Dear Ethos Families,

Policy Handbooks—helpful, and sometimes not the most exciting reading material. Yet with the opening of virtual learning opportunities, it’s important we understand and operate together in our actions, for amazing learning, character and faith building, and limit those surprises that can confuse us.

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

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

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

The best to you,

**Josh Thomason**

Josh Thomason
Executive Director
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MISSION STATEMENT

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

SCHOOL ADMINISTRATORS

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ABOUT ETHOS

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

Ethos offers rigorous High School level course offerings currently centered around Advance Placement and world languages. 100% of Ethos faculty possess a graduate degree, with 50% of those holding or currently pursuing Doctorate degrees. In addition, Ethos teachers currently maintain an 85% AP test pass rate, compared to 60% nationally.

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

Ethos is flexible. The Ethos program allows for flexibility in the completion of coursework. Ethos students are able to study and learn at a time that is most convenient for them.

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

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

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

ETHOS CHRISTIAN EDUCATIONAL MISSION AND THE ETHOS STUDENT/FAMILY

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

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

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

STUDENT CODE OF CONDUCT

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

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

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

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

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

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

Definitions

- **Lying** is the falsification or denial of fact or the intentional creation of a false impression. It is also the breaking of a pledge.
- **Stealing** is the taking of anything without the consent of the owner.
- **Cheating** is giving, receiving, or attempting to give or receive unauthorized help that could result in an unfair advantage in completing schoolwork. It is the act of deceit or fraud. In the virtual classroom environment, it will be further defined by each teacher, but will include a minimum of the following:
  - Unauthorized use of another person’s material (copying homework, looking on another student’s test or quiz, etc.)
  - Allowing the unauthorized use of your own material (letting someone copy your homework, providing answers to a test, etc.)
  - The revelation of privileged information regarding test, quizzes, etc. (discussing a test after completion with students who have not taken the test as yet)
  - *Plagiarism. The use of another person’s ideas or phrasing without giving proper credit. Plagiarism can be intentional or a result of carelessness.
  - Collaborative work without having specific permission from the teacher to work with others (including dividing the work among students but turning it in as a complete work from one student)
  - Access to information during an assessment that has not been approved by the teacher (open computer during an assessment, copies of notes lying on the floor, includes any assessment – classroom/test make-up/test support, etc.)
  - Usage of unauthorized resources (translators, tutors, etc.)
  - Submitting an item of academic work that has been submitted (even when submitted previously by that student) for credit in another course.

*Plagiarism is a serious offense.
It usually takes one of these forms:

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

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

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

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

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

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

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

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

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

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

- **Written Contact** – suggestive or obscene letters, notes, magazine articles, invitations, or drawings. This also includes digital messages of a sexual nature.
- **Verbal Contact** – suggestive or obscene comments, rumors about a person’s sexual life, threats, double entendres, jokes (including jokes about gender-specific traits), sexual propositions, demanding sexual favors, or comments used in a negative or embarrassing way about an individual’s body, sexual characteristics, or sexual orientation.
- **Physical Contact** – any intentional pats, squeezes, touching, pinching, repeated brushing up against another’s body, assault, or blocking of movement.
- **Visual Contact** – suggestive looks, leering or staring at another’s body, gesturing or displaying sexually suggestive objects, pictures, cartoons, posters, magazines, or digital images.

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

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

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

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

ETHOS INTERNET USE POLICY

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

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

Students are welcome to access their private e-mail account via Web-based interface only. Use of Outlook, Outlook Express with private e-mail account is prohibited. Use of any information obtained via the Internet is at the user’s own risk. Ethos specifically denies any responsibility for the accuracy or quality of information obtained through its services.
PERSONAL ELECTRONIC DEVICES & THEIR USE

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

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

DISCIPLINE POLICY

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

Discipline consequences may include grade reduction and possible dismissal.
ACADEMIC GRIEVANCE POLICY

There may be occasions when a student believes his or her academic work or conduct has been unfairly or inadequately evaluated\(^1\) by the faculty.\(^2\) Typically, such differences of opinion can be amicably resolved informally between the student and faculty. If not, the following procedures are intended to encourage satisfactory resolution of academic grievances with a minimum of formal procedure.

Please follow the instructions below:

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

Notes

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

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

ETHOS CALENDAR

Summer Term 2019
June 3, 2019 - First day of Ethos classes

June 3 – August 1
Exam: August 1 (Both morning and afternoon options for the exam)

Final grades available to students/schools: August 14

Fall Semester 2019
August 12, 2019 - First day of Ethos classes

1st half of semester:
August 12 – September 20
Midterm Prep and Assessment:
Prep: September 23 – 27
Assessment: September 30 – October 4

2nd half of semester:
October 7 – November 22
Thanksgiving Holiday Week: November 25 - 29
Final Exam Prep and Exam:
Prep: December 2 - 6
Exam: December 9 - 13

Final grades available to students/schools: December 20

Spring Semester 2020
January 6, 2020 - First day of Ethos classes

1st half of semester:
January 6 – February 14
Midterm Prep and Assessment:
Prep: February 17 - 21
Assessment: February 24 – 28

2nd half of semester:
March 2 – April 3
Spring Break: April 6 - 10
April 13 - 24
Final Exam Prep and Exam:
Prep: April 27 – May 1
Exam: May 4 - 8

Final grades available to students/schools: May 15
FACILITATOR RESPONSIBILITIES

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

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

PROCTOR RESPONSIBILITIES

The School Facilitator will manage the proctoring of all Ethos exams and ensure proctors adhere to these policies and procedures for exams.

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

- Students are allowed to withdraw from a course within the first 10 days of course commencement for full year courses and the first 5 days of course commencement for semester long courses. Course tuition will be refunded less a $100 processing fee; only course tuition will be refunded less the $100 processing fee; all other fees will not be available for refund.
- No refunds will be given to students who choose to drop a course after the first 10 days of course commencement for year-long courses and the first 5 days of course commencement for semester courses.
- Students may add or drop courses without penalty up until course commencement.

ASSIGNMENTS

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

ATTENDANCE POLICY

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

ASSESSMENTS

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

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

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

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

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

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

MIDTERM AND FINAL EXAMS

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

GRADING POLICY

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

INCOMPLETE COURSES POLICY

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

TRANSCRIPTS

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

MIDDLE SCHOOL COURSES

MATHEMATICAL FOUNDATIONS (RISING 6TH AND 7TH GRADE STUDENTS)
1 semester

Students focus on four critical areas of mathematics: connecting ratio and rate to whole number multiplication, division and problem solving; understanding of division of fractions and extending the notion of a number to the system of rational numbers, including negative numbers; writing, interpreting, and using expressions and equations; and developing understanding of statistical thinking. This summer online course is structured to provide mathematical foundations for students entering middle school or entering Prealgebra.

PHOTOGRAPHY (6TH THOUGH 8TH GRADE STUDENTS)
1 semester
Technical Requirements: DSLR Camera that can be used in full Manual Mode, Adobe Creative Cloud, SD Memory Card for the student’s specific camera.

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

SOCIAL STUDIES 6 (6TH GRADE STUDENTS)
2 semesters

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

AMERICAN HISTORY 7 (7TH GRADE STUDENTS)
2 semesters

Students in 7th grade study the ideas, issues, and events in America’s history from the Meso-American civilizations through Reconstruction. Topics of study focus on people and events crucial in the development of American society, culture, political system, and economy. Emphasis is placed on the development of analytical skills including chronological and spatial thinking, distinguishing evidence and point of view in primary sources, and interpretation of historical events.
AMERICAN HISTORY 8 (8TH GRADE STUDENTS)

2 semesters

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

**BIBLE**

**OLD TESTAMENT SURVEY**  
2 semesters, 1 credit

This survey course surveys all of the Old Testament. The course gives students in depth analysis of the cultural and historical backgrounds to the writings of Israel. Within this course, students will explore the Torah and its implications with Israel as well as discuss the Prophets and Writings sections of the Hebrew Scriptures. Students will wrestle with deep questions of faith and grow in knowledge and understanding of the Scriptures Jesus himself grew up reading. **This course is still in the approval process for Dual Credit as of publication.**

**INTRODUCTION TO LIFE CALLING**  
1 semester, 1/2 credit

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

**ENGLISH**

**CREATIVE WRITING I (FALL) AND CREATIVE WRITING II (SPRING)**  
1 semester each, 1/2 credit each

Recommendations: This course may be taken in the fall or the spring, or as a year-long course. Students do not have to take Creative Writing I before taking Creative Writing II.

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

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

Creative Writing II (Spring) – Students will concentrate on the writing of longer-form fiction in continued narratives through themed short story collections, novellas and playwriting. **Ethos offers dual credit through Colorado Christian University. CCU issues a 3 hour credit of Special Topics: English (ENG 197) for this Ethos course.**
AP ENGLISH LANGUAGE AND COMPOSITION
2 semesters, 1 credit
Recommendations: Teacher recommendation based on class performance in their current English class, PSAT content test scores of 27 on the CR section and 28 on the Writing section.

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

AP LITERATURE AND COMPOSITION
2 semesters, 1 credit
Recommendations: Teacher recommendation based on class performance and writing samples. Successful completion of Honors English 11 or AP Language. Minimum PSAT content test scores of 28 on the CR section and 28 on the Writing section are required.

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

MATHEMATICS

HONORS GEOMETRY
2 semesters, 1 credit
Recommendations: Students should have an A- (90%) average in Honors Algebra I. A TI 83 or a TI 84 calculator is required.

Honors Geometry is a one year in depth analytical study of Geometry. It is designed to stimulate deeper learning by creating and applying theorems about polygons, lines, angles, polyhedrons, and circles. Students are required to go beyond definitions and formulas to discover and prove why these theorems are true. Logical reasoning and proof is a major component of this class. This course also includes a review of many algebraic concepts as well as an introduction to trigonometry.
HONORS PRECALCULUS
2 semesters, 1 credit
Recommendations: Algebra 1 and Algebra 2 with an A- (90%) average in each of these courses. PSAT content test score in Math of at least 28.5 or an A (95%) in Algebra 3/Trig or B- (80%) in Honors Algebra 2. A TI 83 or a TI 84 calculator is required.

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

AP STATISTICS
2 semesters, 1 credit
Recommendations: Completion of Algebra 3/Trig, Honors Precalculus, or Algebra 2. Students should have a B average in their latest math course. A PSAT/SAT content test score in Math of at least 28.5, a PSAT/SAT content test score in Critical Reading of at least 27, and a PSAT/SAT content test score in Writing of at least 30 are recommended. A TI 83 or a TI 84 calculator is required.

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

AP AB CALCULUS
2 semesters, 1 credit
Recommendations: Completion of Honors Precalculus with a B average and a PSAT content test score in Math of 29 or higher. A TI 83 or a TI 84 calculator is required.

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

AP BC CALCULUS
2 semesters, 1 credit
Recommendations: Prior successful completion of Precalculus.

This course is designed to meet the specifications of the College Board for a first year two-quarter course in Calculus. Students will learn to take limits, differentiate, integrate, solve extreme value problems, find areas under a curve, and find areas and volumes of revolution. All students who complete this course will take the AP Examination. Those who score well usually receive college credit, based on the AP policy of the student’s chosen college.
MULTIVARIABLE CALCULUS & AP STATISTICS
2 semesters, 1 credit
Recommendations: Completion of AP BC Calculus and departmental recommendation.

In this highly rigorous course, students will extend what was learned in AB & BC Calculus and learn about the subtleties, applications, and beauty of limits, continuity, differentiation, and integration in three dimensions and beyond. Topics will include: vectors in Euclidean space, vector analysis, analytic geometry of three dimensions, curves in space, partial derivatives, optimization techniques, multiple integrals, vector fields, Green’s Theorem, Divergence Theorem, and Stokes’ Theorem. In addition, this course is a year-long course, with one semester dedicated to AP Statistics curriculum and the other semester focused on multivariable calculus. This course is quite rigorous and designed for advanced math students only. Please check with Ethos Administration to ensure that you or your student qualifies for it.

SCIENCE

PHYSICAL SCIENCE
2 semesters, 1 credit

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

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

HEALTH
1 semester, 1/2 credit

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

INTRODUCTION TO 3D MODELING
1 semester, 1/2 credit

Engineers solve some of the world’s biggest problems and have the potential to improve the quality of life for everyone on our planet through their ideas, designs, and inventions. In Principles of Engineering, students will explore the different types of engineering and gain exposure to the engineering design process from defining a problem to creating a viable solution to the problem. Throughout our course, students will learn skills to help them through the design process such as 2-D and 3-D modeling, how to operate under a given set of constraints such as budget and design limitations, static and dynamic design analysis, and leveraging technology to their advantage in the design process. Principles of Engineering will be an excellent way to expose students to the fundamentals of engineering or to deepen skills they already possess in these areas. Some lab fees will apply and not all computers will support the programs necessary for 3D modeling. Please contact Ethos if you have any questions.
MARINE BIOLOGY
1 semester, 1/2 credit
Recommendations: Prior successful completion of Biology.

This course is designed for students with an interest in investigating God’s vast and brilliant oceans and the life within. This sequence provides an excellent background for students who are interested in further study of the oceans, and its abiotic and biotic components. Major concepts include the study of the interrelationship of marine and terrestrial environments, the geology of the oceans, marine organisms, and the ecology of coral reefs. Laboratory activities, including the examination of marine specimens are utilized throughout this course to build upon student knowledge.

AP BIOLOGY
2 semesters, 1 credit
Recommendations: Completion of Biology with an A- or better, completion of Chemistry with a B+ or better and successful completion of Algebra 2. Physics may be taken concurrently. A GPA of 3.5 with PSAT content test scores in Writing of 30; in Reading Comprehension of 30; and in Math of 26.5.

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

AP CHEMISTRY
2 semesters, 1 credit
Recommendations: Completion of Honors Algebra 2 and Honors Chemistry, both with a B+ or higher. PSAT 10 content test scores of 30 or higher in Math; 32 or higher in Critical Reading; and 32 or higher in Writing and at least a 3.5 GPA.

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

Please note that this course requires some Summer work. Please contact Ethos administration as soon as possible for information.
AP PHYSICS 1
2 semesters, 1 credit
Recommendations: Prior success in Algebra II. Current enrollment in Honors science and/or Honors math. Minimum PSAT content test core in Critical Reading of 32 and a minimum PSAT content test score in Writing of 32.

“For since the creation of the world God’s invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that people are without excuse.” Romans 1:20

Paul in his message to the Romans described God’s qualities being clearly understood. The topics of physics shows us some of these things that are “clearly seen” in nature. The invisible characteristics of our natural world points to the Creator. Since we have natural laws to study, ... there must be a natural law giver... God.

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

AP PHYSICS C MECHANICS AND AP PHYSICS ELECTRICITY AND MAGNETISM
2 Semesters, 1 Credit
Recommendations: Honors Chemistry and Honors Pre-calculus or Honors Analysis, and have taken, or be concurrently taking an AP Calculus class are prerequisites and approval of instructor. A PSAT content test score in Math of 32, a PSAT content test score in Reading Comprehension of 32, and a PSAT content test score in Writing of 32 are required. To remain in the class for the second semester, a student must earn a minimum of B- (80%) for the first semester and/or have a satisfactory evaluation from the instructor.

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

AP COMPUTER SCIENCE A
2 semesters, 1 credit
Recommendations: Minimum PSAT content test core in Math of 30+ and a minimum PSAT content test score in Writing of 28+.

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

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

2 semesters, 1 credit
Recommendations: B+ average in previous Language Arts and Math course.

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

**AP ENVIRONMENTAL SCIENCE**

2 semesters, 1 credit
Recommendations: Minimum PSAT content test core in Critical Reading of 30 and a minimum PSAT content test score in Writing of 30.

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

In order to prepare students for the content of the course, summer work is assigned that is due on the first day of school with an exam the first week covering the content of the summer assignment.

**SOCIAL SCIENCES**

**PSYCHOLOGY**

1 semester, 1/2 credit

This course is defined as a brief study of behavior and thought processes. The student will differentiate and discuss theories of personality, motivation, and psychological disorders. Leading figures in psychological research and therapy are examined. In addition, the student will recognize factors in a healthy self-image and social relationships with others. This course will rely on case studies, interactive modules, research papers, and projects to express content mastery. Ethos offers dual credit through Colorado Christian University. CCU issues a 3 hour credit of General Psychology (PSY 101) for this Ethos course.

**SOCIOLGY**

1 semester, 1/2 credit

This course is defined as a brief scientific study of social structure and the patterns in which people interact in social relationships. The student will differentiate and discuss theories and methods of sociological inquiry. In addition, the student will analyze elements of social structure such as socialization, stratification and power, social location and intersectionality, social institutions, and social change through a sociological perspective. An interactive class setting – including discussion, field research, projects, and student presentations – will be utilized.
AP EUROPEAN HISTORY
2 semesters, 1 credit
Recommendations: Minimum PSAT content test core of 28+ on verbal sections. It is highly recommended that students have successfully completed either AP World History or AP US History prior to this course.

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

AP ART HISTORY
2 semesters, 1 credit
Recommendations: Minimum PSAT content test score of 28+ on verbal sections.

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

AP HUMAN GEOGRAPHY
2 semesters, 1 credit
Recommendations: Minimum PSAT content test score of 26+ on verbal sections. ITBS reading score of 80 or higher.

AP Human Geography presents students with the curricular equivalent of an introductory college-level course in human geography or cultural geography. Content is presented thematically rather than regionally and is organized around the discipline’s main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction.

AP UNITED STATES HISTORY
2 semesters, 1 credit
Recommendations: Teacher approval. PSAT content test score of 28+ on verbal sections.

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

LATIN 1
2 semesters, 1 credit

In Latin 1, students begin acquiring reading skills in Latin as well as strengthening their English reading and vocabulary skills through vocabulary building and analyzing sentence structure. Through the reading selections and class discussions, students learn about the daily lives of the Romans and make comparisons relevant to today’s society. Students will use Latin orally to initiate and respond to simple statements and commands as well as read Latin aloud. Elementary writing tasks also build a bridge to understanding the written word. Ethos offers dual credit through Colorado Christian University. CCU issues a 3 hour credit of Latin 1 (LAT 201) for this Ethos course.

LATIN 2 / HONORS LATIN 2
2 semesters, 1 credit
Requirements: Completion of Latin 1.

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

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

Note: We will add a course each year, and our plan is to add Latin 3 next year, culminating with AP Latin in future years.

CHINESE 1
2 semesters, 1 credit

Chinese 1 is an introduction to the Chinese language and culture. Students will become familiar with the Chinese pinyin system, Chinese radicals, characters, words, sentence patterns, and grammar that will enable them to begin to speak, read, understand, and write the Chinese language. Students will also study Chinese history, culture, and customs. Ethos offers dual credit through Colorado Christian University. CCU issues a 3 hour credit of Special Topics: Chinese (HUM 197) for this Ethos course.
CHINESE 2
2 semesters, 1 credit
Requirements: Completion of both semesters of Chinese 1.

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

CHINESE 3
2 semesters, 1 credit
Requirements: Completion of both semesters of Chinese 2.

Chinese 3 is a continuation of concepts learned in Chinese 2. Students will expand their knowledge of Chinese characters, words, sentence patterns, and grammar that will enhance their skills in speaking, reading, understanding, and typewriting the Chinese language. At the end of this course, students will be able to: (1) order food and talk to an attendant in a restaurant; (2) ask for and give directions; (3) plan to go to a party; (4) talk to a doctor; (5) plan for a date; and (6) discuss popular sports. In addition, they will study Chinese idioms, history, culture, and customs related to the lesson themes.

CHINESE 4
2 semesters, 1 credit
Requirements: Completion of both semesters of Chinese 3.

Chinese 4 is a continuation of concepts learned in Chinese 3. Students will expand their knowledge of Chinese characters, words, sentence patterns, and grammar that will enhance their skills in speaking, reading, understanding, and typewriting the Chinese language. At the end of this course, students will be able to: (1) state some features about major Chinese holidays; (2) state some details about traveling in Mainland China; (3) briefly describe healthy habits; (4) briefly talk about gender equality; (5) briefly discuss environmental protection and energy sources; and (6) describe some common facts about Chinese history. In addition, they will study Chinese idioms, history, culture, and customs related to the lesson themes.

AP CHINESE
2 semesters, 1 credit
Requirements: Completion of both semesters of Chinese 4.

The AP Chinese course is designed to prepare students for their successful performance on the AP exam. Students who score well usually earn college credit for Chinese courses at the college level, based on the AP policy of the student’s chosen college. Students will intensively practice spoken and written Chinese in the assigned activities in three aspects: interpersonal, interpretive, and presentational. Students are expected to be able to write about a variety of topics and engage in conversations to provide and obtain information, express feelings, exchange opinions, and make presentations. Due to the knowledge that “Chinese culture” makes up a significant part of the AP Chinese Language and Culture Exam, students will also learn important components of Chinese culture, including social practices and products.
FRENCH 1
2 semesters, 1 credit

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

FRENCH 2 / HONORS FRENCH 2
2 semesters, 1 credit
Requirements: Completion of both semesters of French 1.

French 2 is the continued exploration of French and Francophone language and culture. This course builds off of the building blocks of French 1 and works to improve fluency and reading abilities all while exploring and learning more about French and Francophone culture. We look forward to discovering the French language and people through innovative activities during and outside of class! Ethos offers dual credit through Colorado Christian University. The course equivalency is still being determined as of this printing.

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

FRENCH 3 / HONORS FRENCH 3
2 semesters, 1 credit
Requirements: Completion of both semesters of French 2.

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

The Honors track for this course is for students who plan to continue studying the language through the advanced levels. Students will have opportunities throughout both semesters to earn Honors Quality Points by completing additional requirements as determined by the team of World Languages teachers.
FRENCH 4 / FRENCH 4
2 semesters, 1 credit
Requirements: Completion of both semesters of French 3.

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

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

AP FRENCH
2 semesters, 1 credit
Requirements: Completion of both semesters of French 4.

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

SPANISH 3 / HONORS SPANISH 3
2 semesters, 1 credit
Requirements: Completion of both semesters of Spanish 2.

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

Students will have opportunities throughout both semesters to earn Honors Quality Points by completing additional requirements as determined by the team of World Languages teachers. Exams will be required both semesters to earn honors credit. Honors credit can be earned in either semester, or in both. Please refer to the High School Academic Policies section at the beginning of this document for policy information regarding honors credit.

AP SPANISH
2 semesters, 1 credit
Requirements: Completion of Honors Spanish 4/5 or teacher recommendation.

The AP Spanish course is designed to prepare students for successful performance on the AP exam. It will further develop language skills that were cultivated throughout Honors Spanish 2 through 4. An emphasis on literature will be used to sharpen reading and writing skills. Listening comprehension and speaking will be reinforced through daily practice. Advanced Spanish grammar concepts will be refined through continued study and research. Ethos offers dual credit through Colorado Christian University. The course equivalency is still being determined as of this printing.
HEBREW 1
2 semesters, 1 credit

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

Note: We will add a course each year, starting with Hebrew 1. Our plan is to add Hebrew 2 next year, culminating with Hebrew 5 in future years.

GREEK 1
2 semesters, 1 credit

In Greek 1, students will begin to acquire communication skills in Biblical Greek as well as strengthening their reading comprehension, writing, and vocabulary skills. Through the reading selections and class discussions, students will learn not only about the language of Jesus’ time period, but also the culture behind the texts. By the end of the course, students will be able to read selected verses and texts from the New Testament in its original language. Beyond an introductory knowledge of Greek, students will have an appreciation for the New Testament and the cultural context in which it was written.

Note: We will add a course each year, starting with Greek 1. Our plan is to add Greek 2 next year, culminating with Greek 5 in future years.
PHYSICAL EDUCATION

PERFORMANCE TRAINING
1 semester, 1/2 credit

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

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

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

PHOTOGRAPHY
1 semester
Technical Requirements: DSLR Camera that can be used in full Manual Mode, Adobe Creative Cloud, SD Memory Card for the student’s specific camera.

Students will become well rounded in the fundamentals of digital photography. Areas of instruction include using a camera in manual mode, elements of composition, the exposure triangle, editing in Adobe Photoshop, and developing a creative eye. Students will have the opportunity to study influential photographers and examine various forms of photography. This online course can be taken during the summer or during the school year.

AP MUSIC THEORY
2 semesters, 1 credit
Recommendations: Successful completion of Music Theory or teacher recommendation. Prospective students may be required to pass a basic skills test prior to being admitted to the class.

This class will be a study of the elements of music necessary for the student to compose successfully and analyze various musical forms from the common practice era. Students will study music fundamentals, to include major and minor scales and modes, various forms of notation, chord construction and analysis, basic composition techniques for four-parts, and transposition techniques for writing for various instrumental voicing. While keyboard knowledge is not a prerequisite, students will be expected to become familiar enough with a piano keyboard to translate simple musical lines and chords to and from a keyboard. Aural skills and sight singing are also points of emphasis. AP Music Theory will be offered based on sufficient interest.
DUAL CREDIT OFFERINGS

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

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

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

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

The following Ethos courses will offer dual credit options for the 2019-2020 school year:

<table>
<thead>
<tr>
<th>Ethos Course</th>
<th>CCU Course</th>
<th>CCU Course ID</th>
<th>CCU Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Writing 1</td>
<td>Intro to Creative Writing</td>
<td>ENG 230</td>
<td>3</td>
</tr>
<tr>
<td>Creative Writing 2</td>
<td>Special Topics: English</td>
<td>ENG 197</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>General Psychology</td>
<td>PSY 101</td>
<td>3</td>
</tr>
<tr>
<td>Old Testament Survey</td>
<td>The course equivalency is still being determined as of this printing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin 1</td>
<td>Latin 1</td>
<td>LAT 201</td>
<td>3</td>
</tr>
<tr>
<td>Latin 2</td>
<td>The course equivalency is still being determined as of this printing.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Chinese 1</td>
<td>Special Topics: Chinese</td>
<td>HUM 197</td>
<td>3</td>
</tr>
<tr>
<td>French 1</td>
<td>Elementary French 1</td>
<td>FRE 121</td>
<td>3</td>
</tr>
<tr>
<td>French 2</td>
<td>The course equivalency is still being determined as of this printing.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>AP Spanish</td>
<td>The course equivalency is still being determined as of this printing.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Hebrew 1</td>
<td>Special Topics: Hebrew</td>
<td>HEB 197</td>
<td>3</td>
</tr>
</tbody>
</table>

SUMMER TERM OFFERINGS

The following courses will be offered during the Summer Term: Photography and Math Foundations for Middle School students and Health and Photography for High School students. Please refer to the Course Descriptions section earlier in this handbook for course information.