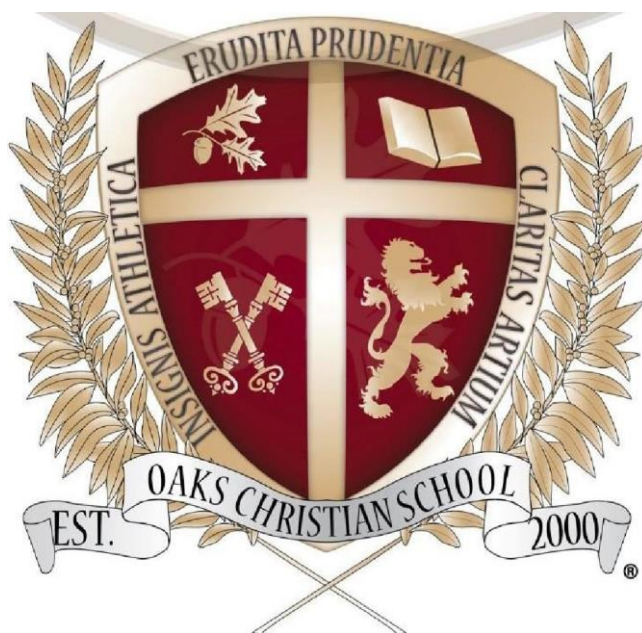


# Grades 9-12

## 24-25 Course Catalog

### & Graduation Requirements

OAKS CHRISTIAN  
SCHOOL



Dear Oaks Christian Students and Families,

Welcome to a truly fantastic learning community! The year ahead most certainly will be filled with ups and downs, difficult challenges and wonderful surprises. This life stage can be both terrifying and wonderous, sometimes both on the same day. As a community, we are thrilled to come alongside you as you discover illuminating truths about who you are, your unique skills and strengths, the world around you, and the purpose given to you by the Lord. Thank you for the opportunity to guide you through this next chapter in your journey.

As you embark on another school year, do so with this in mind: True growth only occurs with great effort, courage, and, as much as we would rather avoid it, moments of failure. Prior to his first successful light bulb, Thomas Edison remarked, "I have not failed. I have just found 10,000 ways that won't work." Imagine if he would have stopped trying after 1,000 tries or 9,000 tries. As you pursue what is most important, do so with a mindset that no matter how many times you may fail, you will never quit.

When choosing courses, take a course load that will challenge you to be the best version of yourself. Perhaps take a moment to look at our Portrait of a Graduate. Which classes will help you most grow not only in knowledge, but also in wisdom, discernment, curiosity, innovation, and discipline? Which ones might establish well-being and strong community while helping you to become more loving, purpose-minded, sacrificial, and joyful? How might your classes allow you to grow in traits of leadership and character such as humility, integrity, collaboration, and courage?

Although we have only been in existence for just over 20 years, Oaks Christian School has already become known throughout the world as a school that "develops minds for leadership and hearts for service." As a learning community that deeply values a liberal arts program and the depth of learning that takes place as a whole student, we have worked hard to provide a wide variety of courses that will help you grow and flourish for a lifetime!

Lastly, know that you embark on this journey surrounded by faculty and staff second to none. Each of our teachers genuinely care for you as a person and are committed to your growth and development this year. Each of our classes will be taught through a biblical worldview that will help make sense of a what can be a confusing world.

May this year provide a wonderful foundation as you develop a mind for leadership and a heart for service.



Sincerely,

Dr. Matt Northrop  
Associate Head of School



# Preparing Minds for Leadership and Hearts for Service



***To dedicate ourselves to Christ in the pursuit of academic excellence, artistic expression, and athletic distinction, while growing in knowledge and wisdom through God's abundant grace.***



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Required course materials for grades 9-12 may be purchased through our online bookstore.  
Textbook information is available July 1.

# HIGH SCHOOL DIPLOMA REQUIREMENTS

The Oaks Christian High School diploma requires 25 credits (1 credit = two semesters) and assures students not only exceed state graduation requirements but also meet expectations of top-tier universities. The diploma plan provides a well-rounded foundational study in all disciplines, ensures high expectations in performance in each discipline, and provides opportunity for students to showcase specialties as they advance further in some disciplines or add more electives from a certain field.

## Course of Study Requirements for Graduation

### 4 years of English

- A department placement test determines where in the course curriculum students begin.
- Matriculating MS students are placed by teacher recommendation.

### 3 ½ years of History & Social Sciences

- Global Western Civilization is required.
- United States History CP or AP is required.
- Core Course Options (two semesters) OR World History OR Human Geography OR European History is required.
- United States Government CP (semester) or AP is required.

### 3 years of Math

- A department placement test determines where in the course curriculum students begin.
- Completion of Algebra 2 is a minimum required.
- Matriculating MS students are placed by teacher recommendation.

### 3 years of Natural Science

- One year of life science required.
- One year of physical science is required.
- A third year is open to student interest.

### 3 years of one Modern & Classical Language

- A first level successfully taken in middle school counts as one of the three years as long as students place in level two or higher. All students must take at least two years of a language in high school to meet the minimum language requirement.
- Placement for incoming students is determined by a department test; matriculating students from Oaks MS are placed by teacher recommendation.
- Alternatively, students can satisfy this requirement by completing two years of one language and two years of another.



**2 years of Visual and Performing Arts**

- One year must be a theory-rich course that meets UC/CSU guidelines. These UC-approved courses are indicated in the course descriptions.

**2 ½ years of Bible**

- Bible 9 (semester)
- Bible 10 (semester)
- Bible 11 (semester)
- Christian Worldview Seminar (year-long)

**1 year of Physical Education**

All students must complete two semesters of the following:

- Participation in a sport (one season = one semester),
- Semester credit of Strength & Conditioning (strength training and coached physical fitness, held in the weight room, scheduled during weight room hours and student open periods), OR
- Online independent physical education (students complete 36 hours of activity and report that through the online class; a specific heart-rate monitor is required).

**½ year of Health****½ year 9<sup>th</sup> Grade Semester Elective**

Classes that meet this requirement include

- Intro to Digital Arts (semester)
- Intro to Global Leadership (semester)
- Improv (semester)
- Communications (semester)
- Intro to Digital Recording (semester)
- Intro to Engineering (semester)
- Intro to Health Sciences (semester)
- Bible Discipleship (semester)
- Music Theory (semester)
- Strength and Conditioning (semester)

**2 years of Elective Study**

- In addition to the above, all students must take at least one additional course to satisfy the 25 required credits (1 year = 1 credit; 1 semester = .5 credit) to graduate. These courses can be from anywhere in the course catalog.

**Annual Community Service**

- Freshmen and Sophomores have an overall requirement to complete 10 service hours in a year. The overall requirement for Juniors and Seniors is 15 service hours. These hours can be submitted via our service hours tracking system called MobileServe. Student advisors will help with this.





# HIGH SCHOOL COURSES BY DEPARTMENT

## Bible Department

The Bible department of OCS aims to equip students to address life challenges and to establish a strong biblical foundation which will help them make sense of the world and live purposeful, productive lives. It is our goal and intention to build a foundation of biblical literacy upon which to construct a biblical worldview along with transformational spiritual development. Each of the Bible courses emphasizes “three strands”: the study of Scripture, reasons to believe, and spiritual growth.

### COURSES

#### Bible 9 – Life of Christ (*semester*)

**Note: Due to the reworking of the Bible scope and sequence, for the 2024-2025 school year Bible 9 and Bible 10 will cover the same material. This ensures that every student will study the life of Jesus without repeating any material.**

The purpose of this course is to provide students with an in-depth look at the life, death, and resurrection of Christ through the Gospel of Mark, to understand Jesus’ role in the overarching narrative of Scripture and history of redemption. Students will study his teachings and ministry years in light of his Jewish cultural context of first-century Palestine and examine how it can be applied in today’s world and their own lives. This course provides theological and thematic discussions on the following topics:

- God’s triune nature
- The Reliability of Scripture
- Fulfillment of messianic prophecies in Christ
- Christ’s divine and human nature
- The role of the Holy Spirit and the church as new living temples of God
- What it means to have a God-given identity

#### Bible 10 – Life of Christ (*semester*)

**Note: Due to the reworking of the Bible scope and sequence, for the 2024-2025 school year, Bible 9 and Bible 10 will cover the same material. This ensures that every student will study the life of Jesus without repeating any material.**

The purpose of this course is to provide students with an in-depth look at the life, death, and resurrection of Christ through the Gospel of Mark, to understand Jesus’ role in the overarching narrative of Scripture and history of redemption. Students will study his teachings and ministry years in light of his Jewish cultural context of first-century Palestine and examine how it can be applied in today’s world and their own lives. This course provides theological and thematic discussions on the following topics:

- God’s triune nature
- The Reliability of Scripture
- Fulfillment of messianic prophecies in Christ
- Christ’s divine and human nature
- The role of the Holy Spirit and the church as new living temples of God
- What it means to have a God-given identity



**Bible 11 – Living the Story** (*semester*)

The purpose of this class is to help integrate a student's knowledge of Old and New Testament Bible to form a working and meaningful theology for everyday life. We study questions like "Who or What is God?" and "Who or What am I?" We also ask the "so what" questions as we explore biblical relationships with both ourselves and others. Sprinkled throughout the course are opportunities to learn and practice the art and science of interpreting the Bible well in our 21<sup>st</sup>-century culture.

**Bible 11 – Servant Leadership** (*semester*) – *Required course for IGL students.*

This course allows students to examine the concept of leadership through the lens of Christianity. Students learn about biblical leadership through the servant-leadership paradigm. A hallmark of the course is guest speakers. Throughout the semester, students "live" alongside a Christian leader of their own choice, becoming an expert on their leader's biography—not just their history, but their influences, beliefs, successes, and failures.

**Bible 12 – Christian Worldview Seminar** (*year-long*)

The three aims of Christian Worldview Seminar are to 1) understand the Bible as a unified story that points to Jesus and impacts the way we believe and behave, 2) encourage students to think seriously about their own personal philosophy of life, and 3) learn how to articulate their beliefs and live by them. The course is organized around five key questions: What is a worldview? Who is God? What is the problem with the world? What is the solution to the problem? What happens at the end? Students will encounter the essential beliefs of the Christian faith as presented in Scripture. They will become familiar and conversant with other major religious and non-religious worldviews. At the end of the course, students will formulate a statement of their own worldview in comparison/contrast with the central claims of the Biblical worldview.





## English Department



- Analytical Reading
- Grammar and Composition
- Rhetoric and Style
- Argumentation and American Ideology
- Author Seminar, AP Literature, & Capstone Honors

**4 YEARS**

### English Department Philosophy

These are our goals for all our OCS graduates:

- Read well for a variety of purposes with an attention to style, argument, and subtlety.
- Write a sustained argument in a readable style.
- Speak with clarity and effect, with confidence, purpose, winsomeness.
- Listen with respect and for understanding.
- Become people who are well-versed in cultural, philosophical, and ideological influences in order to weigh all expression and argument against the Truth of Scripture.

To accomplish these goals, our streamlined course sequence allows concentrated study in specific language areas. The courses are not linked to a specific grade level; instead, they follow a natural progression beginning with the foundation of reading well and ending with the capstone of evaluating and synthesizing of ideas from multiple sources. College requirements indicate that every student must take four years of English, but they do not dictate that a certain level (e.g., honors or AP) be reached. To push through classes only to have them listed on a resume—without thought to whether or not students have engaged in ideas that deepen their ability to think—sidesteps the purpose of education. At Oaks Christian, we desire to move away from utilitarian and pragmatic thinking that drives students to “take classes” and instead concern ourselves and our students with language study that enriches the mind and enlivens the soul.

### Course Placement and Progression

Students take a department placement test to determine where in the course progression they will be most successful. Four years of English are required for graduation.



## COURSES

### Analytical Reading

This course focuses on improving reading comprehension and creating passion for reading and thinking. It is a discussion-based class, and students are required to read several literary classics. They will read challenging texts together in class and more accessible texts at home. Assessments will include paraphrasing, writing, oral exams, and discussions. While students will discuss language, philosophy, and ideologies as they relate to specific books, the focus of the course is building analytical reading skills.

### Grammar and Composition/Grammar and Composition Honors

**Honors Prerequisite: Completion of the prior English course with a year-long grade of 90% or better and teacher recommendation.**

This course will cover the basics of grammar and composition. Teachers will focus on grammar's purpose so that students understand the power of language choices. Students will discover how these choices shape style and meaning and then overflow into writing, speaking, and thinking. Students will study mechanical conventions in context, putting all these ideas into practice as they learn the principles of effective composition. Assessments will include imitation and creation assignments, argumentative writing, creative writing assignments as well as oral recitation and defense.

The honors course reads additional material, incorporates more challenging application and evaluation questions on assessments, requires more synthesis on essays, and has a higher expectation for oratory performance.

### Rhetoric and Style/Rhetoric and Style Honors

**Honors Prerequisite: Completion of the prior English course with a year-long grade of 90% or better and teacher recommendation.**

This course will build on and reinforce the material learned in the previous courses. Students will focus on the craft of writing, learning rhetorical strategies and studying the principles of style. They will read poetry, fiction, and nonfiction, analyzing language as they strive to understand meaning. Assessments will include oral interpretations and defense, explicative papers, creative writing, and imitation and creation assignments. Many assignments will have rhetorical requirements.

The honors course reads additional material, incorporates more challenging application and evaluation questions on assessments, requires more synthesis on essays, and has a higher expectation for oratory performance.

### Argumentation and American Ideology/Argumentation and American Ideology Honors

**Honors Prerequisite: Completion of the prior English course with a year-long grade of 90% or better and teacher recommendation.**

Students will build on their knowledge of grammar, composition, and rhetoric to consider how ideological arguments are communicated through language choice and structure. Using selected American texts from Puritan to Postmodern eras as a framework for study, students consider how American ideologies have changed over time and what might have contributed to these changes. They will construct their own written and oral arguments to articulate their conclusions. Assessments will include essays, oral exams, persuasive speeches, and debates.

The honors course reads additional material, incorporates more challenging application and evaluation questions on assessments, requires more synthesis on essays, and has a higher expectation for oratory performance.



**Author Seminars (semester)**

Students will continue to develop their skills in composition, grammar, and philosophy by examining a specific author through different ideological lenses. Students will refine their skills in stylistic analysis and argumentation through written and oral evaluations. The course involves close reading of at least two main texts, correlating non-fiction pieces and current event pieces. It culminates in a substantial synthesis research paper that allows students to put into practice the tools of argument and rhetoric they have acquired here at Oaks Christian.

These semester courses meet a half-year English requirement, so students who enroll in this option must select two Author Seminars for the year. These options will be available by name after general registration in a separate email.

**AP Literature**

**AP Prerequisite:** *Completion of the prior English course with a year-long grade of 90% or better and teacher recommendation.*

The terminal objective of this course is to prepare students for the four sections of the AP Literature and Composition Exam given each May. To reach this objective, students will use specific terminology to analyze various novels, dramas, poems, and prose. College work will be done in this class to ensure students are equipped to both pass the AP Exam and write at a college level. Since 45% of the test is interpreting poems and prose passages, the most salient concern for all students is their ability to analyze literature individually and then answer college-level, analytical questions and write college-level essays based upon the poems and prose passages. Nevertheless, this course is far more than an effort to teach to the test; it is a thoughtful examination of some of the greatest literary masterpieces.

**Capstone Honors**

**Honors Prerequisite:** *Completion of the prior English course with a year-long grade of 90% or better and teacher recommendation.*

This culminating course will reinforce reading, grammar, rhetoric, and logic while focusing on research as well as synthesizing argumentation and style. The class will examine the relationship between language and anthropological/teleological thought through a survey of Western and Eastern philosophy. The class will require students to put these ideas together in a capstone project involving a lengthy research essay and oral defense. The project can explore a topic from any discipline. Other assessments will include synthesis papers and philosophical position papers.

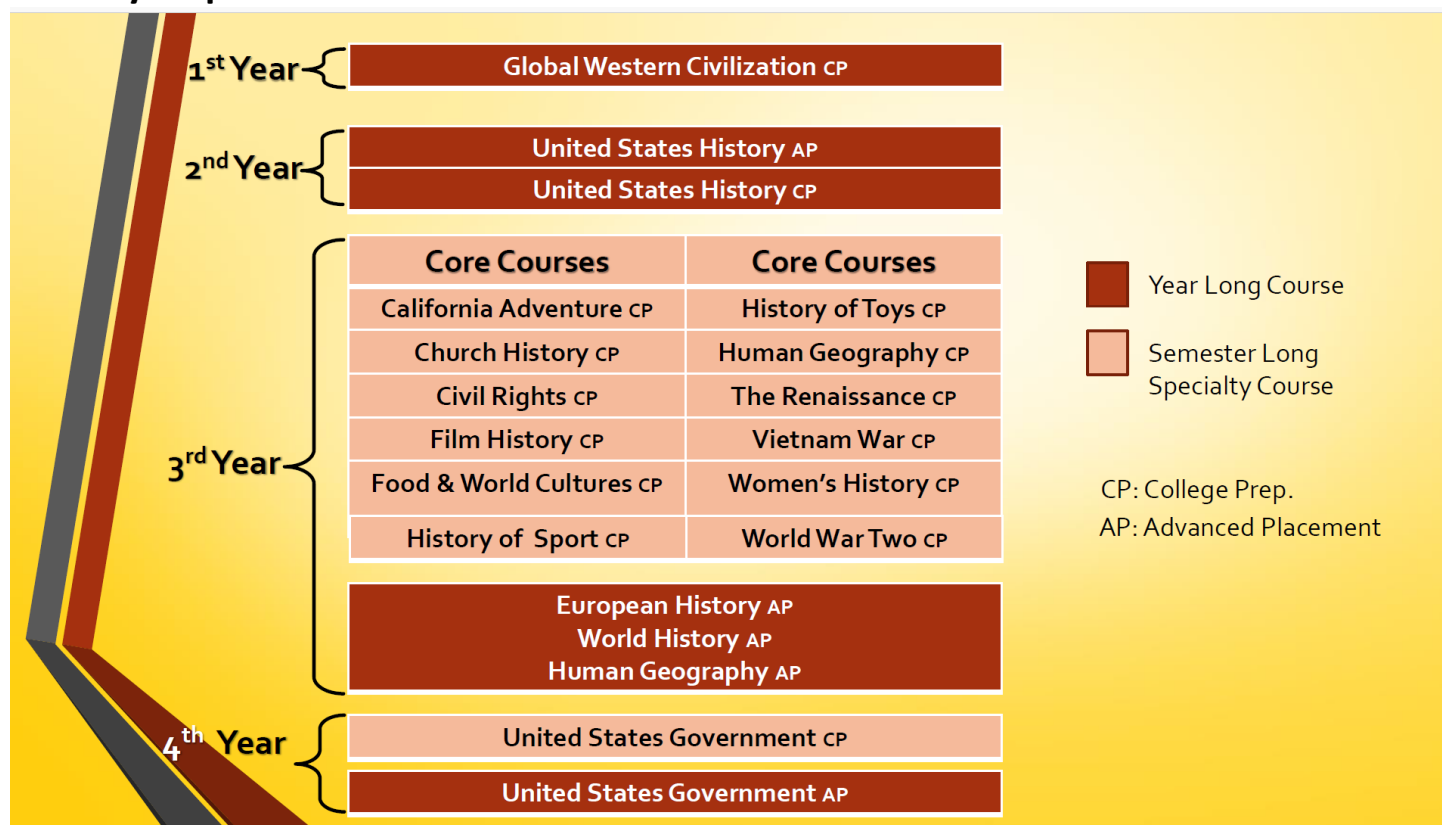
**Philosophical Dilemmas (semester)**

**This is a junior/senior elective that does not replace any of the core English classes.**

What is friendship? Do we have free will? Is ignorance bliss? This semester elective gives students a chance to read responses to these questions and more from philosophers across eras, geographies, and contexts in order to examine philosophical questions from respected but opposing points of view. Students will learn to humbly consider ideological arguments and think about where they lead. The course is set up as shared inquiry and requires active reading and contribution. It is an elective course; it does not contribute toward the English graduation requirement.



## History Department



### History Department Philosophy

History is the story of God himself, in our understanding of time and space, through the person of His Son on earth and in the work of His Spirit through the ages. The History Department believes that an understanding of the influence of Christianity in history is not a luxury but a necessity. In addition, the value of a well-developed historical education is dependent upon an instructional approach rooted in the *kairos*, or time laden with meaning, rather than the *chronos*, or the simple recounting of events. Through the *kairos*, the History Department strives to help students develop the ability to make informed, reasoned, and prayerful decisions for the public good. The department members work to help students become effective citizens of a diverse society both domestically and globally. In addition to providing a sense of historical memory and perspective, another of the goals for teaching history is to equip students with the necessary tools for them to become independent learners of history for years to come.



## COURSES

### Global Western Civilization – 1<sup>st</sup> year

“How did we get from here to there?” This essential question is the basis of the Global Western Civilization course. The course is designed to expose the learner to the development of Western Civilization while endeavoring to connect and compare the roots of Western Civilization to other peoples, cultures, and civilizations around the globe and through time. Through each semester of study there is an overarching essential theme of “authority” that threads all the units of instruction together- sources of it, who wields it, and influences of it. Each semester of study also moves the learner through a deliberate progression of historical analysis skill sets development. The course undertakes its survey journey in the fall term, with two different units on “foundations,” a study of major world religions and events that significantly contributed to modern world history, moves through significant changes in thought as a result of the Renaissance, Reformation and Enlightenment and finishing up with the significant global shifts that occur as a result of Revolutions. The historical skill emphasis for the fall term is the development of primary source analysis and application skills. In the spring term the course moves forward with another type of revolution: the Industrial Revolution, nationalism, the World Wars and wraps up with the globalization of the modern world. The historical skills facet of the course moves from document analysis to document use and application for the substantiation of data based historical argumentation. The critical guiding aspiration for the course instructors is to set up the first year Oaks High School learner with the applicable skills for a successful career as a student of history during their time at Oaks Christian.

### United States History – 2<sup>nd</sup> year

History is the study of the past, the present and the future—all at the same time. This course will be a study of the United States starting with “the founding” and concluding with contemporary times. This survey course will encompass political, social, economic, and technological aspects of the American experience. An emphasis will be placed upon the American ideals of Liberty and Equality, and the consequential triumphs and tragedies, along with the contributions made by a diverse citizenry who did their part to forge a more perfect Union. The hope is that each student will gain an understanding of U.S History in order to understand how our nation’s past relates to events of today

### AP United States History – 2<sup>nd</sup> year

***Prerequisite: Global Western Civilization and teacher recommendation***

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. As part of the course process students will learn the technical aspects of historiographical writing with Document Based Essays, Long Essay Questions, and data based Short Answer Questions. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

### AP Human Geography – 3<sup>rd</sup> year

***This course is also a part of the Institute for Global Leadership course list.***

AP Human Geography introduces students to college-level introductory human geography or cultural geography. The content is presented thematically rather than regionally and is organized around the discipline’s main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction.

### AP World History – 3<sup>rd</sup> year

The purpose of the AP World History course is to develop a greater understanding of the evolution of global processes and contacts in interaction with different styles of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for recognizing change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study which allows for the development of comparisons and evaluations of change over time.

**AP European History – 3<sup>rd</sup> year**

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. Students will learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. Solid reading and writing skills along with a willingness to devote considerable time to homework and reading are necessary to succeed. This course is designed for students who desire to complete a class equivalent to an introductory college course in European history. This class will demand rigorous coursework equivalent to those made by a full-year introductory college class and will be driven to equip students for the AP Exam in May.

**Core Choices – 3<sup>rd</sup> year (semester course)****History & Film**

How has history impacted film? How has film impacted history? Events in history have paved the way on numerous occasions for the film industry to become what we know and love today. Not to mention, history has provided some of the most riveting stories in cinematic history. Likewise, film has become a crucial medium to teach people about history. In this course, we will study film and its impact on society decade by decade since its creation. We will also endeavor to learn about each decade and various historical events around the world through films. The course will culminate in a research project on a historical topic of the student's choice that relates to the timeless power of stories in light of the following quote: "Stories create community, enable us to see through the eyes of other people, and open us to the claims of others." ~Peter Forbes.

**Core Choices – 3<sup>rd</sup> year (semester course)****Church History: Saints & the Sinister**

The story of the Christian Church is packed with incredible accounts of faith, heroism, tragedy, villainy, and triumph. Students will effectively navigate 2,000 years of the history of Christianity, from its origins as a small niche in the 1st century AD to the most popular religion in the world today. Using the structure and beats of the Monomyth "Hero's Journey," students will learn and explain history through storytelling, creating a graphic novel as the semester progresses to display the growth and development of Christianity. The course will include content from the three major divisions of Christianity—Eastern Orthodoxy, Roman Catholicism, and Protestantism—to encapsulate a more global view of the Church, rather than a strictly Western-based analysis. The adventure will culminate in students pitching their graphic novel to their peers, helping them see the unexpected journey of Christianity throughout its history.

**Core Choices – 3<sup>rd</sup> year (semester course)****History of Toys**

Toys have always been an integral part of children's lives and children's lives have always been an integral part of a society's cultural valuation. By studying the history of toys we can see parallels in the development of human societies across time and space. Toys, as a cultural byproduct, reflect what the society that produces the toys finds important. Toys for role play. Toys for instructive purposes. Toys that have no genuine practical value beyond frivolity. From a wind-up glided Spanish Galleon toy in the home of a New York Socialite to a Dust Bowl Okie's old shoe made into a baby doll with a face drawn on the heel, what children played with present a "keyhole" view into the larger room of how the people lived, when they lived, and what they valued. The course starts off building a foundation of what "play" is in early childhood development. With this foundation the students look at the development of toys from ancient societies up to the era of mass manufacturing beginning in the late 19th century. This is where the course really takes off as the students explore the American experience through toys decade by decade starting with the advent of the 20th century. A desired outcome of the course is that students will apply all they have learned to a culminating project: creating a toy or a board game.



**Core Choices – 3<sup>rd</sup> year (semester course)****Crazy California**

Typically, a history course is thought of as a chronological survey course that marches through the political, economic, and social history of a people, society, or state. This course is intended to turn this stereotypical expectation on its head. The goal of the course is to guide students into an understanding of why life in California today is the way it is and how “we” got here. Students will follow a curriculum that is chronologically founded but much more topically thematic. For example, the students will explore the idea of the “Gold Rush” as actually an umbrella title for all of the economic booms and accompanying innovations that had a significant role in shaping today’s California. Yes, there is the traditional Gold Rush of 1849, but there is also the Railroads, Black Gold (oil), Hollywood, Aerospace, and of course Silicon Valley. Also, to keep things interesting and relevant, current events and unusual trivia are woven throughout the course. With the wide variety of topics available in California’s history, the course has the potential for catering to the individual interests of the learner taking the course. In fact, the core pursuit of the culminating course capstone product will be to cater to each students’ specified interest regarding California History.

**Core Choices – 3<sup>rd</sup> year (semester course)****Food and World Cultures**

"You learn a lot about someone when you share a meal together," wrote Anthony Bourdain. In Food in World Cultures, we will be connecting food with what makes us human. We will be using America as a reference point to help us better understand the impact food has on cultures globally. In this, we will examine different food items, literature, kitchens, public food policy, and films spanning from the 1700s to the present. From reading and talking, to cooking and eating, we will spend the semester learning about why food is such an integral part of the human experience.

**Core Choices – 3<sup>rd</sup> year (semester course)****The Renaissance: Resurgence and Renovation of Greatness**

Derived from the Italian verb *rinascere*, which means “to be reborn,” the Renaissance was a transformative period in European history that gave rise to a cultural, political, and social rebirth of classical values and focuses from Greek and Roman antiquity. Coming out of the Dark Ages, and more specifically the Black Plague, the Renaissance celebrated life and emphasized the individual through humanism, classicism, scholasticism, and artistic innovation. This course delves into the rich tapestry of the Italian Renaissance, exploring its major themes, influential figures, and lasting impact on various aspects of society. Through a multidisciplinary approach, this course will specifically focus on the Renaissance’s rebirth and recreation of classical art, philosophy, rhetoric, religion, politics, and culture.

**Core Choices – 3<sup>rd</sup> year (semester course)****History of Sports**

From our earliest days as a nation, sports have pulled communities together, as well as creating bitter rivalries between cities. This course will examine the history of sports, their very foundations, as well as examine the role sports and athletes have played in shaping and changing society. With baseball as a main emphasis, we will study the five main sports of the U.S., sports with a more global interest, and the Olympics. We will develop an understanding of the inner relationship sports have on social, economic, cultural, and political forces that are at work in the United States as well as the world. We will do our historical investigation through readings, primary sources, audio, and visual materials as well as class discussions. You will understand why and how sports have become a popular cultural phenomenon, and how they reflect our society.

**Core Choices – 3<sup>rd</sup> year (semester course)****Vietnam War**

The Vietnam War is a complex and controversial subject. This course will endeavor to navigate the contentious story by presenting perspectives of all sides, including: the Cold War context, Vietnamese nationalism, Presidential policies, military tactics and strategies, American servicemen and women, Vietnamese combatants and civilians, the print and televised media, Rock ‘n Roll music as well as the American home front. Students will be challenged to analyze the absurd nature of war (what does war look like, how does war act, what does it feel like, what does it sound like, what does it smell like?) and sympathize with the combatants that must endure this hostile environment.

**Core Choices – 3<sup>rd</sup> year (semester course)****WWII**

World War II is an epic story. The primary purpose of this course is to humanize the World War II narrative by focusing on untold stories of its participants, emphasizing their service and their sacrifice. Students will analyze the traits and values that animate the service and sacrifice of the Greatest Generation. A secondary purpose is to examine war itself, and its realities (what does war look like, act like, sound like, smell like), while trying to understand how combatants endure this hostile environment. Lastly, the course will validate the proposition that World War II is an influential American Civil Rights story.

**Core Choices – 3<sup>rd</sup> year (semester course)****Women's History**

Putting women at the center of interpretation, this course explores the impact of historical events on the lives of women in the United States and around the world. The course analyzes the chronological developments of women in history from prehistoric times to the present with a focus on the political, social, cultural, and economic forces that influenced the behavior and societal expectations for women. While tracing larger trends and identifying common experiences, we also pay close attention to the specific experiences of individual women in-order to shed light on the differences and divisions among them. Students learn how a wide variety of women responded to shifting trends and examine how their active participation helped shape societies.

**Core Choices – 3<sup>rd</sup> year (semester course)****Civil Rights**

When Thomas Jefferson wrote, in the Declaration of Independence, that “all men are created equal and endowed by their Creator certain unalienable rights, that among these are Life, Liberty and the Pursuit of Happiness” an American creed was birthed elevating the social and political expectations of the aspiring nation to a high and noble standard. The stated values of Equality and Liberty immediately produced a national conundrum: How would the United States of America fulfill its founding ideals and satisfy its vow to all its inhabitants? This national dilemma sparked many moments of challenge and reform that contributed to a history of the “Long Movement,” consisting of individuals, groups, organizations, and elected officials who agitated and acted in an effort to transform America into a more perfected version of itself. This is the story of US.

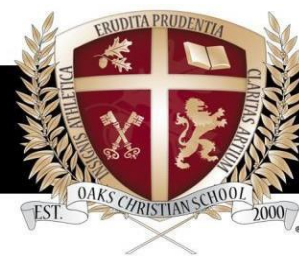
**United States Government – 4<sup>th</sup> year (semester)**

This course includes a study of the Constitution of the United States with an emphasis on American institutions and ideals. Attention is also given to the principles, operation, structure, purpose, and functions of the federal, state, and local government.

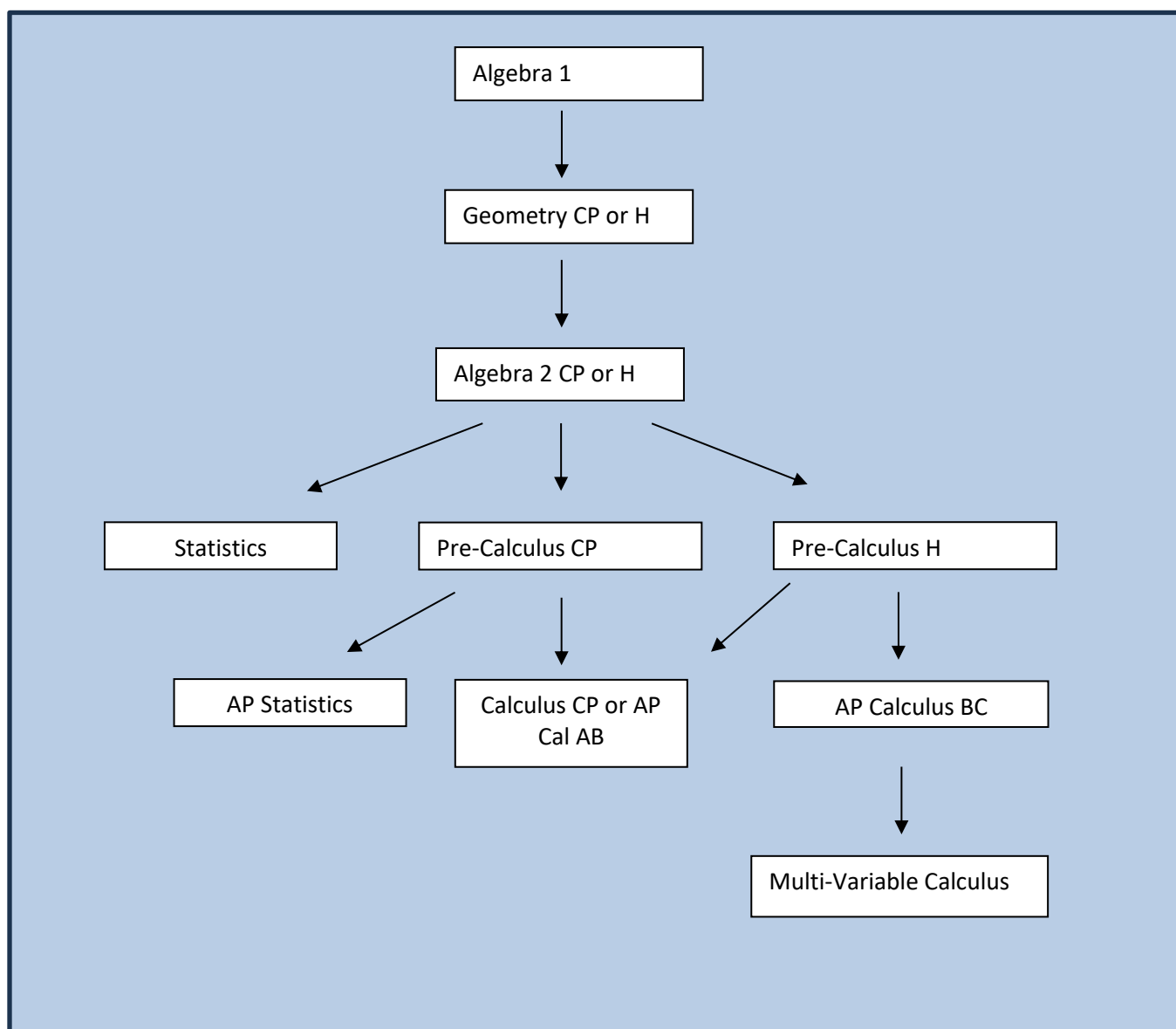
**AP United States Government and Politics – 4<sup>th</sup> year*****Prerequisite: Teacher recommendation***

This American government and politics course requires the development of a significant level of abstract thinking that goes beyond mere description of factual information and practical knowledge. This requires careful and rigorous attention to the subject and its presentation in the course. The instructional methods and products associated with this course will provide students with the opportunity to develop a factual working knowledge of American government and politics as well as the sophisticated explanatory skills to demonstrate that knowledge. It is critical that students develop the ability to express themselves clearly and in an organized fashion.

Written to the college board objectives, the student's performance on the AP exam will reflect the college readiness of the exam respondent. Therefore, there will be extensive reading, rigorous exams, numerous writing assignments associated with topics covered. The underlying purpose of all assignments and instructional strategies is twofold: to develop in students a confidence to be informed and active citizens participating in the political process, and to prepare students for the successful passage of the AP exam. Students must be actively engaged in their own learning in order to learn effectively. It is therefore quite important for students to take initiative in the coverage of material, timely completion of assignments, and proper preparation for assessments.



## Mathematics Department



### Mathematics Department Philosophy

For the Christian, any theory of mathematics presupposes belief in God. We should therefore expect that mathematics is related to God, the source of truth. Mathematics is based on the reality of the created order, on the structure that has been given to it, and on God's faithfulness in upholding the world through those laws that He embedded in His creation. Anyone can thus discover this mathematical order and put to use the structures and designs that exist.

***"Our first concern in mathematics is to help the student understand God's creation more fully, his task in it, and how mathematics can help him fulfill his calling."***

***Harro van Brummelan***



The study of mathematics at Oaks Christian School will lead students:

- To develop computational fluency and deepen conceptual understanding of the fundamentals of each course while strengthening connections between mathematical concepts.
- To read, analyze, reason, and communicate precisely when presented with proofs, multifaceted problems, and other mathematical texts.
- To cultivate logical thinking and imagination through exposure to and experience of mathematical patterns in creation.
- To become critical thinkers and persistent problem solvers able to apply skills and experience to non-routine problems.
- To find beauty and truth in mathematics, and delight in problem solving as a creative and recreational activity.

### Course Placement and Progression

Students are placed by prior math grade and teacher recommendation if they are a returning Oaks student. Students who are new to Oaks or matriculating MS to HS student will be placed by an evaluation of their transcript alongside a mathematics diagnostic test.

## COURSES

### Algebra I

The main purpose of Algebra I is to develop students' fluency with linear, quadratic, and exponential functions. The critical areas of instruction involve deepening and extending students understanding of linear and exponential relationships by comparing those relationships and by applying linear models to data that exhibit a linear trend. In addition, students engage in methods for analyzing, solving, and using exponential and quadratic functions. Some of the overarching elements of this course include the notion of function, solving equations, rates of change and growth patterns, graphs as representations of functions, and modeling.

### Geometry/Geometry Honors

**Honors Prerequisite:** *Completion of the prior math course with a year-long grade of 93% or better, meets or exceeds benchmark score on the placement test, and teacher recommendation.*

The fundamental purpose of the Geometry course is to introduce students to formal geometric proofs and the study of plane figures, culminating in the study of right-triangle trigonometry and circles. Students begin to formally prove results about the geometry of the plane by using previously defined terms and notions. Similarity is explored in greater detail, with an emphasis on developing trigonometric relationships and solving problems with right triangles. The correspondence between the plane and the Cartesian coordinate system is explored when students connect algebra concepts with geometry concepts. Students explore probability concepts and use probability in real-world situations. The major mathematical ideas in the Geometry course include geometric transformations, proving geometric theorems, congruence and similarity, analytic geometry, right-triangle trigonometry, and probability.

The honors course covers additional topics, incorporates more challenging application and evaluation questions on assessments, and has a higher expectation for abstract reasoning and for the construction of viable arguments. Students will also participate in math competitions.



**Algebra II/Algebra II Honors**

***Honors Prerequisite: Completion of the prior math course with a year-long grade of 93% or better, meets or exceeds benchmark score on the placement test, and teacher recommendation.***

The Algebra II course extends students' understanding of functions and real numbers and increases the tools students have for modeling the real world. Students in Algebra II extend their notion of number to include complex numbers and see how the introduction of this set of numbers yields the solutions of polynomial equations. Students deepen their understanding of the concept of function and apply equation-solving and function concepts to many different types of functions. The system of polynomial functions, analogous to integers, is extended to the field of rational functions, which is analogous to rational numbers. Students explore the relationship between exponential functions and their inverses, the logarithmic functions. Trigonometric functions are extended to all real numbers, and their graphs and properties are studied. Finally, students' knowledge of statistics is extended to include understanding the normal distribution, and students are challenged to make inferences based on sampling, experiments, and observational studies. The TI-Nspire calculator is used as a learning tool and is required for the course.

The honors course covers additional topics, incorporates more challenging application and evaluation questions on assessments, and has a higher expectation for abstract reasoning and for the construction of viable arguments. Students will also participate in math competitions.

**Pre-Calculus/Pre-Calculus Honors**

***Honors Prerequisite: Completion of the prior math course with a year-long grade of 93% or better, meets or exceeds benchmark score on the placement test, and teacher recommendation.***

Precalculus combines concepts of trigonometry, geometry, and algebra that are needed to prepare students for the study of calculus, physics, other sciences, and engineering in college. The course strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Topics covered include a review of basic algebraic concepts; analysis of functions and techniques for graphing polynomial, rational, algebraic, exponential, logarithmic and trigonometric functions; identities; probability and statistics; the formation of algebraic proofs; conics; polar coordinates; vectors; limits and derivatives. The TI-Nspire calculator is used as a learning tool and is required for the course.

The honors course will also cover introductory topics of differential calculus including differentiation, limits and solve-related problems. Besides covering additional topics, this course incorporates more challenging application and evaluation questions on assessments, has a higher expectation for abstract reasoning and for the construction of viable arguments. Students will also participate in math competitions.



### Statistics and Probability

In the Statistics and Probability course, students continue to develop a more formal and precise understanding of statistical inference, which requires a deeper understanding of probability. Students learn that formal inference procedures are designed for studies in which the sampling or assignment of treatments was random, and these procedures may be less applicable to non-randomized observational studies. Probability is still viewed as long-run relative frequency, but the emphasis now shifts to conditional probability and independence, and basic rules for calculating probabilities of compound events. Probability is presented as an essential tool for decision making in a world of uncertainty.

### AP Statistics

**AP Prerequisite:** *Teacher recommendation and qualifying score on diagnostic test.*

AP Statistics is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. It is expected that students who take this course will seek college credit, college placement or both from institutions of higher learning. There will be an exam for this course given through the AP College Board in the spring. In this course, students are introduced 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 departures 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.

### Calculus

Calculus is designed for the student who has successfully completed a pre-calculus course but is not ready to advance to AP Calculus. The course will begin with a review of functions and limits. The theory and techniques of differentiation and integration of polynomial and basic trigonometric functions are the primary topics of this course along with applications for both differentiation and integration. This course will provide a strong foundation that will give students the tools to succeed in future mathematics courses. The TI-Nspire calculator is used as a learning tool and is required for the course.

### AP Calculus AB

**AP Prerequisite:** *Teacher recommendation and qualifying score on diagnostic test.*

AP Calculus AB is equivalent to the first semester of college calculus. It is expected that students who take this course will seek college credit, college placement or both from institutions of higher learning. There will be an exam for this course given through the AP College Board in the spring. The course reviews analytic geometry and limits. The theory and techniques of differentiation and integration of polynomial, trigonometric and transcendental functions are covered, and applications are included for both integration and differentiation. A TI-Nspire is required, as the student will be taught to use the calculator as a support for analysis, and graphing calculators are required by the College Board for the AP Calculus AB test.

### AP Calculus BC

**AP Prerequisite:** *Teacher recommendation and qualifying score on diagnostic test.*

AP BC Calculus is equivalent to the first and second semesters of college calculus. The serious student will be prepared to take the AP Exam in BC Calculus. The theory and techniques of differentiation and integration of polynomial, trigonometric, and transcendental functions are covered, and applications are included for both integration and differentiation. In addition, differential equations, infinite series, and power series are covered. A TI-Nspire is required, as the student will be taught to use the calculator as a support for analysis, and graphing calculators are required by the College Board for the AP Calculus BC test.





**Multivariable Calculus*****Prerequisite: Completion of AP Calculus BC***

Multivariable Calculus is for students who have successfully finished AP Calculus BC or have received special consideration from the instructor. Students will explore vector-valued functions, including their differentiation and integration and applications such as velocity, acceleration and as a position function. Differentiating and integrating functions of several variables including partial derivatives and differentials will be covered. Examining area and volume and surface area with multiple integrals will be stressed. The course finishes with vector fields, Green's Theorem, parametric surfaces, the divergence theorem, Stokes's Theorem, linear algebra, and probability. The TI-Nspire CX calculator is used as a learning tool and is required for the course.

$$f(x) = a_0 + \sum_{n=1}^{\infty} \left( a_n \cos \frac{n\pi x}{L} + b_n \sin \frac{n\pi x}{L} \right)$$



## Modern and Classical Languages Department

# LANGUAGE PROGRESSION



## Complete Level 3 of 1 Language

**3 YEARS**

### Modern and Classical Languages Department Philosophy

The Modern & Classical Language Department at Oaks Christian School strives to teach students to communicate and interact with cultural competence in multilingual communities here in the United States as well as around the world. We seek to educate students who will appreciate a global perspective, who will consider, thoughtfully, the values and traditions of other cultures to learn from them, and who will appreciate how language embodies the very culture they are studying. Our students learn to communicate in the target language with a balanced approach of listening, speaking, reading, and writing.

### Course Placement and Progression

Students who are matriculating from an Oaks language course move on to the next level by teacher recommendation; students who are new to Oaks will take a diagnostic test to determine placement.

### Alternate Progression

- Completion of Level 2 of two Languages (French, Latin, Mandarin Chinese, or Spanish); American Sign Language is offered online for students who pursue the 2 years each of separate languages.
- OC Online offers 3 years of American Sign Language to meet the graduation foreign language requirement.



## COURSES

### French I

French I equips students to navigate the French-speaking world at a basic level. In this college-preparatory course, students have frequent reading, writing, listening, and speaking assessments on the common vocabulary, grammar structures, and nuances of the French language and culture. Students also engage in French cultural experiences to apply their knowledge in a practical, fun atmosphere.

### French II

In French II, students strengthen their ability to navigate French-speaking countries. They use more complex structures in daily language, including the past tense. They also continue to expand their knowledge and understanding of the art, culture, and geography of these countries.

### French III/French III Honors

**Honors Prerequisite:** *Completion of French II with a spring term semester grade of 87% or better and teacher recommendation.*

French III is an advanced foreign language course that fulfills the minimum foreign language requirement for all students. Listening and speaking skills are closely monitored and assessed through classroom interaction and formal assessments. Students should be able to express opinions and compare and contrast cultural nuances. Students should be able to write paragraphs in French. Reading comprehension will continue to develop using longer stories and more advanced structures.

In French III Honors, students will do all of the above and will acquire more complex vocabulary, a greater variety of high-frequency structures, and acquire structures that will enable them to communicate the following situations in all persons using most regular verbs and high-frequency irregular verbs: future and hypothetical possibilities, opinions and desires, and present and past perfect actions. Additionally, students will listen to authentic aural sources and discuss content, read authentic French language literature and non-fiction articles, discuss content, and compare and contrast aspects of French and Francophone culture.

### French IV Honors

**Honors Prerequisite:** *Completion of French III with a spring term semester grade of 87% or better or completion of French III Honors and teacher recommendation.*

French IV Honors is an intense year of grammar revision, vocabulary enhancement, and fine-tuning of the four language skills. Students will be giving presentations, participating in debates, reading various sorts of literature and watching several French-language films (responding to them in both written and oral forms), writing compositions, and listening to news broadcasts, recorded dialogues, and French popular songs. In doing these activities, students will increase their knowledge and understanding of the French-speaking cultures and will improve their level of competency in the language.

### AP French V

**AP Prerequisite:** *Completion of French IV Honors and teacher recommendation.*

AP French is an intense year of grammar revision, vocabulary enhancement, and fine-tuning of the four language skills: listening comprehension, reading, writing, and speaking in order to prepare for the AP Exam in May. Students will be giving presentations, participating in debates, reading various genres of literature and responding in both written and oral forms, writing compositions, and listening to news broadcasts and recorded dialogues between native speakers. While doing the mentioned activities, students will increase their knowledge and understanding of the French culture and will improve their level of competency in the language.



**Latin I**

Latin I is the introductory course of a five-year Latin language program. This course builds a student's facility with the Latin language through speaking, vocabulary, and grammar. In this course, students will develop reading, writing, and translating skills in Latin through frequent exercises and the practice of parsing Latin sentences. To immerse the students into the world of a living Latin, students will study and discuss Roman culture, mythology, and history; the students will also explore and analyze the influences of Latin and the Romans, especially English derivatives and their etymologies.

**Latin II**

Latin II is the second-year course of a five-year Latin program. Latin II continues to build a student's facility with the Latin language through speaking, vocabulary, and grammar. The students will be using Jenney's *First Year Latin*, ancillary textbooks, adapted literature (various authors, such as the Vulgate Bible, etc.), Eutropius' *Breviarium* and Julius Caesar's *De Bello Gallico*. In this course, students will continue to develop skills through reading and writing exercises and the practice of parsing Latin sentences. To immerse the students into the world of a living Latin, students will continue to study and discuss Roman culture, mythology, and history as well as exploring and analyzing the influences of Latin and the Romans. The second semester will be dedicated to reading, analyzing, and discussion.

**Latin III/Latin III Honors**

**Honors Prerequisite:** *Completion of the previous language course with a year-long grade of 87% or better and teacher recommendation.*

Latin III is a level 3 course in which students will continue to develop their reading, writing, and translating skills through constant reading and writing exercises. The students will also learn more about advanced aspects of Roman history and culture. There will be an emphasis on Latin literature since the students will be primarily reading selections from Roman authors.

**Latin IV Honors**

**Honors Prerequisite:** *Completion of Latin III or Latin III Honors with a year-long grade of 87% or better and teacher recommendation.*

Latin IV Honors is an advanced level 4 course. Students will continue to develop their reading, writing, and translating skills through constant reading. The students will also learn more about different aspects of Roman history, culture, and writing styles of Roman authors. They will be immersed in Latin poetry and scansion. There will be an emphasis on Latin literature of Roman poets.

**Latin V Honors**

**Honors Prerequisite:** *Completion of Latin IV Honors course with a year-long grade of 90% or better and teacher recommendation.*

Latin V Honors is a continuation study for students who advanced through the previous four years of Latin study. Students continue to read and translate authentic literature and study the culture and history of the Romans.

**Mandarin Chinese I**

This college preparatory course introduces basic grammar, speech patterns, sentence structure, and common vocabulary used in daily conversation. The course will also introduce the "simplified" Chinese character writing system, including basic strokes, stroke orders, radicals, and the Chinese phonetic system which will be used throughout the year. Chinese culture will be included as each unit unfolds.

**Mandarin Chinese II**

The goal of this course is to strengthen students' language skills by building on their existing Chinese language foundation. Students will continue to develop their listening, speaking, reading, and writing skills by engaging in more complex sentences and structures. Students will also continue to add to their understanding of the culture, history, and geography of China.



**Mandarin Chinese III/Mandarin Chinese III Honors**

**Honors Prerequisite:** *Completion of Mandarin Chinese II with a year-long grade of 87% or better and teacher recommendation.*

Chinese III students are exposed to greater variety of vocabulary and more practical, complex sentence and structures. Listening and speaking skills are closely monitored and assessed through classroom interaction and formal assessments. Students should be able to express opinions and compare and contrast cultural nuances.

Chinese III Honors covers the same material as Chinese 3; however, the content is presented at a more rapid pace and with a stronger focus on essay writing. At the honors level, students will be expected to acquire a wider range of vocabulary, express themselves using less-common words in the structures they study, read authentic sources appropriate to their level and be able to compare and contrast different cultural aspects of the Chinese-speaking world.

**Mandarin Chinese IV Honors**

**Honors Prerequisite:** *Completion of Mandarin Chinese III or Mandarin Chinese III Honors with a year-long grade of 87% or better and teacher recommendation.*

Chinese IV Honors strengthens students' language skills with an increasing variety of authentic material in addition to the textbooks, such as Chinese literature, poetry, movies, and newspapers. Readings, discussions, and compositions are based on specific topic learning of current Chinese society and in student and teenage life. Students will continue to compare and contrast both auditory and print sources and use those sources for oral presentations and essays.

**Mandarin Chinese V Honors**

**Honors Prerequisite:** *Completion of Mandarin Chinese IV Honors with a year-long grade of 87% or better and teacher recommendation.*

This is an advanced world language course that continues building fluency in Chinese and begins preparation for the AP Exam. The goal of this course is to enhance students' language skills and sharpen their fluency and understanding of the Chinese language and culture. Students broaden and deepen their vocabulary and syntactical structures by reading and listening to authentic sources. Writing and speaking focus on proficient communicating through in-depth discussions, story narrations, conversations on daily topics, and cultural presentations.

**Spanish I**

This course introduces basic grammar, speech patterns, sentence structure, and common vocabulary used in daily interchange. This college preparatory course also introduces students to the art, culture, and geography of the 21 Spanish-speaking countries. A variety of approaches is used to enhance language learning of all types of learners enabling auditory, visual, and kinesthetic learners to thrive. The direct method, where the teaching is almost entirely in Spanish, will be the main teaching method, but there will be opportunities to clarify grammar concepts and discuss cultural topics in English. Spanish I will focus on developing the following language skills: listening comprehension, reading comprehension, speaking, and writing. At the course's completion, students are expected to engage in basic conversations using present, present progressive, and simple future tense verbs.

**Spanish II**

With a continuing emphasis on oral and reading comprehension, speaking, and writing, this college preparatory course will help students refine their use of the past and present tense verbs in daily conversations. The course will begin with a review of the present tense and move on to the past tense while focusing on developing their listening, reading, and writing skills. They will also become familiar with reflexive verb tenses and a wide variety of structures. Spanish II exposes students to more Spanish-speaking countries and teaches the students more about culture through a series of novels that take place in Spanish-speaking environments.



**Spanish III/Spanish III Honors**

**Honors Prerequisite:** *Completion of Spanish II with a year-long grade of 87% or better and teacher recommendation.*

Spanish III is an advanced foreign language course that fulfills the minimum requirement of the three-year foreign language requirement for all students. Listening and speaking skills are closely monitored and assessed through classroom interaction and formal assessments. Students should be able to express opinions and compare and contrast cultural nuances. Students should be able to write paragraphs in Spanish. Reading comprehension will continue to develop using longer stories and more advanced structures.

At the honors level, students will be expected to acquire a wider range of vocabulary, express themselves using less commonly used verbs in the structures studied, read authentic sources appropriate to their level, and be able to compare and contrast different cultural aspects of the Spanish-speaking world.

**Spanish IV/Spanish IV Honors**

**Honors Prerequisite:** *Completion of Spanish III or Spanish III Honors with a year-long grade of 87% or better and teacher recommendation.*

Spanish IV is a higher-level language course that focuses on college preparation of the four basic skills: reading, writing, speaking, and listening. This course is practical and will reinforce the previous three levels of grammar, literature, and conversation. Conducted almost exclusively in the target language, students will be able to practice real-world exchange of ideas and broaden their cultural awareness.

Spanish IV Honors is an advanced world languages course that continues building fluency in Spanish and begins preparation for the AP Exam in the fifth year. Students continue to develop and refine the skills of listening, speaking, reading, and writing. Students broaden and deepen their vocabulary and syntactical structures by reading and listening to authentic sources. Through reading, more complex structures are introduced and high frequency uses of those structures are emphasized and acquired. Students continue to compare and contrast both auditory and print sources and use those sources for oral presentations and essays.

**AP Spanish**

**AP Prerequisite:** *Completion of Spanish IV or Spanish IV Honors with a year-long grade of 87% or better and teacher recommendation.*

AP Spanish is a preparation course for the AP Spanish language examination. It engages students in reading, writing, listening, and speaking activities in order to promote fluency in the Spanish language, as well as equip the students with the skills necessary to pass the AP exam.





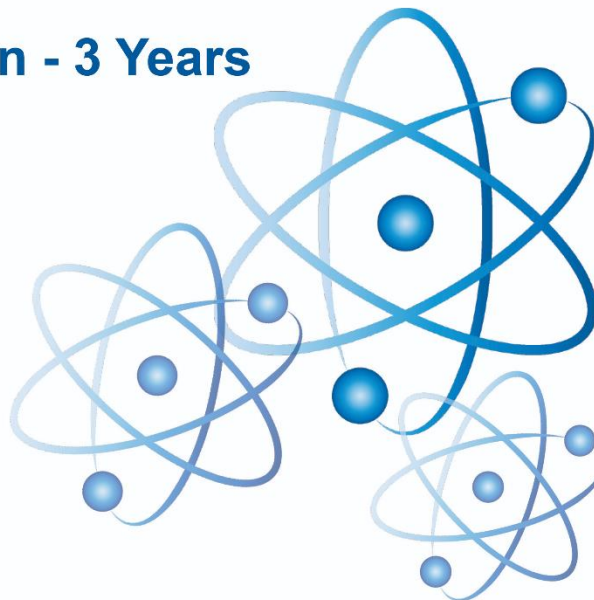
## Science Department

### Science Progression - 3 Years

1 Year of Life Science  
1 Year of Physical Science

#### ***1 Year of the Following***

Marine Biology /H  
Anatomy & Physiology /H  
Physics /H/AP  
Environmental Science AP  
Biotechnology /H  
Sports Medicine



#### **Science Department Philosophy**

God is the Creator and Sustainer of all things and He uses His creation to reveal His existence and character (Gen. 1:1, Rom. 1:20). Man has been charged to explore, develop and subdue the earth for his provision, for the development of culture, and for God's glory (Gen. 1:28). Even though man's understanding is impaired by sin, all truth is God's truth, and the Bible and true facts of science do not conflict. Scientific discovery is *not* a neutral activity, and the Christian scientist must be astute in detecting the presuppositions of any theory. Although scientific inquiry and theories have implications throughout all of life—social, political, moral, etc.—it is important to emphasize that they cannot speak definitively on such issues as the nature and purpose of man, the problem of evil, and the existence of God. Ultimately, the study of creation should lead a student to a deeper reverence and love for the person of God.

#### **Course Placement and Progression**

Freshmen generally take biology; if they are especially engineering-oriented, they may choose to enroll in physics instead. However, completion of a life science is a graduation requirement. Sophomores need to complete a physical science. Junior and Senior students may enroll in the third lab science of their choosing. Honors placement is dependent upon teacher recommendation and prior course performance. Students interested in the Health Sciences Institute should take the Introduction to Health Science as a semester elective in 9<sup>th</sup> Grade.



## COURSES

### Biology

Biology is a cutting edge, laboratory-based college preparatory course in which students will learn about the living world from the simplest cells to complex interactions between living organisms and their environment. Major emphasis is placed on chemistry of organic compounds, cell structure and function, ecology, genetics, origins, biotechnology, and body systems (digestive, circulatory, respiratory, immune and system interactions). Topics are taught through the lens of a Biblical worldview and students learn how to integrate faith with scientific endeavors. A hallmark of the course is hands-on learning through state-of-the-art labs that include training and use of microscopy, Vernier digital probes, anatomical dissection, micropipettes, and DNA gel electrophoresis. Use of technology is integrated as part of the student's learning and assessments. Students will use their own devices (smart phone, computer) to create elegant digital projects and reports.

### Biology Honors

**Honors Prerequisite:** *Completion of the previous science course with a year-long grade of 93% or better and teacher recommendation.*

Honors Biology and Biology differ in depth of the topics covered and in an emphasis on student led inquiry and collaborative investigation. Typically, the student enters Honors Biology with advanced mathematics standing and a high interest in science. This course is designed to be a laboratory-based college preparatory course and to provide an understanding of biological concepts including chemistry of organic compounds, cell structure and function, ecology, genetics, origins, biotechnology, and body systems. Focus is on active student participation and the development of critical thinking skills. In addition, and perhaps more fundamentally, students will be presented with the implications of a Biblical worldview in science and will be challenged to learn how to integrate faith with scientific endeavors. Through this course students will gain the skills necessary to become members of society capable of critical thinking, analytics, and respectful discourse about difficult, relevant global topics. Honors Biology is a full year course.

### AP Biology

**Honors Prerequisite:** *Completion of Biology and Chemistry with a year-long grade of 90% or better and teacher recommendation.*

Advanced Placement Biology is a laboratory-based, college-level biology class. This rigorous, fast paced course is designed to provide students with conceptual and factual scientific knowledge, as well as help develop the analytical skills necessary to deal critically with the rapidly changing science of biology. Classes will consist mostly of developing models through lecture, discussion, interactive activities, and laboratory activities. In May, students will take the AP Biology exam, which will consist of a multiple choice and essay (free response questions) component. If students pass the exam with a score of 3, 4 or 5, then they may be eligible to receive college credit for biology.

The AP Biology course will use the Biology in Focus textbook found embedded in Pearson's Mastering Biology platform, and will cover all the major topics of biology, including natural selection, chemistry of life, cell structure and function, cell energetics, cell communication, heredity, gene expression and ecology.

### Introduction to Health Sciences (semester)

This semester long introduction course is the first course in the new Health Science Institute. Students should sign up for this course that are interested in pursuing Health Sciences during grades 10-12. Introduction to Health Sciences covers the foundations of health sciences including medicine, personal/behavioral health, government services, and biotechnology. This course focuses on the wonder of God's preeminent creation and the intricacies of the human body.



### Chemistry/Chemistry Honors

**Honors Prerequisite:** *Completion of Biology CP with a year-long grade of 90% or better and teacher recommendation, OR completion of Biology H with a year-long grade of 83% or better and teacher recommendation.*

Chemistry offers students a thorough grounding in the basic principles of inorganic chemistry. The emphasis for the class is to help students make sense of their observations in the macroscopic world with evidence-based reasoning and express scientific ideas and relationships in multiple formats. Lab experiments are designed to challenge students to revise their thinking in order to describe or explain the evidence they encounter. Students will learn to use a number of representational tools (verbal, diagrammatic, graphical, algebraic) and move readily from one to another when describing phenomenon. The planned scope and sequence for the units covered in the class is as follows: The planned scope and sequence for the units covered in the class is as follows: Matter as simple particles, particles are in motion, particles store and transfer energy, particles can be compounded, particles have definite masses, particles have internal structure, ionic vs covalent bonding, particles can rearrange in chemical reactions, ratios in chemical reactions, nuclear model of the atom and interaction of light and matter, electron structure and periodicity, distribution of valence electrons and intermolecular forces, kinetics, and acids and bases. Chemistry and Honors Chemistry will differ largely in the depth and scope of topics covered. Honors students are required to demonstrate a higher proficiency in science practices with a strong emphasis on mathematical reasoning.

### AP Chemistry

**AP Prerequisite:** *Completion of Chemistry or Chemistry Honors with a year-long grade of 90% or better and teacher recommendation, completion of Geometry Honors with 83% or better, and concurrent enrollment in Algebra II or higher.*

AP Chemistry is an introductory college-level chemistry course with its content grounded in four big ideas, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course: scale, proportion, and quantity; structure and properties; transformation; and energy. The course content is organized into nine units: atomic structure and properties, molecular and ionic compound structure and properties, intermolecular forces and properties, chemical reactions, kinetics, thermodynamics, equilibrium, acids and bases, and applications of thermodynamics. The science practices are central to our study and practice of chemistry and will be applied on a regular basis, including an extensive lab portion in which students will maintain a laboratory notebook. The science practices include models and representation, question and method, representing data and phenomena, model analysis, mathematical routines, and argumentation. Students will be well-prepared for the AP Chemistry Examination written by the College Board and administered during early May.

### Biotechnology and Molecular Biology (H)

**Prerequisite:** *Completion of Biology and Chemistry and teacher recommendation.*

This is a cutting edge, laboratory-based course that examines the role of molecular biology and bioethics in biotechnology. It introduces students to biotechnology laboratory skills, including documentation, safety, and solution preparation. Major emphasis is placed on aseptic techniques, DNA amplification using polymerase chain reaction (PCR), recombinant DNA techniques, protein purification, spectrophotometry, and electrophoresis techniques. A key aspect of this course is the examination of ethics in biotechnological approached from a Biblical worldview. In each unit, students will address ethical questions related to the unit content and techniques. This course aims to produce technically sound scientists who evaluate information and make informed decisions, especially when larger ethical questions may be involved.



## Physics

The subject matter of physics is the way that the physical universe works—specifically the study of motion and its causes and effects, and the various forms of energy at work in the world. This is an introductory level course designed to develop in the students an understanding of the general physical laws of the universe, and an ability to apply those laws to specific situations conceptually and mathematically. This will require the use of good skills in algebra and basic trigonometry.

Hands-on lab experiences will be utilized to demonstrate concepts under discussion and also to provide students opportunities to gather, analyze, and interpret actual data.

The sequence of the units covered in the class is as follows: Describing linear motion—speed, velocity, acceleration; falling objects and projectile motion; Newton’s laws of motion; momentum and impulse; circular motion and gravity; rotational motion; energy and simple machines; SHM and oscillations; fluid dynamics; temperature and heat; thermodynamics; wave motion and sound; electrostatics; current electricity and circuits; magnets and electromagnetism; optics.

## AP Physics I

**AP Prerequisite:** *Completion of Geometry Honors with 83% or better, concurrent enrollment in Algebra II (Algebra 2H if grade 9), and current science teacher recommendation.*

This course covers the content of the AP Physics I exam as described by College Board, and students are expected to take the AP Physics I exam at the end of the school year. The content mirrors an algebra-based, introductory college-level physics course covering these topics: kinematics, dynamics, circular motion, energy, momentum, simple harmonic motion, and rotational motion. Furthermore, this is an inquiry-based, project/lab course that pushes students to develop their skills and abilities in laboratory techniques, use of instrumentation, observation, data collection, and data analysis (mathematical and graphical) to conduct real world problem solving.

## AP Physics II

**AP Prerequisite:** *Completion of AP Physics I, concurrent enrollment in Algebra II or higher, and teacher recommendation.*

This course covers the content of the AP Physics II exam as described by College Board, and students are expected to take the AP Physics II exam at the end of the school year. The content mirrors an algebra-based, introductory college-level physics course exploring these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; as well as quantum, atomic, and nuclear physics. Students will cultivate their understanding of physics through inquiry-based investigations as they develop their skills and abilities in laboratory techniques, use of instrumentation, observation, data collection, and data analysis (mathematical and graphical) to conduct real world problem solving.

## AP Environmental Science

**AP Prerequisite:** *Completion Biology and Chemistry with a year-long grade of 83% or better and teacher recommendation.*

AP Environmental Science is designed to be the equivalent of a ONE-SEMESTER, introductory college-level course (though we utilize two high school semesters to teach the class). Unlike many other AP courses, Environmental Science is unique in its interdisciplinary nature which includes geology, biology, ecology, chemistry, physics, economics, philosophy, and politics. All students taking AP Environmental Science must have successfully completed two years of high school laboratory science (one life science and one physical science) and at least one year of algebra. AP Environmental Science is an option recommended for students who are not necessarily planning on a science major in college. It is a laboratory science involving quantitative and qualitative analyses of air, water, soil, biodiversity, population, energy, toxicity, and many other related investigations. Assessments and assignments will include debates, reading, notes, lab reports, worksheets, essays, creative presentations, quizzes, projects, and tests.



**Anatomy and Physiology/Anatomy and Physiology Honors**

**Honors Prerequisite:** *Completion of Biology and Chemistry with a year-long grade of 90% or better OR Biology Honors and Chemistry Honors with a year-long grade of 83% or better and teacher recommendation.*

This course is an advanced biology course, designed for the student interested in the structure and function of the human body, and for students who are interested in biological or medical careers. Structure will be addressed in the anatomy portion of the class and function in the physiology portion; both subjects will be presented concurrently. The classroom component will consist of lectures, videos, and typical classroom activity. The laboratory component of this course will occur both in the lab and outdoors, with students participating as experimental subjects. Experiments will consist of dissections, wet-labs, and computer-simulated labs.

Students in the honors course complete the more advanced labs (e.g. dissections); much of the more complex systems and information are covered in this honors course as opposed to the regular course. In general, the class differs mostly in depth of topics covered and in the inclusion of certain topics. Typically, the student enters Anatomy and Physiology Honors with advanced mathematics and a high interest in science. Certain lab experiments reflect the depth of topics covered.

**Marine Biology/Marine Biology Honors**

**Honors Prerequisite:** *Completion of Biology and/or Chemistry with a year-long grade of 83% or better and teacher recommendation.*

Marine Biology is the study of aquatic biomes including the ocean, estuaries, lakes, and rivers. The flora and fauna will be studied with detailed study of characteristic species, including mammals, osteichthyes, chondrichthyes, gastropods, cephalopods, cnidarians, ctenophores, crustaceans, and sponges. The class will involve class lecture, discussions, laboratories, and field trips. The assessment portion of the class will involve written lab reports, research papers, section exams, and participation in all aspects of the class. The class will afford the opportunity for students to explore the environment firsthand. After completing the class, students will be able to identify the makeup of the ocean, the factors that influence the oceans' salinity, oceans' temperature, oceanic organisms, and characteristic vertebrates and invertebrates in the different parts of the ocean, and they will also understand the effect man has on the ocean and his responsibility to protect it.

Students in the honors course complete the more advanced labs (e.g. dissections); much of the more complex systems and information are covered in this honors course as opposed to the regular course. In general, the class differs mostly in depth of topics covered and in the inclusion of certain topics. Typically, the student enters Marine Biology Honors with advanced mathematics and a high interest in science. Certain lab experiments reflect the depth of topics covered.

**Sports Medicine**

This course is an introduction for students to the anatomy and physiology of the human body and how it relates to athletes and sports medicine. The course covers introductory topics regarding specific systems of human anatomy and progresses to correlation of treatment from general first aid to advanced treatment protocols for common athletic injuries. The hands-on laboratory work spans from dissection to physiology-based labs to medical evaluation and treatment protocols. At the end of the course, students should have a basic knowledge of the human body and treatments particular to athletes' sport injuries. Students who are seeking to pursue a career in sports or fitness will find this course challenging and rewarding.

**Introduction to Engineering (semester class)**

Students will learn the engineering design process, engineering calculation, design documentation and presentation, and how to use tools safely and effectively. Students will complete one project from each of the four engineering disciplines, giving students direct experience on which to base a choice of pathways.





# THE ARTS: Performing and Visual

**2 YEARS**  
of a visual and/or  
performing art



## Performing Arts Department

### Philosophy Statement

In the beginning, God created. In the beginning, God created man in His own image. Therefore, since God created us, we can assume that He is a creative being. Our ability to create and appreciate art makes us uniquely human and sets us apart from the rest of creation. As we create, we bear the very stamp of the One who created us, and knowing this drives us, compels us, and even obligates us to create beauty which we call art. Art can take on many forms through vocal and instrumental music, dance, and the expression of theater. The Performing Arts Department at Oaks Christian embodies this philosophy of creativity through its various disciplines, and seeks to provoke thought as well as inform, excite, and ignite music, dance, and theater students with the passion of creativity through the expression of their distinct, God-given, and unique artistic abilities.

Within the Oaks Christian Performing Arts Department, we seek to possess a comprehensive and robust curriculum taught from a Christian worldview which not only reaches back into the rich history of theory, performance practice, and pedagogy, but also looks toward the future, equipping and preparing our students to be masters of their art. Finally, it is our hope that our students will become effective leaders in their respective art forms, and will take their skills, passions, and talents into a hurting world, and be a healing agent of creativity to all whom they encounter.

## COURSES

### Beginning Digital Recording: Logic Pro X 101/102

The Digital Audio Workstation (DAW) format of Apple's Logic Pro X will be taught. Students will gain a basic knowledge of Musical Instrument Digital Interface (MIDI) and audio recording as well as editing recorded tracks and regions. An overview of basic functions of Logic Pro X will be presented so that at the end of the course, students will be able to record their own musical projects and convert them to an mp3 format.





**Advanced Digital Recording: Mixing 101*****Prerequisite: Beginning Digital Recording***

Students will expand their knowledge of basic Logic Pro X skills through the process of mixing and basic mastering techniques. Areas of focus in this class will include studio set-up fundamentals, signal chain, EQ, compression, reverb/delay, low-end bass, levels, and vocal mixing. Students may have opportunities to collaborate with Songwriting, Vocal, and Film students on various projects. It is recommended that students have an Apple laptop computer with Logic Pro X installed, but it is not required.

**Beginning Piano**

Students in this course will develop functional keyboard skills that will provide self-expression and personal growth through participation in music. The course will expose students to basic piano techniques, theory, scales, chords, and repertoire as well as encompass the skills of early sight-reading and beginning improvisation. The discipline of consistent practice in conjunction with graded early-adult piano methods will aid the student in successfully comprehending the fundamentals of music reading as well as executing elementary piano repertoire. Additionally, students will be exposed to a variety of styles and composers, as well as music from the various periods of music, increasing their knowledge and appreciation of various genres.

**Intermediate/Advanced Piano*****Prerequisite: Beginning Piano or placement audition***

Students in this course will develop keyboard and musicianship skills, including fundamental and advanced technique, scale playing, sight-reading, harmonization, transposition, ensemble playing, accompaniment, and piano repertoire. Additionally, students will be exposed to a variety of styles and composers, as well as music from the various periods of music, increasing their knowledge and appreciation of various genres. Performance practice will be emphasized through regular Master Classes. Scalar and arpeggio techniques are studied in preparation for further work in choral, instrumental, ensemble, and solo literature. This class is for students who have had at least 2 or more years of **recent** piano experience or private lessons.

**Jazz Band*****(Entry into ensemble by audition)***

Open to all students playing traditional jazz band instruments. Jazz Band is a year-long elective course. It is advantageous for students to be concurrently enrolled in Symphonic Band. Students must have prior playing experience either in classroom instruction and/or private instruction. A variety of jazz literature/styles will be explored, e.g., swing, Latin, bebop, bossa-nova, fusion, and others. Basic music theory, scale and rhythmic studies, and improvisation will also be included. Students are encouraged to improvise during most class meetings. Students will participate in several performances throughout the school year.

*For audition information, please contact Mr. Trombetta at [vtrombetta@oakschristian.org](mailto:vtrombetta@oakschristian.org)*

**Orchestra*****(Entry into ensemble by audition)***

Orchestra is open to all students who play stringed instruments associated with the Western European traditions (Violin, Viola, Cello, and Upright Bass). **THIS IS NOT AN ENTRY LEVEL CLASS and entry into the ensemble is by audition only.** Students must have at least 2 years prior playing experience in either classroom instruction and/or private instruction, demonstrate proficiency on their instrument, and be able to read music. Styles of music will include traditional orchestral music of the Baroque, Classical, Romantic, and 20<sup>th</sup> century, as well as popular, rock, and jazz literature. Music theory, improvisation, and chamber music performance practice will also be included. *For audition information, please contact Mrs. Altizer at [maltizer@oakschristian.org](mailto:maltizer@oakschristian.org).*



**Symphonic Band****(Entry into ensemble by audition)**

Open to all students playing traditional band instruments and is a year-long elective course. **THIS IS NOT AN ENTRY LEVEL CLASS.** Students **must** have at least 2 years prior playing experience in either classroom instruction and/or private instruction and be able to demonstrate proficiency on their instrument and be able to read music. Traditional band literature will be explored, e.g., orchestral transcriptions, marches, movie scores, pop, and others. Basic music theory, scale and rhythmic studies will also be included. Students will participate in several performances throughout the school year.

*For audition information, please contact Mr. Trombetta at [vtrombetta@oakschristian.org](mailto:vtrombetta@oakschristian.org)*

**Oaks Chorale**

Oaks Chorale is a mixed choir course that is open to all high school students with no audition required. Instruction in vocal production, ensemble singing, solos performance, microphone technique, stage movement, and basic theory will be included. Focus on developing stage presence and understanding stage movement will be emphasized. Students will participate in at least one public performance each quarter. Students will learn vocal techniques that will be applied to different vocal styles including classical, pop, rock, jazz, and music theater. This class can be taken for subsequent years and changes each year based on changing repertoire and performances.

**Advanced Women's Chorus****Prerequisite: one year of high school choir; vocal audition required**

The class includes advanced instruction in vocal production, ensemble singing, solo performance, microphone technique, stage movement, basic theory, and development of stage presence. Students will participate in at least one public performance each quarter. All students will be required to also be in a small performing ensemble (duets, trios, quartets, etc.) and will be asked to work on a solo as well. Focus on developing stage presence and understanding stage movement will be emphasized. Students will build upon vocal techniques that will be applied to different vocal styles including classical, pop, rock, jazz, and music theater. This class can be taken for subsequent years for credit. The class content changes each year based on changing repertoire and performances.

*For audition information, please contact Mr. Rouse at [erouse@oakschristian.org](mailto:erouse@oakschristian.org)*

**OC Voices****Vocal audition required**

OC Voices is a mixed choir experience for advanced vocal students who have previous singing experience and is by audition only. Group auditions are held in the spring of the previous school year. OC Voices focuses on development of a cappella sound and techniques related to contemporary a cappella singing. Students will build upon development of vocal techniques that will be applied to different vocal styles including classical, pop, rock, jazz, and music theater. The class includes advanced instruction in vocal production, ensemble singing, solo performance, microphone technique, stage movement, and basic theory. Focus on developing stage presence and understanding stage movement will be emphasized along with choreography for specific performances. Students will participate in multiple public performances throughout the year and will represent the Oaks Christian School both on and off campus and in festivals and competitions. This class can be taken for subsequent years for credit. The class content changes each year based on changing repertoire and performances.

*For audition information, please contact Mr. Rouse at [erouse@oakschristian.org](mailto:erouse@oakschristian.org)*

**Songwriting**

In this year-long course, students will learn the basics of songwriting including what makes a good melody, form, beginning harmonic structures, rhythmic aspects, and lyric writing. Collaboration with other songwriters will be an important element of this class. Production of songs will be investigated, and early techniques may be taught using the Digital Audio Workstation of Logic Pro X. Students will have access to professional songwriters who will present master classes and seminars on songwriting.



**Music Theory I** (*semester*)

This course is designed to develop musical skills that will lead to a thorough understanding of music composition and music theory. The emphasis will be on the rules of theory and composition, ear training, sight singing, score analysis, and contemporary chord theory. Offered in a semester format, students would be able to learn music theory on a deeper level in a very quick paced setting. A basic understanding of music theory essentials and approval from the instructor is a prerequisite.

**Technical Theater** – The purpose of this course is to familiarize theater students with the technical arts associated with theatrical productions. We will discuss and experiment with the artistic designs of scenery, properties, costumes, lighting, makeup, video, sound, and stage management. Students will be introduced to the methods and skills employed to safely implement these designs through group projects.

**Introduction to Theater** – *formerly Theater Arts I*

Open to all students interested in the enriching lessons of the theater, including skills that enhance self-confidence, creative thinking and all of theater's real-world insights and applications. This course is also considered necessary for all subsequent performance classes in the Theater and Film Acting track. Students are introduced to the terms, theories, and skills that act as a foundation for performances and theatrical productions. *Fundamentals of Acting* cultivates empathy, strengthens communication, and enriches collaboration skills. These significant skills are commonly sought after in both university and business settings. Major emphasis will be on authentic communication developed through improvisation and effective story telling.

**Improv** (*semester*)

Ready to laugh? This class will take students through a colorful history of comedy in stage and television. From Shakespeare to SNL, samples of great comedic scenes and writing will be studied. Students will learn the basics of improv, including space work, scene development, and character creation. They will get on their feet with short form and long form improves; and dive into the writing and form of sketch comedy that will help them find their unique comedic voice. This class will also explore standup comedy: how it works, how to write it, and how to target specific audiences.

**Performance Theater** – *formerly Theater Arts II***All students must be approved by teacher based on experience**

A small group of hunter gatherers huddle around a fire as the chief jumps on a large rock, draped in animal skins for emphasis, they reenact the hunt. Let's see... there's lighting, a stage, an audience, an actor and costumes; that's Theater! But how did we get from *Ugg's New Coat* (trademark) to *Shrek the Musical*? We will explore and learn from the diverse performance styles of the late and recent past. Topics will include stage-combat, Shakespeare, clowning and advance theater movement. Major emphasis will be on expanding physical awareness, magnifying 'inner-life', and enhancing performance technique.



**Advanced Theater: Scene Study – formerly Theater Arts III/IV****All students must be approved by teacher based on experience**

Our advanced theater class has the option of two years of participation for the serious theater student. In *Advance Performance Technique* students will deepen their approach for script analysis and scene study. Students will establish strategies for building characters, for 'driving' a scene and for honoring the playwright's intent. Students in this course are expected to contribute to all OCS theatrical productions; on-stage or as a member of our production team. The major emphasis of this course will be on attaining truthful and compelling behavior in performances.

**Acting for Camera I****Prerequisite: Theater Arts I**

This course is an introduction to acting techniques needed for creating truthful performances in front of the camera. The class format will be to record and playback students' ongoing work to instill technical and artistic craftsmanship for the camera. Fundamental skills include scene preparation, energy, focus, and active listening. Major emphasis will be put on developing an understanding of how an actor works with the camera effectively. Students will explore techniques related to commercials, episodic drama, and comedy. (Course offering subject to staff availability.)

**Acting for Camera II****Prerequisite: Acting for the Camera I / IAI Membership Mandatory**

Produced in association with the OCS Film class, students in this class will be involved as actors and collaborators in student created filmed content. Examples of past projects are a student produced film and a 6-episode web series. In addition, students will study the art of creating an actor demo reel and techniques utilized for self-taping auditions.

**Beginning Guitar**

Beginning Guitar is an introduction to the history and performance of guitar in its many styles. It includes the study of American folk genres, such as blues, jazz, folk, and modern rock, as well as classical repertoire transcribed for the guitar. These genres will be used as a tool for understanding the rudimentary elements of music, expressive devices, and how these can be used to evoke feelings and meaning in a cultural context. Students will learn how to play single-note melodies as well as rhythmic harmonic accompaniment through chords. They will perform these both as solos and ensemble groups.

**Intermediate Guitar****Prerequisite: Beginning Guitar**

Students will build on the basic concepts learned in Beginning Guitar. More advanced chords will be taught including bar chords, as well as alternative chord voicings in various fret positions. More advanced melodic playing and note reading will be expanded upon. Advanced theory and performance practice will be emphasized. Students will also research habits of discipline and career paths associated with the guitar and the way guitar can be used alongside other artistic fields and media.

**Advanced Guitar****Prerequisite: Intermediate Guitar**

Students will further build on the concepts learned in Intermediate Guitar. Advanced chords will be taught including bar chords, as well as alternative chord voicings in various fret positions. Students will explore intricate rhythms and mixed meters. Advanced melodic playing and note reading will be further expanded upon. Advanced theory and performance practice will be emphasized. Students will also research habits of discipline and career paths associated with the guitar and the way guitar can be used alongside other artistic fields and media. Career paths and potential college audition aspects will be discussed.



**Dance Fundamentals (Dance I)**

This course is designed for students who plan to learn dance. There is no experience necessary. Students will be taught basic technique, creativity, physical awareness, personal expression, endurance, rhythm, and basic choreography skills. Students will develop their dance vocabulary and techniques in many styles of dance including but not limited to jazz, tap, ballet, contemporary, and hip hop. Students will also develop their creative abilities through performance.

**Dance Fundamentals II (Dance II)**

***Prerequisite: Dance Fundamentals or prior dance training; placement audition required***

This course is designed for students who want to expand their knowledge and ability in dance. Students should have some experience of dance entering this class and/or completion of Dance Fundamentals. Students will grow in areas of technique, creativity, physical capabilities, personal expression, endurance, rhythm, and choreography. Students will develop and expand their dance vocabulary and skills in many styles of dance. Students will also develop their creative abilities through improvisation, choreography, and performance.

**Dance Performance and Technique (Dance III)**

***Prerequisite: Dance Fundamentals II and/or prior dance training; placement audition required***

This course is designed for students who are intermediate/advanced dancers. Students' minds and bodies will be challenged by working on their preexisting technique, focusing on refining movements and improving their skill set. In this class, students will grow in their flexibility, strength, ability to pick up choreography, placement, and coordination. Students will continue to develop their creative abilities through more advanced improvisation and learning more difficult choreography and how to perform it.

**Dance Style and Articulation with an Emphasis on Technique (Dance IV)**

***Prerequisite: Dance Style and Articulation and/or prior dance training; placement audition required***

This course is designed for students who are advanced dancers. Students' minds and bodies will be challenged and expanded by focusing on technique. Students will develop and expand their pre-existing dance vocabulary and skills; concentration will be placed on body alignment, technical accuracy, and quality of movement. Students will continue to develop their creative abilities through more advanced improvisation, choreography, and performance which include advanced levels of ballet, jazz, contemporary, hip hop, and tap.

**Advanced Dance Style and Articulation with an Emphasis on Performance (Dance V)**

***Prerequisite: Dance IV and/or prior dance training; placement audition required***

This course is designed for students who are advanced dancers. Students' minds and bodies will be challenged and expanded by focusing on performance. Students will develop and expand their pre-existing dance vocabulary and skills; concentration will be placed on style, storytelling through their movement, and performance. Students will continue to develop their creative abilities through more advanced improvisation, choreography, and performance which include advanced levels of ballet, jazz, contemporary, hip hop, and tap.

**Dance Company**

***Prerequisite: Prior dance training; placement audition required***

This course has a focus on technique, picking up advanced choreography, and stylized movement. Students will be challenged by having many performance opportunities in different performance spaces. Students will continue to develop their creative abilities through more advanced improvisation, choreography, and performance which include advanced levels of ballet, jazz, contemporary, hip hop, and tap. There is a fee required for Dance Company to cover items including but not limited to master teachers, clothing, and competition fees.





## Visual Arts Department

### Philosophy Statement

Art utters that which cannot be conveyed in words. Different from writing or speaking, art is a unique way of communicating experience, and the proper training in art develops a healthy lifelong aesthetic. Art is important at OCS because it helps develop the “whole child” (body, mind, soul and spirit), and we believe that no man-made activity comes so close to mirroring the creative nature of God. At the same time, art helps us understand the beauty of creation and the Creator. Through its Visual Arts program, OCS seeks to make students aware of the aesthetics in past and present society; to help students enjoy and appreciate art through experience; to introduce students to different ways of perceiving and interpreting ideas; and to unfold the aesthetic potential of students through composing art works. In addition to the intrinsic value of creating, OCS hopes to prepare art students to be positive world influencers because artists are both the culture makers and culture reflectors of each age.

At OCS, the Visual Arts curriculum is set up to develop the student’s skill by focusing on the understanding and the use of art elements in a variety of media. But in the same way, the emphasis is also on a student’s visual literacy. That is, the student will learn to understand and appreciate the historical context, the cultural bases, and the current manifestations of visual art. In turn, the student will develop the ability to appropriately understand art, make aesthetic judgments, and create art.

### COURSES

#### Intro to Digital Art and Design Technology

Fulfilling the Academic Tech requirement, this course will help students with understanding how to use technology across multiple platforms: phones, computers, cameras, and online search engines and storage. This course is for students particularly interested in the visual arts. We will explore how to use technology for varying design mediums including film, print design, and photography. Students will be exposed to industry standard software programs in the Adobe CC including Photoshop, Illustrator, InDesign, and Premiere Pro. Students will gain a basic understanding of visual composition, utilizing art elements and principles, and how to showcase their work appropriately and effectively in an online portfolio. Projects assigned will be used to help reinforce understanding. These projects may include producing a video with music and imagery, designing photo art and collages, and designing a logo.

#### Broadcast News

This course will expose the students to the workings of a news broadcast. Students will have the opportunity and the responsibility to fulfill each of the positions, including anchor, reporter, camera operator, editor, and producer. A weekly news broadcast centered on student life on and off campus will be produced by the class.

#### Ceramics

Ceramics is a foundational course for students interested in working with clay to create hand-built and wheel-thrown pieces. Students will focus on ceramic forms and surface enrichment including glaze application and kiln firing techniques. Structure, function, form, and decorative elements as well as the historical and cultural applications of ceramics will be learned throughout the year. Group critiques and individual analysis will be used for grading purposes. Creative problem-solving is encouraged as students learn to work with this challenging but rewarding media.





**3D Sculpture*****Prerequisite: Ceramics***

This course is designed to develop concepts and techniques necessary to create sculptural forms and ceramics. For sculpture, it offers the advanced art student a chance to create innovative sculptures from a variety of materials available to sculptors today. For ceramics, this course can accommodate a range of skill levels. Students will be challenged to deepen their knowledge of both technique and concept while becoming more fully involved in all aspects of the sculptural process. At this level, students are expected to give specific attention to craftsmanship and self-expression. We will also view 3-dimensional art in relationship to the cultural context in which it was created.

**Drawing and Painting**

This course is designed to develop students' sense of design and technique, as well as to help the students realize how two-dimensional arts play a role in society and in emotional and spiritual expression. It combines the skills and expression of art making with art history, theory, and criticism. Students will explore techniques using a range of materials including graphite, charcoal, pastel, ink, watercolor, acrylic paint, collage, and mixed media through hands on projects. We will also explore digital drawing and editing images on I-pads. The course also helps students grow in their observational skills and will learn to create meaning through the manipulation of the art elements and principles such as line, color, value, shape, texture, space, balance, and rhythm. Students will learn to discuss art thoughtfully as well as make personally meaningful pieces.

**Advanced Drawing and Painting*****Prerequisite: Drawing and Painting***

This is an advanced level class that builds upon the fundamentals learned in Drawing & Painting. Students will focus on improving observational skills and developing technical abilities including creativity and two-dimensional composition. Students will concentrate on honing their artistic skills to capture light and shadow, texture, perspective, shape, and color by working from life. The goal of stronger technique is greater freedom. Students will exercise liberty in choosing mediums and will expand their preconceived ideas about media through mixed-media projects. Materials may include graphite, charcoal, ink, oil pastel, chalk pastel, watercolor, acrylic paint, oil paint, collage, and mixed media. Students will respond to work by a variety of artists and consider how art can connect us to God and others. They will also explore how art communicates mood, message, and narrative. Students will be challenged to take a personal look at themselves as an artist and to consider what God's will is for them as an artist and what they may be called to communicate.

**Art Portfolio**

Students enrolled in Art Portfolio will already understand that art plays an important role in society and that it is a viable pursuit as a career. All students enrolled in this class plan to pursue art as either a major or minor in college. The foundation of the course will be producing a portfolio for admittance into an art program at the college level, and they have the option to submit for AP Drawing credit. The goal is to create a body of work that reflects personal style and interests while showing artistic growth and development. The students will also participate in regular critiques of their own work as well as the work of their peers. In addition, the students will meet with college representatives and practicing artists and visit art museums and galleries.



**Photography I**

This class focuses on the basics of camera function, photographic techniques, and artistic principles such as composition and color. Students will master the controls of their camera and be able to create artistic photos that will be able to tell stories and have an emotional impact on their audience. Each student will learn the five pillars of photography, which are light, composition, color, depth of field, and movement. In addition to learning how to analyze a photo, students will explore the history of photography and learn the basics of digital editing. Students will also learn how to shoot and develop 35mm film in a traditional photography darkroom. Each student is required to have their own digital camera with manual controls and two SD cards.

**Animation****IAI animation track requirement**

***Prerequisite: 1 year of Drawing & Painting (or equivalent portfolio with instructor's approval)***

This course is for students who want to develop skills in animation. Using the foundations of drawing, students will develop storyboards and design characters and worlds that come to life. Students will cover animation basics of storytelling, movement, timing, key frames, walk cycles and developing personality. Students will begin with traditional animation techniques, then move to stop motion, rotoscoping, and digital animation. Students will consider how moving images have the power to transport the viewer to imaginary worlds and transform culture.

**Stop Motion Animation**

Throughout this course, we'll explore the process of bringing inanimate objects to life using found materials in real life. Students will grasp fundamental techniques and principles of stop motion, enabling them to craft their own animated shorts. In the first half of the semester, we'll start on a journey through diverse stop motion genres, including claymation, found object animation, sand animation, pixilation (using humans as puppets), cut-out animation (cutting magazine papers), as well as character design and paper puppet animation. In addition, students will explore critical elements such as storyboarding, background design, sound incorporation, composition, and the art of storytelling. The culmination of this course will be to produce a short stop motion animation complete with an original narrative.

**Adv. Digital Fine Art and Mixed Media (Fusion Art) (semester)**

***Prerequisite: 2 years of any combo of 2D Visual Art (Graphic Design, Photography, Drawing & Painting)***

This course bridges the gap between classic fine art and digital art. Students use Adobe platforms such as Photoshop, Illustrator, and Fresco, as well as implement traditional drawing, painting, and mixed media. Digital tools are taught within the space of using them for a specific art piece. This class would be geared towards students with previous digital or traditional art experience. Projects could include double exposure photography, mixed media self-portraits, cyanotypes, photographing papercutting and collage, and a passion project of each student's choice.

**Advanced 3D Design Portfolio**

***Prerequisite: 2 years of Sculpture/Ceramics (or Adv knowledge of 3D design with instructor's approval)***

Using the elements of arts and the principles of design, students will develop mastery in concept, composition, and execution of 3-D design elements. As students approach the requirements for this course, they will be expected to use a variety of concepts and approaches to demonstrate their ideas and abilities. Artists create a body of work that reflects personal style and interests while showing artistic growth and development. The body of work will show versatility of techniques as they develop ideation and solutions to problems. Upon completion of this course, students will be prepared to submit this body of work as a portfolio to a college of their choice. They will also have the opportunity to submit their portfolios to the AP Program through the AP Digital Portfolio.



**Advanced 2-D Digital Design Portfolio**

**Prerequisite:** *2 years of Graphic Design or Photography (or Adv knowledge of Digital Media and instructor's approval)*

This course is for students who want to develop mastery of digital art and design skills in preparation for one of the following options: AP 2D Art and Design submission, to prepare a portfolio for college applications, or to produce work for other real-world applications. Students will work with the instructor to develop their course objectives and spend the year showing the development of their ideas and abilities. Students must have completed a minimum of two years of a digital visual art course, such as graphic design or photography, and utilize these medium skills to take a deep dive into an area of their choice. The goal is to create a body of work that reflects personal style and interests while showing artistic and creative development.

**Photography II**

**Prerequisite:** *Photography I*

In this class, students will learn about the different types of professional photography such as advertising, adventure, travel, surf, nature, landscape, photojournalism, portrait, wedding, and humanitarian photography. They will then choose a specialty and develop their skills in both digital and film photography. They will also follow professional photographers that specialize in their area of interest. From on location photography to studio lighting, students will learn advanced techniques used professionally in the real world. We will take a trip to the central California coast to shoot on location where we will photograph God's amazing creation. Each student will develop both a print and digital portfolio to showcase their work. This class is designed to help students find and develop their passion and purpose in photography.

**Photography III – Visual Storytelling**

**Prerequisite:** *Photography II*

Throughout the course students will engage in real-world projects, collaborating with nonprofits to effect positive change. Students will focus on developing skills for storytelling with photographs. Students will learn how to tell meaningful stories with individual images and with series of images set to original scripts and soundtracks. Students will study some of the most impactful images in history and dissect how they told their stories. Each student will learn to apply the structure of storytelling to create projects that can have a positive impact on our school, the community, and the world.

**Darkroom Photography (semester)**

**Prerequisite:** *Photo II*

This semester class focuses on 35mm black and white film photography, processing, and printing. Students will learn advanced techniques for film processing and creating better prints. Burning and dodging as well as color toning of images will be explored. While the school can provide film cameras, it is highly recommended for students to bring their own. Once students complete this course, they will be eligible to sign up for dark room lab times to work on independent projects. (Offering is dependent on staff availability.)

**Graphic Design I**

Graphic design is all around us. From the logo on your shoes to the street signs that help get you to where you're going, digital design is about visual communication using images, photos, colors, and type. Students will not only learn computer skills, and gain a basic understanding of design software applications, such as Photoshop, Illustrator and InDesign, but also how to effectively communicate ideas and messages through visual means. Students will learn art elements and principles, color theory, and typography through many fun and interesting projects including logo design, business cards, movie posters, CD covers, postcards, and much more!



<p><b>Graphic Design II</b>  <b>Prerequisite: Graphic Design I</b></p> <p>This course will offer a continuation of the skills and knowledge learned in Graphic Design I. Students will step into more advanced projects that will reinforce and challenge their design skills. A focus on design problem solving and creative approaches will be emphasized. Students will also be introduced to basic fundamentals of photography, as well as motion graphics using Adobe After Effects, a standard software program in the animation and motion graphics design industry. Students will also be required to fulfill a client-driven project where they will find someone in the community to assist with a design project. Not only will this provide an opportunity of serving others with our skills, but it will also allow a valuable experience of being able to take feedback and learn to communicate design choices to a real-world client. This can range from developing a logo to creating printed marketing materials.</p>
<p><b>Film Foundations – Film I</b></p> <p>This digital video course will provide students with a basic understanding of the technology and techniques used in film and explore ways in which it is created to achieve its desired effect on an audience. Learning the foundational principles of the production process, students will go from script to screen on a variety of short films. Upon completion, students will be able to demonstrate production skills and techniques, both in front of and behind the camera. Areas covered include script writing and storytelling, composition and movement, audio, lighting, and more.</p>
<p><b>Film Appreciation – Film II</b>  <b>Prerequisite: Film I</b></p> <p>Film is the ultimate artform, combining elements of theater, photography and videography, music, and literature. Students will be introduced to some of the greatest examples of each as part of a crash course in film appreciation. Students will build on the knowledge acquired in Film I while learning to self-advocate and market themselves. Partnering with local non-profit organizations, they'll experience the real-world challenges of working for clients. They'll produce music videos, work with green screen, and continue to develop filming and editing skills, as well as work habits necessary for real-world employment.</p>
<p><b>Feature Film</b> (<i>offered alternating years with Documentary for Social Change</i>)  <b>Prerequisite: Film II</b></p> <p>This course is designed to provide each student with an extensive knowledge of film production and all its details. This includes directing actors, camera placement/movement, casting, and an in-depth examination of each crew position. The members of this class will make a full-length feature film written by OCS students. Each student will serve as a member of the crew. It will be the responsibility of each crew member to fulfill the pre-production and production demands of their position.</p>
<p><b>Documentary for Social Change</b> (<i>Offered during 24-25</i>)  <b>Prerequisite: Film II</b></p> <p>This documentary video production course emphasizes nonfiction field production. The course combines theory, history, and practice. Hands-on demonstrations, screenings, readings, lectures, and discussion prepare students to produce a documentary video. Students gain production experience working individually and in groups. Classes include an emphasis on research, pre-planning, and writing skills as integral components of video production.</p>



**Yearbook**

The process of creating an annual published book is a unique and rewarding experience! Students who step into this important role will join a team of hard-working storytellers who are tasked with the responsibility of producing the most coveted publication at OCS, the Yearbook. The book requires writers and photographers who bring basic knowledge and an eagerness to improve their craft. Through visual imagery and writing, students will learn to interview, gather information through research, and compile beautiful spreads using industry standard publishing software programs Adobe Photoshop and Adobe InDesign. Staff members will have the opportunity to speak into the decisions made about coverage and content, including the book's theme. Yearbook is one of the best classes to teach life skills including collaboration, problem-solving, communication, and meeting real-world deadlines. Student will be eligible for leadership roles and for membership into the Oaks Christian Quill & Scroll International Honor Society charter. There is also opportunity to travel to a prestigious national journalism convention in New York.

**AP Art History (online only)**

The effects and functions of art on human consciousness are the focus of the AP Art History course. We will delve into the voice of culture and collective human thought. Students consider weighty subject matter like patronage, politics, class, belief, gender, and ethnicity in their analysis of art forms. By studying the art, we study the people behind the art and engage in a conversation with those who came long before us. This course is weighted on a 5.0 scale, as all honors and advanced courses are, and it prepares students to take the AP Art History exam. (Grades 10-12 only)

**Adobe Photoshop**

**Prerequisite:** (Drawing/Painting, Graphic Design, Photography AND advanced / level 2 of the same course)

Photoshop is a powerful industry-standard application used by photographers, artists, designers, and other creative professionals. This course will allow you to take your creative passion, whether it be in digital illustration and painting, photography, or graphic design, and learn to use Photoshop at a professional level. The course objective will be to learn Photoshop as it is used in the creative industry, so you learn not only about expressionist work, but also how Photoshop is used in a team of professionals working for clients. The course lessons will prepare you for the certification exam at the end of the year. If you pass the certification, you will be able to use this as a distinctive skill on college applications and job resumes.

**The Art of the Story (semester)**

This course will investigate how to develop a successful story. Whether it is scriptwriting for film or theater, visual storytelling through still story, animation or graphic novels, or writing for documentary or fiction, students will learn how to move an audience through story. Students will develop characters, set the scene, and craft each part of a storytelling journey with the ultimate goal of communicating a meaningful message. (Grades 10-12 only; IAI priority)

**Intro to Screenwriting**

**Prerequisite:** The Art of the Story

This is an introductory course in screenwriting where students will expand their craft as a visual storytellers and will learn how to develop compelling characters and write stories for the screen. The objective of this course will be learning how to begin with a concept or idea, then storyboard and develop the idea into a script. Students will develop good writing habits while discovering their creative voice. Regular reading assignments and critiques will inform student content and creations and will help them to understand the fundamentals of screenwriting. Films will be studied in class and will be catalysts for discussions on story lines, plots, character development and other techniques of effective screenwriting. Toward the end of the class, students will apply their writing skills by creating story outlines and screenplays for short films.



**Digital Illustration****Prerequisite: Drawing & Painting**

Digital Illustration is a course for all students who wish to pursue illustration, animation, fashion illustration, story board design, and character design. With a foundation of drawing & painting skills, students will learn how to illustrate ideas and stories through a digital medium. Students will use iPads and ProCreate tools for most of the course; however, a sketchbook for developing ideas will still be crucial. The goal is for students to use digital tools to develop illustrations, and stories and to understand that artistic choices influence the lens through which the viewer interprets the visual art.





# GENERAL & TECHNOLOGY COURSES

## COURSES

### **Freshman Bridge Class – REQUIRED in 9<sup>th</sup> grade (semester)**

This course will provide transition information for the incoming Freshman Class. Core themes include School Culture and Policy, College Counseling Progression, Executive Functioning Skills, Study Skills, Stress Management, Growth Mindset, and much more. **Students do not need to sign up for this course.**

### **Health – REQUIRED in 10<sup>th</sup> grade (semester)**

This course develops the physical, mental/emotional, family/social and spiritual influences on the whole person and health by providing information, experience, and reflection on important health topics. Students will experience an environment that provides a comprehensive and college preparatory education through diverse learning experiences within an engaging community. They will also research and address current and critical issues in health today, including the implications of high-risk behaviors and work with local health agencies as well as cutting edge health colleges and organizations. With determination and encouragement, we will make sense of our lives and learn to live from the inside out. We will bring purpose and meaning to living a life of fullness in Christ.

### **Physical Education – TWO SEMESTERS OR SEASONS REQUIRED**

To meet the Physical Education requirement, students must complete two semesters of the following:

- Participation in a sport (one season = one semester)
- OC Online Independent PE (Students complete 36 hours of activity and report that through the online class; a specific heart rate monitor is required.)

### **Semester – REQUIRED to take one of the following in 9<sup>th</sup> grade (semester)**

**Intro to Digital Art and Design Technology** (see page 38 for course description)

**Intro to Engineering** (see page 61 for course description)

**Intro to Global Leadership** (see page 62 for course description)

**Intro to Health Sciences** (see page 65 for course description)

**Bible Discipleship: Catalyst** (see page 67 for course description)

**Music Theory** (see page 35 for course description)

**Improv** (see page 35 for course description)

**Communications** (see page 64 for course description)

**Strength and Conditioning**



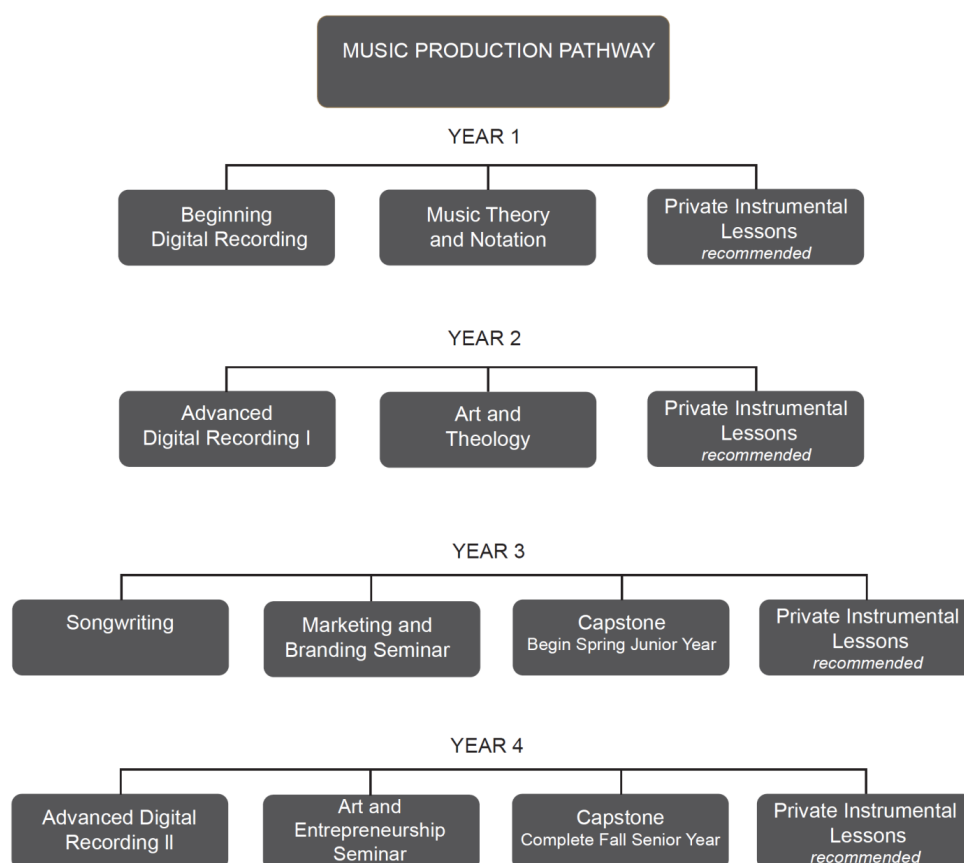
# OAKS CHRISTIAN INSTITUTES



## Institute of Arts and Innovation

The Oaks Christian Institute of Arts and Innovations seeks to develop ethical artists who will create an impact through their art. This immersive four-year program provides traditional and innovative classes that will challenge students while expanding their skills and connecting them to real-world opportunities and industry leaders.

Students who desire to excel in the arts in their high school years will want to consider this exciting new program. Traditional core classes will be paired with concentrated, specialized music and film classes, with special opportunities such as master classes, guest speakers, and internships in the student's chosen pathway.

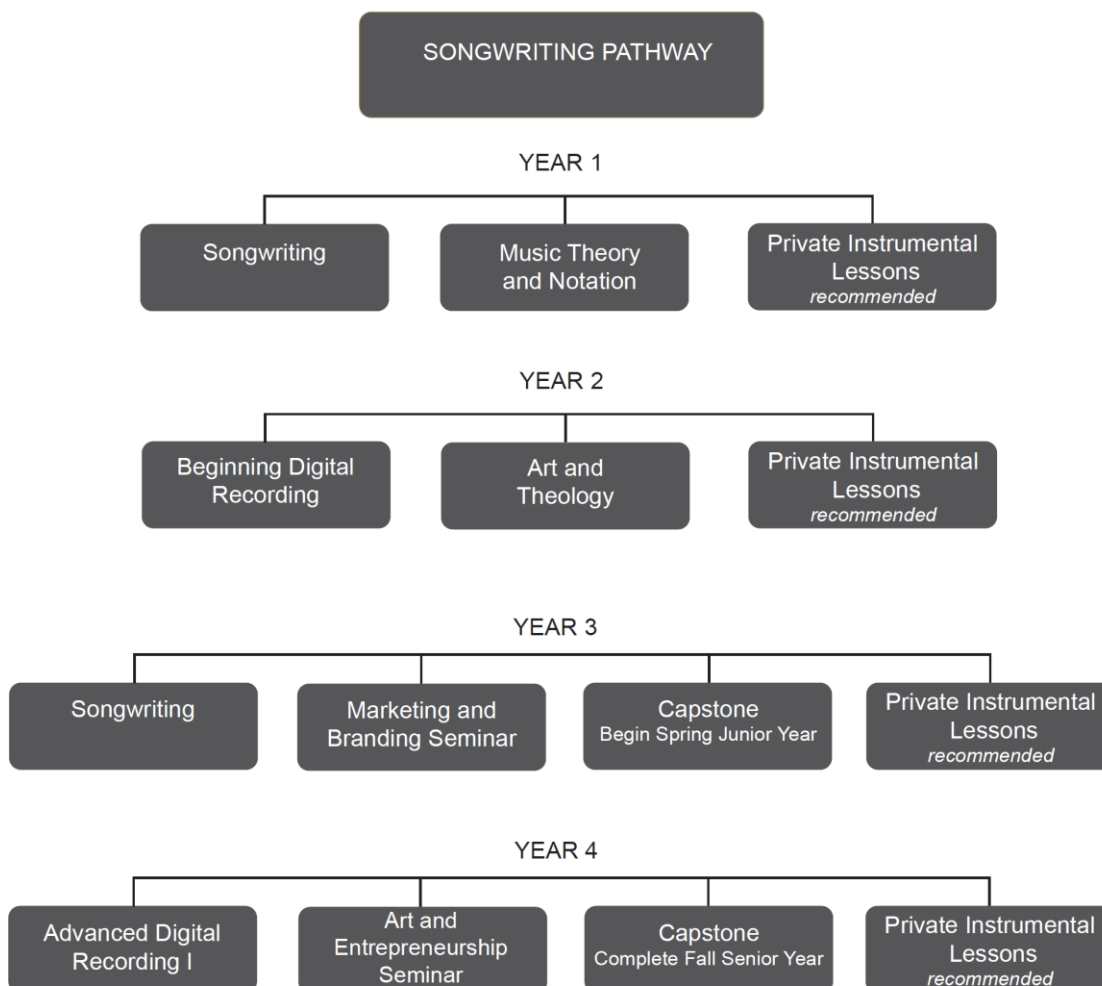


***All courses offered within the different pathways are listed and described within the Arts Department starting on page 32.***



## IAI Program Essentials

In addition to rigorous training in each area offered, each pathway will include master classes, lectures, and internships from industry leaders in the Los Angeles area and around the world coupled with real-world entrepreneurship, marketing and branding classes. At Oaks Christian, we believe in developing the whole person. Ethical mentoring of artists from a Biblical worldview and individualized education, along with real-world internships and entrepreneurial opportunities, will be highlights of this program. Instruction in industry standards will be a key segment in the preparation of every student in the program, including experience with an understanding of Digital Audio Workstations (DAW), and other software programs that will be required of every artist moving into the music and film industries.

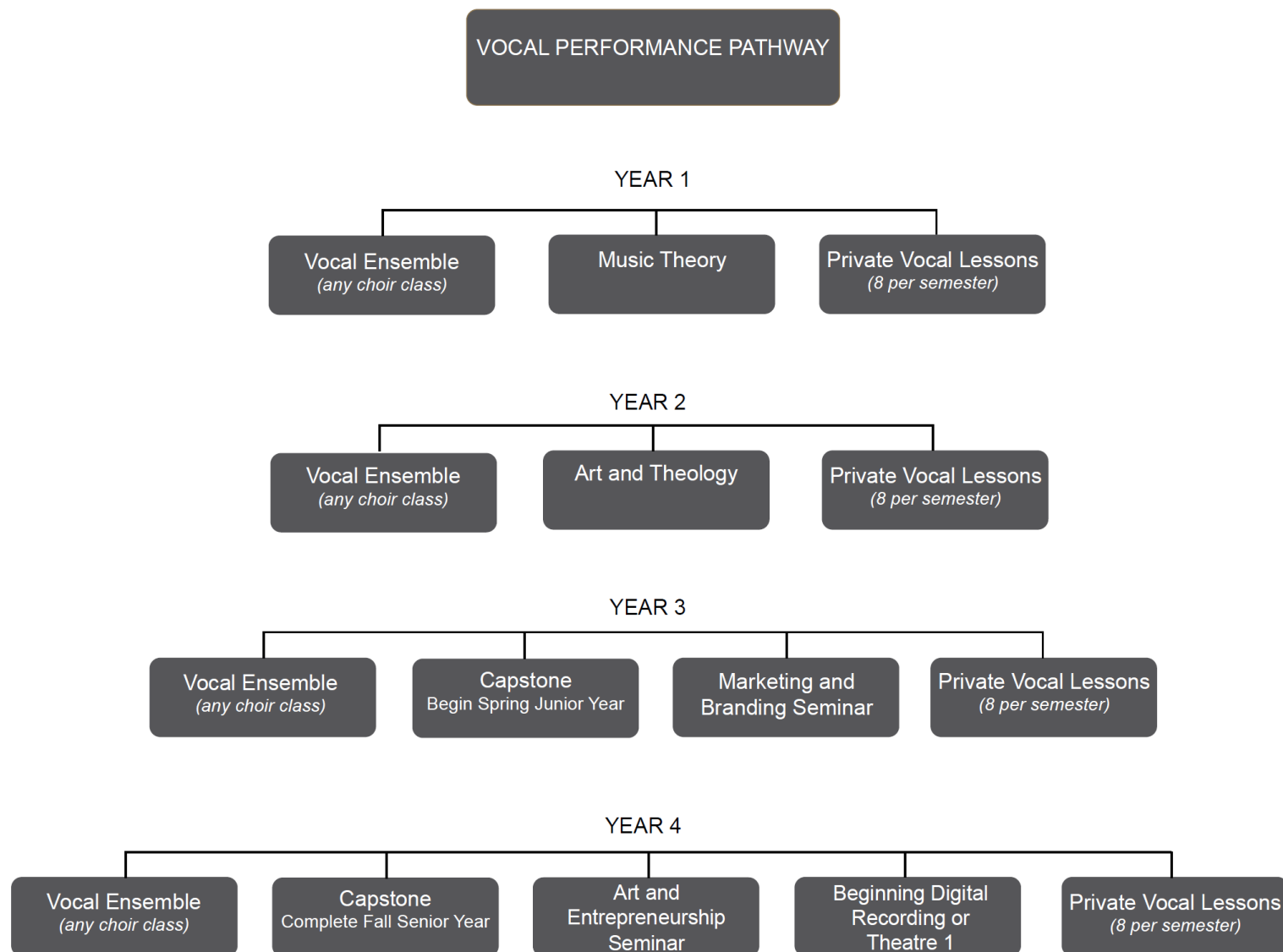


***All courses offered within the different pathways are listed and described within the Arts Department starting on page 32.***



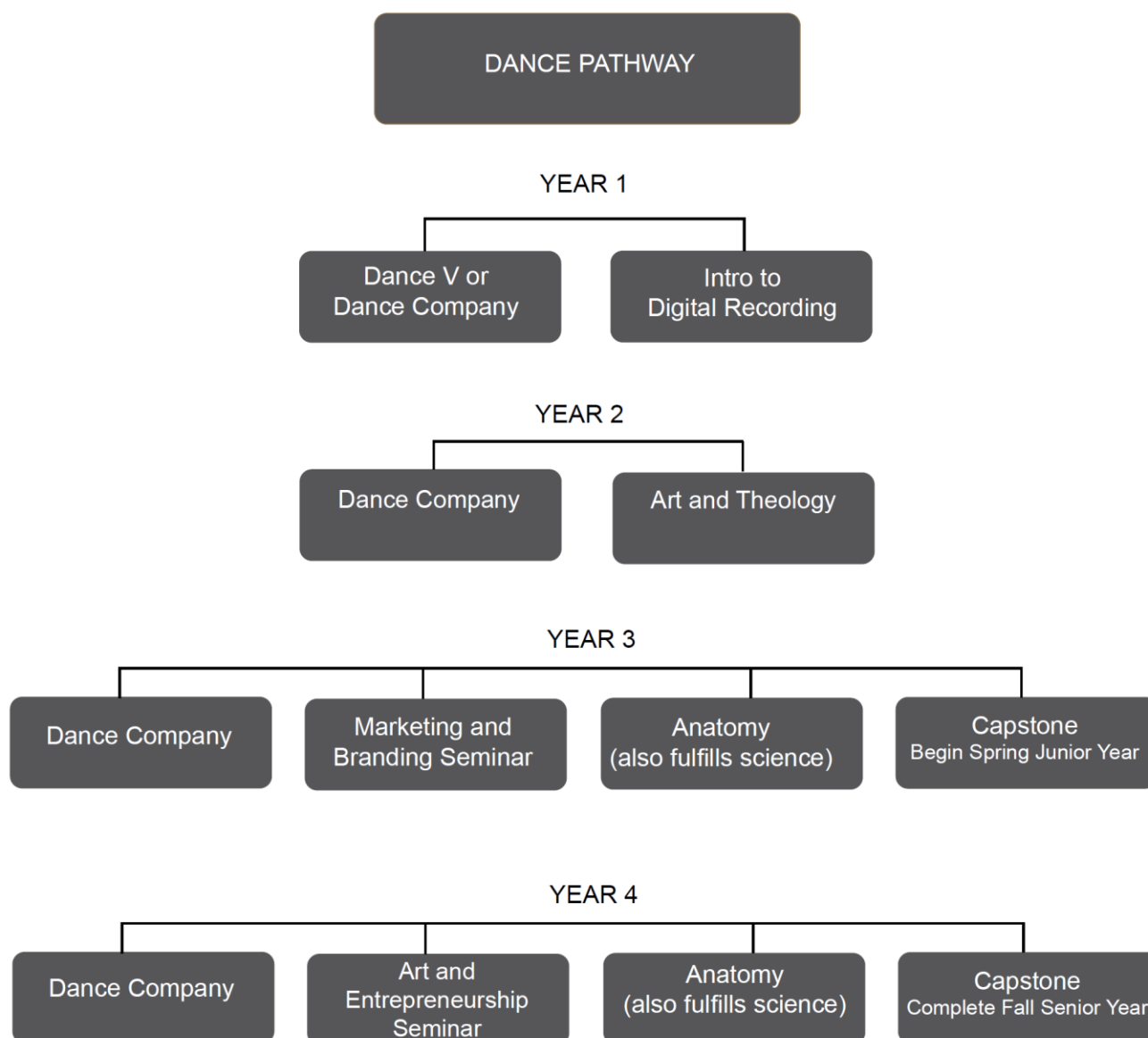
## College Counseling for the Arts

Each student enrolled in IAI will be able to utilize college counseling specific to their area of study. Students and parents will be a part of regular college counseling meetings starting in their freshman year. They will choose classes for each year of study and explore specific colleges for their area of study to understand the application and audition processes for performing arts.



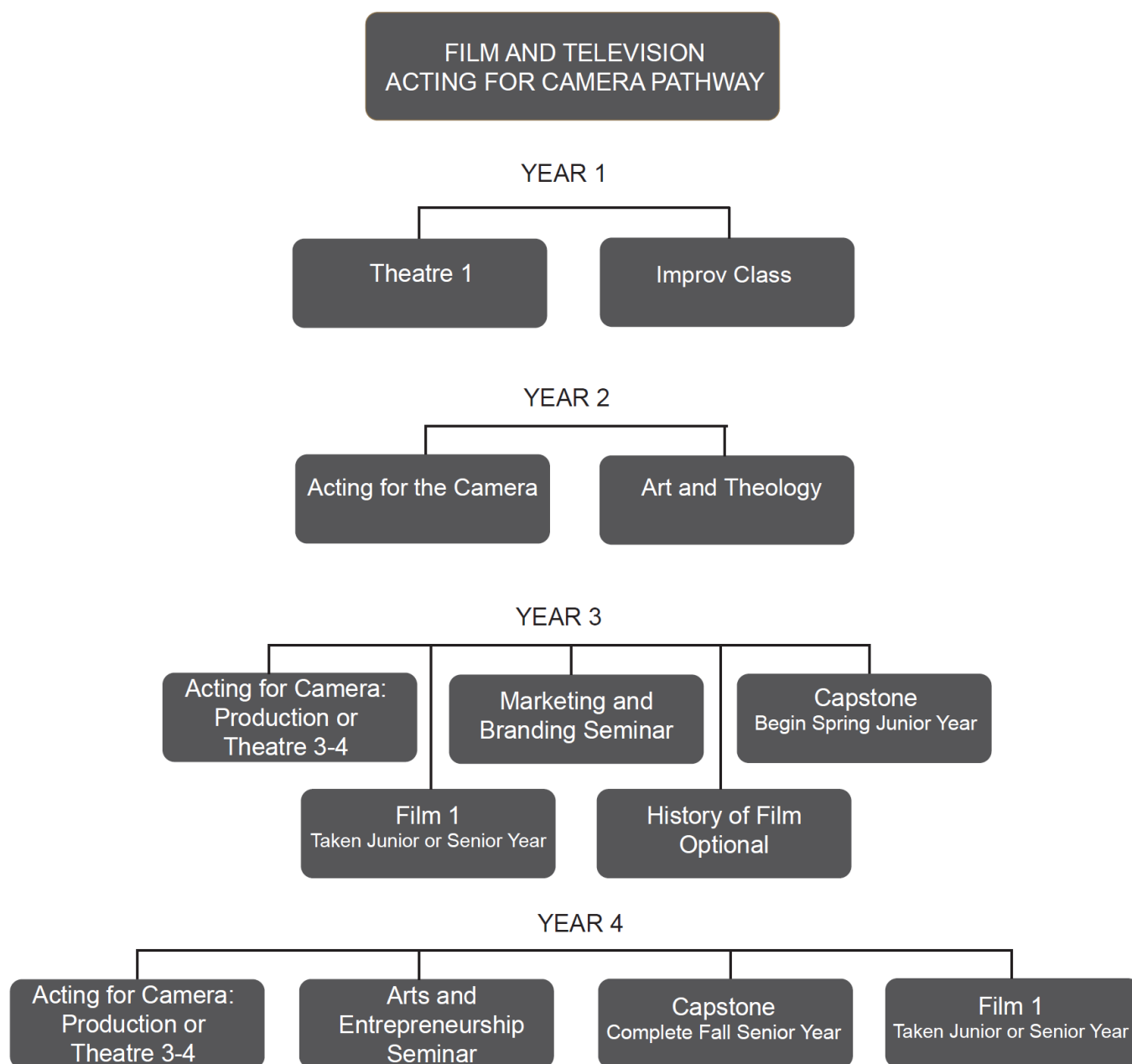
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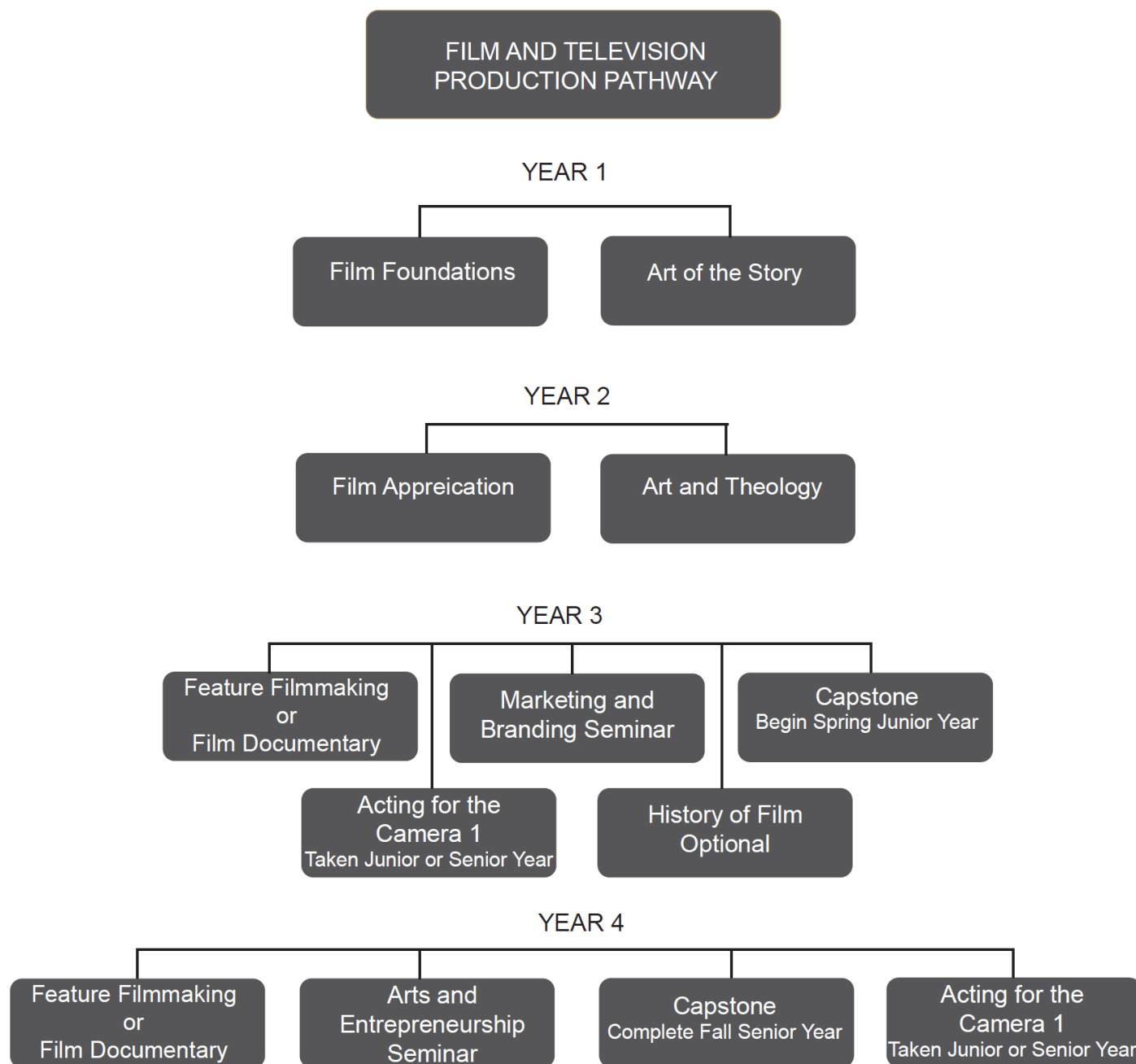




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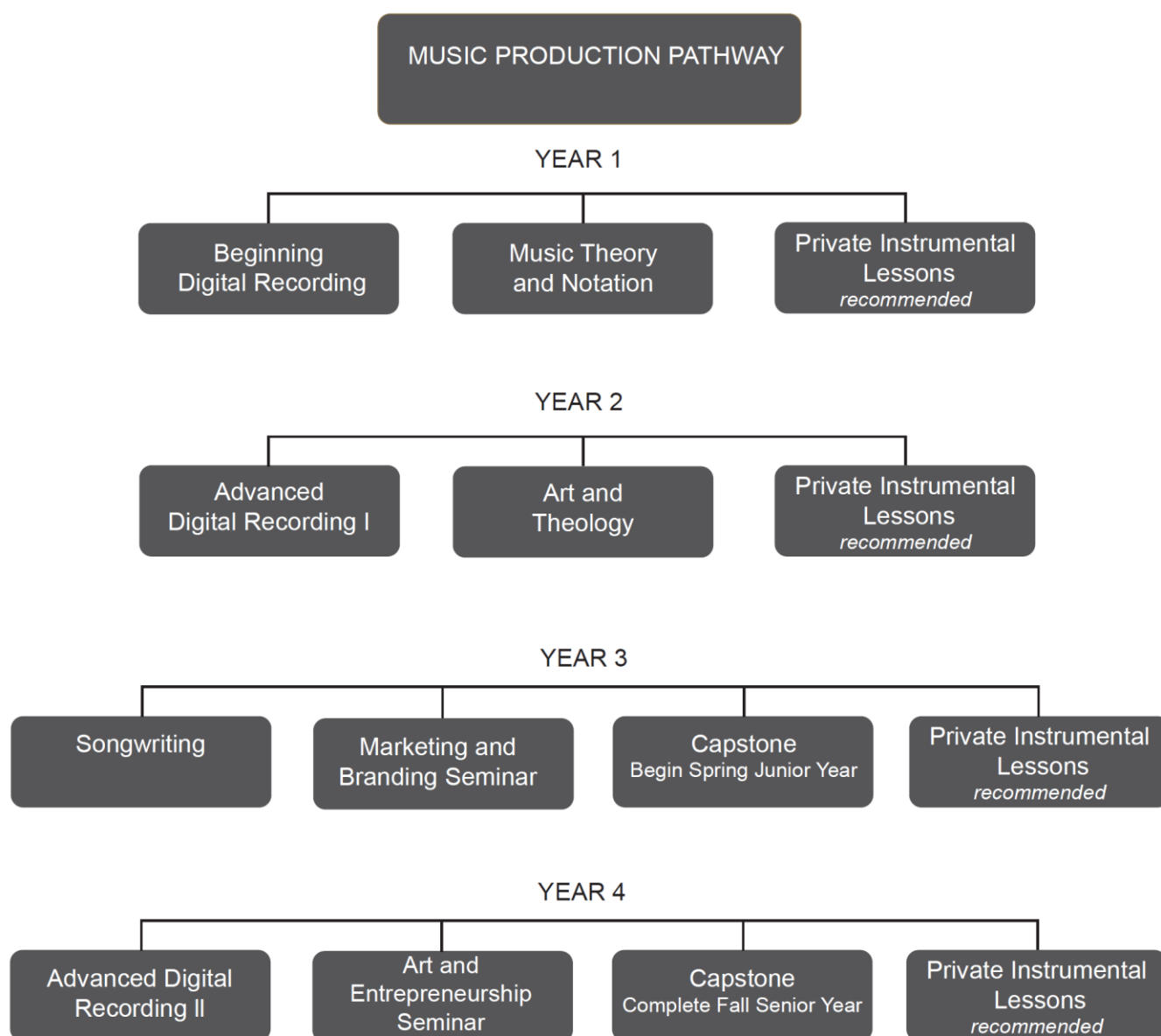






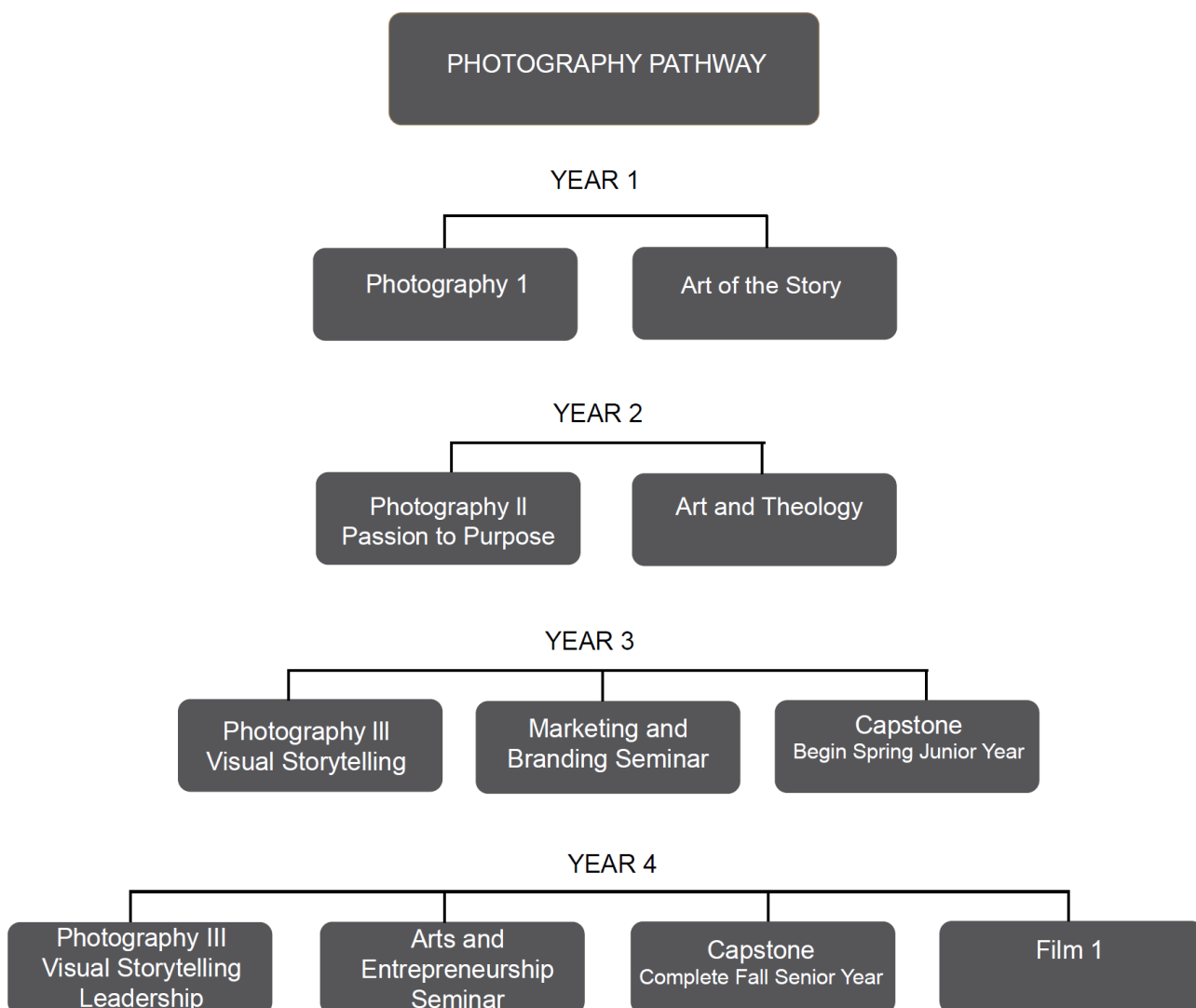
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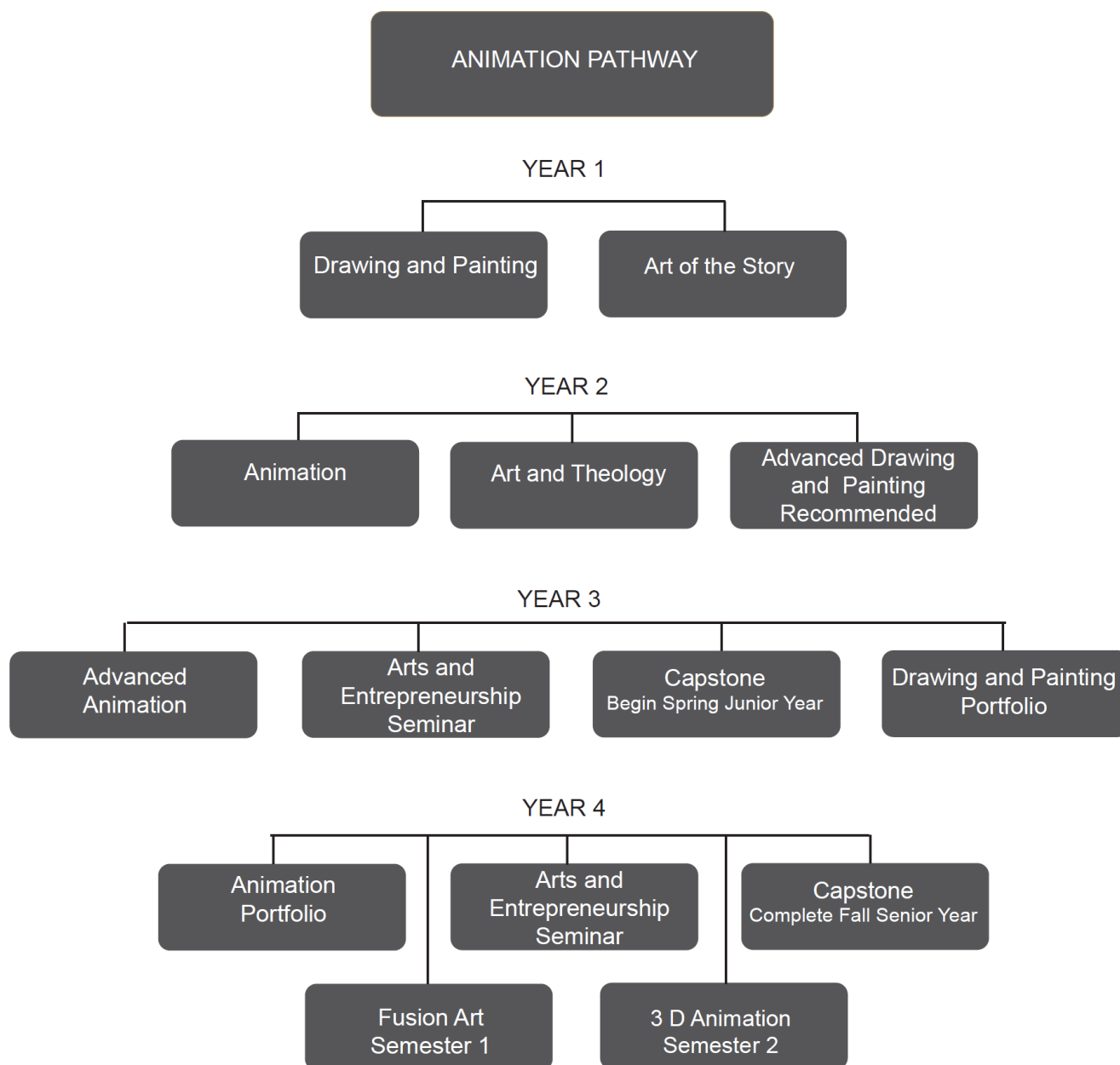
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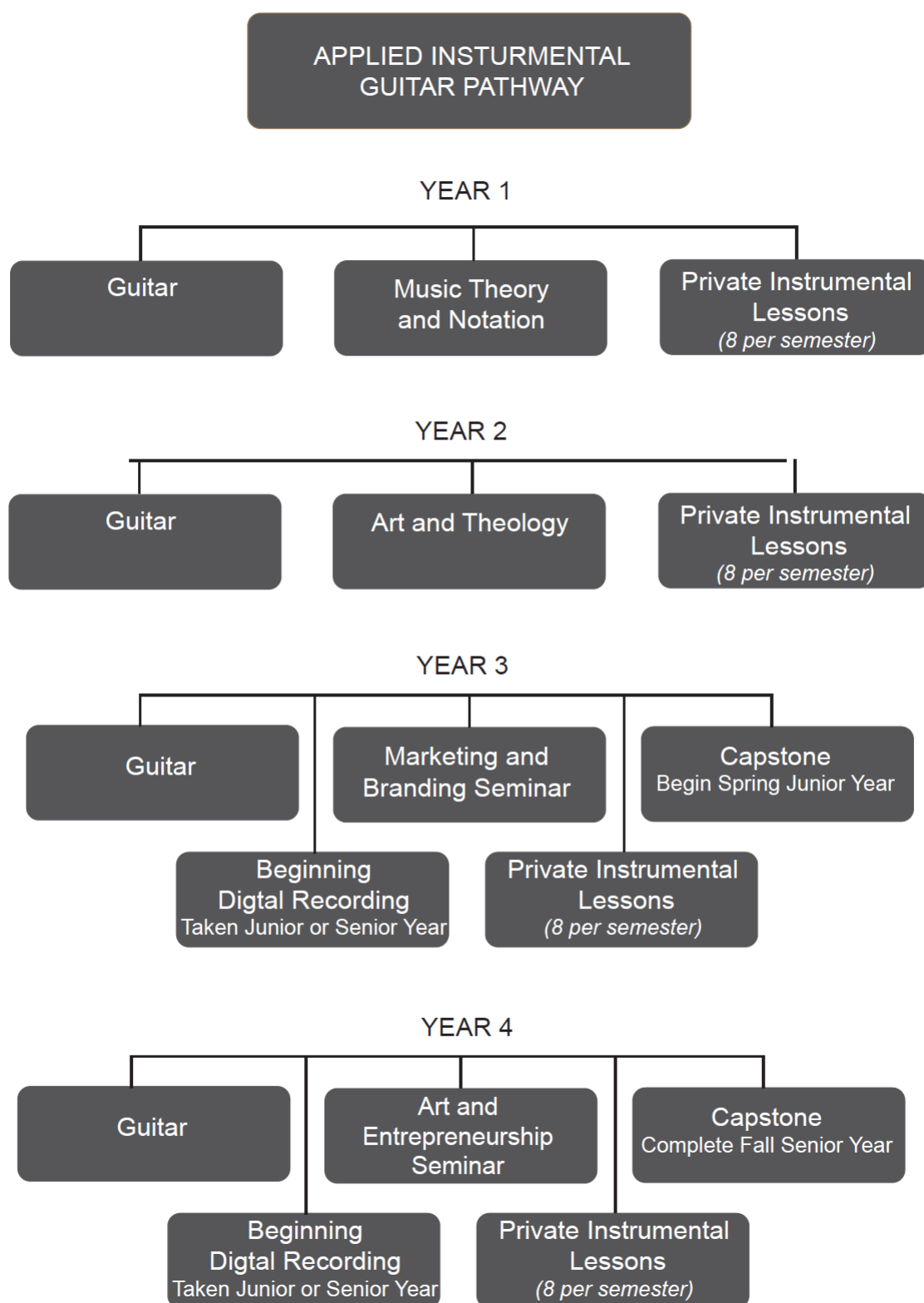




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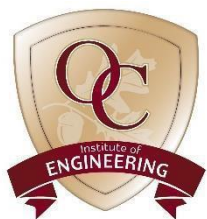






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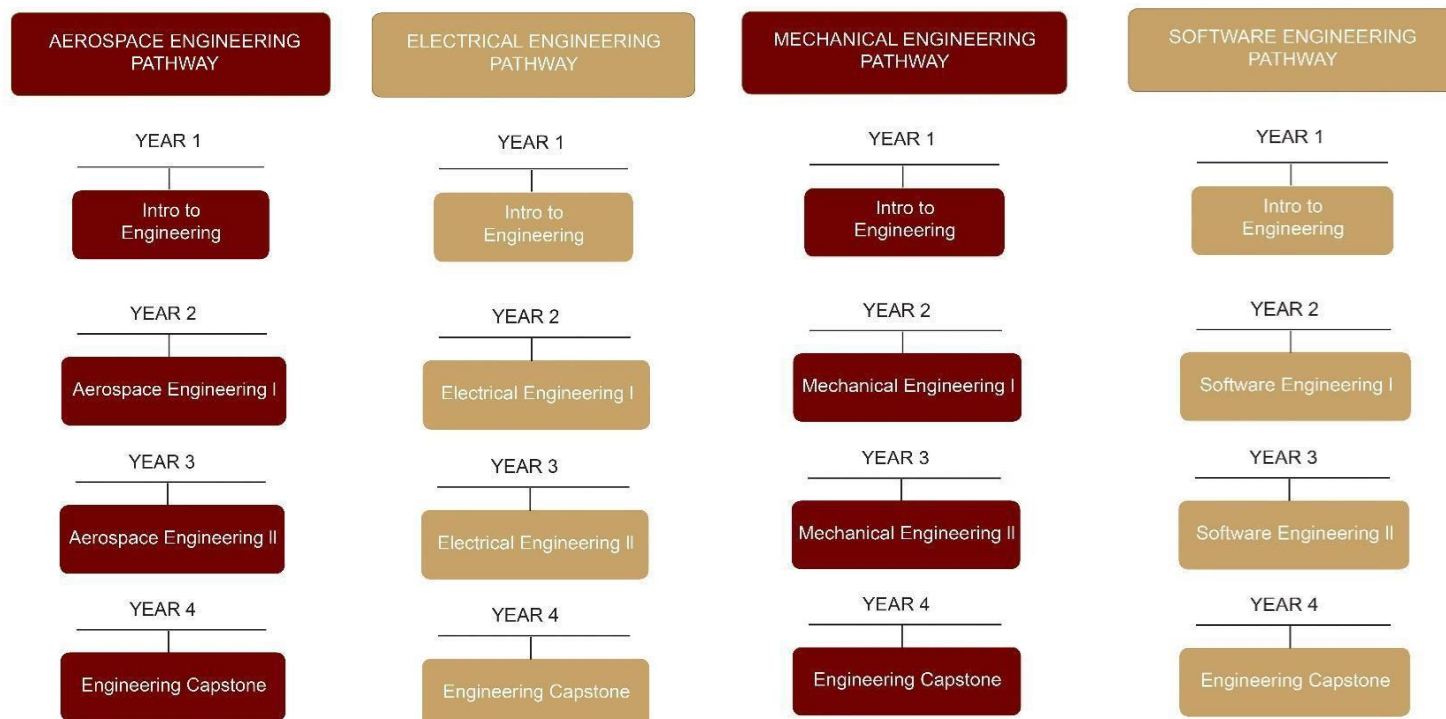


## Institute of Engineering

The Oaks Christian Institute of Engineering is a four-year, rigorous engineering program in which students learn college-level engineering content and skills.

### Institute of Engineering Philosophy

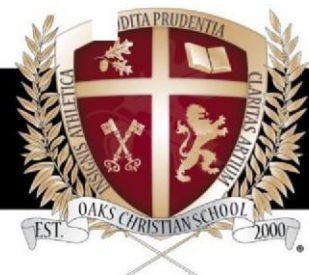
Students participating in the Oaks Christian Institute of Engineering will learn to analyze, model, and design engineering systems; develop the skills to solve complex problems; and master the use of software and prototyping tools used in industry. The courses are designed to cover the primary topics of university engineering programs, but also include philosophy of engineering and introduction to the typical industry design review process. Following are the pathways and the pathway courses available to Institute of Engineering students during their four years of study.





## Institute of Engineering Courses

IE Courses
<b>Introduction to Engineering</b> ( <i>semester</i> ) Students will learn the engineering design process, engineering calculations, design documentation and presentation, and how to use tools safely and effectively. Students will complete one project from each of the four engineering disciplines, giving students direct experience on which to base a choice of pathways.
<b>Aerospace Engineering I</b> <i>Prerequisite: Completion of Intro to Engineering and Geometry; Corequisite: Algebra II and Physics</i> Students explore principles of rocket design, performance modeling, and stability through software simulations and hands-on experiences. Projects include planes, gliders, weather balloons, and model rockets.
<b>Aerospace Engineering II</b> <i>Prerequisite: Completion of Aerospace Engineering I; Corequisite: Pre-Calculus</i> Students learn principles of orbital mechanics and simulate spacecraft missions, design and construct high-power model rockets, functional payloads, and incorporate advanced model rocket elements such as cluster-engines and multi-staging.
<b>Electrical Engineering I</b> <i>Prerequisite: Completion of Biology and/or Chemistry with a year-long grade of 83% or better and teacher recommendation.</i> Students learn principles of electronic prototyping, circuit design, signal processing, power electronics, and microcontroller programming. Projects include power amplifiers, radio transmitters/receivers, induction motors, strobe lights, and applications of digital logic.
<b>Mechanical Engineering – Mechatronics</b> <i>Prerequisite: Intro to Engineering, or equivalent</i> Students will explore mechatronics, an interdisciplinary field that integrates principles of mechanical, electrical, and software engineering to develop control systems and automation. Utilizing tools such as 3D printing and machining, alongside Arduino-based control systems, the curriculum offers hands-on experiences that bring theoretical concepts to life. Through practical projects and experiments, students will gain a comprehensive understanding of how these diverse engineering disciplines converge to create innovative solutions in the modern world.
<b>Mechanical Engineering – Biomedical Engineering</b> <i>Prerequisite: Intro to Engineering OR Intro to Health Sciences, or equivalent</i> Students will apply engineering principles to devise innovative solutions within the fields of biology and medicine. This course represents an interdisciplinary approach, seamlessly integrating various engineering disciplines to equip students with a comprehensive toolkit aimed at driving healthcare advancements. Engaging with a variety of engineering tools and principles, students will channel their knowledge into a project centered on empathy. This endeavor not only emphasizes the application of technical skills but also highlights the importance of understanding and addressing real-world health challenges with compassion.
<b>Software Engineering – Artificial Intelligence</b> <i>Prerequisite: Intro to Engineering or 30+ hours of high school programming experience. Students without prior programming experience can request access to CodeHS for supplemental learning.</i> Students are introduced to the core principles of machine learning (ML) and artificial intelligence (AI), setting the stage for an immersive journey into the world of intelligent systems. Beginning with the basics of machine learning model design and its applications in engineering, the curriculum emphasizes practical coding skills, primarily utilizing Python. With a focus more on hands-on experience than theoretical concepts, students will explore Python's computational tools, delve into regression and classification techniques, and experiment with unsupervised learning methods.



Through assignments and projects, learners will discover the vast potential of ML and AI in optimization and predictive modeling. Moreover, the course will engage students in discussions about the social and ethical considerations inherent in AI technologies, preparing them to think critically about the future implications of their work.

### **Software Engineering – Game Development Lab**

*Prerequisite: Intro to Engineering*

Students will learn the principles of game design theory and learn to implement these foundational concepts by developing their own video game using Unreal Engine. Through a comprehensive exploration of the various elements that contribute to video game creation, participants will not only acquire a deep understanding of game mechanics, storytelling, and interactive design but also will culminate their learning experience by constructing a functioning prototype of their unique game idea.

### **Creativity, Innovation, and Entrepreneurship (semester)**

In an ever-changing world full of challenges and opportunities, future leaders need to cultivate strong leadership skills. This course focuses on fostering flexible thinking and cultivating an entrepreneurial mindset essential for success in unpredictable situations. Students will learn to challenge assumptions, break through constraints, and seize opportunities. The curriculum emphasizes the ability to adapt to uncertain conditions by creating innovative ideas and identifying new approaches for a competitive edge. Through actionable lessons, students will gain valuable insights into changing the dynamics of various situations, developing creative value propositions, and finding unique market positions.

***This course meets elective requirements for both The Institute of Global Leadership and The Institute of Engineering***

### **Engineering Capstone**

The Capstone project is self-directed with students working on self-designed, interdisciplinary projects during unstructured class periods or after school. The project begins during the second semester of the Year 3 course when students prepare a project proposal and begin working on their project. Students continue the project over the Year 4, meeting one-on-one with an advisor once each week and with a small group of peers pursuing similar projects once every 1-2 weeks. Students write an academic journal article and give a presentation on their completed Capstone spring semester of Year 4.





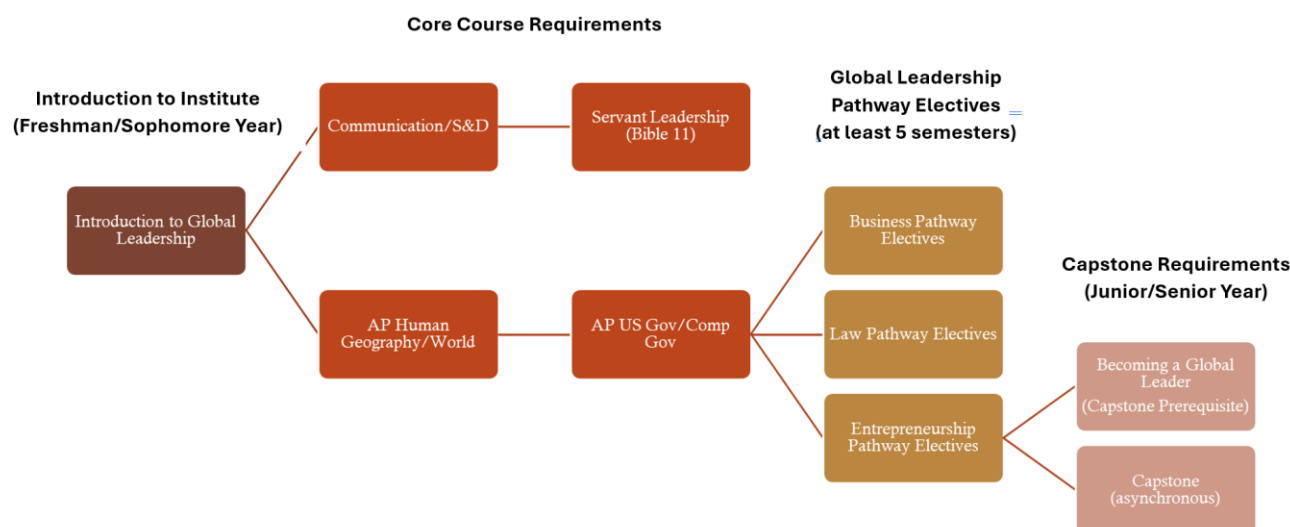
## Institute of Global Leadership

**Mission Statement:** To nurture and grow ethical servant-leaders with a global perspective.

### The Institute of Global leadership Philosophy

The Institute of Global Leadership (IGL) is a four-year program that equips Oaks Christian School students with the skills to engage as courageous, integrous, Christ-like leaders in a rapidly changing world. Students learn to cultivate a leadership mindset and develop skills that translate across a variety of fields including business, law, entrepreneurship, non-profit leadership, and public service. A global perspective will be cultivated through developing cultural competencies and greater awareness of international challenges. Behavioral science skills such as self-awareness, interpersonal communication, emotional intelligence, and systems of thinking will be emphasized. Students will have distinct opportunities to work with recognized world-class leaders, partner with humanitarian organizations on international projects, and apply their skills through unique extracurricular opportunities.

### Global Leadership Course Sequence



## Global Leadership Elective Pathways

Students are encouraged to choose electives that follow their chosen emphasis pathway. However, we give students the flexibility to mix and match electives that align most closely with their interests and work best with their academic schedule. ***Students must complete at least 5 semesters of Global Leadership electives to complete the Institute requirement.***

### Business Pathway

- Personal Finance
- Investing
- Strategic Decision Making
- AP Economics (year)
- International Business (Online alternative)
- Sports & Entertainment Marketing (Online alternative)

### Entrepreneurship

- Creativity, Innovation and Entrepreneurship
- Launching and Sustaining a Business
- Branding Strategy and Logo Design

### Law Pathway

- Foundations of Law: Private Law
- Foundations of Law: Public Law
- Constitutional Law
- Speech & Debate
- AP Psychology (year)

## Institute of Global Leadership Courses

*The following courses are available to all high school students; however, priority enrollment is given to Institute of Global Leadership students.*

### IGL COURSES

#### AP Comparative Government and Politics

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments

**AP Human Geography** – *Course description can be found on page 13.*

#### AP Psychology

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. A high performance on the AP Exam may earn student college credit.



**AP Microeconomics** (*one semester*)

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy.

**AP Macroeconomics** (*one semester*)

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. A high performance on the AP Exam may earn student college credit.

**Students must take both economic courses throughout one school year. Semester only enrollments are not allowed.**

**Communications** (*semester*)

This course focuses on building a strong foundational understanding of communication through experiential learning. Students will be introduced to three basic types of communication that are key to successful leadership: Interpersonal Communication, Professional Communication, and Public Speaking. Students will also grow in self-awareness of their non-verbal communication habits and learn to be intentional about nonverbal strategies. Other key topics include cross-cultural communication skills and the neuroscience behind effective communication. The final assessment will be a TED-style speech.

**Creativity, Innovation, and Entrepreneurship** (*semester*)

In an ever-changing world full of challenges and opportunities, future leaders need to cultivate strong leadership skills. This course focuses on fostering flexible thinking and cultivating an entrepreneurial mindset essential for success in unpredictable situations. Students will learn to challenge assumptions, break through constraints, and seize opportunities. The curriculum emphasizes the ability to adapt to uncertain conditions by creating innovative ideas and identifying new approaches for a competitive edge. Through actionable lessons, students will gain valuable insights into changing the dynamics of various situations, developing creative value propositions, and finding unique market positions.

***This course meets elective requirements for both The Institute of Global Leadership and The Institute of Engineering.***

**Branding Strategy and Logo Design** (*semester*)

This course focuses on building a strong foundational knowledge of marketing communication strategies, branding theory, the development process behind brand identity, and how to design a logo. Global Leadership Institute students will work in class alongside graphic design students, replicating the real-world collaboration that takes place between leaders responsible for conceptualization and artists responsible for design production.

***This semester course fulfills the Global Leadership Institute elective requirement and can be combined with another semester-long art course to fulfill one year of the visual art requirement.***





**Constitutional Law** (*semester*)

This course introduces the United States Constitution. Topics to be covered include constitutional interpretation, the function of judicial review, the role of the states and the federal government in the federal structure, and the allocation of powers among the legislative, executive, and judicial branches. Students will learn how to apply the law to practical scenarios. The class will feature guest speakers such as lawyers and judges, along with a field trip to the California Supreme Court to watch oral arguments.

**Launching and Sustaining a Business** (*semester*)

This course explores the discipline of entrepreneurship with the goal of students launching their own group startups. Students will learn business model development, design thinking, customer discovery, product-market validation, in-depth industry and market analysis, product or service innovation, brand development and go-to-market strategies, financing, and legal considerations; while also acquiring soft skills in communication, leadership, and character development. *Recommended prerequisite: Creativity, Innovation, and Entrepreneurship*

**Capstone – Global Leadership** (*full year, asynchronous*)

The Global Leadership Capstone course is a student-directed, action-research project designed to reflect the culmination of the acquired knowledge and skills of each student before graduation. Unique to the Capstone project is a commitment to the UN's 17 Sustainable Development Goals. Students will focus on one of the goals and seek to contribute to understanding and solving some of these global challenges. Students are challenged to design and create their own learning experience by pursuing an area of interest in the context of these goals and their local community while advisors provide student-centered guidance and support. At the conclusion of the experience, students will present their results at the OCS Global Leadership Capstone Summit. This course is completed asynchronously during the spring semester of students' junior year and the fall semester of their senior year. Students must successfully complete this Capstone, as well as other Institute requirements, to graduate with the Global Leadership Institute designation.

**Introduction to Global Leadership** (*semester*)

This course gives students the foundational tools used throughout the Global Leadership Institute. Students will learn about the model of ethical servant-leadership. Additionally, students will become aware of their own individual strengths and weaknesses. Exposure to each of the Global Leadership pathways (business law and entrepreneurship) will allow students to explore which area they are most interested in. Outstanding guest speakers will provide real-world leadership examples. Students interested in applying to the Institute of Global Leadership are encouraged to enroll in this course freshmen year.

**Personal Finance** (*semester*)

This course will inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets utilizing checking and saving accounts, gain knowledge in finance, debt and credit management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence.

**Bible 11 - Servant Leadership** (*semester*)

This course allows students to examine the concept of leadership through the lens of Christianity. Students learn about biblical leadership through the servant-leadership paradigm. A hallmark of the course is guest speakers. Throughout the semester, students "live" alongside a Christian leader of their own choice, becoming an expert on their leader's biography—not just their history, but their influences, beliefs, successes, and failures.





**Speech and Debate** (*semester*)

This course introduces the students to a variety of styles of public speaking and formal debate. Through research and practice students will become familiar with these styles through instruction, research, and practice. Each unit will culminate in performance assignments that require students to demonstrate their abilities within the classroom setting. Opportunities to take their knowledge to competition at the local and state level will be made available to students.

**Students may enroll in multiple semesters.**

**Strategic Decision Making** (*semester*)

This course serves as an introductory course to the three major components of strategy: competitive strategy, corporate strategy, and global strategy. This course involves several different types of class sessions. Specifically, students discuss cases and (occasionally HBR-style articles), engage with guest speakers from industry, and bring in current topics in strategy from the business press. Unique to this class, students are taught using the case study method and Socratic teaching techniques.

**Becoming a Global Leader** (*semester*)

This interdisciplinary course is designed to equip students to become interculturally competent global leaders through global citizenship education. Drawing from UNESCO's global citizenship education framework, students will understand how complex social, political, environmental, and economic issues are interconnected both at local and global scales. This course also considers how students' individual identities are uniquely created by God, and their cultures, languages, and values are assets in becoming global leaders. Looking at ethnic and racial identity through a biblical lens, students will examine their own identities through journal entries and interviewing others from different cultural or national backgrounds. The second half of the course will examine complex case studies in local and global contexts, and students will collaborate to propose creative and sustainable solutions. The course culminates with a practical, real-world application case study analysis and professional report modeled after civil society reports.

**Investing** (*semester*)

In this course, students will understand the difference between saving and investing and when to use each strategy. They will explain how compound interest works, its benefits to savers and how to calculate it. Students will understand the concept of inflation and how it impacts an individual's investment decisions. Students will learn about asset classes and the risk and return associated with each. Specific topics will include an introduction to the stock market, bond investing, investment strategies, and retirement investments. Unique to this course, students will have the opportunity to manage a real OCS endowment portfolio.

**Foundations of Law: Private Law** (*semester*)

This course is designed for enhancing critical thinking and analytical reasoning as well as developing a foundation of knowledge for how the law is structured for individuals to interact with each other. Topics covered include contracts, property, and torts. The course focuses on practical knowledge such as entering into financial transactions (e.g., car or house purchase) as well as important aspects of landlord/tenant interaction and purchasing real estate.

**Foundations of Law: Public Law** (*semester*)

This course is designed for enhancing critical thinking and analytical reasoning as well as developing a foundation of knowledge for how the government affects individuals in relation to the law. Topics covered include constitutional law, criminal law, tax law, business law, and employment law. The course focuses on practical knowledge such as individual rights, starting a business, rights of hourly/salaried employees, being independent contractor versus an employee, filing taxes, and prevalent criminal law and procedure issues.



## Institute of Bible and Discipleship

**Motto:** Raising up the next generation of disciples of Jesus

**Mission Statement:** To provide an opportunity to our students who have already made the decision to follow Jesus to dive deeper into their knowledge, faith, and commitment to God.

### Experience:

- Deep-dive into theology & discipleship
- Individual weekly mentorship
- Additional class options
- Guest Speaker Series
- Summer Leadership camp
- Graduation Cords & diploma designation

**Requirement:** Students are able to articulate a genuine commitment to Jesus Christ

## Institute of Bible and Discipleship Courses

IBD COURSES	
<b>Bible Discipleship: Catalyst—Freshmen Year</b> ( <i>semester class</i> )	The purpose of this class is both to learn and to do the basic skills of discipleship. It is the first and required course in the Bible Institute curriculum. The course content and structure is based on Luke 9:23 and includes both the study and implementation of the Spiritual Disciplines, a deep dive into Christian doctrine, a methodical study of Scripture and a topical survey of the various attributes of a Disciple of Jesus.
<b>Ephesians—Sophomore Year</b> ( <i>semester class; offered spring of 2025</i> )	The purpose of this class is to take a deep dive into the book of Ephesians. It is believed that this class will give a clear picture of an individual's identity in Christ, the inclusion of others, how to live, and how to do marriage and family.
<b>Servant Leadership—Junior Year</b> ( <i>semester class</i> )	The purpose of this class is to allow students to examine the concept of leadership through the lens of Christianity. Students learn about biblical leadership through the servant-leadership paradigm. A hallmark of the course is guest speakers. Throughout the semester, students “live” alongside a Christian leader of their own choice, becoming an expert on their leader's biography—not just their history, but their influences, beliefs, successes, and failures.
<b>Apologetics—Senior Year</b> ( <i>semester class</i> )	The purpose of this class is to prepare Christians to think Christianly about numerous questions before they go off to college. Some of those questions include: <ul style="list-style-type: none"> <li>• Conflicts between Science &amp; Religion</li> <li>• A brief history of Western Science its Theist beginnings</li> <li>• Issues re: Origins</li> <li>• Creation Care &amp; Christian Stewardship</li> <li>• Technology, Pragmatism &amp; Ethical Choices</li> <li>• The Practice of Science as Worship</li> </ul>



## Institute of Health Sciences

The vision of the Institute is to inspire students to appreciate the human body and all of God's creation as uniquely made, while instilling a heart of compassion for those in need. We hope to expose students to a breadth of health science careers, positioning them to make informed decisions upon graduation.

In order to achieve these goals, students will opt into coursework through the four years of high school focused around one of four pathways:

1. Health Care - preparation for health focused on individuals, including medicine, behavioral health and other disciplines where direct care is provided. Examples include doctors, nurses, therapists.
2. Fitness, Sport Medicine and Nutrition - pathway for individuals looking to work with individuals, including athletes who focus on fitness and nutrition. Examples include dietitians, physical therapists, sports medicine, athletic trainers.
3. Population Health - health from a broad perspective including global and public health, local government services. Examples include global health educators, first responders, criminal justice.
4. Biotechnology and Research - aims to produce technically sound scientists who evaluate information and make informed decisions especially when larger ethical questions may be involved. Examples include pharmaceutical research, basic science research, biotechnology industry and bioengineering.

Beyond the classroom, students will receive additional exposure to professionals and the industries of their interest. This would include shadowing opportunities in professional settings, master classes on campus with invited speakers and professionals and guidance toward acquiring internships and real world experience.

If you have any questions about this new and exciting offering, please contact Dr. Bryan Wong, Director of the Institute of Health Science at [bwong@oakschristian.org](mailto:bwong@oakschristian.org).

## Institute of Health Sciences Courses

### IHS COURSES

#### **Introduction to Health Sciences** (*semester*)

This semester long introduction course typically taken during freshman year is the first course in the new Health Science Institute. Students should sign up for this course that are interested in pursuing Health Sciences. Introduction to Health Science covers the foundations of health sciences including medicine, personal/behavioral health, and biotechnology. This course focuses on the wonder of God's preeminent creation and the intricacies of the human body.

#### **Health Science II** (*semester*)

*Prerequisite: Intro to Health Science*

This course is specifically designed for students that have been accepted to the Institute of Health Science. This class is typically taken during sophomore year. The prerequisite for this course includes successful completion of the Introduction to Health Science. Building on the introductory course, students will develop a deeper understanding of the human body, including anatomy, physiology, disease processes and treatments. There will be a particular focus on the cardiovascular system, pulmonary system, nervous system, and musculoskeletal system. Students will be expected to prepare for and compete in competitions designed to engage active learners, including anatomy competitions, and hands on skills competitions, including suturing and emergency response. Students will also learn basic and intermediate principles of sports medicine, including injury prevention and the response to athletic injury. One of the major objectives of this course will be to have students trained to be first responders during athletic competitions and events, under the supervision of physicians and certified athletic trainers.



# ACADEMIC SUPPORT

## COURSE

**Academic Seminar** – Available to Grades 9-12 (additional cost per semester)

The Academic Seminar course is designed to offer targeted executive functioning and academic assistance within a supportive small-group setting. With approximately 10 students per cohort led by two instructors, our program is grounded in the belief of fostering student empowerment. Through direct instruction, we focus on developing essential executive functioning skills such as time management, organization, effective study strategies, self-advocacy, and cultivating a growth mindset.

Throughout the semester, students actively participate in setting an academic goal, taking ownership of their progress as they work towards achieving this objective. Weekly check-ins with a designated instructor provide an opportunity for collaborative reflection, aiding in grade and assignment tracking. Should a student's performance fall below an 80% average or if they have outstanding assignments, they are guided through a structured problem-solving process aimed at improvement.

Instructors provide academic support in core subjects, ensuring that students receive tailored assistance where needed. Communication with parents is integral to our approach, with updates provided at least once per quarter and promptly if a student's grade dips below a C. Through this holistic approach, we strive to empower students to thrive academically and develop vital lifelong skills for success.



# COMMUNITY SERVICE

## Minds for Leadership and Hearts for Service Oaks Christian High School Service Program

Oaks Christian School's Board of Directors set forth six key goals they want for all OCS students, one goal is to: ***Encourage a passion to love God and others through living lives that reflect the virtues taught and modeled by Christ including justice, wisdom, courage, service, reconciliation, grace, and humility.*** This key goal can be achieved through sincere service toward others, and we hope the OCS community service program will develop these Christ-like virtues.

Loving and serving others isn't meant to be a "do-good checklist." Paul's writes, *"We are all His workmanship, created in Christ Jesus for good works, which God prepared beforehand so that we would walk in them"* (Ephesians 2:10). We are all created to love and serve others.

The OCS service requirement is focused on sharing stories and experiences. Students are encouraged to serve the community above and beyond the minimum. Our hope is for OCS students to develop a habit of serving others and carry that forward into life after Oaks Christian School.

### **Minimum Requirements for Freshmen Sophomores, Juniors, and Seniors**

Freshmen and Sophomore have an overall requirement to complete 10 service hours in a year. The overall requirement for Juniors and Seniors is 15 service hours. These hours can be submitted via our service hours tracking system called MobileServe.



# OAKS CHRISTIAN ONLINE



## Online-Only Course Offerings

A complete course list and the course catalog providing descriptions of each OC Online course are available at <https://www.oakschristianonline.org/complete-course-list/>.

**Approval to take OC Online courses in lieu of an on-campus course must be approved in advance by the Academic Dean.**

Courses Distinctive to OC Online include, but are not limited to, the courses below.

ENGLISH
OC Online Author Seminar – C.S. Lewis (semester)
OC Online Author Seminar – African American Literature (semester)
FOREIGN LANGUAGE
OC Online American Sign Language 1
OC Online American Sign Language 2
OC Online American Sign Language 3 – Completion of Level 3 meets graduations requirements
ELECTIVES
OC Online AP Computer Science
OC Online Art in World Cultures
OC Online Creative Writing (semester)
OC Online Digital Literacy (semester)
OC Online Digital Photography – Creating Image with Impact (semester)
OC Online Digital Photography – Discovering Your Creative Potential (semester)
OC Online Economics (semester)
OC Online Fashion Design (semester)
OC Online Forensic Science (semester)
OC Online International Business (semester)
OC Online Interior Design (semester)
OC Online Human Geography (semester)
OC Online Models of Christian Service in Film (semester)
OC Online Music Appreciation (semester)
OC Online Personal and Family Finance (semester)
OC Online Sports and Entertainment Marketing (semester)





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## OCS Administration

**Rob Black**, Head of School

**Dr. Matthew Northrop**, Associate Head of School for Academics

**Garett Freeman**, High School Principal

## Office of Academics - Contacts

**Sonya Stevenson**, Assistant to the Academic Office

sstevenson@oakschristian.org (818) 575-9333

**Kevin Lindsey**, Senior Academic Dean

klindsey@oakschristian.org (818) 575-9206

**Christi Grindstaff**, HS Academic Dean

cgrindstaff@oakschristian.org (818) 575-9161

**Dr. Robin Vukoje**, Senior High School Learning Specialist

rvukoje@oakschristian.org (818) 575-9220

**Milani Ramos**, High School Learning Specialist

mramos@oakschristian.org (818) 575-9414

**Laura Nation**, Registrar

lnation@oakschristian.org (818) 575-9248

**Stephanie Niednagel**, Director of Curriculum

sniednagel@oakschristian.org (818) 575-9410

## Office of College Counseling - Contacts

**Jeff Morrow**, Director of College Counseling

jmorrow@oakschristian.org (818) 575-9257

**Amy Krueger**, Associate Director of College Counseling

akrueger@oakschristian.org (818) 575-9266

**Valerie Johnson**, College Counselor

vjohnson@oakschristian.org (818) 575-9287

**Brittany Lindsey**, College Counselor

blindsey@oakschristian.org (818) 575-9286

**Michael Nation**, College Counselor

mnation@oakschristian.org (818) 575-9270

**David Rowe**, College Counselor

drowe@oakschristian.org (818) 575-9204

**Becky Motta**, College Counselor

bmotta@oakschristian.org (818) 575-9273

**Amanda Wallin**, College Counselor

awallin@oakschristian.org (818) 575-9261

Revised 3/2024

