



Saint Francis Christian School

Curriculum Guide

Updated January 2018

Table of Contents

Philosophy of Education	2
Academic Standards	3
Purpose & Philosophy	3
Establishment	3
Evaluation	3
Priority and Supporting Standards	4
Curriculum Map	5
Units of Study	5
Lesson Plans	5
Curriculum Evaluation	6
Curriculum Guide Summary	6
Exhibits	
A AACS Memo on Iowa Basic Assessment	7
B Priority Confirmation Guide	9
C Curriculum Map	10
D Lesson Plans	11
E Curriculum Rubric	12
F Curriculum review schedule (math, science, etc.)	15
G SFCS Curriculum Resource Summary	16

Philosophy of Education

SFCS is a ministry of First Baptist Church of St. Francis. We teach all subjects from a biblical perspective with the purpose of equipping students to live a God-honoring life in our current culture. We are dedicated to partnering with parents in the pursuit of academic excellence, artistic expression, athletic distinction, and personal maturity of each student while growing in knowledge and wisdom through God's truth and abundant grace.

SFCS claims three core values that guide our daily actions and long-term aspirations.

TRUTH

Truth is absolute. Truth is given by God through His written Word. The Bible's authority and sufficiency regulates the purpose, content and conduct of SFCS. II Tim 3:15-17

- Truth provides our purpose and philosophy.
- Truth shapes the content of our curriculum.
- Truth provides practical instruction for conduct, attitude, decisions, and relationships with parents, students, and peers.

GROWTH

Growth must be cultivated. SFCS cultivates the maturity of the entire student, equipping them for maximum effectiveness in living out the great commission. II Pet 1:5-8, Phil 3:12-15

- Rigorous academics equip students to fulfill their unique calling.
- A diversity of school activities provides discipleship opportunities for spiritual and social growth.

PARTNERSHIP

Partnership is foundational and profitable. The church's mission is designed to operate in the context of community. SFCS functions to aid the church, parents, and students in fulfilling their unique call from God. Phil 1:27

- SFCS partners with parents to help fulfill their responsibility before God (Deuteronomy 6:4-9).
- SFCS partners with students for their spiritual, academic, social, and physical growth. The foundation of this growth is a relationship built on Jesus Christ.
- SFCS partners with the church for their mission (Ephesians 4:11-16).

Academic Standards

Purpose and Philosophy

SFCS systematically reviews state and national education standards to ensure the education we provide is superior to the education offered by public institutions. Secular standards are the minimum academic qualifications from which we build a comprehensive, rigorous, Christ-centered education.

SFCS is opposed to any direction by the federal or state government to control or influence the content that is taught in our classrooms.

Establishment

Academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in kindergarten and progressing through 12th grade. It is important to note that academic standards are not curriculum. Rather, academic standards identify the scope and breadth of instruction while ensuring that learning is sequential as the student progresses.¹ Academic standards serve as a comprehensive road map for students with the goal of achieving college and career readiness upon graduation.

The staff and administration of SFCS researched and evaluated multiple sources of academic standards and ultimately chose to use the academic standards from the State of Indiana as our baseline for two distinct reasons. First, Indiana was one of few states that did not accept federal Common Core academic standards in exchange for federal funding. Secondly, the scope and breadth of the Indiana academic standards align with the standardized testing method recommended by the American Association of Christian Schools (AACS). While there are no nationally recognized standardized achievement tests that are written from a Christian worldview, AACS determined that the Iowa Basic was clearly the most neutral assessment available (see exhibit A – AACS Memo).

SFCS regularly assesses changes to both local and national academic standards to ensure that we have a comprehensive baseline of scope and sequence with which to evaluate our curriculum and guide our academic priorities.

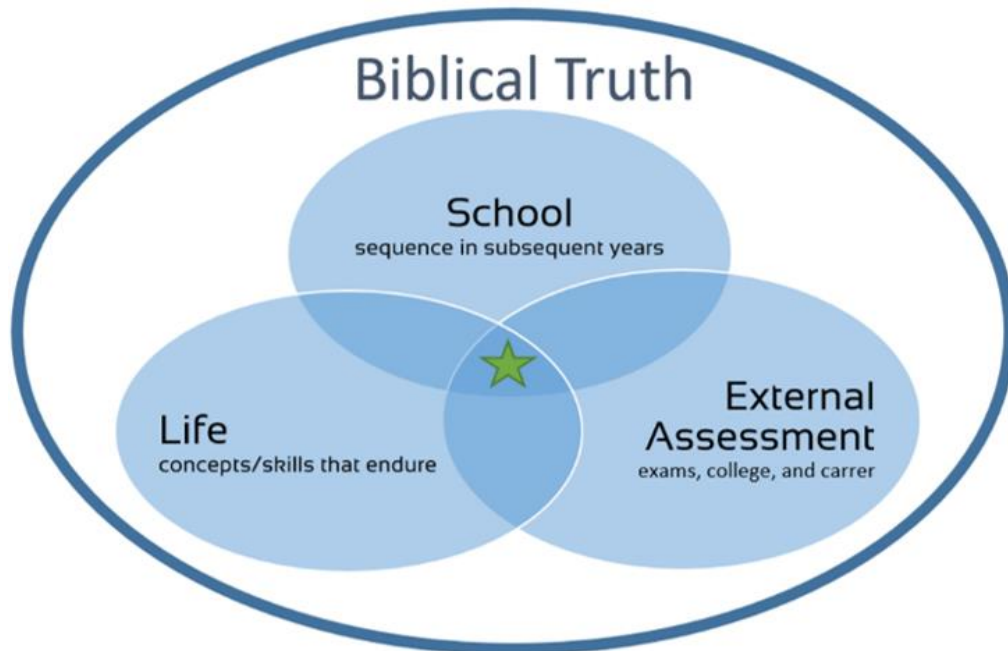
Evaluation

SFCS uses a process to evaluate each academic standard to ensure consistency with our stated purpose and philosophy. First, standards are evaluated based upon appropriateness of content and skills that are lasting for life. The scope and breadth of the standards must be logical and well-suited for future learning. Secondly, standards are evaluated based upon the importance of continuing to build upon the understanding/skill in subsequent years of school. This is often referred to as sequential learning. Thirdly, standards are evaluated based upon the necessity of knowing the skill/information for current and future assessments. Current assessments include annual standardized testing. Future assessments include various college and career entrance examinations. Finally and most important,

¹ <https://www.doe.in.gov/standards/what-are-standards>

standards must be consistent and taught from a biblical world view. It is our belief that truth is absolute. Truth is given by God through His written Word and the Bible's authority and sufficiency regulated the content taught at SFCS.

Illustration 1



Priority Standards

Each standard that meets all four criteria (see Illustration 1), is labeled as a Priority standard. If a standards does not meet all four, yet it has academic merit, it is labeled as a supporting standard. SFCS uses a template called the Priority Standards Confirmation Guide (see Exhibit B) to evaluate each standard by subject and by each individual grade. The confirmation guide also encourages teachers to think critically about K-12 alignment and also to think creatively about interdisciplinary connections. Upon completion of the Priority Standard Confirmation guide by grade, teachers confer in a group setting to ensure that scope and sequence is consistent from grade to grade.

SFCS Curriculum Map

Priority and supporting standards are arranged into a curriculum map that categories the priority and supporting standards into units of study by grade and by subject. The curriculum map serves several purposes:

- Organization - priority and supporting standards are organized into units of study
- Mapping – reviewing entirety of subject at a glance allows teachers to plan the number of lessons to cover all content in available time and coordinate with demands of other subjects.
- Pacing – the global pacing perspective of the subject provides an opportunity for teachers to coordinate lessons with other teachers and plan content to coordinate with cultural events and cycles of nature.
- Resources evaluation - provides documentation for the resources that will need to be used to adequately cover the standards. In most cases, our primary curriculum is used. However, the primarily curriculum may be supplemented with other resources upon occasion.

Exhibit C illustrates this mapping process that has been developed and is reviewed on a regular basis. The Curriculum Map provides the framework for the practical implementation via lesson plans.

SFCS Lesson Plans

Lesson Plans serve as the detailed directions to the Curriculum Map. The SFCS Lesson Plan format is a web based resource that allows teachers to create lessons in a customized template that is standardized for all SFCS teachers. The lesson plan template contains the following categories:

- Standards – priority and supporting standards are assigned to specific lessons allowing teachers to track progress
- Objectives – teachers create action and outcome based objectives for each lesson
- Biblical worldview – teachers document how the lesson applies to Biblical truth and our philosophy of education
- Bloom’s taxonomy – lessons should build upon Bloom’s hierarchal taxonomy. The taxonomy allows teachers to build learning objectives that progress in complexity and mastery. The categories are: remember, understand, apply, analyze, evaluate, create
- Instruction procedure – teachers implement a variety of teaching methods ranging from lecture to group activities
- Evaluation – teachers indicate how they plan to evaluate the students’ mastery of the lesson. Evaluation methods range from traditional tests/quizzes to projects and presentation.
- Materials/Resources/Technology – teachers use traditional textbooks, supplemental material, and technology to engage students in learning
- Notes/Reflection – teachers use this section of the lesson plan to record notes and make adjustments for subsequent lessons.

Curriculum Evaluation

SFCS uses the outcome of steps described in the SFCS Curriculum Guide to evaluate curriculum in the following areas:

- Content accuracy and biblical worldview
- Content depth
- Content scope
- Design
- Ease of use
- Lesson plan model
- Program philosophy
- Coverage of established academic standards
- Student learning trajectories
- Teaching methods

Reference the Curriculum Rubric (Exhibit E) for detailed information on how each category is scored.

Curriculum Guide Summary

At SFCS, we aim to teach all subjects from a biblical perspective with the purpose of equipping students to live a God-honoring life in our current culture. We are dedicated to partnering with parents in the pursuit of academic excellence, artistic expression, athletic distinction, and personal maturity of each student while growing in knowledge and wisdom through God's truth and abundant grace.

SFCS developed this curriculum guide to ensure that academic standards are evaluated and chosen in accordance with our stated philosophy, that the Curriculum Map has practical value in helping teachers achieve an appropriate scope and sequence, and that SFCS is using the best curriculum resources at our disposal to impart spiritual, social, and academic learning to our students.

Exhibit A – AACS Memo on Iowa Basic Assessment

Memo

To: AACS State Offices and Schools
Re: Iowa and CogAT Assessments Program for 2016
Date: April 23, 2015



State Leaders and School Administrators:

I am very excited about the assessment program AACS will be offering to schools in 2016! While we are just finishing the spring 2015 testing with the SAT10, schools are creating schedules and budgets for the 2015–16 school year. This memo provides an overview of the Iowa/CogAT program, testing window dates for 2016, and costs for materials and scoring. I am writing this in question/answer format as a response to questions that have been directed to our office regarding the program. Some documents are on our website to provide illustrations for you to review. On the AACS website, choose: Services > Achievement Testing Program > Iowa Assessment Information.

Q: What motivated a change from the Stanford program with Pearson that the AACS has used for more than twenty years?

A: The SAT10 was last updated in 2002. Standard practice is to update nationally normed achievement tests approximately every ten years. Pearson indicated they would not be updating the SAT10. We formed a committee in February 2014 to investigate options. In April 2014 Pearson announced that they would stop supporting the SAT10 after 2016, so a move before that time became essential.

Q: What process did the AACS use to determine the assessments that would be used in the AACS program?

A: A committee of state leaders began researching alternatives and negotiating proposals in February 2014. This committee included Dr. Charles Walker (TN), Dr. Joe Haas (NC), Dr. Dan Brokke (WV), Mr. Edward Earwood (SC), and AACS staff. We made a proposal to the AACS board in September. The research committee and AACS staff invested hundreds of hours in the review process. Proposals were solicited from all nationally recognized standardized achievement test publishers. Technical data was reviewed. Publishers made presentations to the committee. Staff traveled to Indianapolis and Chicago to meet with publishers and visit scoring centers. For the top assessments, every test item on every test from kindergarten through grade 12 was reviewed.

Q: Why was the Iowa selected rather than the ACT Aspire? Isn't the ACT Aspire the successor to the SAT10?

A: The decision to pursue a contract with Riverside for the Iowa Assessments and Cognitive Abilities Test was primarily about three factors. (1) Worldview—No national assessment is Christian, but the most neutral assessment was clearly the Iowa. (2) Cost—We were able to negotiate prices below the other assessments, below Iowa catalog, and comparable to current SAT10 pricing. (3) Service—AACS will be directly involved in distributing materials to our schools and scoring for our schools. Providing these services is part of holding costs down and, we believe, providing a superior level of service to schools that participate in the program.

The ACT Aspire is not really the successor to the SAT10. It is not a nationally normed achievement test in the same sense. Test standards were not determined by the same broad review process used previously by the producers of the SAT10 or used by the producers of the Iowa. My *personal conclusion* from many hours of review and research is that the ACT Aspire is an effort by ACT and Pearson to do two things: (1) grab more market share for the ACT (from the SAT), and (2) grab a share of the Common Core testing market. Those aren't bad things, but they mean the test does not serve AACS purposes as well as the SAT10 served our purposes or as well as the Iowa will serve our purposes. Additional hurdles for the ACT Aspire included (1) Scope—the Aspire tests only grades 3–12, so another assessment would be needed for grades K–2; (2) Cost—the best price we were offered for the Aspire was \$18/student in the first year, escalating to \$23/student in the third year. That price is for online administration. Schools choosing paper/pencil administration would have to add \$6 per student to that cost.

Q: What are new features of the program?

A: I am so glad you asked this question! There are some very exciting new features for the Iowa program!

DataManager—DataManager is the online platform for managing your assessment program, interpreting results, and reporting scores. As soon as your test documents are scanned, results are available to you online. Data is housed on secure servers at Riverside Publishing. Data is persistent and you can access student and class data for longitudinal tracking and reports for as many years as you remain a participant! Reports (student, class, building) can be printed at your office. The six common reports listed on the Pricing Guide (and illustrated on our website) can all be printed at your office. Alternatively, we will print them for you (See Pricing Guide). There are a number of standard reports that can be generated, and there is a great deal of flexibility for generating customized reports. This is a very exciting feature of the Iowa program! All schools, including those that choose to

Exhibit A - AACS Memo on Iowa Basic Assessment

have our scoring center print your reports, will have access to their student and school data on DataManager. We attempted to add a feature like this to the SAT10 program three years ago, but doing so would have added substantially to the cost of scoring for all schools in our program. With the AACS Iowa program, this feature is standard. Scoring will cost less than the SAT10 program for those schools that choose to print their own reports and only slightly more for those schools that choose to receive printed reports.

Additionally, a number of resources are available FREE in DataManager. FREE resources include Directions for Administering for all levels (no need to purchase DFA booklets at \$24/book), CogAT practice tests, and much more.

College Readiness Scores—Beginning at grade 6, ACT and SAT predictor scores are reported (See the sample Individual Performance Profile on our website). These predictor scores have correlations as good as the correlations between ACT's own predictor test, Explore, and the ACT.

Online Test Administration for those schools that wish to administer tests online—The default option for AACS schools will be paper/pencil testing, but schools that meet Iowa criteria and wish to administer tests online may do so. Iowa criteria include a minimum school size of 50 students tested, technical readiness, and training. There is an initial charge of \$600 for the training for schools that wish to administer tests online. The discounted cost per student (grades K–12) for online administration will be \$12 for the Iowa and \$9 for the CogAT. All reporting will be through DataManager. We have posted a document on our website regarding the online administration option.

Q: Will schools be ordering from and communicating with Riverside (as we did with Pearson) or with AACS?

A: AACS is developing a scanning and scoring center for this program. In fact, the manager for the scoring center is already hired and began work January 1. AACS will be directly involved in distributing materials to our schools and scoring for our schools. Providing these services is part of holding costs down and, we believe, providing a superior level of service to schools that participate in the program. Most communication in this program will be directly with AACS, supported by Riverside.

Q: Will my student data be housed on AACS servers?

A: No. Data security was an issue that our committee was very concerned about. Data will be securely transmitted from our scanners to Riverside servers where they have excellent procedures for protecting data.

Q: Will there be a required testing window?

A: Yes. A testing window is required by our Iowa contract. The testing window will be March 15–April 30 each year. Testing at other times is possible, but special arrangements must be made and a scoring surcharge will apply.

Q: Can we just get printed reports, as we did with the SAT10?

A: Yes. Printed reports will be available, but every school in the AACS program will have access to DataManager and the tools there for interpreting results and creating reports.

Q: How will we learn how to use DataManager?

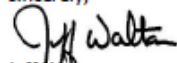
A: It's very easy to learn how to do the things most schools will do. AACS staff will be conducting workshops at fall conventions. We will also be providing webinars in the fall (possibly something this spring), and we will create online tutorials. You won't need all of those—but we're thinking that someone who attends a workshop or webinar and then has access to an online tutorial will have all the help needed.

Q: What will the new testing program cost? Are these just first-year introductory prices?

A: A Pricing Guide is included in this mailing. Costs for materials include a 12–15% discount. Costs for scoring include a 20% discount. Costs are very similar to current SAT10 costs for materials. Scoring costs are below current SAT10 costs if you choose to print your own reports and only marginally higher than current SAT10 scoring costs if you choose to receive printed reports. Prices are significantly lower than competing programs, especially programs with DataManager-style reporting. These are not introductory year prices. Our contract with Iowa fixes our costs for five years. The only area where we believe a price increase is possible is the price for printed reports, but we're not anticipating a price increase there either.

We are very excited about the new possibilities in the Iowa program, and we believe you will be excited also!

Sincerely,



Jeff Walton
AACS Executive Director

Exhibit B – Priority Confirmation Guide

Priority Standards Confirmation Guide

Content Area: _____ Date: _____

Grade Level: _____

Priority Standards/Essential Outcome (Number and Brief Description)	Readiness for Next Level (School)	Endurance (Life)	State/Provincial/College Test Correlation	Leverage/Interdisciplinary Connections	Pre-K-12 Alignment	MN, IN or Other State Standard	Selection Confirmed Y/N	Notes and Comments

Exhibit C – Curriculum Map

Grade: Subject:	Unit Name	Priority Standard	Supporting Standards	# of lessons	Pacing (months of year)	Resources	
						1) Curriculum: chapter/pages	2) Supplemental:

Exhibit D – SFCS Lesson Plans

Lesson Plan Criteria

The screenshot shows the 'Lesson Section Layout' window in planbook.com. At the top, there's a header with the planbook.com logo and a title bar. Below the title bar, there's a 'Layout Name' field containing 'SFCS Lesson Plan'. To the right of this field are 'Actions' and 'Save' buttons. Below the layout name, there's a 'Lesson Sections' section with a 'Sample Layouts' button. A table lists various sections with checkboxes for enabling them. Each section has a corresponding text box for its content.

Enable	Section Name	
<input checked="" type="checkbox"/>	Standards	Standards
<input checked="" type="checkbox"/>	Objectives	Text 1
<input checked="" type="checkbox"/>	Biblical Worldview	Strategies
<input checked="" type="checkbox"/>	Blooms Taxonomy	Text 3
<input checked="" type="checkbox"/>	Instruction Procedure	Text 2
<input checked="" type="checkbox"/>	Evaluation	Text 4
<input checked="" type="checkbox"/>	Materials / Resources / Technology	Text 5
<input checked="" type="checkbox"/>	Notes / Reflection	Text 6

Lesson Plan Example – Teacher view

The screenshot shows the 'Teacher view' of a lesson plan in planbook.com. The interface includes a header with the user's name 'Anna Tanis' and a dropdown menu for the year '2017-2018 Just Keep'. Below the header, there's a navigation bar with 'Today', a calendar icon, and 'Add' buttons. The main content area displays a lesson plan for Monday 11/20/2017, which is part of Week 2. The plan is organized into columns for different subjects: Bible, Handwriting, Math, History, Phonics, and Science. Each subject has a corresponding color-coded header and a list of activities. The 'History' section is expanded, showing a detailed lesson plan for 'Chapter 3/Time Lines L.7'.

Monday 11/20/2017	Tuesday 11/21/2017	Wednesday 11/22/2017
Bible Handwriting 1 Handwriting 2 History Chapter 3/Time Lines L.7 Instruction Procedure Teacher's Manual L. 46 13 years after Jamestown. Teach like a story, the story of the Pilgrims. They escaped for religious freedom to Holland. Because of Church of England that was required. Not everyone on the Mayflower was a Christian. https://www.youtube.com/watch?v=Kuz7GXb7QMU Materials / Resources / Technology Activity Manual of all pages in chapter 3 Math 1 Math 2 Phonics 1 Phonics 2 Science 2 Animal Habitat/ Chapter 4 L.1 Blooms Taxonomy God made all living things. We should learn about living things because God gave us the job of managing and caring for plants and animals. Instruction Procedure Teachers Lesson 26- Looking at intro page to chapter 4. What animals live there? Could they live anywhere else? Remind students that they live in a 'community' Where living things live, play, and work together. A community for animals is called a HABITAT. ENVIRONMENT - the land and weather of an area. Introduce word "population," which means all the living things that live in one area. Look at the habitat of a pond on page 54-55. How many deer are in the population? How many people are in the population of St. Francis?	Handwriting 1 Handwriting 2 Math 1 Math 2 Phonics 1 Phonics 2 Spelling 1-2	Bible Handwriting 1 Handwriting 2 History Chapter 5/Time Lines Test Standards 2.1 History - Students differentiate between events that happened in the past and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives. 2.1.1 Identify when the local community was established and identify its founders and early settlers. 2.1.2 Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images. 2.1.6 Create and maintain a calendar of important school days, holidays and community events. The student will: complete test with at least 80% accuracy. Math 1 Math 2 Phonics 1 Phonics 2 Spelling 1-2

Exhibit E – Curriculum Rubric



SFCS Curriculum Rubric

⊕ Curriculum and Level Evaluated

Score	5	4	3	2	1
Content Accuracy & Biblical Worldview	Content is thorough and accurate with credible authorship and reviewers	Content appears accurate	Some inaccuracies are found	Many inaccuracies are found.	There is no reason to be confident about the accuracy of the content.
Content Depth	Content coverage is rich. Opportunities to explore depth of content are numerous.	Content is covered but there are few opportunities to explore content in depth.	Content coverage is superficial	Content is weak.	Significant amounts of important content are not covered.
Content Scope	Thoroughly covers foundational concepts	Covers key concepts	Covers some key concepts	Mentions but does not cover foundational concepts.	Does not address the majority of foundational concepts.
Design	Design facilitates use with appealing features and navigation ease	Design helps in organization of content but is not appealing.	Design does not help or distract from use.	Design distracts from ease of use.	Design hinders use.
Ease of use	Program is well laid out and intuitive. Distinctive materials are worth the time to implement because they are effective.	Program requires little or no training because it is like other programs we have used.	Some materials in the program will not be used because they are unnecessarily confusing and ineffective.	Most materials are not effective and not worth the effort it will take to learn how to use them.	Even after training, program is incomprehensible.

Exhibit E - Curriculum Rubric



SFCs Curriculum Rubric

Curriculum and Level Evaluated

Lesson Plan Model	Lesson plan design includes effective concept introduction, practice, summarizing, and assessment of key concepts	Lesson plan design organizes lesson into stages of introduction, development, and assessment	Lesson plan design omits important features critical to concept understanding.	Lesson plan design distracts from the development of concept development.	Lesson plan design is nonexistent or impedes concept development.
Program Philosophy	Program has a sound philosophy grounded in credible evidence, research, and/or experience. The philosophy is evidenced throughout the program.	Program philosophy is sound and based on credible information, but the philosophy is only evidenced in specific locations.	Program philosophy is not strong and is not clearly evident.	Program philosophy is not apparent.	Program philosophy reflects ineffective practices
Standards Coverage	Thoroughly covers all grade level standards and meets the intention of the standards.	Thoroughly covers some of the standards and meets the intention of the standards	Addresses standards but does not meet the intention of the standards.	Does not thoroughly address the standards or meet the intention of the standards.	Does not address standards.

Exhibit E - Curriculum Rubric



SFCS Curriculum Rubric

Curriculum and Level Evaluated _____

Standards Not Met					
Students Learning Trajectories	Carefully develops incremental concepts along children's learning trajectories.	Follows children's learning trajectories within sections or subjects	Organizes content mostly by subject rather than children's learning trajectories.	Does not use children's learning trajectories effectively to organize content	Concept development runs counter to student learning trajectories.
Teaching Methods	Employs effective, innovative, and engaging teaching methods that are founded in research	Employs effective traditional teaching methods	Employs some ineffective teaching methods	Employs mostly ineffective teaching methods	
Extra Teaching Materials (tests, electronic resources, differentiation, ELL, remedial materials, etc.)					

Exhibit F – Curriculum Review Schedule

Elementary

Subject	Review Date	Next Review
History	2016-2017	2019-2020
Math	2016-2017	2019-2020
Science	2016-2017	2019-2020
Language Arts	2017-2018	2020-2021
Bible	2016-2017	2019-2020
Foreign Language	2017-2018	2020-2021

High School

Subject	Review Date	Next Review
History	2016-2017	2019-2020
Math	2016-2017	2019-2020
Science	2016-2017	2019-2020
Language Arts	2017-2018	2020-2021
Bible	2015-2016	2018-2019
Foreign Language	2017-2018	2020-2021
Speech	N/A	2018-2019

It is our stated goal to constantly gather data and informally evaluate curriculum of new and revised sources as we become aware. Further, it is our goal to formally evaluate curriculum using the process described in the curriculum guide every 3 – 4 years.

Exhibit G – Curriculum Resource Summary

K3 - K4 Kindergarten	
Foundational Skills	Comprehensive ABEKA preschool program
Kindergarten	
Bible	Positive Action
Math	ACSI Purposful Design
Phonics	Abeka
Reading	Abeka
Handwriting	Abeka
History	Abeka
Science	Abeka
Specials	Music, Choir, Library, Art, Physical Education
1st - 4th Grade	
Bible	Positive Action
Math	ACSI Purposful Design
Language	Abeka, Big Easy Grammar, Misc. *
Reading	Abeka, BJU Press, Misc. *
Spelling	BJU Press *
History	BJU Press
Science	BJU Press
Specials	Music, Choir, Library, Art, Physical Education
5th - 6th Grade	
Bible	Positive Action
Math	Saxon Math
Language	Big Easy Grammar, Misc. *
Reading	BJU Press, Abeka, Misc. *
Spelling	BJU Press, Misc. *
History	BJU Press
Science	BJU Press
Specials	Music, Choir, Library, Art, Physical Education
7th - 12th Grade	
Bible	Systematic Theology
Math	Saxon Math
English	Big Easy Grammar, Misc. *
Literature	Selection of Classics
Spanish	Alpha Omega
History	BJU Press
Science	BJU Press, ACSI Purposful Design
Electives	Music, Choir, Art, Physical Education, Typing, Speech/Drama

Note: * indicates curriculum currently under review for 2018-2019 school year