

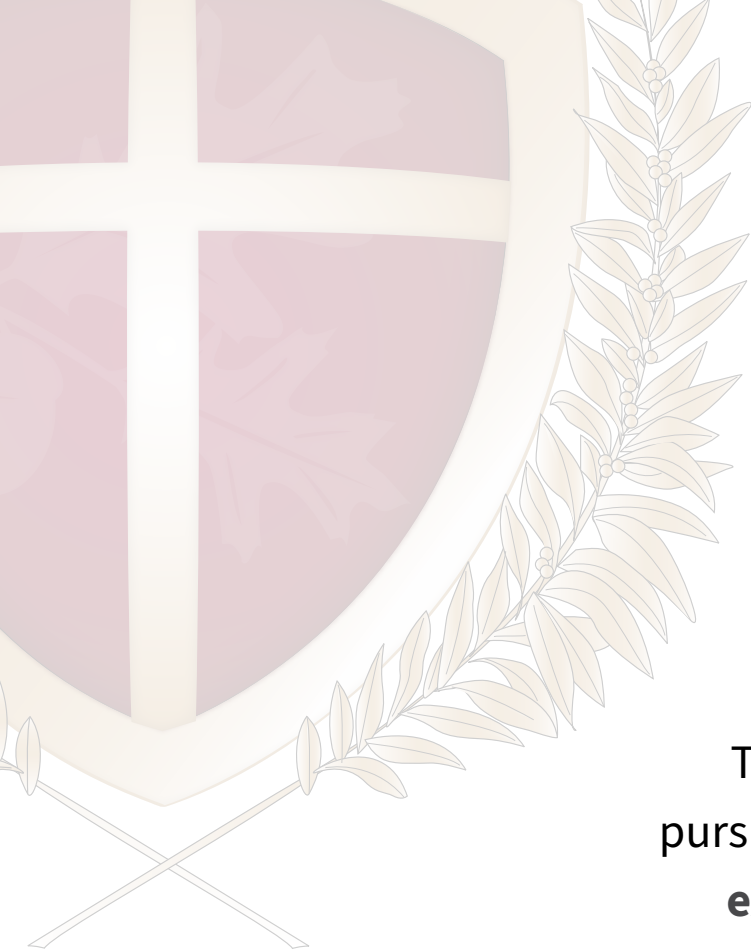


COURSE CATALOG



2025-26

OAKS CHRISTIAN HIGH SCHOOL • GRADES 9-12




OUR MISSION

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.

OUR MOTTO

Preparing Minds for Leadership
and Hearts for Service

OAKS CHRISTIAN SCHOOL
31749 LA TIENDA DRIVE
WESTLAKE VILLAGE, CA 91362
WWW.OAKSCHRIAN.ORG



Dear Oaks Christian High School 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 wonderful, 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 a new 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. 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?

We just celebrated our 25th anniversary year. In that short time, Oaks Christian School has become known throughout the world as an educational leader and innovator. We are recognized as a learning community that deeply values a liberal arts program and depth of learning. 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 courses are taught through a Biblical worldview that will help you make sense of 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

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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 opportunities 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

2½ years of Bible

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

4 years of English

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

3½ years of History

- Global Western Civilization is required.
- United States History or AP is required.
- Core Course Options (two semesters) or World History, or European History is required.
- United States Government (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 requirement.
- Matriculating eighth grade students are placed by teacher recommendation.

3 years of Modern and 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 OCS eighth graders are placed by teacher recommendation.
- Alternatively, students can satisfy this requirement by completing two years of one language and two years of another.

HIGH SCHOOL DIPLOMA REQUIREMENTS

3 years of Science

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

2 years of Art (Performing or Visual)

- One year must be a theory-rich course that meets UC/CSU guidelines.

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 and 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 9th 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)
- 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 must complete 10 hours of community service in a year. Juniors and seniors must complete 15 community service hours. These hours can be submitted via our service hours tracking system called MobileServe. Student advisors will help with this.

ACADEMIC OVERVIEW



Honors and Advanced Placement Courses

The honors and AP programs offer enrichment in which learning is done at greater depth and at a faster pace. The student in such a class is an accomplished reader and a skilled, analytical thinker. Each honors and AP course has specific prerequisites and necessary approvals by the department chair needed to enroll or stay in the program. Students may only take three (3) such courses per year unless petition for four (4) is granted by the academic office. Faculty may recommend that a student be dropped if it becomes clear, early in the year, that the placement is inappropriate. Any student earning a grade lower than C- at the semester may be moved to the college placement level of the same course wherever possible. Any student with excessive absences for any reason may be moved to the CP level of the same course upon teacher recommendation. A student who transfers from an honors class to the regular class will not receive any “grade bump.” Students enrolled in AP classes must take the AP exam in the spring (fee-charged by the College Board). Students who take an AP course and subsequently choose not to take the AP exam will have the AP designation removed from the course. Students not enrolled in AP classes are permitted to take the AP examinations upon approval of the AP instructor.

The Institutes at Oaks Christian

Oaks Christian offers five unique institutes for students who desire an in-depth course of study in the following areas: arts and innovation, Bible and discipleship, engineering, global leadership, and health science. In addition to their institute-specific course and additional curriculum courses, students also participate in off-campus excursions, meet and/or are mentored by industry professionals, have internship opportunities, take master classes and typically present a capstone at the end of their senior year. Enrollment in an institute is by application only. All institute students must meet all the graduation requirements in addition to their institute courses.

Academic Schedule

Students are expected to take a minimum of five (5) academic courses each semester, with a minimum of five (5) total courses for seniors, six (6) for juniors, and seven (7) for underclassmen (freshmen and sophomores). All exceptions to this are only granted through the academic dean. Students who need help structuring their time when not assigned to a class will be assigned accordingly.

BIBLE

DEPARTMENT



BIBLE

DEPARTMENT

Graduation Requirement: 2 1/2 years



PHILOSOPHY

The Bible department believes that equipping students to address life challenges and establishing a strong Biblical foundation will help them make sense of the world and live purposeful, productive lives. This foundation will help students develop Biblical literacy upon which to construct a Biblical worldview along with transformational spiritual development.

GOALS

- Give students an opportunity to consider following Christ
- Graduate students with the ability to read, interpret, and understand the Bible
- Provide opportunities for students to join discipleship-oriented classes that focus on developing worshippers of the Triune God*
- Teach students how to apply a Christ-centered Biblical worldview and compare it against other worldviews
- Equip students with a fundamental knowledge of the story of God centered on the Gospel of Jesus Christ that leads to understanding of the core tenants of Christian theology and the shape of the Christian life

**for students in the Institute of Bible and Discipleship*

BIBLE

DEPARTMENT

BIBLE 9: LIFE OF CHRIST *(semester)*

This course provides students with an in-depth look at the life, death and resurrection of Christ, understanding His role in the overarching narrative of scripture and history of redemption as told in the book of Mark. Students will study His teachings and ministry in the context of the Jewish culture of first century Palestine, and examine how His teachings can be applied in today's world. Note: Students are placed into differentiated levels in this course according to their prior knowledge.

BIBLE 10: TREE OF LIFE *(semester)*

This course examines the Biblical theme of God and the Tree of Life, which is a symbol of God's abundant life and power available to all. It is used throughout the Biblical story to teach about God's desire to defeat death and bring eternal life. Understanding this theme demonstrates that the Bible is a unified story that leads to Jesus—the One who died on a tree to give us life forever with God. Special focus is given to the nature and design of the Bible as well as effective Bible study methods.

BIBLE 11: SHAPE OF THE CHRISTIAN LIFE *(semester)*

This course helps students discover their divine design and unique role in God's redemptive mission in the world. Students will compile a S.H.A.P.E portfolio which highlights five aspects of their unique design, namely the student's (1) spiritual gifts and strengths, (2) heart and passions, (3) abilities and natural talents, (4) personality and (5) experiences. Additionally, students will develop a meaningful theology for everyday life as well as experience a hands-on Biblical approach for living life God's way. Sprinkled throughout the course are opportunities to learn and practice the art and science of interpreting the Bible in 21st century culture.

BIBLE 12: BIBLICAL WORLDVIEW SEMINAR

Students will learn about the Biblical worldview and other competing worldviews, challenging them to articulate their own worldview in light of Biblical truth and Christian tradition. The course equips students with the skill to discern truths from falsehoods. Major ideologies are explored, including epistemology (how do we know truth?), theology (who is God?), cosmology (where do we come from?), anthropology (what does it mean to be human?), teleology (what is our purpose?), and soteriology (what saves us?) The essential beliefs of the Christian worldview will be contrasted against religious (Hinduism, Buddhism, Islam, etc.) and non-religious (nihilism, existentialism, naturalism) worldviews. At the end of the course, students present their own worldview in comparison/contrast with the central claims of the Biblical worldview.

ENGLISH

DEPARTMENT



ENGLISH

DEPARTMENT

Graduation Requirement: 4 years



PHILOSOPHY

The ability to communicate with words is a gift from God no less marvelous than the intricate, infinite physical world around us. This miracle of language brings knowledge and insight that allow us to better understand who we are and who God has created us to be. In His grace, we seek to teach students the value of this gift and to encourage them to develop their own communication skills—particularly the written word—with refined precision. Our English program involves five areas of instruction: literature, writing, grammar, vocabulary, and speaking

GOALS

- 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 possess the skills and wisdom to discern truth by studying cultural, philosophical, and ideological influences in order to weight all expression and argument against the truth of God's word.

ENGLISH

DEPARTMENT

ANALYTICAL READING

This course improves a student's close reading, comprehension, and love of reading. As a math problem cannot be correctly answered if certain steps are omitted or misunderstood, so also with each sentence. Analytical reading slows down the reading process to ensure full comprehension of the author's overt and covert message(s). Claims are analyzed and discussed for evidence and validity. Vocabulary improves to assist student understanding. Higher-level thinking skills are implemented to take students from a rudimentary understanding of the literal text to a profound understanding of the larger world. Ideological terminology further moves students from comprehension to deciphering worldview.

GRAMMAR AND COMPOSITION

This course focuses on the building blocks of grammar, specifically on how the relationship between words create and convey both meaning and effect. Students study a variety of grammatical and syntactical structures in texts with the aim of incorporating such a variety in their own writing. They will incorporate SAT-level vocabulary through reinforced study and instruction. The texts of the course ("The Hiding Place," "Just Mercy," "Beowulf," "To Kill a Mockingbird," and "Fahrenheit 451") model for students logical argumentative structures and effective writing style. Students learn the basics of Toulmin-style argument (claim, evidence, and warrant) and language analysis. Students engage in Socratic style dialogues refining their ideas and listening to others. Students are also expected to stand and deliver formal and informal speeches throughout the year. All this is done within the context of honoring Christ as Lord, his Word as truth.

GRAMMAR AND COMPOSITION HONORS

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

This course expands upon the foundational skills learned in Grammar and Composition by examining how sentence-craft and style create argument and effect. Students study 33 new rhetorical strategies to enhance their own writing and oratory, as well as analyze the stylistic choices of influential thinkers and authors—how anadiplosis can reflect hesitation, how passive voice can purposefully obscure, how caesura and end-stops can establish a poem's rhythm. Writing assignments focus on literary explication of authors' works but also require students to be purposeful about their own stylistic choices. Students discuss literature and philosophy through the window of eight major ideologies (anthropology, epistemology, cosmology, teleology, theology, sociology, axiology, soteriology) in order to better understand major worldviews while beginning to define their own personal perspectives.

RHETORIC AND STYLE HONORS

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

This course is designed to improve reading, writing, speaking, and listening skills by introducing students to authors who have significantly influenced American thought and writing through in-depth analysis of literature and skill development in advanced syntax and grammar. Students develop more persuasive argumentation and a depth of logical inquiry, along with a greater sense of personal style. Students read both fiction and non-fiction in pursuit of those goals. Student pursue becoming people who possess the skills and wisdom to discern truth by weighing all expression and argument against the Truth of God's word.

ENGLISH

DEPARTMENT

AP LITERATURE

The terminal objective of this course is to prepare students for the four sections of the AP literature and composition exam by the use of specific terminology to analyze various novels, dramas, poems, and prose. Students receiving a 3, 4, or 5 on the AP exam may (every college is different) receive college credit for the course. This means that college work will be done in this class to ensure students are equipped to both pass the AP exam and also write at college level. Since 45% of the exam 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 about it. Thus, students with a proclivity to regurgitate teacher-insights without individual thinking are vulnerable to failure.

CAPSTONE HONORS

This course encapsulates the language and ideological development of the previous English courses, and applies that knowledge to an understanding of ideas and their consequences in modern life. This occurs through a study of literature, non-fiction, philosophy, and research. The course provides a general framework for the way ideas created cultural/ideological shifts and the way language is both affected by and affects ideology. Students see the progression of Western thought and thus become articulate about the origin and progression of popular thought. This culminating course reinforces reading, grammar, rhetoric, and argumentation while focusing on research as well as style. The first semester examines the relationship between language and thought through a survey of Western philosophy, incorporating the application of that philosophy to literature and contemporary experience. The second semester requires 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 major assessments will include synthesis papers, philosophical position papers, and oral exams and recitations.

AUTHOR SEMINARS

This course examines a diversity of authors, genres, and literary periods. Each semester presents an in-depth study of one particular topic. Students have an opportunity to select the semester seminars of their interest and are required to complete two semesters to fulfill the course requirement. Multiple author seminars are offered. Regardless of shifts in specific content, students in this course continue to develop their skills in composition, style, grammar, argumentation, and philosophy to more rigorously explore the influence of language and literature in society. Students refine their skills in stylistic analysis and argumentation through written and oral evaluations. The course involves close reading of at least two main novels, two outside reading texts, and additional correlating fiction, nonfiction, and current event pieces. It culminates in a substantial synthesis research paper and oral defense. These semester courses meet a half-year English requirement, so students who enroll in this option must select two Author Seminars for the year.

HISTORY

DEPARTMENT



HISTORY

DEPARTMENT

Graduation Requirement: 3 1/2 years



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, we strive to help students develop the ability to make informed, reasoned, and prayerful decisions for the public good. Faculty work to help students become effective citizens of a diverse society both domestically and globally.

GOAL

Provide students with a sense of historical memory and perspective to equip students with the necessary tools to become independent life-long learners of history

HISTORY

DEPARTMENT

GLOBAL WESTERN CIVILIZATION

(Year 1)

“How did we get from here to there?” This is the essential question for this course. The course explores the development of Western civilization while connecting and comparing the roots of Western civilization to other peoples, cultures, and civilizations. 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. 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.

UNITED STATES HISTORY

(Year 1)

History is the study of the past, present and future, all at the same time. This course studies the United States starting with “the founding” and concluding with contemporary times. This survey course encompasses political, social, economic, and technological aspects of the American experience. Emphasis is placed on 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 goal is for each student to gain an understanding of United States history in order to understand how our nation’s past relates to today’s events.

AP UNITED STATES HISTORY

(Year 2)

Prerequisite: Global Western Civilization and teacher recommendation. Students investigate noteworthy 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. Students will learn the technical aspects of historiographical writing with document-based essays, long essay questions, and data-based short answer questions. Students explore eight themes 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 WORLD HISTORY

(Year 3)

This course develops a greater understanding of the evolution of global processes and contacts in interaction with distinctive styles of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The nature of changes in international frameworks and their causes and consequences is highlighted, as well as comparisons among major societies. The course emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. It 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, 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.

HISTORY

DEPARTMENT

AP EUROPEAN HISTORY

(Year 3)

Students investigate noteworthy 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. Students explore seven themes 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 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. Students develop the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

HISTORY AND FILM

(Year 3 semester course)

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. History has provided some of the most riveting stories in cinematic history. Likewise, film has become a crucial medium to teach people about history. This course studies the impact of film on society decade by decade since its creation, and various historical events around the world through films. The course culminates 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.

RENAISSANCE HISTORY

(Year 3 semester course)

Derived from the Italian verb "rinascere," 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 Renaissance, exploring its major themes, influential figures, and lasting impact on various aspects of society. Through a multidisciplinary approach, this course specifically focuses on the Renaissance's rebirth and recreation of classical art, philosophy, rhetoric, religion, politics, and culture.

HISTORY OF TOYS

(Year 3 semester course)

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. The study of history of toys reveals 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; or 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 view to how the people lived, when they lived, and what they valued. The course starts with the foundation of what "play" is in early childhood development. With this foundation, students look at the development of toys from ancient societies up to the era of mass manufacturing beginning in the late 19th century. Students explore the American experience through toys decade by decade starting with the 20th century. Students apply all they have learned to a culminating project: creating a toy or a board game.

HISTORY

DEPARTMENT

THE CALIFORNIA ADVENTURE

(Year 3 semester course)

Typically, a history course is 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. This course helps students understand why life in California is the way it is today, and how we got here. Students follow a curriculum that is chronologically founded but more topically thematic. For example, students explore the idea of the “Gold Rush” as actually an umbrella title for all the economic booms and accompanying innovations that had a significant role in shaping today’s California. There is the traditional Gold Rush of 1849, but there is also the railroads, black gold (oil), Hollywood, aerospace, and Silicon Valley. Current events and unusual trivia are woven throughout the course as points of interest. With the wide variety of topics available in California history, the course has the potential for catering to individual student interest. The culminating course capstone product will cater to each student’s specified California history interest.

HISTORY OF THE CHURCH

(Year 3 semester course)

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

FOOD AND WORLDS CULTURES

(Year 3 semester course)

“You learn a lot about someone when you share a meal together.”- Anthony Bourdain. This course connects food with our humanity. America will be the reference point to better understand the impact food has on cultures globally. Students 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, students learn why food is such an integral part of the human experience.

HISTORY OF SPORTS

(Year 3 semester course)

From the earliest days of the United States, sports have pulled communities together, as well as creating bitter rivalries between cities. This course examines the history of sports, their foundations, as well as the role sports and athletes have played in shaping and changing society. With baseball as a main emphasis, students study the five main sports of the U.S., sports with a more global interest, and the Olympics. Students develop an understanding of the relationship sports have on social, economic, cultural, and political forces in the United States and globally. Historical investigation is done through readings, primary sources, audio, and visual materials as well as class discussions. Students develop an understanding of why and how sports have become a popular cultural phenomenon, and how they are a reflection of society.

WORLD WAR II

(Year 3 semester course)

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 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 validates the proposition that World War II is an influential American Civil Rights story.

HISTORY

DEPARTMENT

VIETNAM WAR

(Year 3 semester course)

The Vietnam War is a complex and controversial subject. This course navigates 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 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 who endured this hostile environment.

CIVIL RIGHTS

(Year 3 semester course)

When Thomas Jefferson wrote in the Declaration of Independence that “all men are created equal and endowed by their Creator with 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 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 perfect version of itself.

WOMEN'S HISTORY

(Year 3 semester course)

Placing women at the center of interpretation, this course explores the impact of historical events on the lives of women in the United States and globally. 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, close attention is given 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.

HISTORY THROUGH ART

(Year 3 semester course)

This course unveils the rich history of 17th to 19th century Western Europe through the medium of art, examining the key movements, like neoclassicism, artists like Caravaggio and Goya, and cultural shifts that shaped the visual arts. Throughout the course, students engage with diverse artistic styles and the social, political, and philosophical contexts that influenced them. The course also addresses the rise of modernity, exploring how art responded to industrialization, urbanization, and the changing role of the individual in society.

HISTORY AND FASHION

(Year 3 semester course)

This course explores American history through the lens of fashion, examining how clothing trends and styles have reflected and influenced social, political, and cultural movements throughout the country's development. Students trace the evolution of fashion from the British colonial era to the present, investigating how fashion choices were shaped by economic shifts, cultural trends, and national and local events. The course highlights key figures in fashion history and explores how their designs reflected broader societal changes. Through examining primary sources and project development, students analyze how fashion communicates identity, status, and community in various American historical contexts. Students gain a deeper understanding of how fashion acts as both a personal and collective form of expression in American history.

HISTORY THROUGH MUSIC

(Year 3 semester course)

This course offers a chronological exploration of music's evolution from ancient civilizations to the present day, covering both instrumental and vocal traditions, as well as diverse modes of listening—from the church to streaming platforms like Spotify. As a survey of musical developments, students explore how music has both shaped and been shaped by the social and historical contexts in which it was created. The course highlights pioneering musicians and their groundbreaking contributions, examining their lasting influence on musical styles and traditions across different periods. Students explore the profound impact of music on cultures worldwide and examine how these cultures, in turn, have influenced the creation and expression of music.

HISTORY

DEPARTMENT

UNITED STATES GOVERNMENT AND CIVICS

(Year 3 semester course)

It is paramount that students understand the importance of their role as informed and active citizens. Students in this course learn the structure and processes of the federal government and its relationship with state and local governments. Students learn their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government. This course will end in a formal presentation that is aimed at synthesizing all that students have learned. Students pick a relevant topic, participate in guided research, write a paper, and then present their findings to a panel of students, guests, and faculty members at the end of the course.

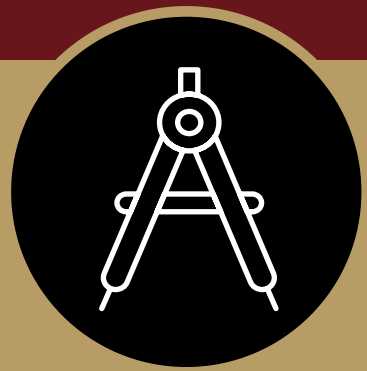
AP UNITED STATES GOVERNMENT

(Year 4)

Prerequisite: teacher recommendation. This course provides students with the political knowledge and reasoning processes to participate meaningfully and thoughtfully in discussions and debates that are currently shaping American politics and society. It is important to note that this course is not a history course; it is a political science course that studies the interconnectedness of the various parts of the American political system and the behaviors and attitudes that shape this system and are the by-product of this system.

MATH

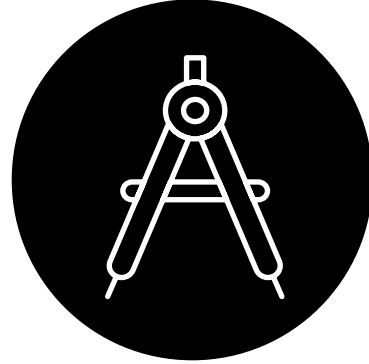
DEPARTMENT



MATH

DEPARTMENT

Graduation Requirement: 3 years



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 the 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

GOALS

- Develop Perseverance in Problem-Solving
Equip students to make sense of and persevere in solving complex problems
- Foster Deep Understanding and Connections
Strengthen students' conceptual understanding by highlighting the relationships between mathematical concepts and their applications in non-routine and real-world scenarios
- Cultivate Logical and Critical Thinking
Teach students to construct viable arguments and critique the reasoning of others to deepen their understanding of mathematical concepts
- Promote Precision
Encourage students to attend to precision (computational/graphical fluency and academic language) in their reasoning in order to communicate effectively
- Encourage Multiple Methods
Guide students to model mathematics in multiple ways, using tools appropriately to represent their thinking
- Inspire Joy and Curiosity
Inspire students to discover beauty and truth in mathematics while delighting in the process of problem-solving and exploring patterns in creation

MATH

DEPARTMENT

ALGEBRA I

This course creates a strong foundation for students' mathematical understanding by focusing on developing fluency with solving linear equations, inequalities, systems and quadratics. This course also explores linear, quadratic, and exponential functions graphically, numerically, and symbolically to provide the necessary prerequisite skills needed for future math courses. Students use problem-solving strategies, analyze critically, and communicate rigorous arguments to justify their thinking. Under teacher guidance, students learn in collaboration with others while sharing information, expertise, and ideas.

GEOMETRY

This course introduces students to formal geometric proofs and builds upon their prior knowledge of basic figures, developing a more thorough understanding of their properties and relationships. The course begins with foundational geometric concepts and introductory logic and proof-writing, progressing to exploring and analyzing properties of two- and three-dimensional figures, and culminating in right-triangle trigonometry and circles. Students explore geometric transformations, understanding triangle congruence through rigid motions and triangle similarity through dilations and proportional reasoning.

GEOMETRY 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. This course introduces students to formal geometric proofs and builds upon their prior knowledge of basic figures, developing a more rigorous understanding of their properties and relationships. The course begins with foundational geometric concepts and introductory logic and proof-writing, progressing to exploring and analyzing properties of two- and three-dimensional figures, and culminating in right-triangle trigonometry and circles. Students explore geometric transformations, understanding triangle congruence through rigid motions and triangle similarity through dilations and proportional reasoning. Topics from Algebra 1, including solving systems of equations, graphing linear equations, and solving quadratic equations are integrated to strengthen algebraic reasoning within geometric contexts. Major emphasis is placed on problem-solving, precise academic language, and logical quantitative reasoning. Students also participate in math competitions.

ALGEBRA II

This course is an extension in depth and breadth of the study of many of the topics in Algebra 1 and some additional topics as well. Topics include: real numbers; order of operations; inequalities; interval notation; equations of linear functions and their graphs; solving linear systems of equations; factoring polynomials; laws of exponents; solving quadratic equations; simplifying rational expressions and complex fractions; radicals; imaginary and complex numbers; graphing functions and their transformations; solving exponential and logarithmic equations, and a brief introduction to right triangle trigonometry.

ALGEBRA II WITH TRIGONOMETRY

Prerequisite: completion of the prior math course with a grade of 93% or better, meets or exceeds benchmark score on the placement test, and teacher recommendation. This course extends students' understanding of functions and real numbers and increases the tools students have for modeling the real world. Students in Algebra 2 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. 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 also participate in math competitions.

MATH

DEPARTMENT

ALGEBRA II WITH TRIGONOMETRY 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. This course extends students' understanding of functions and real numbers and increases the tools students have for modeling the real world. Students in Algebra 2 extend their notion of numbers 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. 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 also participate in math competitions.

PRE-CALCULUS

Pre-calculus students master the advanced math topics necessary for preparation for calculus through investigations, graphs, coursework, online technology, and other resources. Students develop reading skills, number sense, and math literacy to become better critical thinkers and persistent problem solvers. Pre-calculus combines concepts of trigonometry, geometry, and algebra 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; sequences and series, the formation of algebraic proofs; conics; polar coordinates; vectors; and possibly an introduction to limits and derivatives.

PRE-CALCULUS HONORS

Prerequisite: completion of the prior math course with a grade of 93% or better, meets or exceeds benchmark score on the placement test, and teacher recommendation. This course covers introductory topics of differential calculus including differentiation, limits and solving 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 also participate in math competitions. This class prepares students for AP Calculus AB.

ACCELERATED PRE-CALCULUS HONORS

Prerequisite: completion of the prior math course with a grade of 93% or better, meets or exceeds benchmark score on the placement test, and teacher recommendation. This course also covers introductory topics of differential calculus including differentiation, limits and solving 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. It moves at a faster pace than pre-calculus honors by covering calculus during quarter 4. Students also participate in math competitions. This class is required for students wishing to enroll in AP Calculus BC the following term.

CALCULUS

This course is designed for the student who has successfully completed a pre-calculus course. It exposes students to the concepts and themes in a first semester college calculus class. It covers much of the same material as the AP course at a less intensive pace. The course begins 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 provides a strong foundation that gives students the tools to succeed in future mathematics courses.

MATH

DEPARTMENT

AP CALCULUS AB

Prerequisite: teacher recommendation and qualifying score on diagnostic test. AP calculus AB is an introductory college-level course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

AP CALCULUS BC

Prerequisite: completion of accelerated Pre-Calculus Honors, teacher recommendation, and qualifying score on diagnostic test. AP calculus BC is a college-level course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, optimization, accumulation, convergence, and the analysis of functions.

MULTIVARIABLE CALCULUS

Prerequisite: completion of AP Calculus BC. This course is for students who have successfully finished AP Calculus BC or have received special consideration from the instructor. Students explore vector-valued functions, including their differentiation and integration and applications such as velocity, acceleration and as a position function in three dimensional space. Differentiating and integrating functions of several variables including partial derivatives and differentials will be covered including the maximum and minimum of several variables. Examining area and volume and surface area with multiple integrals is stressed. The course finishes with vector fields, Green's Theorem, parametric surfaces, the divergence theorem, Stokes's Theorem, linear algebra, and probability. Complex variable operation using Euler's notation are discussed extensively.

STATISTICS

This course focuses upon the basic principles of statistical reasoning and teaches students how to use the four steps of the statistical process: ask questions, collect data, analyze data, and derive conclusions. Using pedagogical tools and real-life examples, this course prepares students to use statistics in college courses and in any career. This course covers all the topics found in an introductory statistics course. A summative project evaluating a student's ability to use statistics in their local environment culminates the course.

AP STATISTICS

Prerequisite: teacher recommendation and qualifying score on diagnostic test. This course is equivalent to an introductory, non-calculus-based college 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: exploring data; describing patterns and departures from patterns; sampling and experimentation; planning and conducting a study; anticipating patterns; exploring random phenomena using probability and simulation; statistical inference; estimating population parameters and testing hypotheses. Students develop an understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

MODERN AND CLASSICAL

LANGUAGES

DEPARTMENT



MODERN AND CLASSICAL

LANGUAGES

DEPARTMENT

Graduation Requirement: 3 years

PHILOSOPHY

The modern and classical language department strives to teach students to communicate and interact with cultural competency in multilingual communities in the United States as well as internationally. We seek to educate students who appreciate a global perspective, and who will thoughtfully consider the values and traditions of other cultures, appreciating how language embodies culture. The development of the practical skills of communicating in the target language can help extend the horizons of cultural empathy, and reflect God's heart through an appreciation that all people are His image bearers.

GOALS

- Teach students to communicate in the target language by continuously refining the practical skills of listening, speaking, reading, and writing
- Help students acquire productive language acquisition in a multifaceted approach based on universal standards that foster academic excellence
- Cultivate a broadened cultural understanding and empathy in students through the lens of history and traditions, both ancient and modern
- Help students thoughtfully compare and celebrate cultural similarities and differences with those living in different parts of the world
- Encourage students to study language as a means of connecting with others who are all made in the image of God

MODERN AND CLASSICAL
LANGUAGES
DEPARTMENT

SPANISH I

This beginning course emphasizes listening comprehension, speaking, reading, and writing. Emphasis is placed on mastering vocabulary, pronunciation, basic grammatical structures, and communication in the target language. Students learn to relate events in the present and simple future tenses. Knowledge of art, culture and geography of Spanish-speaking countries is studied. A beginner-level novel is read in the spring semester to culminate the year.

SPANISH II

Prerequisite: a grade of 70% or better in Spanish I. This course continues an emphasis on listening comprehension, speaking, reading, and writing. Structures from Spanish I are reinforced, and emphasis is on correct pronunciation, while mastering the basic grammatical structures, and increasing communication in the target language. Students learn to relate events in the past by comparing the use of imperfect and preterit. Their knowledge of the art, culture and geography of Spanish-speaking countries continues to be developed. Students read and summarize two Spanish-language books.

**SPANISH II
ADVANCED**

Prerequisite: a grade of 87% or better in Spanish I and teacher recommendation. With a continuing emphasis on oral and reading comprehension, speaking, and writing, this advanced second-year course is designed for students who demonstrate both interest and ability in foreign language. This course is similar to Spanish II but moves at a faster pace with the ultimate goal of continuing with the honors path. Students refine their use of the past and present tense verbs in daily conversations. Students begin with a review of the present tense and move on to differentiating between preterit and imperfect tenses and apply the concept in practical application. Students also become familiar with reflexive verb tenses and a wide variety of structures that enhance their aural and written comprehension. Students study the culture of various Spanish-speaking countries through a novel that takes place in a Spanish-speaking environment, and a periodical magazine subscription with current events and articles that emphasizes a variety of cultural and linguistic learning opportunities.

SPANISH III

Prerequisite: a grade of 70% or better in Spanish II. In this course, listening, reading, writing, and speaking skills are closely monitored and assessed through classroom interaction and formal assessments. Students express opinions and compare and contrast cultural nuances in the target language. Students write short essays in Spanish. Deeper reading comprehension is developed using longer stories and more advanced structures. At this level, students acquire a wider range of vocabulary, express themselves using a variety of verbs in the structures studied, read authentic sources appropriate to their level, and compare and contrast different cultural aspects of the Spanish-speaking world.

**SPANISH III
HONORS**

Prerequisite: completion of Spanish II or Spanish III Honors with a grade of 87% or better and teacher recommendation. This is an advanced foreign language course designed for students who have excelled in Spanish II, demonstrating significant progress in all skill areas of Spanish: speaking, reading, writing, and listening. The course is conducted almost exclusively in Spanish with occasional brief pauses for English translations of material to ensure student comprehension. Students acquire advanced grammar and develop a deeper, varied vocabulary by extensive reading using advanced student readers, online authentic sources and supplemental literature. Student aural capacity is enhanced by listening to authentic audio sources, music, and teacher-developed resources. Cultural aspects of various Spanish-speaking countries are highlighted. Students express opinions and compare and contrast cultural nuances. The expectation is for these students to continue on to Spanish IV Honors and/or to Spanish V AP.

MODERN AND CLASSICAL LANGUAGES DEPARTMENT

SPANISH IV

Prerequisite: a grade of C or better in Spanish III or Spanish III Honors. Students grow in their understanding and mastery of Spanish as they interact with the Spanish-speaking world. The purpose of this course is intended to engage students in practicing and improving their fluency while improving their understanding of the Spanish culture and issues surrounding Spanish-speaking communities. All areas of language are developed. Students read engaging current events, media, and novels to create discussions in class. Listening is developed through music and cinema and a Spanish-speaking only environment. Writing persuasive essays is taught, and speaking is practiced at all times. Field trips are an important aspect of this course, putting into practice the language. Upon successful completion, and with a teacher recommendation, a student can take Spanish AP.

SPANISH IV HONORS

Prerequisite: completion of Spanish III or Spanish III Honors with a grade of 87% or better and teacher recommendation. This is an advanced 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/or essays.

SPANISH V AP

Prerequisite: completion of Spanish IV or Spanish IV Honors with a grade of 87% or better and teacher recommendation. This course engages students in reading, writing, listening, and speaking activities at the university level in order to promote fluency in the Spanish language, as well as equip the students with the skills necessary to pass the AP exam.

FRENCH I

This course equips students to navigate the French-speaking world at a basic level through frequent reading, writing, listening and speaking assessments on common vocabulary, grammar structure and nuances of the French language and culture. Students engage in French cultural experiences to apply their knowledge in a practical and enjoyable atmosphere.

FRENCH II

Prerequisite: a grade of 73% or better in French I. Similar to French I, this course focuses on developing students' reading, writing, speaking, listening, and cultural competencies. Additionally, students learn the past tense, and focus on language production as their speaking abilities deepen. The majority of teaching is done in French, but there will be opportunities to clarify grammar concepts and discuss cultural topics in English.

FRENCH II ADVANCED

Prerequisite: a grade of 87% or better in French I and teacher recommendation. This course focuses on developing students' reading, writing, speaking, listening, and cultural competencies. It is designed for students who demonstrate both interest and ability in foreign language. This class is similar to the French II but moves at a faster pace with the ultimate goal of continuing the honors path.

FRENCH III

Prerequisite: a grade of 73% or better in French II or French II Advanced. Listening and speaking skills in this course are closely monitored and assessed through classroom interaction and formal assessments. Students express opinions and compare and contrast cultural nuances. Students write paragraph-length discourse in French. Reading comprehension will continue to develop using longer stories and more advanced structures.

MODERN AND CLASSICAL
LANGUAGES
DEPARTMENT

**FRENCH III
HONORS**

Prerequisite: a grade of 87% or better in French II or French II Advanced and teacher recommendation. This course reviews the past tenses in French and introduces students to the future tense and conditional and subjunctive moods, while continuing to increase vocabulary and communication skills. The focus is on three modes of communication—interpersonal, presentational, and interpretive—to ensure student growth in communication, cultural understanding, making connections and comparisons, and interacting with multilingual communities. In this course, students develop a broader vocabulary and expand their reading, listening, writing, and speaking skills in order to cultivate a better understanding of Francophone cultures and to grow in their ability to communicate effectively in the French language. It is encouraged for students to continue on to French IV Honors and French V Advanced Placement.

**FRENCH IV
HONORS**

Prerequisite: completion of French III or French III Honors with a grade of 87% or better and teacher recommendation. This course is an intense year of grammar revision, vocabulary enhancement, and fine-tuning of the four language skills. Students give presentations, participate in debates, read various genres of literature and watch several French-language films (responding to them in both written and oral forms), write compositions, and listen to news broadcasts, recorded dialogues, and popular French songs. In doing these activities, students increase their knowledge and understanding of the French-speaking cultures and improve their level of competency in the language.

AP FRENCH V

Prerequisite: completion of French IV Honors and teacher recommendation. This course is an intense year of grammar revision, vocabulary enhancement, and fine-tuning of the four language skills: listening comprehension, reading, writing, and speaking. Students give presentations, participate in debates, read various sorts of literature and respond to it both in written and oral forms, write compositions, and listen to news broadcasts and recorded dialogues between native French speakers. By doing the mentioned activities, students increase their knowledge and understanding of the French culture and will improve their level of competency in the language.

LATIN I

This course begins the study of the Latin language through the study of grammar, vocabulary and syntax. Students develop reading, writing, and translating skills through constant reading and writing exercises, and by learning how to parse Latin sentences. To help students become more familiar with ancient authors, the students will learn Roman mythology in addition to highlights of Roman history and culture.

LATIN II

Prerequisite: a grade of 73% or better in Latin I. In this course, students use several original Latin texts. They continue to develop their grammatical skills, translation skills, and critical thinking skills. The students also research aspects of Roman history, culture, and geography.

**LATIN II
ADVANCED**

Prerequisite: a grade of 87% or better in Latin I and teacher recommendation. In this course, students use several original texts. They continue to develop their advanced grammatical skills, translation skills and critical thinking skills. The students also research aspects of Roman history, culture, and geography. The rigor and expectations of this class are enhanced, and students will be eligible for the honors track in Latin for levels III through V.

LATIN III

Prerequisite: a grade of 73% or better in Latin II or Latin II Advanced. In this course, students continue to develop their reading, writing, translating and critical thinking skills through constant reading and practical writing exercises. The students also research Roman prose authors and Roman poets, history, culture, and geography to establish a frame of reference for their study of Latin literature. Emphasis on Latin literature is the focus of this course and the students primarily read selections from Roman prose authors.

MODERN AND CLASSICAL LANGUAGES DEPARTMENT

LATIN III HONORS

Prerequisite: completion of Latin II or Latin II Advanced with a grade of 87% or better and teacher recommendation. In this course, students continue developing their reading skills as they study Latin literature which enhances their critical thinking and writing. They also learn more about aspects of Roman history, culture, and writing styles of Roman authors. They are introduced to Latin poetry and scansion. The emphasis is on Latin prose authors since the students will be primarily reading selections of historical content. The rigor and expectations of this class are enhanced and students will be eligible for the Honors track in Latin.

LATIN IV

Prerequisite: a grade of 73% or better in Latin III or Latin III Honors. In this course, students continue developing their reading and writing skills through continuous reading and translating of Latin literature. They also learn more about different aspects of Roman history, culture, and writing styles of Roman authors. They are immersed in Latin poetry and scansion. The emphasis is on Latin literature of Roman poets.

LATIN IV HONORS

Prerequisite: completion of Latin III or Latin III Honors with a grade of 87% or better and teacher recommendation. The honors class delves deeper into the Latin curriculum and moves at a quicker pace. In this course students continue developing their reading and writing skills through continuous reading of Latin literature. The students also learn more about different aspects of Roman history, culture, and writing styles of Roman authors. They are immersed in Latin poetry and scansion. The emphasis is on Latin literature of Roman poets.

LATIN V HONORS

Prerequisite: completion of Latin IV Honors course with a grade of 90% or better and teacher recommendation. In this course students continue developing their reading and writing through continuous reading of Latin literature. The students also learn more about different aspects of Roman history, culture, and writing styles of Medieval authors. They are immersed in the Latin of Julius Caesar and the Latin of the Middle Ages and NeoLatin, exploring the philosophy of the Age of Enlightenment. The emphasis is on the impact of these writers and their influence of Christianity in Latin literature.

MANDARIN CHINESE I

This course is designed primarily for students who have a little or no background in Mandarin Chinese. This course builds a strong foundation of learning the Chinese language. Students learn Hanyu pinyin (the Chinese phonetic system) Chinese writing system, including stroke order, radicals, basic simplified Chinese characters, and Chinese grammar. The topics related to daily life including common greetings, addressing family members, nationality, school activities, school supplies, numbers, dates, and food are studied. Students also learn typing in Chinese to reinforce their pinyin skills and provide intensive character recognition. The course also introduces the students to Chinese culture through arts, folk songs, Chinese calligraphy, and Chinese festivals.

MANDARIN CHINESE II

Prerequisite: a grade of 73% or better in Mandarin Chinese I. This course builds on what students have learned in Mandarin Chinese I and strengthens their knowledge of basic sentence structures, vocabulary, listening, speaking, reading, and writing skills. Some topics students learn include hobbies, clothing, making appointments, shopping, transportation, and school life. The topics are supplemented with Chinese culture, history and geography, and current affairs. Chinese literature is introduced at this level as well. Students are expected to carry on basic conversations as well as begin writing full sentences and paragraph length responses and dialogues.

MANDARIN CHINESE II ADVANCED

Prerequisite: a grade of 87% or better in Mandarin Chinese I and teacher recommendation. This course builds on what students have learned in Mandarin Chinese I and II and strengthens their knowledge of basic sentence structures, vocabulary, listening, speaking, reading, and writing skills. Some topics students learn include hobbies, clothing, making appointments, shopping, transportation, and school life. The topics are supplemented with Chinese culture, history and geography, and current affairs. Chinese literature is introduced at this level as well. The advanced course has the same content as Mandarin Chinese II, but at an accelerated pace.

MODERN AND CLASSICAL
LANGUAGES
DEPARTMENT

**MANDARIN
CHINESE III**

Prerequisite: a grade of 73% or better in Mandarin Chinese II or Mandarin Chinese II Advanced. This course is designed for students who have completed Mandarin Chinese II with a basic understanding of Chinese in all skill areas: reading, writing, listening, and speaking. The focus continues with advanced sentence structure, conversation, and authentic cultural interactions.

**MANDARIN
CHINESE III
HONORS**

Prerequisite: completion of Mandarin Chinese II with a grade of 87% or better and teacher recommendation. This course is designed for students who have excelled in Mandarin Chinese II demonstrating outstanding understanding of Chinese in all skill areas. In this course, students acquire advanced grammatical structures, cultural knowledge, and communicative strategies; enact a variety of real-life scenarios; and interact with a diversity of materials, from songs, movies and podcasts to traditional stories and newspaper articles. Readings, discussions, essays, and projects are based on issues encountered in present-day Chinese society and in student and teenage life.

**MANDARIN
CHINESE IV
HONORS**

Prerequisite: completion of Mandarin Chinese III or Mandarin Chinese III Honors with a grade of 87% or better and teacher recommendation. Students in this course 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 both auditory and print sources and use those sources for oral presentations and/or essays.

**MANDARIN
CHINESE V
HONORS**

Prerequisite: completion of Mandarin Chinese IV Honors with a grade of 87% or better and teacher recommendation. This course prepares students for the AP exam. Students continue to develop and refine the skills of listening, reading, speaking, and writing. Skills are practiced in interpretive, interpersonal, and presentational modes. The course integrates culture and language. Culturally authentic materials such as advertisements, daily news, and current affairs on television, and in newspapers, literary excerpts, and film form an important part of the curriculum.

PERFORMING ARTS

DEPARTMENT



PERFORMING ARTS

DEPARTMENT

*Graduation Requirement: 2 years**



PHILOSOPHY

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 theatre. The performing arts department embodies this philosophy of creativity through its various disciplines, and seeks to provoke thought as well as to inform, excite, and ignite music, dance, and theatre students with the passion of creativity through their distinct, God-given, and unique artistic abilities.

GOALS

- Present a comprehensive and robust curriculum to students taught from a Christian worldview which reaches back into the rich history of theory, performance practice, and pedagogy
- Look to the future to equip and prepare students to become masters of their art
- Enable students to become effective leaders in their respective art forms
- Encourage students to take their skills, passions, and talents into a hurting world to be healing agents of creativity to all whom they encounter

** Graduation requirement is fulfilled with two years of art (performing or visual)*

PERFORMING ARTS

DEPARTMENT

JAZZ BAND

(Entry into ensemble by audition) A variety of jazz literature/styles are explored in this course, e.g., swing, Latin, bebop, bossa-nova, fusion, and others. Basic music theory, scale and rhythmic studies, and improvisation will be included. Students are encouraged to improvise during most class meetings. This is not an entry-level class, and students must be able to show proficiency on their instrument to enroll.

SYMPHONIC BAND

(Entry into ensemble by audition) This course is open to all students playing traditional band instruments. Students must have 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 is explored, e.g., orchestral transcriptions, marches, movie scores, pop, and others. Basic music theory, scale and rhythmic studies are included. Students participate in several performances throughout the school year.

ORCHESTRA

(Entry into ensemble by audition) The orchestra course is an ensemble for students who play stringed instruments associated with the Western European traditions (violin, viola, cello, and upright bass). Performances of various genres of music include traditional orchestral music of the Baroque, Classical, Romantic eras and the 20th century, as well as popular, rock, and jazz literature. Music theory, improvisation, and chamber music performance practice are included. This is not an entry-level class, and students must be able to show proficiency on their instrument to enroll.

BEGINNING GUITAR

This course 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 are 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 learn how to play single-note melodies as well as rhythmic harmonic accompaniment through chords. They 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 are taught including bar chords, as well as alternative chord voicings in various fret positions. More advanced melodic playing and note reading are expanded upon. Advanced theory and performance practice is emphasized. Students 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. In this course, students further build on the concepts learned in Intermediate Guitar. Advanced chords are taught including bar chords, as well as alternative chord voicings in various fret positions. Students explore intricate rhythms and mixed meters. Advanced melodic playing and note reading are further expanded upon. Advanced theory and performance practice are emphasized. Students 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 are discussed.

BEGINNING DIGITAL RECORDING

In this course the Digital Audio Workstation (DAW) format of Apple's Logic Pro X is taught. Students gain a basic knowledge on 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 is presented so that at the end of the course, students can record their own musical projects and convert to mp3 format.

PERFORMING ARTS

DEPARTMENT

ADVANCED DIGITAL RECORDING

Prerequisite: *Beginning Digital Recording*. Advanced students in this course expand on their knowledge of Apple's Logic Pro X by utilizing templates, screen sets, and learning studio etiquette. An emphasis is placed on Mixing & Mastering while exploring Post-production techniques. Students learn how to mix their projects using EQ, compression, reverb, delay, sends, and auxiliary tracks.

BEGINNING PIANO

This course is for the student who has never studied piano. Students in this course develop entry-level keyboard and musicianship skills, including fundamental technique, elementary music theory, basic scales, pedaling and music reading. Chords and melody are emphasized, and students learn a variety of simple musical pieces and folk songs. At the end of the course, students will possess a fundamental overview of basic piano skills. This course is not for the student who has played for a few years but just wants to brush up on their skills.

MUSIC THEORY (semester)

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

OC VOICES

Vocal audition required. OC Voices is a mixed choir experience for advanced vocal students who have previous singing experience. 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 build upon development of vocal techniques that will be applied to different vocal styles including classical, pop, rock, jazz, and music theatre. 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 is emphasized along with choreography for specific performances. Students will participate in multiple public performances throughout the year.

OAKS CHORALE

Oaks Chorale is a mixed (SATB) choir course. Instruction in vocal production, ensemble singing, solos performance, microphone technique, stage movement, and basic theory is included. Focus on developing stage presence and understanding stage movement is emphasized. Students participate in at least one public performance each quarter. Students learn vocal techniques that are applied to different vocal styles including classical, pop, rock, jazz, and music theatre.

ADVANCED WOMEN'S CHORUS

Prerequisite: *one year of high school choir; vocal audition required*. The course includes advanced instruction in vocal production, ensemble singing, solo performance, microphone technique, stage movement, basic theory, and development of stage presence. Students participate in at least one public performance each quarter. All students are required to be in a small performing ensemble (duets, trios, quartets, etc.) and are asked to work on a solo, as well. Focus on developing stage presence and understanding stage movement is emphasized. Students build upon vocal techniques that will be applied to different vocal styles including classical, pop, rock, jazz, and music theatre.

DANCE I

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

PERFORMING ARTS

DEPARTMENT

DANCE II

Prerequisite: *Dance I 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 before entering this class and/or completion of Dance 1. Students grow in areas of technique, creativity, physical capabilities, personal expression, endurance, rhythm, and choreography; both learned and created. Students develop and expand their dance vocabulary and skills in many styles of dance, including but not limited to hip hop, ballet, tap, jazz, and contemporary. Students also develop their creative abilities through improvisation, choreography, and performance.

DANCE III

Prerequisite: *Dance II or prior dance training; placement audition required.* This course is designed for students who are intermediate 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 course, students grow in their flexibility, strength, ability to pick up choreography, placement, and coordination. Students continue to develop their creative abilities through more advanced improvisation and learning more difficult choreography and how to perform it.

DANCE IV

Prerequisite: *Dance III or prior dance training; placement audition required.* This course is designed for students who are intermediate/advanced dancers. Students' minds and bodies are challenged and expanded by focusing on technique as well as their ability to learn, retain, and create choreography. Students develop and expand their pre-existing dance vocabulary and skills; concentration is placed on body alignment, technical accuracy, and quality of movement. Students continue to develop their creative abilities and creative discipline through more advanced improvisation, choreography, and performance. They learn multiple styles of dance including, but not limited to advanced levels of ballet, jazz, contemporary, and hip hop.

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 are challenged and expanded by focusing on performance. Students develop and expand their pre-existing dance vocabulary and skills; concentration is placed on style, storytelling through their movement, and performance. Students 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 is designed for advanced and pre-professional dancers. It has a focus on well developed technique, picking up advanced choreography, and stylized movement. Students are challenged by having many performance opportunities in multiple performance spaces. Students 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.

SONGWRITING

In this course, students learn the basics of songwriting including what makes a good melody, form, beginning harmonic structures, rhythmic aspects, and lyric writing. Collaboration with other songwriters is an important element of this class. Production of songs is investigated, and early techniques is taught using the Digital Audio Workstation Logic Pro X to demonstrate songs written.

ACTING FOR THE CAMERA I

This course is designed for both aspiring actors and behind-the-camera artists, offering an immersive exploration into the art of on-screen performance. Students look at a variety of acting techniques tailored specifically for the camera, mastering the nuances that differentiate stage acting from film and television performance. Through hands-on exercises and scene work, students gain a meaningful understanding of how to connect authentically to the material, bringing characters to life in a truthful way. Students apply these skills to techniques needed for industry standard self-taped auditions. In addition to technique, students become familiarized with industry terminology, equipping them with the language and knowledge necessary to navigate future experiences on set. Students benefit from exclusive master classes led by seasoned industry professionals, offering insights and real-world experiences that will inspire their craft.

PERFORMING ARTS

DEPARTMENT

ACTING FOR THE CAMERA II

Prerequisite: Acting for the Camera I / Insitute of Arts and Innovation Membership Mandatory. Produced in association with the film program, students in this course will be involved as actors and collaborators in student-created filmed content. Examples of past projects are student produced films and a 6-episode web series. In addition, students continue to deepen their scene study work in the classroom and be inspired by master classes with industry professionals when not on set.

INTRODUCTION TO THEATRE

This course is open to all students interested in the enriching lessons of the theatre, including skills that enhance self-confidence, creative thinking and all of theatre's real-world insights and applications. Students are introduced to the terms, theories, and skills that act as a foundation for performances and theatrical productions. The course cultivates empathy, strengthens communication, and enriches collaboration skills: significant skills commonly sought after in both university and business settings. Major emphasis is on authentic communication developed through improvisation and effective story telling.

IMPROVISATION (semester)

Students in this course learn the basics of space work, scene development, and character creation. They "get on their feet" with short-form and long-form improv. Students work to find their unique comedic voice.

PERFORMANCE THEATRE

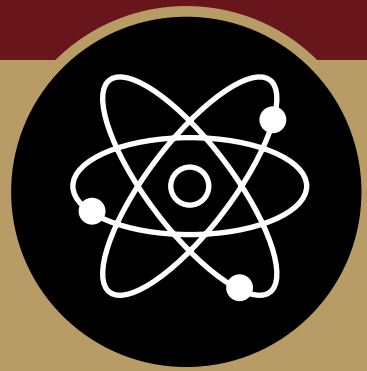
Prerequisite: all students must be approved by teacher based on experience. A small group of hunter-gatherers huddle around a fire as the chief jumps on a large rock, draped in animal skins for emphasis, they reenact the hunt. Let's see... there's lighting, a stage, an audience, an actor and costumes; that's theatre! But how did we get from Ugg's New Coat to Shrek the Musical? This course explores and learns from the diverse performance styles of the late and recent past. Topics include stage-combat, Shakespeare, clowning, and advance theatre movement. Major emphasis is on expanding physical awareness, magnifying inner-life, and enhancing performance technique.

ADVANCED THEATRE: SCENE STUDY

Prerequisite: all students must be approved by teacher based on experience. In Advanced Performance Technique students deepen their approach for script analysis and scene study. Students establish strategies for building characters, for driving a scene and for honoring the playwright's intent. The major emphasis of this course is on attaining truthful and compelling behavior in performances.

SCIENCE

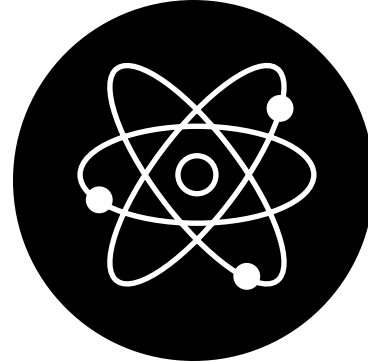
DEPARTMENT



SCIENCE

DEPARTMENT

Graduation Requirement: 3 years



PHILOSOPHY

The science department affirms that God is the Creator and Sustainer of all things and He uses His creation to reveal His existence and character (Genesis. 1:1, Romans. 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 (Genesis. 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.

GOAL

Encourage students to study and grow in knowledge of integral science concepts, math, engineering & technology, communication skills, laboratory skills, and reading through the eyes of faith

SCIENCE

DEPARTMENT

BIOLOGY

This is a lab-based course in which students learn about the living world from the simplest cells to complex interactions between living organisms and their environment. Emphasis is placed on hands-on laboratory investigations where students actively collect and analyze data, draw conclusions and read articles relevant to current scientific advances. Major topics include chemistry of organic compounds, cell structure and function, ecology, genetics, origins, and body systems (digestive, circulatory, respiratory, and system interactions).

BIOLOGY HONORS

Prerequisite: completion of previous science class with a grade of 93% or better, qualifying score on placement test, and teacher recommendation. This lab-intensive course is a challenging study of the biological sciences. Major emphasis is placed on chemistry, cell structure and function, ecology, exploring the vast range of living organisms, human systems, genetics, evolution, biotechnology, and the human genome. Students are equipped to evaluate new discoveries, ideas, and opinions in a manner that allows them to correctly discern truth. Students form their own reasoned position on these issues. This course covers more topics and topics more in-depth. Typically, the student enters honors biology with advanced mathematics standing and a high interest in science.

AP BIOLOGY

Prerequisite: completion of Biology and Chemistry with a grade of 90% or better and teacher recommendation. This rigorous, fast-paced course provides 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 lecture and discussion, except for the required labs. This course covers all the major topics of biology, including natural selection, the chemistry of life, the structure and function of the cell, cellular energetics, cell communication and cell cycle, heredity, gene expression and regulation, and ecology.

CHEMISTRY

This course gives students a thorough grounding in the basic principles of inorganic chemistry. The emphasis 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 challenge students to revise their thinking in order to describe or explain the evidence they encounter. Students use a number of representational tools (verbal, diagrammatic, graphical, algebraic) and move readily from one to another when describing phenomenon.

CHEMISTRY HONORS

Prerequisite: completion of Biology with a grade of 90% or better and teacher recommendation, OR completion of Biology Honors with a grade of 83% or better and teacher recommendation. This course gives students a thorough grounding in the basic principles of inorganic chemistry. The emphasis 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 challenge students to revise their thinking in order to describe or explain the evidence they encounter. Students use a number of representational tools (verbal, diagrammatic, graphical, algebraic) and move readily from one to another when describing phenomenon. This course covers more topics and topics more in-depth. Honors students are required to demonstrate a higher proficiency in science practices with a strong emphasis on mathematical reasoning.

SCIENCE

DEPARTMENT

AP CHEMISTRY

Prerequisite: completion of Chemistry or Chemistry Honors with a grade of 90% or better and teacher recommendation, completion of Geometry Honors with 83% or better, and concurrent enrollment in Algebra 2 or higher. This course is 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 the course, and practice of chemistry is applied on a regular basis, including an extensive lab portion for which students are required to maintain a laboratory notebook. The science practices include models and representation, question and method, representing data and phenomena, model analysis, mathematical routines, and argumentation.

BIOTECHNOLOGY HONORS

Prerequisite: completion of Biology and Chemistry and teacher recommendation. This is a lab-based course 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 address ethical questions related to the unit content and techniques. This course teaches student-scientists to evaluate information and make informed decisions, especially when larger ethical questions may be involved.

PHYSICS

This is an entry-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 requires the use of good skills in algebra and basic trigonometry. Hands-on experiences are utilized to demonstrate concepts under discussion and also to provide students opportunities to gather, analyze, and interpret actual data.

AP PHYSICS 1

Prerequisite: completion of Geometry Honors with 83% or better, concurrent enrollment in Algebra 2 (Algebra 2H if grade 9), and current science teacher recommendation. This is an algebra-based course structured around the five big ideas: systems, fields, force interactions, change, and conservation. Understanding of physical concepts and problem-solving using mathematical models are emphasized. Students cultivate their understanding of physics through inquiry-based investigations, through which they develop and apply the foundational physical models used in the course. Approximately 25 percent of instructional time is hands-on laboratory work with an emphasis on inquiry-based investigations and conceptual model building. Investigations will require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting. This course relies on inquiry learning, graphical and mathematical model development, and active problem solving as the primary means for studying physics. Student-designed investigations, discussions, and questions will be the driving force behind the learning process. There is an emphasis on solving problems by selecting and applying appropriate scientific models and on expressing the problem-solving process using multiple representations.

SCIENCE

DEPARTMENT

AP PHYSICS 2

Prerequisite: completion of AP Physics 1, concurrent enrollment in Algebra 2 or higher, and teacher recommendation. This is an algebra-based course structured around seven big ideas: systems, fields, force interactions, change, conservation, waves, and probability. Understanding of physical concepts and problem-solving using mathematical models are emphasized. Students cultivate their understanding of physics through inquiry-based investigations, through which they develop and apply the foundational physical models used in the course. Approximately 15 percent of instructional time is hands-on laboratory work with an emphasis on inquiry-based investigations and conceptual model building. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting. This course will rely on inquiry learning, graphical and mathematical model development, and active problem solving as the primary means for studying physics. Student-designed investigations, discussions, and questions are the driving force behind the learning process. The emphasis is on solving problems by selecting and applying appropriate scientific models and on expressing the problem-solving process using multiple representations. It is strongly recommended for students to finish at least Algebra 2 math level to overcome math challenges during the course.

AP ENVIRONMENTAL SCIENCE

Prerequisite: completion Biology and Chemistry with a grade of 83% or better and one year of Algebra, and teacher recommendation. Unlike many other AP courses, Environmental Science is unique in its interdisciplinary nature which includes geology, biology, ecology, chemistry, physics, economics, philosophy, and politics. 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

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 is addressed in the anatomy portion of the class and function in the physiology portion; both subjects will be presented concurrently. The classroom component consists of lectures, videos, and typical classroom activity. The laboratory component will occur both in the lab and outdoors. Experiments will consist of dissections, wet-labs, and computer-simulated labs. More emphasis is directed towards anatomy as opposed to physiology.

ANATOMY AND PHYSIOLOGY HONORS

Prerequisite: completion of Biology and Chemistry with a grade of 90% or better or Biology Honors and Chemistry Honors with a 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 is addressed in the anatomy portion of the class and function in the physiology portion; both subjects will be presented concurrently. The classroom component consists of lectures, videos, and typical classroom activity. The laboratory component occurs both in the lab and outdoors. Experiments will consist of dissections, wet-labs, and computer-simulated labs. Typically, the student enters this course with advanced mathematics and a high interest in science. Certain lab experiments reflect the depth of topics covered.

SCIENCE

DEPARTMENT

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 lab 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.

MARINE BIOLOGY

The course is the study of aquatic biomes including the ocean, estuaries, lakes, and rivers. The flora and fauna are covered with detailed study of characteristic species, including mammals, osteichthyes, chondrycthes, gastropods, cephalopods, cnidarians, ctenophores, crustaceans, and sponges. The class involves lecture, discussions, laboratories, and field trips, lab reports, research papers, section exams, and participation in all aspects of the class. Students explore the environment firsthand. After completing the class, students identify the makeup of the ocean, factors that influence the oceans' salinity, temperature, organisms, and the characteristic of vertebrates and invertebrates in the different parts of the ocean. Students also understand the effect man has on the ocean, and his responsibility to protect it.

MARINE BIOLOGY HONORS

Prerequisite: completion of Biology and/or Chemistry with a grade of 83% or better and teacher recommendation. The course is the study of aquatic biomes including the ocean, estuaries, lakes, and rivers. The flora and fauna are covered with detailed study of characteristic species, including mammals, osteichthyes, chondrycthes, gastropods, cephalopods, cnidarians, ctenophores, crustaceans, and sponges. The course involves lecture, discussions, laboratories, and field trips, lab reports, research papers, section exams, and participation in all aspects of the course. Students explore the environment firsthand. After completing the class, students will be able to identify the makeup of the ocean, factors that influence the oceans' salinity, temperature, organisms, and the characteristic of vertebrates and invertebrates in the different parts of the ocean. Students understand the effect man has on the ocean, and his responsibility to protect it. Students in this course complete more advanced labs (e.g. dissections) learn more complex systems, and cover more information. 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.

INTRO TO HEALTH SCIENCES

This course 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.

VISUAL ARTS

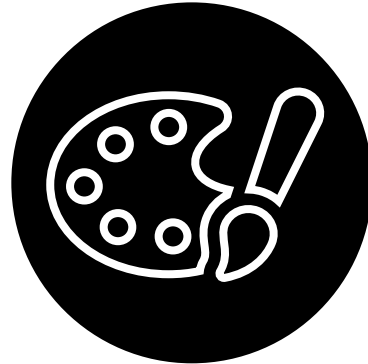
DEPARTMENT



VISUAL ARTS

DEPARTMENT

*Graduation Requirement: 2 years**



PHILOSOPHY

Art utters that which cannot be conveyed in words. Different from writing or speaking, art is a unique way of communicating, and the proper training in art develops a healthy lifelong aesthetic. Art is important because it helps develop the “whole student” (body, mind, soul, and spirit). 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. The visual arts program seeks to make students aware of the aesthetics in past and present society; enjoy and appreciate art through experience; introduce students to different ways of perceiving and interpreting ideas; and to unfold the aesthetic potential of students through composing art. In addition to the intrinsic value of creating, the department hopes to prepare art students to be positive world influencers because artists are both the culture makers and culture reflectors of each age. The curriculum focuses on developing students’ understanding and use of art elements in a variety of media, as well as their visual literacy. Students learn to understand and appreciate the historical context, the cultural bases, and the current manifestations of visual art. In turn, students develop the ability to appropriately understand art, make aesthetic judgments, and create art.

GOALS

Cultivate growth through

- Creativity
- Composition
- Craftsmanship
- Communication
- Context

** Graduation requirement is fulfilled with two years of art (performing or visual)*

VISUAL ARTS

DEPARTMENT

INTRO TO DIGITAL ART AND DESIGN TECHNOLOGY

This course provides a foundational overview of digital art and design. Students explore key tools such as Adobe Photoshop, Illustrator, and Fresco, along with the basics of film and photography, while also learning essential digital organizational practices. This course is ideal for both aspiring artists and students without a prior background in art who wish to build a strong foundation for their academic careers or any field of study they choose to pursue. Students develop a solid understanding of digital art techniques and design principles, gaining skills in image editing, graphic design, and visual storytelling that will serve them well in any future endeavor.

GRAPHIC DESIGN I

This course teaches the basics of graphic design using art and technology to help students use design as a creative communication process. Students also explore various methods used to create and combine words, symbols, and images to create a visual representation of ideas and messages. Students learn to identify and use the basic elements and principles of art and design. They explore and utilize industry-standard software programs, including Adobe Photoshop, Adobe Illustrator, and Adobe InDesign.

GRAPHIC DESIGN II

Prerequisite: Graphic Design I. This course builds on the foundational knowledge and skills learned in Graphic Design I. Students take a deeper dive into layout and composition skills, and practice more advanced skills in Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. New skills introduced in this second level include motion graphics and photography. With some experience now behind them, students will explore their own design passions and choose their own projects based on their favorite design styles and applications. Finally, students are challenged to apply their skills to help others, while guided by the teacher, in the Client Project unit.

ADVANCED 2D DIGITAL ART AND DESIGN

Prerequisite: two years of Graphic Design or Photography (or advanced knowledge of digital media and instructor's approval). This is a unique course that allows students to develop a body of work that reflects their interests and personal style. Students consider digital mediums they want to explore further, or focus on a topic they are eager to investigate. The key to success in this course is self-discipline mixed with creativity. Students develop their concepts and set their goals and timelines. They will diligently create a body of work that shows their development as an artist or designer. Students may also opt to submit to the College Board for AP credit.

FILM I: FILM FOUNDATIONS

This digital video course provides students with a basic understanding of the technology and techniques used in film and explores ways in which it is created to achieve its desired effect on an audience. Learning the foundational principles of the production process, students go from script to screen on a variety of short films. Upon completion, students will 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.

FILM II: FILM APPRECIATION

Prerequisite: Film I. Film is an encompassing art form, combining elements of theatre, photography and videography, music, and literature. Students are introduced to some of the greatest examples of each as part of the course. Students build on the knowledge acquired in film I while learning to self-advocate and market themselves. Partnering with local non-profit organizations, they experience the real-world challenges of working for clients. They 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.

VISUAL ARTS

DEPARTMENT

FILM III: FEATURE FILM

Prerequisite: Film II. (offered alternating years with Documentary for Social Change). In this hands-on course, students embark on the exhilarating journey of creating a feature-length film, culminating in a premiere at the annual spring film festival. Participants take on diverse production roles—ranging from director, producer, and director of photography, editor, sound mixer, and behind-the-scenes documentary director—through a competitive audition process. Throughout the year, students collaborate to write an original script, cast actors, and manage all aspects of production, including cinematography, sound design, and post-production. This course equips students with essential filmmaking skills and fosters teamwork, creativity, and a deep appreciation for the art of storytelling.

DOCUMENTARIES FOR CHANGE

Prerequisite: Film II. (offered alternating years with Film III). In this dynamic year-long course, students embark on an immersive journey into the world of documentary filmmaking, exploring its diverse styles, techniques, and the profound impact it can have on society. Through a blend of theoretical study and hands-on practice, students analyze influential documentaries, understand the ethics of storytelling, and develop their unique voices as filmmakers. The course covers narrative structure, cinematography, sound design, and editing, while also delving into the history of documentary film and its role in social justice movements. Students engage in critical discussions about representation, bias, and the responsibility of a documentary filmmaker to their subjects and audience. Students brainstorm, research, and develop a 20-30 minute documentary to spark meaningful change in their community or the world. This project culminates in a screening event where students present their films, along with a discussion of the issues they addressed and the impact they hope to achieve. By the end of the course, students will have gained technical filmmaking skills and a deep understanding of how to harness the power of storytelling to inspire action and foster a better future.

BROADCAST NEWS

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

YEARBOOK

Students who take this course join a team of hard-working storytellers who are tasked with the responsibility of producing the high school yearbook—the premier student-produced publication. The book requires writers and photographers who bring basic knowledge and an eagerness to improve their craft. Through visual imagery and writing, students learn to interview, gather information through research, and compile beautiful spreads. Staff members speak into the decisions made about coverage and content, including the book's theme. Yearbook teaches life skills of collaboration, problem-solving, communication, and meeting real-world deadlines.

PHOTOGRAPHY I

In this course, students learn to see the world in a whole new way through the lens of a camera. They study the basics of universal camera functions as well as learn to apply and speak intelligently about what makes a quality photograph.

PHOTOGRAPHY II

Prerequisite: Photography I. In this course, students learn about the different types of professional photography such as advertising, adventure, travel, surf, nature, landscape, photojournalism, portrait, wedding, and humanitarian photography. They choose a specialty and develop their skills in both digital and film photography. They follow professional photographers that specialize in their area of interest. From on location photography to studio lighting, students learn advanced professional techniques. The course includes a trip to the central California coast to shoot on location. Each student develops 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.

VISUAL ARTS

DEPARTMENT

PHOTOGRAPHY III: VISUAL STORYTELLING

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

ART OF THE STORY (semester)

Grades 10-12 only; priority give to Institute of Art and Innovation students. This course investigates how to develop a successful story. Whether it is scriptwriting for film or theatre, visual storytelling through still story, animation or graphic novels, or writing for documentary or fiction, students 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.

CERAMICS

Ceramics is a foundational course for students interested in working with clay to create hand-built and wheel-thrown pieces. Students 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 are covered. 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 work in many materials available to sculptors today. Assemblage, clay, and wood sculpture are emphasized. Innovative sculptures are made from a variety of materials. For ceramics, this course can accommodate a range of skill levels. Students are 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.

3D PORTFOLIO

Prerequisite: Ceramics. This course is for students who want to develop mastery of three-dimensional artwork and design skills to prepare a portfolio for college applications or to produce work for other real-world applications. Using the elements of arts and the principles of design, students develop mastery in concept, composition, and execution of 3-D design elements. They use a variety of concepts and approaches to demonstrate their ideas and abilities, creating a body of work that reflects personal style and interests while showing artistic growth and development. The body of work shows versatility of techniques as they develop ideation and solutions to problems. Students submit their portfolios to a college of their choice. They will also have the opportunity to submit their portfolios to the College Board for AP credit.

DRAWING AND PAINTING I

This course is designed to combine skills and art expression with art history, theory and criticism. Students develop observational skills and technique, and learn to connect art with its role in culture, emotional and spiritual wellbeing. Students explore techniques using a range of materials including graphite, charcoal, pastel, ink, watercolor, acrylic paint, collage, and mixed media through hands-on projects. The course explores digital drawing and editing images on iPads. Students grow in their observational skills and 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 discuss art thoughtfully as well as make personally meaningful pieces.

VISUAL ARTS

DEPARTMENT

ADVANCED DRAWING AND PAINTING

Prerequisite: Drawing and Painting. This course builds on the fundamentals learned in Drawing and Painting. Students focus on improving observational skills and developing technical abilities including creativity and two-dimensional composition. Students 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 exercise liberty in choosing mediums and 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 respond to work by a variety of artists and consider how art can connect us to God and others. They explore how art communicates mood, message, and narrative. Students are personally challenged to look at themselves and consider God's will for them as an artist, and what He may be asking them they to communicate with their creative gifts.

ADVANCED DRAWING AND PAINTING PORTFOLIO

Portfolio is a unique course that allows students to develop a body of work that reflects their interests and personal style. Students consider any drawing and painting mediums they want to explore further and focus on a topic they are eager to investigate. The key to success in this course is self-discipline mixed with creativity and curiosity. Students develop their concepts, set goals and timelines with the focus on demonstrating growth. Then, they diligently create a body of work that shows their development as an artist and prepare for admission into a college art program. Students may also opt to submit their portfolio to the College Board for AP credit.

ANIMATION

Prerequisite: one year of Drawing and 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 develop storyboards and design characters and worlds that come to life. The course covers animation basics of storytelling, movement, timing, key frames, walk cycles and developing personality. Students begin with traditional animation techniques, then move to stop motion, rotoscoping, and digital animation. Students consider how moving images have the power to transport the viewer to imaginary worlds and transform culture.

STOP MOTION ANIMATION

Throughout this course, students explore the process of bringing inanimate objects to life using everyday materials from life. Students grasp fundamental techniques and principles of stop motion, enabling them to craft their own animated shorts. Topics include diverse stop motion genres, including claymation, found object animation, sand animation, pixilation (using humans as puppets), cut-out animation (cutting magazines, papers), as well as character design and paper puppet animation. In addition, students explore critical elements such as storyboarding, background design, sound incorporation, composition, and the art of storytelling. The culmination of this course is to produce a short stop motion animation complete with an original narrative.

SCREENWRITING

The journey of our favorite films began with scriptwriting. This course immerses students in crafting compelling screenplays for both short and feature-length films. It explores diverse narratives, delving into the human condition and enduring spiritual truths, with a particular emphasis on celebrating divine moments in mainstream cinema. The course analyzes storytelling's impact on culture, studies powerful cinematic moments, and covers story structure, character arcs, concise dialogue, and writing techniques across drama and comedy genres. Students participate in screening scenes, reading scripts, generating ideas, pitching, writing, table reads, and submitting scripts for potential production in the Institute of Arts and Innovation film courses. The first semester focuses on short films, while the second centers on writing a feature-length screenplay.



OAKS CHRISTIAN INSTITUTES

Students have diversified interests and abilities. By creating learning pathways within our five unique institutes, we allow students to discover their life focus early. Each of our five institutes gives students dedicated pathways in their specialized interests. With internship opportunities, master classes with experts, and off-campus excursions, students are fully immersed in their field of study. Institute students complete an independent senior-year capstone project.

[Arts and Innovation](#)

[Bible and Discipleship](#)

[Engineering](#)

[Global Leadership](#)

[Health Science](#)



INSTITUTE OF
ARTS AND
INNOVATION

OVERVIEW

The IAI focuses on specialized visual and performing arts pathways and the relationship between the arts and the entertainment industry. Immersive four-year courses challenge students and connect them to real-world opportunities, industry leaders, master classes, guest speakers, and internships. Business and entrepreneurship classes help students develop their marketing presence and brand.

PATHWAYS

Students choose coursework in the institute focused around one of the following pathways:

- Acting for the Camera
- Animation
- Dance
- Film and Television
- Guitar
- Music Production
- Photography
- Songwriting
- Vocal Performance

“**MOTTO**

Inspiring ethical
artists - Creating
impact through art

INSTITUTE OF

ARTS AND INNOVATION

ART AND THEOLOGY

This course investigates where art and faith intersect. Students delve into the ethics and storytelling of Jesus, and develop a rubric for what is good, true and beautiful. This course also expose students to disciplines of art in which they do not work, and includes elements of an arts appreciation class. The focal point of this course is the development and creation of a “Personal Philosophy of Artistic Expression.”

ART OF THE STORY

This course is for student on the Visual Arts pathway. It 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).

CAPSTONE

Students will present a capstone in their senior year, showcasing and culminating their body or work in their chosen pathway.

In addition to the above classes, students in the Institute of Arts and Innovation meet with the IAI college counselor to map out a course of study in their chosen pathway.



INSTITUTE OF
BIBLE AND
DISCIPLESHIP

OVERVIEW

Taking their faith to the next level, institute students focus on implementing Biblical servant-leadership practices, developing a faith and science perspective, a worship philosophy, chapel planning, and ministry projects. They enjoy additional class options, guest speakers, and attend a summer leadership camp. The institute provides an opportunity for students who have made the decision to follow Jesus and who articulate a genuine faith life to dive deeper into their knowledge, faith, and commitment to God.

PATHWAYS

Students choose coursework in the institute focused around one of the following pathways:

- Theology
- Apologetics
- Discipleship

MOTTO

Raising Up the
next generation of
disciples for Jesus

INSTITUTE OF

BIBLE AND DISCIPLESHIP

BIBLE 9

Year 1 (semester)

This course provides students with an in-depth look at the life, death and resurrection of Christ, understanding His role in the overarching narrative of scripture and history of redemption as told in the book of Mark. Students study His teachings and ministry in the context of the Jewish culture of first century Palestine, and examine how His teachings can be applied in today's world. Note: Students will be placed into differentiated levels in this course according to their prior knowledge.

CATALYST

Year 2 (semester)

Prerequisite: students are able to articulate a genuine commitment to Jesus Christ. The purpose of this course is both to learn and apply the basic skills of discipleship. It is the first and required course in the Institute of Bible and Discipleship 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.

EPHESIANS

Year 3 (semester)

Prerequisite: students are able to articulate a genuine commitment to Jesus Christ. The purpose of this course is to take a deep dive into the book of Ephesians to learn how Christians can thrive under an antagonistic government. It is the second required course in the Institute of Bible and Discipleship curriculum. This course helps students gain a clear picture of their identity in Christ, the inclusion of others, and how to prepare to do marriage and family well.

APOLOGETICS

(semester)

Prerequisite: students are able to articulate a genuine commitment to Jesus Christ. This course will research some of the deep questions people have asked through the centuries about the existence of God, the trustworthiness of the Bible, the divinity and humanity of Jesus, and the reality of evil. It examines what Christianity says about the origins of the earth, evolution, care for the environment, politics, gender identity and morality. It is the fourth required course in the Institute of Bible and Discipleship curriculum. A major goal of this course is for students to supplement their personal faith with up-to-date research and analysis.

CAPSTONE

Year 4

Prerequisite: students are able to articulate a genuine commitment to Jesus Christ. The purpose of a capstone is to create a project that will be a representation of a body of work where a student will synthesize their knowledge and experience gained in the Institute. The capstone will need to be approved by the director during the second semester of the junior year. The capstone will be either a paper researching a student's theological interest or a practical project that represents a student's passion for others.



INSTITUTE OF ENGINEERING

OVERVIEW

An interactive, project-based curriculum develops hands-on skills to solve complex problems to affect true change in the lives of others. Students master software and prototyping tools used in the industry. Courses cover the primary topics of university engineering programs but also include a philosophy of engineering and the industry design review process. The modern curriculum, taught by industry professionals and expert faculty, gives students real-life opportunities, projects, and mentorships.

PATHWAYS

Students choose coursework in the institute focused around one of the following pathways:

- Aerospace
- Architecture
- Biomedical
- Electrical
- Environmental/Humanitarian
- Industrial
- Mechatronics

MOTTO

To solve the world's
problems through
innovative thought
and hearts of service

INSTITUTE OF

ENGINEERING

**INTRODUCTION
TO ENGINEERING***(semester)*

Introduction to Engineering introduces the world of problem solving through experimentation. Students focus on learning the engineering design process including documentation, collaboration, design reviews, and experimentation. Projects are given to expose students to different engineering disciplines such as mechanical engineering, civil engineering, electrical engineering, and computer science. This course serves as a starting point to the Institute of Engineering.

**AERONAUTICAL
ENGINEERING**

Prerequisite: completion of Intro to Engineering and Geometry; corequisite: Algebra II and Physics. This course provides a comprehensive introduction to the principles of flight, aviation fundamentals, and the core competencies required for private pilot certification. Students explore the forces and concepts that govern aircraft operation, delving into aerodynamics, aircraft structures, propulsion systems, and flight instruments. The curriculum covers crucial pilot skills including visual flight rules (VFR) navigation, basic instrument flying principles, aeronautical decision-making, and weather interpretation.

**MECHANICAL
ENGINEERING:
ARCHITECTURAL**

Prerequisite: Intro to Engineering, or equivalent. Architectural Engineering explores using different materials, methods, and designs as they relate to their site location, weather, aspect, customer needs, energy efficiency, and costs. The program includes Autocad modeling, force and load analysis, design reviews, hands-on fabrication of models and furniture. Previous course projects include: design of tiny, eco, a 480-square foot shipping container cabin. Students learned about and completed insulation, plumbing, wiring, painting, flooring, and cabinetry. Design reviews are conducted with local city building and safety supervisors, professional engineers, and contractors. Students are challenged to solve ecological, housing and building challenges by using innovative materials and methods.

**MECHANICAL
ENGINEERING:
VEHICULAR**

Vehicular engineering considers all forms of vehicular transportation, studying the physics, design, loads, materials, and fabrication methods to make real projects. Projects include the development of a fire-fighting robot and ESP32 control system that operates a 2-axis gimbal and dual drive tank treads, a 2-seater electric car, and a custom commuter vehicle. Students get hands-on experience with a variety of fabrication tools including plasma cutting, mill, lathe, welding, and 3D printing to bring their creations to life.

**MECHANICAL
ENGINEERING:
INDUSTRIAL**

Prerequisite: Intro to Engineering, or equivalent. In this course students utilize previous engineering experiences to develop an understanding of industrial engineering practices. Students learn to use the machines in the IDEA Lab, including the Hass CNC Machine, use AutoCAD to create layouts for optimal efficiency, conduct time studies to improve queues found throughout the school, become acquainted with operations research, and human factor best practices.

**MECHANICAL
ENGINEERING-
MECHATRONICS**

Prerequisite: Intro to Engineering, or equivalent. In this course, students explore an interdisciplinary engineering field that blends mechanical, electrical, and software engineering for control and automation. 3D printing, machining, and Arduino-based control are used for the course project.

**RENEWABLE
ENGINEERING**

This course introduces students to the exciting world of clean energy technologies. Through hands-on activities, engaging lectures, and collaborative projects, students explore how to harness the power of the sun, wind, water, and Earth's heat to create a sustainable energy future. Students gain practical skills in system design, energy calculations, and electrical circuits, while also considering the environmental, economic, and social aspects of renewable power.

**ENVIRONMENTAL
ENGINEERING**

This course provides an interdisciplinary approach to environmental problem-solving, teaching students how to analyze complex challenges and develop practical solutions. Through lectures, case studies, and hands-on projects, students learn fundamental environmental principles while developing skills in quantitative analysis, systems thinking, and sustainable design. The course prepares students to tackle real-world environmental challenges across multiple sectors.

INSTITUTE OF

ENGINEERING

**ELECTRICAL
ENGINEERING**

Prerequisite: completion of Biology and/or Chemistry with a year-long grade of 83% or better and teacher recommendation. This course focuses on developing and optimizing equipment, networks, and devices that utilize or generate electrical signals. This course covers foundational college-level concepts through both theory and lab work, preparing students for advanced studies. The theoretical component is designed with minimal mathematical complexity, making it accessible to those with varying levels of math proficiency. This course emphasizes data analysis and lab report writing. The course focuses on understanding both fundamental analog and digital circuits. Students gain hands-on experience with essential electrical equipment, including oscilloscopes, function generators, ammeters, voltmeters, spectrum analyzers, and capacitance meters. After mastering basic equipment operation, students explore fundamental circuit elements such as resistors, capacitors, and inductors, along with their roles in circuits. They also learn to design and build simple semiconductor-based circuits, including amplifiers, DC power supplies, and operational amplifiers. Additionally, students work with commercially available integrated circuits (ICs) to design more complex digital circuits.

**SOFTWARE
ENGINEERING**

Prerequisite: Intro to Engineering, or equivalent. Students learn introductory theory and programming basics for game development. The course utilizes Unreal Engine 5 and C++ as the primary platform for game development.

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 junior year when students prepare a project proposal and begin working on their project. Students continue the project in their senior year, meeting one-on-one with an advisor once each week and with a small group of peers pursuing similar projects once every two weeks. Students write an academic journal article and give a presentation on their completed capstone in the spring of their senior year.



INSTITUTE OF
GLOBAL
LEADERSHIP

OVERVIEW

Students cultivate a leadership mindset and develop skills that translate across a variety of fields including business, law, healthcare, engineering, performing arts, non-profits, and public service. A global perspective is cultivated through cultural competencies and greater awareness of international challenges. Behavioral science skills such as self-awareness, interpersonal communication, emotional intelligence, and systems-thinking are emphasized. Students work with recognized world-class leaders and humanitarian organizations internationally and apply their skills through unique extracurricular opportunities.

PATHWAYS

Students choose coursework in the institute focused around one of the following pathways:

- Business
- Law
- Entrepreneurship
- Cadet

“**MOTTO**

To nurture and grow
ethical servant-
leaders with a global
perspective

**INTRODUCTION
TO GLOBAL
LEADERSHIP**
(semester)

This course serves as an introduction to the Institute of Global Leadership. Students develop their own point of view on what it means to be a leader, starting with an introduction to foundational leadership theories, both Christian and secular. Students learn what it means to “lead yourself first” and then explore what it means to lead others. This course focuses heavily on experiential learning, class discourse and individual reflection and connecting classroom learning with practice in the real world.

**AP COMPARATIVE
GOVERNMENT
AND POLITICS**

In this course students cultivate their understanding of political science through data and analyses as they explore political trends and compare institutions from around the world.

AP PSYCHOLOGY

The AP Psychology course introduces 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.

AP MICROECONOMICS
(semester)

In this course students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy. Note: This course must be taken as a sequence with AP Macroeconomics.

AP MACROECONOMICS
(semester)

In this course students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies. Note: This course must be taken as a sequence with AP Microeconomics.

**AP HUMAN
GEOGRAPHY**

This course introduces students to 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.

**BRANDING,
MARKETING, AND
LOGO DESIGN**

In this course, students dive into the dynamic world of branding and marketing. They learn how brands are created, developed, and communicated to engage and captivate audiences. Through hands-on projects, students explore the fundamentals of branding, advertising, social media strategies, and logo design, developing essential visual storytelling skills to craft compelling marketing messages. In a world increasingly driven by digital communication and global interconnectivity, understanding branding and marketing is essential for students aspiring to lead in entrepreneurship, business, and beyond. This course empowers students to navigate and contribute to the evolving landscape of communication and strategy, equipping them with the tools necessary to build a successful business ventures and also personal and professional brands. This year-long course fulfills one year of the art graduation requirement, however, students can choose to take only one semester (Semester 1: Marketing/Branding, Semester 2: Logo Design) to earn a semester elective requirement for the Institute of Global Leadership requirements, but not fulfill a graduation art requirement.

INSTITUTE OF

GLOBAL LEADERSHIP

COMMUNICATIONS
(semester)

This course equips students with essential public speaking and interpersonal skills to communicate effectively in both formal and informal settings. Through hands-on activities, students develop confidence, clarity, and poise in delivering speeches, while also refining their listening, collaboration, and conversational abilities for interpersonal interactions. Throughout the course, students apply these skills to a variety of assignments, culminating in a final project: delivering their own TED Talk on a topic of their choice to an audience of their peers, parents and faculty. In addition to public speaking, students learn how to craft professional resumes and prepare for job interviews. A key feature of the course is a mock interview conducted with a former corporate executive, providing students with real-world experience and feedback on their interviewing techniques.

**CONSTITUTIONAL
LAW**
(semester)

This course equips students with essential public speaking and interpersonal skills to communicate effectively in both formal and informal settings. Through hands-on activities, students develop confidence, clarity, and poise in delivering speeches, while also refining their listening, collaboration, and conversational abilities for interpersonal interactions. Throughout the course, students apply these skills to a variety of assignments, culminating in a final project: delivering their own TED Talk on a topic of their choice to an audience of their peers, parents and faculty. In addition to public speaking, students learn how to craft professional resumes and prepare for job interviews. A key feature of the course is a mock interview conducted with a former corporate executive, providing students with real-world experience and feedback on their interviewing techniques.

**FOUNDATIONS OF
ENTREPRENEURSHIP**
(semester)

This course explores the discipline of entrepreneurship with the goal of students launching, growing and sustaining an on-campus student-run business. Students 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 actively engaging in hands-on learning to cultivate the four pillars of the entrepreneurial mindset: growth mindset, grit, redefining failure, and opportunity seeking.

**APPLIED
ENTREPRENEURSHIP**
(semester)

Prerequisite: Foundations of Entrepreneurship. This course builds on the academic and theoretical framework introduced in the Foundations of Entrepreneurship course. Students learn to apply the entrepreneurial mindset through the real-world experience of working in an OCS on-campus business or in an assigned internship. The focus of applied learning is on growing and sustaining the business, learning to manage the operational, financial and customer service aspects of business, as well as managing human resources.

**FOUNDATIONS OF
LAW: PRIVATE LAW**
(semester, offered every
other year)

This course enhances critical thinking, 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, this includes entering into financial transactions (e.g. car, house purchases) as well important aspects of landlord/tenant law and purchasing real estate.

**FOUNDATIONS OF
LAW: PUBLIC LAW**
(semester, offered every
other year)

This course enhances critical thinking, 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, business law, and employment law. The course focuses on practical knowledge, including the rights of individuals, how to start a business, rights of hourly and salary employees, independent contractor vs. employee, filing taxes, and prevalent criminal law and procedure issues.

INSTITUTE OF

GLOBAL LEADERSHIP

SPEECH AND DEBATE*(non-competitive)
(semester)*

This course introduces students to the skills of public speaking, confidence-building, and leadership through the art of rhetoric and argumentation. Students engage in debates on a diverse range of topics, including political, environmental, social, economic, and foreign policy issues, sharpening their ability to think critically and argue persuasively. The course emphasizes the practical application of rhetoric and argumentation in real-world situations, teaching students how to analyze complex issues, construct sound arguments, and respond thoughtfully to counterpoints. By developing both public speaking and interpersonal skills, students grow as confident leaders, capable of articulating their ideas and engaging in respectful, productive dialogue on a variety of important topics. Students may enroll in multiple semesters.

SPEECH AND DEBATE*(competitive)*

Competitive Speech and Debate is a year-long course where students more deeply develop the the skills of public speaking, confidence-building, and leadership through the art of rhetoric and argumentation. Students engage in debates on a diverse range of topics, including political, environmental, social, economic, and foreign policy issues, sharpening their ability to think critically and argue persuasively. Throughout the year, students will participate in numerous competitive debate tournaments, where they refine their ability to communicate effectively under pressure, collaborate with teammates, and engage in civil discourse with opponents. The course emphasizes the practical application of rhetoric and argumentation in real-world situations, teaching students how to analyze complex issues, construct sound arguments, and respond thoughtfully to counterpoints. Students grow as confident leaders, capable of articulating their ideas and engaging in respectful, productive dialogue on a variety of important topics.

MOCK TRIAL TEAM

Audition only course. The Mock Trial program is an immersive course that introduces students to the fundamentals of the legal system, courtroom procedures, and trial advocacy. Through hands-on experience, students learn to analyze case law, develop legal arguments, and hone public speaking, critical thinking, and teamwork skills. Participants take on roles such as attorneys, witnesses, and courtroom staff, collaboratively preparing and presenting cases based on realistic legal scenarios. The course emphasizes research, strategy, and the art of persuasive argumentation. Students practice interpreting evidence, constructing opening and closing statements, and conducting direct and cross-examinations. Students compete in in-class mock trials and have the opportunity to represent the school in local, state, or national competitions.

INVESTING*(semester)*

In this course, topics include stocks, bonds, mutual funds, options, industry analysis, financial statements (balance sheet, income statement, cash flow) and financial ratios, all taught within the lens of Biblical stewardship. Students have the potential opportunity to help make financial recommendations for the school's charitable endowment portfolio.

FINANCIAL LITERACY*(semester)*

This course introduces students to the fundamentals of managing money wisely, focusing on budgeting, financial stewardship, and responsible consumer habits. Students learn how to create and maintain a personal budget, track expenses, and make informed financial decisions that promote long-term financial health. The course emphasizes the importance of being good stewards of money, differentiating between needs and wants, setting financial goals, and developing saving strategies. Through real-world examples and practical exercises, students also explore topics like credit, debt management, and the principles of being a responsible consumer. Students acquire the knowledge and skills to handle their personal finances with confidence, preparing them for financial independence and a secure future.

CAPSTONE

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. Students are challenged to design and create their own learning experience by pursuing an area of interest in the context of their learning pathway and tied to their local community: advisors provide guidance and support. At the conclusion of the experience, students present their results at the OCS Global Leadership Capstone Summit. This course is completed during the spring semester of the 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 Institute of Global Leadership designation.

INSTITUTE OF

GLOBAL LEADERSHIP

**STRATEGIC
DECISION-MAKING**
(competitive)

This course gives students the tools to understand how to think strategically about business and help them succeed. Strategic analysis involves understanding the mission and goals of organizations, as well as the capabilities of the organization and a clear assessment of the environment in which the organization is operating. Information found on the Internet is utilized, but emphasis is on learning how to ask the right questions to acquire information for organizational success. This course may feature guest speakers to provide additional perspectives.

**PRODUCT
DEVELOPMENT
AND INNOVATION**

This course is open to 11th and 12th grade Institute of Global Leadership students only and meets the elective requirement for both this institute and the Institute of Engineering. This project-based course provides students with the opportunity to collaborate across Institutes to learn the process of transforming a great idea into a final product ready for market. Students are introduced to frameworks such as Agile and Scrum that allow engineers and business leaders to communicate and work together effectively.



INSTITUTE OF
HEALTH
SCIENCE

OVERVIEW

The institute aims to inspire students to appreciate the human body and all of God's creation as uniquely made, and to instill a heart of compassion for those in need. Students have exposure to a breadth of health science careers, equipping them to make informed decisions for future college choices. Students interact with healthcare professionals, have shadowing opportunities, enjoy master classes, and internships.

PATHWAYS

Students choose coursework in the institute focused around one of the following pathways:

- Biotechnology and Research
- Healthcare
- Fitness, Sports, and Nutrition
- Population Health

“**MOTTO**

To prepare health
science professionals
with skills and hearts
of compassion

INSTITUTE OF

HEALTH SCIENCE

**INTRODUCTION
TO HEALTH
SCIENCES**
(semester)

This semester long introduction course, typically taken during freshman year, is the first course in the Institute of Health Science. Students interested in pursuing health sciences should enroll in this course. The course covers the foundations of health sciences including medicine, personal/behavioral health, sports medicine, nutrition and medical research. 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. It is typically taken during sophomore or junior year. Building on the introductory course, students develop a deeper understanding of the human body, including anatomy, physiology, disease processes and treatments. There is a particular focus on the musculoskeletal system including the anatomy, function and injuries of the upper and lower extremities. Students 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 is to train students as first responders during athletic competitions and events, under the supervision of physicians and certified athletic trainers.

**HEALTH SCIENCE
CAPSTONE**
Year 4

Prerequisite: Health Science II. This course challenges the student to develop original research in either a clinical or research based topic of their choice. In collaboration with their advisor, students develop their capstone project over the course of their senior year, culminating in presentation to their institute peers during the annual Institute of Health Science Symposium in May.

In addition to the above courses, institute students are required to take five year-long science courses from the list below during their four years of high school. Click on links for course descriptions.

- [Chemistry](#)
- [Chemistry Honors](#)
- [AP Chemistry](#)
- [Biology](#)
- [Biology Honors](#)
- [AP Biology](#)
- [Physics](#)
- [AP Physics 1](#)
- [AP Physics 2](#)
- [Biotechnology Honors](#)
- [AP Environmental Science](#)
- [Anatomy and Physiology](#)
- [Anatomy and Physiology Honors](#)
- [Marine Biology](#)
- [Marine Biology Honors](#)
- [Sports Medicine](#)
- [AP Psychology](#)