

BELLEVUE CHRISTIAN

WITH PURPOSE

2020-2021 ACADEMIC CATALOG

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.

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

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.

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

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School counselors guide 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.

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GENERAL ACADEMIC POLICY

The academic program at BCS is much more than just individual “courses to take.” We guide students in building a six-year program that will hold together as a cohesive and meaningful whole, helping students discover and develop their gifts as well as equipping them to serve both God and their 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.

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.

Advanced Placement (AP) Course Grades (High School 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.

HS CREDIT & COURSES TAKEN IN THE 8TH GRADE

BCS awards high school graduation credit for HS level courses taken during 7th or 8th 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

CONCURRENT CREDIT OPPORTUNITIES

Bellevue Christian School partners with Northwest University to offer concurrent credit for several courses in our high school program. Concurrent credit allows students to earn Northwest University credit which may transfer to whatever college a student eventually attends. Families pay a fee of \$50 per college-level credit (most courses are three credits), which is billed through their tuition account at BCS. At completion of the course, students may request a transcript of college courses through Northwest University. To register for concurrent credit, students

in eligible courses will receive an application which will be completed during the first month of school.

ATTENDANCE/LOSS OF CREDIT

Excessive absence from classes may result in loss of credit. Bellevue Christian School does not award partial credit for partial completion of a semester. Full attendance policies are available in the Student Handbook.

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 considers 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) + Office Hours. 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 grade students 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. / HS Principal and the Director of SAS.

7th GRADE CORE CLASSES:

Bible 7
English 7
US History 7 Math Science 7

8th GRADE CORE CLASSES:

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

EXPLORATORY CLASSES

Woodshop	Student Council
Technology	Yearbook
Advanced Woodshop	Choir
Concert Band	Chapel Leadership
Spanish, French	Photography & Design
PE, Fitness	Drama
Foods	Video Production
Student Academic Services (SAS)	

HIGH SCHOOL 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 and to 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. Such scheduling privileges require advance permission and an understanding that priority must be placed on the ability to satisfactorily schedule BCS courses required for graduation during a 7-period school day.

Early dismissal/late arrival must be approved by the HS Principal/Assistant Principal(s) and appropriate documentation provided.

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 from the HS Principal(s). The grade will be recorded on the transcript as “transfer credit.”

Permission to take outside courses 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.

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 of a quarter unless the change of course/placement recommendation is initiated by the course instructor. No change is finalized until the schedule has been updated online. Courses dropped after two weeks are documented with a W/P (Withdraw Pass) or W/F (Withdraw Fail) on the student's transcript.

Repeats:

All required courses must be repeated if failed. In some cases, credit recovery via other means may be recommended. 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." Approval should be obtained before repeating a course.

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 HS Principal.

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 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 HS Principal. NOTE: The State of Washington minimum course requirement for graduation and State requirements cannot be waived under any circumstances.

BCS ACADEMIC CREDIT FAQs – COMMONLY ASKED QUESTIONS

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

A: No, however, under guidance from a department chair/teacher, 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. No credit is granted for the course that is skipped.

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

A: In some cases, a student’s schedule conflicts are such that a student may work under the direction of a BCS faculty member to complete a course independently. These are specific situations and approved on a case-by-case basis by the HS Principal and Department Chair, dependent of staff availability. Additional tuition may be charged to cover the cost of hiring the teacher for the extra assignment.

If no BCS teacher is to advise the independent course work, this would not qualify as a BCS course. Outside courses for current BCS students require pre-approval by the HS Principal(s).

Q: May a student re-take a BCS course to earn a passing grade and credit or to receive a higher grade? What time or sequencing limits exist for repeating a BCS course?

A:

1. Students may retake a course at BCS if the grade was failing, they desire to earn a higher grade, or if they need a higher grade to advance to the next sequential course. A grade in a BCS course can only be replaced by re-taking the BCS course and must be undertaken with awareness of course sequencing (see below). A failed course specifically required for BCS graduation must be retaken at BCS unless other approval has been granted.
2. Students may not retake a course at BCS once taking and passing the next course in the sequence. Courses that are “sequential” have listed pre-requisites. A previous course in the sequence may not be repeated.

Q: May a BCS student take a course at another school as an enrichment opportunity or a course not offered at BCS?

A: Taking courses at another school during the school day requires prior administrative approval. Priority is placed on ability to schedule all of student’s required courses/graduation requirements within the 7-period BCS school day.

Q: May a BCS student take a course at another school 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. In some cases, it may be necessary for a student to complete credit retrieval during the summer months with a course approved in advance. These situations are approved by the HS Principal.

A. May a BCS student take a course at another school to have the new, 'outside' grade replace the old BCS grade?

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

Graduation Requirements for the Class of 2019 and beyond

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 taken in successive years.
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	

*** 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 high school athletic team sports. Sports completed outside of BCS may be approved to count towards the three credits completed outside of the classroom by completing a Physical Education Credit Waiver and receiving approval prior to participation in the outside sport.
- Bellevue Christian School categorizes the following as lab-science classes: 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.
- Earth Science, Marine Biology, and Environmental Science do not qualify as lab sciences.

It is important to check individual college entrance requirements to determine what each requires.

NCAA Eligibility Requirements

The Counselors have a list of approved courses specific to Bellevue Christian that meet NCAA requirements of college enrollment. Please see counseling if you have questions about this issue or refer to the NCAA Eligibility website online. 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.

Course Descriptions

ARTS DEPARTMENT

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, digital media, 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 ARTS

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. They will gain 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 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. Required outside of class workload: script study and memorization, mandatory attendance at all dress rehearsals and performances.

Class Fee: This fee includes tech week meal and costume fee.

Junior High Choir JMUS 0900

This year-long course (may be taken for one semester with instructor approval) 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 may travel to the NWCIS musicale festival which is hosted by various Christian schools in the area.

Required Outside of Class Workload: Mandatory attendance at all dress rehearsals, concerts and festivals.

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 black shirt, black shoes.

JH Art JART 0925

The course is also open to all junior high students. Students will learn about different 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 creative thinking, curious exploration and critical assessment as they pertain to each medium – from pastels, to digital art, to paint, to pencil, to photography. 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 visual art.

HIGH SCHOOL PERFORMING ARTS

Introduction to Theatre

FPA 1000

This one semester course for high school students provides 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 learn basic theatre appreciation, knowledge, history and skills.
- demonstrate understanding of dramatic presentation.
- understand and gain basic skill in theatrical production, stage settings, lighting, audio, and costuming.
- understand and incorporate 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: As announced in production year.

Parents/Guardians are also expected to help with various production tasks.

Advanced Theatre: Stagecraft
FPA 2100

Prerequisite: Intro to Theatre (FPA 2000) or prior theatre experience with 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).

Treble Choir
MUS 1500

This is year-long course. All ninth-grade Treble-voiced singers will be placed in Treble Choir.

Prerequisites: Desire to sing

No previous singing experience is required to join this ensemble, with the understanding that those with less experience will be asked to work to catch up to those with more experience. Treble Choir is a soprano and alto voice choral ensemble which sings both accompanied and acapella music. There is an emphasis on choral technique, musical ear training (aural skills), music theory, and music history. The musical repertoire chosen for this ensemble will reinforce these skills, broaden students' musical horizons, and celebrate the uniquely glorious sound of treble music. This ensemble will perform pieces of repertoire on its own as well as pieces combined with Concert Choir. Attendance at all performances and festivals is mandatory.

Required Outside of Class Workload:

- Attendance at all Concerts
- Outside of class sectionals when required and rehearsals and dress
- rehearsals for concerts
- Attendance at Choral Festivals, which vary from year to year

Concert Choir

MUS 2000

This is a year-long course available to 10th - 12th grade singers, with exceptions made for tenor and bass singers.

Prerequisites: At least one year in Treble Choir, with exceptions made for some experienced upper-level singers, transfer students, and tenor and bass singers; Choral Music Audition

Concert Choir is a large mixed-voice choral ensemble at Bellevue Christian School. It is open to 10th -12th graders (with exceptions made for tenors and basses) by audition only. Concert Choir focuses on using the abilities students have acquired to perform a wide range of choral literature. The repertoire is chosen to reinforce skills learned in class, and to introduce students and audiences to the rich repertoire of global and historical choral music. Concert Choir tours on odd years, with location and dates varying year to year; Tour participation is mandatory on touring years.

Required Out of Class Workload:

- Attendance at all 4 Concerts and various Festivals and events throughout the year
- Outside of class sectionals when required and rehearsals and dress rehearsals for concerts
- Concert Choir Tours and Retreat

Optional Opportunities:

- WMEA Solo/Ensemble contest in late January or early February as small ensembles or solos (registration fee covered by BCS). Preparation for solo competition is done on a student's own time outside of class with their private voice teacher.
- WMEA All-State and NAFME All-Northwest auditioned choir opportunities. Auditions are held in late September, early October. The event is held over President's weekend in February. If a student is accepted, the school will cover the cost of the weekend.
- Private Voice Lessons - Cost is dependent on the voice teacher chosen.

Kantorei
MUS 4000

This is a year-long course.

Prerequisite: Concurrent membership in Concert Choir or Treble Choir; Additional Choral Music Audition

Kantorei is an auditioned acapella mixed-voice chamber ensemble. Members bring a high level of motivation and dedication to their craft and to the ensemble, which focuses on singing challenging music for chamber chorus. In many cases, students are expected to sing alone on their part, sing solos, and learn parts independently. In Kantorei, we seek to push ourselves musically in order to become the best singers we possibly can be. We sing music in genres to match the strengths of each year's unique singers, often including jazz, gospel music, polyphony, baroque, and contemporary chamber compositions.

Required Out of Class Workload:

- Attendance at all 4 Concerts and various Festivals and events throughout the year
- Outside of class sectionals when required and rehearsals and dress rehearsals for concerts
- Part learning and rehearsal of music at home
- Various community opportunities to perform
- Kantorei tours as part of Concert Choir on odd years during the springtime.

Optional Opportunities:

- WMEA Solo/Ensemble contest in late January or early February as small ensembles or solos (registration fee covered by BCS). Preparation for solo competition is done on a student's own time outside of class with their private voice teacher.
- WMEA All-State and NAFME All-Northwest auditioned choir opportunities. Auditions are held in late September, early October. The event is held over President's weekend in February. If a student is accepted, the school will cover the cost of the weekend.
- Private Voice Lessons - Cost varies by voice teacher.

High School Chapel Worship

MUS 3300

This is a year-long course

Prerequisite: Musical performance experience and a musical audition is required

High School Chapel Leadership is a course designed to give knowledge and experience to students who are called to create and lead worship services. Musicians will rehearse during class time and office-hours, in order to lead worship at chapel worship services. They will also learn about and practice competency in the history of the church, different types of worship, the challenges and merits of worshipping in an 'inter-denominational' setting, and the spiritual implications of music in worship. Students with different musical skills are encouraged to audition for the team, including vocalists, pianists, percussionists, guitarists, and other instrumentalists. Not every musician will play music every week, but every student will participate in the work required for chapel every week.

Required Out of Class Workload:

- Membership in a BCS Music Ensemble (such as a choir or instrumental ensemble) is highly encouraged for members of the music team.
- Rehearsal during office hours on Tuesdays, when required.
- Practice music at home and come to rehearsal familiar with the week's music. There will not be time in class provided to practice one's instrument or to learn the music.
- Students may also be asked to lead worship at non-chapel school events, such as retreats, choir tours, or other events.

Optional Opportunities:

- Mr. Tollefson is available outside of class to assist students in learning or practicing their instrument (piano, guitar, voice, percussion).

Chamber Strings

MUS 2500

This is a year-long course.

Prerequisite: Two or more years of performance experience in an ensemble and/or in a private study on violin, viola, cello, or string bass. Audition to assess ability.

The BCS Chamber Strings is for students grades 8-12 who already understand basic music reading, instrument assembly and maintenance, correct playing position and sound tone production. Students will expand technical and ensemble skills including extended range, major scales, complex rhythmic content and expand their technical and theory skills while performing a large variety of music repertoire from standard orchestral literature to current arrangements. The Chamber Strings will perform evening concerts throughout the year as well as for special events. In addition, students will have the opportunity to participate in regional festivals. Students are required to practice daily and are encouraged to take private lessons. Students need to provide their own instrument (cello and bass for home practice).

Additional Class Expenses:

- Band Retreat (see syllabus for details)
- Band uniform (see syllabus for details)
- Required instrument accessories for all students vary by instrument: see class syllabus

Symphonic Band

MUS 1200

This is a year-long course.

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

Symphonic Band, a yearlong course, 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 daily.

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.

- Performance at the high school graduation ceremony in June.

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:

- Fall 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 course.

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. Instrumentation: woodwinds, brass, string bass and percussion including piano and harp.

This ensemble performs from a wide variety of musical genres including traditional marches, orchestral/choral transcriptions, traditional wind music and contemporary wind music. 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

HIGH SCHOOL VISUAL ARTS

Art 1

ART 1000

Art 1 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 a 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 artmaking. 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 1

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.

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. 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 1, 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 1, Art 2, 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

Meets an Arts graduation requirement.

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.

BIBLE DEPARTMENT

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 (Cornerstone 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)

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.

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.

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

* Required course

** Seniors only

*** Available as an elective course

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 leaderships 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 one-semester 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.

May be taken to meet the 12th grade Bible requirement or as an elective.

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 Ethics

BIB 4000

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

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

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

Apologetics

BIB 4100

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

The Introduction to Christian Apologetics course is designed to prepare students to:

- Understand the nature of the Apologetic task, including different approaches to defending one's faith
- Develop critical thinking skills, including the ability to understand apologetic arguments
- Recognize the underlying assumptions that govern unbelieving thought
- Evaluate non-Christian modes of thought
- Become equipped with specific answers.

ENGLISH DEPARTMENT

“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 12A: Speech, Rhetoric, and Written Persuasion and English 12B: 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	English 12A: Speech, Rhetoric, and Written Persuasion* English 12B: Contemp. Issues in Lit*
					AP English Literature & Composition*
			Creative Writing**+	Creative Writing**+	Creative Writing**+
			Lit Genre**	Lit Genre**	Lit Genre**

*Seniors only – Seniors may take English 12A or English 12B as an elective, alongside AP English Literature & Composition.

** Available as an elective course for sophomores, juniors & seniors.

+ Meets an Arts credit requirement

English 7
JENG 0700

Two semesters required in 7th grade.

English 7 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

Two semesters required in 8th grade.

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.

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.

English 12A ENG 4300

One semester required in 12th grade for students not enrolled in AP English Literature & Composition.

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

One semester required in 12th grade for students not enrolled in AP English Literature & Composition.

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

This is a full year course.

Prerequisite: Application and English department approval

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.

MATH DEPARTMENT

*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.

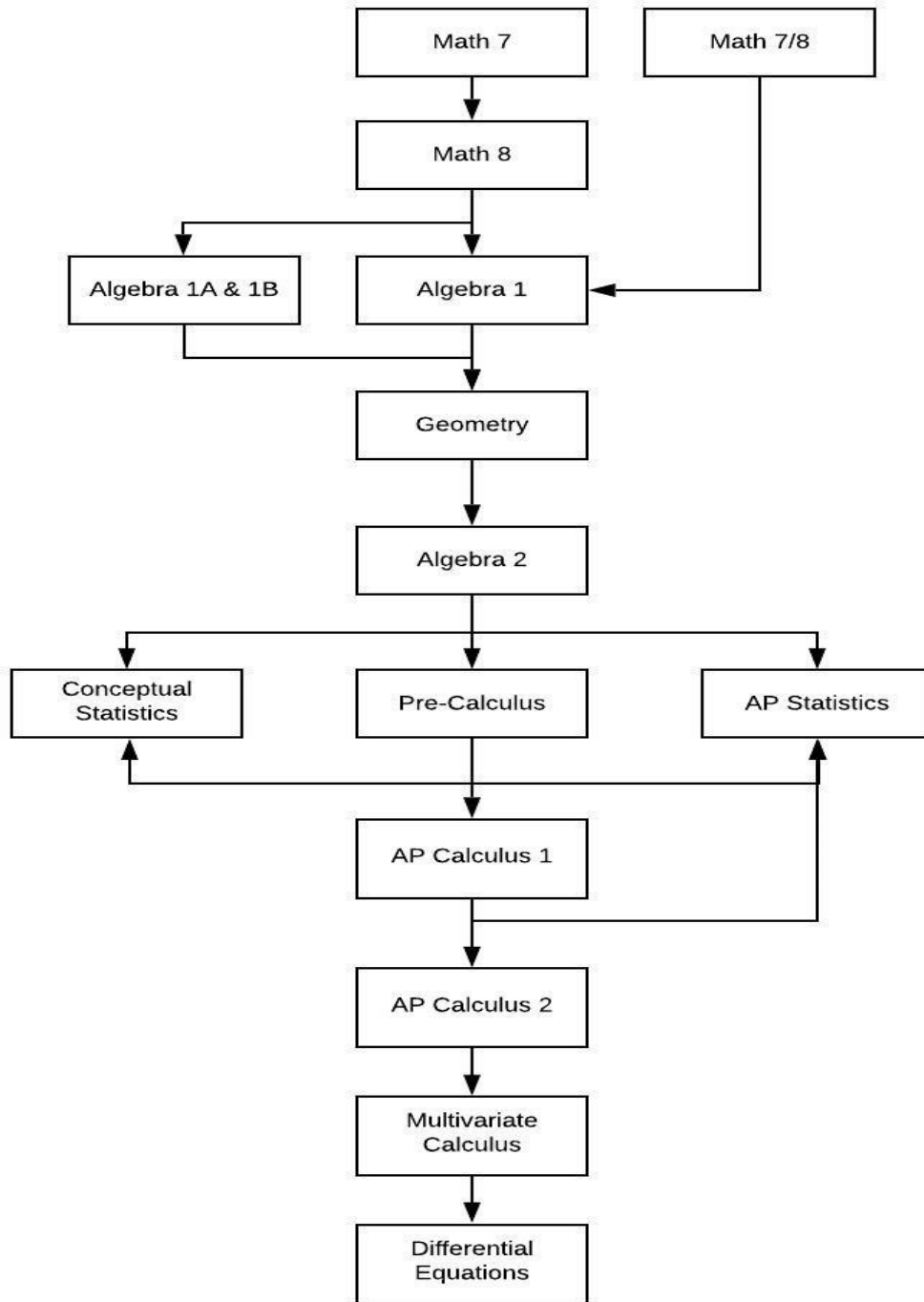
When discussing mathematics, we can see two aspects significant to Christian education. Firstly, math can be considered the science of numbers and space whereby mankind attempts to make sense of that world. Secondly, math can be thought of a language developed to catalog and communicate the patterns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



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.

Math 7/8

JMAT 0710

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

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.

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.

Algebra 1

MAT 1000

Prerequisite: Recommendation of current math teacher

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.

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

Algebra 1A/1B

MAT 1100/MAT 1150

Prerequisite: Recommendation of current math teacher

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 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.

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

Geometry

MAT 2000

Prerequisite: Algebra 1 (Recommended C or above)

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.

Required Equipment: A TI-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 college preparatory math courses at BCS.

Prerequisite: Geometry and Algebra (Recommended C or above)

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.

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

Conceptual Statistics

MAT 3400

Prerequisite: Algebra 2 (Recommended C or above)

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.

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.

Prerequisite: Advanced Algebra/Trigonometry (Recommended C or above)

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.

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

Advanced Placement (AP) Calculus 1

MAT 5000

Prerequisite: Pre-Calculus (Recommended B or above)

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.)

Required Equipment: A TI-84 or 84+ calculator

Advanced Placement (AP) Calculus 2

MAT 5100

Prerequisite: AP Calculus 1 (Recommended B or above)

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.

Required Equipment: A TI-84 or 84+ calculator

Multivariate Calculus

MAT 5200

Prerequisite: AP Calculus 2

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.

Required Equipment: A TI-84 or 84+ calculator

Differential Equations

MAT 5300

Prerequisite: Multivariate Calculus

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.

Required Equipment: A TI-84 or 84+ calculator

Advanced Placement (AP) Statistics

MAT 5400

Prerequisite: Algebra 2 (Recommended B or above)

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.

Required Equipment: A TI-84 or 84+ calculator

MODERN LANGUAGE DEPARTMENT

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

Prerequisite: French 1

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

Prerequisite: French 2

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

Prerequisite: Spanish 1

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

Prerequisite: Spanish 2

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

Prerequisite: Spanish 3

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 min. 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 can 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 DEPARTMENT

Four semesters of physical education are required for graduation. No more than one PE class may be taken per semester. One in-class PE credit is required for graduation. We encourage scheduling the in-class PE credit during the 9th grade year. The remaining three 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 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, 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.

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 workout 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

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

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:

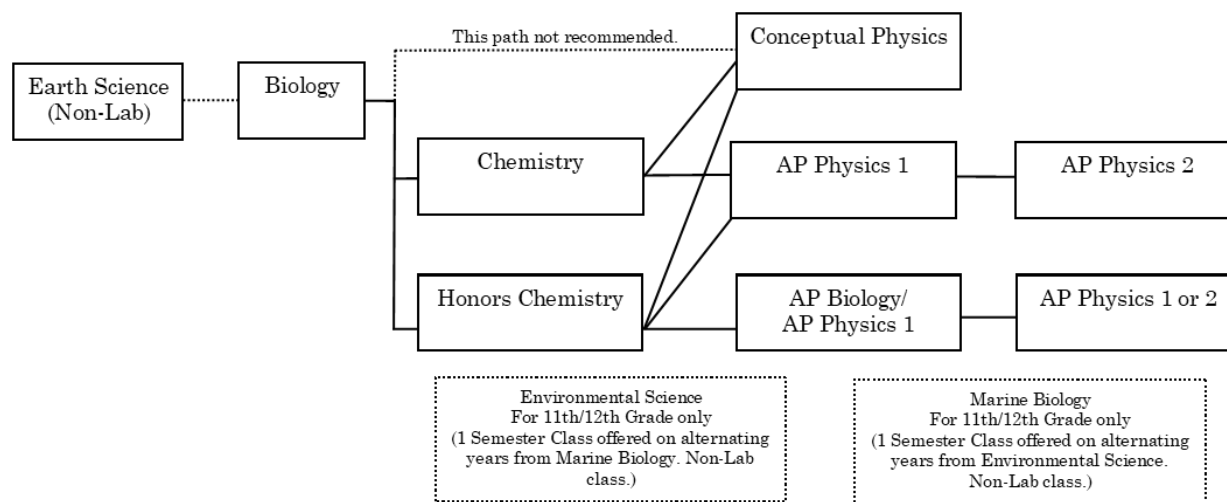
<u>Lab Science</u>	<u>Algebra-based Lab Science</u>
Biology AP Biology	Chemistry and Honors Chemistry Conceptual Physics AP Physics 1 and 2

Marine Biology 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.

Earth Science is a one-year course that is not a lab science.

However, these courses can count toward the six-semester high school science graduation requirement.

Typical science course progressions through high school:



NOTE: While it is required that all students take three years of science, it is **not** required that freshmen students begin with Biology. It may be more appropriate for some students to begin with Earth Science. Discuss this decision with your course advisor. Honors Chemistry is a prerequisite for AP Biology.

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

Earth Science

SCI 2100

Earth Science is the appropriate 9th grade science course for students who wish to take four years of science but do not wish to take AP science courses. Students who begin with Earth Science fulfill their 6 required semesters with a sequence of Earth Science (non-Lab science) / Biology (Lab science) / Chemistry (Algebra-based Lab Science). Earth Science is also an excellent placement for some based on student readiness (particularly in the area of reading level, ability to conceptualize, and/or information retention), the recommendation of a student's 8th grade science teacher, standardized test scores, and the challenges of balancing other classes and activities.

Earth Science is a one-year, non-lab science course investigating the complexity of God's physical and inferred historical creation. This course will utilize the scientific principles learned in life and physical sciences and integrate them with the earth and environmental sciences. This course focuses on grounding students in God's Word, while understanding our roles as stewards of creation and as witnesses of God's glory, as seen in His creative handiwork.

Biology

SCI 2000

Completion of Biology is a graduation requirement. Requirements: Concurrent enrollment in Algebra 1B or higher.

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, completion of 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. Note that the homework expectations for Chemistry and Honors Chemistry courses are similar.

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 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 in alternate academic years beginning with an odd year.

Prerequisites: 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. 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 Biology

SCI 3200

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

Prerequisites: 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 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
- 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 who engage with the material and take responsibility for their learning 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 typically 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 the way cars, footballs, yo-yos and planets move
- Forces like friction and gravity
- Momentum, energy, and mechanical waves including sound
- Electric charge and current electrical circuits
- 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. Students are expected to be responsible for their own learning and to exhibit the academic maturity expected of a college STEM student.

AP Physics 2

SCI 5300

Prerequisites: AP Physics 1.

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 DEPARTMENT

*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 & 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. The one semester requirement of Washington State History will be fulfilled via an online class 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 & Medieval History	World History or AP World History	US History or AP US History	Politics & 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.

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

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 survey course examines the history, culture and geography of the world's most influential civilizations. Students study modern world history starting with the beginnings of globalization evident in stories of the 13th century including the rise of the Mongols and the Black Plague. The past eight hundred years are studied from a global perspective that high key topics like the Empires, the Columbian Exchange, Age of Revolutions, Industrialization, the emergence of modern ideologies and world conflict.

Coursework involves a focus on developing critical thinking and literacy skills. Students will practice reading and analyzing primary and secondary sources in addition to their independent reading from a textbook. Students will learn how to write argumentative essays that demonstrate historical reasoning. A college-level textbook will be used during the class and will be primarily read independently as homework. AP World History students are expected to take the nation-wide, multiple-choice and free-response AP test in May.

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

Required for graduation.

In an ever-changing world, problems evolve quickly. While it is important to learn about the events which constitute ‘contemporary issues’, it is also crucial to understand how we interpret those events. This class seeks to analyze and describe the lenses humans use to interrogate the surrounding world.

CWI’s units are centered on developing metacognition—thinking about thinking—by pursuing contemporary issues which allow us to better understand ourselves. The core idea of this class is that each of person is a ‘contemporary world issue’ and by understanding ourselves better, we have a greater opportunity to positively change the surrounding world.

Politics & Government SOC 4100

Required for graduation

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.

ELECTIVES

JUNIOR HIGH ONLY ELECTIVES

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 ONLY ELECTIVES

Culinary Arts Foods

OCC 1800/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 gingerbread house as part of team.
- Plan, prepare and present a full meal at the end of the semester as part of a team.

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.

Senate

OCC 3400

This is a year-long course

Enrollment is based upon election to Senate.

Senate is the elected high school leadership body (limit 5 per grade level) responsible for planning of high school retreats, student activities/dances, and assemblies and also for visionary and servant leadership in the high school community at large. Senate takes the lead in leading and empowering BCS high school students to both feel and become more actively involved in the BCS community and serves as a bridge, in many cases, between faculty/administration and students. Senate meets during the class day under the mentorship of a faculty advisor and the expectation is, particularly among upper-class leadership, that those elected to Senate will be able to serve for an entire school year.

Economics

SOC 3500

Elective for 11th and 12th grade students.

This one semester 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 “Market Day” where student groups will begin and open their own business during lunch. All proceeds from “Market Day” will be sent to an Agency committed to microfinance in a developing country (Esperanza has benefited from past “Market Day” events).

Personal Finance

SOC 3600

Elective for 11th or 12 grade students

This one semester 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 11th or 12th grade students.

This one semester introductory course is 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.

Creative Writing ENG 3200

Elective open to 10-12th grade students.

This class may be used to meet an Arts 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.

Literature Genre Studies: Film as Literature ENG 3400

Elective course is open to 10-12 grade students.

Films are literature. They tell stories, use symbols, convey themes, and develop characters just like the written word. Students in this one semester course will enjoy and analyze the dynamic interaction between the conventional story-telling aspects of film and the effects of a host of other elements, including direction, lighting, special effects, casting, etc. which make the genre of film unique. From drama to comedy, westerns to science-fiction, from action-adventure to animation, students will look at a host of different types of movies from different areas, better appreciate film as an artform, and even try their hand at writing a short movie script.

Literature Genre Studies: Science Fiction/Fantasy ENG 3500

Elective course is open to 10-12 grade students.

This one-semester Genre Science Fiction/Fantasy elective for 10th – 12th grade students will allow students to delve into the excitement of a genre that raises many intriguing questions like “Why must humans explore?”, “Can humans be trusted?” and “Where will technology take us?” In reading and discussing stories that thrive on the wonder imagination, students can reflect more fully on the roles of good and evil, ethics and morality in a narrative, and analyze the connections between “real life,” God’s fingerprint on the creation—even in its fallen state, and the fictional worldbuilding the fantasy or science fiction literature genre. Outside reading is required in this dynamic literature elective.

Yearbook OCC 3300

This is a one or two semester course.

Meets an Arts graduation requirement

Students selected by the yearbook advisor will produce the school yearbook. Production will require writers, layout 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.

Video Production 1 TEC 3500

Meets an Arts requirement.

This one semester, project-based course will allow students to learn and experience video production. Students will learn the basics of using a video camera and tripod, importing video footage to a computer and manipulating the clips using Adobe Video Editing software. Students will also learn how to insert music, transitions and titles into the edited video footage. In addition, students can learn how to do basic animations. Students may 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 and instructor permission

Meets an Arts requirement.

Students in this one semester course will take an independent study approach to learning 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.

Engineering Design 1

OCC 2200

Meets an Arts requirement

This one semester 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

Meets an Arts requirement

This one semester 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.

Technology/Information Literacy

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

This is a one-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

This is a year-long course.

Prerequisite: Introduction to Computer Science and Programming

This course introduces students 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.

FACULTY / STAFF ASSISTANTS

Teacher's Aide

OCS 1000

Generally open to 11th and 12th grade students who have satisfied graduation requirements and who have received an endorsement/request to TA by a specific teacher. This course is selected during a conversation with a student's counselor during the course-advising process or in the event that a scheduling conflict necessitates an additional class option.

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 1150

Requires permission of Deli Coordinator and Assistant Principal(s). Generally open to 11th and 12th grade students who have satisfied graduation requirements and selected during a conversation with student's counselor during the course-advising process. Openings are limited. Course not available during 4th period.

The Deli serves the BCS community by providing nourishing food and a friendly environment. This is an excellent opportunity to get experience in the food service field and a valuable job reference.

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

Community Service
OCS 1250

Available 6th and 7th periods only.

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

Office Assistant
OCS 2150

Generally open to 11th and 12th grade students who have satisfied graduation requirements and have been approved by the Assistant Principal(s) to serve in this capacity. This course is selected during a conversation with a student’s counselor during the course-advising process or in the event that a scheduling conflict necessitates an additional class option.

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

Classroom Assistant OCS 3000

Prerequisite: Selection by a supervising teacher. Typically, 11th and 12th grade students only who are recruited for their expertise/advanced ability in a specific area of study/course.

The student is assigned to assist a teacher with the academic work of the class, prepare materials, monitor student work, and to assist students as a facilitator. While a Teacher's Aide may spend time in the office making copies, a classroom assistant is active in the classroom itself. 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 in which they have interest and expertise.

This is a letter graded course.

Elementary Classroom Assistant OCS 4100

Permission of Assistant Principal(s) and Elementary Teacher

Ability to provide his/her own transportation to/from BCS Three Points campus

- This course requires two successive class periods to earn a full credit and is typically scheduled 1st and 2nd period.
- .5 Elementary Assistant assignments are available but must be scheduled during HS 2nd, 4th, or 7th period.

Elementary Aide is for students who are interested in pursuing Elementary Education in college. You will work directly with a Bellevue Christian Elementary teacher at the Three Points Campus and assist with classroom activities, correcting papers, working with students, etc. The student is expected to serve as a mature example in the classroom but also on the elementary campus at large-- in chapel on the playground, working in the office etc.. Elementary assistants are representatives of Bellevue Christian School and how they perform their duties reflects on the high school community and the Lord. Consistency, maturity, dependability, and a can-do spirit are necessary character traits.

The student is required to provide their own transportation to/from the Three Points Campus. The student is required to check in/out at both campuses, to arrive back at Clyde Hill in time to park and arrive at class on time and to communicate actively and consistently with the elementary teacher.

This a letter graded course.

Study Hall

STU 1000

Priority given to 11th and 12th grade students who have satisfied graduation requirements and in conversation with Counselor demonstrate both the need and the ability to be productive during this self-directed study opportunity. 9th and 10th grade students who desire a Study Hall are encouraged to utilize Office Hours as a consistent study opportunity.

Study Hall is a time of quiet study. Only one period of Study Hall may be scheduled per semester.

This course earns no credit and does not affect the GPA. Students are evaluated: S (satisfactory) or U (unsatisfactory).

STUDENT ACADEMIC SERVICES

Educational Therapy

SAS 1300

Prerequisite: Approval from SAS Director

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.