

# **BELLEVUE CHRISTIAN**

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## **WITH PURPOSE**

### **COURSE CATALOG**

#### **JUNIOR - SENIOR HIGH SCHOOL**

#### **CLYDE HILL CAMPUS**

## 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

### BELLEVUE CHRISTIAN SCHOOL BELIEVES:

#### **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 from 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

#### **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.

#### **Human beings are stewards of the earth**

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

#### **Redemption is 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.

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*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.*

*- Second Sight, p. 39*

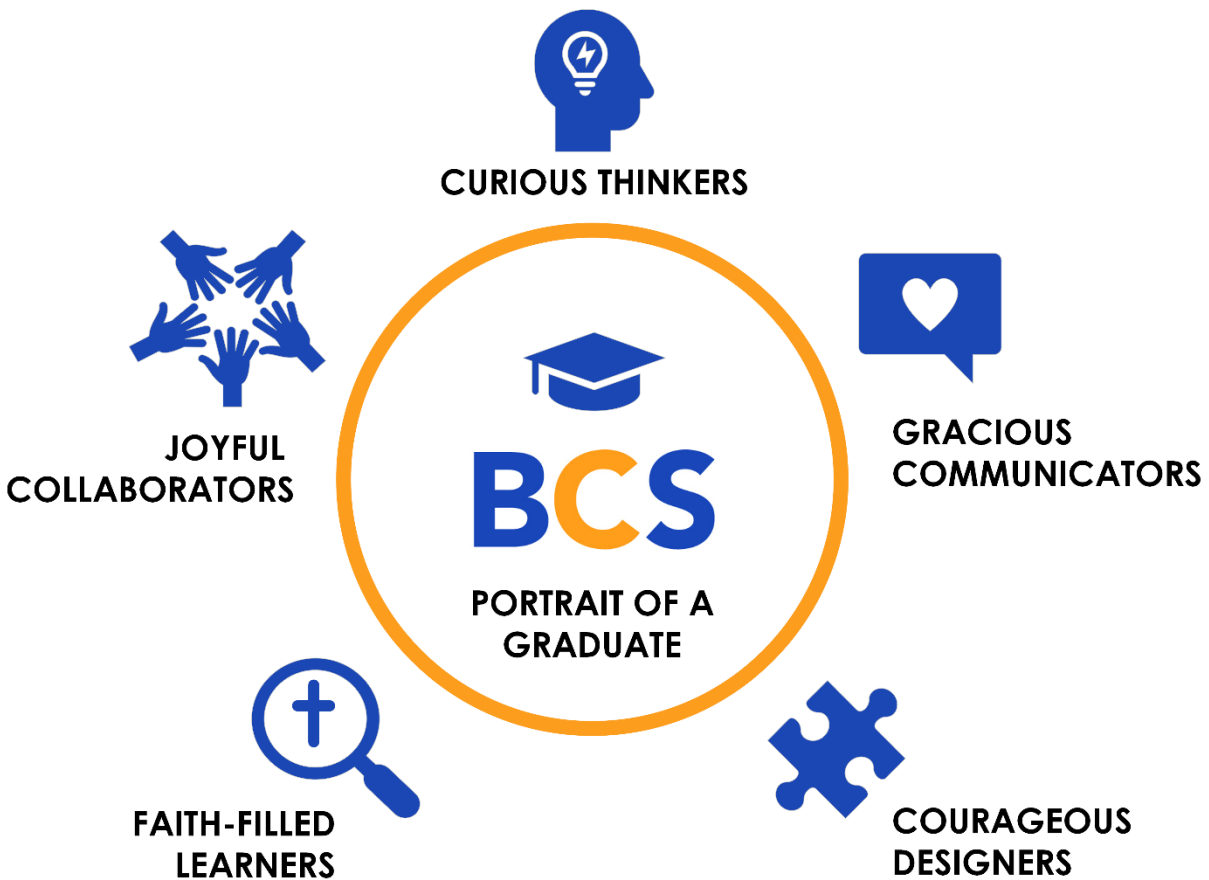
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## PORTRAIT OF A GRADUATE

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### MISSION STATEMENT

Our Mission is to prepare young people to  
**LIVE FAITHFULLY AND FULLY FOR CHRIST**  
in a rapidly changing world with the ability  
to understand, evaluate, and transform  
their world from the foundation of GOD'S  
UNCHANGING VALUES.

### CORE VALUES

Following Christ  
Transforming Learners  
Engaging our World  
Learning in Community  
Growing in Relationship

# COUNSELING DEPARTMENT

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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.

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

Course advising begins the spring of a student's 8th grade year and continues each year following. Students work with their parents using the Academic Catalog to select coursework of interest. Counselors, students, and parents/guardians partner to map out a four-year plan that is developmentally and academically appropriate. Counselors guide students to develop academic and college/career goals, and to select courses that align with these goals in the annual one-on-one course advising meeting.

*Academic Planning:*

Orientation  
Course selection  
School progress  
Monitoring graduation requirements

*Personal:*

Individual problem solving /  
decision making  
Time and stress management /  
study strategies  
Crisis counseling

*Post High School Planning:*

Curriculum advising  
Post high school options  
GAP year  
College application information

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# JUNIOR HIGH ACADEMIC PROGRAM

Bellevue Christian School’s Junior High program provides a holistic and engaging experience 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 personal, academic, spiritual, emotional, physical, and social needs. Junior High teachers at BCS feel called to teach and disciple students during these early teen years. The program 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 grow in their ability to relate to others in a godly fashion. BCS offers a broad spectrum of learning and growth opportunities both in and out of the classroom, aimed at providing meaningful opportunities to be challenged, encouraged, and disciplined by caring adults in a relational environment.

|                 | 7TH              | 8TH        |
|-----------------|------------------|------------|
| English         | English 7        | English 8  |
| Math            | Math*            | Math*      |
| Science         | Science 7        | Science 8  |
| Bible           | Bible 7          | Bible 8    |
| Social Studies  | WA State History | US History |
| Performing Arts | 1 semester       |            |

Bellevue Christian strongly emphasizes and values community and partnership between students, parents, and educators. The junior high years present a major transition point for both students and parents. 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.

In addition to the core courses, an assortment of exploratory courses are offered to provide a rich and varied academic experience. Students also enjoy a three-day “7th grade experience” (costs billed to tuition).

|                |           |                    |                 |
|----------------|-----------|--------------------|-----------------|
| PE/Health      | Arts      | Strings            | Choir           |
| Fitness        |           | Theatre            | Band            |
| Phys Ed        |           | Art                |                 |
| World Language | Electives | Engineering Design | SAS             |
| Spanish        |           | Video Production   | Student Council |
| French         |           | Culinary Arts      | Robotics        |
|                |           | Yearbook           |                 |



# HIGH SCHOOL ACADEMIC PROGRAM

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The purpose of Bellevue Christian School is reflected in its mission statement: to prepare young people to live faithfully for Christ in a rapidly changing world with the ability to understand, evaluate and transform their world from the foundation of God's unchanging values. This mission is brought to life through three pillars, **SCHOLARSHIP**, **RELATIONSHIP**, and **DISCIPLESHIP**

Here, students are challenged to **SCHOLARSHIP**, which encompasses more than a grade point average. Rigorous coursework provides opportunity to develop habits of learning and intellect. As all truth is His Truth, our subject matter then becomes a conduit for knowing the Creator. Additionally, students are challenged to use biblical principles in increasingly complex ways to question and evaluate, to develop alternatives, and to consider the "why" behind their thinking.

*What distinguishes education at Bellevue Christian School is our belief that there are such things as Christian questions. Christian thinking is not simply a matter of trying to give Christian answers to the same questions everyone else is asking. Often the problem is with the questions themselves. Questions contain assumptions about the world. Questions are what we use to cut an infinite reality down to size. Questions limit the range of possible answers. They create boxes, within which we expect to find the answers. If we draw the box the wrong way, we never find the answer.*

**-Second Sight**










BCS' students come from a diverse range of faith communities and here they will learn to hear, engage with, and evaluate various viewpoints. Trusting in God's unchanging values should not be confused with assuming knowledge and application of His values can never change. In fact, BCS students are encouraged to consider the opposite: an ongoing evolution of discovery, partnership, and transformation with His truth. Students may be asked to consider "what if I'm wrong?" and develop a process for returning to and evaluating again their guiding principles. Wrestling with diverse worldviews sharpens, not dulls scholarship.

*There is no better place than the Christian school for a student to encounter some of the unpleasant realities of the world, because it is a place where these things can be dealt with in the context of the love of Christ.*

At BCS, **DISCIPLESHIP** comes in many forms. Students at this age continue to seek identity and we are purposeful in providing opportunities for them to see, connect, and walk out their identity in Christ. The result of discipling then, is more than "correct behavior" and instead focuses on developing a "life of obedience to Jesus Christ." For example, guiding student thinking to do what is right because it is right (not because it is profitable, acceptable, or advantageous) is part of this discipleship. In this spirit then, we do not shy away when students "fail." Rather, this is an opportunity for learning, developing grit, and to refocus on the goal of obedience to Jesus Christ. Drawing students to not only encounter God's story, but to see themselves moving with purpose within that story is key to understanding their ability to transform their world. Service, then, is a natural expression and is sought in both organized projects and to one another on a daily basis.

**RELATIONSHIP** is key to developing community at BCS and is important to the life and body of Christ. In fact, we have a course by the same title that provides time and space to consider the elements of a biblical relationship (starting with a relationship with God) and considering how this impacts other relationships for teens (authority figures such as parents or a boss, peer relationships, and so on). Building community is a key part of the mission of the school as is academic instruction. Learning to engage with, find and give acceptance in, and serve others is a defining aspect of education at Bellevue Christian.

# GRADUATION REQUIREMENTS

|   |  | 9TH                          | 10TH                                    | 11TH                              | 12TH   |
|---|--|------------------------------|---|-----------------------------------|--|
| 8 semesters<br>4 credits<br>2 Semesters each year   | <br>English             | English 9                    | English 10                              | English 11                        | English 12A+B OR<br>AP Literature                |
| 6 semesters<br>3 years/credits<br>Geometry required | <br>Math                | *refer to pathways           |   |                                   |  |
| 6 semesters<br>3 credits                            | <br>Science             | Biology                      | Chemistry OR<br>Honors<br>Chemistry     | *refer to pathways                |  |
| 4 semesters<br>2 credits<br>1 sem/year enrolled     | <br>Bible               | Philosophy of<br>Education   | Intro to Ethics                         | Relationships                     | Apologetics                                      |
| 4 semesters<br>2 credits<br>Health in 9th or 10th   | <br>PE/Health           |                              |   |                                   |  |
| 7 semesters<br>WA State History<br>required         | <br>Social<br>Studies  | Ancient/<br>Medieval History | World History<br>OR<br>AP World History | US History<br>OR<br>AP US History | Politics & Gov<br>AND<br>Current<br>World Issues |
| 4 semesters<br>of same language                     | <br>World<br>Language |                              |   |                                   |  |
| 4 semesters   | <br>Arts              |                              |   |                                   |  |
| 4 semesters<br>*class of 2027 onward,<br>11 or 12   | <br>Electives         |                              |   | Personal<br>Finance*              |  |
| = 24 CREDITS  |  |                              |   |                                   |  |

BELLEVUE CHRISTIAN SCHOOL - GRADUATION REQUIREMENTS - SEMESTERS

## Commencement Requirements

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/doesn't complete a class required for graduation, an exception to participate in the commencement exercises may be granted by the Principal. All exceptions to the stated graduation requirements must be approved by the Principal. NOTE: The State of Washington minimum course requirement for graduation and State requirements cannot be waived under any circumstances.

## GENERAL ACADEMIC POLICIES

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The academic program at BCS is much more than just a check list. We emphasize personal, spiritual, academic, and social growth at BCS. We actively seek ways to guide students in discovering and developing their gifts as well as equipping them to serve both God and their neighbor in our ever-changing world. Our classrooms are spaces where students consider complex issues through the lens of God's unchanging values.

### Academic Standards

Students are expected to carry a full academic load for eight semesters. Early graduation is not normally permitted. Student progress is visible throughout the year by accessing the school's learning management system. Letter grades are reported four times each year. The first and third quarter reports are an indicator of progress to date. Grades at the end of the second and fourth quarters reflect performance for the semester. These semester grades are final and are recorded on the transcript.

### Advanced Placement (A.P.)

Courses titles that begin with A.P. refer to the Advanced Placement program administered by the [College Board \(ap.collegeboard.org\)](https://ap.collegeboard.org) that offers students a rigorous college-level curriculum. These courses are taught at a college level, with a culminating, end of year standardized exam. Many colleges/universities offer college credit for the course based on an end of year standardized exam.

### Athletic Eligibility

All Bellevue Christian student athletes will have regular grade checks. At the time of grade checks students may not be failing (below 60%) any of their classes. If a student is not passing a class at the time of the grade check students will not be allowed to compete in games/meets until the grade is passing.

### Attendance/Loss Of Credit

Regular attendance is expected, and excessive absences 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 detailed in the Student Handbook, available on the Clyde Hill page of the school portal.

### Challenge for Credit

BCS does not allow a student to "challenge" a BCS course by taking the final exam to earn BCS credit. 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.

### Concurrent Credit

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. Courses are generally three or four credits, and the fees set by Northwest University are billed through a family's tuition account at BCS (\$55 per credit). Upon 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 the course.

## Credit Replacement Policy

All required courses must be repeated if failed. A repeated course must be taken prior to, or in conjunction with, the next level course. Credits earned outside of BCS will not replace BCS courses.

If a student passes a course, he or she may repeat the same course at BCS for a higher grade in conjunction with 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 "NC."

Students may retake a course at BCS if the grade was failing, and they desire to earn a higher grade, or 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.

A failed course specifically required for BCS graduation must be retaken at BCS unless other approval has been granted. Students may not retake a course at BCS after passing the next course in the sequence. Courses that are "sequential" have listed prerequisites.

If a student takes a course at another school, the new, 'outside' grade cannot replace a previously earned grade. 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.

## Curriculum Adoption

Curriculum is evaluated, adapted, and adopted on a continuing basis. Curriculum reviews are overseen by the Director of Curriculum and Learning and involve various academic leaders throughout the district. Content area reviews take place at least once every five years. The content area review committee proposes any adoptions for approval to the Curriculum Development Team, made up of district leaders and teachers.

## Fees

Specialty courses/levels incur additional fees, particularly in areas with high usage of consumable materials. These fees are charged to the student's tuition account. Additionally, a senior fee (\$300) and a Jr High fee (varies) are charged for expenses specific to these levels.

## High School Courses Taken in Junior High

BCS awards high school graduation credit for HS level courses taken prior to high school enrollment in Math (Algebra 1 or Geometry) or in World Languages (Spanish or French). Students/families have options in how to use these credits. They may:

- take the credit + calculate the grade into the high school GPA
- take the credit + a "pass" (no letter grade) and not factor the grade into high school GPA
- remove the course and credit/grade all together (cannot be reversed).

Use of the credits must be determined by the end of a student's junior year. There are no changes, for any reason, after this.

## Homework Policy

Homework is a typical expectation of a high school's academic program. Bellevue Christian strives to make homework meaningful and ensure time for students to pursue relationships and activities outside of school. Time spent on homework will vary depending on schedule and ability. Students are encouraged to discuss homework concerns with their teacher or administrator. Students do need to plan, and teachers are encouraged to give assignments far enough in advance to enable students to plan effectively. Advanced Placement (AP) and other advanced courses in high school will require more homework than other classes.

## HONOR ROLL

*The world of academic scholarship is not a separate kind of knowing that is somehow independent of faith.*

- Second Sight

Bellevue Christian School seeks to prepare young people to live faithfully for Christ. This includes encouraging students to develop their God-given talents through academic excellence while continually growing in their faith. We also recognize that grades are not a measure of a student's worth or success in life, but rather often a result of consistent discipline. We do not idolize academic perfection, but rather encourage all students to seek first the kingdom of God and his righteousness (Matthew 6:33). We seek to cultivate a culture of humility and servant leadership, where students understand that their achievements are not solely their own, but are gifts from God to be used for His glory. "Our aim at Bellevue Christian School is not to be better than everyone else but to be faithful to the calling of the Lord." (Second Sight).

Each semester students are recognized for their academic achievement. GPA is not rounded and follows the categories below:

Highest Honors: 4.0

High Honor Roll: 3.75-3.99

Honor Roll: 3.5-3.74

## NCAA Eligibility Requirements

The National Collegiate Athletic Association (NCAA) verifies the academic eligibility of student athletes in college sports. Students whose future plans may include athletics at a Division I, II or III school should visit the eligibility center website and create an account: [web3.ncaa.org/ecwr3/](http://web3.ncaa.org/ecwr3/). Be sure to review these lists of required courses and graduation requirements as you consider your high school course pathways.

BCS counselors have a list of approved courses specific to Bellevue Christian that meet NCAA requirements of college enrollment.

## Grading Scale and Definitions

|            |            |           |
|------------|------------|-----------|
| <b>4.0</b> | 100-93     | <b>A</b>  |
| <b>3.7</b> | 92.99 - 90 | <b>A-</b> |
| <b>3.3</b> | 89.99 - 87 | <b>B+</b> |
| <b>3.0</b> | 86.99 - 83 | <b>B</b>  |
| <b>2.7</b> | 82.99 - 80 | <b>B-</b> |
| <b>2.3</b> | 79.99 - 77 | <b>C+</b> |
| <b>2.0</b> | 76.99 - 73 | <b>C</b>  |
| <b>1.7</b> | 72.99 - 70 | <b>C-</b> |
| <b>1.3</b> | 69.99-67   | <b>D+</b> |
| <b>1.0</b> | 66.99 - 63 | <b>D</b>  |
| <b>0.7</b> | 62.99 - 60 | <b>D-</b> |
| <b>0.0</b> | Below 60   | <b>E</b>  |

**Advanced Placement (AP):** (High School Only) Course Grades have no additional value at BCS. Some colleges/universities see successful completion of A.P. courses as a predictor of a higher college GPA.

**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. "E" is equivalent to an 'F'.

**N/C:** No credit given for the course

**P/F:** Pass/Fail. Academic credit is given for a P grade but does not affect GPA. These grades are normally given for Teacher's Aide and Interscholastic Sports for PE credit only, or by prior arrangement with administrative approval.

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

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

NOTE: A-E Letter grades given for all completed academic classes. Exceptions pre-approved by principal.

Grading Scale is UNWEIGHTED

## One-to-One Laptop Program

One-to-One laptops provide many benefits at BCS. The expectation is that BCS students will have their laptop device with them for use in all their classes and for continued use at home. This allows students to access learning materials and engage in real-time inquiry as their questions arise. Laptops support research, collaboration, and enable students to share learning with teachers, peers, and parents.

**Junior High:** BCS provides students with a school-issued laptop.

**High School:** students are given the option of a school-issued laptop or their personal laptop. If a personal device is preferred, the device must have a full keyboard and stylus. Additionally, an opt-out form will be required, and it is understood that the personal device will have extremely limited printing abilities on campus and will not be supported by the BCS Tech department.

## Outside Credit Options

BCS emphasizes a Christian perspective in learning, so students are expected to meet graduation requirements through BCS courses. However, while enrolled at BCS, circumstances might arise where students

may need to earn credit(s) elsewhere. Permission to take outside courses is limited and approved through the Counselor and Principal.

## Schedule

BCS operates on a modified block schedule. This is referred to as the “Bell Schedule” and can be found on the Clyde Hill page of the Portal, along with the Odd/Even calendar (which classes meet each day). A typical schedule consists of:

**Monday:** All seven 45-minute classes

**Tuesdays and Thursdays:** 85-minute classes for **EVEN** period classes (2, 4, 6) + Office Hours and Chapel.

**Wednesdays and Fridays:** 85-minute classes for **ODD** period classes (1, 3, 5, 7).

Additionally, students will spend time each week gathered for school worship/chapel.

## Schedule Change Policies

The master schedule is created based on requests during the spring course advising process. Class changes are not possible unless they meet one of the following and the changes are completed within the first two weeks:

- A graduation requirement is missing from the student’s current schedule; or
- A student has placed into a different course level, typically a higher math class; or
- A student has auditioned and made a performance group, such as Strings or Choir; or
- The student’s current class conflicts with a pre-approved accommodation; or
- A student needs to switch from an A.P. course to a standard course. (Please note that this could mean that other classes may not be available due to the switch.)

## Adding/Withdrawing from Classes:

Students may add or drop courses during the first two weeks of the semester after student, parent, counselor and/or administrator approve the decision. No graded class may be added after the first two weeks of a semester. 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. Students may not withdraw from a course once progress reports are completed.

## 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 in junior high, or an elective in high school. Exceptions may only occur with the approval of both the Principal and the Director of SAS.

In some cases, students enrolled in SAS and working with an educational therapist will be better served by a modification in their coursework. The therapist and teacher coordinate modifications needed for student success. Modification may include altered assignments resulting in a modified grade. 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 verbatim.

## Transfer Of Academic Credits & Grades

Grades and credits earned prior to attending BCS are accepted from schools that are accredited and provide an official transcript. Beginning with the Class of 2027, high school courses taken in junior high will count towards both GPA and for credit. Prior to the Class of 2027, these courses are only counted towards credit and do not calculate into GPA. BCS identifies how this applies to graduation requirements. Some courses on a transcript may not meet BCS graduation requirements even though the course titles may be similar to those of BCS. Official transcripts are reviewed by the Registrar and Administration. **Transfer of a credit does not automatically satisfy a specific BCS graduation requirement.**

Unofficial transcripts are accepted for application, enrollment, and creation of schedules for enrollment purposes. After enrollment, official transcripts must be received in order to produce a BCS transcript that includes courses from the previous school.

**Homeschool Credits:** grades and credits presented with curriculum are accepted if they meet specific criteria for each subject:

- Course description, including approximate number of hours per quarter
- Textbook
- Name and instructor credentials (if any)
- Grade received

## Textbooks

BCS partners with BNC online bookstore for all textbook needs. Course materials are also available to families for purchase on the open market, including amazon.com. The required book list is published by May 1 for the following school year on the Veracross family portal. The online bookstore is also linked in the Veracross family portal, and opens in August. Two weeks of free shipping are offered with a minimum \$99 purchase. Families may participate in the BCS book buyback in the spring.



## **Statement of Non-Discrimination**

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.

## **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:

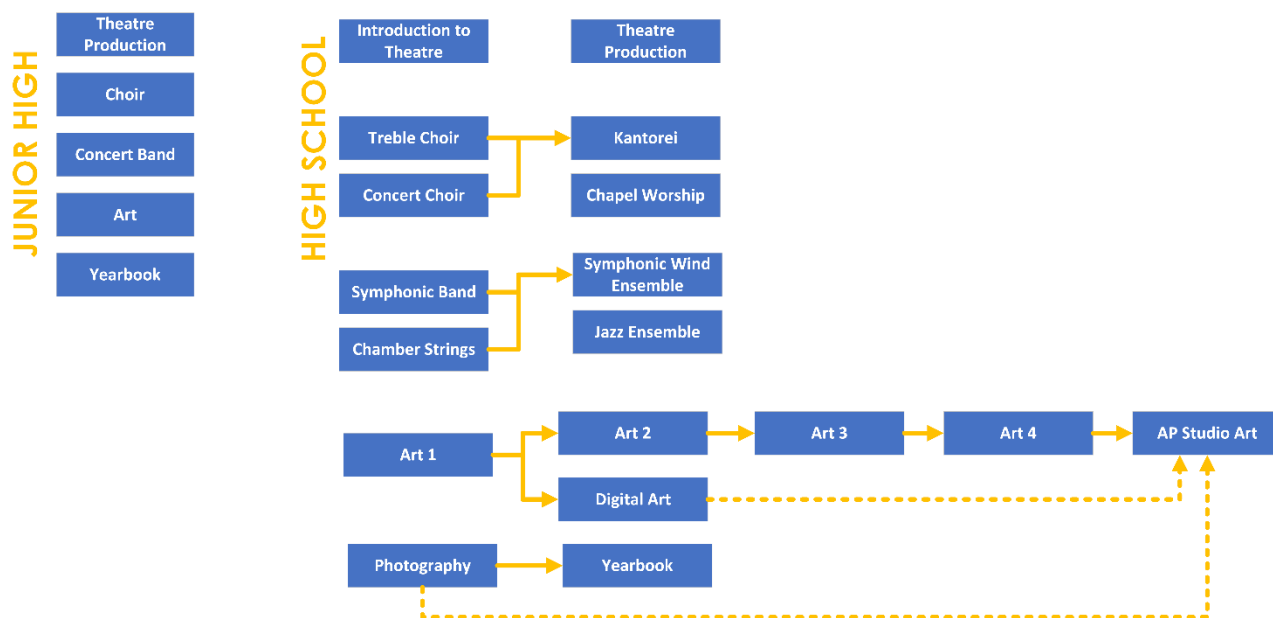
Family Policy Compliance Office 2022 2023 U.S. Department of Education 400 Maryland Avenue SW,  
Washington, DC 20202

## 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, or digital media, 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**

### Arts Department Pathways



### Junior High Arts Courses

#### JFPA 0910: JH Theatre Production

**Prerequisite: None**

*Fees: \$80 (production materials & costume fee)*

*\*repeatable course*

**Grades: 7-8**

**Length: 1 semester**

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. Required outside-of-class load: script study and memorization, mandatory attendance at all performances. \*Junior high students who earn an "A" in this course may audition for the high school production with Director's permission. (Junior high students do not receive credit for participating in high school productions.)

**JMUS 0900: JH Choir****Grades 7-8****Prerequisite: None****Length: Full year***\*repeatable course*

(may be taken for one semester with instructor approval)

Junior High Choir is a mixed voice ensemble for 7th and 8th grade students 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 concert dates are published in September and participation is required. JH Choir may be asked to sing at chapel. Required outside of class workload: Mandatory attendance at all dress rehearsals, concerts, and festivals.

**JMUS 0910: JH Concert Band****Grades 7-8****Prerequisite: None****Length: Full Year***\*repeatable course*

Junior High Concert Band is 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 concert dates 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 uniform consisting of black pants or long skirt and black shirt, black shoes.

**JART 0925: Junior High Art****Grades 7-8****Prerequisite(s): None****Length: 1 semester***\*fee(s): \$50 materials fee**\*repeatable course*

Explore a wide variety of art styles and establish lifelong artistic habits! Junior High Art develops students' confidence in their art through structured lessons, projects, and free-choice studio time. This course focuses on creative thinking, curious exploration, and critical assessment as they pertain to drawing, painting, printmaking, collage, digital art, and photography.

**JART 0900: JH Yearbook****Grades 7-8****Prerequisite(s): None****Length: 1st semester***\*repeatable course*

Junior High yearbook is a class where students learn about photography, graphic design and editorial writing, all while creating an awesome book to share with their classmates. Students who take Yearbook should be prepared to take pictures at school events, some of which may be after school. Students can expect to learn creative and critical thinking as they work with the yearbook staff and teacher to come up with a theme as well as the details for each page.

## High School Arts Courses

### **FPA 1000: Introduction to Theatre**

**Grades 9-12**

**Prerequisite(s): none**

**Length: 1 semester**

General survey of theatre history, fundamentals of stage acting, technical and design concepts, directing, playwrighting, script analysis, dramatic structure, and everything else included in the world of theatre. Students will experience every facet of the theatre and learn how to effectively collaborate with other theatrical departments. This is a regular class and does not put on a production. Productions are after school in a separate class.

### **FPA 2000: Theatre Production**

**Grades 9-12**

**Prerequisite(s): Audition, teacher permission**

**Length: Duration of production**

*Fee(s): \$120 per production*

*\*class meets after school*

*Non-graded course earns a pass/fail grade*

*during production run*

*\*repeatable course*

BCS offers an extra-curricular Theatre Production course outside of the school day. Students 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 required. Students in uncertain academic circumstances should seriously evaluate their time commitment. Auditions for Fall productions are held in September, for the student-led Production in December, and for Spring (musical) in early second-semester. Contact the Theatre Director for audition information.

Students who participate in a BCS theatre production (cast and crew) receive 0.5 Art credit per production. This is a non-graded course which does not calculate into the GPA and is documented as a Pass/Fail. Meets daily after school from 3:15-5:30pm and not during the school day.

### **MUS 1500: Treble Choir**

**Grade 9-12**

**Prerequisite(s): none**

**Length: Full year**

*\*Placement is based in part on balancing the needs of the ensemble*

*\*Fees: Fall Retreat (fees vary)*

*\*repeatable course*

Treble Choir is open to all female singers and performs both accompanied and a cappella 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. All concert dates are published in September and participation is required.

### **MUS 2000: Concert Choir**

**Grades 10-12**

**Prerequisite(s): one year Treble Choir for female singers**

**Length: Full year**

*\*Placement is based in part on balancing the needs of the ensemble*

*\*Fees: Fall Retreat (fees vary)*

*\*repeatable course*

Concert Choir is a mixed-voice vocal ensemble open to all males and 10<sup>th</sup>-12<sup>th</sup> grade females. This 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.

### **MUS 4000: Kantorei**

**Prerequisite(s): Audition, Concurrent membership in Concert or Treble Choir**

*\*repeatable course*

**Grades 9-12**

**Length: Full year**

before school

Kantorei is an auditioned a cappella 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. 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.

**Out of Class Workload:**

- Attendance at all concerts and various festivals/events throughout the year
- Outside of class sectionals when required and dress rehearsals for concerts
- Various community performances

### **MUS 3300: High School Chapel Worship**

**Prerequisite(s): Audition, Concurrent membership in a BCS choral or instrumental ensemble, or director approval**

*\*repeatable course*

**Grades 9-12**

**Length: Full year**

High School Chapel Worship 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 preparation to lead worship at chapel. They will also learn about and practice competency in the history of the church, different types of worship, the challenges and merits of worshiping 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.

**Out of Class Workload:** Practice music at home and come to rehearsal familiar with the week's music.

Students may also be asked to lead worship at school events, such as retreats and choir tours.

### **MUS 2500: Chamber Strings**

**Prerequisite(s): none**

*Fees: Fall Retreat (fees vary)*

*\*repeatable course*

**Grades 7-12**

**Length: Full year**

The BCS Chamber Strings is for students who already understand basic music reading, instrument assembly and maintenance, correct playing position and sound tone production. Students will have the opportunity to develop their technical and ensemble skills, including extended range, major scales, and complex rhythmic content. Through performing a diverse selection of music including standard orchestral literature and current arrangements, students will also improve their technical and theoretical skills.

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 need to provide their own instrument.

**Out of Class Workload:** 30 minutes of daily practice, five days a week. Private lessons recommended.

## **MUS 1200: Symphonic Band**

**Prerequisite(s):** none

**Previous experience in a school musical program**

*\*Fees: Fall Retreat (fees vary)*

*\*repeatable course*

**Grades 9-12**

**Length: Full year**

This band is for those who would like to participate in band, improve their skills, and make great music together. This group also performs pep band music at fall (home) sporting events. See syllabus for required events. Workload: 30 minutes of daily practice, five days a week. Private lessons recommended.

### **Required extracurricular attendance:**

- Attendance at all performances and festivals
- Four evening concerts in October, December, March or April, and June.
- High school graduation ceremony in June.

## **MUS 3100: Jazz Ensemble**

**Prerequisites:** Audition, membership in additional BCS performing ensemble.

*\*repeatable course*

**Grades 7-12**

**Length: Full year**

The Jazz Ensemble 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
- 4 evening concerts in: October, December, March or April, May and June
- Washington Music Educators
- Association Eastshore Region Jazz
- Festival held in the fall on a school day

## **MUS 4100: Symphonic Wind Ensemble (SWE)**

**Prerequisite(s):** Audition OR teacher recommendation

*Fees: music retreat (fees vary)*

*\*repeatable course*

**Grades 10-12**

**Length: Full year**

Membership in SWE is open to students 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.

**Out of Class Workload:** 30 minutes of daily practice, five days a week. Private lessons recommended.

### **Required Performances & Events:**

- Fall Band Retreat
- Four evening concerts: October, December, March or April and June.
- Eastshore Music Region Band Festival in March during the school day
- Performances for each of our elementary schools in the spring during the school day
- Performance at Graduation in June

**ART 1000: Art 1****Prerequisite(s): None***Fees: \$50.00 materials fee***Grades 9-12****Length: 1 semester**

Art 1 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. Students will work with pen, pencil, oil pastels, watercolors, and acrylics. Students are encouraged to develop skills in critical thinking, craftsmanship, and curious experimentation. They will begin to understand art as a means of communication as well as a means of understanding others. We were created to create, and students will learn to both enjoy creation as well as create their own beauty through visual art.

**ART 2100: Art 2****Prerequisite(s): Art 1***Fees: \$50.00 materials fee***Grades 9-12****Length: 1 semester**

Art 2 builds upon the foundational skills of Art 1 and starts to expand on them with individual voice and choice. 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 by developing their ability to discuss their art, as well as interpret the art of others. Projects include painting, ink, printmaking, colored pencils, and more experimental methods.

**ART 3100: Art 3****Prerequisite: Art 1, Art 2, and teacher recommendation***Fees: \$50.00 materials fee***Grades 10-12****Length: 1 semester**

Art 3 is a course for those desiring to broaden their skills, explore their voice as an artist, and experiment with new materials and techniques. The course offers excellent preparation for A.P. Studio Art. Students will have greater independence and freedom to develop their own style 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. 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.

**ART4100: Art 4****Prerequisite: Art 1, Art 2 and Art 3***Fees: \$50.00 materials fee***Grades 10-12****Length: 1 semester**

Art 4 is a continuation of Art 3 allowing students to continue developing their technical and conceptual art skills. It is a semester long class and may be taken as additional preparation for A.P. Art. Students will spend time on project planning/development in sketchbooks, improve ownership over their artistic choices and creations, as well as practice presenting and responding to 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.

## **ART 5000: AP Studio Art**

**Prerequisite(s): 3 visual art courses or teacher recommendation**

*Fees: Fees: \$50.00 materials fee + AP Exam Fee*

*\*repeatable course*

**Grades 11-12**

**Length: Full year**

Level up your art while creating a professional portfolio to share with colleges and more! In AP Studio Art, students submit the Advanced Placement Art Portfolio to the College Board which includes a sustained investigation of a single topic, a selection of best works, and a written statement.

Throughout the year, students work on independent projects and explore new mediums and styles to stretch their boundaries. Completion provides excellent preparation for post-high school study and scholarships.

AP Studio Art may be repeated, and any visual medium is allowed such as drawing, painting, digital art, and photography. Each year, students submit a portfolio from the following options: 2D Art & Design, 3D Art & Design, or Drawing.

## **ART 2000: Photography**

**Prerequisite(s): None**

*Fees: \$50.00 materials fee*

**Grades 9-12**

**Length: 1 semester**

Master one of the most powerful mediums in the world! Photography 1 develops students' digital skills and creative habits through image-taking and computer editing. This course is a mix of structured lessons, field trips, and a wide variety of projects. *Camera and Adobe software provided.*

## **ART 2200: Digital Art**

**Prerequisite(s): Art 1 or Photography Recommended**

**Grades 9-12**

**Length: 1 semester**

Explore the newest digital tools and art styles! Digital Art 1 develops students' skills in digital illustration, digital painting, and photo manipulation while learning theory and creative habits that can be applied to any medium. This course is a mix of structured lessons and a wide variety of projects. *Graphic tablets and Adobe software provided.*

## **OCC 3300: Yearbook**

**Prerequisite(s): Photography or teacher recommendation**

*\*repeatable course*

**Grades 9-12**

**Length: 1 or 2 semesters**

Produce the school yearbook as part of a team! This class is perfect for students interested in design, photography, writing, and typography. This class is guided by an instructor and a field representative who provide students with the skills and knowledge needed to create a top-quality annual on a deadline.



# BIBLE DEPARTMENT

## 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, II Timothy 3:15-17)

*Real knowledge is evidenced by doing*  
(James 2:17, 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.

Two credits (four semesters) of Bible are required for graduation. Students who enroll after the ninth grade must earn one semester (0.5 credits) BCS Bible credit from the required course list for each year (or portion of a year) of attendance.

### **JBIB 0700: Bible 7** **Prerequisite(s): None**

Seventh grade Bible takes a thematic approach that concentrates on Old Testament themes including: Creation, idolatry, the feasts of Israel, Job, Ecclesiastes and Proverbs, a unit on prayer, Intertestamental times, Redemption and a final unit on biblical literary genres. Each unit is designed to add to the student's biblical understanding and connection to the story of the Old Testament.

## Bible Translation

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

## Bible Pathways



**JBIB 0800: Bible 8****Grades 7-8****Prerequisite(s): None****Length: Full Year**

Eighth grade Bible class has a thematic approach that concentrates on the New Testament. Materials explore the history of the church, beginning with the birth and ministry of Jesus, continuing through the early church of Acts and finishing with Revelation and Jesus' second coming. Students also learn about spiritual disciplines and how to live them out in the world.

**BIB 1000: Philosophy of Education****Grade 9****Prerequisite(s): None****Length: 1 semester**

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.

**BIB 4000: Introduction to Ethics****Grade 10****Prerequisite(s): None****Length: 1 semester**

The Introduction to Ethics course is designed to prepare students to develop a Christian approach to ethics, understand the nature of ethics, evaluate non-Christian ethical systems, understand the demands of Kingdom living, and apply God's Word to the moral choices that confront them every day.

**BIB 3000: Relationships****Grade 11****Prerequisite(s): None****Length: 1 semester**

This 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.

**BIB 2100: Biblical Interpretation****Grades 10-12****Prerequisite(s): None****Length: 1 semester**

*\*10-12<sup>th</sup> grade elective or 12<sup>th</sup> grade Bible selection*

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.

**BIB 4100: Apologetics****Grade 12****Prerequisite(s): None****Length: 1 semester**

The Introduction to Christian Apologetics course is designed to prepare students to understand the nature of the Apologetic task, including different approaches to defending 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, and become equipped with specific answers.

# ENGLISH DEPARTMENT

The language arts and literature curriculum at Bellevue Christian School is built upon 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 good 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.

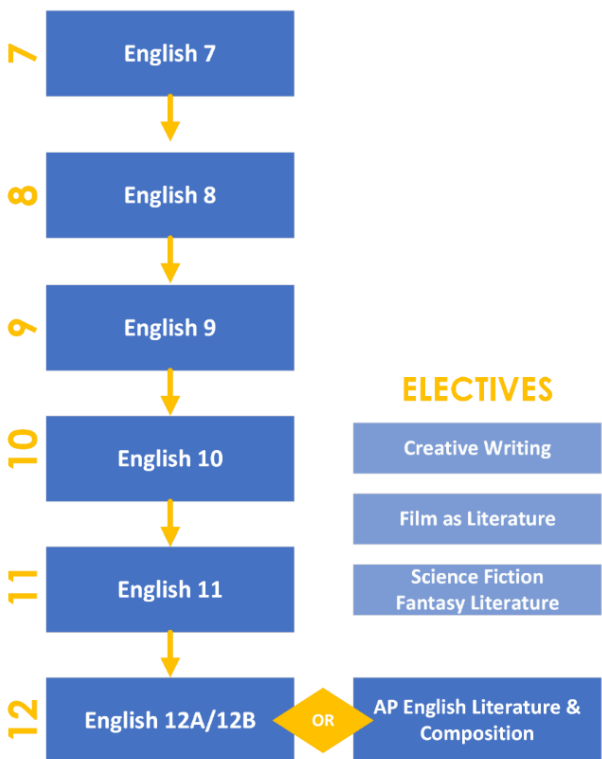
Accordingly, the study of language reveals that God is the author of order and structure. A first grader who begins to work out the relationship between verbs and nouns and a senior who masters the use of the subordinate clause are both witnesses to God’s truth; the creative act is structured and disciplined and, in that discipline, free.

The same is true of story. The story of our perfect creation, our fall into brokenness, and our ultimate redemption by and reconciliation with the Father is the foundation for all of literature. Even stories and books that many in the Christian community regard as “secular” unwittingly attest to the divine truth: the fallen world is ugly, broken, and splintered, and the more we try to fix it ourselves, the more we conform to our own imperfection. But literature also attests to the beauty and wonder of creation, and the joy of a good book is nothing less than delight in the work of the Lord. Furthermore, stories in which characters move towards wholeness and restoration are stories of God’s grace. And so, all stories are true and sacred in that they either reveal our continued need for God or highlight his redemptive work in the world; this is the basis for our freedom as readers.

Therefore, we believe that students should write with precision, because God is a God of structure, and we believe that students should read with discernment and insight, because all stories belong to God. We believe that students should be able to recognize, articulate, and incorporate these truths in developmentally appropriate ways. A preschooler will not read or write like a third grader, and books that may be appropriate for high school would

be out of place in an elementary classroom. Finally, and above all, we believe that the structure and discipline of God is the source of all freedom, and it is within this freedom that creativity blossoms and flourishes. Reading, writing, and communicating, therefore, are acts of worship in which we acknowledge the sovereignty and glory of God

## English Pathways



## **JENG 0700: English 7**

**Grade 7**

**Prerequisite(s): None**

**Length: Full Year**

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 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.

## **JENG 0800: English 8**

**Grade 8**

**Prerequisite(s): none**

**Length: Full Year**

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.

## **ENG 1000: English 9**

**Grade 9**

**Prerequisite(s): None**

**Length: Full Year**

✓ *Completion of this course satisfies the English 9 requirement for graduation.*

This course presents students with multiple genres of literature and disciplines of English. Given a variety of contexts, students will learn strategies and skills to communicate more effectively. Written responses include literary analysis and critique, creative writing, and editorials. Students will:

- Build on their foundation of essay writing skills with an emphasis on thesis development, evidence selection, quote integration and logical flow of ideas.
- Create more sophisticated written responses to literature.
- Improve reading comprehension and vocabulary.
- Work individually and collaboratively to develop critical thinking skills, to enjoy new genres of literature, and to appreciate language and story as an aspect of encountering the Kingdom story.

## **ENG 2000: English 10**

**Grade 10**

**Prerequisite(s): None**

**Length: Full year**

✓ *Completion of this course satisfies the English 10 requirement for graduation.*

This course builds on the reading and writing process initiated in English 9. Students will explore various genres, including essays, short story, novel, poetry, and drama. Students will write essays, and creative pieces. Course content will integrate a 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 multiple genres of narrative fiction.

## **ENG 3000: English 11**

**Grade 11**

**Prerequisite(s): None**

**Length: Full year**

✓ *Completion of this course satisfies the English 11 requirement for graduation.*

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.

## **ENG 4300: English 12A - Speech and Rhetoric**

**Grade 12**

**Prerequisite(s): Taken in partnership with English 12B**

**Length: 1 semester**

✓ *Completion of English 12A and 12B satisfies the requirement for graduation for those not enrolled in A.P. English Literature and 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 forms, the effect of rhetorical situation, and argument strategies, both weak and strong. Students will then use this information for rhetorical analysis, and to develop their own written and oral arguments which they will deliver to a variety of audiences.

## **ENG 4200: English 12B - Contemporary Issues in Literature**

**Grade 12**

**Prerequisite(s): taken in partnership with English 12A**

**Length: 1 semester**

✓ *Completion of English 12A and 12B satisfies the requirement for graduation for those not enrolled in A.P. English Literature and 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.

## **ENG 5000: AP English Literature**

**Grade: 12**

**Prerequisite(s): teacher recommendation**

**Length: Full year**

✓ *Fee(s): AP Exam fee*

✓ *Completion of this course satisfies the English 12 requirement for graduation*

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. A.P. 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 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 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.
- 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.

### **English 3200: Creative Writing Elective**

**Prerequisite(s): None**

*Meets an Art requirement*

Not your typical English class! Creative Writing seeks to explore the world around us through engaging story telling. Transform life moments into engaging flash fictions, let your imagination soar with fascinating short stories, and allow your creative voice to be heard through moving poetry. Along with this, the course also examines non-fiction genres and modern storytelling (such as podcasts and video essays). Take your linguistic and creative skills to new heights and find your voice as a writer.

**Grades 10-12**

**Length: 1 semester**

### **English 3400: Genre Studies Elective - Film as Literature**

**Prerequisite(s): None**

*Meets an Art requirement*

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.

**Grades 10-12**

**Length: 1 semester**

### **English 3500: Genre Studies Elective - Science Fiction/Fantasy**

**Prerequisite(s): None**

*Meets an Art requirement*

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 of 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 of the fantasy and science fiction literature genre. Outside reading is required in this dynamic literature elective.

**Grades 10-12**

**Length: 1 semester**

# MATH DEPARTMENT

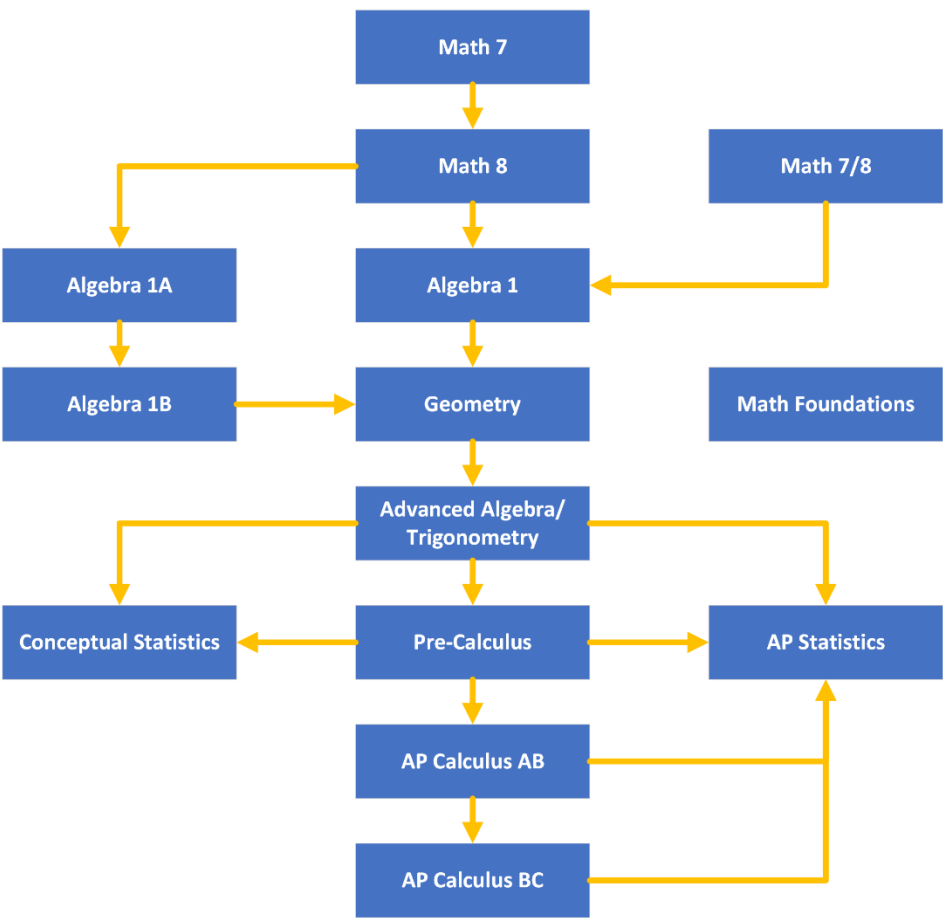
God created a physical world of orderly relationships and patterns. Mathematics is a language that has been developed from an examination of the order of the seen and the unseen parts of the universe.

First, students will be guided to understand the order of the universe and realize how God reveals His order through the universal language of mathematics. Second, students will acquire a solid understanding of mathematics and the ability to apply it effectively. Third, we will strive to develop students' abilities to reason logically with analysis while strengthening their critical thinking skills. Finally, it is our desire to equip our students with the tools and strategies necessary to be lifelong learners and Christian leaders in the world.

*"It is the glory of God to conceal things, but the glory of kings is to search things out."*  
Proverbs 25:2

Transcripts, teacher recommendations and readiness assessment scores are 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. Four years of college prep math in high school is strongly recommended for all collegebound students. Some universities require four years of high school math.

## Math Pathways



**JMAT 0700: Math 7****Grade 7****Prerequisite(s): None****Length: Full year**

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.

**JMAT 0710: Math 7/8****Grade 7****Prerequisite(s): 80% or higher on the 6<sup>th</sup> grade Adv. Math end of course exam and teacher recommendation****Length: Full year**

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

**JMAT 0800: Math 8****Grade 8****Prerequisite(s): None****Length: Full year**

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.

**JMAT 0600: Math Foundations & Tutoring****Grades 7-8****Prerequisites: None****Length: 1 semester or full year**

This course is designed for students seeking additional math support in Junior High. The graded course is to help students master previous concepts they may have missed and to support procedures in their current math class. This is not a one-to-one tutoring program. Students will work on developing flexibility in mathematical thinking, work on gap skills, and receive support for their current math course.

**MAT 1000: Algebra 1****Grade 7-9****Prerequisite(s): Recommendation of current math teacher****Length: Full year**

✓ *Required Equipment: TI-84+ calculator*

*\*May be taken concurrently with Geometry*

Algebra 1 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 include solving equations and inequalities, linear equations, functions and linear modeling, systems of equations and inequalities, exponents and exponential models, functions and transformations and quadratic functions.

**MAT 1100: Algebra 1A****Grade 9****Prerequisite(s): Recommendation of current math teacher****Length: Full year**

✓ *Required Equipment: TI-84+ calculator*

Algebra 1A is the first of courses that cover 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. Major topics covered include solving equations and inequalities, linear equations, functions, and linear modeling. Students in this course will also use ALEKS to work toward mastering concepts from prerequisite courses.



## **MAT 1150: Algebra 1B**

**Grade 10**

**Prerequisite(s): Algebra 1A or teacher recommendation**

**Length: Full year**

✓ *Required Equipment: TI-84+ calculator*

Algebra 1B is the continuation of Algebra 1A. At a slower pace, the student will cover 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.

Major topics covered include systems of equations and inequalities, exponents and exponential models, functions and transformations and quadratic functions. Students in this course will also use ALEKS to work toward mastering concepts from prerequisite courses.

## **MAT 2000: Geometry**

**Grades 9-12**

**Prerequisite(s): Algebra 1 (Recommended C or above)**

**Length: Full Year**

✓ *Required Equipment: TI-84+ calculator, set of geometry tools*

*\*May be taken concurrently with Algebra 1*

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.

## **MAT 3000: Advanced Algebra/Trigonometry**

**Grades 10-12**

**Prerequisite(s): Algebra 1, Geometry (Recommended C or above)**

**Length: Full Year**

✓ *Required Equipment: TI-84+ calculator*

*\*May be taken concurrently with Geometry*

In this course students will extend their algebra understanding through the study of multivariable systems of equations, inequalities in one and two variables, transformations of functions and quadratic functions. They will build further algebraic skills in exponential functions, logarithmic functions, polynomial functions, and rational functions. Students will explore the relationships between sequences and series and their relevant applications. Students will develop the strand of trigonometry to include graphing sine and cosine functions and circular motion.

## **MAT 3400: Conceptual Statistics**

**Grades 11-12**

**Prerequisite(s): Algebra 1, Geometry, Algebra 2 (Recommended C or above)**

**Length: Full year**

✓ *Required Equipment: School issued laptop*

In this course, students will create and conduct a research project of personal interest to develop an understanding of how statistics are used in practice. This one-year course provides an introduction to statistics with a focus on the application of statistical methods through the use of data analysis software. This includes identifying and vetting data sources, the proper collection of data, how to select the appropriate statistical analysis methods and use data analysis software and draw conclusions without misuse of statistics.

## **MAT 4000: Pre-Calculus**

**Grades 11-12**

**Prerequisite(s): Algebra 2 (Recommended C or above)**

**Length: Full year**

✓ *Required Equipment: TI-84+ calculator*

In this course students will extend their understanding of families of functions, as they explore properties, graphs and applications of exponential, logarithmic, polynomial, and rational functions. Students will develop the strand of trigonometry to include properties of trigonometric functions and inverse trigonometric functions. Students will use vectors to examine two-dimensional topics of motion on a line, for a projectile, and for objects in circular and elliptical orbits. Students will represent three-dimensional surfaces and conics as planar sections of right circular cones.

**MAT 5000: AP Calculus AB****Prerequisite(s): Pre-Calculus (Recommended B or above)****Grades 11-12****Length: Full year***Fees: A.P. Exam fee*✓ *Required Equipment: TI-84+ calculator*

This course will prepare students for the AB section of the AP Calculus exam. Major topics include limits and continuity, definition and fundamental properties of differentiation, differentiation of explicit, composite, implicit, and inverse functions, contextual and analytical applications of differentiation, integration, accumulation of change, first order differential equations, and applications of integration.

**MAT 5100: AP Calculus BC****Prerequisite(s): AP Calculus AB (Calc 1) (Recommended B or above)****Grades 11-12****Length: Full year***Fees: AP Exam fee*✓ *Required Equipment: A TI-84+ calculator*

After reviewing the concepts of limits, derivatives, and integrals from AP Calculus AB (Calc 1), students will continue with topics of logistic functions, developing various techniques of integration, testing for convergence and divergence of integrals and/or series, constructing Taylor and Maclaurin polynomials and derivatives and integrals of polar, parametric, and vector-valued functions in preparation for the AP Calculus BC exam.

**MAT 5400: AP Statistics****Prerequisite(s): Algebra 2 (Recommended B or above)****Grades 11-12****Length: Full year***Fees: AP Exam fee*✓ *Required Equipment: A TI-84+ calculator*

The purpose of the A.P. 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.

**MAT 1600: Math Foundations & Tutoring****Prerequisites: concurrent enrollment in a math class below PreCalc****Grades: 9-12****Length: 1 semester or full year***Elective credit only*

This course is designed for students seeking additional math support in Algebra 1, Geometry, and Advanced Algebra. The graded course is to help students master previous concepts they may have missed and to support procedures in their current math class. This is not a one-to-one tutoring program. Students will work on developing flexibility in mathematical thinking, work on gap skills, and receive support for their current math course.

# PHYSICAL EDUCATION DEPARTMENT

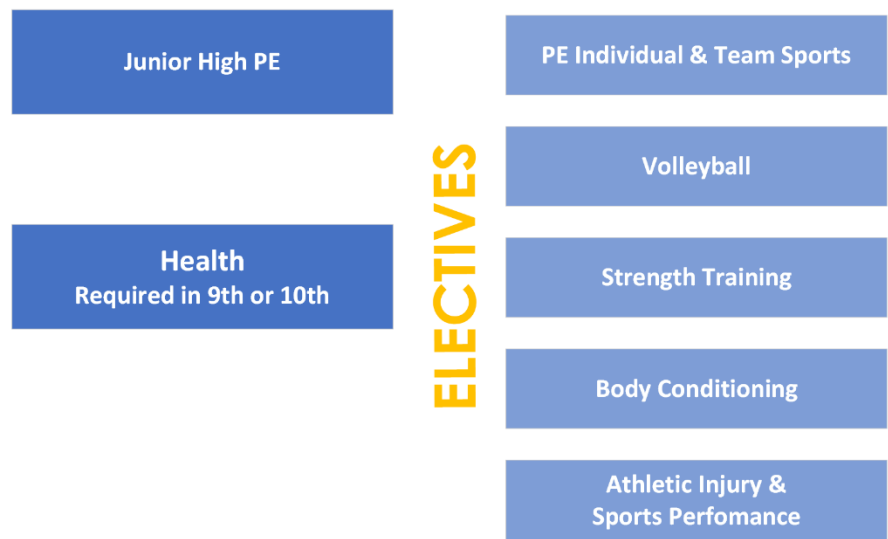
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Four semesters of physical education are required for graduation. No more than one PE class may be taken per semester. One in-class PE credit is required for graduation. We encourage scheduling the in-class PE credit during the 9th grade year. Health is required for graduation. It must be taken in 9th or 10th grade unless prior approval is given for an alternate schedule. 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.

Required clothing for PE: shorts, shirt, sweatpants, separate shoes for indoor and outdoor.

## PE Pathways



### JPE 0900: Junior High PE

**Prerequisite(s): None**

*\*repeatable course*

Junior High PE is open to all 7th and 8<sup>th</sup> 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
- basic conditioning aspects and techniques
- learn fundamentals of team games and sports, along with a little history and rules
- to play within a team structure and have fun!

**Grades 7-8**

**Length: 1 semester**

## **Junior High Team Sports**

**Prerequisite(s): sports eligibility**

*Fee: \$200 per sport*

*\*repeatable course*

**Grades 7-8**  
**Length: season**

All junior high students are encouraged to join Junior High Sports! There are a variety of options to choose from. Teams are "no cut" and meet after school for practice and games.

### **Fall Sports**

Soccer (boys/girls)  
Girls Volleyball  
Cross country (boys/girls)

### **Winter Sports**

Basketball (boys/girls)

### **Spring Sports**

Track-and-Field (boys/girls)

## **PE: 1000: Health**

**Prerequisite(s): None**

*\*Required for graduation.*

**Grade 9-10**  
**Length: 1 semester**

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: nutrition, 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.

## **PEH 1100: PE (Individual & Team Sports)**

**Prerequisite(s): None**

*\*repeatable course*

**Grades 9-12**  
**Length: 1 semester**

Physical Education should benefit all 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 lifetime activities. This is an inclusive class where having fun, learning new things, and playing with each other is what it is all about.

First semester activities will include cross-country running, soccer, floor hockey, basketball, volleyball, pickleball, badminton, speedball, flag football, and team handball.

Second semester activities will also include track and field events, softball, and ultimate Frisbee and Crocker. Students will:

- Engage in a variety of individual and team skills showing that physical activity is fun.
- Learn the history of games, and the individual/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 1200: PE Volleyball**

**Prerequisite(s): None**

*\*repeatable course*

**Grades 9-12**

**Length: 1 semester**

P.E. Volleyball covers basic skills, offenses, defenses, plus basic refereeing skills. Playing a lot and having fun will be things we concentrate on as well.

Students will:

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

## **PEH 1300: Strength Training**

**Prerequisite(s): None**

*\*repeatable course*

**Grades 9-12**

**Length: 1 semester**

Emphasis in this course is on the development of overall body and core strength, i.e., functional strength.

Exercises will be designed to develop all the major muscle groups. 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.
- Put together their own workout so 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 to document their lifting and progress.
- Have fun!

## **PEH 1400: Body Conditioning**

**Prerequisite(s): None**

*\*repeatable course*

**Grades 9-12**

**Length: 1 semester**

A basic conditioning and exercise class open to all. 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!

## **PEH 2000: Athletic Injury and Sports Performance**

**Prerequisite(s):** none

**Grades 9-12**

**Length: 1 semester**

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.

## **After School Team Sports**

**Prerequisite(s):** GPA eligibility

*Fee: \$200 per sport none*

*Non-graded course (pass/fail grade) earns 0.5 credits per season*

*\*repeatable course*

**Grades 9-12**

**Length: season**

**Sports occur after school**

All high school students are encouraged to join Team Sports! There are a variety of options to choose from. Teams meet after school for practice and games. This is a Pass/Fail course and students can earn 0.5 credits per season.

### **Fall Sports**

Football  
Volleyball (girls)  
Soccer (girls)  
Cross Country (boys/girls)

### **Winter Sports**

Basketball (boys/girls)  
Cheer

### **Spring Sports**

Baseball (boys)  
Softball (girls)  
Golf (boys/girls)  
Track and Field (boys/girls)  
Soccer (boys)

Cheer

\*Cheer uniforms = additional \$500-1000 annual fee

## **Outside Sports**

Students are also eligible to receive 0.5 credits/Pass per semester for a sport played outside of Bellevue Christian School. This would include a sport that is not offered at BCS or is a preapproved club/competitive team. Students are required to fill out a P.E. Credit waiver form, provided in person and signed by the PE Department Chair prior to participating in the sport. Bellevue Christian is not obligated to accept any forms filled out retroactively. Credit for outside sports is documented in the same format as athletic teams on a student's transcript.

## SCIENCE DEPARTMENT

The Science department is dedicated to fostering a love of science and critical thought. We want students to view the world scientifically and to use an inquiry-based, problem-solving approach in their everyday lives. The mission of the science department is two-fold: to lead students towards a greater understanding of God's creation through inquiry, analysis, experimentation, and mathematical manipulations; and to prepare students for success in college by utilizing state-of-the-art technology, providing differentiated learning experiences, and maintaining high expectations.

Besides offering typical courses in biology, chemistry and physics, the department offers electives designed to satisfy the varied interests of the students. These courses combine to give each student a basic understanding of the world and provide the tools needed to answer the questions they encounter daily. Through hands-on experiments and inquiry-based problem solving, we believe that we go beyond simply teaching students science. Rather, we encourage them to experience science every day.

*Speaking the truth in love, we will in all things grow up into him who is the head, that is, Christ. From him the whole body, joined and held together by every supporting ligament, grows and builds itself up in love, as each part does its work. Ephesians 4:15-16*

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

### Science Pathways

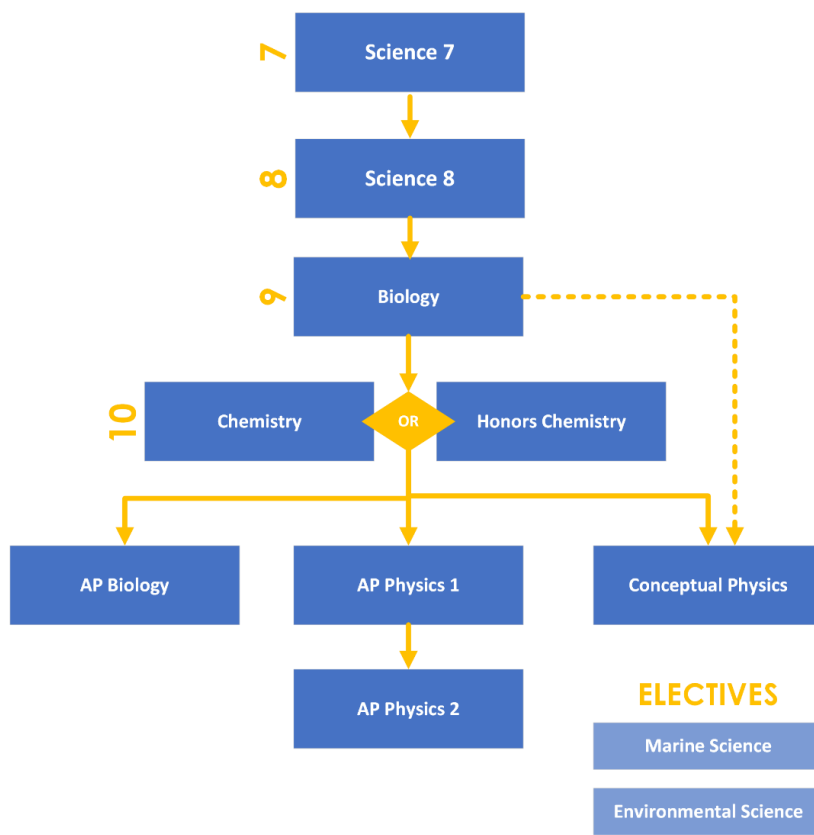
All four-year Washington State colleges and most other colleges require at least two years of lab science, at least one of which must also be algebra-based. It is important to check individual college entrance requirements to determine what each institution requires.

BCS science courses meet these criteria as follows:

**Lab Sciences:** Biology, A.P. Biology, Chemistry, Honors Chemistry, Conceptual Physics, A.P. Physics 1 and AP Physics 2.

**Algebra-based sciences:** Chemistry, Honors Chemistry, A.P. Physics 1 and 2.

The electives Marine Science and Environmental Science do **not** satisfy the requirements for either lab science or algebra-based science.



## **JSCI 0700: Science 7 - Life Science**

**Prerequisite(s): None**

**Grade 7**

**Length: Full year**

In 7th grade, students explore the patterns and beauty of God's creation through a study of life science, which include fundamentals of biology. Core ideas in the life science course include: Populations and Ecosystems, Heredity and Adaptation, Human Systems Interactions, and Diversity of Life.

## **JSCI 0800: Science 8 - Physical Science**

**Prerequisite(s): None**

**Grade 8**

**Length: Full year**

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, and Variables and Design.

## **SCI 2000: Biology**

**Prerequisite(s): Concurrent enrollment in Algebra 1A or higher**

**Grade 9**

**Length: Full year**

*Fees: POGIL packet*

This lab science course provides an introduction of selected components of Biology, grounded in a Biblical worldview. The course provides critical thinking skills, educated analyses, and opportunities for negotiating faith and science. The class is designed with labs, daily activities and discussions that should make it fun, educational and an enjoyable challenge for everyone.

- Unit I: Introduction to scientific methodology
- Unit II: Ecology
- Unit III: Biomolecular Molecules & Biochemistry
- Unit IV: Cell structure and function
- Unit V: Cell transport and energy
- Unit VI: Nucleic acids, protein synthesis, gene regulation
- Unit VII: Mitosis & Meiosis
- Unit VIII: Genetics
- Unit IX: Origins and evolution

## **SCI 3000: Chemistry**

**Prerequisite(s): Completion of Biology and Algebra 1A**

**Grades 10 - 12**

**Length: Full year**

*Fees: POGIL packet*

Students in this algebra-based lab science course discover the ideas that a chemist uses to make sense of God's world. They will work in collaborative groups to develop the basic chemistry concepts including:

- Atoms
- Chemical reactions
- Gas laws

SCI 300 Chemistry is intended for students who need a more structured and slower-paced learning environment. Students will receive more in-class math support than those in Honors Chemistry but will not receive the same depth of laboratory investigation or coursework. This class is not recommended for students intending to pursue STEM disciplines in college.

*\*Students are expected to responsibly manage dangerous equipment and chemicals.*

*\*Homework expectations for the Chemistry and Honors Chemistry courses are similar.*

*\*It is not possible to transfer into Honors Chemistry after the second week of first semester.*



### **SCI 3400: Honors Chemistry**

**Prerequisites: Biology and Algebra 1**

**Grades 10-12**  
**Length: Full year**

*Fees: POGIL packet*

Honors Chemistry is the course intended for most students. This algebra-based lab course helps students discover the ideas that a chemist uses to make sense of God's world and prepares them well for enrollment in A.P. Science courses in future years. The class covers concepts included in a typical first year college chemistry course which in turn help develop an understanding of the material world around us. Topics include:

- Atomic structure and bonding
- Predicting and preparing chemical reactions
- Gas laws

### **SCI 3200: Marine Science\***

**Grades 11-12**  
**Length: 1 semester**

*\*Offered in academic years that begin with an even year.*

*Fees: Field trip fees (vary)*

Marine Science is an integrated project-based elective course that focuses on the geology, water and animals of the salt-water ecosystems of the Pacific Northwest. We will explore a variety of ocean creatures, the impact of pollution on our oceans and estuaries, and discuss the impact of floods of biblical proportions. Students will create and maintain aquarium systems of plants and fish, take field trips, and perform dissections of marine life. *\*Note: This elective is not a lab science, nor does it count toward college admission lab science requirements.*

### **SCI 3100: Environmental Science\***

**Grades 11-12**  
**Length: 1 semester**

*\*Only offered in academic years that begin with an odd year.*

*Fees: Field trip fees (vary)*

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.

*\*Note: This elective is not a lab science, nor does it count toward college admission lab science requirements.*

### **SCI 4000: Conceptual Physics**

**Grades 9-12**  
**Length: Full year**

**Prerequisite(s): Biology and Geometry** (*Chemistry recommended*)

*\*may be taken concurrently with AP Biology*

Conceptual physics is an algebra-based lab course that explores the rules by which God orders his creation. It focuses 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 and for whom math or science has been difficult in the past. 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:

- The physics of moving things
- Gravity
- Forces and Newton's Laws of Motion
- Friction
- Pulleys and the physics of rope-like things

## **SCI 5000: AP Biology**

**Prerequisite(s): Chemistry/Honors Chemistry**

*Fee(s): AP Exam*

*\* A.P. Biology is best taken in the year following Chemistry/Honors Chemistry.*

*\*\*may be taken concurrently with A.P. Physics 1, Conceptual Physics, or A.P. Physics 2*

**Grades 10-12**

**Length: Full year**

This algebra-based lab science course is designed to offer students a solid curriculum in introductory college-level biology. Science practices are employed to help students utilize inquiry-based learning that maximizes depth of learning and critical thinking skills.

The course is organized into eight units: Unit 1: Chemistry of Life, Unit 2: Cell Structure and Function, Unit 3: Cellular Energetics, Unit 4: Cell Communication and Cell Cycle, Unit 5: Heredity, Unit 6: Gene Expression and Regulation, Unit 7: Natural Selection, and Unit 8: Ecology.

## **SCI 5100: AP Physics 1**

**Prerequisite(s): Algebra 2, Chemistry/Honors Chemistry**

*\*May be taken concurrently with AP Biology.*

*Fee(s): AP Exam*

**Grades 11-12**

**Length: Full year**

Students in this algebra-based lab course will explore the rules by which God ordered his physical creation – the things we experience every day like; when we through 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? Why do airbags save far more lives than seatbelts? Why are long-distance relationships so often doomed?

These questions provide a glimpse into the creative genius of God, who set the rules for behavior of the physical universe. Concepts include those typically covered by a first-semester algebra-based college physics course including:

- Fundamentals of motion including the way cars, footballs, yo-yos and planets move
- Forces like friction and gravity
- Momentum, energy, and oscillatory motion
- The motion and energy of rotating things
- Analytical and mathematical tools such as vectors, error analysis, and linearization
- Good laboratory practices and documentation including the management of a professional grade lab notebook

## **SCI 5300: AP Physics 2**

**Prerequisite(s): AP Physics 1**

*Fee(s): AP Exam Fee*

*May be taken concurrently with A.P. Biology*

**Grades 11-12**

**Length: Full year**

Students in this algebra-based lab science course will continue the exploration of God's creative genius they began in A.P. Physics 1. 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 weird things get if we go fast enough. A.P. Physics 2 also shows several instances of how the modern physics of folks like Einstein prove that Isaac Newton (and A.P. Physics 1) was wrong! Concepts include those typical of a second-semester algebra-based college physics course and beyond:

- Fluids and fluid dynamics
- Light and optics
- Electric charge, electric fields, magnetism, 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

# SOCIAL STUDIES DEPARTMENT

God actively invites humanity to analyze and respond to His creation. The BCS Social Studies department seeks to faithfully honor this privileged invitation through the cultivation of spiritual and field-specific disciplines. Through these disciplines, we task ourselves, our students, and our community with stewarding the growth of reconciled relationships, and the pursuit of discovering God's redemptive work in our world.

God calls human beings, as image-bearers, to participate in social systems that promote justice, equality, and structure. Because of the fall, no social structure embodies the perfect harmony of God's intended design. Therefore, the Social Studies department seeks to guide students to the biblical principles of creation and reconciliation so they can participate in the redemption of these social structures.

In pursuing the social studies discipline, students will practice love and empathy for others, understanding that Christians do not all have the same opinions and convictions. Students also will demonstrate humility and appreciation for the gifts of others. Students will develop a biblical perspective towards being active stewards of God's creation. Students seek to promote God's justice and righteousness in political and social realms by developing a historical awareness that uses the stories of the past to interpret the narratives of the present, and inspires wisdom for the future. (bulleted list - possibly use the habits of learning as a framework for the list.

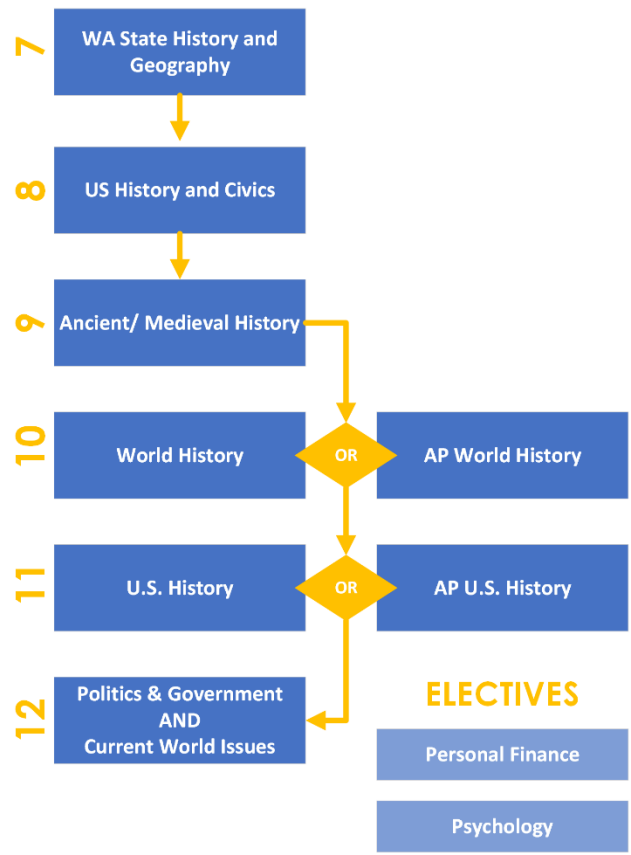
Finally, students will demonstrate mastery of essential social studies skills and habits of learning in the classroom. Students will practice and demonstrate skills of reading and analysis, inquiry-based research and writing, as well as an understanding of themes of human geography.

## Washington State History

The state of Washington requires Washington

State History to meet high school graduation standards. All students must take this course. Transfer students may need to take it independently after admission to BCS if it was not achieved at the student's previous school. Exceptions may be made for those new to Washington state during their senior year, per Principal approval. This course is documented as "Requirement Met" on a student's transcript. It is not tallied as a high school credit or calculated into a student's GPA, whether taken at BCS or independently.

## Social Studies Pathways



## **JSOC 0700: Social Studies 7 - WA State History and Geography**

**Grade 7**

**Prerequisite(s): None**

**Length: 1 Full Year**

Social Studies in 7th grade will begin with a survey of geography to equip students with a foundation for successful study of secondary-level Social Studies. The primary focus of the course is an examination of Washington State, from native and European contacts to present-day. Our study of Washington will include an evaluation of the state constitution, key treaties (including popular and tribal sovereignty issues), migration, differing culture experiences and human interactions with the environment. Students will study and gain and understanding of our state's comprehensive history, government, economy, and geography.

## **JSOC 0800: Social Studies 8 - US History and Civics**

**Grade 8**

**Prerequisite(s): None**

**Length: Full year**

In this survey course on United States History, Civics, Economics and Geography, students explore the question "What does it mean to be an American?" through engaging games and activities, reading, researching, problem solving, reasoning, creative projects, presentations, and simulations, while examining events from a Biblical worldview. Students will understand, analyze, and evaluate the following areas of United States History: Pre-colonial and colonial America, the American Revolution, the U.S. Constitution, the growth and expansion of America, and the Civil War

8th grade Social Studies additionally focuses on the following topics:

- Foundations of American Government: Pre-Revolution; History of Democracy and types of Government; Declaration of Independence, Constitutional Convention; Articles of Confederation; Constitutional Convention; Constitution; Bill of Rights
- Overview of the United States Federal Government; Elections; State and Local Government
- Economics: Personal finance concepts taught via Dave Ramsey's Foundation program and economic activities

## **SOC1000: Ancient & Medieval History**

**Grades 9-12**

**Prerequisite(s): None**

**Length: 1 semester**

This course is designed to analyze human history from the years (approximately) 3500 BC to 1400 AD. Students will encounter civilizations from Mesopotamia, Africa, and many other places. This course seeks to embody both content information and content skills. While students will learn the history of empires like Rome, they will also be tasked with articulating connections to the modern world through historical analysis. We specifically focus on historical writing, which asks students to formulate conclusions based on historical facts. Students will learn and practice what it means to write persuasively, accurately, and objectively. Formative, summative, and group assessments will provide opportunities to practice these skills. Students will focus on metacognition, which give students the abilities to think about their own internal-processing and actions. Metacognition is useful inside and outside of the classroom, and students will have the opportunity to use these skills in all parts of life.

## **SOC 2100: World History**

**Grade 10**

**Prerequisite(s): None**

**Length: Full year**

World History is an eclectic course. Not only will this class include information about history ranging from 1200 CE to today, but it will delve deeply into information necessary to interacting well in our increasingly globalized society. We will focus on key movements and influencers who have shaped and molded the masterpiece of human history. We will notice how all things are delicately and intricately interconnected. In this course students will master historical research and writing skills with special emphasis on analysis and synthesis of historical sources. As we encounter history this way, we will approach key issues with a lens of Christian faith and evaluate our personal response to modern events in the framework of God's overarching narrative.

## **SOC 5100: AP World History**

**Prerequisite(s):** teacher recommendation

*Fee: AP exam fee*

This course examines the history, culture and geography of the world's most influential cultures and major global developments. Students study modern world history starting with the global tapestry that emerges in the year 1200 and extends to present day globalization. The past eight hundred years are studied from a global perspective that highlights key topics and interconnections to demonstrate the narrative of modern human history.

A few major areas of study are the development of major world religions, the Silk Road, Mongols, the Age of Exploration, the Industrial Revolution, imperialism, global conflicts (WWI, WWII, and Cold War), and contemporary globalization.

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 analysis of a class text. The course text and sources will correspond with college level reading comprehension. Students will learn how to write argumentative essays that demonstrate historical reasoning to develop key skills to prepare them for college level writing. A.P. World History students are expected to take the nationwide A.P. Modern World History exam in May. Students should expect 3 hours of homework per week in class.

## **SOC 3000: U.S. History**

**Prerequisite(s):** None

This year-long course examines U.S. history from the Reconstruction Era to the present. Students will encounter an exciting, in-depth analysis of the peoples and events which have shaped the United States. This class focuses heavily on historical writing. Students will evaluate nuanced themes in U.S. history such as government philosophy, human migration, and foreign policy through primary and secondary sources. In the 3<sup>rd</sup> Quarter, students develop and complete a capstone research project. This rigorous assignment guides students to develop a strong thesis, support their ideas with peer-reviewed research, and to produce a college-level essay.

## **SOC 5000: AP U.S. History**

**Prerequisite(s):** None

*Fee(s): AP exam fee*

A.P. U.S. History 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 after the nationwide A.P. test in May. Success in the class requires better than average reading and writing skills. Students should expect 3 hours of homework per week in class.

## **SOC 4000: Contemporary World Issues**

**Prerequisite(s):** None

*\*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.

**Grades 10**

**Length: Full year**

**Grades 11**

**Length: Full year**

**Grades 11**

**Length: Full year**

**Grade 12**

**Length: 1 semester**

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 person is a 'contemporary world issue' and by understanding ourselves better, we have a greater opportunity to positively change the surrounding world. CWI balances skill and content. Students will learn about current issues like the Israeli-Palestinian conflict and will practice fact-checking and searching for biases in sources. While we can't focus on each relevant current issue, we do seek to develop a framework which could be used to analyze any issue, present and future.

### **SOC 4100: Politics & Government**

**Prerequisite(s): None**

**Grade 12**

**Length: 1 semester**

*\*Required for graduation*

Politics and Government 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.

### **SOC 3600: Personal Finance**

**Prerequisite(s): None**

**Grades 9-12**

**Length: 1 semester**

*\*Required for graduation beginning with the class of 2027*

*Fees: materials fee varies*

The goal of the Personal Finance course is to help students become financially responsible, conscientious members of society. To that end, this course develops student understanding and skills in such areas as money management, budgeting, financial goal attainment, the wise use of credit, insurance, investments, and consumer rights and responsibilities. Throughout the course, students also examine contemporary, real-world ethical dilemmas that individuals commonly encounter when managing their personal finances. This course will give students the tools and resources needed to make wise financial decisions. Students will analyze their personal financial decisions, evaluate the costs and benefits of their decisions, recognize their rights and responsibilities as consumers, and apply the knowledge learned to financial situations encountered later in life.

### **SOC 3700: Psychology**

**Prerequisite(s): None**

**Grades 11-12**

**Length: 1 semester**

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.

# WORLD LANGUAGE DEPARTMENT

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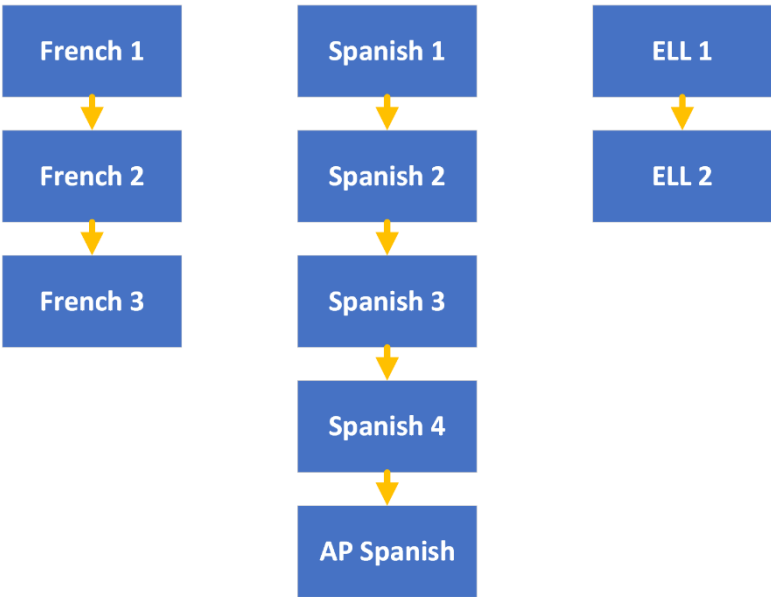
**In the beginning was the Word, and the Word was with God, and the Word was God....  
The Word became flesh and dwelt among us.  
God said, Let there be \_\_\_\_, and there was \_\_\_\_.  
God said, It is very good.**

In God’s Word, we can see that the “Word” is an expression of Himself. His love, His creativity, and the value He places on His creation. Languages are made of words and words take their origin from the Word. God revealed Himself to us in the Incarnate Word, Jesus Christ; we express who we are, and understand who the other person is through the words that come from us. Just as God called what He made good, so we can express the worth and values of what is created around us. Words create, reveal, and give worth. As we learn languages, we learn about people, their history, their culture, their values, and their needs. All cultures reflect God’s work among people as well as the impact of the fall due to sin.

The process of learning should be interactive, with the students using the target language in a controlled setting. Language ability grows by use, not just through memorization, or word recognition and grammar exercises, but by stepping outside the product themselves. A goal of world language instruction in a Christian school should be to train students to be learners of another culture, respecting valuing, and enjoying its people and languages, able to grow in developing proficiency either through formal study, or through continued involvement with the country and people of the learned language.

Languages are bridges to other people. Our goal is that graduates continue to appreciate, respect, and as they are able to, be involved with people who speak the learned language.

## World Language Pathways



**FRN 1000: French 1****Grades 8-11****Prerequisite(s): None****Length: Full year**

Want to learn another language and gain another culture? This is it! This is a beginning course in French intended for students with no previous knowledge of the French language. This course will prepare you for real life situations such as meeting someone and introducing yourself, going shopping, talking about the weather, clothing, and many more topics as you join me on this adventure. You will learn how to listen to and understand dialogues, music, day to day conversation, watch amazing videos, read about significant and current events with basic language. We read novels, play engaging games online as well as in class, all while reinforcing and practicing the French language. Students will read from the Bible, memorize scripture, sing in French and complete creative projects.

**FRN 2000: French 2****Grades 9-12****Prerequisite(s): French 1****Length: Full year**

This course continues to study about the people and places where French is spoken and explores these cultures while developing conversation and communication skills. 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 world language learning standards at their current level of understanding
- Review the basic grammar components of the French language including the present tense, the passé compose (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

**FRN 3000: French 3****Grades 9-12****Prerequisite(s): French 2****Length: Full year**

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.

- Engage in a variety of learning activities which will allow them to meet the five goals of the world language learning standards at their current level of understanding.
- Review the basic grammar and components of the French language including the present tense, the passe compose (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 future and conditional tenses to talk about what will and could happen.
- Foster cross-cultural understanding through the study of Francophone (French-speaking) countries.
- Memorize and recite Bible verses in French.



## **SPA 1000: Spanish 1**

**Prerequisite(s): none**

**Grades 7-11**

**Length: Full year**

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.

Engage in a variety of learning activities which will allow them to meet the five goals of the World 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

## **SPA 2000: Spanish 2**

**Prerequisite(s): Spanish 1**

**Grades 8-12**

**Length: Full year**

After successfully completing Spanish 1, you are now ready to take your knowledge to the next level. You will have fun learning the language through skits, dialogues, and choosing projects based on your own creative abilities. In choir? Sing us a song. In art? Talk about your favorite artist and show us your work. Are you an athlete? Show us your best work out. Do you like being informed about what's going on around you? Do you want to order your favorite food in Spanish? Do you hope to travel the world after high school? This is the right place for you. This course will prepare you for the next Spanish levels.

## **SPA 3000: Spanish 3**

**Prerequisite(s): Spanish 2**

**Grades 9-12**

**Length: Full year**

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 world 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

**SPA 4000: Spanish 4****Prerequisite(s): Spanish 3 or placement test****Grades 10-12****Length: Full year**

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

**SPA 5000: AP Spanish Language & Culture****Prerequisite(s): teacher recommendation encouraged****Grades 11-12****Length: Full year**

*Fees: AP Exam fee*

The student will build language proficiency with authentic materials, including films, news broadcasts, newspaper or magazine articles and contemporary literature. The A.P. 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 A.P. exam: Interpersonal Writing, Presentational Writing, Interpersonal Speaking, and 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 1000: ELL 1****Prerequisite(s): none****Grades 7-12****Length: Full year**

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 2000: ELL 2****Prerequisite(s): ELL 1 or teacher recommendation****Grades 7-12****Length: half to full year**

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.

**World Language Competency Credits**

Competency based credits may be earned for World Language, in conjunction with four years of English. These credits are intended to support students in earning credits for languages (or levels of language courses) that are not otherwise available to them or to demonstrate proficiency in languages developed outside of the formal classroom, such as native heritage languages. For more information, talk with the ISP School Counselor.

## JUNIOR HIGH ADDITIONAL COURSES

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### **JOCC 0940: JH Culinary Arts**

**Prerequisite(s): None**

*Fees: \$50 materials fee*

This course offers 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.

**Grades 7-8**

**Length: 1 semester**

### **JTEC 0920: JH Robotics**

**Prerequisite(s): None**

"Exploring a variety of real-world challenges, Robotics is a hands-on course where students solve problems with the power of technology! Utilizing LEGO Mindstorm kits to help create their robots, students will build, code, and utilize their creations to tackle practical issues. But it isn't just creating - students will also take a deep dive into how systems work, learn about how computers operate, study the history of modern technology, and even explore the future of engineering. Take on the challenge for this hands-on, project-based course!"

**Grades 7-8**

**Length: 1 semester**

### **JOCC 0910: JH Student Council**

**Prerequisite(s): Enrollment dependent on voting process**

*\*Repeatable course*

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.

**Grades 7-8**

**Length: 1 semester**

### **JTEC 0940: JH Engineering Design**

**Prerequisite(s): None**

In this one-semester elective course 7th and 8th grade students will model and 3D print projects that include a balloon powered dragster, spinning top and self-watering planter. The semester will end with a group project where students create a helpful product for someone with a disability. This project focuses on developing empathy as students meet a real need. Each group showcases their design with a video that students submit into an international design challenge competition called Make:able. BCS has had multiple finalists and one winner in this competition.

**Grades 7-8**

**Length: 1 semester**

Students will learn how to create, slice and start their own prints with Ultimaker 3 and Prusa 3D printers using Tinkercad and Ultimaker Cura. You do not need any prior 3-D printing or modeling experience to be successful in this class. If students want to build on their skills, they may continue with Engineering Design 1 and 2 at the high school level where they will learn more advanced 3-D modeling software and techniques

## HIGH SCHOOL ADDITIONAL COURSES

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### **BUS 1000: Introduction to Business and Economics**

**Prerequisite(s): None**

**Grades 9-12**

**Length: 1 semester or full year**

Introduction to Business aims to give students an understanding of today's business environment. Students will learn about the principles of business, how and in what manner it operates, and how it influences our economic, social, and political climate. Students will grasp a basic understanding of the language used in business-related spheres. Much of which can be applied to our daily lives since many of our interactions on a day-to-day basis consist of various business concepts. This course will help prepare students for the economic roles of consumer, worker, and citizen while incorporating financial literacy to foster stewardship of financial resources. The course will integrate quizzes, short papers, current issues/articles, and projects to prepare students for more advanced and detailed courses related to business and economics.

Goals:

- To gain an overview of business and its role in the economy
- Learn how business trends may impact career choices
- Gain personal financial stewardship & literacy
- Implement learning in different projects to gain tangible experience
- Learn core business terminology
- Apply critical thinking to business issues
- Write and present for a business audience

### **BUS 2000: Marketing Essentials**

**Prerequisite(s): None**

**Grades 9-12**

**Length: 1 semester or full year**

*\*Fees: \$20.00*

This course presents the fundamentals of marketing theory and practice at the introductory level. Students are introduced to marketing activities with attention directed toward the study of price, promotion, place, product, people, communication, and analysis. Students will demonstrate and apply their knowledge of these functions through various projects, role playing, competing in events hosted by DECA and community service.

DECA:

DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe. DECA allows students to have fun, learn, compete and travel - all with a purpose. Be a part of something bigger! DECA has over 180,000 members nationwide and more in nations around the globe.

### **OCC 1000: Mock Trial Foundations**

**Prerequisite(s): None**

**Grades 9-12**

**Length: 1 semester or full year**

Advocacy through ACTION! Mock Trial is an activity in which students learn the principles of trial advocacy and then apply those principles as they try a simplified, real-world case focusing on a contemporary civic issue. Foremost, Mock Trial builds an informed electorate. Aside from getting a jump on college, law school and a career as a lawyer, involvement in Mock Trial fosters increases self-confidence, improved analytical and speaking skills and the ability to work well with others - not to mention it's a lot of fun. As anyone who's been involved with Mock Trial will tell you, it is addictive.

Students participating in Mock Trial learn how to conduct a trial from start to finish. They are trained in how to plan, draft and present opening statements, direct examinations, cross examinations and closing arguments. Mock Trial also teaches students how to argue objections intelligently, as well as how to handle various courtroom procedures like entering an exhibit into evidence and impeaching a witness. Aside from the technical aspects of trial advocacy, students learn how to think creatively when dealing with matters of trial strategy and life! Students who participate in Mock Trial programs often describe them as the best experiences they have had in school.

### **OCC 1800: Culinary Arts**

**Prerequisite(s): None**

**Grades 9-12**

**Length: 1 semester**

*Fees: \$50.00 consumable materials fee*

This elective course offers 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.

### **OCC 2600: Engineering Design 1**

**Prerequisite(s): None**

**Grades 9-12**

**Length: 1 semester**

*\*Meets an Arts requirement*

This course offers opportunities with Autodesk Fusion 360 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 CAD models with Fusion 360 and models via Ultimaker 3 and Prusa 3D printers. This class will primarily be individual work but will have some group projects as well.

### **OCC 2800: Engineering Design 2**

**Prerequisite(s): Engineering Design 1**

**Grades 9-12**

**Length: 1 semester**

*\*Meets an Arts requirement*

Engineering Design 2 provides further opportunities with Autodesk Fusion 360 CAD and the Ultimaker 3/Prusa 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 projects of their own design and vision.

### **OCC 3400: Senate**

**Prerequisite(s): Enrollment dependent on voting**

**Grades 9-12**

**Length: Full year**

*\*repeatable course*

Senate is the elected high school leadership body responsible for planning of high school retreats, student activities/dances, and assemblies. It is also a visionary and model for servant leadership in the high school community at large. Senate takes initiative in leading and empowering BCS high school students to both feel and become more actively involved in the BCS community, and it serves as a bridge 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.

## **OCS 1000: Teacher's Aide/Office Assistant**

**Prerequisite(s): Teacher referral**

*\*Non-graded course which earns a pass/fail grade which does not affect GPA.*

**Grades 11-12**

**Length: 1 semester**

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 the course-advising process or if 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.

## **TEC 3500: Video Production 1**

**Prerequisite(s): None**

*\* Meets an arts requirement*

**Grades 9-12**

**Length: 1 semester**

This 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/Davinci 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.

## **TEC 3600: Video Production 2**

**Prerequisite(s): Video Production 1, instructor recommendation**

*\*Meets an arts requirement.*

**Grades 9-12**

**Length: 1 semester**

Advanced video students in this course will take an independent study approach to learning higher level video skills through a selection of creative and collaborative projects. Emphasizing 5 primary videography skills in Script (preproduction), Camera, Audio, Lighting, editing (post-production), the students will complete 4-5 projects during the semester selected from typical categories of professional video productions, such as a promotional video, an informational video, a short film, etc. VP2 is 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.

## **TEC 2200: Intro to Computer Science & Programming**

**Prerequisite(s): None**

**Grades 9-12**

**Length: 1 semester**

This is a one-semester course that introduces the basics of computer science. Open to students of all experience levels, we use Python and HTML/CSS/JavaScript to acquaint students to concepts of coding and interface design starting with simple syntax and language constructs up to object-oriented programming. We then apply those skills to projects of interest to the students, ranging from game programming to data processing.

## **TEC 2600: Intermediate Computer Science & Programming**

**Grades 9-12**

**Prerequisite(s):** basic computer programming

**Length: 1 semester**

In this class while we will start with a quick review of programming, we will quickly transition into exploring advanced programming topics, drawn from the range of Mobile, Game Engine, Network programming, Internet of Things connectivity, UI Design and/or Data Science. Along the way we will explore program design, data structures, and standard algorithms.

## **TEC 5000: AP Computer Programming**

**Grades 9-12**

**Prerequisite(s):** Intro to Computer Science & Programming

**Length: Full year**

*Fee: AP Exam fee*

This Advanced Placement course is intended to serve both as a college level introductory course for computer science majors and as a course for people who will major in other disciplines that require significant involvement with technology. Students focus on developing computer programs in Java to solve problems with an emphasis on the design and implementation of programs used as a context for introducing other important aspects of computer science. Concepts covered include the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms. The course is designed to prepare students for the AP exam in May that tests knowledge and understanding of how to code in the Java language.

## **OCS 3000: Classroom Assistant**

**Grades 11-12**

**Prerequisite(s):** Teacher referral

**Length: 1 semester or full year**

*\*repeatable course*

The student is assigned to assist students in a math classroom. This is not a TA position, but rather focused on working with students either individually or in small groups to support their mathematical learning. Students should be able to create examples, explain steps and reasoning, encourage others, and be able to guide learning through the use of questions without simply "giving the answer." This is a letter graded course.

## **OCS 4100: Elementary Classroom Assistant**

**Grades 11-12**

**Prerequisite(s):** Permission of Assistant Principal and Elementary Teacher

**Length: 1 semester**

*\*Ability to provide 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.*

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 and 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 is a letter graded course.



### **STU 1000: Study Hall**

**Prerequisite(s): none**

*Parent and administrative/counseling department permission*

*\*Non-graded course and does not show on the transcript*

**Grades 11-12**

**Length: 1 semester**

This self-study course is open to 11<sup>th</sup> and 12<sup>th</sup> grade students who have met (or are close to meeting) all graduation requirements and who demonstrate independent cognitive ownership. Students may take a maximum of one (1) student Hall per semester.

### **TEC 2400: Online Independent Study**

**Prerequisite(s): Administrative Approval**

*Fee(s): Family responsibility*

**Grades 9-12**

**Length: 1 semester**

A student-guided course that allows a student to recover lost credit or to take a course that meets graduation requirements not otherwise offered at BCS. One class period is carved out of a student's BCS schedule to accommodate the online learning portion of their day. BCS approved online programs are: BYU Online, Sevenstar Academy, Bellevue College, and for Washington State History ONLY, Red Comet. Initiation, registration, and financial obligation are responsibilities of the student and their family. After a student completes their online course, a family can have the transcript sent from the institution where the course was taken, and it will be added to the BCS transcript.

## **STUDENT ACADEMIC SERVICES**

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### **SAS 1300: Educational Therapy**

**Prerequisite: Approval from SAS Director**

*\*repeatable course*

**Grades 7-12**

**Length: Full year**

At the Secondary level, educational therapy is scheduled 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.

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.

*Updated: 3/26/2023*