



# SOUND CHRISTIAN ACADEMY

## 2021-2022 Course Catalog

2310 South 66th Street  
Tacoma, WA 98409

Phone: 253-475-7226  
Fax: 253-302-3591  
[soundchristianacademy.org](http://soundchristianacademy.org)

Dear Student,

Sound Christian Academy is a school of high academic standards. Students who take advantage of the opportunities offered here enter some of the nation's finest Christian, private, and public colleges and universities. Our students also are the recipient of many scholarships. Over the past few years, they have been awarded over \$5,000,000 in academic, athletic, and leadership scholarships.

We believe that God has called us to develop disciples of Jesus and build leaders in the community as well as to engage the culture for the Kingdom. We look forward to working with you as you discover what it means to develop as a follower of Christ and as one who can lead others in how to follow Christ. We want you to learn to succeed academically, but more than that, we want this to be a place where you learn to love the Lord and walk with Him faithfully.

The information that follows is designed to be helpful as you determine your program for the next four years. Please read it carefully. Ask for an appointment with our counselor if you need further clarification. Please note that not all classes are offered every year. Check with the counselor to know when the classes that are important to you will be offered.

It is our desire to encourage and challenge you as you endeavor to prepare yourselves for a future of serving our Lord with excellence.

# SCA Graduation Requirements

(Effective for Class of 2020 and Beyond)

Subject	Minimum state graduation requirements	Minimum requirements for SCA*	College Prep requirements for SCA*	Minimum requirements for public, four-year colleges and universities**	Recommended courses for highly selective colleges and universities
<b>English</b>	4 credits	4 credits	4 credits	4 years	4 years
<b>Bible</b>	0 credits	4 credits	4 credits	0 credits	0 credits
<b>Math</b>	3 credits	3 credits	4 credits****	3 years***	3-4 years***
<b>Science</b> (two must be a lab)	3 credits	3 credits	3 credits	3 years	3-4 years
<b>Social Studies</b> (including Civics, U.S. and Washington state history)	3 credits	3 credits	3 credits	3 years	3-4 years
<b>World Language</b> (same language)	2 credits	2 credits	3 credits	2 years	3-4 years
<b>Visual or Performing Arts</b>	2 credits	2 credits	2 credits	1 year	2-3 years
<b>Health (required) and Fitness</b>	2 credits	2 credits	2 credits	* SCA requirements may be higher than state minimums. ** Students must have a minimum 2.00 grade point average. *** Must be Algebra II or higher. **** Must be Trigonometry or Higher.	
<b>Occupational Education</b>	1 credit	1.5 credits	1.5 credits		
<b>Electives</b>	4 credits	1.5 credits	1.5 credit		
<b>Total</b>	24 credits	26 credits	28 credits		

Students earn .25 credits per sport each year for participation in SCA athletics.

# ACADEMICS & PLANNING

## CLASS LOAD

Students should carry a full load of classes each semester. Students should begin career/college planning at the beginning of their first year of high school. Colleges vary in their entrance requirements. The wise student will be aware of the entrance requirements to the college he/she wishes to attend and will plan his/her high school courses accordingly.

## PLACEMENT

Student placement in honors, Concurrent, or AP classes will be based on prerequisites and faculty recommendations. A math exam will be given to all incoming students in order to be placed in the math class best suited to his/her ability level.

## DROPPING AND ADDING A CLASS

1. A class may not be added or dropped after the first ten days of the semester without penalty on the student transcript.
2. Permission of the parent and counselor must be obtained. Students must obtain a form from the office, see that it is properly completed, and return it to the counselor before the first ten days of the semester have expired.
3. The counselor will notify the student and faculty of all class change approvals.
4. Classes dropped after the second week will earn a grade of WP (Withdrawal Pass) or WF (Withdrawal Fail). This may impact the GPA.
5. Classes dropped after the half-way point of the semester will receive a grade of "WF". This grade will impact the GPA.

## GRADUATION

In order to participate in the graduation exercises, the student must have successfully completed all graduation requirements as outlined in the Student Handbook.

## SEQUENTIAL CREDIT PLANNING

Students should take English, math, world language, and science credits sequentially. Once begun, the classes in a particular discipline should be taken each semester until the requirement is met.

## AUDITING

SCA does not offer courses for audit.

## PARTICIPATION IN CO-CURRICULAR ACTIVITIES

Students may participate in activities conducted outside of the regular school hours provided the academic eligibility requirements are met. Re-evaluation may occur as often as every week.

## P.E. (Health and Fitness) CREDIT

Students should plan to take two years of PE/Health. PE credit is also given for participation in sports, but not for managing a team. Independent PE is permitted only when the class is needed to meet graduation requirements and the schedule does not allow the student to enroll in the in-school PE class. Students earn .25 for participation in each SCA sport.

## BIBLE CREDITS

Students are required to take a Bible course each semester they attend SCA.

## GRADE DEFINITIONS

The following are given to clarify grades given:

F - Fail; affects GPA

1. There is a lack of obvious effort on the part of the student to complete the course requirements.
2. The student retakes entire course if credit is needed.
3. The "F" stays on the transcript and is counted in GPA.

INC - Incomplete; must be converted to a letter grade or becomes an F after 2 weeks

1. The student experiences an interruption in his/her ability to finish class (i.e. – illness or emergency situation).
2. The incomplete does not affect GPA. When grade is converted, it is computed into GPA.

WF - Withdrawn from class; GPA impacted

WP - Withdrawal from class; GPA not impacted

## INDEPENDENT STUDY

1. If approved in advance by the counselor, high school students may take alternative course offerings while at the same time attending Sound Christian. A limited number of classes may be taken as an independent study. Students must complete a Request for Transfer Credit Approval Form (located in Counselor's office). There may be additional cost for alternative course options.
2. At the close of the semester, an official signed report or official transcript verifying the completion of the course must be made available to the counselor prior to granting credit.
3. Approval may be given to take an independent study from an approved provider. SCA is not responsible for the course content or the classes students choose to take outside of our campus facility. In some cases, those courses may not be taught from a Biblical worldview.

## TEACHER AIDE or OFFICE AIDE

0.5 elective or occupational ed credit is given to all aides, per semester.

## GRADING SCALE

100-93%	A	4.0
90-92%	A-	3.67
87-89%	B+	3.33
83-86%	B	3.0
80-82%	B-	2.67
77-79%	C+	2.33
73-76%	C	2.0
70-72%	C-	1.67
67-69%	D+	1.33
60-66%	D	1.0
50 or below	F	0

# COURSE OFFERINGS

(some courses are available by teacher availability & student interest)

## **CORE CLASSES**

### **BIBLE** (pg 7)

- The Pentateuch
- Concurrent Pentateuch
- Paul's Epistles
- Concurrent Paul's Epistles
- Systematic Theology
- Concurrent Systematic Theology
- The Christian Life
- Concurrent Christian Life
- ELL Bible

### **ENGLISH** (pg 8-9)

- English 9
- English 10
- English 10 Honors
- English 11 American Literature
- Concurrent American Literature
- English 12 British Literature
- Concurrent British Literature
- ELL English

### **HISTORY** (pg 10)

- Civics
- World History
- US History
- AP US History
- Current World Problems

### **MATH** (pg 11-12)

- Algebra I
- Geometry\*
- Algebra II\*
- Advanced Math/Trigonometry\*
- Statistics\*
- Calculus\*
- AP Calculus AB\*
- AP Calculus BC\*

### **SCIENCE** (pg 12-13)

- Physical Science
- Biology
- Chemistry\*
- AP Chemistry\*
- Honors Physics\*
- Anatomy & Physiology\*
- Environmental Science
- Astronomy
- Forensics

### **WORLD LANGUAGES** (pg 14-15)

- American Sign Language
- Spanish

## **ELECTIVE CLASSES**

### **FINE/ PERFORMING ARTS** (pg 15-16)

- Drama
- Advanced Art
- Digital Photography
- Drawing
- Graphic Design
- Painting
- Pottery
- Sculpture
- Band
- Choir
- Worship Arts

### **OCCUPATIONAL EDUCATION** (pg 17-18)

- Communications
- Digital Photography
- Intro to Computer Science
- AP Computer Science
- Keyboarding
- Personal Finance
- Speech
- STEM Foundations
- Teaching Assistant
- Yearbook

### **PHYSICAL EDUCATION** (pg 18-19)

- Health
- PE
- Strength and Development
- Team Sports

### **INSTRUCTIONAL SUPPORT** (pg 20)

### **CONCURRENT COURSES AND TESTING** (pg 21-22)

\*Prerequisites required

# CLASS DESCRIPTIONS

*Most of the courses in this handbook are offered yearly. Several courses are offered on a rotating basis. The printed schedule for each semester will contain updated course offerings.*

## BIBLE COURSES

### **The Pentateuch (Full Year)**

This course is designed to introduce the student to the first five books of the Old Testament. Students will become acquainted with the genres of Old Testament Narrative and Old Testament Law, become familiar with the world of the Ancient Near East, become familiar with the form and content of the Biblical Covenants, and be able to place the Pentateuch within the narrative of Scripture.

Text: The Old Testament

Additional Concurrent Text: *Exploring the Old Testament: A Guide to the Pentateuch* by Gordan Wenham

### **Paul's Epistles (Full Year)**

This class is designed to introduce the student to the thirteen biblical letters written by the Apostle Paul. Students will become acquainted with the genre of a Greco-Roman letter and become familiar with the first-century world of the Roman Empire and Palestine. Students will also study the content, form, and theology of Paul's Letters and be able to place them within the meta-narrative of Scripture

Text: The New Testament

Additional Concurrent Text: *Thinking Through Paul* by Bruce Longenecker and Todd Still

### **Systematic Theology (Full Year)**

This full year course examines the great doctrines of the Bible. Bibliology, Theology Proper, Christology, Pneumatology, Anthropology, Soteriology, Ecclesiology, Angelology, and Eschatology. The students examine the application of doctrinal truths to their personal lives. They also learn basic Bible study techniques, such as examining the Scriptures for themselves.

Text: *Delighting in the Trinity* by Michael Reeves

Additional Concurrent Text: *Introducing Christian Doctrine* by Millard J. Erickson

### **Spiritual Formation and The Christian Life (Full Year)**

The Christian Life is designed to introduce the student to Spiritual Formation and to equip them to develop habits and practices that foster spiritual growth. The nature of this class requires engagement, participation, and taking personal responsibility for one's own spiritual life and growth.

Text: *Spiritual Disciplines for the Christian Life* by Donald Whitney

*Prayer: Experiencing Awe and Intimacy with God* by Timothy Keller

Additional Concurrent Text: *You Are What You Love* by James Smith

## ENGLISH COURSES

Our traditional tract courses are challenging and prepare a student for college. Honors classes challenge students to learn at a faster pace and with a 30% heavier volume of work. Writing assignments are more rigorous, and critical thinking skills are a key component. More outside reading is required. A year-long course in English is required for grades 9-12. Concurrent courses are taught at a college level. Students receiving a passing grade in these courses receive three transferrable college level credits through Northwest University.

### Grade 9

#### **English 9 (Full Year)**

This course covers three general areas of study, literature, vocabulary, and grammar. Students learn research, writing, and study skills. Students read *Night* by Elie Wiesel and Shakespeare's *Romeo and Juliet* as well as a variety of short stories that focus on literary elements. Students also learn about poetry and the structural foundation of the five-paragraph essay. Grammar and vocabulary are taught or reviewed daily.

Text: *Implications of Literature: Explorer Level*, Textword Press, 2000

### Grade 10

#### **English 10 (Full Year)**

This course is a study of world literature. Students will read Shakespeare's *Julius Caesar* as well as selections from the textbook. Grammar is taught through writing and rewriting of the five-paragraph essay. Students will receive instruction in writing through the five-paragraph structure, which is the springboard for all types of expository essays. Each student will be required to write a five-page research paper. Some creative writing will also be required.

Text: *Implications of Literature: Navigator Level*, Textword Press, 2002

#### **English 10 Honors (Full Year)**

This course is a study of world literature which includes selections from our textbook as well as the following pieces of literature: *Julius Caesar* by William Shakespeare, *To Kill a Mockingbird* by Harper Lee and *The Pearl* by John Steinbeck. Students will receive instruction in writing through the five-paragraph essay structure, the springboard for all types of expository essays. Each student will be required to write a five-page research paper. Some creative writing will also be required.

Text: *Implications of Literature: Navigator Level*, Textword Press, 2002

### Grade 11

#### **English 11 - A Study of American Literature/Writing Development (Full Year)**

Authors such as O. Henry, Stephen Crane, Sara Teasdale, Robert Frost and many more are studied. Types include suspense, character sketches, reflections of the Civil War era, and historical narratives. Writing projects include historical narrative, analytical, reflective, descriptive, and expository writing. At least one project will require parenthetical citations and MLA formatting. Students will focus on themes that allow them to study, analyze and appreciate the quality of strong writing while emphasizing the importance of applying scripture to the analysis of an author's work. Students sharpen their critical skills as they observe the strengths of good writing and evaluate various techniques and themes of Christian and non-Christian writers. The writing program will include the five-paragraph essay and a research paper in conjunction with the history department.

Text: *Implications of Literature: Pioneer Level*, Textword Press, 2001



### **Concurrent American Literature (Full Year)**

#### **College Reference: ENGL 2203, Survey of American Literature**

Authors such as O. Henry, Stephen Crane, Sara Teasdale, Robert Frost and many more are studied. Types include suspense, character sketches, reflections of the Civil War era, and historical narratives. Novels may include *The Scarlet Letter* and *The Adventures of Huckleberry Finn*, or similar classics which reflect the history of American Literature. Students will focus on themes that allow them to study, analyze and appreciate the quality of strong writing while emphasizing the importance of applying Scripture to the analysis of an author's work. Students sharpen their critical thinking skills as they observe the strengths of good writing and evaluate various techniques and themes of Christian and non-Christian writers and practice similar writing styles. Expository assignments and a historical narrative will require parenthetical citations and MLA formatting. Three semester or 4 quarter college credits are awarded to the successful student.

Text: *Conversations in American Literature*, Bedford St. Martins; 2015

### English 12

#### **English 12 - A Study of British Literature / Writing Development (Full Year)**

Seniors begin the year with an introduction to the Greek theatre and drama as well as some excerpts from Plato and Aristotle. British literature will dominate the rest of the year, selections include *Hamlet*, *Beowulf*, *the Canterbury Tales* and authors such as Jonathan Swift, Charles Dickens, Frank O'Connor, Lewis Carroll, and William Wordsworth. Poets from the 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> century will also be studied. Students focus on themes that allow them to study, analyze and appreciate the quality of strong writing while emphasizing the importance of applying Scripture as a means of analyzing an author's work

Text: *Implications of Literature: Trailblazer Level*, Textword Press, 2005

### **Concurrent British Literature (Full Year)**

#### **College Reference: ENGL 2133, British Literature**

Seniors begin the year with a study of a major British novel such as *Jane Eyre* by Charlotte Bronte or *The Great Divorce* by C.S. Lewis. British literature will dominate the rest of the year, selections include *Macbeth* or *Hamlet*, *Beowulf*, *the Canterbury Tales* and the Shakespearean Sonnets. Poets from the 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> century will also be studied. Students focus on themes that allow them to study, analyze and appreciate the quality of strong writing while emphasizing the importance of applying Scripture as a means of analyzing an author's work.

Writing projects involve analytical and persuasive emphasis, which include reflective essays, expository writing, written interviews, letters to the editor and essays of argumentation. Three semester or 4 quarter credits will be awarded to the successful student.

Text: *The Norton Anthology of English Literature, the Major Authors*, 10<sup>th</sup> Edition, Volumes 1 and 2. Textbook is purchased by the student.

## HISTORY COURSES

### **World History (Full Year)**

World History is taught as a survey of world history from creation to the 20<sup>th</sup> century. Students will study the history of a variety of civilizations while analyzing primary sources. Students will make connections between historical events and God's plan of redemption as seen through history and across various times and cultures. This class is designed to present the Biblical picture of the growth of human civilization and to prepare the student for a class on worldviews by studying the growth of human philosophy over time.

Text: *World History*, Bob Jones University Press, 5<sup>th</sup> Edition 2019

### **US History (Full Year)**

U.S. History is taught as a survey of the nation's past from its roots in the Age of Exploration to the 20<sup>th</sup> century. Students will study the history of the United States by analyzing primary sources. Students will make connections between historical events and God's sovereign rule of the past, while also assessing past decision from a Biblical worldview. Emphasis is placed on learning from both the strengths and weaknesses of Christians from the nation's past.

Text: *U.S. History*, Bob Jones University Press, 5<sup>th</sup> Edition 2018

### **AP US History (Full Year)**

AP US History is taught following the course and exam description of the CollegeBoard with units ranging from pre-Columbus to the current day. Emphasis is placed on developing historical reasoning and writing skills aligned with advanced placement expectations. Students will assess both primary sources and secondary source articles as well as practice Christian discernment when interacting with various worldviews. This course is intended to prepare students to succeed on the Advanced Placement US History Exam.

Text: *Give Me Liberty! An American History* by Eric Foner 2020  
*Born Again* by Charles Colson

### **Civics (Semester)**

Civics is taught as a survey of US government covering an introduction to government, the three branches of the US government, and the Constitution. The class is taught from a Biblical worldview and students will assess various situations and questions pertaining to government and specifically a Christian's role in government. This course is intended to give students an understanding of how government works and prepare them to be responsible citizens.

Text: *American Government*, Bob Jones University Press, 4<sup>th</sup> Edition 2020

### **Contemporary World Problems (Semester)**

Contemporary World Problems is taught as a survey of various issues in the world today. Students will be presented with information from various points of view with emphasis placed on how Christians should act and speak when dealing with possibly contentious issues. Students will express their own opinions through writing and class discussions. The class is taught from a Biblical worldview. This course is intended to prepare students to engage culture in a respectful manner.

Text: *Love Thy Body* by Nancy Pearcey

## MATHEMATICS COURSES

### **Algebra I (Full Year)**

A full year course including: the basics of Algebra; solving and graphing linear equations and inequalities; solving and graphing quadratic equations; factoring polynomials; and working with radical and rational expressions and equations.

Text: *Intro to Algebra I*, Houghton Mifflin Harcourt, 2020

### **Geometry (Full Year)**

A full year course which examines the basics of geometry; developing inductive and deductive reasoning skills; problem solving using proofs; working with lines, angles, polygons, and circles; and working with perimeter, area, surface area and volume of figures and solids.

Text: *Geometry*, Glencoe, 2005

### **Algebra II (Full Year)**

A full year course including linear equations and inequalities; quadratic, polynomial, and rational equations and functions; matrices, conic sections; and exponential and logarithmic relations.

Text: *Algebra 2*, Glencoe, 2005

### **Advanced Math/Trigonometry (Full Year)**

A year-long course emphasizing the continued building of algebraic skills (with a focus on the multiple representations of functions) while exploring trigonometry via the unit cycle. Specific topics include, but are not limited to, piecewise functions, trigonometric identities, the number  $e$ , polar coordinates, and the complex plane.

Text: *Advanced Math Concepts*, Glencoe, 2004

### **Statistics (Full Year)**

A year-long course where students build numerical literacy, interpret data, calculate probabilities, and justify conclusions. Students will embark on a quest of intentionality; a mathematical mission to ask quality questions and make better decisions.

Text: *Introductory Statistics*. OpenStax College (Rice University), 2013

### **Calculus (Full Year)**

A year-long course of approaching infinity, analyzing change, and attempting to capture the moment. Students will apply and synthesize prior algebra skills with new calculus concepts while diving into the specific topics of limits, differential calculus, and integral calculus.

Text: *Calculus: Early Transcendental Functions*, McGraw-Hill, 2007

### **AP Calculus AB (Full Year)**

A year-long course of infinitesimal calculus aligned with the College Board curriculum (offering the opportunity to earn college credit via a qualifying score on the AP exam). Specific topics include limits, differential calculus, and integral calculus.

Text: *Calculus: Early Transcendental Functions*, McGraw-Hill, 2007  
PDF Curriculum; Supplementary Bryan Passwater Materials

### **AP Calculus BC (Full Year)**

A year-long course of calculus two concepts aligned with the College Board curriculum (offering the opportunity to earn college credit via a qualifying score on the AP exam). Specific topics include advanced integration techniques, parametric and polar equations, and sequences/series.

Text: varies

## **SCIENCE COURSES**

### **Physical Science (Full Year)**

This course provides a good working knowledge of the basic laws and concepts in the physical environment, including key aspects of physics and chemistry. This class requires a good working knowledge of basic math skills. This class incorporates labs and projects into the learning process. The overall goal is to prepare students to have a confident Biblical worldview in physical science and be able to give a reason for the hope they have in Christ when challenged from a scientific perspective.

Text: *Physical Science*, Bob Jones University Press, 2014

### **Biology (Full Year)**

Biology is a laboratory science that covers the study of living things. Students will develop an understanding of the organic world by examining three units of study. The Science of Life includes topics such as cellular biology, genetics, and other material that concerns philosophy and theory. The Science of Organisms surveys the major groups of living things on our planet including the classification of organisms, disease and disorders, and ecology. The Study of Human Life involves the study of human anatomy and physiology.

Text: *Biology*, Bob Jones University Press, 4<sup>th</sup> Edition 2011

### **Chemistry (Full Year)**

Students develop a full operating knowledge of the interaction of matter and energy, learn about atoms, elements, our physical environment; all inside of a Biblical worldview. Chemistry requires an operating knowledge of Algebra I and Geometry and the ability to apply them to science concepts. Chemistry covers the major concepts in inorganic and basic organic chemistry. Must be enrolled in Geometry or higher (Algebra II recommended).

Text: *Chemistry*, Bob Jones University Press, 4<sup>th</sup> Edition 2015

### **AP Chemistry (Full Year)**

First year chemistry is a pre-requisite for this course, and it is recommended that a student take AP Chemistry directly after taking first year Chemistry. This course is designed to be a college level course covering the topics and instruction directed by the national college board. Much of the work involves solving math type story problems, and students must have taken an advanced math course or be enrolled in one at the same time they take AP Chemistry. Students will receive at least 30-45 minutes of homework per night. The AP exam occurs in May; April is used for intense preparation for the test. The last month of school will be much less intense and generally will be used to study topics that match the interests of students. Prerequisite: Must have completed Algebra II and Chemistry. This class may not be offered every year.

Text: *The Central Science*, Prentice Hall, 12<sup>th</sup> Edition 2011

### **Physics (Full Year)**

In Physics we will learn about several components of physics, including forces, motion, vectors, and scalars, work, and energy. Students will practice skills pertaining to science including making observations and hypotheses, following lab procedures and completing labs, collecting and analyzing data, drawing conclusions, solving problems, and working with other students collaboratively.

Text: *Physics*, Bob Jones University Press, 3<sup>rd</sup> Edition 2016

### **Anatomy & Physiology (Full Year)**

This advanced biology course focuses on the interrelationships of anatomy and physiology of the human body's major organ systems. Students will gain foundational concepts related to the histology, structure, and functions of the human body. This course is designed as a good introduction for those interested in scientific research and medical careers. Students will participate in a series of dissections of different organs culminating with the dissection of a cat. After successfully completing this course, students will be able to identify the individual functions of the body systems and distinguish how each system interacts with others to create the seamless integration that makes up the functioning human body. Students will be able to apply the body's engineering to the amazing design of our Creator. Prerequisite: 2+ years of sciences.

Text: *Anatomy & Physiology: The Unity of Form and Function* by Kenneth Saladin, 2018

### **Astronomy (Full Year)**

In Astronomy we will learn about our universe, including orbits and gravity, the solar system, stars, planets, the moon, comets, and asteroids. Students will practice skills pertaining to science including making observations and hypotheses, following lab procedures and completing labs, collecting and analyzing data, drawing conclusions, solving problems, and working with other students collaboratively.

Text: *Astronomy*, Openstax

### **Environmental Science (Full Year)**

The goal of the Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The overall goal is to prepare students to have a confident Biblical worldview in Environmental Science and be able to give a reason for the hope they have in Christ when challenged from a scientific perspective.

Text: varies

### **Forensics (Full Year)**

In Forensics we will learn about several components of forensic science, including types of evidence, the crime scene, fingerprints, hairs, fibers, blood, and DNA analysis. Students will practice skills pertaining to science including making observations and hypotheses, following lab procedures and completing labs, collecting and analyzing data, drawing conclusions, solving problems, and working with students collaboratively.

Text: *Forensic Science for High School*, Kendall Hunt 2016

## WORLD LANGUAGES

### **American Sign Language 1 (Full Year)**

ASL I is a beginning course in American Sign Language. Vocabulary related to introductions, exchanging personal information, living situations, family relationships, and daily activities will be introduced. Numbers, fingerspelling, basic grammar, and spatial agreement as well as an introduction to Deaf culture and history will be taught.

Text: *Signing Naturally 1-6* Cheri Smith/Ella Mae Lentz/Ken Mikos; DawnSignPress, 2008

### **American Sign Language 2 (Full Year)**

ASL II is a continuation course in American Sign Language 1. Students will continue to increase their vocabulary and signing skills through the study and use of classifiers, non-manual signals, and basic ASL syntax. Students will be introduced to basic storytelling, to Deaf idioms, and will continue to study Deaf culture and history.

Texts: *Signing Naturally 7-12* Ella Mae Lentz/Ken Mikos/Cheri Smith; DawnSignPress, 2014  
*Inside Deaf Culture* by Carol Padden and Tom Humphries; Harvard University Press, 2005

### **American Sign Language 3 (Full Year)**

ASL III focuses on increasing both expressive and receptive signing skills through vocabulary development, continued study of storytelling techniques with increased detail, expressing and following more complex directions, and interacting with peers in a variety of social exchanges. Deaf culture and history will continue to be studied, including Deaf poetry, idioms, and art.

Text: *Signing Naturally Level 3*; DaenSign Press: San Diego, CA, 2001

### **Spanish I (Full Year)**

Students will gain the ability to recognize, understand, and produce meaningful communication in Spanish in a variety of everyday contexts. These contexts include greetings; identifying themselves and expressions of courtesy; the classroom, class schedules, and school life; the days of the week; fields of study and school subjects; family life; identifying people, professions and occupations; pastimes; weather and vacations. They will begin to engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. Students will have an understanding of the basic geography, culture, and history of Spanish speaking countries.

Text: *Descubre 1*, Vista Higher Learning Publisher, 2011

### **Spanish II (Full Year)**

Students will gain the ability to recognize, understand, and produce meaningful communication in Spanish in a variety of everyday contexts. These contexts include clothing and shopping; colors; daily routine and food; health, medical terms and conditions; parts of the body; the car and its accessories and computers and the internet. They will begin to engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. Students will have an understanding of the basic geography, culture, and history of Spanish speaking countries.

Text: *Descubre 1*, Vista Higher Learning Publisher, 2011  
*Descubre 2*, Vista Higher Learning Publisher, 2014

### **Spanish III (Full Year)**

Students will continue to develop their ability to recognize, understand, and communicate in Spanish. They will learn to produce meaning communication in Spanish in a variety of everyday contexts. These contexts include personality, emotions, and personal relationships; parts of the house and household chores; nature and the environment; health and well-being; exercise and physical activity and professions and occupations. Students will have a greater understanding of the basic geography, culture, and history of Spanish speaking countries.

Text: *Descubre 2*, Vista Higher Learning Publisher, 2014

## **FINE & PERFORMING ARTS**

### **Drama (Full Year)**

Drama is an activity-oriented course that focuses on the art and skills necessary to create three-dimensional characters, coherent stories, and compelling performances through strong listening skills, emotional connection, and exploration of the key elements of theatrical storytelling. The student's creativity, critical thinking, communication, collaboration, and career readiness will grow through the skills acquired in drama. Art educates and enriches true faith in the Creator – God. Dramatic arts is a discipline that should inspire a deeper understanding of the Creator and His creation. It is the goal of this course to strengthen the student's faith in God and their God-given abilities to embolden them to live their lives passionately for Christ.

### **Advanced Art (Semester)**

Advanced Art is a directed studio course which offers individual artist the chance to choose their own projects up to about 5 projects per semester. The elements and principles of design, as well as the study of color theory will be briefly covered and expected when grading projects. Excellence and persistence of the individual student for improvement is largely required as well. There will be art history and some writing projects, as well as some basic drawing practice in a sketch book regularly to get a holistic growing in each student's ability to observe and reflect the beauty of God's creation.

### **Digital Photography (Semester)**

Students will learn the basics of photography, including common errors, composition, lighting, special effects, and more. Students will learn how to use their camera, edit images, and compose excellent photographs. They will apply these skills in various projects as 4x6 prints and themed collages.

### **Drawing (Semester)**

Drawing class explores the Christian view of art, the basics skills of drawing, the elements, and principles of designs. We will be doing observational/from life drawing, sketchbook assignments, and Projects chosen within the framework of the mediums required. Projects include Graphite Smooth-tone, Charcoal, Pastels, and more. There will always be some element of choice as we chose subject matter, though choosing good quality sources will be something that we will be learning.

### **Graphic Design (Semester)**

Graphic Design is a digital to-print course in which we learn how to arrange images and problem solve. We will start by learning the principles and elements of design, then jump into learning design software such as Photopea and Inkscape for our main 5-6 projects which will be printed and mounted professionally on black paper. This course empowers the learner to be able to create readable, interesting designs, by learning the basics of contrast, hierarchy, and more. With

knowledge of these tools, we gain a real-world skill and that is communicating clearly as a digital artist.

### **Painting (Semester)**

This class is designed to follow the drawing class. Watercolors, acrylics, and oil paints are the focus of this course with the design of producing larger works of art. Color theory and painting techniques will be covered, as well as how to care for brushes and supplies for longevity and usefulness.

### **Pottery (Semester)**

This course introduces students to things like clay materials, processes, and tools for the creation of slab, coil, casting, and wheel pottery. This will be done, in relation to human history and culture from a Christian point of view. Also, this class may function as a mixed media course with a focus on linocuts and printmaking, T-Shirt printing, and word art such as calligraphy.

### **Sculpture (Semester)**

The student will experiment with diverse media and their potentialities to create volume, line, and mass, employing materials such as clay, wire, plaster, and cardboard. This course may also include mixed media with introduction of word art or the carving of linocuts, printmaking, and T-Shirt printing.

### **Band (Full Year) *Program on hold due to COVID***

This ensemble includes 9th, 10th, 11th, and 12th grade band students. Through performance of more challenging music, students work on tone quality, music reading and listening skills. Students will become proficient at major, minor, and chromatic scales. The band will perform at several evening performances during the school year. This is a full-year elective class that meets during the school day. Students who sign up to take High School Band are committing to stay in the class for the entire school year.

### **Choir (Full Year) *Program on hold due to COVID***

This is a course that teaches vocal music performance in a group setting. The goals are to provide members with a better understanding and appreciation of music and their God given instrument, and to make each student a better musician. Singers will experience a variety of musical styles as well as languages. Performances are mandatory.

### **Worship Arts (Full Year or Semester)**

This is a fine arts or occupational education course that focuses on providing music and worship through song for weekly chapels. Student opportunities include playing various types of instruments, singing, sound and visual production. Extra time outside of class once a week is required. A student's Christian testimony is of utmost importance and is considered for approval and continued participation throughout the year.



# OCCUPATIONAL EDUCATION

## **Communications (Semester)**

Communication Class presents theories and exercises in verbal and non-verbal communication with a focus on interpersonal relationships in everyday life and business. Creative thinking and problem solving with verbal, non-verbal, and written communications skills will be emphasized in a "business model". In the entirety of the class, emphasis will be placed on our communicative God that created us in His image to be communicators of His life, salvation, and love. Student will be exposed to community leaders who come on campus and share about a variety of communication methods used in the workplace.

## **Digital Photography (Semester)**

Students will learn the basics of photography, including common errors, composition, lighting, special effects, and more. Students will learn how to use their camera, edit images, and compose excellent photographs. They will apply these skills in various projects as 4x6 prints and themed collages.

## **Into to Computer Science (Semester)**

Exploring Computer Science (ECS) is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of Exploring Computer Science is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues.

## **AP Computer Science (Full Year)**

The AP Computer Science Principles course is designed to be equivalent to a first semester introductory college computing course. In this course students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

## **Keyboarding and Computer Skills (Semester)**

Students will learn the basics of computer usage. This includes skills in typing, internet research, Microsoft Office, and technology safety and security. This course is hands-on, with the goal of becoming proficient with computers for future academic and career needs.

## **Personal Finance (Semester)**

Students will learn personal finance through an engaging and age-appropriate video series taught by Dave Ramsey. The program, which meets state standards and national guidelines, includes a comprehensive student workbook. Areas of study include planning and money management where students will learn to organize personal finances and use a budget to manage cash flow; credit and debt where students will learn how to maintain credit-worthiness, borrow at favorable terms, and manage debt; risk management and insurance where students will learn to use appropriate and

cost-effective risk management strategies; and saving and investing where students will learn how they can implement a diversified investment strategy that is compatible with personal goals.

Text: *Foundations in Personal Finance* by Dave Ramsey

### **Speech (Semester)**

Speech Class introduces the principles of public speaking and provides the opportunity for students to orally present an introductory, personal experience/testimonial, informative, demonstration, persuasive, storytelling, impromptu, special occasion, and debate speeches. Topics include the principle of reasoning, audience analysis, collection of materials, outlining, and delivery. Emphasis is on the oral presentation of well-prepared speeches. In the entirety of the class, emphasis will be placed on our communicative God that created us in His image to be communicators of His life, salvation, and love. "Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen." Eph. 4:29 (NIV)

### **STEM Foundations (Semester)**

This course is designed to introduce students to the breadth of the field of engineering design and robotics through an exploration of engaging and accessible topics. The course is designed to introduce the conceptual ideas of technology and engineering and to help students understand why certain tools/designs might be utilized to solve particular problems. The course activities introduce basic concepts in programming, electronics, and mechanics in an approachable and playful way. They also encourage students to use the internet as the main tool for gathering information and documenting the projects they build. Students will engage in topics such as interface design, limits of robotics, and societal and ethical issues.

### **Teacher's Assistant (Semester)**

As a Teacher's Aide, students are assigned an on-campus teacher to shadow and assist in their classroom. Assignments are anywhere from grades PreK through 12<sup>th</sup> grades as well as administrative assignments. Students learn skills such as time management, grading (limited to elementary level classes only), teacher/student relationships, and an introduction to classroom management.

### **Yearbook (Full Year)**

In Yearbook, students are responsible for the creation and organization of the school yearbook. The methods used to accomplish this task include (but are not limited to): class collaboration, connection to the school community, computer technology, photography, page layout and design, interpersonal communication, editing, and journalistic research, interviewing, and writing. Emphasis is placed on effort, quality, and implementation of skills learned, and on meeting real-world deadlines. Class size is limited. Course objectives include accurately recording the community, memories, and events of the school year in a timeless, innovative, and creative yearbook that glorifies God in all aspects of its production.

## **PHYSICAL EDUCATION AND HEALTH**

### **Fitness for Life (Semester)**

This class emphasizes how to stay fit and learn workouts that a student can do throughout his/her life in a fun and encouraging way. It is a combination of gaining a knowledge and confidence in weight training, stretching, jump training, cardiovascular fitness, circuit training, core work, and sport workouts. All nine major muscles groups will be targeted, and students will be expected to log their fitness workouts. This is a class that can be taken again if it fits in the student's schedule.

**Health (Semester)**

Health is a course that will guide students through the many dimensions of health and wellness. Students will gain an understanding of the five components of health (physical, spiritual, mental, emotional, and social), will develop skills needed in confronting difficult health-related situations, and will understand health promotion techniques that will establish a solid personal health in the five areas.

Text: *Essential Health*, The Goodheart-Wilcox Company, 2<sup>nd</sup> Edition

**PE (Semester)**

Physical Education is a required class. Students are introduced to team and individual sports. The concepts of proper dynamic/ static stretching, cardio work, and specialized sport skills are presented. A variety of sports are studied such as volleyball, soccer, flag football, weightlifting, running, basketball, and softball. PE is a one semester class.

**Strength Development (Semester)**

The focus of this class is to teach the proper use of strength development equipment and techniques including free weights, machines, and circuit training, and cardio work. The goal is to expose students to the benefits of strength training in the areas of increased strength, muscle tone, flexibility, coordination, and cardio-vascular fitness. Instruction is provided in the identification of the nine major muscle groups and exercises to work each of them. Students are expected to log fitness workouts. This is a semester class that can be taken again if it fits in the student's schedule.

**Team Sports (Semester)**

The focus of this class is to teach students the ruled, strategies, and techniques of several team sports. They will also learn proper scorekeeping and officiating for the targeted sports. Students will also learn to play the sport in a team setting. Sports may include basketball, volleyball, football, and soccer.

## INSTRUCTIONAL SUPPORT CENTER (ISC)

Our ISC exists to assist students, families and teachers with academic interventions, accommodations, and modifications. ISC offers instructional supports, so students are equipped and empowered to pursue life-long academic growth.

During ISC Study Hall, students can access the ISC to get help organizing their binders and planning their study time.

Elementary students with documentation, can receive remedial support in math and ELA skills including reading, spelling, phonics, and written expression. ISC support is structured to provide the remediation as a replacement for the needed subject when their homeroom teacher is teaching subject (i.e. ISC Math replaces 3<sup>rd</sup> grade student's Math). The ISC teacher works in conjunction with the classroom teacher to provide optimal support for the student.

Middle school and high school students who have documentation on file may be eligible to take modified courses through the ISC.

High school students may be eligible to take courses designed to further their understanding of core concepts of math while building on their strengths. These math courses can cover topics from Pre-Algebra, Algebra, Geometry, and Algebra II.

Families are encouraged to be a part of ISC through regular check-ins, whether by email or in person.

*The instructional Support Center does have a required fee in addition to the standard tuition fees.*

# CONCURRENT CREDIT COURSES

## Concurrent Credits

SCA partners with Northwest University in providing college course credit at a fraction of the cost of college fees. These classes are currently offered in Bible and English. Each yearlong course is equivalent to 3 semester college credits or 4 quarter college credits. Students are expected to work at a college level academically. They will complete additional work and reading outside the classroom, work from a college level textbook and write additional papers. College credits would be accepted at Northwest University and could transfer to another college or university. They course do have required additional fees.

# STANDARDIZED TESTING

## COLLEGE ENTRANCE TESTS (required)

Before graduating, every senior must take and have the scores reported to SCA for one of the following: SAT, ACT or TOEFL (Test of English as a Foreign Language).

- **SAT:** The SAT (Scholastic Aptitude Test) measures developed verbal and mathematical reasoning abilities important for academic performance in college. It does not measure motivation, creativity, and other abilities or characteristics that may contribute to college success. When college personnel consider an academic record and SAT scores, they know that a combination of high school grades and test scores is usually a better indicator of readiness to do college work than either one alone. SAT scores give admissions officers an indication of the extent to which a student has developed the verbal and mathematical reasoning abilities measured by the test. These developed abilities form the basis for doing successful college work. Students will receive information regarding testing dates for each school year.
- **ACT:** The ACT (American College Test) is a guidance-oriented instrument designed to assist students in making the transition to post-secondary education. The four academic subtests - English, mathematics, social studies, and natural science - provide an indication of general educational development and ability to do college-level work. The Student Profile Section and Interest inventory gather personal information and assess students' experiences, interests, abilities, goals, and special needs. Students will receive information regarding testing dates for each school year.

## PSAT 8/9 and PSAT/NMSQT (required)

The PSAT 8/9 and PSAT/NMSQT are preliminary versions of the Scholastic Aptitude Test (SAT) which are offered on campus to our 9th-11th grade students. At SCA, the PSAT 8/9 is administered to freshman. The PSAT/NMSQT is offered by the College Board and the National Merit Scholarship Corporation, and we administer this test to our sophomores and juniors. These tests measure certain verbal and mathematical abilities that have been shown to be related to success in college students.

The tests can help the student assess ability to do college work, formulate plans for college, become familiar with timed tests and predict SAT scores and provide valuable study tools.

The PSAT/NMSQT serves as a qualifying factor for juniors entering the scholarship competitions administered by the National Merit Scholarship Corporation.

Information on all testing is available from the counselor.

# ADDITIONAL TESTING

## **AP Exams/Classes**

Advanced Placement Classes give students the opportunity to pursue college-level studies while still in high school and the potential to receive advanced placement and credit, if a 3 or above score is earned on the AP Exam, upon entering college. SCA offers several AP classes on campus. The Advanced Placement Program enables educators to recognize differences among students and to offer more demanding opportunities. Exam fees are an additional cost.