

Our Mission

Our goal is to prepare young people to live fully for God in a rapidly changing world with the ability to understand, evaluate, and transform their world from the foundation of God's unchanging values.

Bellevue Christian School, a private educational institution, admits students of any race, color, national, or ethnic origin to all of the rights, privileges, programs, and activities generally accorded or made available to students at the school.

Why A Christian School?

In a Christian school one learns of a Christian way of thinking and learning. Christian education is not a matter of adding spiritual insight to a religiously neutral body of knowledge. It is not even only a matter of giving different answers to the questions the world asks. Christian education involves asking different questions, questions shaped by biblical beliefs about the nature of reality, the nature of humanity, and the place and task of human beings in that reality.

- excerpt from Second Sight, pp. 38-39

The BCS Educational Confession

Throughout the ages, Christians have responded to the Word of God in confessions of faith. By means of these confessions, they defined their life together as believers. At the same time they rejected the false teachings, and answered the troubling questions of their time.

As Christians united in the task of educating children in the Lord, we have similar obligation to respond to God's Word for education. This we are seeking to do in this educational confession. This confession does not substitute for or compete with theological confession, but seeks to be in harmony with the historic creeds of the churches.

- excerpt from Second Sight, p. 98

As an institution of Christian education, BCS holds to the following:

God is the sovereign creator of all things

God made all things and the world is held together by His Word and His Grace.

The Bible is the word of God written, inspired and infallible, the only authoritative guide for faith and life

Educational disciplines must never be seen as independent of the Bible for it is the foundation and framework of all our educational endeavors.

Human beings are created in the image of God

As a bearer of His image, each person is to be treated with love and respect.

Human beings are stewards of the Earth

God has delegated to humans the subordinate authority to exercise godly dominion over creation.

Mankind is fallen in sin and has brought the Creation itself under sin's bondage

We recognize that humanity is fallen, sin has impacted the whole of creation, resulting in our alienation from God.

Redemption in Jesus Christ extends to the whole of Creation

We confront our fallen world with the claims of Christ and his Lordship by taking every thought captive to Christ.

Knowing is Doing

We seek to model Christ's command to be servants of all and to one another.

Teaching is Modeling

Teachers are to reflect the wisdom, love, and discipline of Christ.

The ultimate goal of education is discipleship

We seek to lead students to a life of service to Christ's Kingdom and other people.

The Relationship between Home, Church, and School

We are mutually supportive of each other.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Bellevue Christian School (BCS) – Notification of Rights
Under the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act affords parents and students over 18 years of age certain rights with respect to the student's education records, which are:

The right to inspect and review the student's education records within 45 days of the day BCS receives a request for access. Parents or eligible students should submit to the principal or appropriate school official a written request, identifying the record(s) they wish to inspect. BCS will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The right to request an amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may submit a written request to the principal, identifying the part of the record they wish to have amended, and the reasons why they believe the record is inaccurate or misleading. If BCS decides not to amend the record, the parent or eligible student will be notified of the decision, of their right to a hearing, and of the hearing procedures to be followed.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except of the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is the disclosure to school officials with legitimate educational interests. A school official is a person employed by BCS as an administrator, supervisor, teacher, or support staff member; a person serving on the school board; a person or company with whom BCS has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

Parents or eligible students have the right to file a complaint with the U.S. Department of Education concerning any alleged failure by BCS to comply with the requirements of FERPA at:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Bellevue Christian School admits students of any race, color, national and ethnic origin to the rights, privileges, programs and activities generally accorded or made available to students of BCS.

Administration

Kevin Dunning, Superintendent

BA, Concordia University
MA, St. John's University

Blake DeYoung, Principal

BA, Seattle Pacific University
MAT, Seattle Pacific University

Larry Anderson, SH Assistant Principal

BA, North Park College
MEd, Western Washington University

Mike Olson, JH Assistant Principal, Spiritual Life Coordinator

BA, Seattle Pacific University
MEd, City University

**Brenda Fournier, Director of Student Learning
& Director of Student Academic Services**

BA, Northern Michigan University

Mark DeJonge, Athletic & Activities Director

BA, Calvin College
MA, Northern Arizona University

Counseling

Danielle Lopez - Junior High/Senior High Counselor

BA, University of Colorado
MA, University of Colorado

Mica Winskill - Junior High/Senior High Counselor

BA, St. Olaf College
MEd, Seattle Pacific University

School counselors assist students with academic and personal concerns, especially concerns that prevent optimum school performance. School counselors advocate for students, empower each student to find and develop their own voice, act as a liaison for effective communication between staff, students and families, and promote mental and emotional health and well-being. The Counseling Department is committed to:

- Fostering a safe and welcoming school environment for all students.
- Helping students recognize and celebrate their talents and uniqueness.
- Supporting students in developing their potential and giftedness.
- Assisting students in identifying and overcoming barriers to academic success and student learning.
- Proactively pursuing relationships with all students, knowing that it is the foundation for personal, spiritual and academic growth and success.

We recognize that each student has value and worth. The counselors are committed to walking alongside all students as they navigate transitions in and out of Junior High, Senior High and into the world beyond the walls of our school. Personal, social-emotional, academic, and college/career counseling will equip students to live fully, serving the rapidly changing world to which we are called to steward. In addition to counseling programs and services throughout the school year, each student receives individual guidance during the course advising process each spring.

General Academic Policy

The academic program at Bellevue Christian School is more than just “courses to take.” We are hoping to help you build a six-year program that will hold together as one piece, helping you discover and develop your gifts as well as equipping you to serve both God and your neighbor.

ACADEMIC STANDARDS

Course Grades

Letter grades are reported four times each year. First and third quarter grades are an indicator of progress to date. At the end of second and fourth quarters, the grade reflects performance for the semester and is a compilation of the two quarter grades. These are final grades and are recorded on the final transcript.

The Grading Scale

A 93%	B+ 87%	C+ 77%	D+ 67%	E Below 60%
A- 90%	B 83%	C 73%	D 63%	
	B- 80%	C- 70%	D- 60%	

E: No Credit. The student has not done sufficient work to meet minimum standards for credit and is not prepared for more advanced work in this subject area. An ‘F’ grade is equivalent to an ‘E’.

P/F: Pass/Fail. Academic credit is given for a P grade but there is no effect on GPA. These grades are normally given for Teacher’s Aide and Interscholastic Sports for PE credit only, or by prior arrangement with administrative approval.

S/U: Satisfactory/Unsatisfactory. No credit is given and there is no effect on GPA. These grades are given for Study Hall only, and do not appear on the transcript.

WD/P: Withdraw Pass. The student was “passing” at the time of withdrawal from a course after the first two weeks of the semester. The grade is placed on the report card and on the transcript but is not figured into the GPA.

WD/F: Withdraw Fail. The student was “failing” at the time of withdrawal from a course after the first two weeks of the semester. The grade is placed on the report card and on the transcript but is not figured into the GPA.

NOTE: A-E – Letter grades are given for all completed academic classes. Exceptions must be pre-approved by the Principal.

Grade Points

To determine a grade point average (GPA), point values are assigned for each grade as follows:

AP Course Grades (Senior High only)

NO ADDITIONAL VALUE is placed on AP grades at BCS. However, some colleges and universities see successful completion of AP courses on the transcript as a predictor of a higher college GPA.

MODIFIED COURSEWORK & GRADES

In some cases students will be better served by a modification in their coursework. Modification may include altered assignments resulting in a modified grade. This process may be initiated by contacting the counseling office or the Director of Student Academic Services (SAS). The modification, which is approved by the Principal and the SAS Director, will qualify for a BCS diploma. Grades earned through a modified program will be indicated as modified on the BCS transcript.

FAMILY/PARENT COMMUNICATION

Staffings

A student who is struggling may benefit from a staffing (strategy conference) with parents and multiple teachers. A parent, teacher, counselor, or administrator can request a staffing. A request should be made to a counselor or Office Manager. The Office Manager will schedule these meetings.

RenWeb

RenWeb is Bellevue Christian's online school information system for all students and parents (Pre K – 12). Student schedules, attendance, class assignments, and grades can be viewed from any computer that is on the internet. At a minimum, grades and assignments are updated by teachers weekly. Access codes are available for students and parents by contacting the technology department on the Clyde Hill campus.

Moodle

Teachers may use Moodle or other online resources for classroom assignments or homework. Please refer to the class syllabus for more information about online resources.

ATTENDANCE

Students are expected to attend all classes. An absence is sometimes unavoidable, but missing classes, no matter what the reason, will almost certainly result in a lower level of academic achievement. Students are expected to speak with teachers about absences whether pre-arranged or unexpected due to illness.

Students must make prior written arrangements, using the blue planned absence form (available from the front desk), with their teachers when they have prearranged absences. It is the student's responsibility to make up any work missed. A combination of absences for special events, athletics, field trips, family reasons, (especially if accompanied by illness) can become a serious handicap.

Excessive absence from classes will result in loss of credit. Exceptions to this policy may include; school related absences (field trips, athletic early dismissals) and long-term medical situations and under a doctor's care.

Parents must write or call in an explanation for any absence they intend to excuse.

Students who are absent because of illness will be given extra time to complete daily assignments. In general, teachers will allow an extra day for each day of absence due to illness. However, students with long term assignments should have them completed on time, despite absence.

PLANNED ABSENCES

Students may make prior written arrangements with their teachers to attend educationally enriching activities. Students should obtain a Planned Absence Form at the front office and follow the instructions on it so they can weigh the benefits and consequences before committing to the event.

TARDIES

Tardies will affect each class differently. For example, if a student is tardy to a class where a quiz has been given, the student cannot make up the quiz. Any student accumulating 5 or more tardies, to any one class per quarter, must meet with the assistant principal. An attendance contract may be required. No penalty will be assessed for school excused tardies.

SKIPS

Any unexcused absence is considered a skip and no credit is given for the work missed.

TEXTBOOKS

Junior and Senior High School students at BCS are responsible for the purchase their own textbooks. You are expected to own copies of all books required for all of your classes. Since textbooks are protected by copyright laws it is illegal to photocopy other students' textbooks. Lost books are solely the student's responsibility. Protect yourself by clearly labeling each book with your name on the inside front cover.

HIGH SCHOOL CREDIT AND COURSES TAKEN IN THE 8TH GRADE

BCS awards high school graduation credit for HS level courses taken during seventh or eighth grade. Typically, this credit is awarded in Math (Algebra 1 or Geometry) or in World Languages (Spanish or French). However, grades earned do not factor into a student's high school GPA unless approved in advance via written appeal to the Principal.

1. BCS will accept credit granted by another high school as recorded on the high school transcript at the time of transfer to BCS.
2. BCS may grant credit for senior high classes taken in the 8th grade at BCS or courses taken through a university as part of a program designed for high school credit (e.g. the Johns Hopkins CTY program) when:
 - These courses are part of a five year educational plan developed with the BCS counselor;
 - Such courses are planned for the purpose of appropriate placement and/or to make room for additional accelerated courses in grades 9-12;

BCS will grant credit for a high school course taken during BCS Summer School during the summer preceding 9th grade provided:

1. It is part of a four-year plan developed with BCS advisors.
2. The parents request high school credit in writing at the time of summer school enrollment. Such courses receive a letter grade which will impact high school cumulative GPA.

Junior High Academic Program

Bellevue Christian School's Junior High program provides a holistic, challenging, and engaging experiences for students in grades seven and eight. Junior high students are unique in their development, and therefore require a specialized educational environment which takes into account their academic, spiritual, emotional, physical, and social needs. Junior high teachers at BCS feel called to teach and disciple students during these early teen years. Put all this together, and BCS offers a JH program which celebrates, nurtures, and challenges students to grow into the young men and women God has designed them to be. Our desire is to see them become more grounded in their faith, develop skills as independent learners, and growing in their ability to relate to others in a godly fashion. BCS offers a broad spectrum of learning and growth opportunities, in and out of the classroom, aimed at providing meaningful opportunities to be challenged, encouraged, and disciplined by caring adults in a relational environment.

Bellevue Christian strongly emphasizes and values community and partnership between students, parents, and educators. The JH years present a major transition- point for both students and parents, particularly regarding new paradigms and expectations. Students move from an elementary-based centralized school model to a decentralized, specialist-based model involving seven different classes, multiple teachers, increased organizational and preparation needs, and a large influx of new classmates. Couple those elements with significant cognitive and emotional development, and you have a life-stage which can be both exciting and excruciating at the same time. Our goal as a junior high is to help these skills develop in a high challenge-low threat environment, characterized by students being known, challenged, and loved.

Academically, Bellevue Christian seeks to serve students with a wide variety of learning abilities. Core classes for all students include Bible, English, Math, Science, and Social Studies.

A wide assortment of exploratory courses are offered to provide a rich and varied academic experience. These courses may include culinary arts, video production, yearbook, woodshop, drama, concert band, choir, and several art courses. Advanced level of math courses are offered at both grade levels. Students may also take Spanish or French for high school credit.

Students also have leadership opportunities by joining Student Council or the Chapel leadership team.

Junior High students also participate in a variety of clubs on a weekly basis. Clubs are embedded into the JH master schedule, and are led by teachers, thus providing an opportunity for students to get to know each other and their teachers in a non-traditional setting. Clubs offerings can shift throughout the year, depending on interest and leadership availability, but all students participate each quarter. Historically, offerings have included topics ranging from athletics, art, cooperative gaming, to academic and homework support.

The Junior High operates on a modified block schedule. Students have seven 45 minute classes on Monday. Tuesday and Thursday feature 83 minute classes for even period classes (2, 4, 6). Wednesday and Friday feature 83 minute classes for odd period classes (1, 3, 5, 7).

SCHEDULING

We seek to provide a strong academic program for all students with opportunities to grow socially. At times exploratory classes have wait lists. As we process course requests, eighth grader are enrolled first, followed by seventh graders. Also, students who submit their course requests on time are scheduled before students who submit their course requests late.

STUDENT ACADEMIC SERVICES (SAS)

Students who have special learning needs can be professionally assessed and/or served by our Student Academic Services department. Parents desiring more information about these services should contact the SAS director. Parents should provide, in writing at registration, information regarding special needs of their students such as special learning, behavior, emotional, or medical needs. In general SAS replaces one of the exploratory classes. Exceptions may only occur with the approval of both the Jr. / Sr. High Principal and the Director of SAS.

JUNIOR HIGH CORE CLASSES

7TH GRADE

Bible 7
English 7
US History 7
Math
Science 7

8TH GRADE

Bible 8
English 8
Civics / Washington State History
Math
Science 8

EXPLORATORY CLASSES

Woodshop
Junior High Technology
Art Through the Ages
Advanced Woodshop (8th Grade ONLY)
Junior High Choir
Spanish
French
Physical Education
Junior High Foods
Student Council
Yearbook & Media
Drawing & Cartooning
Junior High Concert Band
Photography & Design
Student Academic Services (SAS)
Drama Production
Chapel Leadership

Senior High Academic Program

Students are expected to carry a full academic load for eight semesters. Early graduation is not normally permitted.

Credits earned outside the regular school day do not reduce the expectation that students carry a full academic load as described above.

Students are expected to register for at least one semester course in Biblical studies each year. For details, see the Bible course descriptions.

If a student transfers from another school, he/she may find that some courses on his/her transcript do not meet BCS requirements even though the course titles may be similar to ours.

Bellevue Christian School believes that students should be encouraged to develop their talents within the widest possible scope of academic disciplines.

POLICY ON LATE ARRIVAL AND EARLY DISMISSAL

Each student is expected to take a full academic program of six or seven courses and will be at school for a full day. However, we recognize that there may be some special circumstances which might make it necessary for a student to spend a portion of the academic day elsewhere.

Early dismissal/late arrival request forms are available at the high school office.

CREDITS FOR OTHER THAN REGULARLY SCHEDULED CLASSES

Credit for Courses Taken at Other Schools

Because of the emphasis at BCS on a Christian perspective in learning, students are expected to meet graduation requirements through BCS courses.

Other High Schools: While enrolled at BCS, students may earn credit for courses taken through other schools or credit-granting organizations only with prior written approval of the Academic Affairs Committee. The grade will be recorded on the transcript as "transfer credit," with a Pass/Fail grade.

Permission will be granted only if:

- The course is not offered at BCS.
- The course cannot be taken at BCS because of scheduling conflicts.
- The course is part of an approved Modified Program.
- Official transcripts, for courses taken at other schools, are submitted to the Registrar.

Credit for Work as a Classroom or Office Assistant:

- Assistant positions require an approved application including the supervising teacher's signature. Potential Classroom Assistants must be invited by a specific teacher to work in a specific subject area.
 - Assistant positions earn letter grades.
 - Assistants also receive ongoing training.
- Credit for Work as a Teacher Aide (TA)
TA positions are graded Pass/Fail (P/F) and do not affect the GPA.

Transfer of Academic Credits* and Grades to BCS:

- Grades and credits from official transcripts of schools, correspondence schools, or other state approved credit granting organizations, or home school organizations which have been earned prior to enrolling as a full time student at BCS are accepted verbatim.
 - Home school grades and credits presented with curriculum (*documentation which have been earned prior to enrolling as a full time student at BCS) are accepted verbatim.
*Documentation for independent or home school grades and credits must include for each subject:
 - Description of course - including approximate number of hours per quarter
 - Textbook
 - Name and credentials of instructor
 - Grade received
- A full time BCS student who wishes to take a home school or independent course must obtain prior approval.

*Transfer of a credit does not automatically satisfy any specific BCS graduation requirement.

ADD, WITHDRAW, AUDIT, AND REPEAT POLICIES

Adding/Withdrawing from Classes

Students normally may add or drop courses only during the first two weeks of the semester. Many schedule changes require parent permission. No graded class may be added after the first two weeks. No change is finalized until the student has been informed by the scheduler.

Repeats

All required courses must be repeated if failed. If a student passes a course, he or she may repeat the same course at BCS for a higher grade before taking the next level course. This is sometimes advisable, and if this is a concern, the student should first consult the teacher or department head. In all cases, both attempts will be placed on the transcript with the highest grade recorded and the lower grade replaced by an "R."

COMMENCEMENT

To participate in commencement exercises and to receive a BCS diploma, students must successfully complete all graduation requirements by the last day seniors meet for classes. If a student fails a class required for graduation an exception to participate in the commencement exercises may be granted by the Academic Affairs Committee.

Any student not participating in commencement exercises and not receiving a diploma will have the opportunity to complete WA state graduation requirements from an approved and accredited institution in order for his/her BCS transcript to be sent to the college of their choice.

All exceptions to the stated graduation requirements must be approved by the Academic Affairs Committee. NOTE: The State of Washington minimum course requirement for graduation (40 specific credits) cannot be waived under any circumstances.

BCS ACADEMIC CREDIT FAQs

Challenging Courses –

May a student “challenge” a BCS course by taking the final exam to earn BCS credit?

No, however, a student may “challenge” a placement decision by taking a BCS exam to meet a pre-requisite requirement and qualify for a higher level course.

Accelerated Pace –

May a student take 2 semesters of a course (covering a full year of material) in a 1 semester period of time and earn 2 credits rather than 1 credit?

Yes, this is essentially an independent course, subject to staff availability and requiring an additional tuition charge. The purpose of moving at a faster pace is to take higher level courses; not to finish early.

Independent Courses –

May a student take a course “independently” to earn BCS credit with:

1. *A BCS teacher to advise and administer tests?*

Yes, with pre-approval from the principal and the Department Chair, and dependent on staff availability. Additional tuition is charged to cover the cost of hiring the teacher for an extra assignment (see BCS course tuition scale).

2. *No BCS teacher to advise – A BCS teacher to administer tests only?*

No, that would not fit the definition of a BCS course. Outside courses for current BCS students require pre- approval by the Academic Affairs Committee.

Retaking Courses –

May a student re-take a BCS course to earn a passing grade and credit, or to replace a lower grade with a higher one after:

1. *One or more semesters have passed (is there a statute of limitations)?*

Yes, there is no statute of limitations while the student remains enrolled at BCS. A failed course specifically required for BCS graduation must be retaken at BCS.

2. *Taking the next course in the sequence?*

No, after passing the next sequential course (courses that are “sequential” have listed pre-requisites) a previous course may not be repeated.

3. *May students retake a course to raise a grade? Students may retake a course if the grade was failing or if they need a higher grade to advance to the next sequential course (e.g. language, math)?*

Deadline Extensions –

May a student be granted an “extension” of two weeks or more to complete a course or to take exams in a course?

Yes, with teacher and principal approval based on extenuating circumstances.

Outside Courses –

May a BCS student take a course at another school?

1. *As an enrichment opportunity if the course is not offered at BCS?*

Yes, with prior administrative approval.

2. *To make up for a low or failing grade in a BCS pre- requisite course?*

Yes, with prior administrative approval in certain circumstances. If a student’s grade in a pre-requisite course is too low to move to the next level of that subject and the course is not available to re-take at BCS, the student may fulfill that pre-requisite through a course from another accredited school approved by BCS. In that case, BCS will accept the outside credit and the grade will be recorded from the granting school as a Pass/Fail on the BCS transcript.

3. *To have the new, ‘outside’ grade replace the old BCS grade?*

No. The outside course will be considered a different course. Therefore, the original BCS course credit and grade will remain on the transcript and in the GPA calculation.

4. *If the course is offered at BCS but the initial attempt was made at another school?*

No. The outside course will not be placed on the transcript and will not meet graduation requirements if the course is offered at BCS and the student has not previously taken the BCS equivalent.

Graduation Requirements for the Class of 2019 and beyond

To graduate from Bellevue Christian High School, a student must earn a minimum of 48 semester credits

Department	Minimum Semesters for Graduation	Details
Bible	4	1 semester each year enrolled at BCS
English	8	2 credits each year of high school
The Arts	4	
Math	6	Must complete Geometry
Modern Language	4	Must be the same Modern Language
PE/Health	5	1 semester of health in 9th grade
Science	6	4 must be lab science
Social Studies	7	1 semester of Ancient & Medieval History in 9th grade
Electives	4	
Washington State History	1 semester grades 7-11	
Service Learning		

*** All four-year Washington State colleges, and most other colleges as well, require a minimum of two years of a lab science with at least one of them also being an algebra-based lab science.

- Three PE credits may be earned outside of the classroom by participating in BCS sports.
- Bellevue Christian School categorizes the following as lab-science classes: Biology, Honors Biology, AP Biology, Chemistry, Honors Chemistry, Conceptual Physics and AP Physics 1 and 2.
- Algebra-based science classes include Chemistry, Honors Chemistry, AP Physics 1 and 2.
- Marine Biology and Environmental Science do not qualify as lab sciences.

It is important to check individual colleges to determine what they require in terms of science courses.

NCAA Eligibility Requirements

The Counselors have a list of approved courses specific to Bellevue Christian that meet NCAA requirements of college enrollment. Please see either of the counselors if you have questions about this issue. The general guidelines for NCAA eligibility are listed in the boxes below.

Division I – 16 Core Courses

- 4 Years English
- 3 Years mathematics (Int. 1 or higher)
- 2 years natural/physical science (one must be a lab science)
- 1 additional English, math, or science
- 2 years social studies
- 4 years additional core courses (from any area listed above or from Modern Languages, non-doctrinal religion, or philosophy)

Division II – 16 Core Courses

- 3 Years English
- 2 Years mathematics (Int. 1 or higher)
- 2 years natural/physical science (one must be a lab science)
- 3 additional English, math, or science
- 2 years social studies
- 4 years additional core courses (from any area listed above or from Modern Languages, non-doctrinal religion, or philosophy)

Division III – 16 Core Courses (2013 and after)

- 3 Years English
- 2 Years mathematics (Int. 1 or higher)
- 2 years natural/physical science (one must be a lab science)
- 3 additional English, math, or science
- 2 years social studies
- 4 years additional core courses (from any area listed above or from Modern Languages, non-doctrinal religion, or philosophy)

Division I – 2016 Qualifier Requirements

- 16 core courses
 - Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, Math, or Natural/Physical Science.
 - ~ "Locked in" for core-course GPA calculation
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2)
- Graduate from high school.

STUDENT ACADEMIC SERVICES

Educational Therapy SAS 1300

Prerequisite: Approval from SAS Director Contact Class Time

At the Secondary level, educational therapy is scheduled as one of the seven class periods in the school day. This equates to two 80 minute sessions per week, plus a 45 minute independent study period under adult supervision, devoted to therapy assignments.

Course Content

Each student has an individual educational program designed for him/her based on testing results, past academic records, and information provided by teachers and parents. Emphasis is placed on developing cognitive structures that include comparative thinking, logical reasoning, problem solving and strengthening basic skills. The goal is to help the student become an independent learner. This course is graded and the student receives high school credit.

BIBLE DEPARTMENT

Daniel Ribera, Department Chair
BS, City College of New York
MAR, Westminster Theological Seminary
EdD, Seattle Pacific University

We believe that Christ is supreme over all creation (see Colossians 1:15-20), scripture is central to all of life and learning (see Romans 12:1-2 and II Timothy 3:15-17), and that real knowledge is evidenced by doing (see James 2:17, Philippians 2:1-11, and Ephesians 2:8-10). We believe this to be true not only in bible class but across the curriculum, so although we believe every class (for example, Math, Science, Performing and Fine Arts, and English) is a bible class and every teacher is a bible teacher, we have specific, intentional courses in both junior and senior high that provide scriptural content and application. Just as in elementary school we teach handwriting and reading with the expectation that students will use these skills throughout the rest of their schooling, so too with bible we set aside time in specific courses to teach bible content (Old Testament and New Testament in JH) and worldviews (iGeneration in JH and Philosophy of Education in HS), and Ethics and Apologetics (both at the HS level). Our goal is that students will infuse the knowledge and skills they acquire in these bible courses into the entire curriculum, as well as the rest of life.

We believe that:

- Christ is supreme over all creation (Colossians 1:15-20)
- Scripture is central to all of life and learning (Romans 12:1-2 and II Timothy 3:15-17)
- Real knowledge is evidenced by doing (James 2:17, Philippians 2:1-11, and Ephesians 2:8-10)

Four credits of Bible are required for graduation. Students who enroll after the ninth grade must earn one BCS Bible credit from the required course list for each year (or portion of a year) of attendance, of which one must be Philosophy of Education.

7th	8th	9th	10th	11th	12th
Bible 7	Bible 8	Philosophy of Education*	Intro. to Ethics*	Relationships*	Apologetics**
			Biblical Interpretation***	Biblical Interpretation***	Biblical Interpretation

* Required course

** Seniors only

*** Available as an elective course

Bible Translation

In 2012, the Bible curriculum committee recommended and the education committee affirmed the adoption of the English Standard Version (ESV) of the Bible for use in all classes at Bellevue Christian School. Students enrolled in all Bible classes are required to bring an ESV translation of the bible to class in addition to other required texts.

Bible 7

JBIB 0700

7th grade Bible is a two-semester Bible class that provides an overview of the Old and New Testaments with an emphasis on the redemptive theme, life of Christ and His love for His people. Practical application and activities focus on a junior high student's relationship to God, parents and peers.

Bible 8

JBIB 0800

8th grade Bible is a two-semester Bible class. This course seeks to help students begin to form a Christian understanding of relationships, leadership, and technology. Students will examine relationships (specifically peers, parents, and opposite sex) through the perspective of the supremacy of Christ, worship, and willing obedience to the will of God. All that we do, whether in specific relationships or leadership, should first bring glory to God, then be of service and benefit to others. Relationships and leadership are not meant to serve as a primary means of personal fulfillment or advancement. Relationships and leadership exist within a God-given authority/submission framework, and all leadership is bestowed by God for the service and benefit of those under leadership. Technology is looked at within the framework of stewardship, worship, and responsibility, as well as practical training for academic work. Students will engage in discussions, projects, group and individual work, and will be expected to demonstrate their learning in a variety of methods.

Philosophy of Education

BIB 1000

The Philosophy of Education course is designed to introduce students to the Christian worldview to which BCS is committed. We will answer such basic questions as, "Who is God?", "How do we know Him?", and "Who am I?". Our class will also examine the nature of unbelieving thought and evaluate it from a Christian perspective. We will stress the importance of seeing our world through Christian lenses.

Required of all students. Typically taken in 9th grade.

Biblical Interpretation

BIB 2100

The Bible is a complex, ancient book, full of nuance, various genres, written in many languages. This course is designed to help us recognize not only what the Bible is, but also understand the various challenges that a 21st century reader may have in encountering scripture. This course will cover issues within Biblical literature that will look at the principles, laws, and methods of interpretation. The Bible was written and formed within the community and we will learn to read within a communal context. Our deep desire is to guide students into rich and full encounters with God through Holy Scripture.

Relationships

BIB 3000

This one-semester course is designed to help students understand the Biblical principles of relationships. Covering the whole spectrum of inter-personal relationships, the course will provide insights into what it means to be in a loving covenant relationship with God and with other people. Special emphasis will be placed upon cultivating the Fruit of the Spirit in our lives and upon how we can best express our love for God in the context of friendship, dating, marriage, and family relationships.

Required of all students. Typically taken in 11th grade.

Introduction to Christian Ethics

BIB 4000

The Introduction to Christian Ethics course is designed to prepare students to

- 1) Understand the nature of ethics
- 2) Evaluate non-Christian ethical systems
- 3) Develop a Christian approach to ethics
- 4) Understand the demands of Kingdom living
- 5) Apply God's Word to the moral choices that confront them every day

Required of all students. Typically taken in 10th or 12th grade.

Apologetics

BIB 4100

Prerequisite: Permission from Instructor. Should only be taken by seniors with a 3.0 or higher GPA.
Available to 12th grade only.

The Introduction to Christian Apologetics course is designed to prepare students to 1) Understand the nature of the Apologetic task, including different approaches to defending one's faith, 2) Develop critical thinking skills, including the ability to understand apologetic arguments, 3) recognize the underlying assumptions that govern unbelieving thought, 4) Evaluate non-Christian modes of thought, and 5) Become equipped with specific answers.

ENGLISH DEPARTMENT

Kimberley Postma, Department Chair
BA, Wheaton College

“We want to see with other eyes, to imagine with other imaginations,
to feel with other hearts, as well as our own.”
- C.S. Lewis

The language arts and literature curriculum at Bellevue Christian School is built on the following foundational beliefs:

- Language and story, both written and verbal, are part of God’s creation and, as such, are intrinsically and immeasurably good.
- Although language and story are fallen in sin, God’s redemptive grace extends to all of creation; therefore, the only words we have to use and the only stories we have to tell are those that have been reclaimed by God and that reveal his truth.
- As stewards of his creation and bearers of his image, we have a responsibility to write, read, and communicate with discernment, clarity, and purpose.

Reading, writing, and communicating are acts of worship in which we acknowledge the sovereignty and glory of God.

- Excerpt from **Language Arts and Literature Philosophy Statement, 2012**

Eight semesters of high school English are required for graduation, with a minimum of two semesters of English each year. This includes three year-long language arts courses in grades 9 – 11 and English 12: Speech, Rhetoric, and Written Persuasion and English 12: Contemporary Issues in Literature OR AP English Literature & Composition.

7th	8th	9th	10th	11th	12th
English 7	English 8	English 9	English 10	English 11	Speech, Rhetoric, and Written Persuasion*
					Contemporary Issues in Literature*
					AP English Literature & Composition*
				Creative Writing** Media Literacy**	Creative Writing** Media Literacy**

*Seniors only – Seniors may take Speech & Rhetoric or Contemporary Issues in Literature as an elective, alongside AP English Literature & Composition.

** Available as an elective course. Juniors and Seniors only.

English 7
JENG 0700

Seventh Grade English emphasizes reading, including comprehension, literary analysis, and critical thinking; additionally, formal writing instruction stresses paragraph structure and English conventions.

Students will:

- Think deeply about our literature selections and share that thinking orally and in writing.
- Learn to use controlling ideas, facts, and commentary to support their ideas.
- Develop skills in sentence structure, spelling, grammar, conventions, and usage with the goal of practical application in their writing.
- Take advantage of informal and creative writing opportunities such as journaling, short stories, poetry, and more.

English 8
JENG 0800

English 8 builds upon and extends the literature, writing, and grammar instruction begun in English 7, but with added emphasis on written responses to literature, including analysis and critique.

Students will:

- Strengthen their love of reading and appreciation for different literary genres.
- Create longer and more sophisticated written responses to literature, including analysis and critique.
- Develop their understanding of how meaning is created in English through the study of grammar, usage, and conventions.
- Increase ownership of and pride in their writing and scholarship.

English 9
ENG 1000

Two semesters required in 9th grade.

This two semester course integrates composition and literature. Literature includes novels, drama, autobiography, short stories, and poetry with emphasis on reading comprehension and interpretation. Compositions include written responses to the literature, narrative, autobiography, opinion paper, short story and poetry. Students are encouraged to write from their life experiences, to clarify their faith, and to share final drafts with the school community. Paragraphing, punctuation, usage, spelling, grammar and peer editing are reinforced throughout the year.

Students will:

- Introduce and review composition essentials and basic grammar principles.
- Learn the basics of strong essay writing, emphasizing: thesis development, quality evidence selection and integration, and organized and fluid development of ideas.
- Improve reading comprehension and vocabulary.
- Work individually and collaboratively to develop critical thinking skills, to appreciate new genres of literature, and to appreciate language and story as an aspect of God's creation.

ELL English 9
ENG 1100

Two semesters required in 9th grade.

This course is for 9th grade International students who have not attained a TOEFL score of 76. This two

semester course integrates composition and literature. Literature includes novels, drama, autobiography, short stories and poetry with emphasis on reading comprehension and interpretation. Compositions include written responses to the literature, narrative, autobiography, opinion paper, short story and poetry. Students are encouraged to write from their life experiences, to clarify their faith, and to share final drafts with the school community. Paragraphing, punctuation, usage, spelling, grammar and peer editing are reinforced throughout the year.

English 10 - World Literature

ENG 2000

Two semesters required in 10th grade.

This course builds on the reading and writing process initiated in English 9. Students will explore and write in various genres, including essay, short story, novel, poetry, and drama. Course content will challenge the students to integrate their thinking on numerous issues with biblical perspective. The main motifs for the year are bildungsroman and the difference between appearance and reality.

Students will:

- Improve composition skill and review grammar and sentence style essentials.
- Continue to develop critical thinking and discussion skills.
- Critically evaluate a variety of perspectives and worldviews.
- Read and write multiple genres of narrative fiction.

English 11 - American Literature

ENG 3000

Two semesters required in 11th grade.

The first semester of English 11 focuses on rhetoric in addition to several novel studies. The students will study the rhetorical situation, rhetorical appeals, and will analyze several nonfiction texts. Other forms of academic writing include explication, critique, and reflection.

Students will:

- Study fundamentals of rhetoric and learn to analyze non-fiction texts.
- Read and evaluate seminal nineteenth and early twentieth century texts.
- Compare and contrast multiple texts for a variety of analytical tasks.

Creative Writing

ENG 3200

Elective open to Juniors and Seniors only.

This class may be used to meet the Fine Art requirement.

Language and story, both written and verbal, are part of God's creation and, as such, are intrinsically and immeasurably good. The stories that we tell are true and sacred, for they either reveal our continued need for God or highlight His redemptive work in the world. In this course, students will study and practice the craft of writing such stories. Together, we will explore powerful techniques in writing fiction, creative nonfiction, and poetry.

Media Literacy

ENG 3300

Elective open to Juniors and Seniors only.

This course will explore various forms of media and the way we absorb and process the information fed to us. The analysis of news and current events from a wide variety of sources will allow students to form a

broad understanding of how sources can cover the same story in different ways. Students will also explore the algorithms of social media and other digital news sites to better understand how media consumers can sometimes receive a filtered version of facts. The course will use the Society of Professional Journalists code of ethics as a lens through which to evaluate news coverage and will consider how Christians have a unique perspective on both events and the reporting and analysis of those events.

English 12A
ENG 4300

This course in Speech & Rhetoric will prepare students to evaluate the many arguments they will encounter, from advertising slogans to deeply researched project proposals. Additionally, it will ready students to construct and deliver their own arguments. The course will begin with instruction in argument development and rhetorical analysis when study argument forms, the effect of rhetorical situation, and argument strategies, both weak and strong. Students will then use this information to develop their own written and oral arguments which they will deliver to a variety of audiences.

English 12B
ENG 4200

This course in Contemporary Issues in Literature is designed to build on the high school English foundation established in grades 9-11 and continues to emphasize the kind of close reading, analysis, critical thinking, and written and verbal communication skills students will encounter in college coursework or in any future vocation. Contemporary Issues in Literature will encourage students to use the lens of literature written for a modern audience to shed light upon the complexities of current issues facing spiritual citizens in a rapidly changing world. Students will have an opportunity to consider how different genres of literature appeal to different audiences and the role that a Biblical worldview, literature, and personal story play in providing new perspectives and understanding of complex issues such as race, poverty, violence, and identity.

AP (Advanced Placement) English Literature & Composition
ENG 5000

Prerequisite: Application and Instructor permission.

This advanced literature and composition course prepares students to read, think, and discuss at a high level, as well as to take the Advanced Placement Literature and Composition Examination. AP English provides a broad background in Western literature from a Christian perspective and is designed for, but not limited to, the serious college-bound student. Reading load, complexity of texts, and sophistication of essay writing is commensurate to what students will encounter in college literature courses. Students are encouraged, though not required, to take the AP Literature exam.

Students will:

- Develop a new appreciation of, and love for literature, while being challenged to close read, analyze, discuss, and write about complex and rewarding texts from a variety of genres and reflecting a various philosophies and worldviews.
- Learn the language and perspective of different forms of literary criticism, including new criticism, post- colonial criticism, feminist criticism, Marxist criticism, and other post-modern critical theories.
- Apply a critical theory lens to develop a comprehensive Capstone paper and presentation.
- Partner with other motivated scholars to discuss and explore literature, including participating in Socratic discussions, acting groups, memory recitations, and formal and informal creative presentations.

Additional summer reading and coursework is required.

THE ARTS

Tasha Reynolds, Department Chair
BME, OR University
MA, University of Washington

The Arts are a vital component to a Christian education. God has created us in His image, and in Him we are creative beings. Whether it is through instrumental music, choral music, theatre, drawing, painting, photography, etc., we create and perform skillfully to glorify God as the Supreme Creator.

*Shout for joy in the LORD, O you righteous!
Praise befits the upright.
Give thanks to the LORD with the lyre; make melody to him with the harp of ten strings!
Sing to him a new song;
play skillfully on the strings, with loud shouts.
Psalm 33:1-3*

Junior High Theatre Production JFPA 0910

Junior High Theatre is an elective, one semester course offered both 1st and 2nd semester in 7th and 8th grade. The class meets during the school day. Some mandatory after-school and evening rehearsals are required during the week of production which is near the end of each quarter.

Students will learn the basics of theatre production with all participants exploring acting skills, backstage processes, technical awareness (set, lighting, sound, etc.), and script appreciation, with an immediate goal of presenting good theatre, of being prepared for possible participation in High School Theatre, and a long term view of being prepared with life skills and confidence for other public speaking or performance opportunities. Parents are expected to help with production needs both before and during production week (i.e. helping to build the set, provide snacks for the students, sell tickets, and monitor the cast). Some of these parent tasks will take place at other times during the semester – i.e. set construction on a designated Saturday.

Class Fee: \$125 per semester. This fee includes: meals/ water, make-up kit, costume fee, and cast party expenses.

Junior High Choir JMUS 0900

This two semester (may be taken for one semester) class for 7th and 8th grade students is a mixed voice choir building on the fundamentals. You do not need any previous experience in singing to join this class. Students learn the fundamentals of vocal techniques, sight singing, ear training, theory and performance. The JH Choir performs four times per year. All concerts are published in September and participation is required. Every other year in late spring the JH Choir will travel to the NWCIS musicale festival which is hosted by various Christian schools in the area.

Required Outside of Class Workload: Weekly Smartmusic assignments and music theory study; mandatory attendance at all concerts and festivals.

Additional Class Expenses: SmartMusic enrollment (\$40 per/year)

Junior High Concert Band

JMUS 0910

This is a year-long, one-year course for 7th and 8th grade students who have two or three years of experience in a band program or at least one year of private lessons. Goals include developing each student's God-given musical talents and glorifying the Lord through a variety of music styles and compositions. Music theory, playing tests, and quarterly concerts are also part of the course. All concerts are published in September and participation is required.

Required Outside of Class Workload: Music theory study; weekly practice time 2 hours per week; mandatory attendance at all concerts and festivals

Additional Class Expenses: Instrument, accessories and maintenance, concert clothes consisting of black pants or long skirt and white dress shirt, black shoes.

Art Through the Ages

JART 0715

The course is also open to all junior high students. Students will work their way through the timeline of art history and learn about different periods, styles, and cultures within the realm of art. Students will apply these styles of art to create their own inspired work. Projects teach skills in seeing, drawing, communicating, creating and craftsmanship as they pertain to each media – from pastels, to collage, to paint, to pencil. Projects include: graphite portraits, cardboard sculptures, oil pastel landscapes, abstract drawings, and more! This course provides students with an introduction to a wide variety of styles and mediums of art. We were created to create, and students will learn to both enjoy creation as well as create their own beauty through art.

Sculpture

JART 0930

The course is open to all junior high students. Students will learn to work with a variety of materials in a 3-dimensional manner, including: cardboard, clay, wire, and paper. 3D art requires students to consider how the viewer sees their work from more than one angle, it requires creative problem solving. Some projects include: altered book sculptures, 3D letters, weaving, clay coil pots, and paper mache. We were created to create, and students will learn to both enjoy creation as well as create their own beauty through art.

Drawing & Cartooning

JART 0920

Learn to draw from sight, focused on perspective and proportion. Students will then build upon these skills as they learn a variety of cartooning styles. Students will learn to use color, expression, line and text to communicate through their art. Students will work with a variety of mediums including pencil, pen, paint, pastels, and more. Sketchbook use will be an integral part of this class as students are encouraged to doodle, and practice, and develop their drawing skills. Projects include graphite portraits, Mr. Donut, caricatures, Lichtenstein inspired pop- art, comic contests, super-sized comics, and a Bible story comic strip.

Theatre

Theatre productions provide a dynamic, invigorating, and educational experience for everyone involved: cast, crew, and audience. Twice a year BCS seeks to produce a play or musical which represents good

literature, raises important questions, and provides an exciting theater experience. Our aim is that students may learn to approach dramatic literature with both understanding and appreciation, within a Christian frame of reference.

This is an after-school activity, but can earn the student academic credit in Fine and Performing Arts for either the performance side or the technical side of theater. Provision is made for partial credit (1/3, 2/3) or full credit so that a credit can be earned through small roles in more than one play. The production seasons run from the first day of school through November and from the first day of the second semester through May. A semester credit equals approximately 75 hours of work.

Introduction to Theatre

FPA 1000

A one semester course for high school students to provide a comprehensive overview of theatre: vocabulary, basic orientation to the stage, script analysis, acting, stagecraft (sets, lighting, audio, costumes, etc.), performance, and theatre history.

Students will:

- understand and apply basic theatre appreciation, knowledge and skills.
- demonstrate understanding of dramatic presentation.
- understand and gain basic appreciation and skill in theatre production, including the technical theatre arts of stage settings, lighting, audio, and costuming.
- make connections within and across the arts, to other disciplines, life, cultures and work.
- understand and incorporate the attitude of professionalism and collaboration within the theatre environment.

Theatre Production

FPA 2000

Class meets after school from 3:10-5:30 PM Prerequisite: Audition, teacher permission
Students involved in Theatre Production will learn theatre skills and gain performance experience as they prepare and perform a drama in the Fall and a musical in the Spring. Actors are expected to have no significant conflicts with after-school rehearsal commitments. Participation in a theatre production is generally not compatible with a Fall or Spring sport. Winter sports usually do not conflict, depending on the size of the role. Considerable preparation and rehearsal time after school and some late evenings during production week will be required. Students in uncertain academic circumstances should evaluate the time commitment seriously. Auditions for Fall productions are held in September and are open to all students who are in high school the following September. Auditions for Spring productions are held in January. Contact the theatre director for audition information. Students new to BCS who miss auditions are encouraged to contact the director to schedule an audition time.

Required Outside of Class Workload: Rehearsals, script study, character research, performances

Additional Class Expenses: \$125 - \$150 course fee, Cost varies depending on the production. (Fees help defray cost of class credit, costuming, make-up, props and meals)

Parents are also expected to help with various production tasks.

Advanced Theatre: Stagecraft

FPA 2100

Prerequisite: Intro to Theatre (FPA 2000) or prior theatre experience, and teacher permission

A one semester course for high school students to learn skills in technical theatre arts. Stagecraft teaches the practical application of technical theatre knowledge in its many forms: terminology, lighting, scene design, construction, painting, sound engineering, and stage management. Students participate in the stagecraft necessary to produce theatre, but also to run assemblies, concerts, and auditorium events and rentals. In addition, each student will complete a monthly play report (read or see a play and complete a written analysis).

BCS Singers

MUS 1000

May be taken one or two semesters per year.

Prerequisites: Desire to sing, placement meeting.

Mannskor & Aurora are choral ensembles for male/female voices and, although helpful, you need no previous singing experience to join this ensemble. There is an emphasis on learning basic choral technique of the male/female voice, musical ear training (aural skills), music theory, and music history. As a means of focusing on these skills the choral literature performed in this ensemble is generally lighter than other choral ensembles. Occasionally, Mannskor & Aurora will perform music for mixed voices. It will be most helpful if the class is taken all year, but may be taken one or two semesters each year.

Attendance at all performances and festivals is mandatory.

Outside of Class Workload (Required):

- 4 Concerts per year
- Eastshore League Choral Festival in the spring.

Additional Class Expenses:

- Mannskor Concert Attire – White dress shirt, solid colored tie, black pants, black shoes, and black socks.
- Aurora Concert Attire – Each student will be fitted for a dress; \$35 to rent for one year/semester, \$70 to purchase and own.
- Voice Lessons (optional) – Cost is dependent on what each independent vocal teacher charges.
- Music (if ruined or lost) – Initially, music will be supplied by the BCS Music Department. If the student loses or ruins the music it will be their responsibility to find and replace their copy.

Concert Choir

MUS 2000

This is a year-long class.

Prerequisite: Choral Music Audition

Concert Choir is the large mixed voice choral ensemble at Bellevue Christian School, open to 10th – 12th graders, by audition only. Audition requirements include sight singing, pitch recognition, pitch accuracy, music theory, and harmonic singing ability. Concert Choir focuses on using the abilities and skill students have acquired to perform a wide range of choral literature. We use the wide range of choral literature to study musicianship, music history, music theory and choral singing technique. Concert Choir tours on odd years over Spring Break; Tour participation is mandatory on the years where tours occur.

Required Out of Class Workload:

- Concert Choir/Kantorei in early September
- Attendance of all 4 Concerts and various Festivals throughout the year

- WMEA Solo-Ensemble contest late January or early February as small ensembles (ensemble fee is covered by BCS)
- Concert Choir tours with Kantorei over Spring Break on odd numbered years.

Optional Opportunities:

- All-State and All-Northwest Concert Choir (costs covered by school if the student is accepted)
- WMEA Solo-Ensemble Contest late January or early February as soloist (soloist entry fee of \$15 - \$20); Preparation for solo competition is done on student's own time outside of class with their private voice teacher
- Private Voice Lessons – cost is dependent on each individual voice teacher

Additional Class Expenses:

- \$100 - \$125 Concert Choir/Kantorei Retreat
- Concert Choir/Kantorei Tour (on touring years only) – cost not to exceed \$1,000
- Music (if ruined or lost) – Initially, music will be supplied by the BCS Music Department. If the student loses or ruins the music it will be their responsibility to find and replace their copy.

Kantorei
MUS 4000

This is a year-long class.

Prerequisite: Membership in Mannskor, Aurora, or Concert Choir; Choral Music Audition.

Kantorei is an auditioned a capella mixed voice chamber ensemble. Members bring a high level of motivation and commitment to an ensemble which focuses on singing challenging music for chamber chorus. In many cases, students are expected to sing their own part. In Kantorei, we seek to push ourselves musically in order to become the best singers we can possibly be. We sing music from many different genres including, but not limited to: jazz, gospel, polyphony, and classical.

Required Out of Class Workload:

- Concert Choir/Kantorei in early September
- Rehearsal of music at home
- Attendance of all 4 Concerts and various Festivals throughout the year
- Various opportunities to perform at chapels or community events
- WMEA Solo-Ensemble contest late January or early February as small ensembles
- Kantorei tours with Concert Choir over spring Break on odd numbered years

Optional Opportunities:

- All-State and All-Northwest Concert Choir event February 11-16, 2015 in Spokane – costs covered by school if the student is accepted
- WMEA Solo-Ensemble Contest late January or early February as a soloist (soloist entry fee of \$15 - \$20; preparation for solo competition is done on student's own time outside of class with their private voice teacher)
- Private Voice Lessons – cost is dependent on each individual voice teacher

Additional Class Expenses:

- \$100 - \$125 Concert Choir/Kantorei Retreat
- Concert Choir/Kantorei Tour (on touring years only) – cost not to exceed \$1,000
- Kantorei Concert Attire
 - a. Men's Tux (around \$120)
 - b. Women's Dress; \$35/rent per year, \$70/purchase (available through the BCS Student Store)
- Music (if ruined or lost) – Initially, music will be supplied by the BCS Music Department. If the student loses or ruins the music it will be their responsibility to find and replace their copy.

Symphonic Band**

MUS 1200

This is a year-long class.

Prerequisite: Junior High Concert Band or at least three years of experience in a school band or orchestra program.

Symphonic Band is a year-long course. The music performed is comprised of traditional marches, overtures, transcriptions, movie music, sacred music and small ensemble works. Membership is open to students in grades 9 – 12 who would like to experience the reality of God in music, express their love to Him through music, improve their instrumental skills, and strive for excellence on a daily basis. Attendance at all performances and festivals is required. All concert and festival dates are published in September.

Required Performances & Events:

- Four evening concerts in each of the following months: October, December, March or April, and June.
- Washington Music Educators Association Eastshore Region Large Group Festival, Band II; is in March, during the school day.

Required Out of Class Workload: Practice 30 minutes a day;

Recommended Out of Class Workload: Private lessons on the instrument performed in the band class

Additional Class Expenses:

- Band uniform: see class syllabus for details
- Required Instrument accessories for all students varies for each instrument and will be in the class syllabus

Jazz Ensemble

MUS 3100

This is a year-long class and meets on MWF before school (7:10-8:00 AM).

Prerequisite: Audition with instructor, membership in an additional curricular BCS performing ensemble.

The Jazz Ensemble, a year-long course, is comprised of Symphonic Band, Symphonic Wind Ensemble, Choir or Chamber Strings members who wish to expand and improve their musical experience through the jazz idiom. This ensemble consists of alto, tenor, and baritone saxophones, trumpets, trombones, guitar, bass, piano, drum set, and auxiliary percussion. Students who play other instruments are welcome to request and audition.

Required Performances & Events:

- Band Retreat
- One evening performance in each of the following months: October, December, March/April, May and June
- Washington Music Educators Association Eastshore Region Jazz Festival held in the fall on a school day
- A 12:30 PM performance at Bellevue Square during the Holiday Season on a weekday
- The Jazz Ensemble tours with the Symphonic Wind Ensemble every other year on even years. Those dates will be communicated one full year in advance of the tour

Recommended Outside of Class Workload:

- Private lessons on the instrument performed in jazz ensemble

Additional Class Expenses:

- Band Retreat (see syllabus for details)
- Jazz concert uniform (see syllabus for details)
- Band Tour (see syllabus for details)

Symphonic Wind Ensemble (SWE)

MUS 4100

This is a year-long class.

Prerequisite: Audition with or invitation by instructor

SWE is a year-long course with membership open to students in grades 10 – 12 who demonstrate high proficiency in sight reading and musicianship; have had a minimum of 5 years playing experience on their instrument; have a working knowledge of all 12 major scales on their instrument and have taken or are taking private lessons.

This ensemble performs from a wide variety of musical genres including traditional marches, orchestral/choral transcriptions, traditional wind music and contemporary wind music. The level of difficulty and sophistication is at an upper High School/College level. String players are welcome in Band! String Bass is especially needed in SWE. Attendance at all performances and festivals is required. All concert and festival dates are published in September.

Required Performances & Events:

- Band Retreat
- One evening performance in each of the following months: October, December, March/April and June.
- One Eastshore Music Region Band Festival in March during the school day
- Symphonic Wind Ensemble tours every other year with the Jazz Ensemble on even years. Those dates will be communicated one full year in advance of the tour.
- Performances for each of our elementary schools in the spring during the school day
- Performance at Graduation in June

Outside of Class Workload (in addition to the above required events):

- 30 minutes daily practice five days a week - required
- Private Lessons are STRONGLY recommended

Optional Events

- Prepare to audition for participation in WMEA All State Band or NAFME All Northwest Band: This audition takes place at the end of September, and if accepted the event takes place over President's Day Weekend in February.
- Eastshore Music Region Solo and Ensemble Festival on the third Saturday in January. Performances occur between 8:00 AM and 5:00 PM. Winners are eligible for State which is held the last Friday and Saturday of April.

Additional Class Expenses:

- Band retreat: see class syllabus
- Band uniform: see class syllabus
- Required Instrument accessories for all students vary by instrument: see class syllabus

Art 1

ART 1000

Art I is a one semester class which covers the foundations of art production and appreciation. Students

will learn the Elements of Art as well as how to apply them in variety of mediums and styles. They will begin to understand art as a means of communication as well as a means of understanding others. We come to know that as image bearers of God, humans are capable of creating lasting beauty and we grow in our appreciation of art and art-making. We also grow in our role as creation enjoyers, as we learn new ways of capturing the beauty of God's creation. Students will work with a variety of mediums including pen, pencil, scratchboard, oil pastels, watercolors, and acrylics.

Art 2

ART 2100

Prerequisite: Art I and teacher approval

Art 2 is a one semester class which builds upon the skills and knowledge learned in Art 1. Students will continue with their study of the Elements of Art and begin to learn and apply the Principles of Design. They will continue to work on understanding and using art as a means of communication as well as a means of understanding others. Students will continue to develop their ability to discuss their art, as well as interpret the art of others. They will work with a variety of mediums and styles and work to develop their own style and voice in art. Projects include collage, micrography, painting, ink stippling, graphite portraits, printmaking, and more.

Maker's Space

ART 1500

Maker's Space is an opportunity to think critically, fail safely, design creatively, and explore kinetically. A maker's space is exactly that, a space to make things. This class is meant to guide and facilitate many types of "making" over the course of the semester. The focus will be hands on exploration of tangible products and parts and what you can/should/could make with them. The class will be predominantly self-led explorations that are supported through teacher check ins and regular peer brainstorming/ feedback sessions. The class will encourage students to take responsibility for the "when" and "how" of their solutions and require them to actively engage in setting their own timelines and deadlines. This will be achieved through prompts that allow for a variety of interpretations, solutions, and mediums to be used. Learning to be a creative and critical thinker is the greatest benefit of this class. This type of thinking and problem solving will be an advantage in many fields not just art, design, and trade professions. Ultimately the objective of maker class is to help students see the significance of this self-directed hands on learning as a lifelong skill both personally and professionally.

Graphic Design

ART 2000

This course is designed to engage students in the creative process through the exploration of computer-based design. We will spend time learning the elements and principles of design through the creation of projects relevant to the creative industry. These may include but are not limited to t-shirt, logo, app, or magazine design. Students will take away basic knowledge in Adobe In-Design and Illustrator as well as knowledge of critiques and the role they play in the design process. This class is ideal for a student hoping to take yearbook or go into the graphic design and marketing field.

Studio Art

ART 2500

Prerequisite: Art I, Art 2 and teacher approval

Studio Art is a course for those desiring to broaden their skills, explore their voice as an artist, and for those wanting to create a portfolio of work for college application. The course may continue to be repeated with instructor permission and offers excellent preparation for AP Studio Art. Sketchbooks will be used to develop the habit of creating as well as project planning. Project planning will be emphasized as students begin to personally invest more in the process of creating art. Students will have greater independence and freedom to develop their own style and emphasis in their art. They will have opportunities to develop independent projects of their choice as well as be guided in the exploration of new mediums and styles.

AP Studio Art ART 5000

Prerequisite: Art I, Art II, Studio Art and teacher approval

AP Studio Art is a two semester course offered for students who want to submit the Advanced Placement Art Portfolio to the College Board in the first week of May. AP Studio Art promotes a sustained investigation of all three aspects of portfolio development; quality, concentration on a theme, and breadth of experience in a variety of media and styles. Twenty-four quality works are completed for submission. Five originals are sent and all pieces are submitted on the AP Central website in digital format: 12 for the Breadth section and 12 for the Concentration section. Past work is eligible as well. Students must be available to take the course for both semesters. A series of sketchbook work is completed in the summer before the school year.

Students will have greater independence and freedom to develop their own style and emphasis in their art. They will have opportunities to develop independent projects of their choice as well as be guided in the exploration of new mediums and styles. The course requires conceptual thinking skills, homework, good classroom attendance and consistent production of quality artwork that is rich in both form and concept. It provides excellent preparation for post high school study and for art scholarship applications. Students must have completed at least two prerequisite art classes to be eligible to take this course or have been approved through a portfolio review

Photography 1 ART 2000

This one semester course is open to beginning photographers. The student will learn the functions of DSLR cameras, basic lighting and composition techniques, basic Lightroom principles, and the professional skills needed to be a successful photographer. Scheduling time to photograph locations and subjects outside of school will be required.

Photography 2 ART 3000

Prerequisite: Teacher approval

This course is built on the idea of "How do I become a professional photographer?" Students will build upon the basics of Photography 1, diving deeper into critiques to hone lighting and composition techniques. Students will be asked to devote more time to planning, photographing, and self-critiquing their photos. This class will offer opportunities to learn more Lightroom and formatting techniques that connect to how photographs are used within business. Students will be able to create a professional online portfolio that can be used for various future college or intern applications.

MATH DEPARTMENT

Andrea Cotton, Department Chair

BA, Northwest University

MIT, Northwest University

*All things were created by him and for him.
He is before all things, and in him all things hold together.
- Col. 1:16-17*

*For since the creation of the world God's invisible qualities –His eternal power and divine nature – have been clearly seen, being understood from what has been made, so that men are without excuse.
- Romans 1:20*

In the words of Galileo,
"Mathematics is the Alphabet with which God has written the universe".
Thus our ultimate purpose in studying mathematics is to enable a better understanding of God and His creation.

God created a physical world of orderly relationships and patterns. Mathematics is a language that has been developed from an examination of the order of the seen and the unseen parts of the universe.

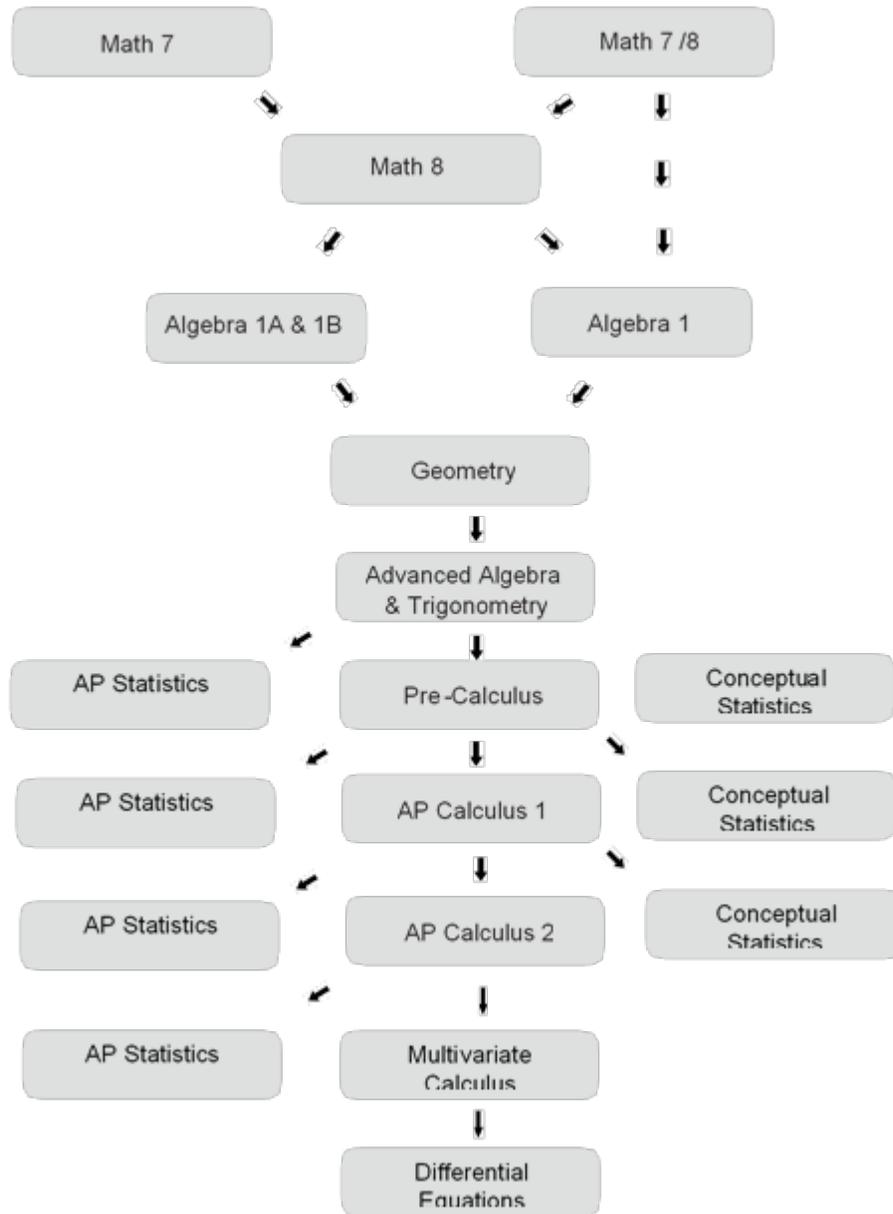
When discussing mathematics, we can see two aspects significant to Christian education. Firstly, math can be considered the science of numbers and space whereby mankind attempts to make sense of that world. Secondly, math can be thought of a language developed to catalog and communicate the patterns discovered when studying creation.

Requirements

Four semester credits of math are required in the Junior High and six semester credits are required for High School graduation.

- Transcripts, teacher recommendations and readiness assessment scores will be used to place students at the appropriate level. For continued placement at any level, students must demonstrate the appropriate level of competency, work ethic and participation in learning. If at any time a teacher observes that the student is not performing up to expectations, the student can be placed in a lower math level or be expected to enroll in summer school to build skills necessary for the next math level.
- Advanced math courses taken prior to the ninth grade do not reduce the number of credits required for graduation as the classes must be completed in high school.
- Four years of college prep math in high school is strongly recommended for all college-bound students. Some universities require four years of high school math. Some will accept an additional year of math-based science in lieu of a fourth year of math.
- Advanced Placement Calculus 1 and Advanced Placement Calculus 2 are upper-level electives for advanced students who have begun their college preparatory math courses in or before the eighth grade.

Math Course Sequence



Math 7

JMAT 0700

Math 7 focuses on the reinforcement and integration of basic skills and mathematical functions learned in the elementary grades at a more complex and diversified level. Application of skills in problem solving and in logical thinking processes is taught throughout the course. Foundational concepts of Algebra are introduced.

Required Equipment: Scientific calculator for home use

Math 7/8

JMAT 0710

Math 7/8 continues an already accelerated program for students who successfully completed Honors 6 ("Orange") at the elementary level. They have already completed and shown mastery of all 6th grade and the first semester of 7th grade learning standards, and will finish the remaining 7th grade standards followed by all 8th grade standards.

Prerequisite: 80% or higher on the Honors 6 End of Course Exam and recommendation of 6th grade teacher.

Required Equipment: Scientific calculator for home use

Math 8

JMAT 0800

Math 8 provides continued reinforcement of basic skills and math functions and an expansion of problem solving and logical thinking processes. Students are introduced to Algebraic Procedure, the use of variables and integers.

Required Equipment: Scientific calculator for home use

Algebra 1

MAT 1000

Algebra 1 is based on the premise that when students are given the opportunity to be actively involved in their own discovery of mathematics, they become better problem solvers and develop a deeper understanding of mathematical concepts.

The rigorous algebra curriculum incorporates problem solving, real-world applications, conceptual understanding, and mathematics as sense making to ensure that students develop algebra skills in a meaningful and retrievable way. Major topics covered are linear modeling, data exploration, systems of functions, quadratic functions and exponential functions.

Prerequisite: Recommendation of current math teacher

Required Equipment: A TI-83, 83+, 84, or 84+ calculator and a personal set of geometry tools

Algebra 1A/1B

MAT 1100/MAT 1150

Algebra 1A/1B is based on the premise that when students are given the opportunity to be actively involved in their own discovery of mathematics, they become better problem solvers and develop a

deeper understanding of mathematical concepts. At a slower pace, the student will learn the equivalent of Algebra 1 over 2 years. It is intended for the student who needs more time to think through and master the material. The rigorous algebra curriculum incorporates problem solving, real-world applications, conceptual understanding, and mathematics as sense making to ensure that students develop algebra skills in a meaningful and retrievable way. Major topics covered are linear modeling, data exploration, systems of function, quadratic functions and exponential functions.

Prerequisite: Recommendation of current math teacher

Required Equipment: A TI-83, 83+, 84, or 84+ calculator and a personal set of geometry tools

Math Lab MAT 1500

For those who are having difficulty in Algebra 1, Geometry, Advanced Algebra/Trigonometry, or Pre-Calculus, and are not advanced in their math placement, a Math Lab will provide the extra support to master the concepts and procedures in these classes. This will be a directed study time, with one-on-one help from a teacher or peer tutor on the topics with which the student struggles. Skill building exercises may be assigned when an area of weakness is identified, to help the student develop necessary skill to be successful. This is not a “for credit class.”

Prerequisite: Recommendation of current math teacher

Geometry MAT 2000

Students develop inductive and deductive reasoning skills by creating conjectures, reporting and justifying conclusions as they explore the principles of geometry. Congruence, similarity and symmetry are investigated from the perspective of geometric transformation to create connections. Students reason abstractly to justify and prove geometric properties by performing constructions, measuring, and relating patterns and properties.

Prerequisite: C or above in Algebra 1

Required Equipment: A TI-83, 83+, 84, or 84+ calculator and a personal set of geometry tools including a protractor, compass and ruler with inch/cm markings

Algebra 2/Advanced Algebra/Trigonometry MAT 3300

Algebra 2 is the third of four courses in the Math sequence.

Students will:

- Extend their algebra understanding through the study of multivariable systems of equations algebra through matrices and linear Systems, inequalities in one and two variables, and polynomial, rational and inverse functions.
- Build further algebraic skills in transformations, exponential and logarithmic functions, conic sections and transformations.
- Explore relationships between series and recursive growth or decay and relevant applications in data and statistical modeling and probability.
- Develop the strand of trigonometry to include graphing, circular motion, and inverse trigonometric functions.

Prerequisite: C- or above in Geometry and Algebra

Required Equipment: A TI-84, or TI-84+ calculator and a personal set of geometry tools

Conceptual Statistics

MAT 3400

This two semester math elective is an introduction to the study of statistics. First semester topics will include statistical graphing measures, correlation and causation, normal distributions and standard deviation, linear modeling and least squares regression. Second semester topics include probability, experimental design and confidence intervals, and conclude with a start to finish statistical analysis from data collection to presentation.

Prerequisite: C or above in Algebra 2

Required Equipment: A TI-84 or 84+ calculator

Pre-Calculus

MAT 4300

Pre-Calculus is the fourth of four college preparatory math courses at BCS.

Students will:

- Extend their understanding of families of functions as they explore properties, graphs and application of polynomial, rational and trigonometric, logarithmic and exponential functions.
- Use vectors to examine two-dimensional topics of motion on a line, for a projectile, and for objects in circular and elliptical orbits.
- Represent three dimensional surfaces and conics as planar sections of right circular cones, and use counting principles in continuing preparation for AP Calculus.

Prerequisite: C or above in Advanced Algebra/Trigonometry

Required Equipment: A TI-83, 83+, 84, or 84+ calculator and a personal set of geometry tools

Advanced Placement (AP) Calculus 1

MAT 5000

What happens to $f(x)$ as “ x ” gets very large? How fast would the depth of the water in a tank shaped like a triangular prism drop if it is emptying at a constant rate? What are the best dimensions of a cylindrical can, which will use the least amount of material, if the volume of the can is fixed? What is the volume of the shape generated by rotating a circle around the “ x ” axis? Limits, derivatives, and integrals will be the tools used to explore questions like these. Students will prepare for the AB section of the AP Calculus exam for possible college credit. (College credit may be awarded by the college in which the student later enrolls depending on the score earned and the policy of the individual college.)

Prerequisite: B or above in Pre-Calculus

Required Equipment: A TI-84 or 84+ calculator

Advanced Placement (AP) Calculus 2

MAT 5100

After reviewing the concepts of limits, derivatives, and integrals, we will continue with topics of work and center of mass, developing various techniques of integration, testing for convergence and divergence of

integrals and/ or series, constructing Taylor and Maclaurin polynomials, and polar functions in preparation for the AP Calculus BC Test.

Prerequisite: B or above in AP Calculus 1

Required Equipment: A TI-84 or 84+ calculator

Multivariate Calculus

MAT 5200

This is a one semester course option for students who have completed AP Calculus 2. This course is an extension of AP Calculus 2 into 3 dimensions. Topics include Vectors and Analytic Geometry in Space, Vector-Valued Functions and Motion in Space, Multivariable Functions and Their Derivatives, Multiple Integrals and Integration in Vector Fields.

Prerequisite: AP Calculus 2

Required Equipment: A TI-84 or 84+ calculator

Differential Equations

MAT 5300

This is a one semester course options for students who have completed Multivariate Calculus. This course is an extension of AP Calculus 2 and Multivariate Calculus. Topics include Slope Fields, First Order Differential Equations, Second Order Differential Equations, Higher Order Differential Equations, Systems of First Order Linear Equations and LaPlace Transforms.

Prerequisite: Multivariate Calculus

Required Equipment: A TI-84 or 84+ calculator

Advanced Placement (AP) Statistics

MAT 5400

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) Exploring Data: Describing patterns and departure from patterns, 2) Sampling and Experimentation: Planning and conducting a study, 3) Anticipating Patterns: Exploring random phenomena using probability and simulation, 4) Statistical Inference: Estimating population parameters and testing hypotheses. Students who successfully complete this course and exam may receive credit, advanced placement or both for a one semester introductory college statistics course.

Prerequisite: B or above in Algebra 2

Required Equipment: A TI-84 or 84+ calculator

MODERN LANGUAGE

Michelle Wells, Department Chair
BA, North Park University

In Acts 2, the Holy Spirit came upon the believers and they spoke in a language that allowed people of all nations to understand one another. God empowered his people to break through the boundaries of languages. As we teach modern languages to our students we prepare them to break down barriers, to appreciate the rich cultures of other peoples, and to understand the breadth and magnificence of God's creation.

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart."
- Nelson Mandela

French 1 FRN 1000

This course is an introduction to the French language. The course emphasizes the basic skills of listening, speaking, reading and writing the language with a focus on oral communication. Students will learn vocabulary and grammar pertaining to relevant topics that will enable them to speak in French about everyday things. We will study the way of life and traditions of French-speaking countries. Consistent attendance and class participation in addition to daily, independent review of the material is crucial for success in class.

Students will:

- Engage in a variety of learning activities which will allow them to meet the five goals of the modern language learning standards at their current level of understanding
- Master the basic grammar components of the French language including the present and a past tense (the passé composé)
- Develop a basic vocabulary on a variety of topics
- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Memorize and recite Bible verses in French

French 2 FRN 2000

This course continues to study about the people and places where French is spoken. We will continue to explore these cultures as we develop conversation and communication skills in the target language. The students' vocabulary will be increased as we build speaking, listening, reading and writing skills. Consistent attendance, class participation, and regular brief homework preparation will be important for one's success.

Students will:

- Engage in a variety of learning activities which will allow them to meet the five goals of the modern language learning standards at their current level of understanding
- Review the basic grammar components of the French language including the present tense, the passé composé (a past tense), nouns and adjective agreement, negation and forming questions
- Master the use of the two French past tenses to talk about what has happened
- Use the future and conditional tenses to talk about what will and what could happen
- Memorize and recite Bible verses in French

French 3
FRN 3000

The Level III French language course focuses on the continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak French. Students will continue to develop their speaking, listening, reading and writing skills using basic language structures with accuracy and recombining learned material to express their thoughts. Students will be exposed to more complex features of the language, moving from concrete to some abstract concepts.

Spanish 1
SPA 1000

This course is an introduction to the Spanish language. The course emphasizes the basic skills of listening, speaking, reading and writing the language with a focus on oral communication. Students will learn vocabulary and grammar pertaining to relevant topics that will enable them to speak in Spanish about practical things. We will study the way of life and traditions of Spanish-speaking countries as well as the traditions and culture of Hispanics in the U.S. Consistent attendance in addition to daily, independent review of the material is crucial for success in the class. There may be frequent quizzes covering the homework assigned. Students will read from the Bible, memorize verses, and sing in Spanish.

Students will:

- Engage in a variety of learning activities which will allow them to meet the five goals of the modern language learning standards at their current level of understanding
- Master the basic grammar components of the Spanish language including the present and a past tense (the preterit)
- Develop a basic vocabulary on a variety of topics
- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Memorize and recite Bible verses in Spanish
- Foster cross-cultural understanding through the study of Spanish speaking countries

Spanish 2
SPA 2000

This course continues to study about the people and places where this language is spoken. We will continue to explore these cultures as we develop conversation and communication skills in the target language. The students' vocabulary will be increased as we build speaking, listening, reading and writing skills. Consistent attendance, class participation, and regular homework preparation will be important for one's success.

Students will:

- Engage in a variety of learning activities which will allow them to meet the five goals of the modern language learning standards at their current level of understanding
- Review the basic grammar components of the Spanish language including the present and the preterit tenses
- Master the use of the two Spanish past tenses to talk about what has happened
- Read from the Bible, memorize verses, and sing in Spanish.
- Foster cross-cultural understanding through the study of Spanish speaking countries

Spanish 3

SPA 3000

Vocabulary-building is emphasized as speaking, listening, reading and writing skills are increased in the third year study of the language. Art, television, the workforce, and multiculturalism are among the topics used to develop free conversation and discussions. Consistent preparation in reading and writing assignments will most effectively build one's understanding of and skill in Spanish. Short stories and Loveland Readers will be used to increase reading, listening comprehension and improve grammar. Students will continue reading from the Bible and will be responsible for sharing a devotional and praying with the class in Spanish.

Students will:

- Engage in a variety of learning activities which will allow them to meet the five goals of the modern language learning standards at their current level of understanding
- Review the present and past tenses
- Use the future and conditional tenses to talk about what will and could happen
- Master the subjunctive mood in both the present and past forms
- Lead devotions in Spanish with the class
- Read from the Bible, memorize verses, and sing in Spanish
- Foster cross-cultural understanding through the study of Spanish speaking countries

Spanish 4

SPA 4000

The language study will continue with an in-depth look into a variety of literature from different time periods as well as cultural themes. This will be a springboard into discussion and writing in the target language. Consistent attendance in addition to daily, independent review is crucial to the success of the course. Students will master advanced grammar topics and vocabulary. The student will continue reading from the Bible, singing and praying in the target language. Debates, presentations and daily conversations will reinforce speaking ability.

Students will:

- Expand their understanding of advanced grammar topics
- Continue to develop their communication skills both orally and through writing
- Gain knowledge and understanding of other cultures
- Develop insight into the nature of language and culture through literature study
- Continue to read from the Bible, pray and lead devotions in class
- Foster cross-cultural understanding through the study of Spanish speaking countries

AP (Advanced Placement) Spanish Language & Culture

SPA 5000

Prerequisite: Permission of instructor

The student will build language proficiency with authentic materials, including films, news broadcasts, newspaper or magazine articles and contemporary literature. The AP student will integrate the communicative competencies developed in previous courses to become a more effective communicator and learn to express himself/herself in different ways and tailor arguments to various audiences. Reading, writing, listening, and conversation skills are developed to assist in preparation for taking the National Advanced Placement Spanish Language and Culture Placement test in May. Students will continue reading from the Bible, singing and praying in the target language.

The student will develop proficiency in these areas in preparation for the AP exam:

- Interpersonal Writing
- Presentational Writing

- Interpersonal Speaking
- Presentational Speaking

In addition, students will do extensive study of the culture of a Spanish-speaking country and give regular presentations about this country to promote cross-cultural learning and understanding.

ELL Level 1

ELL 1000

Prerequisite: iTEP Slate Plus minimum score of 4.2 or TOEFL minimum score of 60

Students will increase their competency in English language skills in the areas of oral language, foundational skills, and reading and writing including grammatical conventions. The focus is to help students obtain English proficiency so that the students are able to participate successfully in all academic areas. Students will work to develop oral and written competence in understanding and generating simple sentences, questions and commands. Students will work on reading and comprehending cross-curricular academic materials to learn and practice how to structure simple three and five paragraph essays with clearly stated main ideas.

Students will:

- Increase their English language competency in reading, writing, oral and auditory skills.
- Read and comprehend cross-curricular academic materials.
- Identify main ideas in various kinds of writing.
- Develop social skills necessary for inside and outside the classroom.
- Understand how to be successful in American schools and classrooms.

ELL Level 2

ELL 2000

Prerequisite: iTEP Slate Plus minimum score of 4.5 - 5 or TOEFL minimum score of 69-76 or completion of ELL LEVEL 1

This course is designed to assist students whose first language is not English. This course will continue the work of ELL Level 1. Emphasis will be placed on principles of paragraph structure and the basic five- paragraph essay format including revision. Students will build an understanding of academic expectations in summarizing, paraphrasing, citing text evidence, and analyzing the ideas of others. Students will develop an awareness of different academic and professional contexts of vocabulary and prepare for TOEFL testing.

Students will:

- Continue work on paragraph structure and five paragraph essay organization.
- Increase academic and colloquial vocabulary.
- Analyze text and cite text evidence.
- Develop strategies and practice TOEFL test skills.
- Build an understanding of American school and social expectations.

PHYSICAL EDUCATION

Sonja Bennett, Department Chair
BS, Seattle Pacific University

Requirements

Four semesters of physical education are required for graduation. No more than one PE class may be taken per semester. The two in-class PE credits are recommended to be earned in two different semesters during 9th grade. In-class credits must be earned in two combinations of the five PE areas: 1) Strength Training; 2) Individual and Team Sports; 3) Volleyball 4) Body Conditioning or 5) Athletic Injury and Sports Performance or both in Individual and Team Sports. The remaining two credits may be earned by participation in BCS after-school interscholastic sports during any grade or by in-class PE courses in any grade.

The 2 credits that can be met by participation in BCS after school interscholastic sports may also be satisfied by participation in after school interscholastic sports in other local high schools for sports not offered at BCS. In these cases, the student will submit a letter of completion from the Athletic Director of the local high school where the student participated, and the credit will be listed as P/F on the BCS transcript.

Clothing for PE – shorts, shirt, sweats (optional). Separate shoes for indoor and outdoor use.

In addition, one semester of Health is required for graduation. It must be taken in 9th grade unless prior approval is given for an alternate schedule.

Junior High PE JPE 0900

Junior High PE is for both 7th and 8th grade male and female students. This course emphasizes physical fitness and teaches students proper warm-up techniques and basic conditioning techniques. Group games and team sports are introduced during the appropriate season.

Students will:

- Learn proper warm up techniques, both dynamic and static stretching
- Learn basic conditioning aspects and techniques
- Learn fundamentals of team games and sports, along with a little history and rules
- Learn to play within a team structure
- Have fun!

Health PEH 1000

One semester of Health is required for graduation, normally taken in 9th grade

This course is designed to encourage students to understand and appreciate the “temple of the spirit”. The theme in health is: “God sees you as unique and you need to share in His view”. Students will focus on boundary setting and how that can affect the choices they make. This course will help students realize that the choices they make concerning things like: self-esteem, drugs, alcohol, sexually transmitted diseases, nutrition, etc. have long lasting effect on their lives. Students will also participate in individual and group activities, designed to help them develop healthy decision making and lifestyle decisions.

Students will:

- Learn how to take notes and keep an organized binder
- Begin to understand how their boundaries affect their choices which in turn affect how they view themselves, which affects their boundaries, etc.
- Be able to listen to class presentations, watch videos, read articles, and be able to begin to synthesize their own framework for making wise decisions when it comes to healthy lifestyle choices.

PE Individual & Team Sports

PEH 1100

Physical Education should benefit all students. This can be accomplished through communication, encouragement, and success by students. We are God's creation and should use our bodies accordingly. Physical fitness tests will be given to measure progress. Exercise along with both dynamic and static stretching are involved in all activities. Attention will also be given to sports injuries.

First semester activities will include cross-country running, soccer, floor hockey, basketball, volleyball, pickle ball, badminton, speedball, flag football, team handball, etc. Second semester activities will include all the activities listed above, plus track and field events, softball, and ultimate Frisbee and Crocker. This is an inclusive class where having fun, learning new things and playing with each other is what it is all about.

Students will:

- Engage in a variety of individual and team skills that will allow them to learn that physical activity is fun.
- Learn the history of games playing, as well as the individual and team skills appropriate for many well-known games.
- Acquire a sense of their own personal fitness level and how to maintain or improve that for a healthy lifestyle through various forms of individual fitness testing and activities.
- Learn a few major muscle groups and strength exercises that apply to them.
- Understand that lifetime activities will enhance their lives and lead to better health.
- Have fun!

PE Volleyball

PEH 1200

This one-semester class covers basic skills, offenses, defenses, and basic refereeing skills. Playing a lot and having fun will be things we concentrate on as well.

Students will:

- Engage in individual and team skills appropriate to learning how to play the game of volleyball in a progressive manner.
- Learn basic terminology associated with volleyball.
- Learn basic refereeing and line judging skills to help enhance their understanding and appreciation for the game.
- Play games.
- Have fun!

Strength Training

PEH 1300

Emphasis in this course is on the development of overall body strength and core strength, i.e. functional strength. Exercises will be designed to develop all of the major muscle groups; students will be required to chart their progress. Evaluation will be done at least eight times a semester and will be based on three areas: improvement in amount lifted, number of repetition or sets or all three, daily participation, and work

ethic.

Students will:

- Understand core/functional strength and how it relates to lifting in the weight room.
- Learn major muscle groups and workouts that use those groups.
- Learn to put together their own workout when asked to so that this class is truly a lifetime activity they can use when out of school.
- Understand the difference between lifting for bulk and lifting for overall tone and strength.
- Keeping a log of their lifting and progress on a daily basis.
- Have fun!

PE Body Conditioning

PEH 1400

A basic conditioning and exercise class open to both women and men. Emphasis will be on overall cardiovascular endurance, muscle strength, flexibility, core strength and having fun! Grades will be based on individual participation and improvement.

Students will:

- Understand core/functional strength and how to achieve it by the workouts in class.
- Be able to make a work out for themselves and for the class.
- Have fun!

Athletic Injury and Sports Performance

PEH 2000

Students will learn techniques and procedures for prevention, recognition and treatment/management of injuries to athletes. The course will emphasize the immediate care for serious and life threatening injuries/conditions and recognition, immediate treatment, secondary treatment, and rehabilitation for common injuries. Students will learn various techniques of protective taping, wrapping and pad construction and the use of selected treatment techniques. Basic anatomy and physiology terminology will be learned as well.

SCIENCE DEPARTMENT

Rod Wishart, Department Chair
 BS, Pacific Lutheran University
 MIT, Northwest University

The Son is the image of the invisible God, the firstborn over all creation. For in him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things have been created through him and for him. He is before all things, and in him all things hold together.
 Colossians 1:15-16

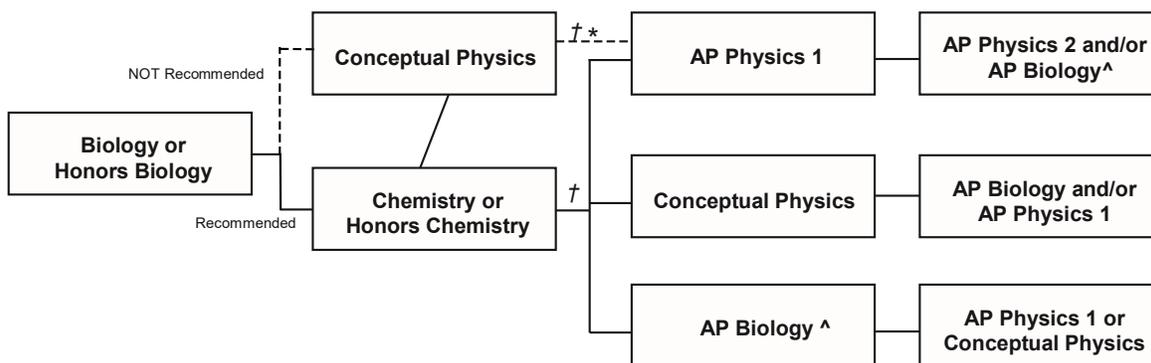
Science

All four-year Washington State colleges and most other colleges as well, require at least two years of a lab-science at least one of which must also be algebra-based. BCS science courses meet these criteria as follows:

Lab Science	Algebra-based Lab Science
Biology and Honors Biology AP Biology	Chemistry and Honors Chemistry Conceptual Physics AP Physics 1 and 2

Marine Science and Environmental Science are one-semester courses that are NOT lab-science courses and do not count toward most college admission requirements for lab sciences. However, they can count toward the six-semester high school science graduation requirement beginning with the class of 2019.

Typical science course progressions through high school:



† Environmental Science or Marine Science (offered on alternate years) may be inserted any time after 10th grade.

*This path is not recommended. It is strongly encouraged to take chemistry before taking a second year of physics. Exposure to a broad spectrum of science in high school is much more important than specializing in one topic.

^ Honors chemistry is a prerequisite for AP Biology

NOTE: While it is required that all students (starting with the class of 2019) take three years of science, it is NOT required that freshmen students take a science course. It may be more appropriate for some students to wait until their sophomore year to take Biology or Honors Biology. Discuss this decision with your course advisor.

Life Science (7th Grade)

JSCI 0700

In 7th grade, students explore the patterns and beauty of God's creation through a study of life science.

Core ideas in the life science course include:

- Populations and Ecosystems
- Heredity and Adaptation
- Human Systems Interactions
- Diversity of Life

Physical Science (8th Grade)

JSCI 0800

In 8th grade, students explore the patterns and beauty of God's creation through a study of physical science, which includes fundamentals of chemistry and physics.

Core ideas in the physical science course include:

- Chemical Interactions
- Waves
- Gravity and Kinetic Energy
- Electromagnetic Force
- Variables and Design

Biology

SCI 2000

Completion of Biology or Honors Biology is a graduation requirement.

Note: Student placement in Biology versus Honors Biology based upon the recommendations of the 8th grade English and Science teachers.

This course is recommended for students who need a more structured environment, and/or who have difficulties with reading or retaining information at a high school level. Though more in-class instructional support will be provided, the course will cover the same general topics as Honors Biology, but topics will not be covered as deeply. This course is not recommended for students considering a STEM discipline in college.

Biology is a one-year survey course covering a variety of important life-science topics. Students will uncover and compare the complexities and patterns God has built into the living creatures of His world. Topics are underpinned with bioethical analysis and students are encouraged to wrestle with current life-science controversies.

Topics include:

- Scientific Method
- Ecology
- Basic Chemistry
- Cell Transport and Energy
- Cell Molecular Management
- Cell Cycle
- Genetics
- Origins, Evolution and Classification

Students will build their skills in a variety of practices including: defining problems, planning and carrying out investigations, using models, analyzing and interpreting data, using mathematical thinking, developing arguments supported with evidence, constructing explanations and solutions, and communicating

information.

Honors Biology

SCI 2400

Completion of Biology or Honors Biology is a graduation requirement.

Note: Student placement in Biology versus Honors Biology is based upon the recommendations of the 8th grade English and Science teachers.

It is not possible to transfer from Honors Biology to Biology after the first two weeks of the semester.

Requirements: Concurrent enrollment in Algebra 1B or higher.

This course is recommended for students considering any type of STEM discipline in college. The pacing will be faster and coverage of the concepts will be deeper than in Biology SCI 2000.

Students in this course must be independent learners, organized, eager to participate in laboratory investigations, and capable of managing a demanding course schedule.

Honors Biology is a one-year survey course covering a variety of important life-science topics. Students will uncover and compare the complexities and patterns God has built into the living creatures of His world. Topics are underpinned with bioethical analysis and students are encouraged to wrestle with current life-science controversies.

Topics include:

- Scientific Method
- Ecology
- Basic Chemistry
- Cell Transport and Energy
- Cell Molecular Management
- Cell Cycle
- Genetics
- Origins, Evolution and Classification

Students will build their skills in a variety of practices including: defining problems, planning and carrying out investigations, using models, analyzing and interpreting data, using mathematical thinking, developing arguments supported with evidence, constructing explanations and solutions, and communicating information.

Chemistry

SCI 3000

Prerequisites: Teacher Recommendation, Biology or Honors Biology and Algebra 1A. Students may be concurrently enrolled in Algebra 1B.

It is not possible to transfer from Chemistry to Honors Chemistry after the first two weeks of the semester.

This algebra-based course is recommended for students who need a more structured and slower-paced learning environment. This class offers more in-class math support than Honors Chemistry, but does not cover the same depth of laboratory investigation or coursework. This class is not recommended for students intending to pursue STEM disciplines in college.

Homework is an important part of this class, and students are expected to be able to responsibly manage dangerous equipment and chemicals.

Students in this one-year course discover the ideas that a chemist uses to make sense of God's world. Students will receive support in the application of basic algebra skills, including unit conversions, ratios and proportions and solving for unknowns. They will work in collaborative groups to develop the basic concepts that are included in the first semester of a college fundamentals of chemistry course including:

- Atomic structure and periodicity
- Bonding
- Stoichiometry (the study of reactants and products in a chemical reaction)
- Gas laws

Honors Chemistry

SCI 3400

Prerequisites: Biology or Honors Biology and Algebra 1

This algebra-based course is recommended for students who are interested in science, enjoy laboratory investigations, are resourceful, organized, and can work at a fast pace. Students in this one-year course discover the ideas that a chemist uses to make sense of God's world. The class covers the concepts included in a typical first year college chemistry course including:

- Atomic structure and periodicity
- Bonding
- Stoichiometry (the study of reactants and products in a chemical reaction)
- Gas laws
- Equilibrium
- Acids and Bases
- Thermochemistry

Environmental Science

SCI 3100

Offered only in academic years beginning with an odd-year.

Prerequisites: Biology or Honors Biology. Class is open to juniors and seniors only.

Note: This one semester elective course does not count toward most college admission requirements for lab sciences, but can count toward the six semester high school science graduation requirement beginning with the class of 2019. Environmental Science is not a lab science.

This is the course for you if you wonder about our caretaker role as Christians living in God's creation and like to delve into topics of chemical toxicology and detoxing, energy resources, GMO's, animal welfare, and organic living. We will wrestle with ethical controversies, learn to discern between scientific data and "junk science", practice discerning among propaganda and politics verses science and stewardship, while honing our observational skills. We will also explore the application of environmental studies in our community via class field trips to farms, eateries, and water treatment facilities.

The course will emphasize:

- Field trips
- Discussion
- Activities and Labs

Marine Science

SCI 3200

Offered only in academic years beginning with an even- year.

Prerequisites: Biology or Honors Biology. Class is open to juniors and seniors only.

Note: This one semester elective course does not count toward most college admission requirements for lab sciences but can count toward the six-semester high school science graduation requirement. Marine Science is not a lab science.

This is the course for you if you like your water salty and your animals without backbones! Our goal is to appreciate and better care for the marine ecosystems of God's creation. We will explore local, regional, and worldwide saltwater environments, debate ethical stewardship issues as well as the meaning of scientific data.

The course will emphasize:

- Field trips
- Model building
- Aquarium and Fish Maintenance
- Dissections

Conceptual Physics

SCI 4000

Prerequisites: Biology or Honors Biology and Geometry.

Conceptual physics explores the rules by which God orders his creation by focusing on the concepts and relationships within those rules rather than on the mathematics they contain. The course is designed for students who are not considering STEM related topics in college. Students must be curious, good-humored, and willing to challenge themselves. While basic algebra and right-triangle trigonometry skills are expected, students do not need to have a "knack" for math.

Core ideas include:

- Motion: displacement, velocity and acceleration
- Gravity and Projectile Motion
- Vectors
- Forces and Newton's Laws
- Kinetic, Potential, and Conservation of Energy

AP (Advanced Placement) Biology

SCI 5000

Prerequisites: Permission of instructor. Honors Chemistry, Geometry. AP Biology is recommended for the year immediately following Honors Chemistry.

Students in this course will explore the intricate world of how molecules communicate with each other. Students will learn how molecules with "feet" walk and carry other molecules around on the highway system in a cell, and they will learn how the molecules "know" where to go. This class answers all of the "Whys?" of how life works, with an emphasis on Biochemistry and the created world. Students will be well prepared to take the optional AP Biology exam in the spring. This class supports career interests in a wide variety of fields including neuroscience, homeopathic or traditional medicine, biochemical engineering, pharmacology, and biotechnology to name a few. This course covers, in-depth, all of the concepts covered in 2 semesters of college Biology courses and labs, including:

- Designing lab investigations and analyzing results
- Biochemistry
- Molecular Biology
- Genetic technology and cloning
- Environment and Evolutionary patterns

AP Physics 1

SCI 5100

Prerequisites. Algebra 2 and permission of instructor. Recommend prior completion of Honors Chemistry.

Students in this one-year course will explore the rules by which God ordered his physical creation – the things we experience every day like when we throw a ball why does it follow the path it follows? Why is it harder to move an elephant than a mouse? Why do satellites stay in orbit? How does electricity move? All these questions provide a glimpse into the creative genius of God, who set the rules for the behavior of the physical universe. Concepts include those typically covered by a first-semester algebra-based college physics course. Among them:

- Fundamentals of motion including gravity and planetary motion, forces, momentum, energy, waves and sound
- Electric charge and DC current
- Analytical and mathematical tools such as vectors and error analysis
- Good laboratory practices and documentation including the management of a professional grade lab notebook

AP Physics 1 is an interactive course in which students focus on learning fundamental concepts with the aid of laboratory investigations. It is expected (though not required) that all students will take the AP Physics 1 exam in May.

AP Physics 2

SCI 5300

Prerequisites: AP Physics 1. Permission of instructor

Students will continue the exploration they began in AP Physics 1 of the rules by which God ordered his creation. Topics will include the physics we see every day like how magnets and electricity interact, and physics that we experience more indirectly like the behavior of atoms and how everything gets strange if we go fast enough. In fact, AP Physics 2 includes several instances of how modern physics proves that Isaac Newton (and AP Physics 1) was wrong! Concepts include those typically covered by a second-semester algebra-based college physics course and beyond, including:

- Fluids and fluid dynamics
- Light and optics - Electric charge, electric fields, magnetic fields and the interactions of electricity and magnetism
- Nuclear physics – how atomic structures are dictated by physics laws
- Relativity – how classical (Newtonian) physics is inadequate to describe all properties of objects
- Electromagnetic waves like radio and light and x-rays
- Good laboratory practices and documentation including the management of a professional grade lab notebook

AP Physics 2 is an interactive course in which students focus on learning fundamental concepts with the aid of laboratory investigations. It is expected (though not required) that all students will take the AP Physics 2 exam in May.

SOCIAL STUDIES

Josiah Keen, Department Chair
BA, Calvin College
MSCIN, Washington Governors University
NBCT (National Board Certification)

The earth is the LORD'S, and the fullness thereof; the world, and they that dwell therein.
Psalm 24:1

But I say unto you, Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you, and persecute you.
Matthew 5:43-44

Standards

Seven semesters are required for graduation. They include a semester of Ancient and Medieval History in 9th grade, a full year of World History in 10th grade, a full year of US History in 11th grade, and one semester each of Politics and Government and Contemporary World Issues in 12th Grade. One semester of Washington State History will also be required if not previously taken in 7th or 8th grade.

7th	8th	9th	10th	11th	12th
Social Studies 7	Social Studies 8 and Washington State History	Ancient and Medieval History	World History or AP World History	US History or AP US History	Politics and Government Contemporary World Issues

Social Studies 7

JSOC 0700

Social studies in 7th grade is a survey course on United States History, Civics, Economics and Geography. With a Biblical worldview, students explore the question "What does it mean to be an American?" through reading, researching, problem solving, reasoning, projects, presentations, and simulations. Students will understand, analyze, and evaluate the following areas of United States History: colonial America, the American Revolution, the U.S. Constitution, the growth and expansion of America, the Civil War, migration and industry, the Great Depression, World War II, the Cold War, immigration, and the role of women and minorities in America. All students develop Social Studies skills through participation in the National History Day program to understand and apply reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating about a topic in United States History.

Social Studies 8

JSOC 0800

Eighth grade social studies are divided into a semester of civics and a semester of Washington State History. The first semester emphasis is on understanding how government in all its forms works. A major research project is also part of the course work.

Washington State History satisfies the state requirement for high school graduation. The course emphasizes geography and the early history of our state. The emphasis on geography dovetails with Statetrip, which is a four day travel and learning experience for eighth graders.

Ancient & Medieval History

SOC 1000

This is a required one semester course which deals with early river civilizations (Mesopotamia, Egypt, India and China), classical civilizations such as Greece and Rome, and the middle ages in Europe, Asia, the Middle East, and Africa.

World History
SOC 2100

This year-long survey course examines the history, culture and geography of the world's most influential civilizations. Students study western civilization starting with the Renaissance and Reformation, early exploration and imperialism, the enlightenment and revolutionary periods, the Victorian Era, and the 20th Century including both world wars. Students will also carefully examine non-Western cultures, Asian (Chinese, Indian, Japanese, Korean, and Southeast Asian), African, Islamic and Latin American with a view towards understanding their contributions to modern society. The course will also show how non-Western civilizations influenced the Western world and were, in turn, influenced by it.

AP (Advanced Placement) World History
SOC 5100

This year-long course examines the history, culture and geography of the world's most influential civilizations. Students study western civilization starting with the Renaissance and Reformation, early exploration and imperialism, the enlightenment and revolutionary periods, the Victorian Era, and the 20th Century including both world wars. Students will also carefully examine non-Western cultures, Asian (Chinese, Indian, Japanese, Korean, and Southeast Asian), African, Islamic and Latin American with a view towards understanding their contributions to modern society. The course will also show how non-Western civilizations influenced the Western world and were, in turn, influenced by it. The primary intent is to teach the history of the world from a truly global stance rather than from a dominant perspective of Western civilization.

AP World History students are expected to take the nation-wide, multiple-choice and free-response AP test in May. A college-level textbook will be used during the class and five major themes will be studied: the environment, cultures, state-building, economic systems, and social structures. There will also be a summer assignment.

U.S. History
SOC 3000

This year-long course examines the history of the United States from Spanish exploration and settlement to present times. Focuses are on Early Settlement, Revolution and Independence, the Constitution and nation-building, slavery and the Civil War, changes that characterized America after the war such as Progressivism, World War I, postwar and the 20's and 30's, World War II, and the

Cold War, from the conforming 50's to the turbulent 60's and Vietnam era and beyond. Since Christ is Lord of history, and history is often a study of humans' response to that Lordship, we will look at history from that perspective.

AP (Advanced Placement) U.S. History
SOC 5000

This year-long course examines major issues in American History, but with an emphasis on historical interpretation, analysis, synthesis, critical thinking and the use of primary sources. The class format relies on lectures, note-taking, and reading of a college level history text. In order to prepare for the College Board's Advanced Placement American History test in early May, the course will move at an accelerated speed so that all of U.S. History, up through the 1980's, can be covered by spring break. As part of the preparation, students will take multiple-choice and essay tests, will answer document-based questions, will participate in debates, construct special projects, and write position papers. A research paper,

historiographical in nature, is required each semester. After the nationwide test in May, the class will highlight current events and special projects. Success in the class requires better than average reading and writing skills.

Contemporary World Issues
SOC 4000

The history of the United States is interwoven with the history of other nations and with the increasingly global scope of contemporary world problems in history. Units of study will vary depending on student interest and current world events. Typical units include topics such as genocide, nuclear weapon proliferation, and terrorism.

Emphasis is placed on events which raise moral/Biblical issues and questions, and particular thought is devoted to those issues.

Politics & Government
SOC 4100

This one-semester course establishes a Biblical perspective on politics and government and examines the structure of American government and current events in that perspective. Specifics include political philosophy and an in-depth study of the Constitution, political parties, interest groups, elections and voting, the three branches of government and public policy.

Economics
SOC 3500

Elective for Juniors or Seniors.

This is a one-semester course.

This course introduces students to how the economy works. Key topics include: Economic Fundamentals; Supply and Demand, Business, Markets, the national economy, supply and demand, price mechanisms, inflation, taxes, interest rates, credit and debt, international trade, financial markets, and starting and running your own small business and how that relates to microfinance in developing countries. A key project is "MarketDay" where student groups will begin and open their own business for a two days on campus during lunch. All proceeds from "MarketDay" will be sent to an Agency committed to microfinance in a developing country (Esperanza has benefited from past "MarketDay" events).

Personal Finance
SOC 3600

Elective for Juniors or Seniors.

This is a one-semester course.

This course empowers students to make sound financial decisions for life. Key topics include: saving and investing, credit and debit; the dangers of debt; how to pay for college; consumer awareness; credit bureaus and collection practices; financial responsibility and money management; budgeting, balancing the checkbook; bargain shopping; insurance/risk management and income/careers. The curriculum is taken from Dave Ramsey's "Financial Peace" School Curriculum.

Psychology
SOC 3700

Elective for Juniors or Seniors.

This is a one-semester course.

An introductory course designed to provide students with a general understanding of the principles of psychology such as: neuroscience, nature and nurture, human development, personality, and abnormal behavior. The class will explore the science of human behavior and thinking, recognizing the complexity of how God created the human mind and the differences that He creates in each of us. Class time is occupied by discussion, lecture, films, guest speakers, and group presentations.

ELECTIVES

JUNIOR HIGH

Yearbook & Media

JOCC 0900

This is a one semester class where students will produce the junior high yearbook and learn about graphic design, journalistic story-writing and photography. Learning the Jostens Yearbook computer program, design and photography skills comprises the majority of the class. The Spring quarter is spent in further skill development through graphic design and photography activities. The Publications student is one who is self-motivated, able to be a responsible team member, who cares about the events and people in their school, and can follow through on assignments.

Woodshop

JOCC 0920

Students complete projects appropriate to their skill level. Tool safety for hand and power tools will be covered by demonstration, lecture and safety tests. General shop safety and the use of hand tools will be taught. Students will also learn to make basic scale drawing and figure project costs. This is a one-semester course that can be taken either 1st or 2nd semester.

Advanced Woodshop

JOCC 0930

8th Grade Only

Students who successfully complete one semester of Woodshop may elect to take Advanced Woodshop. Skills learned in Woodshop will be used to design and make individual projects. Community service will be an integral part of this class. This is a one-semester course.

Junior High Foods

JOCC 0940

This is a one-semester course offering students the opportunity to develop basic culinary skills, techniques and safety procedures while preparing both typically "American" food and traditional ethnic dishes. Students will learn to cook a variety of main dishes, salads, snacks, breads and desserts.

Junior High Technology in the Modern World

JTEC 0900

This one-semester course instructs students on current technologies and computer advances to effectively develop the skills they need to use computer technology at work and at home to equip them to transform the world according to God's unchanging values. This project-based, hands-on course explores computer hardware and software; simple networking, computer programming; safely using the internet; HTML web development; using the most common productivity software programs; concepts in computer security and privacy; technology and the law; and digital computing technologies.

Student Council

JOCC 0910

Students are nominated by teachers and peers. As a group, Student Council is largely a “learn by doing” experience. Christian principles of leadership are put into practice as the council plans and carries out a variety of projects and events for the Junior High.

HIGH SCHOOL

Culinary Arts Foods A

OCC 1800

This is a one semester course offering students the opportunity to develop culinary skills and techniques while preparing both typically "American" food and traditional ethnic dishes.

Students will:

- Learn to cook a variety of main dishes, salads, snacks, breads and desserts.
- Design and construct a gingerbread house as part of team.
- Plan, prepare and present a full meal at the end of the semester as part of a team.

Culinary Arts Foods B

OCC 1900

This is a one semester course offering students the opportunity to develop culinary skills and techniques while preparing both typically "American" food and traditional ethnic dishes.

Students will:

- Learn to cook a variety of main dishes, salads, snacks, breads and desserts
- Design and construct a special occasion cake as part of a team
- Plan, prepare, and present a full meal at the end of the semester as part of a team.

Engineering Design 1

OCC 2200

Prerequisite: Permission of Instructor

This course offers opportunities with Microsoft Visio drawings looking at the relationships in God's creation between line, space, rhythm, design and style. This will lead to the mathematics that reflect God's exactness. Later on in the course students will have an introduction to design and creating 3-D models with Tinkercad and Ultimaker 3. This class will primarily be individual work but will have some group projects as well.

Engineering Design 2

OCC 2300

Prerequisite: Tech Draw 1 and Instructor's permission

This class provides further opportunities with Visio and Tinkercad 3-D printing. Students will have some assigned projects including sailing vessels, cell phone stands, computer chips and building layouts and will also have opportunities to pursue their own interests.

Woodshop

OCC 2400

A one semester course which may be repeated with the following goals: learning wood types, correct use of joints/glues/screws/nails, designing and completing a project(s), learning to construct projects such as boxes, small cabinets, bookshelves, etc., providing opportunities to choose personal projects, learning to make good plans for shop projects, finishes for their use – stains, varnish, oils, etc., figuring costs (board feet), drawing plans, safety with hand and power tools, correct use of power tools and limited cabinet making skills.

Yearbook
OCC 3300

This is a one or two semester class.

Students selected by the yearbook advisor will produce the school yearbook. Production will require writers, lay-out designers, photographers, artists, and typists who are enthusiastic to assemble a top quality annual and who are willing to commit to the book's completion by deadlines. Instruction will be given by instructor and field representative on how-to-do quality photography, creative writing, and artistic lay-outs.

HS Technology in the Modern World
TEC 1100

This is a one-semester, project-based course in which students can gain the capability to independently learn and use current and evolving technology effectively in their lives to solve problems and communicate. Students will be introduced to the idea of algorithmic thinking and its uses; apply productivity tools and online resources to support learning and research while participating in collaborative problem-solving activities; determine which technology is useful and select the appropriate technology resources; evaluate the accuracy, relevance and appropriateness of electronic information sources and interact with others using technology in ethically appropriate ways.

Introduction to Computer Science & Programming
TEC 2200

Introduction to Computer Science and Programming is a 1- semester course covering the first 10 weeks of the UC Berkeley Computer Science 10 course, "The Beauty and Joy of Computing." It uses a graphical programming language. The approach is similar to a conceptual Science course or a survey Humanities course offering more breadth than depth.

AP Computer Programming
TEC 5000

Prerequisite: Introduction to Computer Science and Programming

This course introduces student to computer science using the industry-standard Java programming language and presents fundamental topics that include problem solving. We use a curriculum based on University of Washington's CSE 142 course and students are expected to take the AP exam in May.

Senate
OCC 3400

Prerequisite: Election to Senate

Senate is designed as daily class time in which student Senate operates. The elected group of five students from each grade level meets daily under the direction of a faculty advisor. The purpose of this class is to collectively lead the student body through expanding knowledge of Biblical leadership in working with faculty, students, and the broader school community. It also provides adequate time to plan

high school activities, retreats, special assemblies and chapels in committee work.

Video Production 1

TEC 3500

This class may be used to meet the Fine Arts requirement.

This one semester course will allow students to experience video production. Students will learn the basics of filming using a video camera, capturing the video footage with a computer and manipulating the raw footage using Adobe Video Editing software. Students will also learn how to insert music, narration, transitions and titles into the edited video footage. In addition, students will learn how to convert photographs into digital images and how to blend them with video footage. Students will be asked to participate in school projects as well as individual projects as part of their course responsibilities.

Video Production 2

TEC 3600

Prerequisite: Video Production 1

This class may be used to meet the Fine Arts requirement.

Students in Video Production 2 will learn high level video skills through a selection of collaborative projects which will give them awareness of industry standards. Emphasizing 5 primary videography skills in Script (pre-production), Camera, Audio, Lighting, Editing (post-production), the students will complete 4 projects during the semester selected from typical categories of professional video productions, such as a promotional video, an informational video, a short film, etc. Two of the projects will be chosen by the student, and two will be chosen by the instructor. VP2 operate as an independent study embedded in the regular Video Production class, so students will need to demonstrate exemplary behavior and standards. They will collaborate with each other, and will frequently need to use time outside of class: lunchtimes, after school, evenings, weekends, etc. VP2 students will be asked to assist the instructor in BCS requested video projects and may either include them as projects for class or as extra credit.

FACULTY / STAFF ASSISTANTS

Teacher's Aide

OCS 1000

The student is assigned to a faculty or staff member to perform various tasks or duties. Responsibilities may include clerical work, copying, running errands on campus, or other work as assigned by the faculty/staff person.

This is a non-graded credit course and earns a P (pass) or F (fail) grade that does not affect GPA.

Deli Clerk

OCS 1100

Permission of Deli Coordinator and Assistant Principal

The Deli serves the BCS community by providing nourishing food and a friendly environment. The student will receive one Occupational Education credit for his/her semester in the Deli as well as a letter grade. The grade is based upon performance and attitude (75%) and attendance (25%). This is an excellent opportunity to get experience in the food service field and a valuable job reference.

This is a letter graded course.

Community Service

OCS 1200

This is a "hands-on" service opportunity to earn full credit by helping the custodial department. Students will learn some simple maintenance skills as well as assisting teachers prior to their public events. Responsibilities include: campus clean-up where needed, windows and doors cleaned, recycle program for classrooms and offices, help in the Deli when needed, wash lunch tables, and prepare the Commons and the LRC for evening events. Each student is expected to work with others.

A Christian education in service will increase the caring aspect of life toward other fellow students, teachers, and staff by learning to make a recognizable difference in the community. We all were created in God's image. We need to see as Christ sees. Servant-hood is a privilege. Students are always encouraged to check to be of service around the campus with others.

This is a letter graded course.

Office Assistant

OCS 2100

High school students are selected as assistants to the front desk and office manager. They will be trained to operate the phone system and take phone messages as needed. In addition, front desk office assistants greet parents and visitors to campus. Tasks include distributing messages and student mail, copying and general office functions.

This is a letter graded course.

Classroom Assistant

OCS 3000

The student is assigned to assist a teacher with the academic work of the class, prepare materials, monitor student work and assist students as a facilitator. Specific requirements are available from the supervising faculty member. Student assistants could be placed in math or science lab, modern language or in any course they have previously taken and have interest in.

This is a letter graded course.

Elementary Classroom Assistant

OCS 4100

Permission of Assistant Principal and Elementary Teacher

This course is for students who are interested in pursuing Elementary Education in college. You will work directly with an elementary teacher at Three Points and assist with classroom activities, correcting papers, working with students, etc.

The student is required to provide their own transportation to/from Three Points Elementary. The student is required to check in/out at both campuses.

This a letter graded course.

Study Hall

STU 1000

Requirement: Permission of Teacher and Assistant Principal

Students who desire study hall must secure an approved application. Study hall will be a time of quiet study or reading. Only one period may be scheduled per semester. Study hall is graded S (satisfactory) or U (unsatisfactory).

A student may need individual help with homework for one of many reasons. Time to work with an adult or peer tutor may be scheduled during study hall or before or after school. Students who want to arrange tutoring during study hall must submit a written request to be excused and signed by parents.

Note regarding Math or Science help. Students who need extra time, instruction or accountability in Geometry, Algebra, Trigonometry or Pre-Calculus may schedule Math/ Science Lab in addition to their regular math course.