

# US Course Descriptions 2021-2022



## Upper School Courses at a Glance

### **BIBLE**

Survey of the Bible  
Christian Thought and Living  
Junior Bible Seminar  
Life Calling and Apologetics  
Applied Apologetics  
Comparative Religions  
The Life of Jesus  
Spiritual Formation

### **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)  
Writing to Publish (P)

### **MATHEMATICS \*\***

Algebra I (P)  
Geometry (P)  
Algebra II (P)  
Algebra II (HP)  
Pre Calculus (P)  
Pre Calculus (HP)  
Calculus (P)  
Calculus AB (AP)  
Calculus BC (AP)  
Statistics (AP)  
Adv Math: Theory & Proof (HP)  
Adv Math: Seminar  
Discrete Mathematics (P)  
Linear Algebra (HP/College)

### **PHYSICAL EDUCATION**

Health (9)  
US Physical Education (9-12)  
Strength & Conditioning (no credit)  
ISPE (9-12)

### **SCIENCE \*\***

Biology (P)  
Biology (HP)  
Chemistry (P)  
Chemistry (HP)  
Anatomy/Physiology (P)  
Introduction to Engineering (P)  
Oceanography (P) / Ecology (P)  
Physics (P)  
Biology (AP)  
Chemistry (AP)  
Computer Science Principles (AP)  
Physics C: Mechanics (AP)  
Robotics (P)  
Studio Art (P)

### **SOCIAL STUDIES \*\***

World History (P)  
World History (AP)  
US History (P)  
US History (AP)  
Government (P)  
Government (AP)  
Economics (P)  
Western Phil: Ancient (P) (1<sup>st</sup> Semester)  
Western Phil: Modern (P) (2<sup>nd</sup> Semester)

### **VISUAL & PERFORMING ARTS**

Art I (P)  
Advanced Art (P)  
Advanced Art (HP)  
Studio Art (P)  
Studio Art: Drawing (AP) \*\*  
Studio Art: 2-D Design (AP) \*\*  
Art Lab (no credit)  
Broadcast Production (P)  
Adv Broadcast Production  
Concert Band (P)  
Concert Band (HP)  
Concert Choir (P)  
Chamber Chorale (HP)  
Drama I (P)  
Drama II (P)  
Music Theory (AP)  
Yearbook (P)  
Spanish II (P)  
Spanish III (P)  
Spanish IV (P)  
Spanish Language (AP)

### **PRACTICAL ARTS**

ASB Leadership  
Chapel Development  
Introduction to Engineering (P)  
Introduction to Film Study  
Media Arts  
(HP) = Honors College Preparatory  
(AP) = Advanced Placement

### **WORLD LANGUAGES \*\***

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

### **OTHER**

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

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# Upper School Course Descriptions

## Bible

The Bible Department at Santa Fe Christian 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. In each course, an emphasis is placed on moving students toward a closer relationship with Jesus Christ through the study of the inspired, only infallible, and authoritative Word of God.

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### **Survey of the Bible (9, Two semesters required)**

This course is designed to familiarize students with the content of the Old and New Testaments and help students discover its application to their personal lives and their relationship with God. The story of the Bible is principally about the need for (Old Testament) and the coming of (New Testament) -- our Lord and Savior, Jesus Christ. Each unit includes historical background, main characters, prevailing Biblical themes, and discussion of significant events. Information is provided concerning the human authors of the biblical books, why these inspired authors wrote what they did, and the doctrines presented in each book. Students are challenged to discover the character of God in His relationship with His covenant people, Israel, as well as with all of humanity. Skills with which to study the Bible are reinforced, and students are encouraged through daily practice to use the Bible as a guide for their own personal lives.

### **Christian Thought and Living (10, Two semesters required)**

Christian Thought and Living is a Bible class that seeks to launch students on a path of discovering who God is and who they are in Christ. Many questions in theology will be explored, such as, what is the Bible, who is God, how can I be saved, what is sin, what are angels and demons, what is the church, and where do I go after I die? Additionally, each unit of study will in turn, focus on how students can live out biblical truth in their lives. No area of life is off-limits from the influence of Christ or in this class as we seek to love God with our whole heart, soul, mind, and strength. Topics like, forgiveness, friendships, dating, sex, family, entertainment, church, social media, prayer, honesty, worship, and service will be covered. While deference will be paid to Santa Fe's deep roots in the Evangelical Protestant tradition, the interdenominational diversity of our unique school community will always be respected and brought to light when contrasting views of theology are encountered. Throughout the course of study, the Bible itself will serve as our primary text; in addition, Wayne Grudem's, Christian Beliefs, will also be used.



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### **Life Calling and Apologetics (12, Two 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. In Life Calling, students will learn how God has uniquely gifted them to pursue a life calling of purpose and fulfillment and how that guides them to a choice of college major or career. In Apologetics, we will discuss challenging thoughts and questions about the Christian faith. Ultimately, students will understand the Christian worldview 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 for Juniors and Seniors**

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

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### **Junior Bible Seminar (11, Two semesters)**

The Junior Bible Seminar is a hybrid class that meets both online and once a week during Power Hour. 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 approximately 14 students each. The course is Pass/Fail. If a student does not want to take a full semester Bible course their junior year, they may take the Junior Bible Seminar, however, it does not count toward the graduation requirement of 6 semesters of Bible.

### **The Life of Jesus (11,12; One Semester)**

This class will offer a unique perspective to the life of our Lord which will serve as a supplement to the Survey of the Bible class taken during the freshman 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.



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### **Spiritual Formation (11,12; One Semester)**

Jesus invites us into an abiding relationship with him. He is the vine and we are the branches, and when we stay connected to him we will bear much fruit (John 15:5). But how can we best abide in Jesus in today's 21st century culture? In this class, we will look at different spiritual disciplines such as prayer, fasting, meditation, giving, etc. We will look at the practice of Bible study, coupled with communicating the truths of the Bible in an array of methods: sharing a devotion, leading a Bible study, and teaching short Bible lessons. Through our journey of sharing in God's word, we will learn to read and study the Bible for ourselves, how to develop a meaningful prayer life, articulate our faith, and ultimately allow each student to discover the best spiritual practices to keep them connected to the vine. This course is offered during the second semester of each year.

### **Applied Apologetics (11,12; One Semester)**

Apologetics is the defense of the Christian faith. The Apostle Peter commends each Christian to, "Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect" (1 Peter 3:15). This class has been designed for students who want to challenge themselves to deepen and strengthen their faith as well as their knowledge of how to defend a biblical worldview. After a brief overview of the various apologetic methods, this class will focus on practical ways to engage in conversations with people from differing worldviews. Examination of some of the biggest objections to the faith like, "why does God allow evil" and "how do we know Christianity is true?" will provide context for students to learn how to talk to people with questions or doubts in a way that challenges their thinking while keeping the interaction winsome and productive. This class will provide the specific tools to be the "feet of those who bring good news" (Romans 10:15).

### **Comparative Religions (11,12; One Semester)**

From Atheism to Zoroastrianism, this course will expose students to the breadth of religious views and traditions throughout the world. Students will acquire understanding of the complexity of religious worldviews, become familiar with the basic methods of comparative studies of religion, and gain an overview knowledge of the histories, beliefs, and practices of the various traditions discussed. In addition, students will engage the reality of religious diversity through a distinctively Christian theological lens. The first part of the course will focus on the religions of the East such as Hinduism, Buddhism, Taoism, Confucianism, and Shintoism. Whereas the second half will focus on the religious traditions of the West such as Judaism, Islam, offshoots of Christianity, cults, atheism, and differences between Christian denominations.

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

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

(Course descriptions found in the Social Studies Department)

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### English

An essential part of “developing the Christian leaders of tomorrow” is teaching students how to use a Biblical Worldview to discern truth, think clearly, and impact those around them in a way that glorifies God. Students will read, analyze, discuss, and write about a variety of literature to develop a broader understanding of the Human Condition, including our intricate design, fallen nature, capacity for the fruits of the Spirit, and ultimately the need for salvation and the desire for reconciliation with God. Furthermore, as students learn to recognize the impact of language on nearly all aspects of life, they will learn to think, speak, and write effectively. All courses help students become active readers, thoughtful writers, and critical thinkers. Ultimately, the combination of what students read, write, question, and consider will help them have a stronger hold on their Faith and make them bold witnesses for Christ in the World.

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#### English I (P)

English I will challenge students to examine the Human Condition and God’s plan for reconciliation as they read literature and nonfiction works. After reading and discussing at length, students will articulate their conclusions about the message, theme, style, and worldview of the text by writing and revising essays. Students will focus on narrative, expository, and argumentative writing and will begin to construct strong, logical arguments and to support them with textual evidence. 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 and more complex texts. They will move at a faster pace and examine these pieces in greater depth. Students will also write longer and more frequent narratives and essays. Expectations for performance are higher at this level, especially in one’s command of the English language, vocabulary, reading comprehension, and classroom behavior. Prerequisites: Recommendation of previous English teacher, 85% or higher in 8th grade English course, and highly motivated with a love for reading and writing.

#### English II (P)

Tenth grade English will deepen students’ understanding of the Human Condition and God’s plan for reconciliation as students engage in literature, writing and critical thinking. Students study a variety of literature, focusing on analyzing elements of plot, character, and theme through seminar style and open discussion. Students receive extensive practice in essay writing with an emphasis on thesis statements, topic sentence, development, and style.

Prerequisites: Successful completion I



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### English II (HP)

Honors tenth grade English will deepen students' understanding of the Human Condition and God's plan for reconciliation as students study classic works that illuminate deep human motivators and explore the relationship between the individual and culture. Students will begin to recognize the power of language to shape thoughts, beliefs, and society as they encounter concepts such as rhetorical analysis, persuasive appeals, and analytical thinking. Students will refine and share their ideas through formal essays, and creative projects.

Prerequisites: Recommendation of previous English teacher, 85% or higher in 9th grade English course, and highly motivated with a love for reading and writing.

### English III (P)

Eleventh grade English will broaden student's understanding of the Human Condition and God's plan for reconciliation. This yearlong course gives the student the opportunity to build the skills necessary to be successful when entering college. Through a Christian Worldview, students will begin with Colonial literature, read through American literature with a historical lens, and analyze the literary and nonfiction works presented for their 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.

Prerequisites: Successful completion of English II

### English Language and Composition (AP)

This 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 describe the ways in which an author uses language and for what purposes. Their writing should reflect a high level vocabulary, complex sentence structure, and clarity and depth in analysis. Careful attention to both textual detail and historical context provides a foundation for interpretation. For success in AP English, a student should enjoy writing and should commit to the rigorous standards of an AP course.

Prerequisite: Recommendation of previous English teacher, 85% or higher in 10th grade English course, and highly motivated with a love for reading and writing.

### English IV (P)

Twelfth grade English will strengthen student's understanding of the Human Condition and God's plan for reconciliation. Twelfth grade English engages students in the deliberate and thorough study of British literature from the Renaissance era to modern times, stressing the philosophical, political, social, and religious influences of each age. Through a Christian Worldview, students will analyze, evaluate and critique the development of thematic ideas presented in works of British literature. Literature study is

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enriched and reinforced through a series of oral presentations in addition to literary, persuasive, and creative writing assignments.

Prerequisites: Successful completion of English III

### English Literature and Composition (AP)

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 this 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.

Prerequisite: Recommendation of previous English teacher, 85% or higher in 11th grade English course, and highly motivated with a love for reading, analyzing advanced literature and writing.

## 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.

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## 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: C- or better in both semesters of Pre-Algebra

## 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: C- or better in both semesters of Algebra I

## Algebra II (P)

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

Prerequisites: C- or better in both semesters of Geometry

## Algebra II (HP)

Algebra II Honors is a two-semester course which includes a study of the following math topics – equations (linear, quadratic, and absolute value), inequalities, 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 than the Algebra II (P) course. Algebra II Honors uses the Art of Problem Solving as a





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resource which includes more group problem solving work throughout the course. At times group assessments are given in Algebra II Honors. This course is intended for students who have demonstrated above average ability in mathematics.

Prerequisites: A- in semester 1 and Terms 4-5 of Geometry

### 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. 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 the foundation for future studies in Computer Sciences.

Prerequisites: C- or better in Precalculus

### Precalculus (P)

This course is designed to prepare seniors for calculus in college and to prepare juniors for Discrete Math, Calculus or AP Calculus AB or AP Statistics. 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 and determinants.

Prerequisites: C- or better in both semesters of Algebra II.

### Precalculus (HP)

This course provides a deeper and more conceptual study of the topics found in the standard Precalculus course. Precalculus Honors uses the Art of Problem Solving as a resource which includes more group problem solving work throughout the course (as opposed to math being demonstrated). At times group assessments are given in Honors Pre Calculus. This course provides a solid foundation for future studies in mathematics with deeper study of Algebra topics, the study of unit circle, right triangle trigonometry, trigonometric identities, non-right triangle trigonometry, and introduction to calculus. This course is intended for students who have demonstrated above average ability in mathematics.

Prerequisites: A- in semester 1 and Terms 4-5 of Algebra II (CP) or B+ or better in semester 1 and Terms 4-5 in Algebra 2 (H)

### 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: C- or better in both semesters of Pre Calculus



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### 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: A- in semester 1 and Terms 4-5 of Precalculus (P) or B+ or better in semester 1 and Terms 4-5 in Precalculus (HP)

### 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: A in semester 1 and Terms 4-5 in Precalculus (H)

### Statistics (AP)

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. Students in AP Statistics are required to take the College Board Advanced Placement Statistics examination given in the spring.

Prerequisites: B in semester 1 and Terms 4-5 of Precalculus (H), A- in semester 1 and Terms 4-5 in Precalculus (CP) or successful completion of another AP Mathematics course

### 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. This course prepares students to pass the American Mathematics Competition and do well on the American Invitational Mathematics Exam.



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Prerequisites: B or better both semesters in their previous Honors or AP Math class; may be taken concurrently with Honors Precalculus or after completion of this 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. The emphasis of the class is on making connections between concepts, applying linear algebra concepts to solve problems and on proofs. Note: Linear Algebra is a dual enrollment course. Students who opt for the San Diego State University (SDSU) credits must register and pay tuition/fees with SDSU and will earn SDSU credit for completing this course. Students will also earn credit for the class as an SFC honors math course.

Prerequisites: Teacher recommendation.

## Physical Education

The Bible tells us to “present our bodies a living and holy sacrifice acceptable to God” (Romans 12:1). The Physical Education Department recognizes that 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 healthy physical activity and the Christian lifestyle; and improve their academic performance.

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### Upper School Physical Education (Required in Grade 9)

This semester course is required in ninth grade. 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



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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. This unit is designed to empower girls using the safest and most effective ways to avoid, survive and escape a physical assault by teaching the "Girls On Guard" techniques. 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 (Required in Grade 9)

Health is a required course in ninth grade. This semester course is taught from a biblical perspective in gender differentiated classes. 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 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.

### Independent Study Physical Education (ISPE) (9–12)

(May be taken to fulfill graduation requirement)

The second year of the physical education requirement may be fulfilled with an Independent Study Physical Education (ISPE) course. ISPE is designed to permit students who are competitive in an activity not offered by the Santa Fe Christian athletic department to earn PE credit by fulfilling 60 hours of approved ISPE activity per semester. Students interested in enrolling in ISPE will submit an ISPE



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contract. Upon approval of the contract, the student will be responsible for submitting weekly logs. The student will meet with the ISPE supervisor during the semester to assure progress in a timely manner. The approved activities include: Equestrian, Figure Skating, Gymnastics, Ballet 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.

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### 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 the nature of science, cell physiology, protein synthesis, genetics, origins, and ecology. 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 topics similar to Biology (P), but in greater depth and at a faster rate. Topics include the nature of science, cell physiology, protein synthesis, genetics, origins, and ecology. Students complete laboratory exercises in all units. Students are admitted to this class based on departmental approval.

Prerequisites: A- in Life and Physical Science courses completed in middle school ; A- or better in 8th grade Math and English courses

### Chemistry (P)

Chemistry involves the systematic study of matter and energy as they relate to chemical change. Students will learn such changes primarily using a conceptual approach, but they will also explore the basic mathematical relationships found in chemical theory. Topics include scientific method and problem solving, properties and states of matter, chemical nomenclature, bonding, types of chemical reactions, the periodic table, atomic structure, thermodynamics, acid-base reactions, and equilibrium systems.

Prerequisites: successful completion of Biology and Algebra I.



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### 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 are expected to be strong in reading comprehension, critical thinking, and math skills.

Prerequisites: A- in Biology or B+ in Honors Biology and A in Algebra I. Enrollment in Algebra II is recommended. Students should have an overall GPA of 3.70.

## Science Electives

### Physics (P)

Physics explores the basic laws and principles which govern the physical universe. Topics of study include kinematics, dynamics, Energy, heat, circular motion, waves (light and sound), electricity, magnetism, and optics. Students complete laboratory exercises on many of the topics covered.

Prerequisites: Successful 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: Successful completion of Biology and Chemistry.

### 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: Successful completion of Biology and Chemistry.

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### Introduction to Engineering (P)

Introduction to Engineering is 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. Approximately 25-30% of class time will be spent in labs/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 these 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, entrepreneurship, and ethics. The core units for the course include: What is Engineering, the Engineering Design Process, and specific Engineering Fields (ex. Aerospace, Civil, Electrical, Environmental, Robotics, etc.). The Intro to Engineering course is offered in grades 9th, 10th, 11th, & 12th and is the prerequisite for AP Computer Science Principles and Robotics.

Prerequisites: B or better in Geometry

### 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 spend approximately 30%+ of their time in a computer lab designing and implementing 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. This course is offered in grades 10th, 11th, & 12th Prerequisites: Successful completion of Algebra II, an A- or better in Intro to Engineering, and an overall GPA of 3.75 or the recommendation of your current Science and Math teachers.

### Biology (AP)

AP Biology is a rigorous advanced placement course designed to provide a solid foundation in biochemistry, genetics, communication, ecology, cellular processes, and systems interactions. In this course, students will cultivate their understanding of biology through inquiry-based investigations and the application of biological knowledge to emerging environmental, social, and ethical challenges. Emphasis is placed on concepts and critical thinking over facts, making this course more challenging and meaningful. The textbook and labs are both college level and as a result the course will require extra class



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time during a scheduled weekly zero period. Prerequisites: B+ or better in Honors Biology and Honors Chemistry or A in Biology and Chemistry, and an overall GPA of 3.75. Cannot be taken concurrently with AP Chemistry. Students and parents must complete and submit a course requirements agreement.

### Chemistry (AP)

AP Chemistry is a rigorous advanced placement course designed to be equivalent to first-year college general chemistry, conceptually and in the laboratory. AP Chemistry builds upon and deepens the understanding gained previously in first-year high school chemistry. It covers the principles and laws of chemistry with emphasis on mathematical problem solving and critical thinking skills. Topics in the course include: atomic structure, properties of matter, bonding and intermolecular attractions, chemical reactions, rates of reactions, thermodynamics, equilibrium and acid-base behavior, and electrochemistry. The textbook reading and lab activities are both at the college level. This course will require extra time during 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. There is a required summer assignment due at the beginning of the school year. Prerequisites: B+ or better in Honors Chemistry, Biology and Algebra II or A in Biology, Chemistry and Algebra II; overall GPA of 3.75% and submission of summer assignment at the beginning of the school year. Cannot be taken concurrently with AP Biology. Students and parents must complete and submit a course requirements agreement.

### Physics C: Mechanics (AP)

AP Physics C: Mechanics is equivalent to a one-semester, calculus-based, college-level physics course. This course is 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 following completion of Biology, Chemistry, and a B- or better in Calculus, AP Calculus AB, or AP Calculus BC. Students with an A- or better in precalculus are allowed concurrent enrollment in Calculus, AP Calculus AB, or AP Calculus BC.

### Robotics (P)

Robotics is a project-based lab science class targeted at introducing the interdisciplinary field of Robotics. Students will learn the fundamentals to build and program robots to complete specific tasks. Students will learn the mechanics required to build a robot and the different subsystems such as intake, outtake, and drivetrain to perform tasks. They will be introduced to power and gearing fundamentals that enhance speed or strength of the robot. Students will use sensors to find and identify objects necessary to complete tasks. Throughout the course, students will document their studies and ideas in an engineering notebook similar to what professional engineers do on a daily basis. Students will spend approximately 40-50% of





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their time in a lab environment working on a VEX Robotics based platform to explore these concepts, building the mechanical structures, and creating the code to drive their robot through the given tasks. The Robotics course is offered in grades 10th, 11th, & 12th Prerequisites: Past member of the SFC Robotics team or a B+ or better in Introduction to Engineering or Teacher Recommendation.

## Social Studies

The Social Studies Department recognizes 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. A search for explanations concerning the origins, purpose and destiny of the universe and earth's people as determined by God is interwoven throughout the social studies courses. The study of social sciences equips 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 will grow in ability to critically evaluate, analyze and make judgments of the past and current political, social and economic events in light of the Scriptures.

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### World History (P)

This course is a thematic pilgrimage through major world events from the 1200 C.E. to the present. In this course students will engage with political revolutions, economic transformations, and religious movements to better understand who they are in the world today and how they can better relate to the historical events happening around the world. The first semester will venture from the Islamic golden age through the diversity of the Indian Ocean Trade and ending with the explosion of European colonialism around the world. In the second semester we begin with the Industrial revolution, travelling through the two world wars, considering the impact of post-colonialism, and ending the semester with globalization. Through this course students become more appreciative of other cultures and challenge their preconceptions of the world in order to form a more robust Christian worldview of how we as a community can better serve God's kingdom. Students will grow in their ability to think critically, communicate, collaborate, and engage in creative problem solving. Students will also learn to make historical arguments using evidence while continuing to improve reading, writing, and notetaking skills that will serve them through their educational career and beyond.

### World History (AP)

AP World History is a challenging and deeply engaging journey that focuses on major themes that resonate throughout world history. Although the course begins in 1200 C.E. students will constantly refer to modern events to connect the past with the present. With an emphasis on discerning primary sources, this course asks students to develop highly analytical reading and writing skills to demonstrate deeper levels of thinking – logical argumentation, continuity and change over time, and nuanced comparison.



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This course covers the same time and materials as the College-Preparatory World History course, but at a higher level of critical engagement and deeper level of understanding nuances. Through this course students become more appreciative of other cultures and challenge their preconceptions of the world in order to form a more robust Christian worldview of how we as a community can better serve God's kingdom. The themes of cultural development, political transformation, economic struggle, technological innovation, and environmental concern frame the course's discussions and prepare the student for the AP exam. Students who take this course will be required to take the AP World History exam issued by the College Board at the end of the course, which emphasizes writing comprehension in addition to factual knowledge. Prerequisite: Students may take AP World History through one of the following prerequisites: 1) A or higher in English I; 2) B+ or higher in English Honors; 3) Recommendation from ninth grade English teacher.

### United States History (P)

This course is designed to prepare students to be active and engaged citizens through the analysis of the United States' historical development. Beginning with Native American settlement and concluding with modern day events, the course focuses on the major themes of the American experience and requires students to understand a variety of perspectives, events, and essential questions about what it means to be an American. Students will read primary sources and engage in discussion around America's founding values, economic principles, social development, changing role in the world, and its quest to live up to its founding ideals. Students will also explore the role of faith in America's history and the intersection of Christianity with American life. This is a discussion-based course in which students grow in their ability to ask questions, think critically, and become lifelong citizens who understand their responsibility as both Americans and children of God.

### United States History (AP)

AP United States History is an in-depth journey through the origin and development of the United States, designed to engage students in the essential questions and themes that emerged throughout the American experiment. The course begins with Native American settlement and reaches modern day America and focuses on helping students develop ideas around America's values, economic principles, its role in the world, and the challenges its people have experienced in striving to better meet its ideals. Students will analyze primary and secondary source documents, understand a variety of perspectives on the American experience, and emerge with both the knowledge and skills to be active participants in their own citizenship. Students will also explore how faith played a role in America's founding and development, and how we as Christians can play a part in American life. Students who take this course are required to take the AP examination at the end of the course and may earn college credit.

Prerequisite: B or higher in AP World first semester or a recommendation from the current World History or English teacher.



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### Government (P)

This course is designed to deepen student's understanding of our nation's government. Students will analyze the purposes and functions of our government along with challenges our nation currently faces. This course is intended to inspire the next generation to take a more active role in politics and encourages a deeper respect for and understanding of the issues which divide and unite our society.

### Government (AP)

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. Students who complete this course will have the option of sitting for the AP exam in May.

Prerequisite: B or higher in AP U.S. History first semester or recommendation from U.S. History teacher.

### Economics (P)

Economics focuses on the central questions about how mankind attempts to meet unlimited needs and wants with scarce resources. 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. A heavy emphasis is also placed on personal finance to help students develop guidelines for effectively managing their money. Saving, budgeting, debt, college costs, investing and retirement, and the significance of giving will be some essential units covered. 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 the medieval period 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



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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 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 for our students to identify bias, create and present intellectual concepts which allow them to become relevant in our world for Christ.

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### **Instrumental Arts**

#### **Concert Band (P)**

(One 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 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.



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### Concert Band (HP)

(One 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. Students will also choose from a variety of performance opportunities to fulfill the honor band requirements. These opportunities are 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)

AP Music Theory is equivalent to a college-level music theory course. AP Music Theory is designed to cultivate student's understanding of music theory through analyzing performed and notated music by exploring concepts like pitch, rhythm, form, and musical design. Learning a large amount of music theory and music skills, music theory vocabulary, music composition techniques, and aural skills is necessary for success. Students who 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 with a high degree of music theory background may find the pace slow at the beginning while those with less background may find the pace brisk and will need to do extra work. Piano/keyboard skills are needed to ensure the fullest understanding.

Prerequisite: Enrollment in Choir or Band. Completion of the music fundamentals packet and passing of the pre-assessment test. A student without a piano background will want to begin piano lessons prior to the start of classes.

## Visual Arts

### Art I (P)

This is the first Upper School art course for Visual Art students 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. Page 18 Advanced Art (P) This is the second Upper School art course for Visual Arts students. The elements and principles of design will be paired with original ideas to formulate strong finished works of art. A variety of assignments, many in new media, will allow the students to further develop and deepen their skills and prepare them should they desire to continue 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



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will be assigned throughout the year as well as critiques and required writing assignments to enhance their vocabulary and critical analysis skills.

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

### Advanced Art (HP)

This is the third Upper School art course for Visual Arts students. The elements and principles of design will be paired with original ideas to formulate strong finished works of art. A variety of assignments, many in new media, will allow the students to further develop and deepen their skills 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 every semester and are the primary assessment for the AP course. Students will need to show their style and ability to create meaningful and well-structured compositions in the visual journal assignments. Critiques and writing assignments 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 artist will develop style, voice, and the ability to communicate ideas under specific themes. Extra “homework” art projects will be due at the end of every term. Students in this course will have the option to participate in the annual chalk festival.

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. The teacher will primarily direct the first semester assignments which will be creating under specific topics for a consistent theme. The second semester assignments will be planned and completed by the student based on their chosen theme. Students in this course will have the option to participate in the annual chalk festival. As a culminating activity for the second semester, each Studio Art student will be required to host an exhibit showcasing 10 of their best work throughout their high school career. The emphasis of this course is to develop higher-level skills, creativity, and quality work through taking artistic risks and developing skills outside of the comfort zone.

Prerequisite: A minimum of three years of upper 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: (AP) Drawing or 2-D Art & Design

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 Portfolio is performance based rather than a written exam. The AP Studio Art Portfolio is intended to address either drawing or 2-D artistic works at a collegiate level. This course should be viewed as the culminating experience in a student’s secondary visual arts training. The course addresses four major components: (1) a sense of quality in the student’s work (the student’s five strongest pieces will be submitted), (2) the student’s Sustained Investigation (Concentration) on a particular visual interest/drawing issue (15 mandatory images of their work showing



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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 15 images showing a variety of techniques, stylistic characteristics, media, and subject matter) (4) the ability to write an artistic analysis of work for the AP portfolio consisting of materials, processes, and ideas. AP Studio Art Drawing is not for the casually interested, as students will need to commit considerable time outside of class to complete the required number of assignments 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 AP Studio Art students also enroll in Art Lab. There are summer assignments that are to be completed and submitted on the first day of school. Prerequisite: A minimum of 3 years of high school art, art teacher recommendation, and submission of completed summer assignments on the first day of school. Students may be asked to submit samples of their art in order to be accepted.

### Art Lab

Art Lab provides space and time for AP Studio Art students to work on the assignments and projects for their studio art course. AP Studio Art students find that maintaining the quality of their work and meeting the rigorous AP deadlines require significant time outside of the AP Studio Art class. It is highly recommended that students enrolled in either AP Studio Art Drawing or 2D Design course also register for Art Lab.

## PERFORMING ARTS

### Drama I (P)

Drama I includes instruction on the history of the theatre, basic theater terminology, stage blocking, vocal projection, character study, and understanding of the script. Students will explore basic acting skills through readings, pantomime, improvisation, film study, and short sketches.

### Drama II (P)

Drama II challenges students to gain a deeper understanding of the art and approach of acting, directing, producing, and technical directing. This course is intended for students who wish to gain a deeper understanding of acting, directing, technical design, and storytelling. Drama II students will be encouraged to help their classmates with thorough critique and will be expected to participate in several performances connected with the class. The advanced drama course provides students with an opportunity to self-produce and direct one acts, to participate and coordinate an annual fall Cabaret



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performance, to help collaborate with the annual Christmas Chapel, and to participate (either on stage or backstage) with the annual Spring musical. Prerequisite: B or better in Drama I or significant experience in theater productions. Students will be admitted based on approval from the teacher.

### 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 broadcast 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 firsthand 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. Students will also utilize leadership skills in the mentorship of less experienced students.

Prerequisite: Successful completion of Broadcast Production 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





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planning and implementation of student activities for the enrichment of student life is an integral component of this course. This course is also a student run course where students are advised, rather than directed, in pursuing leadership in action on campus.

### 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 lead worship 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 functions. Students must have a passion to serve in this class, and commitments must be kept. Students must be able to demonstrate a proficient level of creative problem-solving and show good teamwork dynamics. Prerequisite: Application and teacher approval.

### 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 will examine how films often reflect the times and conditions in which they are made, review short story screenplay sequences; discuss, read and write about, Film history, its reflection of and its impact on society and world culture. The course emphasizes the various techniques used by filmmakers to convey meaning. Students will analyze plots and plot devices in films, identify linear and non-linear timelines, define diverse genres, and compare 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 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



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of the filming process (camera, lights, editing) and the importance of editing and sound in the final product.

### Yearbook (P)

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 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. Prerequisite: Desire to sing and improve vocal skills.

### Chamber Chorale (HP)

Chamber Chorale is for advanced vocalists who are committed Christians with a heart for music ministry. Students will be challenged with learning music of an advanced level of difficulty which will require individual practice outside of class. Chamber Chorale will rehearse during class and at pre-arranged additional times. Chamber Choral provides music for the SFC Christmas gala, churches, school chapels, open houses and community programs. Chamber Choral participates 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 desiring to audition for chorale are strongly encouraged to take Concert Choir for a year. Prerequisite: students will be selected for this group through an application, audition, and interview. Applicants should be able to read music. This ensemble is not open to freshmen.

### Music Theory (AP)

AP Music Theory is equivalent to a college-level music theory course. AP Music Theory is designed to cultivate student's understanding of music theory through analyzing performed and notated music by exploring concepts like pitch, rhythm, form, and musical design. Learning a large amount of music theory and music skills, music theory vocabulary, music composition techniques, and aural skills is necessary for success. Students who 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



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successful music majors in college. Students with a high degree of music theory background may find the pace slow at the beginning while those with less background may find the pace brisk and will need to do extra work. Piano/keyboard skills are needed to ensure the fullest understanding. Prerequisite: Enrollment in Choir or Band. Completion of the music fundamentals packet and passing of the pre-assessment test. A student without a piano background will want to begin piano lessons prior to the start of classes.

## 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.

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### 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: 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,



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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: C or better in French I or the completion of a remediation course 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, continued listening and speaking practice and application of reading strategies to selections of French prose. Communication skills are further developed through an intensive grammar review. Writing is developed through 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, students will continue to develop an understanding of French culture and geography.

Prerequisite: C or better in French II or the completion of a remediation course and passing of a placement test.

### French IV (P)

French IV 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, 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: C or better in French III or the completion of a remediation course and passing of a placement test.

### French Language and Culture (AP)

AP French Language and Culture is a year-long course with 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 through in-depth class discussions and debates, extensive refining of the writing process, advanced listening and speaking practice and application of reading strategies. Listening skills are developed through conversations in class, AP exercises, and a wide selection of internet sources.



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Writing skills improve as students develop essays according to AP prompts. Reading expands to include news articles 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. AP French students will have extensive practice in order to prepare them for the AP French Language and Culture Exam.

Prerequisites: B or better in French IV and teacher recommendation based on mastery of skills in previous French courses.

### 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 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: 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: C or better in Spanish I or the completion of a remediation course and 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, continued listening and speaking practice and application of reading strategies to selections of Spanish prose. Communication skills are further



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developed through an intensive grammar review. 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: C or better in Spanish II or the completion of a remediation course and passing of a placement test.

### Spanish IV (P)

Spanish IV is designed to enhance language skills gained in past Spanish 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 literature and news sources. 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 Spanish. Prerequisites: C or better in Spanish III or the completion of a remediation course and passing of a placement test

### Spanish Language and Culture (AP)

AP Spanish Language is a year-long course with 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, AP exercises, and a wide selection of internet sources. Writing skills improve as students learn to develop essays according to AP prompts. Reading expands to include news articles 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. AP Spanish students will have extensive practice in order to prepare them for the AP Spanish Language and Culture Exam.

Prerequisites: B or better in Spanish IV and teacher recommendation based on mastery of skills in previous Spanish courses.

# 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.

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## The Academic Support Program

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 the ASP Director. 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 the ASP Director, and the student and his/her parents will manage the accommodations with the classroom teachers.) The Academic Support Program has a fee in addition to regular tuition. The tuition fee for the Study Skills Class for 2021-2022 is \$2060 per semester billed in four monthly installments of \$515 each.

## US Study Skills Class

The ASP provides study skills instruction, directed tutoring, academic support, and intervention in this course. 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 recommended 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 a core class which receives credit as a Practical Arts elective.

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 2021-2022 ASP Application. Please send the completed application to Katie Pratt (ASP Director) at [pratt@sfcs.net](mailto:pratt@sfcs.net).

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.