



Upper School

COURSE

CATALOG

UPPER SCHOOL COURSE CHOICES BY DEPARTMENT 2019-2020

BIBLE **

Old Testament Studies
New Testament Studies
Junior Bible Seminar
Life Calling and Apologetics

Core Semester Electives:
Comparative Religions
The Life of Jesus

ENGLISH **

English I (P)
English I (HP)
English II (P)
English II (HP)
English III (P)
English Lang and Comp (AP)
English IV (P)
English Lit and Comp (AP)

Core Electives:
Writing to Publish (P)

MATHEMATICS **

Algebra I (P)
Geometry (P)
Algebra II (P)
Algebra II (HP)

Core Electives:
Discrete Mathematics (P)
Pre Calculus (P)
Pre Calculus (HP)
Calculus (P)
Calculus AB (AP)
Calculus BC (AP)
Computer Science Principles (AP)
Statistics (AP)
Adv Math: Theory & Proof (HP)
Adv Math: Seminar
Linear Algebra (College)

PHYSICAL EDUCATION

Health (9)
US Physical Education (9-12)
Strength & Conditioning (10-12)
ISPE (9-12)

Revised: 01-Feb-19

SCIENCE **

Biology (P)
Biology (HP)
Chemistry (P)
Chemistry (HP)
Physics (P)

Core Electives:
Anatomy/Physiology (P)
Biology (AP)
Chemistry (AP)
Computer Science Principles (AP)
Introduction to Engineering (P)
Oceanography (P) / Ecology (P)
Physics C: Mechanics (AP)

SOCIAL STUDIES **

World History (P)
World History (AP)
US History (P)
US History (AP)
Government (P)
Government (AP)
Economics (P)

Core Semester Electives:
Western Phil: Ancient (P) (1st Semester)
Western Phil: Modern (P) (2nd Semester)

VISUAL, PERFORMING & PRACTICAL ARTS

Art I (P)
Advanced Art (P)
Advanced Art (HP)
Studio Art (P)
Studio Art: Drawing (AP) **
Studio Art: 2-D Design (AP) **

Concert Band (P)
Concert Band (HP)

Concert Choir (P)
Chamber Chorale (HP)

Drama I (P)
Drama II (P)

Broadcast Production (P)
Adv Broadcast Production

VISUAL, PERFORMING & PRACTICAL ARTS (CONTINUED)

ASB Leadership
Chapel Development
Introduction to Engineering (P)
Introduction to Film Study
Media Arts
Yearbook

WORLD LANGUAGES **

French I (P)
French II (P)
French III (P)
French IV (P)
French Language (AP)

Spanish I (P)
Spanish II (P)
Spanish III (P)
Spanish IV (P)
Spanish Language (AP)

OTHER

Art Lab (no credit)
Study Hall (no credit)

ACADEMIC SUPPORT PROGRAM **

(Application, approval, and monthly
fee required)
Study Skills US

** = Core Classes

(P) = College Preparatory

(HP) = Honors College Preparatory

(AP) = Advanced Placement

UPPER SCHOOL COURSE DESCRIPTIONS

BIBLE

The Bible Department seeks to instruct students in the historic Christian faith: imparting students with a greater knowledge of the Bible, equipping them to defend and model the Christian faith, and seeking to disciple them to grow in wisdom and a Godly spiritual walk. Our purpose is to preserve, transform, and influence our sphere of Godly influence using the message of Jesus Christ to develop meaningful personal relationships with our triune God.

Old Testament Studies

(9th Grade, 2 semesters required)

This course is designed to familiarize students with the content of the Old Testament and help them discover its application in their personal lives and their relationship with God. The Old Testament is principally about the coming Christ as God revealed His salvation for man. As God's Word, the Old Testament reveals God's special dealings with His covenant nation, Israel. This revelation is set forth for the purpose of bringing about the revelation of His Son at the "fullness of time." The Old Testament, therefore, stands as God's record of man's early redemptive history. Each unit includes historical background, main characters, prevailing Biblical themes, and discussion of significant events. Information is provided concerning the human authors of the Old Testament books, why these authors wrote, and the themes stressed in each book. Students are challenged to discover the character of God in His relationship with His covenant people, Israel. Skills with which to study the Bible are reinforced, and students are encouraged through daily practice to use the Bible as moral guidance for their personal lives.

New Testament Studies

(10th Grade, 2 semesters required)

New Testament Studies is designed to build upon students' previous work in the Old Testament. The course is structured around a detailed study of the life and teachings of Jesus Christ, the spread of the Gospel in the book of Acts, the Epistles and the history of the early Church. Students will dive deep into the interpretation and application of Scripture as they learn the ethic taught in the New Testament and how it applies to the Christian life today. A heavy emphasis will be placed upon learning and using the tools of Biblical study and research and Scripture memorization. The study of the New Testament Scriptures will frame discussions and the examination of major theological doctrines such as the doctrine of salvation, the nature of Christ, the work of the Holy Spirit and Eschatology. The ultimate purpose of this course is to bring students face to face with Jesus Christ as he is revealed in the Bible.

Life Calling and Apologetics

(12th grade, 2 semesters required)

The Scriptures are the Christian's final authority in faith, doctrine, and life. The Bible is sufficient to guide a Christian in daily living, and the Bible is clear concerning the requirements the Creator placed upon His creatures. This course seeks to apply the Word of God to all areas of life and show students how to live a life holy and pleasing in God's sight. The Christian worldview sees and understands all of God's creation through the lens of special revelation, the Holy Scriptures. I Peter 3:15 sets out the primary goal of the class, to "...always [be] ready to make a defense to everyone who asks you to give an account for the hope that is in you, yet with gentleness and reverence."

BIBLE ELECTIVES

Students are required to take one or more of the following courses during their junior year.

Junior Bible Seminar

(11th Grade, 2 terms required)

The Junior Bible Seminar is a hybrid class that meets both online and once a week during lunch on Wednesdays. This class is designed to help students continue their biblical studies in their junior year if they are not enrolled in another Bible elective. The main emphasis of JBS is practical theology or the application of biblical truth to all of life. Since the class is meant to foster spiritual growth in a discipleship setting, there is an option for students to be in a gender split class and sections are limited to around 14 students each.

The Life of Jesus

(11th or 12th Grade, One Semester)

This class will offer a unique perspective to the life of our Lord which will serve as a supplement to the New Testament Survey class taken during the sophomore year. Students will enter the world of Christ by studying the cultural context to his life and ministry. This cultural anthropology of the New Testament world will explore the political, social, geographical and religious backgrounds that affected Jesus' ministry. In addition, an emphasis will be placed on analyzing the many ways that Jesus has been accurately and inaccurately portrayed through media in our own culture. This class is highly recommended for those students hoping to travel on the SFC Israel Trip. When choosing the Israel team, priority will be given to students enrolled in or who have taken the class.

Comparative Religions

(11th or 12th Grade, One Semester)

Are there many different paths to reach God and heaven? The beliefs and worship of people are essential. This course examines the four other major religions and compares each to Biblical Christianity. The history and the beliefs of Hinduism, Buddhism, Judaism, and Islam are studied as well as the cults and the occult. Understanding these religions allows us to better comprehend political and world situations of our day. In addition, studying other religions reveals their errors and helps students better interpret Jesus when he says, "I am the way and the truth and the life. No one comes to the Father except through me."

Western Philosophy

(Course description found in the Social Studies Department)

ENGLISH

An essential part of "developing the Christian leaders of today and tomorrow" is modeling and fostering within students the skill of clear and effective communication. Therefore, the English Department strives to develop Christian communicators who have a command of the English language. As God is the creator of all language, and as He is the Word made flesh, students will approach their study of literature and language through a biblical lens, recognizing God as the origin. Language skills enable students to not only to be successful in college and in their professional lives, but also in sharing their faith with others. All courses guide students into becoming active readers, thoughtful writers, and critical thinkers. Ultimately, the combination of what students read, write, question, and consider will contribute to the development and articulation of a Christian worldview.

English I (P)

The focus of ninth grade English is reading a wide variety of literature and analyzing it through the lens of a Christian worldview. Students will learn to construct strong, logical arguments and to support them with textual evidence. Students will strive to discern the worldview of the author and/or the characters in the literature, and then pit that worldview against the Truth of Scripture. After reading and discussing at length, students will articulate their conclusions about the literature's message, theme, style, and worldview by writing (and revising) essays. Students will master MLA format with regard to basic academic expectations for essays.

English I (HP)

In addition to what is listed in the course description for English I, students in this accelerated Honors course will read additional, complex novels with more sophisticated vocabulary. They will move at a faster pace and examine literature in greater depth. Students will also write longer and more frequent essays. Expectations for performance are higher at this level, especially in one's command of the English language, vocabulary, reading comprehension, and classroom behavior. While these skills will be developed and polished over time, in order to remain on the Honors track, a student must earn an 85% or above, demonstrate mastery in the areas described above, and be recommended by his/her English teacher.

English II (P)

The emphasis of tenth grade English is literature, writing and critical thinking. Students study a variety of literature, focusing on analyzing elements of plot, character, and theme. Vocabulary is taken from literature and a separate text that includes word origins. Students receive extensive practice in essay writing with an emphasis on thesis statements, topic sentence, development, and style.

English II (HP)

Honors tenth grade English prepares students for the Advanced Placement classes in grades 11 and 12. In addition to what is listed in the course description for English II, students in this accelerated course encounter concepts such as rhetorical analysis, persuasive appeals, analytical thinking, and argument, which appear in texts. Critical thinking is encouraged both in class discussions and as topics for literary analysis. In order to remain on track for AP, or enter AP from college prep English II, a student must demonstrate mastery in the areas described above, and earn an 85% or better.

English III (P)

This yearlong course gives the student the skills necessary to be successful when entering college. Beginning with Colonial literature, students will read through American literature with a historical lens, analyzing the works presented for their literary and historical significance. Additionally, students will review standard conventions of writing and apply them in mastering complex sentence construction. Critical thinking is encouraged both in class discussions and as topics for literary analysis.

English Language and Composition (AP)

Prerequisite: *Student must earn an 85% in English II (H) and be recommended for AP by their 10th grade English teacher.*

The AP course engages students in becoming skilled readers and writers who compose for a variety of purposes. Focusing on rhetorical analysis, students will learn to incorporate rhetorical terminology to describe the ways in which an author uses language, and for what purposes. Their writing should reflect a

high level vocabulary, a complex sentence structure, and clarity in analysis. Careful attention to both textual detail and historical context provides a foundation for interpretation. For success in AP English, a student should be reading approximately two years above grade level, enjoy writing and should commit to the rigorous standards of an AP course, which include one essay per week. To ensure that they are on track for entrance into AP Literature, students must earn a B+ or above in AP or an A or above in college prep English III, love reading, and show mastery of the concepts above.

English IV (P)

Twelfth grade English engages students in the study of canonical works of British literature from the Anglo-Saxon period to the Renaissance era to modern times, stressing the philosophical, political, ethical, social, and religious influences of each age, enriched and reinforced through persuasive, academic, literary, and creative writing assignments. Students will evaluate and critique the development and stylistic changes and the thematic ideas in English literature and will analyze literature from a Christian Worldview.

English Literature and Composition (AP)

Prerequisite: *Students must demonstrate mastery in their 11th grade English course along with the ability to read, comprehend and analyze advanced literature.*

The AP Literature and Composition course engages students in the careful reading and critical analysis of works of recognized literary merit from various genres from the sixteenth to the twenty-first century. Reading in an AP course is both wide and deep. In their AP course, students read works deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. Students will become familiar with the rhetorical terms for style analysis of fiction and poetry. As they read, students consider a work's structure, style, and themes as well as smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone. In addition to considering a work's literary artistry, students will consider the social and historical values it reflects and embodies all within a Christian worldview.

ENGLISH ELECTIVES

Writing to Publish (P)

During the course of the year, students will read and write creatively in a variety of different genres. Students will become familiar with memoirs, essays/articles, short stories, children's literature, blogs, graphic short stories, poetry and screenwriting. Intermixed with these writing units will be opportunities to focus on discrete aspects of the craft of excellent writing. They will prepare submissions for essay contests and will create their own blogs. By the end of each semester, students will have prepared a portfolio representative of all their best work. They will be evaluated on their mastery of the various genres and their respective requirements, and on their participation in class discussion/feedback conferences. This course is an elective, but receives core credit at Santa Fe Christian.

MATHEMATICS

The Mathematics Department recognizes that mathematics reflects the infinite and orderly nature of God such as rationality, consistency, and accuracy. The goal for the student is to know God, imitate Him and know that everything exists because of Him. The Mathematics Department wants all students to have a solid foundation in mathematics so that as God reveals His will for their lives they will be equipped to pursue that path.

Algebra I (P)

In this course, emphasis is placed on relationships between variables and in identifying relationships as linear, quadratic, inverse, or exponential. Students learn to solve linear and quadratic equations, inequalities and systems of linear equations and linear inequalities. Students study operations with exponents, rational expressions and equations and polynomials. Function notation is formally introduced.

Prerequisites: Students in Pre Algebra earn a C- or better in both semesters.

Geometry (P)

This is a two-semester course in the study of Euclidean Geometry. The following topics will be covered: the language and logic of geometry, parallelism, congruent triangles, triangle inequalities, quadrilaterals, similarity, right triangles, circles, geometric constructions, area of plane figures, solid geometry, coordinate geometry, and transformational geometry.

Prerequisites: Students in Algebra 1 earn a C- or better in both semesters.

Algebra II (P)

Algebra II is a two-semester course which includes a study of the following math topics – equations, inequalities and systems of equations and inequalities, quadratic and polynomial functions, conic sections, logarithms, exponential growth and decay, sequences, and series.

Prerequisites: Students in Geometry earn a C- or better in both semesters.

Algebra II (HP)

Algebra II Honors is a two-semester course which includes a study of the following math topics – equations, inequalities and systems of equations and inequalities, quadratic and polynomial functions, conic sections, logarithms, exponential growth and decay, sequences, and series. Algebra II Honors covers each topic in more depth and includes more challenging homework and test questions.

Prerequisites: Students in Geometry earn an A- or better for Terms 1-3, an A- or better for the Fall Final Exam and an A- or better for Terms 4-5.

Discrete Mathematics (P)

This course is a critical thinking course that focuses on the applications of Discrete Mathematics topics to the social, natural, and physical sciences. Discrete mathematics is a branch of mathematics which focuses on topics that have discrete (vs continuous) values. The course includes five topics: the theory of two-player (impartial combinatorial) games, graph theory, iteration and recursion, counting (or combinatorics), and cryptography. This course provides foundation for future studies in Computer Sciences.

Prerequisites: C- or better in Pre-Calculus

Pre-Calculus (P)

This course is designed to prepare seniors for calculus in college and to prepare juniors for Discrete Math, Calculus or AP Calculus AB. Algebraic topics, such as equation solving, polynomial and rational functions, logarithmic and exponential functions, are thoroughly reviewed and depth is added. Unit circle trigonometry and related topics are covered in detail. Additional topics introduced are matrices, determinants, sequences and series.

Prerequisites: Students in Algebra 2 earn a C- or better in both semesters.

Pre-Calculus (HP)

This course provides a deeper and more conceptual study of the topics found in the standard Pre Calculus course. In addition to the topics studied in the standard course, Honors Pre-Calculus will include sequences and series. This course will participate in more problem solving exploration, in which students discover equations/processes themselves. (As opposed to being given to them.) This course provides a

solid foundation for future studies in mathematics, including calculus. This course is intended for the students who have demonstrated above average ability in mathematics.

Prerequisites: Students in College Prep Algebra 2 earn an A or better for Terms 1-3, an A or better for the Fall Final Exam and an A or better for Terms 4-5. Students in Honors Algebra 2 earn a B+ or better for Terms 1-3, a B+ or better for the Fall Final Exam and a B+ or better for Terms 4-5.

Computer Science Principles (AP)

AP Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. This rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. The course is unique in its focus on fostering students to be creative. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using simulations to explore questions that interest them. The course focuses on using technology and programming as a means to solve computational problems and create exciting and personally relevant artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life. Students in AP Computer Science Principles are required to complete the through-course assessment and the end-of-course AP exam in the Spring.

Prerequisites: This college level course can be taken in grades 10th, 11th and 12th grade following the completion of Algebra II and Intro to Engineering courses. Students should meet the following Criteria: A or better in both Algebra II and Intro to engineering and overall GPA of 3.75%.

Calculus (P)

Calculus includes topics to prepare the student to take the first semester of college calculus. These topics include limits, derivatives, definite and indefinite integrals, exponential and logarithmic functions, plane and solid figures, and motion problems.

Prerequisites: Students in Pre Calculus earn a C- or better in both semesters.

Calculus AB (AP)

AP Calculus AB includes topics to prepare the student to start college at Calculus 2 and to begin college with credit for College Calculus 1 upon passing the AP Calculus AB exam in the spring. These topics include limits, derivatives, definite and indefinite integrals, exponential and logarithmic functions, area of plane and volume of solid figures, motion problems and basic differential equations. Students in AP Calculus are required to take the College Board Advanced Placement Calculus AB examination given in the spring.

Prerequisites: Students in College Prep Pre Calculus earn an A or better for Terms 1-3, an A or better for the Fall Final Exam and an A or better for Terms 4-5. Students in Honors Pre Calculus earn a B+ or better for Terms 1-3, a B+ or better for the Fall Final Exam and a B+ or better for Terms 4-5. (If a student in Honors Pre Calculus earns B in Terms 1-3, a B on the Fall Final Exam and a B in Terms 4-5 they may petition with the AP Calculus AB teacher)

Calculus BC (AP)

AP Calculus BC includes topics to prepare the student to start college at Calculus 3 and begin college with credit for College Calculus 1 and College Calculus 2 upon passing the AP Calculus BC exam in the spring. These topics include limits, derivatives, definite and indefinite integrals, exponential and logarithmic functions, plane and solid figures, motion problems, sequence and series, convergence, and Taylor and Maclaurin series. Students in AP Calculus BC are required to take the College Board Advanced Placement Calculus BC examination given in the spring.

Prerequisites: Students in Honors Pre Calculus earn an A or better for Terms 1-3, an A or better for the Fall Final Exam and an A or better for Terms 4-5.

Statistics (AP)

The goal of this course is provide the students with the tools necessary to obtain a passing score on the AP Statistics exam. Statistics is a required college course in a number of majors; this course will prepare students to meet this requirement. As an AP level course, this class will require strong effort and daily time devoted to homework and study. Topics include Sampling and Sampling Methods, Study Design, Sample Data, Modeling Distributions, Establishing Cause/Effect Relationships, Regression, Normality,

Probability, Random Variables, Sampling Distributions, Confidence Intervals, and Hypothesis Tests.

Prerequisites: Students in College Prep Pre Calculus earn a A or better in both semesters.

Students in Honors Precalculus earn a B or better in Terms 1-3, a B or better for the Fall Final Exam, and a B or better for Terms 4-5. Students successfully completing other AP Mathematics courses also meet Prerequisites for AP Statistics.

Adv Math: Theory & Proof (HP)

Students learn advanced mathematics topics such as Complex Variables, Linear Algebra, Combinatorics, Mathematical Induction, and Number Theory. Students have the opportunity of exploring and learning the concepts of these advanced topics by solving challenging mathematics problems and developing proofs. A goal of this class is to prepare students to pass the American Mathematics Competition and do well on the American Invitational Mathematics Exam.

Prerequisites: May take concurrently with Honors Precalculus or after completion of this class. Students must have earned a B or better both semesters in their previous Honors or AP Math class.

Linear Algebra

Linear algebra integrates algebra and geometry by introducing powerful vectorial methods. It provides a strong introduction to abstract mathematics and offers an arena in which students can work with important multivariable problems. Linear algebra gives students general-purpose methods (matrices and matrix algebra, for example) that will serve them well in many fields, such as mathematics, science, engineering, computer science and economics. Topics covered include: Points and Vectors, Vector Geometry, Solutions of Linear Systems, Matrix Algebra, Matrices as Functions. Advanced Topics that complete a traditional undergraduate linear algebra course include: Vector Spaces, Bases, Linear Mappings, and Matrices, Determinants and Eigentheory, Markov Chains, and Recurrence Relations.

Prerequisites: Teacher recommendation.

PHYSICAL EDUCATION

The Bible tells us to "present our bodies a living and holy sacrifice acceptable to God" (Romans 12:1). Santa Fe Christian follows the National Standards for Physical Education while aligning with State of California's Physical Education Framework and Content Standards. According to the Surgeon General, regular physical activity is one of the most important things that a person can do to maintain and improve their physical health, mental health, and overall well-being. A student who is physically educated is more likely to become a healthy adult who is motivated to remain healthy and physically active throughout his or her life. With physical education, students become confident, independent, self-controlled, and resilient; develop positive social skills; learn to set and strive for personal, achievable goals; learn to assume leadership, cooperate with others, and accept responsibility for their own behavior; identify parallels between sports and the Christian lifestyle; and improve their academic performance. The physical education courses fulfill the state mandated requirements to graduate. (One year for 9th grade and one additional year for grades 10th - 12th.) Education Code Section 51222 provides for 400 minutes of physical education every 10 school days for students in grades seven through twelve.

Upper School Physical Education (9)

(Required in grade 9)

This semester course is required in ninth grade. Together with the 9th grade Health class, it fulfills one year of the state mandated requirement to graduate. This course will be taught in same gender differentiated classes with no more than thirty students per class. This class is designed to acquaint each student with the rules, strategies, and skills involving many of the following activities: volleyball, basketball, football, soccer, softball, baseball, hockey, lacrosse, badminton, golf, weight training, aerobics, recreation games, and self-defense "Girls On Guard" (Girls Only). In physical education courses, students will experience a wide variety of exercises for flexibility, muscular strength, and endurance, as well as cardio respiratory endurance. Students will be exposed to fitness concepts, principles, and strategies; body composition assessment; and nutrition for wellness. Students will be expected to improve and/or maintain their level of physical fitness for health and performance through regular daily participation. The class will participate in California's fitness testing program called "Fitnessgram". Students will learn that they are responsible for maintaining a healthy body consistent with God's Word. (Romans 12:1) "*Present your bodies a living and holy sacrifice acceptable to God.*" The self-defense portion will be taught to all ninth grade girls. It specializes in the "Girls On Guard" techniques. This section is designed to empower girls using the safest and most effective way to survive and escape a physical assault. The main goals of this section are to equip girls to defend themselves, gain confidence, develop a survival mindset, gain knowledge of "real world" dangers, and explore "date and acquaintance" assault through techniques specifically developed for girls at any age level. All reasonable precautions are taken during class to provide a safe and comfortable environment. This portion of the class is taught in a private setting.

Health/PE (9)

(Required in grade 9)

This semester course is required in ninth grade. Together with the 9th grade PE class, it fulfills one year of the state mandated requirement to graduate. This semester course is taught in gender differentiated classes from a biblical perspective. The overarching goal is to increase understanding of the unique connection between physical, social, mental and spiritual health, resulting in a life that is pleasing and honoring to God. This goal is based on three Biblical principles; God created us for His glory and for a sovereign purpose in history; our bodies are a temple of the Holy Spirit and should be treated as such; and the physical, mental, emotional, social and spiritual dimensions of health need to be focused on Jesus Christ.

Upper School Physical Education (10-12)

(May be taken to fulfill graduation requirement)

Students may repeat this course any time throughout their remaining high school semesters. This course will be taught in gender differentiated classes with no more than thirty students per class. This class is designed to acquaint each student with the rules, strategies, and skills involving many of the following activities: volleyball, basketball, football, soccer, softball, baseball, hockey, lacrosse, badminton, golf, weight training, aerobics, and recreation games. Students will experience a wide variety of exercises for flexibility, muscular strength, and endurance, as well as cardio respiratory endurance. Students will be exposed to fitness concepts, principles, and strategies; body composition assessment; and nutrition for

wellness. Students will be expected to improve and/or maintain their level of physical fitness for health and performance through regular daily participation. The class will participate in the California's fitness testing program called "Fitnessgram". Students will learn that they are responsible for maintaining a healthy body consistent with God's Word. (Romans 12:1) *"Present your bodies a living and holy sacrifice acceptable to God."*

Strength & Conditioning (10-12)

(May be taken to fulfill graduation requirement)

This course may be taken by sophomores, juniors and seniors. This course consists of the practical application and study of health-related components of fitness. The practical application portion will be based on either: 1. a proscribed team sport fitness regimen, or 2. an individualized program that is based on assessed fitness needs and goals as determined by the student and the instructor. Areas of fitness emphasis may include cardiovascular, muscular strength, muscular endurance, flexibility and body composition. The course will be instructed by a certified trainer in strength and conditioning. This is a credit course. It can be used to fulfill the second year of PE credit needed to graduate. Grading scale will be based on Pass/Fail.

Independent Study Physical Education (ISPE) (9-12)

(May be taken to fulfill graduation requirement)

The additional two semesters of the physical education requirement may be fulfilled with an Independent Study Physical Education (ISPE) approved activity. Students enrolled in PE (9) may participate in ISPE and receive credit for both at the same time. The ISPE option is designed to incorporate those students that are competitive in an activity that is not sanctioned by the Santa Fe Christian athletic department. The time required to participate in ISPE is 60 hours for one semester of credit. Before beginning the activity; the student must fill out the "Independent Study Physical Education" contract and get approval by the PE department chair by August 15th for Semester 1 and December 15th for Semester 2. The student must be involved in active competition during the semester of request. The student must have a certified instructor or coach who is supervising the required hours. Once approved, the student is required to fill out and turn in the "ISPE "Weekly Logs" that have been signed by their instructor verifying hours completed. The student must be willing to meet with the PE department chair during the semester to assure progress in a timely manner. The approved activities include: Equestrian, Figure Skating, Gymnastics, and other activities upon request. Each request will be considered on a case by case basis. Grading scale will be based on Pass/Fail.

SCIENCE

The mission of the Science Department is to teach that God is the author of the truth concerning His Creation. The department seeks to instill an appreciation for what has been discovered and a passion to probe for a deeper understanding of God's creation. Realizing that science is limited to natural explanations for natural phenomena, students will be able to discern between facts and assumptions. The department will equip students with solid biblical and scientific foundations so they will be capable of engaging in an intelligent and logical dialogue about the moral and ethical questions that arise with each new scientific discovery in an ever-changing world.

Biology (P)

Biology is designed to broaden students' understanding of the living world around them and make them aware of their responsibility to that world. Topics include cell structure and function, fundamentals of genetics, origins, classification of living things, viruses and bacteria, vascular and nonvascular plants, vertebrate and invertebrate animals, biotechnology, and an overview of human biology. Students complete laboratory exercises in all units.

Biology (HP)

Honors Biology is designed for students who have an interest in biology and desire academic challenge. Honors Biology will cover materials similar to Biology I, but in greater depth and at a faster rate. Topics include cell structure and function, fundamentals of genetics, origins, classification of living things, viruses and bacteria, vascular and nonvascular plants, vertebrate and invertebrate animals, biotechnology, and an overview of human biology. Students complete laboratory exercises in all units. Students are admitted to this class based on departmental approval.

Prerequisites: *Students must be recommended by their MS science teachers in addition to minimum grades of A- in Life Science, A- in Physical Science, B in math and B in English coursework.*

Chemistry (P)

Chemistry involves the systematic study of matter and energy as they relate to chemical change. Chemistry I students will learn such changes using primarily a conceptual approach, but they will also explore the basic mathematical relationships found in chemical theory. Topics include science and problem solving, properties and changes of matter, classification and types of matter, nomenclature, bonding, chemical reactions, periodic table, atomic structure, thermodynamics, acid-base reactions, and equilibrium systems. This course is designed for Sophomores and Juniors.

Prerequisites: *completion of Biology and Algebra I.*

Chemistry (HP)

Honors Chemistry covers the same basic chemistry topics as in Chemistry (P) but at a faster pace and in greater depth. Honors Chemistry students use a college textbook and should be very strong in reading and comprehension and very solid in math.

Prerequisites: *Students wishing to enroll in this class must have previously taken Biology and Algebra I. Enrollment in Algebra II is recommended. Minimum recommended grades in these classes are: A- in Algebra and B in Geometry; A- in College Prep Biology or B+ In Honors Biology. Students should have an overall GPA of 3.70.*

SCIENCE ELECTIVES

Physics (P)

Physics I explores the basic laws and principles which govern the physical universe. Topics of study include kinematics, dynamics, simple machines, work, heat, electricity, magnetism, light, and optics. Students complete laboratory exercises on many of the topics covered. Physics is recommended for Juniors and Seniors.

Prerequisites: *Completion of Biology, Chemistry, and Algebra II.*

Anatomy and Physiology (P)

This is a college preparatory, life science course with 30% of class time spent in the laboratory. An overview of the material covered is as follows: basic plan of the human body, chemical basis of life, cells of the human body, anatomical regions and planes, tissues, skin and the integumentary system, skeletal system, joints of the skeletal system, muscular system, nervous system, eye and vision, food and nutrition, digestive system, respiratory system, cardiovascular and circulatory systems, lymphatic system,

immunity, and urinary system. Students complete laboratory exercises on all major topics covered.

Prerequisites: Juniors and Seniors wishing to enroll in this class must have previously taken Biology.

Ecology (P) and Oceanography (P)

In the Ecology section of this class, students will learn about basic biological and ecological principles including ecosystem dynamics and conservation. Additional topics will include physical aspects of the Earth, interrelationships of organisms including symbioses, and global biomes. Our role as Christians and as stewards of God's creation will also be discussed. In the Oceanography section, students will be studying both the physical and biological aspects of the oceans. Some of the topics to be covered are ocean currents and tidal movements; plate tectonics; and marine invertebrates, fish, and marine mammals. Throughout the course students will learn about the protection and conservation of the marine environment and its inhabitants.

Prerequisites: Sophomores and Juniors who have successfully completed Biology.

Introduction to Engineering (P)

Introduction to Engineering is a course designed to give students a broad look into the field of engineering. The course will identify and explore the essentials of engineering, and expose students to different disciplines of engineering. The course will promote and exercise skills in critical thinking, creative problem solving, collaborative work, and communication of ideas and results. The class will introduce the fundamentals of different engineering disciplines. It will use projects to allow students to practice and better understand some of the foundational technology used by engineers. Students will work both collaboratively and independently to use those technologies to solve problems and gain an understanding of the type of work and skills engineers are required to use daily: problem solving, project management, communication, work styles, creativity, leadership, social entrepreneurship, and ethics. The core units for the course include: What is Engineering, the Engineering Design Process, and specific Engineering Fields. The Intro to Engineering course is also a pre-requirement for the college level class AP Computer Science Principles, offered in grades 10th, 11th and 12th.

Prerequisites: Students should earn a B or better in Algebra II.

Computer Science Principles (AP)

AP Computer Science Principles is a rigorous advanced placement course designed to be equivalent to a first year college "Introduction to Computer Science" class. The course introduces students to the foundational concepts of computer science: programming, abstractions, algorithms, large data sets, the Internet, cyber-security concerns, and computing impacts. Through these central concepts of computer science, the course promotes learning the ideas and practices of computational thinking to solve problems and invites students to understand how computers, computing, and technology impact the world around them. The course is unique in its focus on fostering students to be creative. The course focuses on using technology to create and solve problems computationally. Students design and implement innovative solutions using an iterative process similar to what artists, writers, scientists, and engineers use to bring ideas to life. Students in AP Computer Science Principles are required to complete the through-course assessment and the end-of-course AP exam in the Spring.

Prerequisites: This college level course can be taken in grades 10th, 11th and 12th. Students should meet the following criteria: Successful completion of Algebra II, a B+ or better in Intro to Engineering and overall GPA of 3.75.

Biology (AP)

AP Biology is a rigorous advanced placement course designed to provide a solid foundation in biochemistry, cellular energetics, and genetics as well as building an understanding of science as a process. This includes personal experience in scientific inquiry and the application of biological knowledge and critical thinking to environmental and social concerns. Emphasizing concepts over facts makes this course more meaningful and the key concepts are placed in the broader context of unifying themes in science. The textbook and labs are both college level. This course will require extra class time either as a scheduled zero period or Saturday classes for labs. Attendance is required at all scheduled class times.

Prerequisites: This college level course can be taken in either 11th or 12th grade. Students must have completed both Biology and Chemistry. Students should meet the following criteria: 88% or better in Honors Biology and Honors Chemistry or A- or better in Biology and Chemistry; an overall GPA of 3.75; completion of the application form. Cannot be taken concurrently with AP Chemistry.

Chemistry (AP)

AP Chemistry is a rigorous advanced placement course designed to be the equivalent of first year college general chemistry, conceptually and in the laboratory. It covers the principles and law of chemistry with emphasis on quantitative mathematical problem solving and inquiry reasoning skills. Topics in the course include: structure of matter, properties of matter, chemical reactions, rates of reactions, thermodynamics and equilibrium. The textbook and labs are both college level. This course will require extra time as a scheduled weekly zero period and occasional power hour. At least 25% of instructional time is spent in laboratory experiences. These experiences provide students the opportunity to learn new physical skills that are required in science laboratories, illustrate concepts discussed in the course, and develop conceptual knowledge through guided-inquiry.

Prerequisites: This college level course can be taken in either 11th or 12th grade following the completion of Biology, Chemistry and Algebra II. Students must meet the following criteria: B+ or better in Honors Chemistry, Biology and Algebra II or A or better in college prep Biology, Chemistry and Algebra II; overall GPA of 3.75%. Cannot be taken concurrently with AP Biology.

Physics C: Mechanics (AP)

AP Physics C: Mechanics is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.

Prerequisites: This college level course can be taken in either 11th or 12th grade following completion of Biology, Chemistry, and Precalculus. Additionally, students must have already taken Calculus or AP Calculus AB and received a grade of B- or better, or concurrent enrollment in Calculus or AP Calculus AB, in the case of concurrent enrollment, students must have earned an A- or better in precalculus.

SOCIAL STUDIES

A Christian philosophy of the social sciences believes that God has always existed and that His creation of this world marked the beginning of human history. Furthermore, the biblical perspective strongly suggests that God exercises an ongoing role in the affairs of earth and the universe. The study therefore of the social sciences includes a search for explanations concerning the origins, purpose and destiny of the universe and earth's people as determined by God. The study of social sciences should be aimed at equipping students to be involved and informed citizens, good stewards of God's gifts, and to be concerned with the circumstances and ultimate course of the entire world. Students should be able to critically evaluate, analyze and make judgments of the past and current political, social and economic events in light of the Scriptures.

World History (P)

Students will study major eras and turning points in modern world history, from the 14th century through the present, including the cause and course of the two world wars in the 20th century. Students will also trace the rise of democratic ideas and understand the historical roots of current world problems and issues. The first semester will focus on eras such as European Renaissance and Reformation, Age of Exploration, The Atlantic Slave Trade, Age of Absolutism, Enlightenment, American and French Revolutions, Industrial Revolution, and Age of Progress. The Second Semester will focus on the Age of Imperialism, Chinese/Japanese relations with West, The Great War, Years between wars, World War II, Postwar restructuring/Cold War, colonial independence, and Global Interdependence. The objective of this course is to help students gain a foundational knowledge of modern world history. The course is also designed to help students acquire an understanding of, and an appreciation for other cultures (both past and present). The course will enable students to develop and practice skills of critical thinking, speaking/presenting, writing, discussing, note-taking, debating, and processing information from a variety of media. In addition, the course will focus on history through a biblical worldview and how God's hand is evident throughout the course of modern world history.

World History (AP)

The AP World History course focuses on developing students' understanding of world history from approximately 1450 A.D./C.E to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in three historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania. Students will take the AP World History exam issued by the College Board at the end of the course. The exam is 3 hours and 15 minutes long and includes both a 1 hour and 45-minute multiple choice/short answer section and a 1 hour and 30 minute free-response section in which the students answer a document-based essay question (DBQ) and a long essay question (LEQ). Each section is divided into two parts.

Prerequisite: Admittance into AP World History is dependant on passing an entrance exam. Materials and sign up for the entrance exam can be picked up in the library. Exam will be Wednesday, February 27 during Power Hour.

United States History (P)

This course is designed to give students an understanding of American History, focusing especially on 1877 to present. The course is about more than just learning the facts of history; students will develop the skills of critical thinking, communication, creative problem solving, and collaboration, and learn to make historical arguments using evidence. Additionally, the course will spend time on current events each week to connect history to the present day.

United States History (AP)

This course is designed to provide a comprehensive and chronological approach to United States history, from contact with Native Americans through the present day. It is about more than just learning the facts of history; students will practice the specific historical reasoning skills of causation, continuity and change over time, comparison, historical argumentation, and contextualization. Students will demonstrate their proficiency in this course on a three-hour, fifteen minute AP examination in May.

Prerequisite: Admittance into AP US History is granted to students who received a B or higher in AP World first semester or who pass an entrance exam. Materials and sign up for the entrance exam can be picked up in the library. Exam will be Wednesday, February 27 during Power Hour.

Government (P)

American Government is a course that is organized around questions concerning the role and organization of the United States government. Students develop an understanding of the origin and purpose of government from a biblical perspective. They study the constitutional organization of government – legislative, executive, and judicial branches – as well as questions related to the Bill of Rights.

Government (AP)

AP United States Government and Politics is a one-semester, college level course offered to students who wish to be academically challenged and plan to take the AP exam in the spring. It is a survey course that provides an introduction into the operation of our national government. Primary source materials and current news will be used in addition to the textbook to help develop analytical skills to interpret, understand, and explain the political processes and events in our country.

Economics (P)

Economics is the study of how people satisfy their basic needs and wants in the light of scarce resources. Students compare different economic systems but concentrate on the free market economy in the United States. Through activities and a senior business project, students deal with different forms of business organization, the stock market, the function of money and banking, the wise use of credit, and the role of the government in the economy. Students are expected to develop a Christian framework for decision-making and a responsible biblical attitude toward economic issues.

SOCIAL STUDIES ELECTIVES

Western Philosophy - Ancient (first semester - fulfills Junior Bible requirement)

This course is an introduction to the main philosophical ideas of Ancient Greece and Rome through medieval and early Renaissance. Ideas will be presented and assessed in the context of a Christian worldview. Students will be introduced to major historical periods and key people of political, cultural, religious and philosophical importance. They will read a variety of primary source material including excerpts from Plato's *Euthyphro*, *Apology* and *The Republic* and Augustine's *Confessions*. The objective of the Western Philosophy class is to develop intellectual excellence and critical thinking skills through the exploration of western historical and philosophical tradition, comparing and contrasting different viewpoints and concepts with a Biblical worldview.

Western Philosophy - Modern (second semester - fulfills Junior Bible requirement)

This course continues the exploration of the main ideas of European and American philosophical thought. Significant philosophers or schools of philosophy will be studied, from the Renaissance and the Reformation to the modern era. Students will read a wide variety of original source documents. Ideas will be presented and assessed in the context of a Christian worldview. Students will review major historical periods and will be exposed to works of art illustrating currents of philosophical thought. In addition, they will be challenged to debate and develop their views of a variety of topics including truth, goodness, freedom, justice, morality, virtue, beauty and knowledge. The objective of the Western Philosophy class is to develop intellectual excellence and critical thinking skills through the exploration of western philosophical tradition, comparing and contrasting different viewpoints and concepts with a Biblical worldview.

VISUAL, PERFORMING & PRACTICAL ARTS

Our department is committed to helping students discover and develop their creative gifts. We believe that every child, as an image-bearer of the Creator God, is born with the capacity to create, whether it is through painting a picture, acting a scene, singing a melody, or playing an instrument. The Visual and Performing Arts Department expects that as each student's faith develops, their character will then mature and their knowledge will produce the highest forms of creative expression. It is our hope that our students will go forth with virtuous artistic endeavors to positively enrich and influence the society in which they live. In the Practical Arts, we desire to instill in our students the ability to communicate using current multimedia tools, which help them to effectively organize and harness information in order for our students to identify bias, create and present intellectual concepts which allow them to become relevant in our world for Christ.

INSTRUMENTAL ARTS

Concert Band (P)

(1 year/may be repeated for elective credit)

A performance-oriented ensemble of wind and percussion players. Concert band members are students who have a minimum of two years experience on a traditional concert band instrument. This band performs at Festivals and concerts as a traditional concert band and at athletic events as a pep band. Students also learn: how to interpret correct jazz phrasing, articulation and style; how to improvise (make-up) jazz melodies, riffs, and licks; how to play by ear as well as read music; and how to fit into a jazz combo or jazz big band. There is a \$120 Band Booster participation fee per year.

Prerequisite: Each player must meet the standards set by the band director.

Concert Band (HP)

(1 year/may be repeated for elective credit)

The Honors Concert Band is a fulfillment of Concert Band with added assignments to take musicians to a higher level of development. Students will be required to complete a number of music skills with clear tone, articulation, correct intonation and expressive phrasing. These will include memorizing all major and minor scales, and performing a solo at the end of the year honors recital. 10 extra points per semester must be completed in addition to the regular Concert Band assignments. To complete the 10 points students will choose from a variety of performance opportunities designed to improve their skill and overall understanding of music. This class is open to advanced students that have performed at the highest level in the regular Concert Band class. There is a \$120 Band Booster participation fee per year.

Prerequisite: Each player must meet the standards set by the band director.

Music Theory (AP)

The AP Music Theory course is designed to teach students the skills needed to pass the AP Music Theory Exam. There is a large amount of music theory and music skills on this test. Learning the common music theory vocabulary, music composition techniques, and aural skills is necessary for success. Students that work through these areas every day will develop a high level of musical mastery. This course will give students the skills and knowledge to be excellent musicians and prepare them to be successful music majors in college. Students are encouraged to find additional material that will help them to further their abilities. At the beginning, students with a high degree of music theory background may find the pace slow and should move ahead while those with little background may find the pace brisk and will need to do extra work. Piano/keyboard skills are needed to insure the fullest understanding. A student without piano background will want to get piano lessons prior to the start of classes.

Prerequisite: Enrollment in Choir or Band. Completion of the music fundamentals packet and passing of the pre-assessment test.

VISUAL ARTS

Art I (P)

This year long class is for the **first** year Visual Arts student to explore the fundamental elements of art and the principles of design. Through a variety of media and techniques, the students will produce artwork that emphasizes personal self-expression through skill development. There is a heavy emphasis on observational drawing. Students are introduced to major artists and their work throughout the course.

Advanced Art (P)

This year long class is for the **second** year Visual Arts student. The basic art elements are reinforced with additional focus on the principles of design. A variety of assignments, many in new media, will allow the students to develop their creative expression and prepare them should they desire to continue on to AP Studio Art. Students continue to study the work of key artists and their contribution to the world of art. Visual journal (sketchbook) assignments are due at the end of every term and required writing assignments about art will enhance their critical analysis skills and assist them in supporting their opinions and observations about specific artists and their work.

Prerequisite: An A in Art I or a B in Art I **and** art teacher recommendation.

Advanced Art (HP)

This year long class is for the **third** year Visual Arts student. The basic art elements are reinforced with additional focus on the principles of design. A variety of assignments, many in new media, will allow the students to develop their creative expression and prepare them should they desire to continue on to AP Studio Art, particularly if they take the course at the Honors level in their junior year. Students continue to study the work of key artists and their contribution to the world of art. Visual journal (sketchbook) assignments are due at the end of every term and required writing assignments about art will enhance their critical analysis skills and assist them in supporting their opinions and observations about specific artists and their work. At the Honors level there will also be required summer assignments that are due on the first day of school, and extra "homework" art project due at the end of every term, and also more outside of class assignments than the regular Advanced Art course.

Prerequisite: An A in Advanced Art or a B in Advanced Art **and** art teacher recommendation.

Studio Art (P)

This year long class allows the highly motivated **fourth** year Visual Arts student to work more independently than the regular advanced course offerings. Although there will be some outside of class assignments, there will not be as many as there are in the AP Studio Art Drawing or AP 2D Design courses. The teacher will primarily direct the first semester assignments, whereas the second semester assignments will be planned and completed by the student based on their chosen concentration. There will also be writing assignments. As a culminating activity for the second semester, each Studio Art student will be required to host an exhibit showcasing their best work throughout their high school career. The emphasis of this course is to develop higher-level skills, creativity, and quality work.

Prerequisite: A minimum of 3 years high school art **and** art teacher recommendation. Students may be asked to submit samples of their artwork in order to be accepted into the course.

Studio Art: Drawing (AP)

This year long class allows the highly motivated **fourth** year Visual Arts student to perform at the college level while still in high school. The AP Studio Art Drawing Portfolio is performance based rather than a written exam. The AP Studio Art Drawing Portfolio is intended to address drawing issues. This course should be viewed as the culminating experience in a student's secondary visual arts training. The course addresses three major concerns: (1) a sense of quality in the student's work (the student's 5 strongest pieces will be submitted here), (2) the student's Sustained Investigation (Concentration) on a particular visual interest/drawing issue (12 mandatory images of their work showing a single concern explored in depth), and (3) the student's need for breadth of experience in the formal, technical, and expressive means of the artist (mandatory 12 images showing a variety of techniques, stylistic characteristics, media, and subject matter). AP Studio Art Drawing is not for the casually interested, as students will need to commit considerable outside of class time to complete the number of assignments required for the course and the AP Portfolio. Students are responsible for turning in specific assignments that are completed over the summer on the first day of school. First semester assignments are directed by the teacher with prompts that give the students some leeway to make the assignment their own whereas all second semester assignments will be planned and executed by the student based on their chosen Sustained Investigation (Concentration). Sketchbook assignments will be due each term and there are writing assignments on art-related topics. As a culminating activity for the second semester, each AP Studio Art student will be required to participate in an exhibit showcasing their best work from their high school career. It is **highly** recommended the AP Studio Art student also enroll in Art Lab to allow them extra time to work on assignments.

Prerequisite: A minimum of 3 years of high school art **and** art teacher recommendation. Students may be asked to submit samples of their art in order to be accepted.

Studio Art: 2D Design (AP)

This year long class also allows the highly motivated **fourth** year Visual Arts student to perform at the college level while still in high school. The AP Studio Art 2D Design Portfolio is performance based rather than a written exam. The AP Studio Art 2D Portfolio is intended to address 2D design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. A variety of design processes, techniques, compositional, and aesthetic concepts will be explored. This course should be viewed as the culminating experience in a student's secondary visual arts training. The course addresses three major concerns: (1) a sense of quality in the student's work (the student's 5 strongest images will be submitted here), (2) the student's Sustained Investigation (Concentration) on a particular visual interest/design issue (12 mandatory images of their work showing a single concern explored in depth), and (3) the student's need for breadth of experience in the formal, technical, and expressive aspects of design (mandatory 12 images showing a variety of techniques, stylistic characteristics, media, and subject matter). AP Studio Art 2D Design is not for the casually interested, as students will need to commit considerable outside of class time to complete the number of assignments required for the course and the AP Portfolio. Students are responsible for turning in specific assignments that are completed over the summer on the first day of school. First semester assignments are directed by the teacher with prompts that give the students some leeway to make the assignment their own whereas all second semester assignments will be planned and executed by the student based on their chosen Sustained Investigation (Concentration). Sketchbook assignments will be due each term and there are writing assignments on art-related topics. As a culminating activity for the second semester, each AP Studio Art student will be required to participate in an exhibit showcasing their best work from their high school career. It is **highly** recommended the AP Studio Art student also enroll in Art Lab to allow them extra time to work on assignments.

Prerequisite: A minimum of 3 years of high school art **and** art teacher recommendation. Students may be asked to submit samples of their art in order to be accepted.

Art Lab (Students receive a Pass/Fail grade for this course)

This extra hour of class time allows the student to continue to work on their class assignments and art projects. Most AP Studio Art students need extra class time to meet the rigorous AP deadlines without sacrificing the quality of their work. The additional time this course allows is extremely helpful to those students in AP Studio Art Drawing and AP 2D Design. **It is highly recommended that students enrolled in either AP Studio Art Drawing or 2D Design course also register for an Art Lab course.**

PERFORMING ARTS

Drama I (P)

Drama I includes instruction on the history of the theatre, basic theater terminology, stage blocking, vocal projection, and understanding of the script. Students will explore basic acting skills through readings, pantomime, improvisation, and short sketches. Students will have the opportunity to learn the technical aspects of the theater by participating on the stage crew for a fall play and/or the spring musical. Students are also highly encouraged to audition for the fall play and/or the spring musical.

Drama II (P)

Drama II challenges students to gain a deeper understanding of the art and approach of acting, as well as the structure and business of live and film acting. Students will go through an in-depth audition process, and will be encouraged to help their classmates with thorough critique. The advanced drama course provides students with an opportunity to self produce and direct one acts, and teaches students about the art of writing and critiquing scenes. This course is intended for students who wish to gain a deeper understanding of acting and storytelling.

Broadcast Production (P)

This introductory broadcast course emphasizes improving students' visual arts and communication skills through the media. Students in this course will study the television industry as an art and specialized mode of mass communication. Students will learn the individualized vocabulary and technology of the industry and use writing, along with artistic visual filming and creative editing to communicate truth to their audience through the production of television broadcasts. Activities include live productions, commercials, interviews, documentaries, sports announcing, and debates, as well as scripting,

storyboarding, editing, 3D titling and graphics, digital switching, time and resource management and use of video/audio equipment and software. Students will also explore the ethics of broadcasting and study the impact of the television industry on our society and how it functions as a persuasive art form.

Advanced Broadcast Production

This advanced level broadcast course continues building upon what students became familiar with in their first year of broadcasting. Students who are now familiar with basic positions and skills will begin to specialize in techniques such as in-depth interviewing, in-field executive producing, round table debate moderating, research based assignment desk reporting, perspective writing for an audience, live weather and traffic green-screen reporting, specialized camera angles, advanced editing techniques, and Tricaster production in live time. Students will continue studying the television industry as an art and will learn first hand through "Conversations with Professionals" and other small group field trips about the industry they are now considering pursuing. Activities include live productions, real world executive production, full documentary production, and broadcast reels to show what they have learned and produced in their years in the program. Students will continue debating the ethics of broadcasting and the persuasive impact of the television art form in our digitally-based society.

Prerequisite: At least one prior year of Broadcast Production completed and teacher recommendation.

PRACTICAL ARTS

ASB Leadership

This course is a requirement for the elected and appointed student body leaders. In keeping with the mission statement, students are encouraged to achieve beyond their perceived potential and are challenged to become the Christian leaders of tomorrow. Instruction is provided in leadership principles, goal setting, time management, communication and organizational skills, decision-making, problem solving, and the democratic process. All principles are presented from a Christian worldview with the goal of training students for spiritual leadership in the school, the church, the community, and the world. The planning and implementation of student activities for the enrichment of student life is an integral component of this course.

Chapel Development

This class is designed to provide practical experience in planning, coordinating and executing SFCS' US Student Chapel. The class is composed of two tracks – musicians and technicians. Those in the Musician Track of the class will select, arrange, and rehearse music to be performed during chapel and occasional SFC events as the opportunity arises. Those in the Technician Track of the class will perform numerous duties involved in the set-up, operation and maintenance, of all sound, lighting, stage and video equipment needed for US Chapel and any other gym-related function. Students must have a passion to serve in this class, and commitments must be kept. Students must be willing to be stretched and have a level of creativity.

Prerequisite: This class requires that the student fill out an application for this course and submit it to the course teacher prior to being accepted in this class.

Introduction to Film Study

This course introduces students to the basics of film analysis. It is an art course for students who wish to be able to analyze the elements of art and principles of design as they relate to video and film. Students will be asked to explore how films tell stories and how stories are structured. Students will demonstrate their understanding by: Writing analytical essays and film critiques that discuss such concepts as genre, period, mood, style, and pacing. The course also introduces traditions of filmmaking. In addition, students examine how films often reflect the times and conditions in which they are made. Students will review short story screenplay sequences, reading about, writing about, and discussing Film history, its reflection of and its impact on society and world culture. The emphasis is on the various techniques used by filmmakers to convey meaning. Analyzing plots and plot devices in films, looking at linear and non-linear timelines, genres, etc. Comparing a film with the short story or novel from which it was adapted. Students will develop basic strategies for critiquing films/ shorts.

Media Arts

Media Arts is a 2-semester course designed for students interested in cinematic film theories and the production processes for filmmaking that will provide a strong foundation in Post Production applications for media related projects. This course is for any student interested in communication through the visual

medium. This course will employ a project-based instructional approach for content delivery, learning, and assessment. Students study the proper techniques of editing and industry standard workflow and will learn the fundamentals of film production through collaborating with peers on short form digital video projects. Required editing assignments will enhance their critical analysis and communication skills. The class will take a hands on approach and introduce the students to the creative side of filmmaking (script and film analysis, working with actors, visualization, storyboarding techniques) the basic technical aspects of the filming process (camera, lights, editing) and the importance of editing and sound in the final product.

Yearbook

This class provides students with an opportunity to be involved in the school's public relations. Using software such as Adobe Indesign and Adobe Photoshop, the students develop design, photographic, and writing skills to create a visual image of the SFC school year and to build memories that last. This "hands on" approach is taught through desktop publishing.

Prerequisite: Application and teacher approval.

VOCAL ARTS

Concert Choir (P)

This choir is a non-select mixed vocal ensemble open to students in grades 9-12. Along with emphasizing note and rhythm reading, proper choral tone and vocal technique, students will be amazed to experience what their voices are really capable of doing. Students will sing a variety of music from different periods and styles (classical, gospel, popular, Broadway, jazz, contemporary Christian, baroque). This group participates in many concerts during the year including a fall concert, spring concert and Christmas concert, as well as school chapels. This choir participates in the annual Veteran's Day Celebration in November and a spring festival.

Chamber Chorale (HP)

Upper school students will be selected for this group through an application, audition, and interview. This ensemble is not open to freshmen. Each member of the Chorale must be a committed Christian with a heart for music ministry. Students will work on music advanced in difficulty and must practice on their own. They will rehearse during class and additional times as well. They provide music for the SFC Christmas gala, churches, school chapels, open houses and community programs. They participate in a fall concert, spring festival and a spring or summer tour. Class work includes vocal technique and health, blend, sight singing, solo singing and improvisation in a variety of styles. Students should be able to read music and blend. Students desiring to audition or be a chorale member are strongly encouraged to take Concert Choir for a year.

Music Theory (AP)

The AP Music Theory course is designed to teach students the skills needed to pass the AP Music Theory Exam. There is a large amount of music theory and music skills on this test. Learning the common music theory vocabulary, music composition techniques, and aural skills is necessary for success. Students that work through these areas every day will develop a high level of musical mastery. This course will give students the skills and knowledge to be excellent musicians and prepare them to be successful music majors in college. Students are encouraged to find additional material that will help them to further their abilities. At the beginning, students with a high degree of music theory background may find the pace slow and should move ahead while those with little background may find the pace brisk and will need to do extra work. Piano/keyboard skills are needed to insure the fullest understanding. A student without piano background will want to get piano lessons prior to the start of classes.

Prerequisite: Enrollment in Choir or Band. Completion of the music fundamentals packet and passing of the pre-assessment test.

WORLD LANGUAGES

The World Languages department acknowledges the centrality of God's purpose in creating language so that we might communicate with one another effectively and thus glorify Him through our communication. Through diverse languages, God has given us the means to build relationships with other cultures and people. Thus, our department seeks to inspire students to develop excellent communication skills to express themselves creatively in speech and in writing, to collaborate with people of other cultures, and to appreciate the diversity of God's people and creation.

French I (P)

French I is an introductory course designed to give students the basic language tools for developing proficiency in using French for communication. Students will be given opportunity to practice all four language skills of listening, reading, writing and speaking as they begin to develop their interpersonal, interpretive and presentational abilities. They will engage in conversations, provide and obtain information, express their feelings and emotions and exchange opinions on a variety of topics including travel, school, family, clothing, sports, holidays, and food. They will be able to present information, concepts and ideas in French both orally and in writing; demonstrate their basic understanding of both written and spoken French on a variety of topics; and express an understanding of and appreciation for the French language and culture.

Prerequisite: Students must have a C or better in English to begin world language studies.

French II (P)

French II reviews and builds upon the listening, speaking, reading and writing skills introduced in their first year of French, as students continue to develop their interpersonal, interpretive and presentational abilities. More time is devoted to reading and writing than at the first year level, and grammar study becomes more detailed. Students will develop additional reading skills as they explore a variety of short stories, poems, news articles and other reading material. Speaking skills are further developed as students practice telling stories, participate in dialogues and relate basic information. Students will develop more flexibility in communication as the vocabulary base and understanding of grammar are expanded, particularly in the second semester with the introduction of the French subjunctive. In addition, students will grow in their understanding of and appreciation for Francophone cultures.

Prerequisite: Students must have at least a C or better in French I or the completion of a remediation course during the summer and passing of a placement test.

French III (P)

French III is designed to reinforce and expand the language skills acquired in French I and II with greater emphasis placed on accuracy in interpersonal, interpretive and presentational abilities. This course incorporates extensive refining of the writing process, advanced listening and speaking practice and application of reading strategies to selections of French literature. Communication skills are further developed through an intensive grammar review and a thorough treatment of the subjunctive tense. Writing is developed through more complex essays and creative projects. Listening skills will improve through more challenging dialogues and narratives presented in film and a wide variety of internet resources as well as in classroom conversation. Students will be encouraged to express themselves exclusively in French in class and will continue to grow in their ability to communicate in a greater number of situations, and to be conversant on a diverse range of topics. In addition, student will continue develop an understanding of French culture and geography.

Prerequisite: Students must have at least a C or better in French II or the completion of a remediation course during the summer and passing of a placement test.

French IV (P)

French IV is offered to students who either wish to continue their studies of French but not at the intensity of the AP level, or for those who desire an extra year of preparation before enrolling in advanced placement. This course is designed to enhance language skills gained in past French courses by incorporating a thorough review of major grammatical structures, extensive refining of the writing process, advanced listening and speaking practice and application of reading strategies to selections of classical and modern French literature. Listening skills are developed through conversations in class, listening to dialogues and narratives, and a wide selection of internet sources. Writing skills improve as students learn to develop longer, more complex essays. Speaking skills are enhanced as students

summarize stories, respond to questions and express facts, ideas and feelings in a manner that is intelligible to a native speaker of French.

Prerequisite: Students must have at least a B or better in French III.

French Language and Culture (AP)

AP French Language and Culture is a year-long course with course content and activities focused on developing communicative competence, creativity and flexibility in interpersonal, interpretive and presentational abilities. As the student continues advanced level study in French, he or she is expected to continue to increase control of syntax and vocabulary. This course is designed to enhance language skills gained in past French courses by incorporating a thorough review of major grammatical structures, extensive refining of the writing process, advanced listening and speaking practice and application of reading strategies to selections of classical and modern French literature. Listening skills are developed through conversations in class, listening to dialogues and narratives, and a wide selection of internet sources. Writing skills improve as students learn to develop essays according to AP prompts. Reading expands to include magazine and newspaper articles, short stories and narratives by well known French authors. Speaking skills are enhanced as students summarize stories, respond to questions and express facts, ideas and feelings in a manner that is intelligible to a native speaker of French. In each area, students will demonstrate their cultural knowledge about the French-speaking communities throughout the world. In addition, AP French students will have extensive practice in order to prepare them for the AP French Language and Culture Exam.

Prerequisites: A minimum of an A- (89.5) in French III or French IV (Juniors are strongly recommended to take French IV before taking AP French). We will look at the 1st semester grade in the previous course and/or the average of the 1st semester and the current grade before the enrollment deadline for AP courses. Teacher Recommendation - student must be recommended by teacher based on writing, reading, listening, and speaking skills in addition to their grade.

Spanish I (P)

Spanish I is an introductory course designed to give students the basic language tools for developing proficiency in using Spanish for communication. Students will be given opportunity to practice all four language skills of listening, reading, writing and speaking as they begin to develop their interpersonal, interpretive and presentational abilities. They will engage in conversations, provide and obtain information, express their feelings and emotions and exchange opinions on a variety of topics including travel, school, family, clothing, sports, holidays, and food. They will be able to present information, concepts and ideas in Spanish both orally and in writing; demonstrate their basic understanding of both written and spoken Spanish on a variety of topics; and express an understanding of and appreciation for the Spanish language and cultures.

Prerequisite: Students must have a C or better in English to begin world language studies.

Spanish II (P)

Spanish II reviews and builds upon the listening, speaking, reading and writing skills introduced in their first year of Spanish, as students continue to develop their interpersonal, interpretive and presentational abilities. More time is devoted to reading and writing than at the first year level, and grammar study becomes more detailed. Students will develop additional reading skills as they explore a variety of short stories, poems, news articles and other reading material. Speaking skills are further developed as students practice telling stories, participate in dialogues and relate basic information. Students will develop more flexibility in communication as the vocabulary base and understanding of grammar are expanded, particularly in the second semester with the introduction of the Spanish subjunctive. In addition, students will grow in their understanding of and appreciation for Spanish-speaking cultures.

Prerequisite: Students must have at least a C or better in Spanish I or completion of a remediation course during the summer and the passing of a placement test.

Spanish III (P)

Spanish III is designed to reinforce and expand the language skills acquired in Spanish I and II with greater emphasis placed on accuracy in interpersonal, interpretive and presentational abilities. This course incorporates extensive refining of the writing process, advanced listening and speaking practice and application of reading strategies to selections of Spanish literature. Communication skills are further developed through an intensive grammar review and a thorough treatment of the subjunctive tense. Writing is developed through more complex essays and creative projects. Listening skills will improve

through more challenging dialogues and narratives presented in film and a wide variety of internet resources as well as in classroom conversation. Students will be encouraged to express themselves exclusively in Spanish in class and will continue to grow in their ability to communicate in a greater number of situations, and to be conversant on a diverse range of topics. In addition, students will continue to develop an understanding of Spanish culture and geography.

Prerequisite: Students must have at least a C or better in Spanish II or the completion of a remediation course during the summer and passing of a placement test.

Spanish IV (P)

Spanish IV is offered to students who either wish to continue their studies of Spanish but not at the intensity of the AP level, or for those who desire an extra year of preparation before enrolling in advanced placement. The course seeks to increase students' fluency in the speaking, reading, writing, and listening skills developed during their first three years of study. They will be asked to communicate completely in Spanish and gain confidence speaking with fluency in front of others. Through the use of the text and audio-visual materials, students will learn to defend opinions, summarize, make predictions, and engage in social dialogue in the target language. Students will also learn to develop longer, more complex essays.

Prerequisites: Students must have a B or better in Spanish III; sophomores and juniors are strongly recommended to take Spanish IV before taking AP Spanish.

Spanish Language and Culture (AP)

AP Spanish Language is a year-long course with course content and activities focused on developing communicative competence, creativity and flexibility in interpersonal, interpretive and presentational abilities. As the student continues advanced level study in Spanish, he or she is expected to continue to increase control of syntax and vocabulary. This course is designed to enhance language skills gained in past Spanish courses through in-depth class discussions and debates, extensive refining of the writing process, advanced listening and speaking practice and application of reading strategies to selections of classical and modern Spanish and Latin American literature. Listening skills are developed through conversations in class, listening to dialogues and narratives, and a wide selection of internet sources. Writing skills improve as students learn to develop essays according to AP prompts. Reading expands to include magazine and newspaper articles, short stories and narratives by well known Latin American and Spanish authors. Speaking skills are enhanced as students summarize stories, respond to questions and express facts, ideas and feelings in a manner that is intelligible to a native speaker of Spanish. In each area, students will demonstrate their cultural knowledge about the Spanish-speaking communities throughout the world. In addition, AP® Spanish students will have extensive practice in order to prepare them for the AP® Spanish Language and Culture Exam.

Prerequisites: A minimum of an A- (89.5%) in Spanish III or Spanish IV (Juniors are strongly recommended to take Spanish IV before taking AP Spanish). We will look at the 1st semester grade in the previous course and/or the average of the 1st semester and the current grade before the enrollment deadline for AP courses. Teacher Recommendation - student must be recommended by teacher based on writing, reading, listening, and speaking skills in addition to their grade.

ACADEMIC SUPPORT PROGRAM

The SFCS Academic Support Program (ASP) is committed to providing academic study tools and a supportive environment for students with special learning needs to assist them in becoming more successful and independent learners. The ASP teacher supports, encourages, and trains the student with respect, strategic intervention, and Christian compassion.

US Study Skills Class—The ASP Class

The Academic Support Program provides services for our students with learning differences and/or ADHD. The ASP requires each student in the program to obtain a psycho-educational evaluation with a licensed diagnostician, renewing the test every three years. A formal accommodation document called the **SFCS Learning Profile Accommodation Plan** is given to each qualified student once a psycho-educational evaluation report is submitted to Mrs. Katie Pratt. This confidential Learning Profile Accommodation Plan is given to the student's classroom teachers to implement the accommodations in their classrooms and is managed by the student's ASP Study Skills Teacher. (Qualified Non-ASP students may receive an SFCS Learning Profile Accommodation Plan once a psycho-educational evaluation is submitted to Director Katie Pratt, and the student and his/her parents will manage the accommodations with the classroom teachers.)

The ASP provides study skills instruction, directed tutoring, academic support, and intervention in this daily **Study Skills Class**. Mentoring is provided to promote academic excellence, organization, and confidence in a Christ-centered environment. Extended time on tests and exams, along with other important accommodations, are awarded to students with documented learning differences, when recommendation by the licensed diagnostician conducting the psycho-educational evaluation. Analysis of student's performance in all other classes is given each week. Regular report cards and contact with parents and teachers is part of this program. The Study Skills Class is considered a "Core Class", receives credit as a Practical Arts elective, and earns a letter grade that is counted in the GPA.

The Academic Support Program has a fee in addition to regular tuition. The tuition fee for the Study Skills Class for **2019-2020 is \$1980 per semester** billed in 4 monthly installments of \$495 each.

Prerequisites: (1) Current Psycho-educational evaluation by a licensed Diagnostician (within past 3 years); (2) Acceptance into the SFCS Academic Support Program (ASP). See SFCS website for 2019-2020 ASP Application. Please send completed application to Katie Pratt (Director of ASP) at pratt@sfcs.net.

Upper School Students: Applications for extended time for **PSAT/SAT/AP Exams and PLAN/ACT** are completed for students with a current (within 3 years) evaluation documenting a learning disability or ADHD. Student or parent should contact Mrs. Pratt (SSD Coordinator for College Board and ACT) a minimum of three weeks before registration cut-off date to apply for testing accommodations with College Board or ACT.