



ACADEMIC HANDBOOK

Academic Information & Course Catalog

2019-2020

EXPERIENTIAL LEARNING

FAITH COMMUNITY

THE ARTS

A K-12 community ■ Harrisonburg, Va. ■ easternmennonite.org

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I. Educational Philosophy

*Eastern Mennonite School joins home and church
in calling students to faith in Jesus Christ, academic excellence,
personal integrity, and compassionate service in the world.*

At the center of the Eastern Mennonite School (EMS) philosophy and goals is a commitment to the Christian Faith. We see God as the source of all knowledge. As a community of Christian people, we actively explore the relationship of Christ's teachings to academic disciplines and all of life in the courses listed in this guide.

A. Personal Development

Since God created each one uniquely, each student has a variety of gifts and abilities. EMS challenges each student to develop and practice a range of behaviors, skills and traits—which forms the groundwork for effective life-long use of those gifts and abilities. These gifted behaviors include critical skills exhibited by successful persons, such as those characteristics listed below:

- the ability to clarify conditions of right and wrong
- the ability to organize and follow through
- persistence
- expanded vocabulary
- a voracious appetite for reading
- strong thinking and reasoning ability
- insight
- the ability to manage impulsivity
- adeptness in relationships and a confident sense of self and the future

We believe these behaviors can be encouraged, modeled and taught to all students regardless of their academic accomplishments. In the courses offered, students are challenged with a range of options in assignments and projects which require students to use these behaviors in building new knowledge structures.

Regular activities are scheduled in the EMMS and EMHS curriculum to nurture students spiritually as well as intellectually. Daily chapel, Bible classes, Spiritual Renewal Week twice a year, Community Service Day, small group Bible studies, Neighbor Groups and discussion of biblical teachings in numerous classes are just some of the ways we encourage students to become active followers of Christ in their congregations and in the EMS community of believers. In study, worship or play, students are challenged to integrate faith with life—to learn and apply biblical standards to life's decisions.

Students through the EMMS and EMHS school curriculum and program are encouraged to develop a wide range of interests through field trips, experiential learning, athletics and co-curricular courses. In all these activities and within interpersonal relationships, we expect students to display compassion, courage, commitment, unselfishness, patience and self-control.

As a culminating activity, students in the spring of their senior year put together a Senior Presentation as part of the required Kingdom Living class. Through this presentation, they have the opportunity to reflect upon their spiritual, academic, and emotional development through their high school years.

B. Experiential Learning

Experiential learning happens in the classroom daily, on field trips, and through the annual experiential learning programs. These experiences are designed to address one or more of the following focus areas: 1) Learning a new skill or skill building; 2) Service learning; 3) Cross-cultural awareness; and 4) Academic enrichment.

Sixth, Seventh and Eighth graders participate in a grade-level specific “Explore Week” course during the same week in April that the high school students experience E-Term. The course ties to the curriculum at the respective grade level and is designed to spark discovery.

Students in grades 9-12 are required to participate in at least one Experiential Learning Course (E-Term) each year they are enrolled at EMS. E-Term courses are offered in April each school year and in the summer in the form of state-side and international trips. Church-sponsored mission and service trips can also count as E-Term courses provided the experience is at least five days in length. During E-Term courses, students (including those on church mission or service experiences) will be required to keep a journal. Students who participate in summer experiences are encouraged (though not required) to participate in an April E-term as well.

C. Customized Learning

In addition to learning in the courses offered, five other venues allow students to develop their individual interests. These include:

1. Additional coursework (such as optional honors work or student choice in project learning)
2. Online learning through an accredited program (additional cost may be required)
3. Participation in an external program such as Massanutten Technical Center
4. Individual research and study projects
5. Internships

These opportunities, described in other sections of this handbook, provide students with multiple ways to challenge themselves, to explore new interests, and to consider potential careers. We encourage students to find the level of engagement that suits them as learners.

II. Academic Program

A. Pursuing Academic Excellence

As our mission statement conveys, we desire that all students experience academic excellence so they will leave EMS prepared to serve any community in which they live and to strengthen relationships with God and others.

Each child, uniquely created by God, has varied academic needs. We encourage each student and family to discover what is appropriate for them—both to be challenged in their learning but not to be overwhelmed. Discerning this balance may take some time as students acclimate to our learning environment. For those desiring a rigorous program, our honors courses or courses with optional honors as well as AP course offerings should provide the challenge needed. Each of these opportunities provides for an advanced level of research, reading and critical thinking skills.

Honors Course: Any Advanced Placement or university-level course is considered an Honors Course (designated with an HR 2 on the transcript and assigned an additional 1.0 weight—5.0 instead of a 4.0). These courses do have prerequisites so that the student is adequately prepared for the depth and pace of learning in an AP course.

Optional Honors: Courses designated “Optional Honors” allow students to challenge themselves in their learning beyond the scope of the standard curriculum. Courses taken for optional honors will carry a .50 honor weight (4.5

instead of a 4.0). These courses are designated with the code HR 1 on the transcript. Two approaches are used for optional honors work.

Approach A: Teachers provide students with embedded challenge within homework assignments, special projects and assessment.

Approach B: Student contracts individually with the teacher for advanced independent work, requiring additional research, reading and critical thinking. Optional honors work features the following components:

- 1) time (additional investment to the regular coursework)
- 2) engagement with experts in the particular field
- 3) deeper learning (requirements should give students a deeper view of the subject)
- 4) independence (students are responsible to initiate work and maintain a manageable schedule)
- 5) production (students must work toward a culminating experience to capture what they've learned—presentation, written document, portfolio)
- 6) metacognition (students should reflect upon what they have experienced throughout the learning time)
- 7) qualitative grade for any work produced for optional honors

Requirements for Optional Honors Work:

- For Approach B, students in an Optional Honor Course will have the first week in a quarter course and the first three weeks in a semester or year course to arrange with the teacher the advanced independent study.
- When the student completes all the course work (regular and optional honors) with the quality expected for honors, the course will receive an honors designation (HR 1) on the student's transcript and the additional grade points.
- **Course grades below an A- or 90% will not be eligible for optional honors credit.**

Independent Study: Students who wish to invest time and learning in an area of interest and expertise may wish to do an independent study. These projects must be cleared with a supervising teacher (in the area of expertise of the teacher). Typically the projects run for a semester or for the year. Students are expected to make a presentation of some kind at the conclusion of the work. Note: Students completing an independent study should include the components listed above for optional honors work.

The following options will be used for evaluation of independent study work:

1. **Pass/Fail:** Satisfactory completion of work (determined by the supervising teacher) will result in credit based on time spent. Typically students earn .50 for a semester and 1.0 for the year depending on the scope of the project. Students wishing credit must make some kind of presentation by the end of the school year.
2. **Evaluation Measure** (standards-based, percentage or letter grade): In addition to the credit, students choosing to receive qualitative feedback on their work should confer with the supervising teacher to determine best approach. Once work is completed, this evaluation will be included on the student's transcript. Students wishing credit must make some kind of presentation by the end of the school year.
3. **Honors Level Work:** The supervising teacher may decide that independent study work is being completed at the college level and qualifies for Honors level evaluation. In these instances, teacher will work with the students to set expectations. Work must be completed in a timely fashion. Students wishing credit must make some kind of presentation by the end of the school year.

B. National Honor Society

In keeping with national standards, the Eastern Mennonite School Chapter of the National Honor Society seeks to honor those students who are exemplary in academic achievement, character, service and leadership. Students become eligible for membership after the first semester of their Junior year, if they have achieved

a 3.5 GPA. Transfer students may be eligible if their previous school was an accredited school and if they were eligible under the requirements of their previous school. International students may be considered after two semesters at EMS. Eligible students are invited to supply documentation of service and leadership involvements in order to merit further consideration for membership. An evening spring semester induction ceremony for families and the students is held to honor and welcome new members.

Once a member of NHS, students are expected to maintain their academic achievement, meet service hour expectations, and be a student in good standing. Should students drop below required GPA, be deemed “not in good standing” or not meet service requirements, they may not remain in NHS and will not be designated as an NHS member in the Commencement program.

C. Honor Scholar Awards

As a way to promote academic endeavors in an area of strength for students, most academic departments have outlined a set of criteria leading to an Honor Scholar Award (see each department for its criteria). The School Counseling Office and teachers begin introducing the criteria for these department awards in the ninth grade, encouraging interested 9th-12th grade students to work toward these awards. Seniors who have earned Honor Scholar Awards are recognized with a departmental award in a year-end chapel.

Please note that modifications to the departmental criteria is underway during the summer of 2019. Students who are seniors may follow the criteria listed in this handbook; however, they are also able to use the new criteria which will be available in the fall of 2019.

D. Commencement Honors

During the Commencement program, the two seniors with the highest GPAs (determined at the end of third quarter) will be chosen to speak about the academic achievements and experiences of their class. The honor of valedictorian will be awarded to the student with the highest GPA and salutatorian to the one with the second highest GPA. These honors will be calculated once final grades have been posted.

III. Academic Assessment

A. Examinations

Each semester, teachers will create a culminating activity for students for their course. Some classes may have completed their culminating activities prior to the exam period and therefore will not be included in the exam schedule. A two-day exam schedule consists of five exam slots, 70 minutes each. These exam periods allow teachers to conduct semester exams, unit or quarter tests or to use the time to complete major projects or make presentations.

To promote an appropriate testing environment, the following expectations will be in place during exams:

1. Students are required to be at school only for the classes they have that are included in the exam schedule.
2. Students will not be permitted to loiter in the halls (nor clean out lockers during second semester exams).
3. The library will be open during the exam schedule as a quiet place of study.
4. Students may only be in the gym during designated “Open Gym” times.
5. The Commons may be open as a place for group study sessions.

Students are expected to take exams during the exam period. Extenuating circumstances may require an alternative testing time. In those instances, students must complete an “Exam Out of Schedule Form” at least two weeks prior to the end of the semester and submit form to the counseling office.

B. Evaluation Tools

Teachers at EMS use a variety of tools to evaluate student work. We believe that grades do not completely represent the learning gained through any course, but they do provide students, parents, and ultimately colleges and employers, a window into the knowledge gained and the work habits established by a particular student. Colleges do award academic scholarships based on a student's grade point average. The chart below represents how a course grade is translated into a grade point average (GPA).

Standards-Based Grading	Percentage	Letter Grade	GPA Weight		
			Standard	AP/Univ. Course	Optional Honors
Exemplary	98-100	A+	4.2	5.2	4.7
	93-97	A	4.0	5.0	4.5
	90-92	A-	3.8	4.8	4.3
Accomplished	87-89	B+	3.2	4.2	
	83-86	B	3.0	4.0	
	80-82	B-	2.8	3.8	
Promising	77-79	C+	2.2	3.2	
	73-76	C	2.0	3.0	
	70-72	C-	1.8	2.8	
Developing	67-69	D+	1.2	2.2	
	63-66	D	1.0	2.0	
Beginning	60-62	D-	.80	1.8	
No Mastery	0-59	F	0	0	

Previous Grading System (began 2006-2007 and ended in 2015-2016)

<u>Percent</u>	<u>Grade</u>	<u>GPA</u>	<u>University/AP/ Honors GPA ++</u>	<u>Optional Honors GPA +</u>
99-100	A+	4.2	5.2	4.7
95-98	A	4	5	4.5
94	A-	3.8	4.8	4.3
92-93	B+	3.2	4.2	3.7
88-91	B	3	4	
87	B-	2.8	3.8	
85-86	C+	2.2	3.2	
78-84	C	2	3	
76-77	C-	1.8	2.8	
74-75	D+	1.2	2.2	
68-73	D	1	2	
0-67	F	0	0	

Additional Information:

- **Conditional Grades:** Students sometimes earn a failing grade in semester one of a core class. In certain circumstances students may be awarded credit upon the completion of the second semester if the second semester grade combined with the first semester grade results in a passing grade of 60% or better.
- **Incomplete (I):** This mark granted by the teacher signifies that work is incomplete for the course. Work must be completed within a specified amount of time. Failure to fulfill this requirement in the time allowed could lower the course grade to an F.
- **Withdrawal Passing (WP) or Withdrawal Failing (WF):** Credit will not be given when a student withdraws from a semester or year course unless the School Counseling Office and teacher agree that exceptional extenuating circumstances exist. When extenuating circumstances have been confirmed, credit will be granted to the nearest completed nine weeks, .25, .50, or .75. Even in extenuating circumstances, the student would likely receive the WP or WF.
- **Extra Credit:** EMS teachers sometimes choose to give “extra credit”:
 - a. To provide “hope” for an inadequate performance on a test;
 - b. To provide remediation possibility for a series of low homework or quiz grades;
 - c. To set challenge points for rigorous enrichment material;
 - d. To offer bonus points for challenge test questions.

As a general guideline for the extra credit type experiences outlined in a and b above, the extra credit points will not raise the grade in any one quarter more than 2%. Also, this extra credit will not raise the grade above 100%. (However, these guidelines are not necessarily used to limit challenge points as specified in c and d above.)

D. Homework

Homework is assigned as an extension of classroom material. Homework may be designed to further practice procedures and concepts, to aid student comprehension of material (perhaps in preparation for class discussion), to apply classroom learning to new situations; or to require students to analyze or evaluate topics under discussion. Whatever its purpose, homework is an important aid to learning.

EMS recognizes that homework load will vary for each student, depending on the type of courses taken, the amount of time spent in co-curricular activities and the learning style of the student. Ideally, students should have no more than 30 minutes per class for high-school level classes. Additionally, the school commits to students having no homework assigned for Wednesday evenings (unless it was given ahead of time) so students may attend youth group activities or may have a night of “breathing room.”

Completing work as assigned and on time is a strong life-long skill, a behavior exceedingly useful for both school and work. The grade for completed and on-time homework is based on full credit. Doing the work, even if it is late, is also important, as it provides students with the necessary practice time for learning. (Completed assignments generally mean better quiz and test scores). Our general guideline for handling late work is as follows: Assignments handed in the next day will be granted 80% credit. Work handed in on the second to third day after the due date will be based on 60% credit. Work handed in the fourth day and after can receive 0-60% credit, at the teacher’s discretion. Teachers may decide, based on coursework needs or the age of the student, to adjust these guidelines.

E. Honor Roll

In grades 6-12, students must earn all grades of 80 and above to be named to the A/B Honor Roll. The designation is awarded by quarter. Only full-time students are eligible for the Honor Roll. Full-time students must be on campus for five out of eight classes. Online classes are counted toward eligibility as long as the courses are added

to the student's EMS transcript. Any student with an incomplete in one or more classes will not be eligible for the Honor Roll.

F. Online Instruction Days

When weather or other circumstances requires the closing of school, school officials may call for an "Online Day," which means that students will be given assignments through PowerSchool to complete at home. Types of assignments may include: reading, continued work on projects or essays, or a new assignment. Teacher should observe the following guidelines when assigning work for an Online Day:

Online Day Guidelines:

1. Assignments should not take more than 30 minutes.
2. Teachers will place assignment in the course calendar so that it appears in the assignment feed for the student.
3. Assignments will be posted by 10:00 a.m.
4. Students without online access should get phone numbers of classmates from each class so they may check on the work assigned.
5. Students will be given one day for every on-line day to complete new assignments in case they don't have power or access to a computer or if they were sick during an online day.

If advanced notice is possible, school officials will remind students prior to any potential weather that would close school to bring home textbooks, reading materials and classroom papers.

G. Progress Grades

Progress grades, identifying students earning grades below 69 are issued mid-way through each quarter. A copy of the progress report is sent to parents and a copy given to each student.

H. Report Cards

Report Cards are issued the week following each quarter (9 weeks). A copy of the report card is sent to parents and students electronically. Prior to receiving a report card, the students and parents can check PowerSchool for academic progress.

I. Standardized Testing

While yearly, state-mandated testing may not be part of annual assessment at EMS, the school does recognize the role standardized testing plays. Learning to take a standardized test is important as any student who wishes to attend college will likely need to take the SAT or ACT. Periodic testing also gives teachers and counselors valuable information about academic performance. In addition to the PSAT offered to sophomores and juniors, and students in fourth, fifth, seventh and ninth take ACT Aspire. A number of students in their junior and senior year will take Advanced Placement exams.

IV. Academic Expectations

A. Academic Eligibility

Co-curricular activities provide positive contributions to the life of the student and to the school. EMS also recognizes that this participation cannot come at the expense of academics. EMS, therefore, expects students participating in co-curricular activities to have passing grades in all courses.

Monitoring Grades and Providing Support

To support students and encourage success, counseling advisory will monitor students throughout their co-curricular activity. Teachers will complete progress reports for students earning a D or F or I at the mid quarter. Counseling advisory reviews the list of students.

Students on the DFI List:

Middle and high school principals, athletic director, school counselor, academic lab teacher and or music/drama director will communicate with the student to determine the contributing factors for the low grade.

The student and the academic support persons will identify what additional help and/or consequences are needed to assist the student to achieve a passing grade within a reasonable time frame.

Those persons working with a student may require one of the following: supervised work time in study hall, attendance in math lab or supervised study sessions.

DFI Policy:

- **At mid-term of the quarter**, when DFI list is finalized, students with an **F or an Incomplete are not eligible to participate in co-curricular activities until they have a passing grade.**
- **At mid-term of the quarter**, when DFI list is finalized, students with a **D will have a more structured study hall where they are not to leave the study hall unless they have a pass to work with another teacher.**
- **At end of quarter**, when DFI list is finalized, **if a student receives an F, the student has 7 days of ineligibility from date of when teacher final grades are due**
- If you are failing at other points in the year, other than mid-term or end of quarter, counseling advisory will make a specific plan for that student.
- *Counseling Advisory has the ability to adjust expectations and consequences because at EMS we recognize there may be exceptions to this policy to meet the individual needs of our students.*

B. Academic Support

Eastern Mennonite School recognizes that some students may drop below a 60% in a class, which is not a passing grade. Sometimes these periods are short-lived and require minimal support; others are more long-term and require intervention from the school and family. As a way to monitor students, the Counseling Office compiles every 4 ½ weeks a list of students who are earning a D, F or I (Incomplete). Counseling Advisory reviews this list and collaborates with students, teachers, parents, coaches or directors to find a pathway toward a stronger academic performance.

When a student has failed first semester in a core class, he or she may pass the class if the second semester grade and the first semester grade together results in a 60% (or D-) or above. In some circumstances, students may be offered an modification to the course material, which is reflected on the transcript with the designation “foundational,” such as “Foundational US History.”

Counseling Advisory will review senior grades at the conclusion of first semester. If any student has failed a course necessary for graduation, then the high school counselor will develop a plan to address the failing course. It may mean retaking it second semester or making arrangements for an online course. (Summer work will likely be required for second semester senior academic problems.)

The desire of the school is to ensure that all students experience academic successes in line with their interests and capacity. When they do not experience that success, the school will work with the families to see what can be done to promote a positive school experience, either with us or at another school.

C. Academic Integrity

Personal integrity is a character trait highly valued at EMS and is part of our mission statement. Academic integrity demonstrates itself when students complete their own work (homework, projects and tests) and when they are honest when confronted about any concerns. Teachers assist students in developing academic integrity by defining what collaboration looks like and/or explaining expectations for assignments and assessments.

Students may be vulnerable to academic dishonesty when they leave assignments to the last minute, when they do not understand material or when they don't care about an assignment. Because motivations may be different, it's important that students are honest with themselves and their teachers to work through instances of dishonesty.

When a situation arises involving academic integrity, the school will likely use the following practices:

1. The teacher will discuss situation with the MS or HS Principal or the Director of Academics to determine the types of consequences necessary. The severity of the dishonesty will be considered.
2. The student will meet with the teacher and/or the Principal or Director to discuss the situation.
3. A note will be included in the student's LMS record. This record is not typically passed along to colleges; however, if the student had repeated instances of academic dishonesty, this information may be passed along to other schools and/or colleges as appropriate.
4. Appropriate principal will also contact parents as appropriate.

Plagiarism: While a tool for learning, technology can also become an easy way to be dishonest whether the student knowingly plagiarizes a paper or unknowingly uses information without proper citation. The goal of the school is to have students understand how to best use the expertise of others in their writing. Teachers use the tool of Turnitin, a web-based program that compares a student's writing to others in its database, to assist them in holding students accountable for their work.

It's important that students understand that **plagiarism occurs when an individual takes the writings and/or ideas of another person and presents them as his/her own (no citation)**. Following are some examples:

1. Copying material verbatim (and using quotation marks) from a source, but failing to cite the source.
2. Copying material verbatim and citing the source, but failing to use quotation marks.
3. Carefully (or non-carefully) paraphrasing the source without giving the proper citation. (Paraphrasing is "borrowing" the idea and must be cited.)
4. Patchwork paraphrasing (in which writer keeps many of the source's key words but rearranges the order) is a particularly insidious form of plagiarism—even if cited.

In clear cases of plagiarizing, the following scale of teacher response is suggested:

- Level 1: Student plagiarized less than a paragraph. Teacher uses this as an opportunity to teach and student is required to redo the assignment. Parent contact by teacher is made when appropriate.
- Level 2: Student plagiarized larger sections of his or her paper or has committed a second offense. Teacher must contact parent(s) and student receives ½ credit of the earned credit.
- Level 3: Entire document is plagiarized or student has committed a third offense. Student receives a zero for the assignment and parent is contacted.

At each level, the teacher will supply the principal with a record of the event to be entered in the student's electronic file.

As a general rule, the same paper may not be submitted, the same book may not be read, nor may the same project be submitted to meet requirements in two or more courses unless the teachers of the courses have given their prior consent.

D. Family Educational Rights & Privacy Act (FERPA)

FERPA is a Federal law that protects the privacy of student education records. EMS is required to have written permission from parents in order to release any information from a student's educational records.

Schools may disclose, without consent, “directory” information such as student’s name, address, telephone number, honors and awards and dates of attendance. However, parents may request that the school not disclose directory information.

At the beginning of each school year, parents receive a form requesting this information and permission to disclose.

E. Field Trip, Athletic & Elective Absences

While the EMS Student Handbook addresses the topic of absences, it should be noted here that students who are absent from class due to field trips, athletic events and elective absences are expected to talk with the teacher ahead of time to determine what work needs to be completed and by what date.

F. Study Hall

Our students invest themselves in the classroom, in athletics and in co-curricular activities as well as at home and at church. To encourage a manageable load in light of these commitments, we recommend that students fit in a time to work in their eight-period day.

Study Hall

Study halls are overseen by teacher. More than one study hall in a school day may be appropriate especially if a student is taking an online course or completing an independent study.

Typically, study halls meet in a teacher’s classroom each period, with a teacher monitoring attendance. Sometimes, the study halls take place in the library. After the roll is taken, students in grades 9-12 are permitted to sign-out to one of the designated areas (locker, library, commons, courtyard, bathroom, etc.) for a predetermined amount of time. If a student needs to visit a teacher, prior arrangements must be made. Students need to sign in to the library upon arrival.

Students may be sometimes required to remain in the study hall location rather than signing out, perhaps as a result of low grades or other concerns.

G. Transfer Students

A minimum of one year in residence is required to graduate from Eastern Mennonite High School. Each student's prior record will be evaluated to determine the number and content of credits required for graduation. Courses specified by the State of Virginia and normally taken at lower grade levels will not be required, provided the student has completed the courses required at those grade levels by the state from which the student transferred.

Students from unaccredited schools (both state-side and international) and home schools may be required to take diagnostic tests to determine grade level at which the student will enroll. Furthermore, these students will receive Pass/Fail credit for courses taken prior to EMHS—so that GPA is determined by grades earned at EMHS. Documentation may be required to establish content covered prior to awarding credit.

V. Academic & Counseling Support

A. Counseling Program

The goal of the counseling program at Eastern Mennonite School is to assist students in academic, career, and personal/social development through individual and group counseling as well as classroom lessons. This is a coordinated effort by faculty, staff, parents and Counseling Advisory Committee, which meets weekly.

There are many reasons a student might see a school counselor.

Academic counseling aims to assist students and parents on academic options, developing a plan of studies, and as a link to additional academic resources when appropriate. Counselors direct students to opportunities that match their interests, both in and out of school.

College & Career counseling assists students in acquiring information and planning for post-secondary educational and career opportunities.

Personal/social counseling assists students in developing a greater understanding of themselves as they relate to the community around them, supports healthy and wise choices, and provides support in resolving conflicts.

Individual Counseling School counselors assist in helping students work through their unique requests or concerns. While EMS does not provide long term weekly counseling, connections and referrals can also be made with professional community mental health counselors as ongoing psychological needs necessitate.

Group Counseling Group counseling may be provided surrounding specific themes of social development or other identified areas of interest or assessed needs. Parents/guardians are notified prior to any multi-session group counseling.

Classroom Counseling Lessons Counselors work collaboratively with teachers to develop and bring curriculum into the classroom. Topics relate to students' academic, career or social development.

Access

Students may request an appointment with a counselor by email, through a PowerSchool link, or in the counseling suite. Students should ask teachers before leaving class when they wish to meet with a counselor. Parents and teachers may call or email counselors if they would like to request an appointment for their student. Alternately, counselors may request to see a student if a counselor becomes aware of a need.

Confidentiality Statement

At all times we seek to work with and honor parental involvement. All concerns of students and/or their families are met with appropriate and careful confidentiality. Where there exists perceived threat of harm to self or others, additional protective procedures will also be followed. When necessary, other professional counsel will be obtained.

Opt-Out

If parents choose not to have their student participate in personal/social counseling or multi-session group counseling, parents must notify the school in writing.

B. Learning Support Services

In addition to the oversight given to all students in their learning by teachers, the school provides learning support services for students who need additional resources to be successful in their classes. For some students, this support happens through Academic Lab (see the description under the English department course offerings), and for others this support happens through tutoring (see the non-departmental offerings section).

Students placed in Academic Lab are usually recommended by the Admissions Committee or by School Counseling Advisory when classroom teachers observe challenges in learning (could be from a diagnosed disability or challenges with organization and completion of work).

Math Lab is also available to students Monday-Thursday from 3:00-3:30 p.m. Students typically meet in the room of their math teacher to consult with the teacher or work with a peer tutor.

VI. Preparing for the Future

Career and college information is located in the School Counseling Office. Pamphlets and catalogs are available for browsing. An on-line program provided by EMS, SCOIR, is introduced to students and used throughout their high school career. Students are encouraged to use these resources to help plan their future. The School Counselors will help with additional information as well.

As we support students while they prepare for their futures, we work with each student to determine the best academic path while still in high school. The diploma tracks are intended to shape an academic plan as students consider their post-high school plans. Each family and student should consider interests, gifts and abilities in charting a sequence of courses that will prepare the student for post-high school experiences. Families and students should consider that colleges do not see the diploma tracks chosen. An admissions officer only sees the courses taken. Therefore, if a student wishes to apply to a highly selective college, he or she should build a schedule that incorporates rigorous courses within the student's areas of interests.

A. Middle School Curriculum for Post-High School Planning

- Middle school teachers focus on developing life-long skills (executive function) that will serve them in their post-secondary plans
- Individual counseling help is given to all 8th graders making decisions about high school course of study.

B. High School Curriculum and Support for Post-High School Planning

All Grades:

- All high school students are given information about the local College Fair held each fall at JMU, which features well over 70 colleges and trade schools.
- Mennonite College Day provides opportunity for EMS students and their parents to talk with admissions counselors from 4-5 Mennonite schools.
- The course work of each student is reviewed every year for appropriate classes depending on the student's diploma path.
- Chapels feature alumni who have served in church agencies or adults who are involved in church work.

9th Grade

- Freshmen are introduced to the college counselor in English class. The importance of high school grades in the formation of a GPA is explained. SCOIR, which is a college and career search tool that will be used each year throughout high school, is introduced. Students are shown how to begin building their resume on SCOIR.
- Sometimes, a couple of juniors or seniors come along to give advice on how to make the best use of high school academically, socially and spiritually or an outside career resource comes in to inspire students towards qualities valued in the workplace.

10th Grade

- The PSAT is taken by sophomores in October (though students may opt out). Practice booklets are given to all students.
- The College & Career Counselor reviews the SCOIR tool with English 10 students.
- Individual review of student's high school academic career and plans for 11th and 12th grade take place in 3rd quarter. Ideas for after high school training, service and a gap year are explored.
- Students may consider Massanutten Technical School (MTC) as an option for their junior and/or senior year. The school counselor will arrange for campus visits for any student interested in MTC.

11th Grade

- The PSAT is taken by all juniors in October. Practice booklets are given to all students.
- Individual review of PSAT scores and discussions on future planning takes place with all juniors in January/February when scores are returned. Transcripts and GPA are reviewed.
- Students are given materials about all Virginia colleges. Juniors learn about how SCOIR can assist them in the college review process.
- It is recommended that juniors visit at least three colleges in their junior year.

- Students write a college admission essay in Advanced Composition class. The teacher provides feedback for strengthening the essay with the expectation that the essay could be used the following fall.
- Students are encouraged to take the SAT and/or ACT at least once in the junior year. SAT subject tests can also be taken when students are ready if they are going to a college that requires the SAT subject test. Online test prep is available at www.collegeboard.com.
- Algebra II is the best course for students to prepare for the math portion of the SAT.

12th Grade

- A guidance session in government in September gives instruction on the ins and outs of completing college applications along with tips on how to make the senior year a success.
- The College Counselor is easily available to students in the College Counseling Office throughout the day.
- In the fall, college representatives visit campus to meet with students.
- Seniors are encouraged to use days off school for additional college visiting.

Parental Support

We encourage parents to talk with their children to discern the best path after high school. Parents are encouraged to meet with our College and Career Counselor at any time during high school to explore the needs of a particular student as he or she prepares for post-high school plans.

C. Diploma Expectations

Students typically earn seven credits a year. EMS 9–12 graduation requirements listed are incorporated into the four diploma options and are included in the minimum credits specified for each diploma:

	Standard*	College & Career (Division I)	Advanced College & Career***	Advanced College & Career with Distinction****
Bible	2	2	2	2
PE/Health	2	2	2	2
Communications Technology	0.5	0.5	0.5	0.5
Fine Arts	1	1	1	1
Tech Ed/FCS	0.5	0.5	0.5	0.5
English	4	4	4	4
Math	3	3**	4 (includes Pre-Calculus)	4 (includes Pre-Calculus)
Science	3	3**	4	4
Social Studies	3	3**	4	4
Language†	0	2	3	4
Electives	Varies according to how much space is in schedule			
MINIMUM CREDITS	22	In meeting the requirements above, students will typically earn 22 or more credits.		

NOTES:

- * The standard diploma may be modified when the academic needs of a particular student warrant changes.
 - ** For the College/Career Diploma, you must take a fourth year of one of these subjects. Algebra II is expected for this diploma.
 - *** The Advanced College/Career diploma requires one AP course (or a college/university) course. Note that some courses weighted at the AP level are not considered an AP course for this requirement.
 - **** The Advanced College/Career with Distinction requires three AP (or college/university) courses.
- † The language requirements for the various diplomas are as follows:
College & Career: Two years of the same language
Advanced College & Career: Two years of two languages or three years of one
Advanced College & Career with Distinction: Four years of the same language

The requirements for our College & Career Diploma align with the requirements for NCAA Division I schools.

VII. Registration and Scheduling Information

Process

The following information will assist you as you plan your schedule.

Registration Sequence

For the upcoming school year, the school will generally follow this sequence of events for registration:

- **March:** Students will receive a registration packet and will submit registration requests for the next year.
- **April:** Families will receive financial aid and tuition information for the next year.
- **May:** Registration advisors will meet with students to review the proposed schedule. Changes may be made throughout the summer if section sizes allow changes. Places for new students will be reserved during this process.
- **March - June:** New students will be sent a registration packet.
- **July:** New students will work with the Director of Academics to create a schedule.
- **August:** Students will be mailed a copy of their final schedule.

Changes to Final Schedule

Here are the guidelines regarding schedule changes:

1. Prior to the start of school, schedule changes may be made with the Director of Academics. Once school has begun, students should see their school counselor to make any changes. Some requests may not be granted when sections are full.
2. In most circumstances, students should make schedule changes with their counselor within the first five school days of a quarter. This time frame ensures that students will not miss significant material when adding a new course.
3. Students enrolled in year-long courses are expected to remain in the course for the year and semester courses for the entire semester. Exceptions need to be processed with the counselor, student and parent(s).

Withdrawal Procedures—After the first week of school

1. A student who wishes to withdraw from a course is encouraged to talk first with the teacher to determine if such a decision is in the best interest of the student.
2. If there is agreement, then the student should talk to his or her counselor, the Director of Academics and parents to talk through any implications of withdrawing.
3. If this request is approved, the course will not appear on the student's transcript nor will the student receive any credit for the course.
4. Students will need to complete paperwork, which requires student, teacher and parent signatures.

Timeline for withdrawing:

- a. For year-long classes:** Students may withdraw from a course during the first quarter without having the course appear on his or her transcript.
 - b. For semester courses:** Students have until the end of the first month to withdraw, and the course will not appear on their transcript. After progress grades appear, if a student is permitted to withdraw from a course, he or she will receive either a WP (Withdrawal Pass) or WF (Withdrawal Fail) on their transcript. No credit is granted.
 - c. For quarter classes:** Students should initiate a withdrawal by the end of the first five days of class. If a student asks to drop a course prior to the end of the quarter, he or she will receive either a WP (Withdrawal Pass) or WF (Withdrawal Fail) on their transcript. No credit is granted.
5. In rare instances, when a student must withdraw under extenuating circumstances and it is close to the end of the quarter or semester, credit and a grade may be given to the nearest completed nine weeks (.25 or .50). Most of the time, however, the designations of WP or WF will be used and no credit will be awarded.

Eligibility for University Courses

Qualified EMHS students (usually Seniors) may arrange through the School Counseling Office to take courses at EMU (possibly JMU, Blue Ridge or Bridgewater as well), provided proper scheduling arrangements can be worked out. Note: An EMHS student can earn 12 or more hours of university credit through this opportunity. While EMU does give a significant tuition discount for this arrangement, EMHS students taking courses for college credit at any local college or university must pay a credit hour tuition (per semester) at that institution. Students should make arrangements with the EMHS School Counseling Office to take a course at EMU or another local university or college.

Guidelines for taking college or university courses:

- a. University courses will generally not take a student out of any portion of EMHS required courses.
- b. The School Counseling Office, in consultation with the teacher, may be willing to consider minor time infringements to an elective course to allow a student to take a university or college course.
- c. A minimum 3.5 GPA is normally required for eligibility to take a college course.
- d. The EMHS student shall have taken all prerequisite courses at EMHS—before enrolling in a college or university course.
- e. Freshmen and sophomores are generally not permitted to enroll in university or college courses.

High school credit for university/college courses:

- a. Upon completion of a school-approved university/college course, the EMHS student must bring a copy of his/her grade report to the School Counseling Office if the grade is to be included on the EMHS transcript. The university course, with its earned grade, will be recorded on the student's EMHS transcript. However, students are also advised and urged to request EMU (Blue Ridge, Bridgewater or JMU) to send a transcript to each college/university to which you are applying—to ensure that a course is recognized as a college or university course (and not simply a dual enrollment course).
- b. A .5 unit of high school credit with the **full honor weight** (A receives a 5.0 instead of a 4.0) will be given for each satisfactorily completed semester of a three-hour university course. (If the university course is more than 3 hours or less than 3 hours, the .5 unit of credit will be prorated accordingly.)
- c. The credit cannot be awarded and noted on the transcript until the student submits a copy of the university or college grade report to the School Counseling Office.

EMHS and EMU have arranged for a dual enrollment for some of our courses.

Expectations for Online and Enrichment Coursework

We encourage students to invest themselves in expanding their learning opportunities, which sometimes means adding an online course or an off-campus learning experience to their regular coursework. We ask that parents and students inform us when students enroll in external courses especially if the student wishes to have the credit added to his or her transcript. The school offers courses through Edgenuity as part of tuition only when a significant scheduling conflict requires them to be enrolled in an online course.

A student may decide, after starting an enrichment credit course, to withdraw from the course. Reasons may include a change of interest or finding that the coursework interferes with other school work. The course will not be listed on the transcript. In some circumstances, a student may find it necessary to take an online course to complete course requirements for the desired diploma. Such completed courses will be included as part of the student's transcript, regardless of the grade.

Massanutten Technical Center

EMHS can arrange for students to pursue vocational training one-half day at Massanutten Technical Center (MTC). For additional details, contact the EMHS School Counseling Office. Students will need to register with the student's "home school" (the one you would attend if you were not at EMHS).

Potential Vo-Tech students will take the usual core courses for 9th and 10th grades at EMHS. Students who go to Vo-Tech will receive 1.5 credits each for math and science. The other four Vo-Tech credits will be elective credits. If a student wishes to earn a College/Career or an Advanced College/Career, he or she will have to meet all of the requirements. Transportation must be arranged by the family to and from MTC.

Repeat Courses and Transcripts

Sometimes a student elects to take a course twice to improve understanding of concepts and/or processes and to earn a better grade. For transcript purposes, the grades from each attempt at the course will be listed on the student’s transcript. Both grades, therefore, will be averaged into the cumulative GPA. However, the student who takes a course twice will receive credit only once (not repeat credit) toward required credits for graduation.

Transcript Requests

A transcript may be requested by contacting the Counseling Office Assistant. Current students will not be required to pay a fee for this service. EMS alumni (graduates or students who left before graduation) may receive up to five transcript requests free within the first two years after leaving EMS. All other transcript requests are \$10 per request. (Official EMS transcripts are released only when the student's account balance is paid in full.)

TRANSFERS/WITHDRAWALS

When a student decides to transfer, or needs to withdraw from EMS, the student and parent will begin the transfer/withdrawal procedure by notifying the School Counselor(s) and/or the Admissions Office. The student and parents will:

1. Notify the school;
2. Complete the official forms, return all textbooks, library books, and other school property; and
3. See that all outstanding bills and accounts are paid.

VIII. Grade Level Requirements

A. Middle School

Using a sequenced and developmentally appropriate curriculum, EMMS seeks to challenge students in

- building foundational knowledge that will prepare them for academic courses in high school,
- developing study habits that will permit them to work effectively in all classes,
- moving from a concrete, literal approach to learning to a more abstract one that allows them to grasp how specific information connects to the “big picture.”

Core Subjects	Grade 6	Grade 7	Grade 8
English	English 6	English 7	English 8
Math	Math 6	Math 7 or Pre-Algebra	Pre-Algebra or Algebra I
Science	Integrated Science	Life Science 7	Physical Science
Social Studies	Social Studies 6	Social Studies 7	Geography and Global Studies*
Bible	Bible 6	Bible 7	Bible 8
Physical Education	PE 6	PE 7	PE 8

*Geography and Global Studies may count for high school credit (.50) if student completes honors project and earns an A-.

We have developed the exploratory sequence below to promote a wide range of interests and to allow for students to discover unknown talents and interests.

Grade	Art	Comm Tech	FCS	Language	Music	Tech Ed
Sixth	Art 6	Incorporated with Core Classes	FCS 6	Languages 6	Instrumental Music	Tech Ed 6
Seventh	Art 7	Digital Citizenship (with Bible)	FCS 7	Languages 7	Instrumental & Choral	X
Eighth	Art 8	Digital Projects	FCS 8	Spanish I	Instrumental & Jr Choir	X

Bolded courses listed above are for high school credit. Any grades earned in these courses will appear on the students' transcripts. Some of these courses have grade prerequisites.

B. High School: Course sequence may need to be adjusted especially for transfer students.

FRESHMEN

English	English 9	1
Math	Algebra I (transfer students), Geometry	1
Science	Biology	1
PE/Health	P.E./Health 9 (generally required even if taken at a previous school)	1
Social Studies	U.S. History	1
Bible	Bible 9	0.5
Language	Spanish I, Spanish II (or other languages taken as independent study)	1
Electives	See Elective List for full listing.	.25 or more

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Credit Expectations

SOPHOMORES

English	English 10	1
Math	Full year math course	1
Science	Biology or Chemistry or other science electives	1
PE/Health	P.E. 10/Health 10/Driver's Ed	1
Social Studies	Social Studies Elective: Sociology, Global Anabaptism/Global Christianity.*	.50 - 1
Bible	Sermon on the Mount (Bible 10)	0.5
Language	Spanish I/II/III/IV (or other languages taken as independent study)	1
Art	Art Electives (if you have taken Basic Art)	Varied
Electives	See Elective List for full listing.	Varied

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*See prerequisites for these courses.

Credit Expectations

JUNIORS

English	U.S. Literature, Advanced Composition, English Elective(s)	1
Math	Full year math course	1
Science	Full year science course	1
Social Studies	World History	1
Bible	Bible Elective	0.5
Language	Spanish I/II/III/IV (or other languages taken as independent study)	1
Other	Juniors can choose a number of electives to complete schedule.	Varied

Credit Expectations

7

SENIORS

English	English Literature, English electives (or AP Lit, if prereq. met)	1
Math	Full year math course (Advanced Diploma)	1
Science	Full year science course (Advanced Diploma)	1
Social Studies	Government	1
Bible	Kingdom Living	0.5
Language	Spanish I/II/III/IV (or other languages taken as independent study)	1
Other	Seniors can choose a number of electives to complete schedule.	Varied

Credit Expectations 7

X. Course Offerings

ART

We believe that art is fundamental to the complete education of a developing child. Because we are created in the image of God the Creator, we believe that the arts can be the vehicle to release that creativity in each of us. Through a variety of teaching strategies, art media and disciplines, students can explore and express their reactions to the world they live in, their family unit, and the faith they are developing.

The teaching of art lends itself well to the development of gifted behaviors in students. It is especially useful in stimulating creative, lateral thinking and learning persistence. We aim to develop and reinforce a healthy self-concept through success in the creative process and to open the door to future creative pursuits, whether as a career or an avocation.

Those students wishing to take these specialized art courses, who have not had Basic Art, must have the permission of the Art instructor. These specialized courses may be taken more than once. Students will work more independently and at progressively higher levels. A course taken more than once will show a progressively higher sequence on the student's transcript. (For example, if Watercolor is taken a second time, the student transcript will show Watercolor II.)

Middle School Courses

Middle school Art Exploratory classes are set up to be a modified T.A.B. (Teaching for Artistic Behaviors) course. Students are encouraged to develop their own ideas and artwork as well as dive deeper into the art mediums that interest them. Throughout the art exploratory courses, students will be introduced to various drawing, painting, printmaking, and sculptural materials and techniques. Students will also be required to think and write about artwork and art processes. While most of the artwork produced in MS exploratory courses are self-directed and full choice, students will be required to participate in one class project that is co-lead by our school counselor, Gini Trotter.

ART 6

REQUIRED FOR 6

In Art 6 Exploratory, students will have the opportunity to learn and experiment with various drawing, painting, collage, printmaking, clay, and craft mediums. Students will be asked to keep a daily log in which they will write about their art experiments, record art terms, and explain decisions and themes of their own artwork. The Belonging Mandala is the required group artwork for Art 6. In this project, students will be asked to think abstractly when creating an artwork that represents themselves. Students will then create artworks with two other students that focus on what they have in common and what is different. When

finished, all the artworks come together into one circular artwork that represents the group as a whole. Throughout the whole process of creating the Belonging Mandala, Gini Trotter leads group discussions and helps students process what it means to belong.

ART 7

REQUIRED FOR 7

In Art 7, students will be introduced to new drawing, painting, printmaking, and sculptural mediums. Students will be introduced to a Weekly Artist who work in these mediums and throughout the week will describe, analyze, and interpret an artwork of the Weekly Artist. Besides having the goal of creating weekly finished artworks, the required project in Art 7 is the Inside-Out Mask. Inside-Out Masks are a visual and physical representation of the figurative masks one wears. Gini Trotter, our school counselor, will work with students to process when and why we put on masks as well as what we are masking and trying to protect.

ART 8

REQUIRED FOR 8

This quarter-long exploratory course focuses on the elements and principles of art are interwoven through different media and skills practice. Students continue to explore 2 and 3 dimensions using the TAB framework. As part of the course, students will study art from different cultures. They will also take part in a collaborative art project. *Students who wish to earn the Basic Art I high school credit may choose to continue their study in the fourth quarter.*

High School Courses

ART BOOKS AND PAPERMAKING

ELECTIVE FOR 9-12; .25 CREDIT

We see and use books every day. They help us share ideas and learn new things. In this quarter course we will be using books as a medium to communicate our ideas and knowledge visually rather than just with words. We will take a look at every part of the book making process, starting from learning how to make your own paper. We will also be exploring various types of books including instant, accordion, tunnel, and altered books. Prerequisite: Basic Art I

BASIC ART I

ELECTIVE FOR 9-12; .25 CREDIT

Basic Art is a foundational art course focusing on the Elements of Art: line, shape, form, color, value, texture, and space. Various art mediums, including drawing, painting, sculpture, and clay materials will be explored in 2- and 3-dimensional artworks throughout the course. Throughout art production, art critiques, and art history, we will explore how to communicate visually. Emphasis will be placed on visual journaling and classroom assignments. It is advisable to take this course in grade 9 or 10 since it is a prerequisite for advanced art courses such as drawing, painting, and ceramics. Sketchbooks are required for this course. Recommended size is 9x12.

BASIC ART II

ELECTIVE FOR 9-12; .25 CREDIT

Basic Art II builds on the Elements of Art learned in Basic Art I by adding the Principles of Design that hold the elements in artistic tension. Environmental artworks, printmaking, and bookmaking will be introduced. This course focuses on creating engaging compositions, aesthetics, big ideas, and visual communication through both classroom assignments and visual journals. Sketchbooks are required for this course. Recommended size is 9x12" and may continue sketchbook from Basic Art I. Prerequisite: Basic Art I. NOTE: This course is required for certain electives, such as drawing and painting, and Portfolio.

CERAMIC POTTERY I

ELECTIVE FOR 10-12; .50 CREDIT

The first half of Ceramics I is an exploratory course in hand-built and wheel-thrown pottery methods as well as glazing techniques. For the second half, students will choose to focus on either hand-building, wheel-throwing, or a combination of the two. Each area of focus will then have a different list of project

requirements. Both art production and writing about art are emphasized. Previous art study is advisable but not required.

CERAMIC POTTERY II

ELECTIVE FOR 11-12; .50 CREDIT

Ceramics II is only for those students who have already taken Ceramic Pottery I and wish to specialize in throwing on the wheel or hand-building. This course will include advanced pottery techniques and projects. Prerequisite: Ceramics I. Ceramic Pottery II is offered concurrently with Ceramic Pottery I and by special permission of the instructor.

CRAFTS

ELECTIVE FOR 9-12; .25 CREDIT

Crafts will be a study on traditional and contemporary uses of crafts as an art form. Basket weaving, Ukranian egg dying, and fiber arts will be explored. We will discuss what their value is in the art world. This course is for students who are interested in creating with mediums outside of the fine arts. This class will not be offered in 2019-2020.

DIGITAL PAINTING

ELECTIVE FOR 9-12; .25 CREDIT

Digital painting is an introduction to the use of electronic means for creating drawings and painting. Students will explore a variety of digital painting techniques using Huion drawing tablets and Photoshop Elements 11. Students will be required to create three projects as well as complete weekly assignments. Pre-Requisite: Basic I and Drawing

DRAWING I

ELECTIVE FOR 10-12; .25 CREDIT

Drawing I is a concentrated study and practice in drawing and sketching. The beginning of the course will be spent learning various approaches to sketching and drawing from observation. A variety of drawing materials and techniques will also be introduced. Besides classroom assignments and projects, weekly sketching time and inspiration pages are required. A sketchbook is required. 9"x12" is the recommended size. Prerequisite: Basic Art I. Basic Art II is Recommended.

PAINTING I

ELECTIVE FOR 10-12; .25 CREDIT

Painting I is an introduction to watercolor and acrylic paints. Emphasis will be placed on painting techniques and use of color in artwork. Projects will include painting from observation as well as abstractly. Weekly sketching time and inspiration pages will be assigned as homework in addition to in class assignments and projects. Sketchbooks are required. Students may continue sketchbooks from drawing. Prerequisite: Basic Art I and Drawing. Basic Art II is Recommended.

PHOTOGRAPHY (ANALOG)

ELECTIVE FOR 10-12; .25 CREDIT

This course will cover the basics of a 35 mm SLR camera (lenses, depth of field, F-stops, shutter speeds, etc.) as well as darkroom techniques (developing film and printing black and white photographs). A 35 mm camera is required (check with the instructor as the class has cameras). This class will not be offered in 2019-2020.

PORTFOLIO PREPARATION (Independent Study)

ELECTIVE FOR 12; .50 CREDIT

This is a semester class for students who are preparing their portfolio for admission to a college art program. Students will have assigned work to do and be allowed to work independently in their area of studio interest: 2-D (drawing and painting, or photography), or 3-D (sculpture or pottery). The class will be structured as an AP studio class where not only breadth of work is required but also depth. Included in the requirements will be summer assignments, due in the first week back to school. Students will complete this work as independent study if a specific class time cannot be offered. Prerequisite: It is expected that students will have taken Basic Art I and Basic Art II and other art classes prior to taking this course.

PRINTMAKING

ELECTIVE FOR 10-12; .25 CREDIT

This quarter class involves a number of kinds of printmaking using the relief, intaglio, and planographic methods. Students will work with non-toxic materials in etchings, linocuts, woodcuts, aquatints, and monotypes. Beyond learning the three methods by doing their own prints, students will be exposed to historic and contemporary printmakers and be able to recognize their personal styles. Prerequisite: Basic Art I. Not offered in 2019-2020.

SCULPTURE

ELECTIVE FOR 10-12; .25 CREDIT

Sculpture offers experience in a variety of plastic and three-dimensional materials. Three sculptural techniques are explored as well as contemporary and historical artists known for each method. Materials available are wood, clay, plaster, metal, wax, paper, soapstone, mixed media, found objects and the environment. Prerequisite: Basic Art I or Permission of Instructor. Not offered in 2019-2020.

STAINED GLASS

ELECTIVE FOR 10-12; .25 CREDIT

Stained glass will be offered at an introductory level. The history of stained glass will be explored and local examples visited. Students will learn the process of the copper foil technique and be required to do four pieces, one to be 3-dimensional. Students will need to purchase their own glass. Prerequisite: Basic Art I or Permission of Instructor. Not offered in 2019-2020.

WATER MEDIA

ELECTIVE FOR 10-12; .25 CREDIT

Water Media is a basic introductory course in which each student becomes familiar with watercolor techniques and media used in still life, portraiture, landscapes, flowers and experimental processes. Local artists will share their work and techniques. Prerequisite: Basic Art I. Not offered in 2019-2020.

Art Honor Scholar Award Criteria – The Art Honor Scholar Award will be given to each graduating senior who has:

1. Taken all but three classes offered beyond Basic Art and earned an average grade of at least an A-.
2. Shown an interest in art outside EMHS by involvement in at least three of the following:
 - Interviewing a local artist
 - Attending and reporting on an outside art opening
 - Taking an art class outside of EMS
 - Helping in local church or community artistic activities (i.e., VBS, banner making, bulletin cover designs, summer art programs)
 - Submitting work in an outside art show; i.e. Local high school art shows, JMU, Spitzer Art Center
 - Reviewing local gallery shows
 - Student membership in a local art association (i.e. Spitzer Art Center, OASIS)
 - Volunteering in a local art gallery or art association
3. Been enthusiastically involved in art at EMHS by:
 - Being a peer helper to other students
 - Being an active member of Fine Arts Club
 - Helping set up student shows with art teacher, to include the Evening at the Gallery annual exhibit
 - Having a senior table at the Evening at the Gallery

BIBLE

Education begins with an understanding of our relationship with God. The Scriptures as God's self-revelation are foundational to all of learning since they contain eternal truth, orienting both teacher and student to authority that lies beyond human knowledge. The Bible teachers at Eastern Mennonite School seek to interpret Scriptures in the Anabaptist-Mennonite tradition, as the story of the dynamic relationship with God and His people. Scriptures therefore must be interpreted within the community of believers and within the context of a relationship to Jesus Christ who is the complete revelation of God.

The Bible Department has a central place within the Eastern Mennonite School learning community. Bible Department teachers equip students to analyze, interpret and integrate Biblical principles for living an obedient life of active discipleship. Studies enable students to understand the stories of God's people, both past and present, which provide guidance for living as a people faithful to God. The Bible Department curriculum reflects a commitment to the standard and spirit of Scripture and seeks to undergird the Scriptural interpretation provided by this Christian community, including the school staff, the homes, and the local congregations.

Middle School Courses

BIBLE STUDY 6 (1st semester)

REQUIRED FOR 6

Students will develop a basic understanding of the Bible and discover the tools available to help study the Bible. Students will engage in putting this information together to actively study the Bible through hands-on and cooperative learning activities. The curriculum comes from the Mennonite Schools Council.

BIBLE & DIGITAL CITIZENSHIP 7

REQUIRED FOR 7

Students will read and study through the parables of Jesus. As they begin to understand the parables, they will be able to relate them to their lives today. Students will use technology to more deeply explore the stories and will create projects using different types of software learned in Digital Literacy 7. This interactive approach to learning the parables will engage the students' imagination, making the Bible become relevant to their lives today.

BIBLE 8: LIVE THE STORY OF JESUS

REQUIRED FOR 8

Students in eighth grade will incorporate the concepts/ideas learned in sixth and seventh grades regarding the identity of Jesus. The concepts will be applied to the story of the local and global church. Students will study how church practices of global denominations and local congregations are connected to the faith understandings. Focus will also be given to how the global and local church practices Jesus' good news to all their neighbors. This often results in helping to form, inform, and transform others by their practicing Jesus' good news. Throughout the year, students will examine how their personal story connects with God's story.

High School Courses

BIBLE 9: CREATION AND PROMISE

REQUIRED FOR 9; .50 CREDIT

This Bible course takes a thematic view of God's narrative with humanity. The course begins with an introduction and overview of the Bible. Following the Old Testament narrative, the themes covered in this course include: Caring for God's creation; Listening to God's voice; Working for God's shalom; and Living God's way. Each theme is studied using stories from the Old Testament. To encourage critical thinking and synthesis each unit also includes stories from the New Testament along with more modern stories of God's encounter, love, and interaction with humanity that relate to the focused theme.

BIBLE 10: SERMON ON THE MOUNT

REQUIRED FOR 10; .50 CREDIT

Bible 10 is a semester course based on the study of Matthew 5, 6 and 7. Careful reading, study and memorization of the Sermon on the Mount are the focus of the class. Application of the values taught in the Sermon to current issues is emphasized in the second half through a research project of student choice.

CHRISTIAN FAMILY LIVING

ELECTIVE FOR 11-12; .50 CREDIT

The study of healthy family interaction, based on Biblical principles, forms a significant portion of this course. Family backgrounds, male-female roles, faith development, dating and engagement, weddings, and communication in marriage are additional topics covered in CFL. Students will conduct a family interview project and an engagement project.

CHRISTIAN MINISTRY

ELECTIVE FOR 9-12; .50 CREDIT

This course focuses on developing and enriching skills in ministry. Classwork is designed to improve the quality of student-led ministry at school and will also include assignments promoting the use of personal gifts in home congregations. We will focus on Bible study, book study, worship planning, prayer, and spiritual partnership. Students will be involved in planning in-house chapels and class devotionals throughout the semester as well as developing their personal gifts in ministry. Guest speakers and pastors will help students identify places they can share their gifts currently and also encourage potential for sharing those gifts later in life for the benefit of the church. Not offered in 2019-2020.

GLOBAL ANABAPTISM (Online Mennonite History)

OPTIONAL HONOR ELECTIVE FOR 10-12; .50 CREDIT

The focus of Global Anabaptism is the story of Anabaptists and Mennonites within the broader story of church history. You will learn about the history and faith of the Anabaptist movement, how it morphed into the Mennonite denomination and the global network of churches connected to the 16th century Anabaptist movement.

You will read two textbooks and write weekly blog responses that synthesize what you have learned. You will participate in online faith discussion, you will read from the *Martyrs Mirror*, and you will participate in a Mennonite World Conference presentation during the exam session at the end of the semester. Finally, you will meet with the teacher and class in five Monday evening sessions.

This class, typically offered in the fall semester, does not meet in the regular day. Students will work in PowerSchool and will need to be self-motivated and be able to complete work and meet deadlines independently. They must meet (or view) at least four of the five evening classes for credit. The class can be taken by sophomores, juniors, and seniors, or freshman with special permission. The class can be taken for .5 Bible or Social Studies credit.

Prerequisite: This course is open to sophomores with a 3.2 or higher GPA.

GLOBAL CHRISTIANITY

OPTIONAL HONOR ELECTIVE FOR 9-12; .50 CREDIT

The focus of Global Christianity is on the story of the church from Pentecost to the present. During the first quarter, the history of the church is traced from the Apostolic age of the first and second centuries to the Reformation in the early 16th century. Martyrs, emperors, saints, heretics, movements, and Protestant reformers, including Luther, Calvin and the Anabaptists, are all studied during the first quarter.

During the second quarter of Global Christianity the focus will center first on the growth of the church in Europe after the Reformation, primarily in England. Another unit of study will provide an overview of Christianity in colonial America and the United States. Finally, the course will trace the expansion of the Christian church around the world to Latin America, Asia and Africa. **(May be elected for either Social Studies or Bible credit.)** This course is open to anyone in grades nine to twelve with a 3.2 or higher GPA.

KINGDOM LIVING

OPTIONAL HONORS; REQUIRED FOR 12; .50 CREDIT

The central focus of Kingdom Living is how the Kingdom of God impacts our lives in the areas of peace and justice, stewardship, salvation, and mission. The story of the Kingdom will be surveyed from creation to the teachings of Jesus. The Bible will be our primary textbook. **Kingdom Living is a required course for seniors**. At the end of this semester course, seniors will give a Senior Presentation to friends, faculty, parents and the community.

PHILOSOPHY, THEOLOGY, AND APOLOGETICS

Optional Honor Elective for 10-12; .50 Credit

*Fulfills elective requirement in Social Studies, English, or Bible
Class size capped at 10; priority enrollment for Juniors and Seniors*

This course is an introduction to life's biggest questions and Christianity's place in the world of ideas. First, students will explore the minds of the great philosophers and thinkers in the western tradition and trace the progression of thought from the ancient world through the Greeks to the present. Second, we'll trace the theology of the Christian church from its inception through its historic creeds and statements of faith, identifying, at the most basic level, what it has historically meant to be "Christian." Finally, we will place Christian theology alongside and in the great stream of secular philosophy, observing how each has influenced the other, identifying key areas of conflict, and examining Christianity's responses to those conflicts.

The central discussion throughout the course will be the intellectual viability of Christianity in the context of a secular society. Students will gain an appreciation for the compatibility of faith and reason – being a Christian doesn't mean turning off our brains—and will develop logical and critical thinking skills to respond to challenges to their faith—*especially* when the challenges are their own. We will ask hard questions, and we will not accept easy answers. This will be a safe forum for expressing doubt. Thomas the Disciple will be our patron saint.

Contemporary societal and church disagreements may arise in discussion, but they will not be the focus of the course. When they do arise, we will seek to understand them at their historical and philosophical roots, tracing arguments back to their presuppositions in order to understand the thinking of both sides.

Bible Honor Scholar Award Criteria – The Bible Honor Scholar Award will be given to each graduating senior who:

1. Demonstrated academic strength in Bible classes by taking two of the upper-level Bible courses (Christian Family Living, Kingdom Living, Global Anabaptism or Global Christianity) and earned an average grade of at least 91% in both courses. One of the courses must be taken for honors credit. Additionally, the student will submit an entry into the Kennel Charles Anabaptist Contest in the sophomore, junior or senior year. Verification: Bible Department Chair
2. A student may earn a Bible Department Honor Service Award if the average grade in the two classes is below 91% and all other requirements have been fulfilled. Verification: Bible Department Chair.
3. Planned and presented one chapel during the junior or senior year. Plans must be submitted to the chapel coordinator and Bible Department Chair for approval. The presentation must be done by the candidate or with another person. A student should have their chapel date established by March 1 of the senior year. An option to the chapel is to lead a small group for at least one quarter. Check with Bible Department for details. Verification: Bible Department Chair
4. Volunteered a total of 20 hours of service for two years as follows:
 - five hours maximum in a school-sponsored project
 - five hours maximum with student youth group or church
 - ten hours maximum planned and carried out on his/her own
 - Serving as a youth camp counselor for one week meets this criteriaVerification: Project Sponsor, Parents

5. Participated actively in a local church during their junior and senior years by:
- Attending church youth group activities and/or Sunday School classes 75% of the time, and
 - Volunteering five hours or more in church to teach Bible School, teach Sunday School, attend church committee meetings or other church-related activities other than youth group.

Verification: Church Personnel

COMMUNICATIONS TECHNOLOGY

In a rapidly changing world, the need to communicate remains constant. While today's technology changes the form of our communication, it does not diminish the value of relational communication skills or our need for careful consideration of how we communicate.

Computers have become the primary vehicle through which students communicate. Through teaching of basic computer skills and a broad range of current software applications, students gain an intuitive understanding of computers that will allow them to adjust to and use new technologies to communicate throughout their lives. In addition, students will examine appropriate use of technology from a Christian perspective as they evaluate their own practices regarding computers, cell phones, social media and other forms of communication.

Every effort will be made to individualize the program to allow for maximum student achievement, realizing that students enter the department with varied levels of computer skills. Real-life applications from a variety of subject areas will provide the basis for most class projects, preparing students for the ever-changing world of communications as they encounter it in their personal lives, vocations and future academic endeavors.

Middle School Course

DIGITAL PROJECTS (Transfer Students)

REQUIRED FOR GRADUATION; .25 CREDIT (PASS/FAIL)

Digital Projects will focus on several key areas: digital literacy and citizenship, Google Apps, review in Microsoft Office, photo capture and manipulation, podcasting and improving keyboarding skills. As time allows we will also cover many different cutting edge technologies. These focus areas build on what is covered in the Digital Literacy 7 course.

Students who show fluency in all of these areas will receive .25 High School credit. If students still need time to show improvement in certain areas, they will be able to achieve the .25 credit through independent study. A key component to earning this credit is typing speed. The following typing speeds are required for High School credit: 30wpm Gross Speed (not including mistakes) and 22wpm Net Speed (includes mistakes).

High School Courses

DIGITAL PROJECTS

REQUIRED FOR GRADUATION, .25 CREDIT

For students who transfer to EMHS and who do not have computer literacy credit will need to earn this credit by completing a number of requirements such as keyboarding, word processing, spreadsheet, and other cutting edge computer applications and skills.

DIGITAL RECORDING

ELECTIVE FOR 10-12; .25 CREDIT

(See Music Department, Page 35, for complete course description.)

DIGITAL PHOTOGRAPHY I

ELECTIVE FOR 9-12; .25 CREDIT

This elective quarter course will be a hands-on introduction to digital photography. Students will learn about how their camera works and how to get the most out of it. They will learn about composition, technique and

how to digitally enhance their photographs for print or for the web. As time permits, students will work with image manipulation using Adobe Photoshop Elements.

DIGITAL PHOTOGRAPHY II

ELECTIVE FOR 9-12; .25 CREDIT

This class will build on the concepts covered in Digital Photography I. We will look at more advanced features of Digital SLR cameras, as well as thinking about how to best share work on the internet for others to see. Projects will go beyond the basics and will demand students to take well thought out, high quality, photographs. By the end of this class, the camera will no longer feel like a foreign object in your hands, but as an extension of your creative mind.

Being familiar with SLR cameras is a necessity. Taking Digital Photography I is recommended, but not required.

INTRO TO COMPUTER PROGRAMMING WITH JAVA SCRIPT

ELECTIVE FOR 9-12; .50 CREDIT

This course will teach students the language and structure of computer programs, learning to write code and problem solve at the same time. No previous experience necessary.

PHOTOSHOP

ELECTIVE FOR 9-12; .25 CREDIT

This class will explore the vastness of Adobe Photoshop Elements. Students will learn about selections, blending modes and other forms of photo manipulation to create complex composite images. Additionally, they will explore basic design principles that guide the creation of different types of marketing materials that could be used by EMS. This class is not offered in 2019-2020.

YEARBOOK (PUBLICATION DESIGN & PRODUCTION I/II)

ELECTIVE FOR 9-12; .25 CREDIT

Students will develop an understanding of how to prepare information for publication. Course instruction includes an introduction to graphic design. The primary focus of the course will be production of *Ember*, the school yearbook. Students who are part of this course will be expected to continue as staff members for *Ember* throughout the second semester, through which they can earn an additional .25 credit.

Honors Scholar Award: The Digital Communications Department will not offer an award until more high school elective are offered.

ENGLISH

All persons have been created in God's image with the unique ability to think and communicate. The English Department commits to helping students sharpen their thinking and communication skills for effective performance in current and future tasks. Writing, reading, speaking, and listening skills are vital to the educational, lifelong development of minds and souls.

English courses serve to strengthen each student's writing ability through grammar and composition. In addition, students are encouraged to develop Christian values through supplemental reading and literary studies. The program challenges each student to discover a cultural and personal identity through creativity, self-expression, and critical thinking. The English curriculum is designed to assist each student in the pursuit of gifted behaviors.

To achieve its objectives, the English Department offers courses designed to build a solid basis for comprehensive literacy. Eleventh and twelfth graders choose from electives to complement the required units for graduation. Materials used by the English Department include literature textbooks for each grade level; supplementary grammar resources for grades 6-10; vocabulary workbooks and on-line resources for grades 6-10; and novels for grades 6-11 and for several quarter elective courses. Textbooks, novels and other supplementary materials are used for quarter elective courses. For optional honors work, students must earn a 92% in the course.

Middle School Courses

ENGLISH 6

REQUIRED FOR 6

Language Arts 6 examines different literary forms and the craft of writing. Spelling, vocabulary, grammar, editing, independent reading and study skills are also a part of the instructional program.

ENGLISH 7

REQUIRED FOR 7

In English 7, we seek to increase word power and make students more proficient in reading, spelling, vocabulary, grammar, composition and public speaking. Literature includes special themes, short stories and novels. Independent reading is emphasized as well. Organizational skills, study skills and critical thinking are reinforced, and students are introduced to research strategies.

ENGLISH 8

REQUIRED FOR 8

English 8 is designed to strengthen students' appreciation for and understanding of quality literature while building their composition skills, their vocabulary, and their grasp of grammar and syntax. Each quarter, readings and compositions will be structured around a thematic unit. The unit's theme provides a focus and an interpretive lens for literature and student compositions, and the literature and student compositions, in turn, provide the raw materials for word study and grammar (with grammar units constructed in response to student needs displayed in their compositions). In addition to stories, poetry and novels studied as a class, students select books to read on their own (Independent Reading). In the final quarter, the students prepare a multi-genre research project as a culminating activity that requires them to apply research, writing and editing skills.

High School Required Courses

ADVANCED COMPOSITION

REQUIRED FOR 11, .25 CREDIT

Academic writing requires sound reasoning and effective written expression. Students in this course hone skills learned in previous years and develop the revising, editing and polishing skills necessary for academic writing. Assignments in this course include a college admission essay, a supplemental essay, informed argument essay, and reflective writing. This course is a prerequisite to Research Writing.

ENGLISH FOR INTERNATIONAL STUDENTS (EIS 101, 102, 103)

REQUIRED (see below); .50-1.0 CREDIT

This course is required for internationals and students who come to EMHS with English as their second (or third, etc.) language. The first level (EIS 101) provides opportunity for these students to improve vocabulary, reading comprehension and writing skills—to give an increased opportunity to master complex academic material. EIS 102 and 103 assists international students prepare for college and university by focusing on academic reading and writing.

ENGLISH 9

OPTIONAL HONORS, REQUIRED FOR 9; 1.0 CREDIT

English 9 integrates literature studies with instruction in grammar and writing skills. Writing assignments include a research paper that is a shared project with U.S. History, Reading Responses, creative writing, and vocabulary writing. Major pieces of literature include *Lord of the Flies* and *Romeo and Juliet* as well as units of short stories and poetry. Vocabulary and reading programs are included. (Honors option second semester)

ENGLISH 10

OPTIONAL HONORS; REQUIRED FOR 10; 1.0 CREDIT

English 10 relies on an inquiry-based approach to literature and writing. Teacher-created text sets and frequent class discussion serve as the starting points for students' development of language and analysis skills. Thematic units include classic and contemporary literature, focusing on how literature offers

insight about the world and how to live. Word of the Day develops student vocabulary, and an independent reading program seeks to encourage students' love of recreational reading.

ENGLISH LITERATURE

REQUIRED FOR 12; .50 CREDIT

English Literature studies British and Western European works including *Antigone*, *Macbeth*, and *All Quiet on the Western Front*. In addition, units of poetry relating to and bridging between these works' time periods are studied. A formal, revised paper is written each quarter.

U.S. LITERATURE

OPTIONAL HONORS; REQUIRED FOR 11; .50 CREDIT

U.S. Literature focuses on poetry, drama, and novels published by American authors. In this course, students examine not only the literary texts but also the historical context behind them. Writing and reading focus on analysis and developing the ability to accurately interpret literature by gathering effective supporting evidence. The course typically includes study of *The Crucible* by Arthur Miller and *The Great Gatsby* by F. Scott Fitzgerald, as well as an independent reading program and Word of the Day.

High School Electives

AP ENGLISH LITERATURE AND COMPOSITION

HONOR ELECTIVE FOR 12; 1.0 CREDIT

This class will focus on preparing students to take the AP English Literature and Composition exam. Students will read, analyze, critique, discuss, and write about poetry, fiction, and drama. Students enrolling in this class must be committed to rigorous reading and writing assignments. The class is intended for students who have already been reading widely and deeply for many years. Students planning to take the AP exam are strongly encouraged to take literature-oriented electives during their junior year. Students taking AP English will not be required to take English Literature or U.S. Literature.

College Board publishes a website ("AP Potential") that correlates combined PSAT reading and writing scores to the score a student will probably earn on the AP Literature exam in May. The PSAT score also helps to predict a student's readiness to learn and contribute in this class.

Prerequisite: 3.5 Cumulative GPA and recognized aptitude for course expectations.

CREATIVE WRITING WORKSHOP

OPTIONAL HONOR ELECTIVE FOR 11- 12; .25 CREDIT

Students will be able to develop writing skills in several literary genres: poetry, short story, drama, informal essay, and journalism. Students will be able to choose an area of concentration. Writings will be critiqued in the classroom setting. Emphasis is on creating manuscripts that are "publication ready." (May be elected in lieu of Advanced Comp if student has earned an A- or higher in English 10.)

DRAMA I

ELECTIVE FOR 10-12; .25 CREDIT

Students explore the use of their body, voice, and imagination in acting activities, techniques, characterization, and stage movement. Performances include storytelling and acting with a partner in a scene. Reading a play, attending the performance of a play, and some memorization required.

DRAMA II

ELECTIVE FOR 11-12; .25 CREDIT

Students will build on experiences in Drama I by participating in either the school musical or senior play. Scene work will continue to challenge participants to strengthen their performance level, expression, and communication both onstage and off. Students must pre-arrange this credit and must have the approval of the drama teacher and the director before being awarded. This elective can only be taken as pass/fail credit.

Prerequisite: Drama I

MASS MEDIA

ELECTIVE FOR 11-12; .25 CREDIT

Mass Media students are introduced briefly to a communications theory which helps explain how media works. News, movies, television and advertising are four aspects of the Mass Media which are explored in this course. In particular, students learn to distinguish between serious news and entertainment news. Students will learn to identify and consider how to cope with the common persuasion techniques used in advertising. Students will also investigate the Biblical teachings concerning what is "taken into the mind" vs. the material TV and movies put "into the mind." This course can be taken for Social Studies credit.

NOVEL

OPTIONAL HONOR ELECTIVE FOR 11-12; .25 CREDIT

Three U.S. novels, Wise Blood, The Unvanquished, and The Poisonwood Bible will be studied. Students are expected to complete study guides, engage in literary analysis and response journals and will write a 250-300 word essay on each of the novels. A comparative analysis of the three novels will be included in class discussion. Not offered in 2019-2020. (Honor work will require significant close reading, critiquing and explication.)

POETRY

OPTIONAL HONOR ELECTIVE FOR 11-12; .25 CREDIT

This course is based largely on student involvement in the learning experiences. The aim is to help participants view poetry as an effective means of communication and expression. To achieve this goal, units include a study of techniques and devices, types, forms, patterns, authors and themes. Personal expression in oral reading and imaginative writing are expected.

RESEARCH WRITING

HONOR ELECTIVE FOR 12; .25 CREDIT

Students will apply disciplined steps in researching and writing a formal college level research paper. A completely supported and cited research paper is the product of this course. Students must be prepared to invest a significant amount of time outside the class to complete a quality paper. Efficient reading skills are required to carry out the necessary research. Prerequisite: To be eligible for Research Writing, students must earn a grade of A- (or better) in Advanced Composition. Students who earn a B- to B+ in Advanced Composition must request special permission to take Research Writing. This course may be taken as independent study if necessary.

SHORT FICTION

OPTIONAL HONOR ELECTIVE FOR 11-12; .25 CREDIT

Through careful study of short stories, students will gain strong analytical skills that will prepare them for later literature study. A **significant** amount of reading and writing is required, an average of three stories and literary analysis essays per week. This course focuses on the literary elements of plot, characterization, setting, point of view, style and technique, and theme, and it reviews the argument aspect of strong thesis statements. This course uses an alternative approach to grading. Not offered in 2019-2020.

SHAKESPEARE

OPTIONAL HONOR ELECTIVE FOR 11-12; .25 CREDIT

This course offers a study of three plays and selected sonnets. Through reading, discussion and viewing films, the course seeks to (1) develop an appreciation for Shakespeare's diction, (2) increase an understanding of and appreciation for selected comedy and tragedy, and (3) teach a general knowledge of some of Shakespeare's more famous characters. (Honor work will require careful analysis, critiquing and explication.)

SPEECH

OPTIONAL HONOR ELECTIVE FOR 11-12; .25 CREDIT

Students will study and practice an audience-centered approach to speaking effectively in front of others. The number of speeches students give during the quarter varies based on the number of students in the class, but typically students share four to five speeches, some in front of their classmates and others in front of larger audiences consisting of other students, faculty, and staff. The types of speeches include

introductory, interpretive, demonstrative, informative, and persuasive. One goal of this class is to develop students' nonverbal expression and confidence in preparation for senior presentations.

English Honor Scholar Award Criteria – The English Honor Scholar Award will be given to each graduating senior who has:

1. Take Research Writing and/or AP English
2. Take at least two classes from each of the following groups:
 - a. Drama, Speech, Creative Writing, Poetry
 - b. Fiction, Novel, Shakespeare, Mass Media
3. Earn an average grade of at least Exemplary or A- in English courses taken in the junior and senior years.
4. Read broadly at an advanced level throughout high school (accounted for on independent reading chart maintained in Google Classroom).
5. Serve at least one year on the staff of one of the school publications.
6. Complete one of the following during junior or senior year, and prior to March 15 of senior year:
 - a. Write at least one feature article/essay/poem for publication, monitored and mentored by one of the English teachers. Articles submitted for school publications, contests, or church publications will fulfill this requirement.
 - b. Prepare and deliver a 10-minute minimum chapel speech, mentored and monitored by the Speech teacher.
7. Volunteer at least 10 hours of reading and/or writing-related work at one of the following places: VMRC, Dayton Learning Center, EMHS, EMES, Roberta Webb Child Care Center. These hours may not count toward any other recognition. They must be completed by March 15 of senior year.

FAMILY AND CONSUMER SCIENCES

Middle School Philosophy - The Family and Consumer Science Department seeks to strengthen the family through experiential learning. Focus is on a sequence of experiences that develop skills in food preparation, sewing, manners and interpersonal skills, and money management.

FCS 6

REQUIRED FOR 6; 6 WEEKS

Family and Consumer Science 6th grade exploratory course is the beginning sequence that emphasizes the basics of the major areas of Family and Consumer Science. In this course students will be introduced to the topics of food science and nutrition, focusing on prepare health breakfast options and sewing. 6th grade students will construct a basic fleece pillow.

FCS 7

REQUIRED FOR 7; 6 WEEKS

Family and Consumer Science 7th grade exploratory course is the second sequence in which emphasizes the basics in major areas of Family and Consumer Science. In this course students will focus on being a wise consumer, food science and nutrition, and sewing. 7th grade student will construct a basic drawstring backpack.

FCS 8

REQUIRED FOR 8; 5.5 WEEKS

Family and Consumer Science 8th grade exploratory course is the last sequence in which emphasizes the basics in major areas of Family and Consumer Science. In this course students will be continuing and connecting with prior knowledge to the topics of money management, childcare, food science and nutrition, and sewing. Students construct pajama pants, shorts or capris.

High School Philosophy – The Family and Consumer Science Department seeks to encourage and strengthen families through teaching and experiential learning in the areas of:

- Foods and Nutrition
- Stewardship of Money and Resources
- Healthy Relationships
- Lifespan Human Development
- Sewing
- Community involvement and global perspective

ETHNIC FOODS

ELECTIVE FOR 10-12; .25 CREDIT

Group and class projects demonstrate common elements in foods from cultures around the globe, as well as highlighting the way culture and geography create unique cuisines. Projects require significant initiative and responsibility on the part of the student. Prerequisite: FSN or permission of the instructor.

FOOD SCIENCE AND NUTRITION

ELECTIVE FOR 10-12; .50 CREDIT

FSN helps students view their bodies as a gift of God, learning ways to nourish and care for themselves by making good food choices. The students develop skills that enhance health and fellowship around the table. By the end of the semester, students prepare meals at home and at school. Nutrition study uses the My Plate framework for understanding nutrition and portion control (**Counts as science elective for the Standard Diploma.**)

HOSPITALITY

ELECTIVE FOR 8-12, .25 CREDIT

This quarter course will begin with the basic knowledge of hospitality looking both at the professional and Christian view of what it means to be hospitable. The course will continue with basic terms and knowledge of event planning and the other various fields that are included within the field of hospitality. As student's knowledge and skills increase, opportunity is provided to explore, coordinate and plan an event(s). This course not offered in 2019-2020.

HOUSING

ELECTIVE FOR 9-12; .25 CREDIT

Students apply design principles to drawing a floor plan and designing a landscape. Also included are units in basic construction, stewardship, a brief history of housing in the United States, housing issues in our community and in other settings, construction materials and finishes. Field trips to local homes and businesses help students further explore housing options. Not offered in 2019-2020.

HUMAN DEVELOPMENT

ELECTIVE FOR 11-12; .50 CREDIT

HDI studies life-span human development. EMHS students interact with students from EMES, EMMS students and with grandparents. Greater understanding of issues and stages of the life cycle are the overall goals of this semester class. Students study and discuss developmental principles and issues which impact growth over a lifetime. This course requires well-developed writing and discussion skills. (**Students may elect this course for either FCS or Social Studies credit. This course may be considered for Science credit for the Standard Diploma.**)

INTERIOR DESIGN

ELECTIVE FOR 9-12; .25 CREDIT

This quarter class applies design principles to home interiors. The class includes units in stewardship, room arrangement, backgrounds, draperies and decorating materials. A major project involves choosing materials for decorating several rooms of a house. Field trips to local homes and businesses help students further explore design options. Not offered in 2019-2020.

SEWING I AND II

ELECTIVE FOR 9-12; .25 CREDIT

This quarter course is designed for students to cover the basic clothing construction skills. This course introduces students to basic sewing skills, equipment, textiles, and proper techniques of introductory level commercial patterns and basic project construction. The student will choose a project to be made and completed in class. If time allows there may be opportunity for multiple projects. The student will use their knowledge learned and skills to complete the item constructed. *Note: Students will be responsible to purchase their own fabric and notions. Sewing I is required to take Sewing II. In Sewing II, students will build on the skills learned in Sewing I.*

FCS Honor Scholar Award Criteria – The Award will be given to each graduating senior who has:

1. Taken four of the elective quarter courses offered in grades 10-12 and earned an A average.
2. Demonstrated positive behaviors and attitudes that will make for success in family life and in a people-oriented career. These behaviors include:
 - Dependability and diligent work habits
 - Positive human relations skills
 - Understanding of family relationships
 - Neat and appropriate personal appearance
 - High quality projects
 - Responsibility

Verification: FCS teacher

3. Served ten hours in any of the following ways:
 - Taught Bible School
 - Taught Sunday School
 - Assisted in a church nursery
 - Volunteered at a community organization such as a soup kitchen, thrift shop, Boy's and Girl's Clubs, tutored or read to children, visited someone or volunteered at a retirement community (many other possibilities as well!)

Verification: Supervisor

4. Helped with a special family project. Possibilities include:
 - Making a window treatment and pillows for a room
 - Planning, preparing and cleaning up a special meeting
 - Planning, preparing and carrying out a special event or celebration (holiday dinner, anniversary reception, birthday party, etc.)

Verification: Parent

5. Shadowed a professional in any type of FCS work for at least one day:
 - Homemaker
 - Designer or architect
 - Seamstress, tailor, workroom manager
 - Childcare provider
 - Chef, caterer or dietician
 - Financial planner or counselor
 - FCS teacher
 - Extension agent

INTERDISCIPLINARY COURSES

Organizational Leadership

ELECTIVE FOR 10-12, .50 CREDIT

Students in OL will study leaders, mission statements, principles of organizational finance, and data collection and analysis skills. Students will learn about leadership first hand from visiting guests, interviewing leaders, and from research presentations on leadership styles and approaches. The power and influence of mission statements and marketing slogans will be studied using successful companies and brands. "No money, no mission"; therefore, basic principles of corporate/organizational finance will be taught for tracking operations and company valuations (Profit/Loss Statements, Balance Sheets, Tax Forms). Finance analysis will help students explore important data metrics organizational leaders must follow as part of their decision-making processes. Student assignments will primarily be reading, project-based research, and preparing executive summaries or presentations of their project. Independent learning is a requirement.

OL is an interdisciplinary course with elective options in math (students will learn spreadsheet skills), English (there will be substantial reading and succinct writing), or social studies (extensive learning on how to work with people). Pre-requisite: This course is open to Sophomores with a 3.2 or higher GPA. Not offered in 2019-2020.

The following courses also are inter-disciplinary and may count for credit in one departments. See course description for more details.

- Philosophy & Theology (see Bible department for course description)
- Mass Media (see English department for course description)
- World Issues (see English department for course description)

MATHEMATICS

We believe that mathematics is both an art and a tool; it is enjoyable and useful for both solving problems and describing the natural world. We believe that teaching mathematics requires a variety of strategies, which may include lecture, cooperative learning, investigative activities, and skill reinforcement. We believe students should learn mathematics to maximize their potential and enrich their lives.

One purpose for teaching mathematics is to encourage the development of gifted behaviors. Mathematics study and application requires all the gifted behaviors, but is especially useful in developing logical and creative thinking, advanced vocabulary, persistence, and analytical reasoning. We also aim to prepare students for the mathematics they will encounter after high school, whether in practical and career-related situations or in further studies.

Our instructional objectives include the following:

1. Students will learn problem-solving strategies.
2. Students will develop strong numeric and algebraic fluency
3. Students will use technology appropriately and effectively.
4. Students will gain an awareness of mathematics in the world around them.

We employ a number of tools to evaluate whether these objectives are being met. The tool we rely on most heavily is testing. This includes course-specific tests generated by each teacher and standardized tests. Other tools include evaluation of class assignments, class projects, and monitoring annual SAT performance.

Diploma Expectations for Math Courses

The following are the math requirements for the various diplomas:

- Advanced Diplomas: Algebra I, Geometry, Algebra II, Pre-Calculus

- College & Career Diploma: Algebra I, Geometry, Algebra II
- Standard Diploma: Any three approved math credits, including Personal & Family Finance

Sequence of Courses

College Preparatory Mathematics is a comprehensive curriculum dedicated to improving problem-solving skills and highlighting the connections between topics. Students work together in study teams, improving their cooperation and communication. Content is introduced at spaced intervals, allowing students multiple opportunities to practice their skills as they work toward mastery over time. Math 6 students will be evaluated to see if it would be appropriate to skip Math 7 and move on to PreAlgebra.

Middle School Sequence: Math 6, Math 7, Pre-Algebra, Algebra I

High School Sequence: Algebra I, Geometry, Algebra II, Pre-Calculus, AP Calc AB or AP Statistics

MATH 6

REQUIRED FOR 6

Math 6 begins the transition from elementary arithmetic to higher levels of mathematics. Through the first year of *College Preparatory Mathematics*, students will focus on number sense and operations, proportional reasoning, geometry, probability and data with a focus on the development of algebraic reasoning.

MATH 7

OPEN TO GRADES 6-8

Math 7 is the second course of the Middle School series by *College Preparatory Mathematics*. The focus of this course is on the development of number sense and problem solving strategies through explanatories, manipulations, games, projects and applications. Throughout the course, students will gain fluency and confidence in working with fractions, decimals, percentages, tables, formulas, and different ways of solving problems. A growth mindset will ensure students are well prepared for Pre-Algebra the following year.

PRE-ALGEBRA

REQUIRED FOR 7 or 8

ALGEBRA I

(COURSES OPEN TO GRADES 8-12) 1.0 CREDIT

Algebra I, from *College Preparatory Mathematics* program, works to ensure competence in fundamental algebraic skills, which are essential for success in mathematics at any higher level. Main objectives of the course include using proportional reasoning, manipulating expressions, solving equations and systems of equations, and graphing linear and quadratic functions. Additional topics will enrich student experience as appropriate. Pre-requisite: Pre-Algebra

GEOMETRY

OPTIONAL HONORS ELECTIVE FOR 9-12; 1.0 CREDIT

Geometry, also from the *College Preparatory Mathematics* program, integrates algebraic understanding while developing a conceptual understanding of geometric concepts and spatial visualization skills. Students will participate in the investigation, development, and proof of geometric conjectures. Prerequisite: Algebra I, with a C+ or higher. (Those students earning under a C+ in Algebra I, will be evaluated individually for math placement. Summer remediation may be available.)

ALGEBRA II

OPTIONAL HONORS ELECTIVE FOR 9-12; 1.0 CREDIT

Algebra II is a rigorous and challenging math course required by most universities as an entrance prerequisite. The main objective of this course is to study a variety of functions and relations, learn about their applications, and be able to analyze or use them competently. A TI-84+ graphing calculator (Silver or Color is fine) is required. Prerequisite: Algebra I and Geometry, both with a C+ or higher. (Students not meeting the prerequisite will be evaluated individually for math placement.)

AP CALCULUS

HONOR ELECTIVE FOR 11-12; 1.0 CREDIT

AP Calculus is a rigorous college level Math course for High School students that develops Differential and Integral Calculus using Limits. A passing grade will earn Honors Credit. In addition, students will have the option to sign up for Dual Enrollment through EMU, and will be prepared to take the AP Calculus AB exam administered by the College Board at the end of the year. Prerequisite: PreCalculus with an average of B+ or higher, and a serious desire to grow mathematically.

AP STATISTICS

HONOR ELECTIVE FOR 11-12; 1.0 CREDIT

Statistics will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course will be organized around four broad themes:

- Exploring Data: Describing patterns and aberrations.
- Sampling and experimentation.
- Anticipating patterns: Exploring random phenomena.
- Statistical inference: Prediction and hypothesis testing.

Students who complete this course will be prepared to sit for the Advanced Placement Statistics Exam in May and expected to do so. Students who do well on this exam will be eligible to receive credit at many universities and to enroll in more advanced courses upon entering university. Students with combined PSAT CR + M score of ≤ 100 have been shown to have less than a 30% chance of achieving scores high enough for university credit. Prerequisite: B+ or higher in Algebra II. (The Advanced Studies Diploma requires Algebra I, Geometry, Algebra II, and Pre-Calculus. Statistics will not substitute for one of these four core courses—which are foundational to the Advanced Diploma.)

PERSONAL FINANCE

ELECTIVE FOR 9-12; 1.0 CREDIT

Students will receive a broad overview of many topics including budgeting, financial institutions, taxes, insurance, saving/investment, and credit. Students will also explore financial responsibility, decision making, and the effects of advertising on consumer choices. Some projects and activities will involve doing research, interviewing people, and getting out in the community. Prerequisite: Algebra

PRE-CALCULUS

OPTIONAL HONORS ELECTIVE FOR 10-12; 1.0 CREDIT

Pre-Calculus, from *College Preparatory Mathematics*, provides the tools needed for college mathematics courses, particularly calculus. Students will construct a deeper understanding of functions studied in Algebra II and Geometry by investigating functions in new ways and working with more abstract forms. Topics include: polynomials, logarithms, trigonometry, limits at infinity, polar coordinates/complex numbers, conic sections, vectors, parametric equations, and sequences/series. The construction and interpretation of graphs are central to this course. A TI-84 series calculator is required. Prerequisite: Algebra II and Geometry with B+ or higher.

ACT/SAT MATH SKILLS

ELECTIVE OPTION FOR GRADES 10-12, .25 CREDIT

This course is open to students who are about to take the PSAT, SAT or ACT. The purpose of this course is to review and reinforce concepts and problem solving strategies that are needed for standardized testing. Class periods will involve practice tests, diagnostics, and short focus sessions to review specific topics. Pre-requisite: In or have taken Algebra II

Math Honor Scholar Award Criteria – The Math Honor Scholar Award will be given to each graduating senior who has:

1. Completed the Algebra I, Geometry, Algebra II, Pre-Calculus sequence with an average of A- or higher and either AP Statistics or Calculus.

2. Completed the optional honors requirement in at least four semesters.
3. Participated for at least three years in the high school Virginia Math League competitions, sponsored annually by the Math Department.
4. Satisfied one of the following requirements:
 - Option 1 – Tutored another student in math for 30 hours during the 10th, 11th, or 12th grades, keeping a record of dates and times for verification, **OR**
 - Option 2 – Tutored for 15 hours and prepared an after-school mathematics seminar open to the EMS community in the 11th or 12th grade year. This would involve choosing both a topic of interest to research for presentation and a math teacher as an advisor for the process.

MODERN LANGUAGES

The Modern Languages Department of EMS embraces the concept that the world is a global community. The department is committed to proficiency in the use of language skills--listening, speaking, reading and writing--and an understanding of the cultures in which languages are used. High academic standards are maintained. Gifted Behaviors are cultivated, especially advanced planning, self-discipline, persistence, advanced vocabulary, reading with comprehension and understanding, and sensitivity to others.

Complementing the textbook series used by each language are a variety of resources and activities including computer programs, videos, supplementary readings, projects, presentations, and lunch conversation groups. The department undergirds the school's emphasis on faith and service by discussing issues raised in chapel, inviting missionaries and other service-minded individuals, presenting songs of Christian faith, and assigning Biblical passages for memorization in the target language.

The Modern Languages Department evaluates its goals and objectives through standardized tests as well as teacher-generated tests and surveys given to the students about their classroom experience.

Middle School Courses

LANGUAGES 6 – Mi ciudad

REQUIRED FOR 6

The goal of this course is to introduce and review Spanish language useful for getting around in a Spanish-speaking town or city. Students will be able to discuss where they go in a town and give others directions. In this context, the verb “to go” as well as regular “AR” verbs will be presented. Additionally, students will learn and review basic conversational phrases, numbers and giving the time. Students will also research a city in Mexico and present a poster (in Spanish) about it. As time permits, students will study other world languages in which they are interested.

LANGUAGES 7 – Mi mundo

REQUIRED FOR 7

This class focuses mainly on Spanish and expands previous knowledge to discuss the Spanish-speaking world. Students will research and present a tourist brochure about a Spanish-speaking country in Central or South America. Other units of study and review include basic conversational phrases, numbers 1-100, weather and seasons, discussing how one feels using the verb “tener,” food and restaurant vocabulary. At the end of the class, students will visit a local Hispanic restaurant where they will use their newly-learned vocabulary. As time permits, students will study other world languages in which they are interested.

Courses: Grades 8-12

SPANISH I

ELECTIVE FOR 8-12; 1.0 CREDIT

Spanish I provides a broad introduction to the language and culture of the Spanish-speaking world. Vocabulary and grammatical structures are taught in a situational context with emphasis on meaningful communication using the Spanish language. Reading, media and music selections also encourage the development of communication and written skills while heightening the students' awareness of and appreciation for the Hispanic cultural contributions to their world. Prerequisite: For 8th grade students, space is limited. Students should have an A- or above in English 7 and Math 7 or special recommendation by teachers (seats in the class will be filled with the students who have the highest grades first and then proceed to the lower percentages).

SPANISH II

ELECTIVE FOR 9-12; 1.0 CREDIT

Spanish II reviews and builds on the foundation of Level I while providing instruction and practice in many additional grammatical structures and vocabulary. Increased expectations for class communication in the target language will provide many opportunities for improved oral and written proficiency skills. Prerequisite: Spanish I, with a grade of 84 or higher.

SPANISH III

OPTIONAL HONOR ELECTIVE FOR 10-12; 1.0 CREDIT

Spanish III continues to expand the practical vocabulary and additional grammatical structures needed for active communicative skills. Further opportunities are given for students to improve proficiencies and enhance their appreciation of the target language and Hispanic culture through music, literature, videos and computer programs. This class is conducted primarily in the target language and mandates commitment to the exclusive use of Spanish. Prerequisite: 84 or above in Spanish II.

In Spanish III; (Optional Honors), instructor expectations for student performance are dramatically increased to include additional (quality) reading, writing, involvement in lunch conversation groups, leadership and/or active in Spanish Club, teacher assistant-type activities, etc. Student creativity and group work/performance is highly encouraged.

SPANISH IV

OPTIONAL HONOR ELECTIVE FOR 10-12; 1.0 CREDIT

The highest level of Spanish Grammar is taught in Spanish IV, including a reinforcement of all verb tenses in the Spanish language. The class is structured with a focus on self-disciplined learning. Students read the Bible in Spanish, listen to contemporary Spanish songs, prepare and consume foods from Latin America, and read the novel *Cajas de Cartón* by Francisco Jimenez.

Students seeking opportunity for **ADVANCED STUDY IN SPANISH** are encouraged to explore with the School Counseling Office the possibility of taking one or more courses at Eastern Mennonite University. EMU permits properly qualified students to enroll in appropriate college language courses.

Other Languages: If you have interest in other languages, please talk to your school counselor to determine what online learning option may be best for you.

Modern Language Honor Scholar Award Criteria – The goals for the Modern Language Honor Scholar Award are diversity, depth and proficiency in the mastery of modern languages (beyond English). The intention of the scholar award is to encourage the development of fluency in a second (or third language). Requirements are:

1. Intensive modern language study which includes either four years of target language study or three years of one language and two years of a second. Optional Honors required for the 3rd year of either Spanish or French at EMS.

2. One of the following intensive language experiences: a cross cultural experience in one of the languages studied above, a stay at Concordia Village in Minnesota, a series of service projects or attendance at church services that are conducted in the target language. These experiences must equal a minimum of 14 days.
3. Regular attendance and participation in language conversation groups and club activities. Participation is expected for at least 30% of the activities.
4. Commitment to speaking the target language in class at every opportunity, good work habits, positive leadership, and willingness to help others.

Submit a proposal of your intentions to the chair of the Language Department (Mrs. Yutzy) by the spring of your junior year. You must then record your activities on the form she provides you.

MUSIC

Music at EMHS is an academic program designed to enrich students spiritually and emotionally through active listening, analysis, composition and performance. As an ever-present part of our lives, Music is a primary way to praise God, grow in faith and understanding of God, develop God-given talents and give outward expression to beliefs. Enjoyment and knowledge of music can contribute to student and faculty mental well-being and spiritual health. Music is an essential part of the human experience for each student.

The goals of the department are both short and long-term:

- Students understand and experience music as active listeners and performers and be able to discern quality music in a variety of styles.
- Students develop their vocal and instrumental talents on both an individual and group level.
- Students use their music ability in their congregations and communities and discover how music is an expression of faith and relationship to God.
- Students develop a lifestyle that promotes future use of their musical talents.
- Students develop additional Emotional Intelligence skills as they work together to sing quality music.

The Music Department also intends to provide learning experiences for students who are interested in an in-depth study of music and/or who desire to continue formal musical training after high school.

Middle School Courses

BAND / STRINGS 6

REQUIRED FOR 6

Band / Strings 6 is a yearlong exploratory course introducing students to the basics of instrumental music. All 6th grade students select either a band or string instrument to study and play individually and in an ensemble for the duration of the year, with that instrumental study providing the practical and concrete groundwork for instruction in basic music theory, music history, and composition.

BAND / STRINGS 7 & 8

ELECTIVE FOR 7 & 8

Band / Strings 7 & 8 is a year-long exploratory ensemble course that will continue the development of skills and techniques introduced in Band / Strings 6 and prepare students for more advanced repertoire in high school. 7th Grade instrumental courses meet three days per week while 8th Grade instrumental courses meet five days per week. Students in 8th grade instrumental courses will receive credit toward their diploma requirement for Fine Arts by taking the course.

MUSIC 7

REQUIRED FOR 7

Music 7 is a year-long exploratory course allowing the student to investigate a variety of types of music, to explore and develop personal interests in music and to encourage creativity and self-expression. This course meets twice a week.

High School Courses

ADVANCED MUSIC

HONOR ELECTIVE FOR 11-12; .50 CREDIT

Advanced Music is designed for the more musically advanced student. It includes a study of music history and appreciation, with considerable listening experience. Theory is also a part of the study, with a great deal of melodic writing and harmonization. Students will compose and perform compositions on the computer/synthesizer. Prerequisite: Chorus, instrumental lessons, general music or recommendation of the instructor.

CHAMBER SINGERS

ELECTIVE FOR 11-12; .50 CREDIT

This is a highly select group of singers who study, rehearse and perform music of a wide variety of backgrounds and styles--from Renaissance to modern, sacred and secular. This choir is made available to smaller churches as well as civic organizations. An audition is required. Prerequisite: Touring Chorus. (Meets daily Second Semester.)

CLASS VOICE

ELECTIVE FOR 11-12; .50 CREDIT

Class Voice is designed for students who are serious about improving their singing quality. Special emphasis will be placed on learning correct breathing, diction, resonance and interpretation (open to Sophomores, if space permits, with permission from the instructor).

GUITAR

ELECTIVE FOR 9-12; .25 CREDIT

This guitar class explores various aspects of music (rhythm, melody, and harmony) through learning to play the guitar. It is designed for beginning guitar players--those who have played very little, if any. Basic guitar chords, both major and minor, are learned, along with various strumming and picking techniques. There will also be an introduction to lead guitar playing. (Access to a good quality guitar is essential.) (Maximum enrollment of 10 students)

DIGITAL RECORDING

ELECTIVE FOR 10-12; .25 CREDIT

Digital Recording will acquaint students with today's latest audio recording technology. Students will learn a brief history and evolution of the audio recording process, learn basic principles of audio physics, and gain hands-on experience recording and editing with the latest audio recording and editing technology. (Enrollment in this course will be limited to five students.)

HANDBELL CHOIR

ELECTIVE FOR 9-12; .25 CREDIT

This course is designed for those who desire to develop their skill in Handbell ringing. The class may perform at the Homecoming or Christmas programs in addition to class work. A maximum of 22 students (two full choirs) will be strictly adhered to. This course will not be offered in 2019-2020.

JAZZ ENSEMBLE

ELECTIVE FOR 7-10; .25 CREDIT (YEAR-LONG)

Jazz Ensemble meets once a week and is open to anyone who plays a band instrument. To earn credit, students must participate in performance opportunities throughout the year (Jazz Ensemble grading is handled on a Pass/Fail basis. Credit will be awarded at the end of the school year.)

JUNIOR CHOIR

ELECTIVE FOR 8-12; .5-1.0 CREDIT

This mixed chorus is made up of eighth graders, freshmen and sophomores who desire to have a good choral experience, as well as learn to sight-read and develop an improved musical ear. Junior Chorus

members will participate in several conjoint programs and will give a spring concert. No audition is required. (Grades in Junior Chorus will be assigned on a Pass/Fail basis.) (Meets daily all year though course can be taken for one semester.) The Spring semester can be taken by grades 8-12.

ORCHESTRA/BAND/STRINGS

OPTIONAL HONOR ELECTIVE FOR 8-12; .25 CREDIT (PER SEMESTER)

Orchestra/Band/Strings is open to any student who plays an orchestra instrument. Full orchestra (band and strings combined) meets every Tuesday morning at 8 a.m. (1st period begins at 8:45 on Tuesday). Band and strings meet separately on Monday and Thursday after school from 3-3:30 p.m. Various performance opportunities are available during the year including a fall concert, Christmas concert, MSC music festival every spring, and commencement concert. (Numeric grades will be given for Orchestra.). Students in grades 9-12 can earn honors credit by participating in an instructor-approved outside ensemble, usually one that involves extensive rehearsals. Examples include the Shenandoah Valley Youth Orchestra, District Band, or Junior or Senior Regional Orchestra (the MSC festival is part of the curriculum and does not count for honors credit).

SENIOR CHOIR

ELECTIVE FOR 11-12; .50 CREDIT

This choir is composed of juniors and seniors who are interested in singing in a mixed choir, and who want to be challenged in their choral experience. The choir may participate in a fall and Christmas concert. No audition is required. (Grades in Senior Chorus will be assigned on a Pass/Fail basis.) Senior Chorus is a prerequisite for Touring Chorus and Chamber Singers. (Meets daily First Semester.)

SIGHT READING

ELECTIVE FOR 9-12; .25 CREDIT

Sight reading is a course designed to help students learn how to sing a song at sight. The course will cover the background needed to begin to sight read, and then progress to developing the ability to quickly sight read melodies, harmonies, and rhythms. Ear training will be an important part of this course.

TOURING CHOIR

ELECTIVE FOR 11-12; .50 CREDIT

This is a select mixed choir, composed of approximately 40 voices, which presents sacred concerts locally and takes an extensive tour in the spring. Audition is required. (Touring Choir members will receive the traditional letter grades.) Prerequisite: Senior Chorus. (Meets daily Second Semester.)

Music Honor Scholar Award Criteria – The Music Honor Scholar Award will be given to each graduating senior who has:

1. Taken at least four elective quarters of music, excluding Junior and Senior Choir, and earned an A average.
2. Written and performed, in class or public setting, an original composition. Verification: Music Instructor
3. Participated in at least one of the following:
 - State choir
 - State orchestra/band
 - Honors choir **OR**
 - Three years of district choir or regional orchestra
4. Attended four concerts with contrasting styles during junior and senior years. Verification: Music Instructor
5. Led singing in at least two chapels during junior and seniors years. Verification: Chapel Coordinator
6. Four hours of musical participation at church occasions. Verification: Pastor

PHYSICAL AND HEALTH EDUCATION

Middle School Philosophy - The goal of physical education at EMS is to develop individuals with the knowledge, skills and confidence to enjoy a lifetime of healthful physical activities. Through daily participation, EMMS students monitor their own level of fitness while being engaged in a wide variety of physical activities. Students are exposed to numerous topics that develop positive self-esteem, aiding them in making responsible lifestyle choices.

PHYSICAL EDUCATION 6 & 7

REQUIRED FOR 6-7

Physical Education instruction at each level will include a preview of a variety of sports and games, including emphasis on physical fitness. There is an emphasis on fundamental skill development and basic game awareness, involving net and invasive games. Pedometers are used to measure personal activity levels. As an introduction to lifetime activities, students take a field trip to the bowling alley.

HEALTH AND PHYSICAL EDUCATION 8

REQUIRED FOR 8

Physical Education instruction includes a variety of team sports and lifetime activities, including bowling and badminton. Sport Education units are used as an innovative approach to traditional team sports. These units focus on structure, fairness, team affiliation, traditions and strategy needed to participate in different sports. Pedometers are used to develop self-monitoring fitness levels. Health topics include drug awareness, self-esteem, stress, decision making and healthy relationships.

High School Philosophy - The goal of physical education at EMS is to develop individuals with the knowledge, skills and confidence to enjoy a lifetime of healthful physical activities. Through daily participation, EMHS students understand and incorporate the wellness component of physical activity beyond the constraints of the classroom. Through discussions of contemporary issues students are required to analyze and reflect on the importance of self-awareness in healthy relationships.

HEALTH AND PHYSICAL EDUCATION 9

REQUIRED FOR 9; 1.0 CREDIT

Physical Education instruction will include a variety of team sports, badminton and FitnessGram testing. All students will receive American Red Cross Adult & Pediatric First Aid, CPR and AED training (officially being certified will cost a small fee by ARC).

American Red Cross First Aid/CPR/AED Training

Students may enroll in the American Red Cross course Adult and Pediatric First Aid/CPR/AED. This is a blended course which combines online simulation learning plus an in-person classroom session to learn and practice critical lifesaving skills for certification. Online class can be completed at home or at school during a study hall period. The in-person classroom session would be completed either during or after school depending on schedule availability. There is an extra fee for this class, which covers a two-year certification, all materials, and teacher's time compensation. Valuable certification for working kids camps, babysitting, life guarding, or volunteering with local fire or rescue squads.

HEALTH AND PHYSICAL EDUCATION 10

REQUIRED FOR 10; .75 CREDIT

Physical Education instruction will include fitness activities, team sports, badminton, tennis, international games and FitnessGram testing. Health topics include dealing with loss, stress, mental health, nutrition and substance awareness. In-class Drivers Ed is included in the Health and P.E. 10 curriculum.

DRIVER EDUCATION

ELECTIVE FOR 9-12; .25 CREDIT

In-class instruction is offered within the 10th Grade P.E. and Health curriculum. Students who have completed and passed in-class Driver Education will be eligible to take behind-the-wheel. Behind-the-wheel instruction is given to 10th-12th students throughout the entire year.

ADVANCED PE

ELECTIVE FOR 9-12; .25 CREDIT

Advanced Physical Education will provide learning opportunities for students to further develop skills and knowledge related to fitness, physical competence, cognitive understanding and positive attitudes about physical activity that promote a healthy and physically active lifestyle. Students will acquire knowledge and skills in recreational, athletic and lifetime activities. Throughout this course students participate in a weekly fitness program involving elements of cardio, strength, and flexibility.

P.E./Athletics Honor Scholar Award Criteria – The P.E./Athletics Honor Scholar Award will be given to each graduating senior who has:

1. Lettered in at least two varsity sports and acquired at least three letters at EMHS or previous school.
2. Been involved in out-of-season training or instruction in at least one sport (camps, clinics, lessons) for at least one week or equivalent of one week after the freshman year. Verification: Instructor or Director
3. Earned an A average grade in an elective P.E. course OR one quarter P.E. Assistant.
4. Been a manager for a sport or received at least one of the following awards in one sport: Best Sportsmanship, Most Inspirational, OR been elected captain of a varsity team. Verification: Coach
5. Performed ten hours of service in athletics:
 - Gym set up
 - Field preparation
 - Teaching lessons
 - Fitness TestingVerification: Coach or Athletic Director
6. Consideration will be given to participation in documented off-campus team sports activities, i.e., swim team, gymnastics, etc. Practice and events schedules must be submitted for review. Approval: Athletic Director

SCIENCE

Eastern Mennonite School strives to provide students with meaningful, life-changing experiences within a nurturing, Christ-centered, academically focused setting and to encourage students to systematically progress in their understanding of the scientific world, their impact upon it, and how to ensure sustainability of God's creation. Education is only fully realized when it is lived. At Eastern Mennonite, the Science Department is committed to not only providing students access to the current thought and vast quantity of scientific knowledge available, but also in providing enough experiences applying knowledge to make learning real and authentic.

The goals of the Science Department have students applying scientific concepts to current issues, solving real-life problems, meeting people with diverse views and realizing that their presence can indeed change the world. The Science Department is committed to:

- Developing faith through an appreciation and understanding of our universe as God's creation and our study of it as an act of worship.
- Promoting a model of education through scientific investigations that engages students in the real world, allowing them to be scientists by working with a variety of professionals.
- Fostering a dialogue among educators, students, and resource professionals concerning our nation's growing challenges of resource management.

- Bringing the world into our schools through case studies, interviews, guest speakers, real data and the use of electronics and technology.
- Raising awareness of our need to live sustainably in an ever-changing world.
- Challenging students to consider life choices that reflect the values and belief systems consistent with the Anabaptist perspective.

Exposure to the core sciences is held to be beneficial for all students. Enrolling in Biological, Chemical and Physical science classes provides the framework upon which specialties can be constructed and responsible living can occur. Electives, which provide additional experiences and the pursuit of personal interest, should work in tandem with and not replace these core courses.

Middle School Courses

SCIENCE 6

REQUIRED FOR 6

Science 6 takes an introductory look at biology, chemistry, physics and earth science--the sciences students study during each of their high school years. Through experiments and projects, students become familiar with the basic terms and concepts of these four sciences, and also learn about scientific method. All students will participate in the Middle School Science Fair in the spring semester.

LIFE SCIENCE 7

REQUIRED FOR 7

Life Science covers basic life structures, classification of organisms, survey of plants and animals and ecology. Students will investigate the cellular organization of plants and animals, explore heredity and genetics, and learn how all organisms are interconnected in our world. All students will participate in the Middle School Science Fair in the spring semester.

PHYSICAL SCIENCE

8th GRADE SCIENCE ELECTIVE

Physical Science is an introduction to topics in the fields of physics and chemistry. Units of study include motion and forces, machines and energy, matter and chemical reactions, electricity and waves, sound and light. Students will explore how physics and chemistry principles help explain why things happen the way they do in the world around us. All students will participate in the Middle School Science Fair in the spring semester.

High School Courses

ADVANCED BIOLOGY

HONORS ELECTIVE; .50-1.0 CREDIT

Advanced Biology is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. Advanced Biology differs significantly from the usual high school biology course with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by the students, and the time and effort required of the student. Students may elect to take either one or two semesters of Advanced Biology, receiving either one or two semester honor level credits. (First semester Advanced Biology I can be taken as a stand-alone course and is the prerequisite for Advanced Biology II second semester.) Students may choose a Dual Enrollment or AP option. Dual Enrollment students will earn Gen Ed credit through EMU. AP Biology I and II will be taught using the College Board Advanced Placement Biology curriculum with completion of both semesters enabling students to sit for the nationally given, annual Advanced Placement Biology Exam in the spring. Depending on the exam score, colleges and universities will award credit and/or allow students to enroll in upper level or select courses within the biological sciences. Prerequisites: A 90% in all previous science classes or permission of instructor, with completion of Biology and Chemistry.

ANATOMY & PHYSIOLOGY

OPTIONAL HONORS or HONORS ELECTIVE FOR 10-12; .50 CREDIT

This class is a project and laboratory-based course where the student will generate knowledge about anatomy and physiology within the animal kingdom. The content-centered approach will require the learner to actively acquire and apply knowledge. Dissection of a variety of specimens will occur. Students will have the opportunity to take this course as dual enrollment through EMU. Prerequisite: Successful completion of Biology.

BIOLOGY (GENERAL)

OPTIONAL HONORS ELECTIVE FOR 9; 1.0 CREDIT

A course emphasizing a biochemical and molecular approach to the study of life. An understanding of connectedness that permeates our biosphere will be the framework from which biochemistry, cell biology, cellular energies, genetics, evolution, protein synthesis, reproduction and development, taxonomy, ecology, plant and animal behavior, and human anatomy and physiology are explored. Exposure to historical and contemporary thought and events, which contribute to our current understanding of the living world, will be encouraged.

BIOTECHNOLOGY

HONORS ELECTIVE FOR 11-12; .50 CREDIT

An upper-level science course exposing students to current knowledge, techniques and application in the ever-changing field of biotechnology. The focus of the course will be how biological knowledge is used to develop techniques for application in areas such as forensics and infectious disease. Students will be exposed to both historically significant and current scientists and their research. Opportunities will be provided for out of classroom experiences to see biology in the workplace and allow exploration of possible careers in biotechnology. Prerequisite: 3.2 GPA, Biology. Not offered in 2019-2020.

CHEMISTRY

OPTIONAL HONORS ELECTIVE FOR 10-12; 1.0 CREDIT

This course introduces the basic chemical principals including: measurements, stoichiometry, atoms and molecules, gases, solutions, molecular orbital theory, crystal lattices, equilibrium, thermodynamics, kinetics, and introductions to biochemistry and organic chemistry. Laboratory exercises are incorporated to reinforce concepts and develop skills including: measurement, observation, planning, safety, and problem solving. Chemistry is treated both conceptually and mathematically, and problem solving as a process is emphasized in conjunction with each new topic explored. Upon completion of Chemistry, students are well prepared for the rigors of DE/AP Biology, DE/AP Physics, and DE/AP Chemistry classes. *Prerequisites: Biology, Co-requisite: Algebra II*

DUAL ENROLLED CHEMISTRY

HONORS ELECTIVE FOR 11-12; 1.0 CREDIT

Dual Enrolled Chemistry is an introduction to the principles and applications of chemistry. This class is designed to provide the student with a college level chemistry course and lab. Chemistry includes measurements, stoichiometry, atoms and molecules, gases, solutions, molecular orbital theory, crystal lattices, equilibrium calculations, electrochemistry, kinetics, and introductions to biochemistry and organic chemistry. The task of teaching a college chemistry course consisting of 3 hours lecture and 3-4 hours of lab time a week in a 3.5-hour week is a monumental task factoring in the additional distractions of high school and senior year, such as; clubs, sports, assemblies, meetings, and the many senior activities. This means that staying after school to finish laboratories and tests, and a summer assignment will be mandatory! Juniors and seniors may Dual Enroll this class through Eastern Mennonite University. This class will not be offered in 2019-2020 (alternates with Organic Chemistry). Prerequisite: Chemistry
Co-Requisite: Pre-Calculus

ORGANIC CHEMISTRY

OPTIONAL HONORS ELECTIVE FOR 10-12; 1 CREDIT

Organic Chemistry provides students with an in depth working knowledge of the chemistry of life. Topics covered in class include: basic inorganic concepts, organic nomenclature, functional groups, organic reactions, stereochemistry, organic acids and bases, polymers, biochemistry, and nanotechnology.

Laboratory exercises are incorporated to reinforce concepts and develop skills including: measurement, observation, planning, safety, and problem solving. Organic Chemistry requires good study skills and strong critical thinking skills. This course provides a foundation for students interested in the pharmaceutical industry, the polymer industry, and the medical profession. This course is offered in the 2019-2020 school year (alternates with Dual Enrolled Chemistry). *Prerequisite: Biology & Chemistry*

DUAL ENROLLED ROBOTICS I

OPTIONAL HONOR ELECTIVE FOR 10-12; 1 CREDIT

Robotics is the successful development of machines capable of completing complex tasks as autonomous entities or as remotely controlled machines requires input from all science and mathematics. From the examination of biological systems that provide nature's solutions to various engineering problems to the complex mathematics and engineering that are used to solve problems for flight, robotics provides an excellent overriding theme. Robotics is examined by exploring robotics with hands-on tools based on the arduino system (<http://www.arduino.cc/>) and classroom lectures to cover robotics and some of the associated science. Class lectures will attempt to address some of the basic science as well as discuss material assigned. Robotics will also incorporate FTC (First Technical Challenge). Juniors and seniors may dual enroll this class through James Madison University.

DUAL ENROLLED ROBOTICS II

OPTIONAL HONOR ELECTIVE FOR 10-12; 1 CREDIT

Robotics II builds on the foundation from Robotics I by adding new sensors and more complex projects. Robotics II is examined by exploring robotics with hands-on tools based on the arduino system (<http://www.arduino.cc/>) and classroom lectures to cover robotics and some of the associated science. Robotics II will also incorporate FTC (First Technical Competition) and FRC (First Robotics Competition). Juniors and seniors that did not dual enroll Robotics I may dual enroll this class through James Madison University. *Prerequisite: Dual Enrolled Robotics I*

DUAL ENROLLED ROBOTICS III

OPTIONAL HONOR ELECTIVE FOR 10-12; 1 CREDIT

Robotics III builds on the foundation from Robotics I & II by adding new sensors and more complex projects. Robotics III is examined by exploring robotics with hands-on tools based on the arduino system (<http://www.arduino.cc/>) and classroom lectures to cover robotics and some of the associated science. Robotics III will also incorporate FTC (First Technical Competition) and FRC (First Robotics Competition). Juniors and seniors that did not dual enroll Robotics I or II may dual enroll this class through James Madison University. *Prerequisite: Dual Enrolled Robotics II*

ENVIRONMENTAL SCIENCE

OPTIONAL HONOR ELECTIVE FOR 10-12; .50 CREDIT

This class focuses on the relationship between humans and the environment that sustains all life. Issues that impact food production and the Chesapeake Bay in the context of aquatic ecology, natural resource management, native plant ecology, invasive species, pollution, and population dynamics will be investigated. This class will include a trip to the Chesapeake Bay and an individual research project. Prerequisite: Completion of Biology with a 84% or higher.

GEOGRAPHIC INFORMATION SYSTEMS (GIS)

ELECTIVE FOR 10-12, .50 CREDIT

This course introduces Geographic Information Systems (GIS), a computerized mapping tool. Students will first learn basic GIS skills, and then conduct an independent research project. The emphasis for this class will be for the student to gain the skills necessary to first understand how GIS works, and then apply that knowledge to attempt to solve real life problems. Today this tool is being used in everything from mobile app development to customer tracking and resource management. It is increasingly being used by environmental scientists to visualize and manage large volumes of data, and is now also being used by advertisers, making GIS a growing component of campaigns as well. Not offered in 2019-2020.

OUTDOOR ADVENTURE EDUCATION

ELECTIVE FOR 11-12; .50 CREDIT

A course designed to promote a heightened sense of enjoyment in the outdoors through a core curriculum teaching basic outdoor living skills, navigational techniques, environmental protection through minimum impact training, and basic self-care concepts. Each student also develops an individual specialization proposal that may include such topics as Outdoor Leadership, Wilderness Medical, Outdoor Arts, Outdoor Science and Environmental Education, Adventure Sports, and Primitive Outdoor Skills.

Instruction will be informal with the specializations requiring out-of-school time to complete. Working with experts in the field will allow for specialty training. Prerequisite: Biology. (This course does not count toward Advanced Studies Diploma.) Class open to freshmen and sophomores with permission from instructor.

PHYSICS

OPTIONAL HONOR ELECTIVE FOR 11-12; 1 CREDIT

Physics is designed to introduce a wide range of introductory Physics topics to students who have completed math courses through at least trigonometry. Students learn to appreciate the role that Physics plays in the world around them, and through reading, lecture, and laboratory they gain an understanding of the principles and concepts on which physics is based. The course covers classical Newtonian Physics, and several classic experiments are repeated to verify the laws of motion. Other topics covered in class discussion and laboratory investigation are Conservation of Energy, Momentum, Rotational Mechanics, Gravitation, Heat and Thermodynamics, Harmonic Motion, Wave Motion, Sound, Light, Optics, Electricity, Magnetism, Special Relativity, General Relativity and Quantum Mechanics. Extended lab work and outside-of-class reading and writing are included in additional assignments. In addition, one major hands-on project will be assigned each semester. Physics is treated both conceptually and mathematically, and problem solving as a process is emphasized in conjunction with each new topic explored. Upon completion of Physics, students are well prepared for the rigors of a freshman-level college physics course. This course is available for Honors Credit. Co-requisites: Pre-Calculus & Chemistry. Not offered in 2019-2020 (alternates with DE Physics).

DUAL ENROLLED PHYSICS

OPTIONAL HONOR ELECTIVE FOR 11-12; 1 CREDIT

Dual Enrolled Physics is designed to introduce a wide range of introductory physics topics to students who have completed math courses through at least trigonometry. Students learn to appreciate the role that physics plays in the world around them, and through reading, lecture, and laboratory they gain an understanding of the principles and concepts on which physics is based. The course covers classical Newtonian Physics, the Conservation of Energy, Momentum, Rotational Mechanics, Gravitation, Heat and Thermodynamics, Harmonic Motion, Wave Motion, Sound, Light, Optics, Electricity, Magnetism, Special Relativity, General Relativity and Quantum Mechanics. Dual Enrolled Physics is treated both conceptually and mathematically, and problem solving as a process is emphasized in conjunction with each new topic explored. The task of teaching a college physics course consisting of 3 hours lecture and 3-4 hours of lab time a week in a 3.5-hour week is a monumental task factoring in the additional distractions of high school and senior year, such as; clubs, sports, assemblies, meetings, and the many senior activities. This means that staying after school to finish laboratories and tests, and a summer assignment will be mandatory! Juniors and seniors may dual enroll this class through Eastern Mennonite University. This course alternates with Physics. *Co-requisites: Pre-calculus & Chemistry*

NOTE: Food Science and Nutrition, Grade 8 Physical Science, Human Development, and Robotics I/II count as science credit for the Standard Diploma.

Science Honor Scholar Award Criteria – The Science Honor Scholar Award will be given to each graduating senior who has:

1. Demonstrated outstanding interest in science by taking one year each of Biology, Chemistry, and Physics in addition to at least five more semesters of science chosen from Anatomy and Physiology, AP Biology,

Biotechnology, Dual Enrollment Chemistry, Environmental Science, GIS, Independent Research, Scientific Research Methods, Robotics I/II, and any other science department courses.

2. Earned a 3.3 average in required and elective courses in science

3 Have at least three semesters of optional honors or honors elective courses.

4. Attended at least two science-related workshops, conferences or seminars.

5. Involved themselves in an experiential learning activity such as Discovery, a science enriched E-term, summer robotics assistantship or a science lesson taught to elementary or middle school students. Science lesson must be reviewed by a science faculty member prior to presentation if this option is selected

6. Completed 10 volunteer hours in science in work that is cleared by a science faculty member.

****Independent study may be used to satisfy some of the criteria listed. Each project will be evaluated for merit by science faculty to determine the specific requirements for which the independent study may be substituted.***

SOCIAL STUDIES

The Social Studies program is designed to help students understand themselves in terms of their relationship to their country and the world. Course offerings follow the disciplines of the social studies, and emphasize personal, social, and intellectual education. Personal education emphasizes self-understanding and identity; social education emphasizes the expectations of living in a local, national and global community, stressing group participation. Students will learn the facts, concepts, and generalizations of the social studies as well as systemic problem solving. Courses are taught in the context of the belief that God not only calls each person to a relationship with Jesus Christ, but also affirms that God is sovereign over history and social forces.

Goals for the department include:

- Helping students gain an understanding of the past in order to better understand the present.
- Giving instruction in globe and map skills and geographic concepts.
- Challenging students to transcend national and cultural boundaries and see themselves as a member of the worldwide community.
- Helping students understand economic principles and their impact on individuals, societies and the world.
- Presenting opportunities to appreciate and understand other cultures.
- Challenging students to become active participants in service to God and their local, national and global community.
- Utilizing class activities that develop skills of interaction and group decision-making.
- Learning the process of government and the importance of the individual in influencing that process.
- Presenting attitudes, beliefs and behaviors of responsible citizenship.
- Giving opportunity to integrate personal Christian faith in the social, economic, and the political spheres.
- Promoting critical thinking and decision-making from a Biblical perspective.
- Encouraging empathy and understanding of other cultures. (In order to most effectively promote empathy and understanding of cultures, EMS offers U. S. History in the 9th grade and World History in the 11th.)

Middle School Courses

SOCIAL STUDIES 6

REQUIRED FOR 6

Students will explore American history from 1856 to the present, examining from a Christian perspective the changes and challenges the United States encountered. Some of the key topics include: industrialization, immigration, the world wars, the Great Depression, the Civil Rights Movement, geography and current events.

SOCIAL STUDIES 7

REQUIRED FOR 7

Social Studies 7 is a year-long course in ancient world history. A study of ancient civilizations helps students see contributions to our American culture. Students will learn about the influence of Judaism, Christianity and Islam on our world. Students will also study civilizations of the Middle Ages in both Europe and the Far East.

GEOGRAPHY & GLOBAL STUDIES

REQUIRED FOR 8; [.50 CREDIT OPTIONAL]

Geography & Global Studies is a semester long course that allows students to practice skills of inquiry and research while learning more about their world. A focus will be on comparative government, economics, and world religions with geography skills and knowledge woven throughout the course. Additional topics and learning will be student-driven. Students may opt to contract with teacher to earn .50 high school credit by completing a special project and provided that they maintain an A- in the class.

High School Courses

AP WORLD HISTORY

HONORS ELECTIVE FOR 11, 1 CREDIT

In this yearlong course, you will study world history, you will learn the basics of world geography, and you will become informed about international current events. This is a world history course, and approximately seventy percent of the material that we study will be non-European history. An emphasis on the origins, development, spread, and beliefs of major world religions will be included in the course of study. Students will prepare for and take the AP World History course in May 2020.

ECONOMICS

ELECTIVE FOR 10-12, .50 CREDIT

Students will learn how people manage limited resources to satisfy their needs and wants. In the first part of the course, students will analyze basic principles of economics, in the second part they will discover foundational elements of managing personal finances, and finally students will complete an in-depth study of an international economic topic of current relevance. Not offered in 2019-2020. (This course is open to Sophomores who have a 3.2 GPA or above.)

INTRODUCING PSYCHOLOGY

OPTIONAL HONOR ELECTIVE FOR 11-12; .50 CREDIT

Psychology introduces students to the science of behavior, its principles, methods, language and usefulness. The course offers students an opportunity to dialogue on issues involving faith, values and feelings, as well as sharpen and improve their self-understanding and understanding of others' behavior. The Psychology textbook has been approved as an AP text, so the content is quite rigorous. Students enrolling in Psychology should have at least a 3.0 GPA. (This course is generally **not** open to Sophomores. If space in the course is available, Sophomores who have a 3.5 or above GPA may be eligible.)

MASS MEDIA

ELECTIVE FOR 11-12; .25 CREDIT

Mass Media students are introduced briefly to a communications theory which helps explain how media works. News, movies, television and advertising are four aspects of the Mass Media which are explored in this course. In particular, students learn to distinguish between serious news and entertainment news. Students will learn to identify and consider how to cope with the common persuasion techniques used in advertising. Students will also investigate the Biblical teachings concerning what is "taken into the mind" vs. the material TV and movies put "into the mind." (**May be elected for either Social Studies or English credit.**)

SOCIOLOGY AND SOCIAL ISSUES

ELECTIVE FOR 11-12; .50 CREDIT

Sociology, a study of group behavior, includes an examination of group differences and interaction and an analysis of major social problems. The basic concepts, principles and practices of sociology will be explained, introducing students to the fields of sociology and social work. (This course is open to Sophomores who have a 3.2 GPA or above.)

U.S. GOVERNMENT

REQUIRED FOR 12; 1.0 CREDIT

U. S. Government deals with the workings of the American Government at the national, state and local levels. Special attention is given to current economic and political events. (Ninth or tenth grade Government or Civics will not satisfy the EMHS Government requirement.)

U.S. HISTORY

REQUIRED FOR 9; 1.0 CREDIT

United States History surveys the historical, social, cultural and religious past of the American people. Special emphasis is given to history during the students' lifetime.

WORLD HISTORY

OPTIONAL HONORS; REQUIRED FOR 11; 1.0 CREDIT

This yearlong course will trace the story of history from early civilizations to the modern world. Two other primary goals of the course will be to learn world geography and become aware of international current events. Students can elect to complete optional honors projects for this course.

WORLD ISSUES SEMINAR

OPTIONAL HONORS ELECTIVE FOR 11-12; .25 CREDIT

This class is for those students who want to choose issues to research and then discuss findings in a seminar format. Readings, written reports and class discussions are required of each participant. Each student will explore a Christian response to current issues. This class can be taken for English credit. Not offered in 2019-2020.

NOTE: Global Anabaptism, Global Christianity, and Human Developmental Issues may also be elected for Social Studies credit.

Social Studies Honor Scholar Award Criteria – The Social Studies Honor Scholar Award will be given to each graduating senior who has:

1. Earned an average grade of at least A- in U. S. History, World History, Government, and also an additional one and one-half credits of social studies electives.
2. Demonstrated an interest in the social studies discipline within the classroom through a speech that was given, an essay that was written, a project undertaken
3. Complete a book chat with a teacher or share a book talk with a class about a book read that features history, political science, or social issues. Verification: Classroom Teacher
4. Documented at least one time he/she has been able to back up an opinion in class or in another public setting with a supplementary book or article or social science resources. Verification: Classroom Teacher
5. Volunteered ten hours doing some type of social service for community or school (MEDA, MCC Relief Sale, Global Education Committee, leadership in SCO, Ten Thousand Villages, or other agencies). These hours may not be used for any other assignment or award. Verification: Supervisor

TECHNOLOGY EDUCATION

Technology is constantly improving and evolving. Our goal is to explore current trends and offer students the opportunity to investigate different aspects of technology limited only by their imagination. Classes offered here may give students a glimpse of possible future opportunities in technology and engineering.

Sixth graders will explore basic robotics skills such as building, programming, and testing their creations. Obstacle courses will push their problem solving skills to the limit. Students will work in small groups to conquer each course

and score the most points. Seventh graders will become familiar with all of the tools in our workspace and create multiple projects with a variety of materials. They will also learn how to use safety equipment properly in order to prevent accidents.

The aim of the Technology Education classes is to provide students with the materials, processes and tools to work and to improve the world around them. Technology Education teaches students the skills that are used on the job, at home, in service and in recreation.

Giving students the freedom to find their own solutions encourages gifted behaviors. Students are then guided through the problem-solving steps of completing projects. STEM challenges encourage students to brainstorm new ideas and find innovative ways to solve problems. Self-concepts are improved when students successfully complete a project and receive recognition in TSA competitions.

Middle School Courses

WOODWORKING 6

REQUIRED FOR 6

This course is designed as an exploratory experience for grade six. Students will learn to work with tools and materials, while doing a variety of woodworking activities. Focus will be on accurate measuring skills along with using hand tools.

High School Courses

3D PRINTING TECHNOLOGY

ELECTIVE CREDIT FOR GRADES 9-12; .25 credit

The goal of the class will be for students to use a CAD program to design and print a variety of items made from PLA plastic. Students will create complex designs and craft parts that interact together. These designs will interact with everyday objects such as a smartphone cover, or be a stand-alone creation like an action figure. We will use Tinker CAD and Google Sketchup to draft our creations into the real world using a 3D printer. This course also can count for Communications Technology credit. This class is not offered in 2019-2020.

WOODWORKING

ELECTIVE CREDIT FOR GRADES 9-12; .25 credit

Students will learn basic woodworking techniques by creating individual projects.

NON-DEPARTMENT OFFERINGS

ACADEMIC LAB

ELECTIVE FOR 7-12; .25-1.0 CREDIT

Students needing academic support in a focused environment will take Academic Lab. During this period, they will use required coursework to strengthen and develop study skills. Each quarter students will focus on one or two individualized goals of their choosing. Recording assignments daily, completing and turning in assignments on time, making and using study cards, and maintaining an organized binder are some of the areas that may be addressed.

Students interested in enrolling in this course must consult the School Counseling Office before choosing this course during the Course Request period. The class, generally limited to five students per period, may be repeated as necessary. Except in rare circumstances, credit for this course does not count toward the four units of English required for graduation (grades 9-12).

INTERNSHIP (High School)

Students may sometimes arrange for learning experiences outside of school but during the school day to explore potential fields of interest. Contact the EMHS School Counseling Office for more information.

INDEPENDENT & ONLINE STUDIES

In some instances, students may need to take an EMHS course as an independent study to complete a graduation requirement. Teachers will monitor the work and assign the final grade.

Several universities and online programs offer a broad range of reputable accredited high school correspondence courses. Because each student and each course differs in structure and expectation, we encourage students to discuss these options with a counselor to ensure the best academic fit. In most cases, the family is responsible for the cost of an online course.

Occasionally students do participate in research projects under the supervision of a faculty member. These opportunities allow students to extend their learning in positive ways; however, these special projects require significant initiative and self-direction and are not promoted unless the teacher and counseling staff believe the project will best serve the academic needs of the students and the schedule of the teacher.

LIBRARY ASSISTANT

ELECTIVE FOR 9-12; .50 CREDIT

Students may choose to assist in the Library one period each day of the week for a maximum of two quarters. Library skills/training will be offered, after which the assistant will have an opportunity to participate in a variety of jobs with books and periodicals. A pass/fail grade will be assigned.

Students must receive approval from the Librarian prior to registration. With the approval of the Librarian, interested students may be allowed to continue in the Library for an indefinite period of time.

PEER TUTOR

ELECTIVE FOR 11-12; .25-1.0 CREDIT

Each year there are a number of upperclassmen who have developed the knowledge and the skills that would permit these students to ably tutor an underclassman. (Students must have at least a 3.0 GPA to be considered for tutoring.) Upperclassmen who would be interested in serving as a peer tutor may be permitted to register for .25 credit or more in such an assignment especially during a study hall.

Interested students must apply in the School Counseling Office before registration. An upperclassman student accepted into the program would be expected to register for one period for daily involvement in tutoring an underclassman. Peer Tutors will work under the supervision of a teacher. (Math tutoring could most likely count toward the Math Honor Scholar Award.)

STUDIES ABROAD (or in other locations)

Studies abroad or in other locations can dramatically increase understanding of other cultures, world issues, languages and enable students to develop useful cross cultural skills. Talk with your school counselor for details if you would wish to study abroad..

TEACHER ASSISTANT/IT ASSISTANT

ELECTIVE FOR 10-12; .25-.50 CREDIT

A limited number of students may elect to become a Teacher or Instructional Assistant. As an assistant, you will be expected to work one period each day of the week for a minimum of one quarter with a particular teacher. Sometimes that work will happen during a particular class period, so the student will assist other students. A teacher assistant may also assist the teacher with a variety of clerical tasks and background preparation for lessons. Teachers are especially interested in assistants who desire to explore the teaching profession. Teachers may also be willing to serve as a research mentor.

A Pass/Fail grade will be assigned. A student typically may earn a maximum of .5 credit as an “assistant” in any one year. Any more placements must be approved by the teacher and by the counselor.