they are prepared for the workplace.

<https://dese.mo.gov/college-career-readiness/career-education>

Career and Technical Education



The 98th Missouri General Assembly passed legislation in 2016 which required the State Board of Education, in consultation with the CTE Advisory Council, to establish minimum requirements for a career and technical education (CTE) certificate that a student can earn in addition to his or her high school graduation diploma. Beginning July 1, 2017, students entering high school in school year 2017-18 and thereafter shall be eligible to earn a career and technical education (CTE) certificate.

The requirements set forth by the State Board of Education are intended to provide students with the necessary technical and employability skills to be prepared for an entry-level career or additional training in a technical field. Students must meet all requirements in order to receive the CTE certificate. It is intended that schools support student efforts to accomplish these requirements through the development and monitoring of the individual personal plan of study based on a career pathway.



The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov.

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Certificate Criteria

The requirements for the CTE Certificate are as follows:

1. Meet all requirements set forth in state and local board of education policies related to earning a high school diploma.
2. Qualify as a career and technical education (CTE) concentrator. A CTE concentrator is defined as a student who has earned three or more credits in a sequence in any department-approved career education program area as defined on the student's Individual Career and Academic Plan (ICAP).
3. Maintain a minimum grade point average of 3.0 on a 4.0 point scale in the CTE area of concentration as defined on the student's personal plan of study.
4. Pass an approved Technical Skill Assessment (TSA) and/or earn an approved Industry-Recognized Credential or Certificate (IRC) aligned with the student's CTE area of concentration.
5. Complete a minimum of 50 hours of appropriate work-based learning experiences aligned with the student's CTE area of concentration. Work-based learning experiences may include Registered Apprenticeships, Cooperative Career Education programs, internships, clinical settings, job shadowing, entrepreneurial experiences, school-based enterprises, structured business/industry field trips, service learning or other opportunities that provide students with real-time, authentic work experiences.
6. Maintain at least a 95% attendance record overall for grades 9-12.
7. Demonstrate attainment of soft-skills/business skills. The requirement can be met in one of three ways:
 - Active participation in a Career and Technical Student Organization during the junior or senior year; or
 - Score at proficient or advanced level on a district-developed or adopted soft-skill/ethics assessment during the junior and/or senior year; or
 - Three or more letters of recommendation, from at least three different business or industry employers or other individuals who have knowledge of the student and can assure that the student has a high level of soft-skill efficacy and is career ready. Letters may not be from a relative or student.
8. Achieve a score at or above the state standard on any department-approved measure(s) of college and career readiness, for example, the ACT®, SAT®, ACT-WorkKeys®, or the Armed Services Vocational Aptitude Battery as determined in the most current MSIP performance standards. Schools are to use the .75 weighted measures described in the Assessment Scores Matrix as the standard. This matrix is found in Appendix C of the MSIP 5 *Comprehensive Guide to the Missouri School Improvement Program*, 2016.



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Seal of Biliteracy

The Missouri Seal of Biliteracy (SoBL) promotes active participation in a global society and economy by incentivizing, recognizing, and celebrating the acquisition of biliteracy skills and sociocultural awareness. The SoBL is a policy-level commitment to develop proficiency in two or more languages by high school graduation that aligns with the Missouri Department of Elementary and Secondary Education (DESE) goal of preparing Missouri students for a lifetime of success. Furthermore, as a missions-minded organization, SJCS recognizes the importance for students to expand their language skills beyond their first language to enable the furtherance of the gospel.

There two separate distinctions: *The Missouri Seal of Biliteracy* and *the Missouri Distinguished Seal of Biliteracy* (differences in requirements are indicated below in the detailed description about how to achieve the award).

The Seal is awarded during the second semester of a student's twelfth grade year (at Senior Night). However, students can begin working on their SoBL items as soon as they start high school. Students must complete a portfolio, demonstrate sociocultural competence, and pass a proficiency exam. For students whose primary language is not English, the ACT ELA sub score is used.

Students whose first language is English that receive the *Seal of Biliteracy* will be awarded one high school credit of foreign language. Students whose first language is English that receive the *Distinguished Seal of Biliteracy* will be awarded two high school credits of foreign language. These credits are not applicable toward meeting graduation requirements but will be posted on the transcript and can be used to meet any foreign language requirements for college admittance.

Many Missouri schools and businesses have begun to recognize the Missouri Seal of Biliteracy. Some colleges will award credit to incoming freshmen who have completed the requirements while in high school. Some businesses offer incentive pay to bilingual employees. Students and parents are encouraged to check with individual colleges and employers to see how the Missouri Seal of Biliteracy will impact them.

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***W**-Weighted

OL-Online

APPV-Approval Needed

DC-Dual Credit

REQ-Required

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To receive the *Missouri Seal of Biliteracy* or the *Missouri Distinguished Seal of Biliteracy*, students whose primary language is English must complete the following:

- Portfolio
 - Listening: Written summary from an authentic audio for video that is at least one minute in length. Source must be included.
 - 100-150 words for the *Missouri Seal of Biliteracy*
 - 200-250 words for *Missouri Distinguished Seal of Biliteracy*
 - Speaking: Recorded presentation on any academic topic of interest
 - 2-4 minutes for *Missouri Seal of Biliteracy*,
 - 5-7 minutes for *Missouri Distinguished Seal of Biliteracy*
 - Interpersonal Communication: Recorded interview of a conversation with a native speaker. Topic: "What are your future goals and how can bilingualism be a benefit?"
 - 1-3 minutes for *Missouri Seal of Biliteracy*
 - 3-5 minutes for *Missouri Distinguished Seal of Biliteracy*
 - Reading/Writing: Written summary of a current event taken from an authentic, written news article from the home country or written in the language other than English.
 - 150-200 words for *Missouri Seal of Biliteracy*
 - 250-300 for *Missouri Distinguished Seal of Biliteracy*
- Sociocultural Competence
 - Essay explaining how proficiency in both languages will help the community and further the gospel.
 - For the *Missouri Distinguished Seal of Biliteracy*, in addition to the sociocultural essay, students must complete an activity that demonstrates sociocultural competency including, but not limited to the following:
 - providing translation assistance for a church or community organization
 - completion of a community service project using both languages
 - active participation in a multicultural community event
 - or missions trip. Activity must be approved in advanced.
- Completion of proficiency exam
 - ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)
 - *Missouri Seal of Biliteracy* Score: Intermediate 3 (I-3) in each domain
 - *Missouri Distinguished Seal of Biliteracy* Score: Advanced (A) in each domain

For students whose primary language is not English (i.e., exchange students), an ACT ELA sub-score of 18 is required for the seal and an ACT ELA sub-score of 21 is required

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for the distinguished Seal. The portfolio and sociocultural competence are not required.

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Course Listings

What follows is a listing of courses offered to high school students at St Joseph Christian School. These are grouped by department. Each departmental section begins with the philosophy statement and school-wide learning goal. After that, a visual representation of the course sequence is presented. Finally, a detailed description of each course is included.

In the detailed description of each course, the following annotations are made:

***W** – Weighted: This course is graded on the 5.0 weighted GPA scale. Weighted courses may include Dual Credit courses, Advanced Placement courses, or courses deemed weighted (honors) by the school administration.

DC – Dual Credit: Through a partnership with a post-secondary institution, this course is offered for dual credit (counts as a high school credit and a college credit). For college credit, tuition must be paid to the post-secondary institution.

R – Repeatable: This course may be repeated for additional credit.

0.5HS, 1.0HS, 2.0HS – High School Credits. This number shows how many credits are awarded for completion of the course. Typically, semester-long courses earn 0.5 high school credit and year-long courses earn 1.0 high school credit.

OL – Online: This course is primarily taught online. Students can request to have an Online Learning period in their daily schedule to complete online courses. If they do not, the course will be considered “zero hour,” or not on their daily 8-period schedule.

REQ – Required: This course is a required course for high school graduation.

PREQ – Prerequisites needed: This course has one or more prerequisites that must be met before enrollment.

APPV – Approval needed: This course requires students obtain instructor or departmental approval to enroll.

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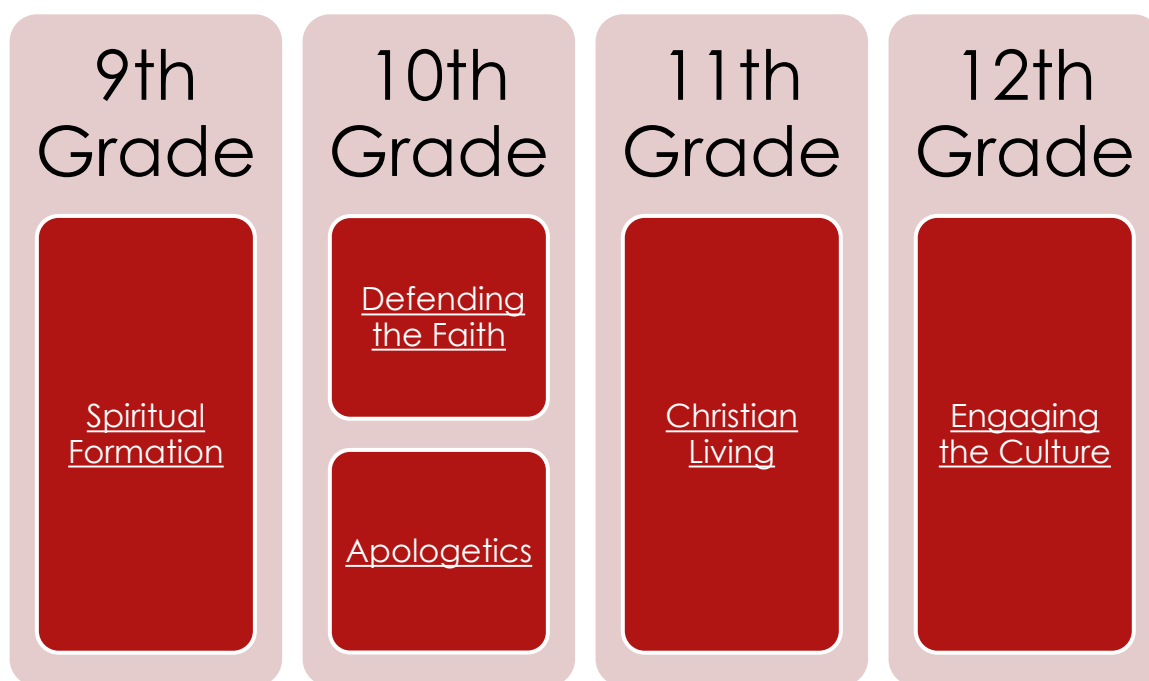
X.XHS-High School Credit

Bible

The study of the Word of God is the foundation and core of the entire academic program at SJCS. Because the school's mission is to provide students with a biblically-based education that inspires students to know and serve Christ with all their heart, mind, and strength, the Bible is used as a textbook, yet is understood to be the living Word of God. Knowing and believing the Scriptures serve as a single lens through which everything is viewed and evaluated.

School-wide learning goal: Students know, understand, and apply God's Word, taking advantage of opportunities to share the gospel message through explicit and implicit means.

Course Sequence



Course Descriptions

Spiritual Formation (1.0HS, REQ) – Spiritual Formation begins by observing the intertestamental period prior to Jesus' arrival to better understand the attitudes of those he ministered to through his teachings especially the Sermon on the Mount. During the second semester, the context and teachings of the epistles are observed and how both are applied to today's world.

Defending the Faith (0.5HS, REQ) – A semester-long introduction to systematic theology with apologetics. Defending the Faith seeks to build a foundation of the core beliefs of Christianity. An examination on secondary doctrines is also included to engage in discussions where Christians find personal differences or disagreements. The goal of the class is to teach students to think biblically about big ideas and defend those ideas before an unbelieving world.

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Christian Living (1.0HS, REQ) – Christian Living observes human history through the lens of scripture. Beginning in Genesis, the course covers Bible times, early church history and the Reformation with a focus on biblical individuals and church age leaders' standing for Christian values and the lessons students can learn from them.

Engaging the Culture (1.0HS, REQ) – Engaging the Culture is taken by seniors and offers them a chance to look critically at major worldviews in our culture considering the culmination of the previous Bible classes. This course prepares students to face the many false ideologies and counterfeit gospels they will encounter upon graduation from SJCS.

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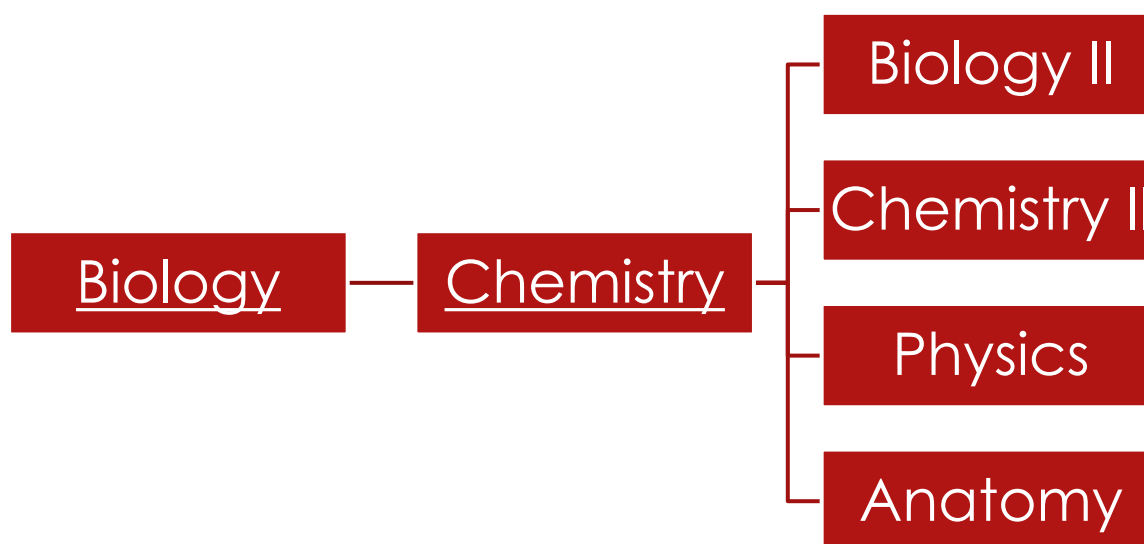
X.XHS-High School Credit

Science

All of nature reveals and reflects the glorious majesty of God. The study of science challenges students to consider the intelligent design of the universe, from the vast expanses of space to the intricacies of the tiniest elements. Students understand that mankind is a special and unique creation, fashioned in the image of God. Although caring for the earth is man's responsibility, students know that it is the Creator who is to be worshipped, not the creation.

School-wide learning goal: Students know, understand, and apply science concepts and skills with intelligence, recognizing the power and control of God, the Creator.

Course Sequence



Course Descriptions

Biology (1.0HS, REQ) – This course will discuss the basic principles of life with emphasis on the foundational truth that each amazing thing we study is overwhelming evidence for a God who created us and loves us. It will explore chemistry, biochemistry, the cell, cellular functions, DNA, genetics, and origin of life. This is a required course for graduation at SJCS.

Chemistry (1.0HS, REQ) – This lab/lecture course is designed to make a thorough investigation into the fine-tuning that our loving creator God has provided to make the universe and life not only possible but good. It looks at the beauty and simplicity of one force and three particles that God thought up with such great precision that makes everything work. It is beyond our imagination and comprehension. Science can only provide models to help us explain things enough to use them to carry out the commands of God. No scientific model is completely correct, nor can it answer what

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only God can answer, nor can it do what only God can do. The student will be amply prepared to take college level chemistry or another year of high school chemistry. Basic principles of atomic theories, bonding theories, and stoichiometry will also be studied.

Physical Science (1.0HS) - Physical Science focuses on physics and general chemistry. Students will explore many different topics pertaining to physics and chemistry including effects of forces, transformations of energy, structure of matter, behaviors of matter, and the properties pertaining to the changes in matter.

Biology II (1.0HS, *W, OL, DC, PREQ) – This course is a continuation into the study of the biological sciences. Topics include classifications that are evolutionary based because that's what the scientific community uses to talk to each other, but it also looks at alternative classifications that are biblically based. The course also studies the amazing diversity of plant life and animals and tries to understand God's purposes for the mutations and natural selection process and the resulting structures that God has provided that makes it possible for every niche in creation to be filled with life. More advanced labs will be performed to study these structures including dissections of plants and animals. Biology I is a prerequisite. Taken online through Colorado Christian University, with a SJCS Biology teacher serving as a proctor in the room.

Chemistry II (1.0HS, *W, DC, PREQ) – This class is offered for dual college credit with MWSU if the students enrolled are interested in the credit and the hard work and fast pace required. Students receive instruction from the high school instructor with college-teaching experience, accomplish labs with high school teacher and four labs with MWSU instructors in their facilities and with the state-of-the-art analytical instrumentation available at the MWSU laboratory. Students receive 5 credit hours from MWSC. This is described as the first college chemistry course in which basic concepts of the science are introduced. Topics include atomic theory and periodic system, chemical calculations, chemical reactions, states of matter, theories of chemical bonding, and atomic structure. Biblical integration is provided by the SJCS instructor.

Physics (1.0HS, *W, PREQ) – This lab/lecture course is designed to make a thorough investigation into the fine-tuning of many physical constants that our loving creator God has provided to make the universe and life not only possible but good. It looks at the beauty and simplicity of the four fundamental forces and three particles that God thought up with such great precision that makes everything work. It is beyond our imagination and comprehension. Science can only provide models to help us explain things enough to use them to carry out the commands of God. No scientific model is completely correct, nor can it answer what only God can answer nor can it do what only God can do. The student will be amply prepared to take college level chemistry and physics. Basic principles of the laws of mechanics of linear motion, rotational motion, wave motion (especially sound), electromagnetism, and light will also be studied. Students should have completed or be concurrently enrolled in Algebra II.

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Anatomy (1.0HS, *W) – This course will study the intricate design of the human body provided by our loving creator God. It will look at the detail of complex mechanisms that our bodies have been given from the molecular level, the cellular level, the tissue level, the organ level, and the organ system. The students will marvel at the beauty and complexity of how interdependent each part of the human body is on each other and how every little detail has been so designed to work together. It provides a very powerful basis for understanding the "body of Christ". The student is required to use a lot of new words necessary to discuss such a marvel of God. To help visualize and appreciate the design and purpose of God, several dissections of similar animal organs will be dissected. There will be several lab experiments in which computer-interfaced sensors will measure students' body processes like ECG and others.

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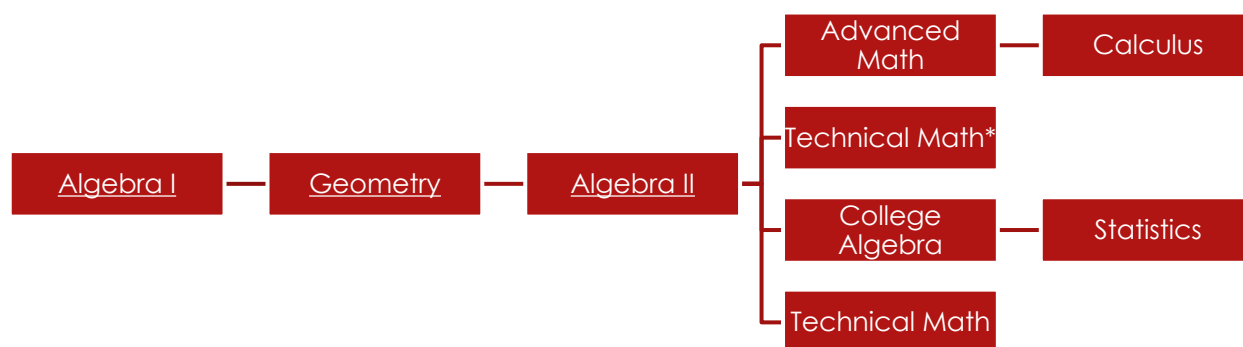
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Math

God is both rational and infinite. The study of mathematics helps students to understand that God provides order in an abstract world. It promotes critical thinking and requires diligence and perseverance. Students become lifelong problem solvers who are precise and exact in their thinking and communications. High order thinking prepares students for the successful realization of their God-called careers and goals.

School-wide learning goal: Students know, understand, and apply mathematical concepts and skills with proficiency, bringing honor to God through their thinking and their work.

Course sequence



Course descriptions

Algebra I (1.0HS (if taken in 9th grade), REQ) – Algebra teaches logical thinking, orderliness, and precision. Basic arithmetic skills are essential. Topics include properties of real numbers, solving linear equations, graphing linear equations and functions, writing linear equations, solving, and graphing linear inequalities, systems of linear equations and inequalities, exponents and exponential functions, quadratic equations and functions, polynomials and factoring, rational equations and functions, radicals, and connections to geometry. Students will develop problem-solving skills and graphing concepts.

Geometry (1.0HS, REQ) – This course includes basics of geometry, perpendicular and parallel lines, congruent triangles, properties of triangles, quadrilaterals, transformations, similarity, trigonometry, circles, areas of polygons, and surface area and volume. Reasoning and 2-column proofs are introduced near the beginning of the course and used throughout.

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Algebra II (1.0HS, REQ) – Algebra II is a continuation of the skills developed in Algebra I. Students will continue to simplify and solve equations and inequalities of increasing difficulty. They will graph linear equations and functions and solve systems of linear equations and inequalities. They will work with matrix operations and determinants. They will evaluate and graph a broad range of functions- quadratic, polynomial, exponential, logarithmic, and rational. Powers, roots, and radicals will be covered as well as quadratic relations and conic sections. Sequences and series are introduced. Probability, statistics, and trigonometry are explored.

Advanced Math (1.0HS, *W) – Advanced Math is a two-semester survey course. Students will explore a variety of subjects including advanced algebra, geometry, trigonometry, probability, and statistics. The geometric concepts include practical application problems as well as proving various theorems. Trigonometry includes the study of the unit circle, the arithmetic of trigonometric functions, solving equations and graphing sine and cosine curves. The laws of logarithms and various applications are studied. Probability and statistics topics include permutations and combinations as well as the standard normal curve and z-scores. Students learn to graph conic sections and polynomial and rational functions.

College Algebra (0.5HS, *W, DC, PREQ) – A study of linear, quadratic, and miscellaneous equations and inequalities; relations and functions including polynomial, exponential, and logarithmic functions; graphing; systems of equations; and matrices. Prerequisite(s) for MWSU credit: ACT math score of at least 22 or a B average in Math throughout high school.

Statistics (0.5HS, *W, DC, PREQ) – A general introduction to statistics with emphasis placed on the development of statistical thinking and the use of technology. Topics include graphical and numerical methods for summarizing univariate and bivariate data, basic probability, discrete and continuous probability distributions, linear regression, characteristics of good study designs, confidence intervals and hypothesis testing. Prerequisite(s) for MWSU credit: ACT math score of at least 22 or a sufficient score a B average in Math throughout high school.

Calculus (1.0HS, *W, DC, PREQ) – The first of three sequenced courses in college level calculus. Includes: limits and continuity of real functions, the derivative, and its applications, the integral, and the integration and differentiation of trigonometric, exponential, and logarithmic functions. Prerequisite(s) for MWSU credit: ACT math score of 25 or higher or a grade of C or higher in MAT 116 or MAT 119.

Technical Math (1.0HS) – Taken as an embedded course for students working on a program at Hillyard Technical Center. Two-year course.

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Social Studies

History is the record of God's work in creating all things and overseeing the individuals and nations who inhabit the earth. God sovereignly and actively orchestrates the events of history and directs the affairs of men and nations to accomplish His will. Nothing in history is accidental. The study of history helps students to learn from the successes and failures of others and provides a window into the heart of God as he lovingly draws all men unto Himself. Ultimately, history is the account of God's redemption of sinful men.

School-wide learning goal: Students know, understand, and apply lessons learned from the study of historical events with thoughtfulness, making godly decisions for the future based on knowledge of the past.

Course sequence



Course descriptions

World History (1.0HS, REQ) – This course covers the rise of European civilization beginning with Ancient Greece and Rome and ending with the aftermath of WWI. The focus of each unit will be the political, economic, and social developments achieved in that time and place. Units include, The Ancient World, The Medieval World, The Awakening World, The European World. Comparative studies will also be done on major world religions and the progression of Christianity throughout Europe into the modern age. Reading and research skills will be emphasized.

US History I (1.0HS, REQ) – This course covers United States History from its pre-colonial days until the close of the Civil War and the Reconstruction Era. The focus of each unit will be the political, economic, and social developments of that era. Units include: New and Old Worlds Meet; Forging a New Nation; The Young Republic; Crisis: A House Divided. Students will also study the development of Christianity in America and its impact on society. Skills emphasized will be reading and research.

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US Government (1.0HS, REQ) – This course teaches the structural elements of American Government. Students will begin with a study of the US Constitution and then will examine the workings of each branch of government. There will also be units on civil liberties, nominations, and campaigns as well as elections and voting issues. Students will take a comprehensive exam (Missouri Civics Education Initiative Exam) which covers the provisions and principles of the Constitution of the United States and the state of Missouri, American history, American institutions, and American civics. Passing the Missouri Civics Education Initiative Exam is a statutory requirement for all high school students in the state of Missouri.

Modern History (1.0 HS, *W) – A political, economic, and social survey of US History from Reconstruction to the present. Includes units on the Industrial Revolution, Imperialism, WWI, Roaring 20s, Great Depression, WWII, Vietnam Era, and the 70s-80s. Literature rich study, with an emphasis on the cause and effect of events throughout history. Course is transcribed as an English credit due to the heavy emphasis on literature throughout the course.

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DC-Dual Credit

REQ-Required

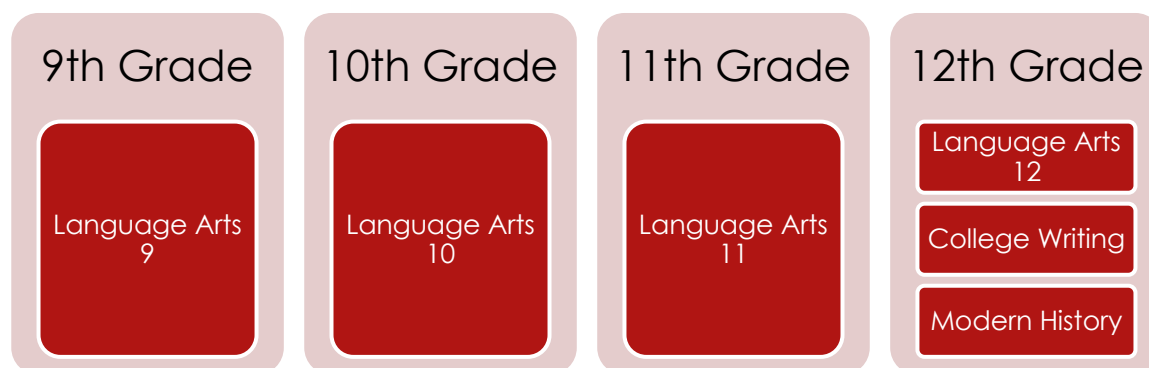
X.XHS-High School Credit

Language Arts

God gave us the gift of language so that we may know Him and tell others about Him. The greatest example of meaningful communication was demonstrated when He showed His love for us through the death and resurrection of His Son, Jesus. The study of language arts enables students to express themselves clearly and creatively to God and others. Learning to read critically with fluency and comprehension allows students to understand God's Word and apply it to their lives.

School-wide learning goal: Students know, understand, and apply the concepts and skills of language acquisition and development, communicating proficiently through the spoken and written word in ways that bring glory to God.

Course sequence



Course Descriptions

Language Arts 9 (1.0HS, REQ) – This course is Grammar and Fundamentals of Literature. It builds upon the grammatical foundation studied in elementary and junior high levels. There are special sections including vocabulary, spelling, and proofreading skills. The literature selections include an introductory course addressing six important literary elements. The literature section covers poetry, short stories, one novel and one play. An introduction to Shakespeare is included. Writing exercises that heighten the literary skills of the students are utilized throughout the course. Students are required to engage independent reading selections throughout the year for applying literary analysis.

Language Arts 10 (1.0HS, REQ) – This class explores the four main types of literature (fiction, nonfiction, poetry, and drama) through the reading and analyzing of British texts. Each quarter highlights a different type of literature and uses classic British and English works to showcase the various elements found within each type of literature being discussed. Throughout the course of the year, students will read two novels, one play, and complete numerous formal and informal writing activities in response to the texts. This class introduces and strengthens core life skills: thinking critically, making connections, understanding, and summarizing main ideas and themes, and communicating one's ideas clearly and efficiently. Grammar exercises are used with the focus placed on internalizing grammatical rules which students can recognize and apply to their own works.

Codes:

R-Repeatable

PREQ-Prerequisite Needed

***W**-Weighted

OL-Online

APPV-Approval Needed

DC-Dual Credit

REQ-Required

X.XHS-High School Credit

Language Arts 11 (1.0HS) – This class explores the progression of American literature and how literature and history are often intertwined; literature both reflects and influences historical time periods and our understanding of the past. Starting with the early settlers and working our way up to modern times, students read and analyze various texts reflective of each era's values, beliefs, cultural customs, and historical context. Throughout the course of the year, students will read four novels, various short stories and poems, and complete numerous formal and informal writing activities in response to the texts. This course continues developing the core skills: thinking critically, making connections, understanding, and summarizing main ideas and themes, and communicating one's ideas clearly and efficiently. Grammar exercises are used with the focus placed on internalizing grammatical rules which students can recognize and apply to their own works.

Language Arts 12 (1.0HS) – This class explores the progression of English literature and how literature and history are often intertwined; literature both reflects and influences historical time periods and our understanding of the past. Starting in 400 A.D. after the fall of the Roman Empire and rise of the Anglo-Saxons, and working our way up to modern times, students read and analyze various texts reflective of each era's values, beliefs, cultural customs, and historical context. The course is broken up into eight main time periods, and within each era students will read both major works (novels, plays, epics) and minor works (poems, short stories, hymns) reflective of the era itself, and complete numerous formal and informal writing activities in response to the texts. This refines the core skills: thinking critically, making connections, understanding, and summarizing main ideas and themes, and communicating one's ideas clearly and efficiently. Grammar exercises are used with the focus placed on internalizing grammatical rules which students can recognize and apply to their own works

College Writing I (0.5HS, *W, DC, PREQ) – This course is taught by SJCS faculty in collaboration with Midwestern Baptist Theological Seminary. The course emphasizes the learning and executing of expository prose and is worth 3 credit hours. Prerequisite: a score of 20 or higher on the English portion of the ACT and grade of B or higher in Language Arts 11.

College Writing II (0.5HS, -W, DC, PREQ) – This course is taught by SJCS faculty in collaboration with Midwestern Baptist Theological Seminary. The course walks students through college-level research and rhetoric and continued practice in college-level writing and is worth 3 credit hours. Prerequisite: a score of 20 or higher on the English portion of the ACT and a grade of B or higher in Language Arts 11.

Codes:

R-Repeatable

PREQ-Prerequisite Needed

***W**-Weighted

OL-Online

APPV-Approval Needed

DC-Dual Credit

REQ-Required

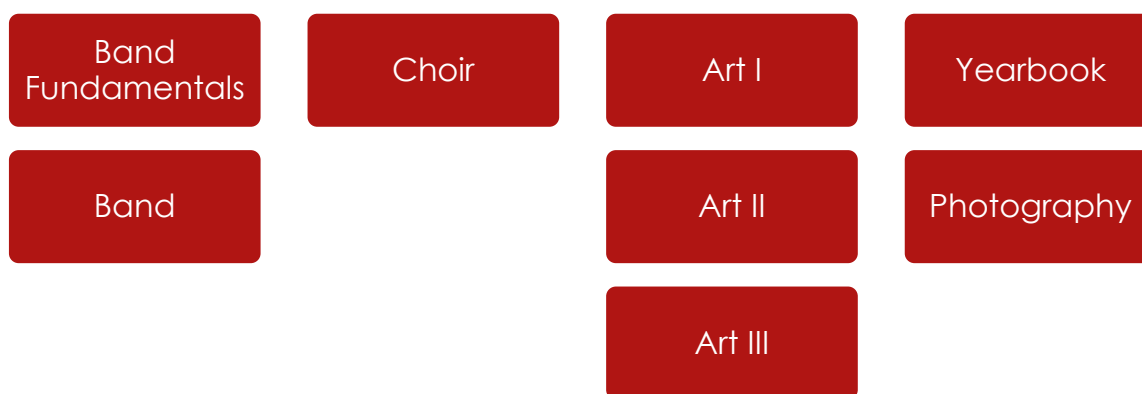
X.XHS-High School Credit

Fine Arts

God created music and dance. These things are demonstrations of worship to Him. He placed in mankind an appreciation for beauty and artistry. The study of the visual and performing arts enables students to learn to use their gifts in ways that bring honor to God. Students creatively express the attributes of God and nature and inject biblical truths into the artistic arena. They learn to discern godly artwork from that which glorifies sinful behaviors.

School-wide learning goal: Students know, understand, and apply the concepts and skills of the visual and performing arts with appreciation, acknowledging God's creation of things artistic and graceful and using them in worship to Him.

Course sequence



Course descriptions

Applied Instrumental Instruction (1.0HS, R, APPV) – This course is designed for students who have little or no experience playing a band instrument to gain the necessary skills and techniques to perform with the band. It is also designed for those students who desire to take their musical training to higher levels than are offered in the traditional band experience.

High School Band (1.0HS, R) – This course helps students develop techniques in tone and rhythms while playing in a large instrumental ensemble. The band performs new and standard wind band literature in various musical styles. Public performances are scheduled throughout the year and students are required to participate in dress rehearsals and performances as part of their course grade. Opportunities for participation in solo and small ensemble events and festivals are also available. New students enrolling in the course are required to complete a successful audition for placement in the ensemble.

High School Choir (1.0HS, R) - This course is designed to develop individual vocal technique within a group setting. The choir performs choral anthems, hymns, contemporary, and musical genre. Public performances are scheduled throughout the year and students are required to participate in both dress rehearsals and performances as part of their course grade. Concert attire is also required and is

Codes:

R-Repeatable

PREQ-Prerequisite Needed

***W**-Weighted

OL-Online

APPV-Approval Needed

DC-Dual Credit

REQ-Required

X.XHS-High School Credit

purchased by the student. Opportunities for performances include concerts, honor choir events, contests, All-District and All-State Choirs, plus other festivals. New students enrolling in the course are required to complete a successful audition for entry into this course.

Art I (1.0HS) – High School Art 1 is an introductory course to the visual arts. Students will learn the Elements of Art and Principles of Design. Students will learn and apply techniques and fundamental skills in drawing and painting, the color theory, three-dimensional design, mixed-media, and techniques in perspective to produce creative art projects that reflect their understanding of these concepts. During their art units, students will learn about visual art careers, art history, and explore art in world cultures. This course is a prerequisite course for advanced art classes.

Art II (1.0HS, PREQ) – This course is designed for students to explore art in greater depth from Art I, with emphasis on control of art media, technique, and creativity. Students will gain deeper understanding of art concepts using the Elements and Principles of Design. This class will encourage students to look at art analytically and to understand art concepts more thoroughly. This will enlighten not only the students' artistic creation but also give them a better understanding of the arts. This course will reinforce and refine skills & techniques learned in Art I, utilizing the Elements & Principles of Design to enhance their visual creations. Students will maintain a sketchbook that demonstrates expression ideas using visual images, collected materials and written commentary, recognize and apply technical approaches through the use of a variety of media to develop artworks with a sense of quality and craftsmanship, learn to assess and improve their artwork with confidence, and discover ways that historical and contemporary master artists and cultures use concepts and ideas for the development of artwork. Art I is a prerequisite.

Art III and Art IV (1.0HS, R, PREQ, APPV) – High School Art 3 and 4 are each an independent study in which the students will continue experimenting with different mediums, techniques, and artistic styles to produce work that begins to integrate a personal style. Students will learn to critique art, explore the master artists and be able to compare their works. With some guidance, the students will develop their own personal style in their artwork. Students will have more freedom in the media and the choices of art that they choose to use. Originality in expressing ideas is emphasized by studying various approaches to composition. *Senior art students will present their portfolio at the Spring Art Show. This course may be repeated once (credit will be listed as Art III then Art IV). Instructor approval is required due to the independent nature of this course. Art I and II are prerequisites.

Photography (1.0HS, R, PREQ) The SJCS Photography course introduces students to the fundamentals of photography, from its historical roots to modern digital techniques. Students will explore the history of photography, learning about key inventors, movements, and technological advancements that have shaped the field. They will gain hands-on experience with camera functions, including aperture, shutter speed,

Codes:

R-Repeatable

PREQ-Prerequisite Needed

***W**-Weighted

OL-Online

APPV-Approval Needed

DC-Dual Credit

REQ-Required

X.XHS-High School Credit

ISO, and composition techniques to effectively line up a shot. The course also covers essential skills in photo editing, teaching students how to enhance their images. Through creative projects and critiques, students will develop their artistic vision and technical proficiency. By the end of the course, students will have built a portfolio showcasing their best work and a strong foundation in photographic storytelling. Prerequisite: Art I

Yearbook (1.0HS, R, APPV) – Students in the Yearbook class are the leaders and decision-makers of the yearbook staff of St. Joseph Christian School. In Yearbook class, students will complete a variety of tasks to create a quality yearbook that reflects the pictorial history of the activities for the present school year. Journalism writing techniques and other basics will be covered while students learn many aspects of publication production as the yearbook is designed and produced. Students will use programs such as Canva, Jostens Yearbook Avenue, and Excel to complete the tasks. In addition, they will learn how to use a digital camera with zoom lens and scanners. This course does not meet the fine art requirement for high school graduation.

Codes:

R-Repeatable

PREQ-Prerequisite Needed

***W**-Weighted

OL-Online

APPV-Approval Needed

DC-Dual Credit

REQ-Required

X.XHS-High School Credit

Physical Education

SJCS is dedicated to developing the whole child – spiritually, academically, emotionally, and physically. Physical education provides the opportunity for students to improve their ability to move and engage in the work God has given them to do. It promotes lifelong fitness that encourages wellness and agility. Students learn to get along with others and work toward a common goal. They also develop Christian character through both winning and losing. Health education allows students to take responsibility for caring for their own bodies in ways that support good health and bring glory to God.

School-wide learning goal: Students know, understand, and apply the concepts and skills of physical fitness and health, committing to live a lifestyle of wellness that enables God to use individuals for His purposes.

Course sequence



Course Descriptions

Physical Education (0.5HS, REQ) – This course emphasizes the development of the whole person: mind, body, and spirit. The course develops and improves individual and team sport skills to build and maintain personal fitness, develop character, and encourage an active lifestyle. This course meets half of the 1 high school credit required for physical education.

Health (0.5HS, REQ) – The SJCS health course is designed to complement knowledge acquired in the physical education class. The course emphasizes staying healthy through proper diet, exercise, and personal hygiene, as well as preventing disease and administering first aid. Biblical discernment is also encouraged as it applies to health regarding suicide, abortion, etc. This course encourages students to be healthy physically and more importantly spiritually. This course is a requirement for high school graduation.

Lifetime Fitness (0.5HS, REQ) – Based on the importance of preserving our bodies for service to God, this course is designed to teach students “hands-on” learning skills for

Codes:

R-Repeatable

PREQ-Prerequisite Needed

***W**-Weighted

OL-Online

APPV-Approval Needed

DC-Dual Credit

REQ-Required

X.XHS-High School Credit

physical fitness and the diverse recreational activities available that promote individual wellness and strength for a lifetime. Students will also learn of various resources that are readily accessible in the community. This course will provide students with the opportunity to start transitioning from youth-dependent to adult-independent fitness programming. Classes will be conducted both on-campus and in the local community.

Weights (0.5HS, R, PREQ, APPV) – This course is designed to promote life-long health and fitness to honor God, who wonderfully and uniquely created our bodies to glorify Him. Students will have a heightened understanding of proper and safe weightlifting techniques, along with developing the knowledge to follow/build daily workouts to improve strength, endurance, power, explosiveness, speed, and agility.

Codes:

R-Repeatable

PREQ-Prerequisite Needed

***W**-Weighted

OL-Online

APPV-Approval Needed

DC-Dual Credit

REQ-Required

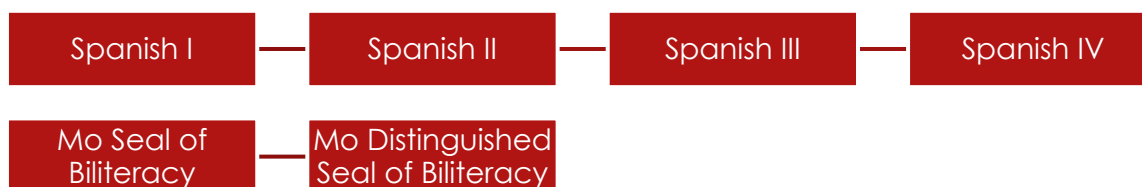
X.XHS-High School Credit

Foreign Language

The study of foreign languages enables students to broaden the sphere of those to whom they may bring the Good News. Students learn to communicate with those from other backgrounds, ethnicities, and nationalities. They express themselves to others clearly and effectively. Learning foreign languages and studying unfamiliar cultures promotes critical thinking and allows students to understand that God is at work around the globe among all people groups.

School-wide learning goal: Students know, understand, and apply the concepts and skills of foreign language acquisition and development, communicating proficiently with people of differing ethnicities and nationalities in pursuit of spreading the salvation message of Jesus Christ.

Course sequence



Course descriptions

Spanish I (1.0HS) – Students will work on the four basic skills-speaking, listening, reading, and writing. They will learn to express themselves in simple sentences both orally and in writing. They will learn about various Spanish speaking countries including insights into different customs.

Spanish II (1.0HS) – Students will continue to work on the four basic skills, but on a more advanced level. Activities include writing and performing skits, learning vocabulary appropriate for mission trips, and developing a travel brochure in Spanish. Students will add to their knowledge of Spanish speaking cultures.

Spanish III (1.0HS, *W) – Students will continue to develop their conversational, reading, and writing abilities. Writing assignments include producing a newsletter, writing, and producing a play, and writing summaries of Spanish articles. Reading assignments include short stories and books. Each student will be doing an in-depth study/report of a Spanish-speaking country.

Spanish IV (1.0HS, *W) – This course continues to build on skills developed in Spanish I, II, and III. It includes a wide variety of literature and presents authentic language in context, provides cultural perspectives, and addresses all four basic language skills. It helps students connect their learning to the community in which they live and helps them see the relationship between language, community, and career.

Codes:

R-Repeatable

PREQ-Prerequisite Needed

***W**-Weighted

OL-Online

APPV-Approval Needed

DC-Dual Credit

REQ-Required

X.XHS-High School Credit

Seal of Biliteracy (1.0HS) – Students are awarded one high school credit in foreign language for meeting the requirements for the Seal of Biliteracy. This credit is not applicable toward graduation but will be posted on the transcript after graduation. There is no “class” for SoBL, but rather a series of projects that can be completed at any time in high school. Students will develop a portfolio consisting of listening, speaking, interpersonal communication, and reading/writing artifacts; demonstrate sociocultural competence by writing an essay explaining how bilingual proficiency can help the community and further the gospel; and receive an I-3 or higher in each domain on the AAPPL (or other approved assessment).

Distinguished Seal of Biliteracy (2.0HS) – Students are award two high school credits in foreign language for meeting the requirements for the Distinguished Seal of Biliteracy. This credit is not applicable toward graduation but will be posted on the transcript after graduation. There is no “class” for DSoBL, but rather a series of projects that can be completed at any time in high school. Students will develop a portfolio consisting of listening, speaking, interpersonal communication, and reading/writing artifacts. The Distinguished Seal requires more developed portfolio products than the standard SoBL. Students will demonstrate sociocultural competence by writing an essay explaining how bilingual proficiency can help the community and further the gospel and complete a pre-approved activity such as providing translation assistance for a church or community organization, complete a service project where bilingual communication is needed, or a missions trip to the location where the language is used. Additionally, students must receive an Advanced (A) rating in each domain on the AAPPL (or other approved assessment).

Codes:

R-Repeatable

PREQ-Prerequisite Needed

***W**-Weighted

OL-Online

APPV-Approval Needed

DC-Dual Credit

REQ-Required

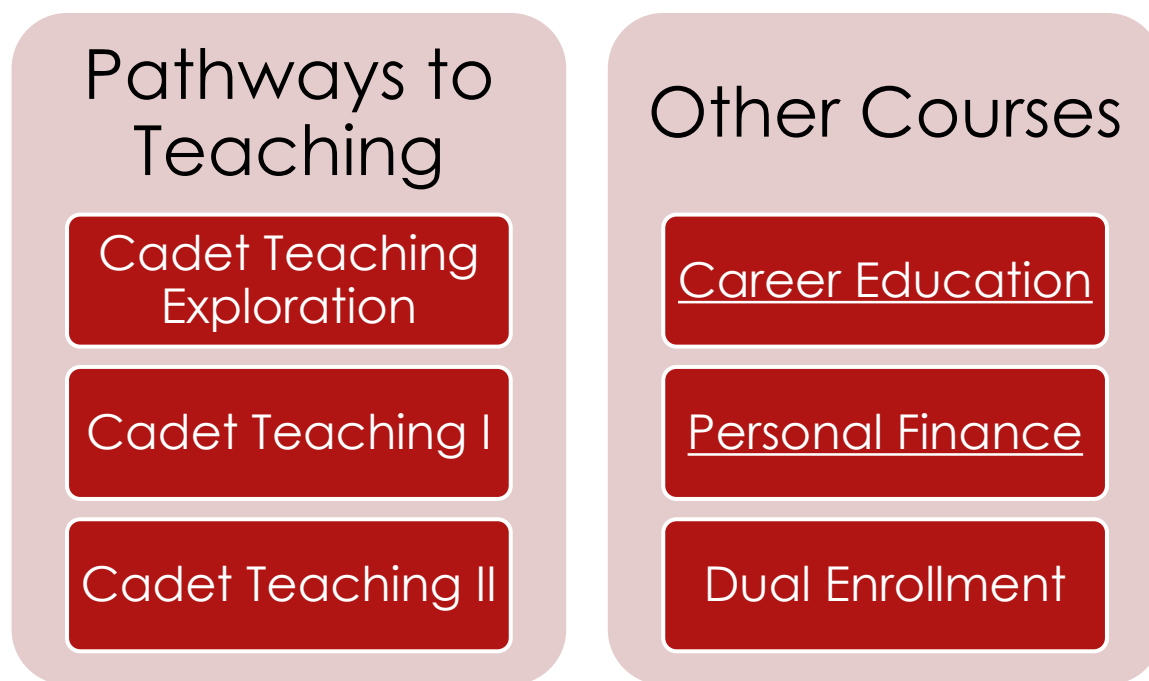
X.XHS-High School Credit

Career and Technical Education (CTE)

Technology is an ever-changing and increasingly integral part of the world. Learning to use the tools it provides is essential today. Students employ the skills they learn to communicate their ideas and beliefs to others, both near and far. Students use the Internet in ways that please God and they generate products that accomplish a multitude of goals. They give proper credit to others for their work and conduct themselves in an ethical manner when using technology. Critical thinking and evaluation are fundamental components of using technology wisely and appropriately.

School-wide learning goal: Students know, understand, and apply the concepts and skills associated with using technology ethically and competently, being innovators who employ all appropriate tools in the quest for reaching the world with God's message of hope.

Course sequence



Course descriptions

Cadet Teaching Exploration (1.0HS, R) – Students exploring the teaching profession are assigned to an SJCS faculty member to observe and assist. Weekly journal assignments and quarterly projects are required. May be repeated.

Cadet Teaching I (1.0HS, *W, DC) – Students are assigned to an SJCS faculty member to observe and assist in class. Students will be enrolled in a college-level introduction to education course for dual credit with Missouri Western State University.

Codes:

R-Repeatable

PREQ-Prerequisite Needed

***W**-Weighted

OL-Online

APPV-Approval Needed

DC-Dual Credit

REQ-Required

X.XHS-High School Credit

Cadet Teaching II (1.0HS, *W, DC) – Students are assigned to an SJCS faculty member to observe and assist in class. Students will be enrolled in a college-level education psychology course for dual credit with Missouri Western State University.

Career Education (0.5HS, REQ) – This course is intended to challenge students with the biblical concept of career stewardship and to give them the resources to wisdom and their faith in discerning their own career plan. Students will be given tools to develop an action plan to discover possible college major/career options suited to their personal design while seeking God's wisdom in decision making. Looking into questions like 1) What is God's purpose for me, 2) What are ways to wisely think about my future, 3) How do I honor God through my work, 4) What are some of the tools I can start developing now that will help me make wise choices for post-secondary options, choosing a major, and preparing to set myself apart in the workforce.

Personal Finance (0.5HS, REQ) – Students will learn the components of income and managing financial income through financial planning and budgeting. Students will be required to create a personal budget and apply it to their current situation. Students will also learn the concepts of savings and investing, giving, insurance, spending and credit as well as comparison shopping. The focus will be for students to look at what God's Word says about financial responsibilities and equip students with the skills and knowledge needed to make sound financial decisions for life. This course is required for high school graduation.

Dual Enrollment (0.5HS, *W, DC) – Students who have completed or are on track to complete high school requirements may take college classes through dual enrollment. Students are encouraged to work with the guidance department for selecting a post-secondary school and course. Dual enrollment courses do not replace high school requirements but will be listed on transcripts and GPA calculations.

Codes:

R-Repeatable

PREQ-Prerequisite Needed

***W**-Weighted

OL-Online

APPV-Approval Needed

DC-Dual Credit

REQ-Required

X.XHS-High School Credit

Non-Credit Class Periods

Students not wanting to fill their entire schedule with classes may opt for a non-credit period such as Study Hall or Teacher's Aide.

Study Hall – Students who request a study hall period will be assigned to a classroom or the creative learning center for the purpose of working on classwork. Study Hall periods do not earn high school credit. Certain behavior expectations are required for study hall students. During fourth quarter, seniors who have met certain requirements may be allowed to leave campus (with parental approval on file) during study hall.

Teacher's Aide – Students may request to be a teacher's aide for a non-credit period. Students will be assigned to an SJCS staff, faculty, or department where they will assist in office and clerical work. Attendance is mandatory for TA's.

Students should be careful when requesting non-credit periods. Eligibility for athletics and activities may be impacted if a student is not enrolled in or does not complete the minimum required credits each semester. Additionally, excessive non-credit periods may prevent a student from receiving the required number of credits for graduation. Consult the secondary handbook for more information on eligibility.

Credit Recovery

Students who do not pass a required course may need credit recovery classes to make up a failed class. SJCS does not offer credit recovery but partners with the St Joseph School District for credit recovery. Students and parents may be contacted by the school registrar and the SJSD to enroll in credit recovery over the summer if they failed a core class during the previous school year.

Codes:

R-Repeatable

PREQ-Prerequisite Needed

***W**-Weighted

OL-Online

APPV-Approval Needed

DC-Dual Credit

REQ-Required

X.XHS-High School Credit