THE KING'S ACADEMY

The King's Academy is a Christ-centered school that inspires academic excellence, servant leadership, and enduring relationships.

Course Catalog

2026 -2027

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THE KING'S ACADEMY

Mission, Vision, and Core Values

Who We Are: The King's Academy is an independent, college preparatory school for grades K-12 which exists to honor and glorify our King Jesus Christ.

Mission: The King's Academy is a Christ-centered school that inspires academic excellence, servant leadership, and enduring relationships.

Vision: Graduates of The King's Academy are transformed by Christ, live a life that honors God, and use their gifts to influence the world for Him.

Core Values

A Christ-Centered School

All school programs are grounded in a Biblical worldview, affirming that true education recognizes God as the supreme source of all truth, knowledge, and wisdom. Faculty and staff are Christian role models who have been called to ministry and have a love for young people. The King's Academy desires that students have teachable hearts and coachable spirits in order to grow in Christian maturity.

Academic Excellence

God's Word calls us to do all things with excellence. The King's Academy offers a college preparatory curriculum with the goal of developing God's best for each student. Highly qualified teachers who are passionate about their subject will challenge and support all students. TKA promotes academic, artistic, and athletic excellence as part of a balanced and joyous education.

Servant Leadership

Local and global service is an integral part of The King's Academy. We engage students to look beyond themselves and reach out to others in love and compassion. We equip students to share the Gospel and provide opportunities for students to contribute their God-given gifts and talents. All students are encouraged to serve the school community and lead by Godly example.

Enduring Relationships

The King's Academy offers a loving environment where students are encouraged to grow in their relationships with Jesus Christ, their families, teachers, and peers. We strive to partner with parents to bring their children up "in the discipline and instruction of the Lord". Our program includes numerous relationship-building opportunities that create a school culture defined by respect, integrity, and love.

Nondiscriminatory Policy

The King's Academy admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

School Board

Scott Bartell, President
Julia Taylor, Vice President
Jason Giles, Treasurer
Kristal Franklin, Secretary
Jeff Freeman, Head of School
Jim Black
Joshua Farlow
Laura French
Paulina Monaco
Greg Niven
Kathy Poonen
Ky Tang
Sampson Wu

"Showing the generation to come the praises of the Lord…"

Psalm 78:4

COURSE CATALOG

Table of Contents

INTRODUCTION 1

- Academic Policies 1
- Course Description Footnote Symbols 2
- The King's Academy High School Graduation Requirements 2
- The King's Academy Junior High School Course Plan 2
- The King's Academy High School Recommended Four-Year Course Plan 3

NEW COURSES 4

BIBLE DEPARTMENT 5

BUSINESS AND ENTREPRENEURSHIP DEPARTMENT 7

COMPUTER SCIENCE AND ENGINEERING DEPARTMENT 8

ENGLISH DEPARTMENT 11

MATHEMATICS DEPARTMENT 15

PHYSICAL AND HEALTH EDUCATION DEPARTMENT 19

SCIENCE DEPARTMENT 20

SOCIAL STUDIES DEPARTMENT 25

VISUAL AND PERFORMING ARTS DEPARTMENT 28

- Art 28
- Dance 31
- Theater 32
- Music 33

WORLD LANGUAGES DEPARTMENT 36

NON-DEPARTMENTAL ELECTIVES 41

INTRODUCTION

The King's Academy 2026-2027 Course Catalog is designed to assist students and parents in selecting courses for the entire school year. All courses offered at The King's Academy (TKA) are included in this catalog. **However, the school reserves the right to modify all courses and to withdraw courses for which too few students register.**

Academic Policies

For most academic matters, please refer to the "Academic Information" section in the *Student/Parent Handbook*. The schedule for enrollment, including change deadlines, is as follows:

Course Request Week – Opens 1st week in February	Students make their initial course selections.
Week prior to school start	Add/Drop by grade level for errors and last-minute changes.
Weeks 1-2	No core course changes will be processed, errors only.
Weeks 3-4	Add/Drop with counselors.
	LAST DAY to Add/Drop without a notation on the transcript.
Weeks 5-9	**Course may be dropped with a W** (withdrawn) notated on the transcript. Courses may not be added for credit during this period.
Week 10 until end of the course	**Dropped course will receive an F notated on the transcript**.

Year-long courses (including VPA) may not be added or dropped at the semester break. Full-year enrollment is required.

Honors Courses

Students who wish to participate in an honors class must meet all pre- or co-requisites.

Advanced Placement (AP) Courses

Advanced Placement classes are, in essence, college-level courses. Students who wish to take an AP class must submit an Advanced Placement (AP) Course Student Application to be approved by the AP Committee, and they must meet all pre- or co-requisites. The AP Committee will evaluate every student's situation individually to ensure their course load is the best for their needs. TKA limits the number of AP courses a student can take by grade-level. TKA limits 9th graders to two (2) AP classes, 10th graders to three (3) AP classes, 11th graders to four (4) AP classes, and 12th graders to five (5) AP classes. **TKA requires every student who takes an AP course to take the AP exam for that course.** A student who is not enrolled in the AP course at TKA may not take the AP exam at TKA. These classes are designed to prepare the students for the national AP exams administered in May. In some cases, colleges and universities award credit to incoming students who have scored well on AP exams. There is a fee to take each AP exam. **AP class placement is determined in spring of the previous school year. Following this placement students may not add or change their AP course selection.**

Homework Load

These estimates are based on data collected from students in the annual Student Course Surveys. Actual homework load will vary by student.

Junior High (hours per night)		**High School** (hours per night)	
6th Grade	Up to 2	9th Grade	Up to 2.5
7th Grade	Up to 2	9th Grade with Honors Classes	Up to 3
8th Grade	Up to 2.5	10th Grade	Up to 3.25
		10th Grade with Honors and AP Classes	Up to 3.5
		11th and 12th Grade	Up to 45 minutes per course
		AP Classes	Up to 60 minutes per course

Course Description Footnote Symbols

***** College preparatory courses meeting the University of California (UC) eligibility requirements are noted by an asterisk (*****). Students who meet the UC admissions requirements will also meet requirements for many other universities.

^ A caret (**^**) denotes courses earning an extra grade point, which includes all AP courses and only the following courses: **Multivariable Calculus, Linear Algebra, Biology Honors, Chemistry Honors, Yearbook Honors, Knights Brigade Leadership, String Orchestra Honors,** and **Spanish 3 Honors**. The letter grade awarded in the course remains the same on the student's transcript, but the extra grade point is calculated into the GPA and noted on the course with an asterisk.

A square ( ) signifies that a course has been submitted for UC approval.

The King's Academy High School Graduation Requirements

Subject Area	Total Credits
Bible	10-30 *(dependent upon year entered)*
Math †	20-30 *(at Geometry or higher)*
Science**	30
English	40
Social Studies	30
World Languages‡	10-30
Physical and Health Education (PHE) ɸ	20-25
Visual and Performing Arts (VPA)	10
Electives ʃ	15 *(minimum)*
Credits Required for Graduation	**240 credits**

Note: An integral component of TKA's high school curriculum is required annual participation in TKA's Service Week. The TKA service requirement is 35 hours per year.

Year-long classes = 10 credits; semester-long classes = 5 credits
Of the 150 credits required for UC eligibility, 70 credits must be taken in the last two (2) years of high school. In order to qualify for UC eligibility, students must have a C or higher in all required courses.

† *Completion of math sequence through Geometry is required to be considered college preparatory.*

** *Completion of Biology and Physical Science or Chemistry required*

‡ *Completion of a level of a world language is required in high school. Completion of level three (3) or higher is strongly recommended.*

ɸ *All 9th grade students must take one year of P.E. It is strongly recommended that 9th grade students take Health in their 9th grade year. The class of 2028 and after will be required to complete one semester of Health.*

ʃ *TKA classes that are taken beyond the minimum subject area requirement to fulfill the graduation credit requirement.*

The King's Academy Junior High School Course Plan

6th Grade	7th Grade	8th Grade
Bible 6: God's Story (Creation to Restoration)	Bible 7: Christ and the Gospels	Bible 8: Christ-Centered Living
Math 6/General Math/Pre-Algebra	General Math/Pre-Algebra/Algebra 1	Pre-Algebra/Algebra 1/Geometry
Science 6: Earth Science	Science 7: Life Science	Science 8: Physical Science
English 6: Literature & Composition	English 7: Literature & Composition	English 8: Literature & Composition
Ancient World History 6	World History & Geography 7	U.S. History 8
P.E. 6	P.E. – JH	P.E. – JH
Elective	Elective	Elective

THE KING'S ACADEMY RECOMMENDED HIGH SCHOOL FOUR-YEAR COURSE PLAN

Required

Proverbs 16: 9 "In his heart a man plans his course, but the Lord determines his steps."

	9TH GRADE [60 credits minimum]	10TH GRADE [60 credits minimum]	11TH GRADE [60 credits minimum]	12TH GRADE	TKA Graduation Requirements [240 credits total]	UC/CSU "a-g" Course Subject Area Requirements
BIBLE	□ Bible 9 (semester)	□ Bible 10 (semester)	□ Bible 11 (year)	□ Bible 12 (2 semesters)	**BIBLE** [30 credits]	N/A
PHE	□ P.E. (year) □ Health (semester)	□ P.E. □ JV / Varsity Sport	□ Marching Band / Color or Winter Guard □ Health	□ Strength and Conditioning	**PHYSICAL AND HEALTH EDUCATION** [25 credits]	N/A
HISTORY		□ Modern World History 10 □ AP World History: Modern	□ U.S. History 11 □ AP U.S. History	□ Economics □ Government □ AP U.S. Government and Politics □ AP Macroeconomics	**SOCIAL STUDIES** [30 credits]	**"a"** **2 years minimum**
ENGLISH	□ English 9 - Literature and Composition / Honors	□ English 10 - World Literature and Composition / Honors	□ American Literature and Composition □ AP English Language and Composition	□ AP English Literature and Composition □ Senior Seminars (semester)	**ENGLISH** [40 credits]	**"b"** **4 years required**
MATH	□ Foundations of Algebra □ Algebra 1A/1B □ Algebra 1 □ Geometry / Honors □ Algebra 2 / Honors	□ Geometry / Honors □ Algebra 2 / Honors □ Precalculus / AP Precalculus	□ Algebra 2 / Honors □ Precalculus / AP Precalculus □ Calculus □ AP Calculus AB / BC □ Statistics □ AP Statistics □ Linear Algebra	□ Precalculus / AP Precalculus □ Calculus □ AP Calculus AB / BC □ Statistics □ AP Statistics □ Multivariable Calculus □ Linear Algebra	**MATHEMATICS** [20 credits through Geometry] 40 credits recommended	**"c"** **3 years required** (through Algebra 2), 4 years recommended (through Precalculus & Calculus)
SCIENCE	□ Biology / Honors	□ Biology / Honors □ Chemistry / Honors □ Physical Science	□ Chemistry / Honors □ AP Chemistry □ Physics □ AP Physics 1 □ Biology / Honors 1 □ Biotechnology	□ AP Biology □ Anatomy and Physiology / Honors □ Environmental Science □ AP Environmental Science □ Marine Science	**LABORATORY SCIENCES** [30 credits] Must include Biology and Physical Science or Chemistry. 40 credits recommended	**"d"** **UC**: Two years in two of Biology, Chemistry, or Physics. **CSU**: 1 biological science and 1 physical science required. 3 years science recommended
LANGUAGE	□ French 1, 2 or 3 □ Mandarin 1, 2 or 3 □ Spanish 1, 2/Honors, or 3/Honors □ ASL 1 2, or 3 (online)	□ French 1, 2, 3, or 4 □ Mandarin 1, 2, 3 or 4 □ Spanish 1, 2/Honors, 3/Honors, or 4 □ ASL 1, 2 or 3 (online)	□ French 1, 2, 3, or 4 □ AP French Language & Culture □ Mandarin 1, 2, 3, or 4 □ AP Chinese Language & Culture	□ Spanish 1, 2/Honors, 3/Honors, or 4 □ AP Spanish Language & Culture □ ASL 1, 2 or 3 (online)	**WORLD LANGUAGES** [10 credits] Level 3 or higher recommended	**"e"** **Level 2 of the same language required** Level 3-4 recommended
VPA	□ Beginning Dance Fundamentals □ Dance Workshop □ Advanced Dance □ Theatre 1 □ Theatre 2 (Gr. 10-12) □ Musical Theatre □ Theatre Stagecraft □ Film Studies (Gr. 11-12)	□ Knightshine / Knightshine Leadership (Gr.10-12) □ Knights Brigade Wind Ensemble □ Knights Brigade Percussion Ensemble □ Knights Brigade Leadership (Gr. 10-12) □ Beginning Band □ Intermediate Band □ Knight Club Jazz Band	□ String Orchestra □ String Orchestra Honors (Gr. 10-12) □ High School Concert Choir □ Computer 3D Modeling □ Digital Design and Animation □ 3D Animation □ Video Production and Editing	□ Yearbook (Gr.10-12) □ Yearbook Honors (Gr.11-12) □ Discovery Art – HS □ Intermediate Art (Gr. 10-12) □ AP 2D Art □ AP 3D Art & Design (Gr. 10-12) □ AP Drawing (Gr. 10-12)	**VISUAL AND PERFORMING ARTS** [10 credits]	**"f"** **1 yearlong UC approved course required**
ELECTIVE	Electives listed in catalog – Includes AP Psychology, AP Computer Science Principles, AP Computer Science A, and Business				**ELECTIVES**	**"g"** **1 year required** From approved "a-g" course list

TKA Graduation Requirements meet the NCAA Division 1 requirements

NEW COURSES

Business and Entrepreneurship

TKA introduced a new department and course of study in 2024-2025. As promised, we continued to add new courses to support students interested in business and entrepreneurship.

Entrepreneurship Practicum	Year	10-12	pg 7
Business Finance	Semester	10-12	pg 7

English

TKA is introducing Senior Seminars, which are semester-long English classes with a specific literary or literacy focus. Seniors will register for two different seminars to receive a year of English credit. English electives do not meet the English requirement.

The Psychological Novel	Semester	12	pg 13
Communications for College, Community, Career and Beyond	Semester	12	pg 13
Technology, Power, and the Dystopian Imagination	Semester	12	pg 13

Math

Foundations of Algebra	Year	9-10	pg 15
Personal Finance	Semester	10-12	pg 16
Linear Algebra	Year	11-12	pg 17

Science

Anatomy & Physiology Honors	Year	11-12	pg 23
Biotechnology	Year	11-12	pg 24

Visual Performing Arts

Art:

Ceramics JH	Semester	6-8	pg 28
AP 3-D Art and Design	Year	10-12	pg 28
AP Drawing	Year	10-12	pg 29
Intermediate Art	Year	10-12	pg 30

Theater:

Musical Theater	Semester	7-12	pg 32
Theater Stagecraft	Semester	8-12	pg 32

Music:

Knightshine Leadership	Year	10-12	pg 35

BIBLE DEPARTMENT

The King's Academy stands firm in the truth that the Bible is the inspired, infallible Word of God. Therefore, it is the primary book used in each of the Bible courses. The main purpose of each course is to present an accurate, thoughtful study of His Word, and to continually explore the practical implications for each student in his or her daily life.

Bible 6: God's Story from Creation to Restoration Year 6

This course provides students with a foundational biblical worldview as we explore God's story in the Bible through creation, fall, redemption, and restoration. We will begin in Genesis to learn who God is and who we are as His image bearers. Students will then journey through the patriarchs, Passover, Promised Land, exile, and return, observing God's faithfulness and human rebellion. In order to trace God's redemptive plan to completion, we will read about the life, death, and resurrection of Jesus Christ in the gospel of Mark. As students see God's glory, salvation and presence in the pages of the Bible, they will be invited to receive His good news and reflect His generosity to those around them.

Bible 7: Christ and the Gospels Year 7

This course overviews the life and ministry of Jesus as portrayed through the gospels of Matthew, Mark, Luke, and John. Lessons follow the order of Jesus' major life events, including His miracles, teachings, conversations, and parables. The content includes historical, cultural, and geographical context, and students will also memorize key Bible verses. Students will study Christ's humble love and glorious reign as King, in addition to how to practically apply Biblical teachings to their faith and lives.

Bible 8: Christ-Centered Living Year 8

This course outlines the fundamental elements that lead to a faithful and fruitful Christian life. The course begins with a comprehensive exploration of what it truly means to become a Christian. Then, students learn about the centrality of God's Word and prayer to Christian living. The course concludes with a practical focus on evangelism and discipleship. Along the way, students will memorize Scripture, read the Book of Acts, and be invited to practice basic spiritual disciplines in their own lives.

Bible 9: Foundations of Faith 1 Semester 9

This course challenges students to enter High School with a Christian Faith that is both a living and reasoned faith. Students will be discipled in a living faith through the spiritual disciplines of prayer, Bible study methods and fellowship. Students will learn the relationship between faith and reason in the formation of a Christian worldview. Through course reading, "More Than A Carpenter," students will evaluate the claim that the Bible is God's collected book of inerrant revelation using internal and external evidence.

Bible 10: Foundations of Faith 2 Semester 10

This course focuses on Old Testament books, characters, themes, and applications, which connect to claims in the New Testament. Building on this emphasis, students are invited into deeper study of the Old Testament, learning basic hermeneutical methods and gaining tools to analyze and exegete its diverse genres, ultimately connecting everything to the person and work of Jesus Christ.

Bible 11: Life of Christ & Spiritual Formation Year 11

This course equips students with basic guidelines, principles, and tools to effectively evaluate the claims, sources, and accounts of Jesus of Nazareth. Students will compare and contrast different beliefs about the deity and humanity of Jesus. Students will understand and differentiate between core theological claims regarding the atonement and test the reliability of the resurrection. Additionally, this course equips students to differentiate between and respond to the seven invitations of Jesus in the journey towards spiritual maturity. Students will examine, compare, and contrast the views of legalistic, moralistic, and relational discipleship.

BIBLE DEPARTMENT (CONT'D)

All seniors are required to take a semester of Doctrine & Apologetics and a semester of one of the following: Christ & Culture, Comparative Religions, or Vanguard Student Leadership.

Bible 12: Doctrine & Apologetics □ (Required) Semester 12
This course equips students to examine the major doctrines pertaining to the nature and existence of God, Christ, sin, salvation, and the nature of humanity. Students will interact with common questions and challenges to Biblical Christianity and strengthen the skill of defending their theological positions in a contemporary culture of diverse worldviews.

Bible 12: Christ & Culture □ Semester 12
This course is a survey of the Books of Acts and Romans, with special attention to identifying the tension between the eternal plan of God and the reality of operating in a disintegrated culture. Students will practice creating & leading Bible Studies in the book of Acts with their peers. Students will also compare and contrast common approaches to the relationship between Christ and Culture by researching the lives of the saints who have gone before us. They will formulate their own theological perspective and personal plan for application beyond the walls of the classroom.

Bible 12: Comparative Religions * Semester 12
This course is a survey of several major religious traditions of the world: Animism, Hinduism, Buddhism, Judaism, Christianity, and Islam. Students learn the major beliefs and practices of each religion and how each has developed over the course of time. Students will also have the opportunity to interact with Guest Speakers from each religion studied. Special attention is given to comparing how each answers the most important questions of existence: "Why are we here?" "What is our purpose?" "Where are we going?". Students are equipped to converse about and share their own faith with others in a way that is informed and respectful.

Bible 12: Vanguard Student Leadership Semester 12
This course invites students to deepen their understanding of God's Word and live out their faith with purpose in the context of spiritual leadership. Through Scripture study and hands-on opportunities, students will take an active role in shaping school programs like chapels and mentoring younger students. Designed to inspire growth in faith, character, and leadership, this course equips students to develop as future leaders for Christ and make a lasting impact on the world.
Prerequisite: Admission by application.

BIBLE ELECTIVES

These electives will not substitute for Bible graduation requirements.

Junior High Vanguard Semester 7-8
This semester course will guide students in developing both spiritual maturity and practical leadership skills as they learn what it means to follow Jesus and serve others. Students will examine the foundations of spiritual formation, explore their unique spiritual gifts, and practice principles of servant leadership. Through intentional discipleship, outreach, and service experiences, students will gain hands-on opportunities to apply biblical truths, strengthen character, and make a meaningful impact in their school, church, and community. Students will also work closely with Student Council, help lead by example in chapel, plan out service week, and support Spiritual Life initiatives. Students will help integrate others into the spiritual life of TKA for the glory of God, their growth, and the good of one another.
Prerequisite: Admission by application.

*** Course meets UC/CSU eligibility**
□ Course pending UC approval

BUSINESS AND ENTREPRENEURSHIP DEPARTMENT

TKA introduced a new department and course of study in 2024-2025. In subsequent years, TKA plans to add courses that include entrepreneurship, finance, and marketing.

Introduction to Business 1 * **Semester** **9-12**

Introduction to Business 1 is dedicated to developing students' understanding of business in the 21st century and how to develop an entrepreneurial mindset through design thinking. Students will explore fundamental topics across business, economics, and technology by examining various case studies globally, domestically, and in their local communities to develop entrepreneurial solutions. There will be a focus on communication through a variety of digital formats and the integration of digital media as a means of collaborating and communicating professional ideas.

Introduction to Business 2 * **Semester** **9-12**

Students will develop a more complete picture of the fundamentals of business management and companies. Students will continue their study of the fundamentals of business management, which will include topics on Finance, Marketing, Human Resources, IT, Operations, and more.

Prerequisite: Completion of Introduction to Business 1

Entrepreneurship Practicum □ **Year** **10-12**

In this hands-on course, students will have the unique opportunity to dive into the world of small business management. With the help of the instructor, students will brainstorm realistic and executable business ideas, develop a comprehensive business plan, and execute their idea and try to run a successful business. Students will actively participate in managing all facets of the business as they bring their business ideas to life. They will develop essential skills in project management, business development, operations/inventory management, sales, marketing, finance/accounting, leadership, customer service, and teamwork. This course challenges students to engage in critical thinking, creativity, and practical problem-solving. Through collaboration and effective communication, students will acquire the tools and confidence to thrive in real-world business environments.

Prerequisites: Completion of both Intro to Business Part 1 and Intro to Business Part 2 with a grade of B or higher in each class.

Business Finance □ **Semester** **10-12**

This course is designed to provide students with the experience to apply the practical mathematical skills they have learned in school. The course covers business finances including production, purchasing, marketing, accounting, and financial management. *This course will count toward Math credit when taken in succession with Personal Finance.*

Prerequisite: Completion of Geometry.

*** Course meets UC/CSU eligibility**

□ Course pending UC approval

COMPUTER SCIENCE AND ENGINEERING DEPARTMENT

Computer Science Discoveries **Semester** **6-7**

Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Students will have an Introduction to Python with Tracy the turtle before learning Physical Computing with micro:bit. The Tracy course will provide the prerequisite information needed before students apply programming concepts to their micro:bit device.

Robotics Engineering and Prog. 1 – JH **Semester** **6-8**

This junior high technology elective course is designed to introduce students to the world of robotics, engineering, and programming. It allows teachers to teach STEM concepts utilizing the LEGO Mindstorm's EV3 Robots. Students learn how to build robots and program basic robot behaviors using motors and rotation, sound, light, touch and ultrasonic sensors. Labs and projects are designed to encourage independent study, creativity, and cooperative teamwork. Key educational concepts in mathematics, engineering design, trade-offs, system integration, hypothesis and observation, measurement and analysis, and documentation will be reinforced.

Robotics Engineering and Prog. 2 – JH **Semester** **7-8**

This junior high technology elective course builds on the skills and knowledge students were introduced to in Robotics Engineering and Programming 1. Students further develop their understanding and skills building robots and programming basic robot behaviors using motors and rotation, sound, light, touch and ultrasonic sensors. Labs and projects are designed to encourage independent study, creativity, and cooperative teamwork. Key educational concepts in mathematics, engineering design, trade-offs, system integration, hypothesis and observation, measurement and analysis, and documentation will be reinforced.

Prerequisite: Completion of Robotics Engineering and Programming 1 - JH

Creative Computing **Semester** **7-8**

The Creative Computing course is a beginner computer science course introducing the basics of programming. Students will begin by creating a personal portfolio website in HTML and CSS. Students then learn JavaScript with Karel the dog and explore major programming topics like variables, functions, conditionals, and mouse/keyboard events. Finally, the course ends with students building a fun and interactive game that they can play and share with others. Students practice computational thinking skills as they plan, develop, and test their programs.

Audio Engineering and Production **Semester** **9-12**

This course is designed to introduce students to digital audio production. In this course, students will learn the following methodologies and basics: recording, producing, mixing, digital audio history, introduction to music theory, and the science of sound. In conjunction with this training, students will be able to learn how to properly use the necessary sound equipment and Logic Pro X for audio production.

Audio-Visual Technical Support **Semester** **9-12**

This hands-on course will teach and train students in the understanding and use of professional audio/visual (A/V) equipment for supporting events such as chapels, assemblies, concerts and more. Students who take this course will become "certified users" of the TKA equipment in the W Building, Cabot Theater, Paul Spates Gym, and the Quad. In this class, students will be required to support weekly Spiritual Life events and a small selection of other non-school-hour events for TKA. This course will cover the preparation and use of the TKA soundboards, video systems, presentation software, lighting boards, and pro-audio equipment. This course will also cover event communication, stage design, philosophy of a sound technician, plus basic audio engineering and video production fundamentals.

COMPUTER SCIENCE AND ENGINEERING DEPARTMENT (CONT'D)

Computer-Aided Design (CAD) Semester 9-12

In this course, computer-aided design (CAD) and drafting are taught using AutoCAD software. Students will learn basic drafting techniques, geometric constructions, and how to read and create two-dimensional and three-dimensional working drawings. This course will emphasize the use of AutoCAD in an architectural context, but it is also recommended for students interested in engineering and technical fields.

Prerequisite: Completion of or concurrent enrollment in Geometry.

Introduction to Computer Science 1 * Semester 9-12

This course provides an overview of computer science and its related disciplines. Students will be introduced to computer programming in JavaScript and will learn the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem solving skills. Topics include variables, control structures, looping, and conditionals. Additional units will cover boolean logic, graphics, logic & comparison operators. Students will complete projects that demonstrate the skills learned.

Introduction to Computer Science 2 * Semester 9-12

This course further explores topics in computer science. Units will examine the development and design of animation and games, events, user input, functions & parameters. JavaScript will be used for programming labs and to develop game apps. Additional units will cover data structures.

Prerequisite: Completion of Introduction to Computer Science 1

PLTW: Intro. to Engineering Design Semester/Year * 9-12

This is a foundation course in the Project Lead The Way (PLTW) Engineering Program. In this course, students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common engineering design and development protocols such as project management and peer review. Students will develop skills in technical representation and documentation of design solutions according to accepted technical standards, and they will use current 3D design and modeling software to represent and communicate solutions. In addition, the development of computational methods that are commonly used in engineering problem solving, including statistical analysis and mathematical modeling, are emphasized. Ethical issues related to professional practice and product development are also presented.

PLTW: Principles of Engineering Semester/Year * 10-12

This course is a foundation course of the high school engineering pathway for Project Lead The Way (PLTW). This survey course exposes students to some of the major concepts they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. Students have the opportunity to develop skills and understanding of course activities through activity, project, and problem-based (APB) learning. By solving rigorous and relevant design problems using engineering and science concepts within a collaborative learning environment, APB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills. Students will also learn how to document their work and communicate solutions to their peers and members of the professional community. It also allows students to develop strategies to enable and direct their own learning.

Prerequisite: Completion of Introduction to Engineering Design

*** Course meets UC/CSU eligibility**

COMPUTER SCIENCE AND ENGINEERING DEPARTMENT (CONT'D)

AP Computer Science Principles * ^ Year 9-12

This course is centered around five big ideas: creativity, data and information, algorithms and programming, computing systems and networks, and the impact of computing. The course will emphasize computational thinking practices. Students will be expected to connect computing to other disciplines, create computational artifacts and communicate their purpose, use abstraction and analysis to develop models for solving complex problems, and work effectively in teams. This course will prepare students for the through course assessment that asks students to both explore the implications of computing innovations and create a computer application. The course follows the College Board recommended curriculum.

Prerequisites: (1) Completion of Algebra 1 and (2) AP Committee approval.

AP Computer Science A * ^ Year 10-12

This course provides an introduction to computer science covering essential topics such as problem-solving, design strategies and methodologies (e.g. loops and conditionals), data organization using data structures (e.g. arrays, arraylist, and 2D arrays), data processing approaches (algorithms for searching and sorting, and recursion), solution analysis, and the ethical and social implications of computing. The curriculum emphasizes both object-oriented and imperative problem-solving and design. To address the need for precise and unambiguous communication in computer science, the AP Computer Science A course requires that solutions to problems be written in the Java programming language.

Prerequisites: (1) Completion of or concurrent enrollment in Algebra 2, (2) completion of AP Computer Science Principles, Introduction to Computer Science or an approved outside course, and (3) AP Committee approval.

*** Course meets UC/CSU eligibility**
^ Earns an extra grade point

ENGLISH DEPARTMENT

The King's Academy English Department Literature Selection Philosophy

The English Department of The King's Academy is committed to the rigorous, college-preparatory study of language and literature from different genres and time periods with an aim to explore, analyze, and evaluate a variety of writing styles and voices. The study of any literature is inherently tied to the human condition; therefore, difficult material may appear in some of the course content. These matters are examined through a biblical framework that supports our foundations of faith as a school.

English 6: Year 6
Literature and Composition

Choose Your Own Adventure. Literature selections for this class center on the thematic idea of choosing your own adventure. The course is designed to transition students from reading comprehension at an elementary level to literary analysis at a junior high level. Throughout the year, students will be introduced to literary concepts such as characterization, theme, and foreshadowing. Students will read several full-length literary works, along with short stories, poems, biographies and more. Additionally, this course is designed to give students a solid foundation of compositional skills including: sentence-based grammar, vocabulary in context, and other formal mechanics. Composition is taught within the framework of literature, giving students not only a solid foundation in the fundamentals of written discourse, but also challenging them to integrate the concepts of grammar and vocabulary into their writing.

English 7: Year 7
Literature and Composition

Pursuing Perseverance, Character, and Hope. Literature selections for this class center on the thematic framework of perseverance, character, and hope as seen in Romans. This course builds on the foundational tools developed in English 6. Throughout the year, students will read and analyze various literary texts, lessons will advance the students' level of compositional skills including essay structure, proofreading, and editing. There is a concentrated focus on sentence-based grammar, vocabulary in context, and other formal mechanics.

English 8: Year 8
Literature and Composition

Discovering the Way of Wisdom on Life's Journey. Literature selections for this class center on the thematic idea of discovering wisdom on the journey of life. This course prepares students for the transition to high school level grammar, multi-paragraph essay writing, active reading, and the further development of study skills. Building on the advanced grammar and paragraph structuring from English 7, students further develop the technical and expository essay writing skills necessary for success beyond junior high. Class discussions, creative writing, and projects challenge young readers to develop both critical thinking skills and an appreciation for quality literature, short stories, poetry and non-fiction, and the value of wisdom in literary works.

English 9: * Year 9
Literature and Composition

Social Revolution and Spiritual Redemption. Literature selections for this class center on the thematic framework of social revolution and spiritual redemption. In this course, students will be introduced to a variety of classic literature with a particular emphasis on the recognition of literary devices and author's diction. Vocabulary will be developed in the context of reading, and writing will be taught and practiced through the use of formal and informal written analysis of literature, structured essays, and a research assignment.

*** Course meets UC/CSU eligibility**

ENGLISH DEPARTMENT (CONT'D)

English 9 Honors: * **Year** **9**
Literature and Composition
Social Revolution and Spiritual Redemption. Literature selections for this class center on the thematic framework of social revolution and spiritual redemption. This honors course provides an in-depth study of many of the same hallmark classic works of literature as its English 9 counterpart; however, the class also includes a few key modern titles. Students will spend extensive time on developing key critical analysis skills in discussion, reading, and writing in preparation for future honors and AP courses.
Prerequisite: Completion of English 8 with an A- or higher.

English 10: * **Year** **10**
World Literature and Composition
Myth, Madness, and Mayhem: A Primer on the Individual and Society. Literature selections for this class center on the thematic topics of myth, mayhem, and madness. This course focuses on world literature and literary analysis. Students will be introduced to various literary perspectives from around the world through different historical eras including the Classical period, the Renaissance, Romanticism, World War I and II as seen in various novels, plays, short stories, poems, non-fiction books and essays. Writing skills are further developed through formal writing, timed essay writing, and journal writing. In addition, students review grammar and vocabulary in preparation for the SAT.

English 10 Honors: * **Year** **10**
The honors level 10th grade course is designed for students seeking the AP track for junior and senior years. Semester 1 is an introduction to Language and Composition that focuses on nonfiction reading, writing, and analysis. Semester 2 is structured as a Literature and Composition course that focuses on reading and analyzing texts from around the world. Both semesters combine to offer students a preview of AP Language and Composition and AP Literature and Composition. Students engage with a wide variety of texts through class and small group discussion, personal responses, and essay writing.
Prerequisite: Completion of English 9 with an A- or higher, or English 9 Honors with a B+ or higher.

American Literature and Composition: * **Year** **11-12**
Freedom Writers
This course will focus on American writers in defense of freedom from tyranny and oppression in many forms. The course explores the thematic idea that good writing is a key component in the creating, maintaining, and protecting liberty. Literature will cover a variety of genres, voices, and historical seasons from the earliest foundations of the country to the present. Students will be able to trace a writer's rhetorical and linguistic choices as they evaluate the impact of these strategies in communicating the writer's central message. Class discussions, rhetorical and literary analysis essays, presentations, projects, and speeches are designed to engage students in understanding a writer's purpose, audience, and subject in conjunction with the literary and structural elements of the text.
Note: Juniors not taking an AP English course will be enrolled in this course. Seniors who have not previously taken this course may be enrolled in the American Literature and Composition: Freedom Writers.

AP English Language and Composition * ^ **Year** **11-12**
The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.
Prerequisites: (1) Completion of English 10 or American Literature with an A- or higher, or English 10 Honors or AP English Literature and Composition with a B+ or higher, whichever is most recent, (2) earn a passing score on the AP Composition readiness test and (3) AP Committee Approval.

*** Course meets UC/CSU eligibility**
^ Earns an extra grade point

ENGLISH DEPARTMENT (CONT'D)

AP English Literature and Composition * ^ Year 11-12

Advanced Placement English Literature and Composition is a college-level course focusing on literary analysis, critical thinking, and expository writing. Style, structure, and techniques of writing are taught with the goal of developing a literary sensibility and academic voice. The power of literature to deepen and broaden the range of human experience and awareness is also explored as students work through various pieces of literature, including novels, short stories, and poetry, all with an eye toward critical analysis. In concert with the College Board's AP English course description, this course teaches "students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association." The course follows the College Board recommended curriculum.

Prerequisites: (1) Completion of English 10 or American Literature with an A- or higher, or English 10 Honors or AP English Language and Composition with a B+ or higher, whichever is most recent, (2) earn a passing score on the AP Composition readiness test, and (3) AP Committee approval.

Senior Seminars

TKA is introducing Senior Seminars which are semester-long English classes with a specific literary or literacy focus. Seniors will register for two different seminars to receive a year of English credit.

The Psychological Novel □ Semester 12

This course explores the rich literary tradition of the psychological novel, a genre in which the interior experiences of characters—their thoughts, emotions, and motivations—drive the narrative. Students will examine how authors use a variety of narrative techniques to explore the complexities of human consciousness, morality, and identity. Ultimately, students will explore how the nature of the human mind reflects the image of God. Through close reading, discussion, and critical writing, students will analyze how novels represent and interrogate the human psyche. Students will practice reading a wide array of literature (poems, short stories, and novels) as well as writing a variety of essays. They will also analyze how the human mind is represented through Literature and the Bible, leading to analysis of their own consciousness and its place in the world.

Communications for College, Community, Career and Beyond □ Semester 12

This course provides a comprehensive overview of communication theories and skills essential for success in higher education, the workplace, and life. Through a combination of theory and hands-on practice, students will learn to adapt communication strategies for diverse audiences and situations, improve their interpersonal and public communication abilities, and develop the ethical standards necessary for responsible communication.

Technology, Power, and the Dystopian Imagination □ Semester 12

This course explores the power and purpose of dystopian science fiction as both a mirror and a critique of society. Students will examine how the science fiction and dystopian genres engage with questions of identity, freedom, technology, morality, and the future of humanity. The course encourages students to analyze literary elements such as characterization, narrative structure, and thematic development while also considering the historical and philosophical contexts in which these works were written. In addition to close reading, students will engage in discussions, write analytical essays, complete creative projects, and conduct research to deepen their understanding of how dystopian literature warns, challenges, and sometimes inspires. By the end of the course, students will not only have sharpened their critical thinking and writing skills but also gained insight into the ethical and societal dilemmas posed by artificial intelligence, surveillance, authoritarianism, and the commodification of human life.

*** Course meets UC/CSU eligibility**
□ Course pending UC approval
^ Earns an extra grade point

All course offerings are subject to minimum enrollment levels and staffing availability.

ENGLISH ELECTIVES

Folklore, Legends & Writing - JH **Semester/Year** **6-8**

This course will introduce students to the common stories in folklore and legends which are often alluded to in the higher levels of and more sophisticated literature they will find in high school and college. Students will practice grade-level reading and writing skills through literary analysis and creative writing based on the folklore and legends they are reading. One semester will focus on Folktales and Fairytales from around the world. Learning these stories and using them as inspiration for their writing will give students insight into the commonalities of humanity across time and global locations. The other semester will focus on American Tall Tales and Legends. Learning these stories and using them as inspiration for their writing will give students insight into their own commonality with a variety of early Americans.

Speaking with Confidence - JH **Semester** **6-8**

This course provides students with the opportunity to significantly improve their public speaking skills by practicing and delivering speeches and presentations. Students will learn to speak publicly in a convincing, confident, and concise style, and to identify and apply key skills for making effective presentations. The course will introduce interviews, storytelling, persuasive speaking, impromptu, and other types of speeches. The main components of this class will be critical thinking and speaking techniques.

Introduction to Debate - JH **Semester** **7-8**

This course provides students with a foundation in debate by teaching the skills of research, critical thinking, and debate techniques. Students will learn to analyze topics, form logical arguments, and think critically. The course will introduce competition-style events including policy debate and the Lincoln-Douglas debate. Students will build skills in arguing both sides of an issue as well as defending their argument with logic and quality research. This course is designed to be hands-on, with an emphasis on quick, analytical thinking, and convincing logical arguments.

Creative Writing - HS **Semester** **9-12**

With an emphasis on short fiction and poetry, this course is an introduction to and a celebration of the elements of quality creative writing. This hands-on, workshop-style class is for students who appreciate the creative use of figurative language and also seek to enhance, expand, and improve both their expository and creative writing skills.

Public Speaking and Debate - HS **Semester/Year** **9-12**

This course provides students with the opportunity to significantly improve their critical thinking, speaking, analytical and rhetorical skills by practicing and delivering various speeches, and presentations, and engaging in both informal and academic debate. Students will learn to speak publicly in a convincing, confident, and concise style, and identify and apply key skills of effective public speaking. They will master the skills required to track complex arguments, ask key questions, and refute claims. Students who successfully complete this course will be invited to compete on the TKA Debate team.

Advanced Debate - HS **Year** **10-12**

The purpose of this course is to provide competitive speech and debate students an opportunity to continue to improve their communication skills through the process of in-depth study of the many areas of speech communication. Students will apply knowledge and skills acquired in Beginning Speech and Debate to an understanding of Extemporaneous Speaking, Duo Interpretation, Original Oratory, Impromptu Speech, Public Forum Debate, Parliamentary Debate, and Lincoln Douglas Debate. Students will develop skills in composing and delivering rhetoric in a variety of individual and team speeches and debates. Major categories of study will be history of logic and rhetoric, development of performance practices for interpretation events, delivery of persuasive speeches, delivery of spontaneous speeches, and delivery of cases in debate events.

Prerequisites: (1) Completion of English 9 Honors with a B+ or higher, or completion of English 9 with an A- or higher, and (2) previous or concurrent enrollment in a speech and/or debate course, or participation on a competitive debate team.

Note: Students enrolled in this class may be required to attend or participate in outside debate events.

MATHEMATICS DEPARTMENT

***Note**: The highest level of mathematics that students can take in Grade 6 is Algebra 1, in Grade 7 is Geometry, and in Grade 8 is Algebra 2.*

Math 6 **Year** **6**

This course helps build a strong foundation in all areas of math to prepare students for success in General Math and Pre-Algebra. Content areas include operations with fractions and decimals, integers, ratios, rates, percentages, surface area, volume, as well as algebraic expressions, equations, and inequalities. Sixth grade students who complete this course will be on track to complete the standard college preparatory program.

General Math **Year** **6-7**

This course prepares students for Pre-Algebra. Basic mathematical concepts and skills are reviewed and reinforced including the study of: integers; rational numbers such as fractions; decimals; expressions and basic linear equations; ratios and percentages; angles and geometric figures; circumference and perimeter; surface area and volume; and probability. General Math does not count as a high-school college preparatory course, even if taken in high school.

Pre-Algebra **Year** **6-8**

In this course, students will study multi-step equations, linear equations, functions, radicals, integer exponents, scientific notation, unit conversions, congruent and similar figures, angle relationships, data analysis, volumes of solids, and applications of the Pythagorean Theorem. This class is required for students who plan to take Algebra 1.

Foundations of Algebra □ **Year** **9-10**

A math course for high school students that precedes Algebra 1, covering the foundational concepts of algebra. Topics included are number sense, order of operations, multi-step equations, linear equations, functions, radicals, integer exponents, scientific notation, unit conversions, congruent and similar figures, angle relationships, data analysis, volumes of solids, and applications of the Pythagorean Theorem.

Algebra 1 * **Year** **7-10**

This introductory high school level course focuses on algebraic thinking and multiple representations, including verbal, numeric, symbolic, and graphical representations. This course covers topics including: exponents and roots; simplifying radicals; simplifying expressions; absolute value and equations; solving and graphing linear equations and inequalities; solving systems of equations; simplifying polynomial expressions; factoring polynomials; graphing and solving quadratic equations by factoring, completing the square, and quadratic formula. A scientific calculator is required.
Prerequisite: Completion of Pre-Algebra or Foundations of Algebra with a B- or higher.
Note: Students in this course in grades 6–8 must earn a final course grade of B or higher to enroll in Geometry.

Algebra 1A/1B * **Year** **9-10**

Algebra 1A and Algebra 1B is a two-period course covering the same content as the Algebra 1 course. Extra emphasis will be placed on the remediation of prerequisite skills and problem-solving in order to ensure that all students can successfully master the content standards for Algebra 1. The course begins with a brief review of pre-algebra topics (solving linear equations, simplification of phrases involving variables, and writing equations from word problems), and advances to an exploration of quadratic, linear, and exponential functions and systems of linear functions. Students are awarded 5 credits for the successful completion of Algebra 1A and 5 credits for the successful completion of Algebra 1B.
Note: This course is for high school students who earned below a B- in Pre-algebra or Foundations of Algebra. For incoming students, placement in this course is based upon their placement test results.

*** Course meets UC/CSU eligibility**
□ Course pending UC approval

MATHEMATICS DEPARTMENT (CONT'D)

Geometry * **Year** **8-10**

This course will use fun, practical problems, creative projects, and a review of the skills and concepts developed in Algebra 1 to train students in geometry topics. Such topics include the use of inductive and deductive reasoning to understand plane, coordinate, and solid geometry, including relationships between points, lines, angles, and planes. Students will also discover the relationships within and between triangles, quadrilaterals, polygons, circles, and solids; including the topics of congruence, similarity, area, perimeter, volume, and surface area. Students will be trained in the language of geometry in order to write proofs for theorems, write proofs for proving congruence and similarity, understand postulates, and become masters at problem-solving.

Prerequisite: Completion of Algebra 1 with a B or higher (for students up to grade 8) or Algebra 1/Algebra 1A/1B with a C- or higher (for students in grade 9 and above)

Geometry Honors * **Year** **8-10**

This course includes all the material in the regular Geometry course, in addition to more advanced geometry material.

Prerequisite: Completion of Algebra 1/Algebra 1A/1B with an A- or higher.

Algebra 2 * **Year** **9-11**

This course is designed to solidify the foundational algebraic concepts originally introduced in Algebra 1, while expanding the student's understanding of more advanced topics that will prove necessary in higher-level math courses. Topics covered include: linear equations; quadratics; polynomials; function transformation; complex numbers; logarithmic; trigonometric; rational, and radical functions.

Prerequisites: (1) Completion of Algebra 1 / Algebra 1A/1B with a C- or higher for students in grade 9 and above, or B or higher for students in grade 6-8, and (2) Completion of Geometry with a C- or higher. Note that students in grades 6-8 who receive a grade lower than a B in Algebra 1 will need to retake Algebra 1 in order to take this course.

Algebra 2 Honors * **Year** **9-11**

Algebra 2 Honors is a second-year, enriched algebra course. It runs at a faster pace and includes more challenging problems than regular Algebra 2. Topics covered are the same as Algebra 2, but also include probability and statistics.

Prerequisites: (1) Completion of Algebra 1 with an A- or higher, and (2) Geometry with an A- or higher or Geometry Honors with a B+ or higher.

Personal Finance □ **Semester** **10-12**

This course is designed to give students experience with practical applications of the math skills they have learned in school. The emphasis is on application to their lives now and to their future financial decisions. The class covers personal finances including calculating income, accounts and credit card interest, loan payments, auto and housing costs, investments, and giving.

Prerequisite: Completion of Geometry.

Precalculus * **Year** **10-12**

Precalculus covers algebra review; plane trigonometry; plane analytic geometry; complex numbers; polynomial functions; elementary probability; vectors; and matrices.

Prerequisite: Completion of Algebra 2 or Algebra 2 Honors with a C- or higher.

AP Precalculus * ^ **Year** **10-12**

This course follows the College Board-recommended curriculum. Topics include Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometric and Polar Functions, and Functions involving Parameters, Vectors, and Matrices.

Prerequisites: (1) Completion of Algebra 2 Honors with a B+ or higher, or completion of Algebra 2 with an A- or higher, and (2) AP Committee approval.

*** Course meets UC/CSU eligibility**
□ Course pending UC approval
^ Earns an extra grade point

MATHEMATICS DEPARTMENT (CONT'D)

Calculus * **Year** **11-12**

Calculus (non-AP*)* will include an extensive review of topics from algebra, trigonometry and analytic geometry that are needed for success in calculus. The course covers the topics normally taught in the first two quarters of a four-quarter college calculus sequence. This course is intended for students who have completed Precalculus but do not intend to take the AP test. It prepares the student to take calculus in college.

Prerequisite: Completion of Precalculus with a B or higher, or AP Precalculus with a C+ or higher.

AP Calculus AB * ^ **Year** **11-12**

This course follows the College Board recommended curriculum. Topics include the theory of limits; derivatives and integrals of algebraic, logarithmic, exponential, trigonometric, and inverse trigonometric functions; and areas, volumes, and applications of calculus to physical problems.

Prerequisites: (1) Completion of Precalculus with an A- or higher, or AP Precalculus with a B+ or higher, (2) a passing grade on a Calculus Readiness Test, and (3) AP Committee approval.

AP Calculus BC * ^ **Year** **11-12**

This course follows the College Board recommended curriculum. The content includes all topics covered in the AP Calculus AB course, plus others such as parametric, polar, and vector functions, and series.

Prerequisites: (1) Completion of Precalculus with an A- or higher, or AP Precalculus with a B+ or higher, (2) a passing grade on a Calculus Readiness Test, and (3) AP Committee approval.

Statistics * **Year** **11-12**

This course is designed to introduce students to the fundamental principles of statistics and provide a solid foundation for college study in statistics. A knowledge of statistics is essential for many college majors, including business, math, medicine, psychology, and social science. This course is ideally suited for students who have completed Calculus and wish to keep their math skills current, and for students who have completed Precalculus and want to investigate other aspects of applying math. Topics include categorical data, quantitative data, methods of collecting and analyzing data, correlation, regression, probability theory, confidence intervals, and hypothesis testing.

Prerequisite: Completion of Precalculus or AP Precalculus with a C- or higher.

AP Statistics * ^ **Year** **11-12**

This course follows the College Board recommended curriculum. The course will cover the material in an initial college course in statistics. As such, it will include all of the topics in the Statistics course, at a faster pace, with increased emphasis on writing. Students will do projects requiring statistical reasoning. These may be either surveys or experiments.

Prerequisites: (1) Completion of Precalculus with an A- or higher, or AP Precalculus with a B+ or higher, and (2) AP Committee approval.

Linear Algebra □ ^ **Year-long** **11-12**

This course explores the fundamental concepts and applications of linear algebra, a cornerstone of advanced mathematics. Students will study matrix algebra: inverses, determinants, and systems of linear equations, while developing a deeper understanding of vectors, vector spaces, bases, and linear transformations in real coordinate spaces of n dimensions. Additional topics include eigenvalues, eigenvectors, and diagonalization, as well as an introduction to inner products and orthogonality. Emphasis is placed on both theoretical understanding and practical applications of linear algebra in mathematics.

Prerequisite: Completion of AP Precalculus with an A or higher or AP Calculus AB.

*** Course meets UC/CSU eligibility**
□ Course pending UC approval
^ Earns an extra grade point

MATHEMATICS DEPARTMENT (CONT'D)

Multivariable Calculus * ^ **Year** **12**

Multivariable Calculus will focus on Vector valued functions, functions of several variables, partial differentiation, multiple integration, change of variables theorem, scalar and vector fields, gradient, divergence, curl, line integral, surface integral, Theorems of Green, Stokes and Gauss, applications.

Prerequisite: Completion of AP Calculus BC.

MATHEMATICS ELECTIVES

Art of Problem Solving **Semester/Year** **6-8**

This course introduces junior high students to competition math, teaches skills needed to compete, and develops a love for math. The more advanced students will learn to be leaders as they teach those who need more help. **This course is a math elective and cannot replace the required math class.**

Prerequisite: A passing score on the placement test

*** Course meets UC/CSU eligibility**

^ Earns an extra grade point

PHYSICAL AND HEALTH EDUCATION DEPARTMENT

The Physical Education requirement for high school graduation is fulfilled by taking two (2) years of P.E. classes. All students in 9th grade are required to take one year of P.E. It is strongly recommended that 9th grade students take Health in their 9th grade year. Students in 10th-12th grades must complete an additional two (2) semesters of P.E. or P.E. electives. Grades 6-8 Health standards are integrated across P.E. classes, Bible, and Science 7 classes.*
***Note**: Grades earned for P.E. or P.E. electives, taken for the P.E. graduation requirement, will not be included in the academic GPA.*
** **Exceptions**: Students in 10th-12th grade (not 9th grade) who participate on a TKA junior varsity or varsity athletic team, Color Guard, Winter Guard, or Marching Band for one (1) season will receive five (5) P.E. credits. Students in 10th-12th grade may earn up to a maximum of ten (10) P.E. credits in a given school year.*

Physical Education 6 **Year** **6**
The 6th grade physical education classes are designed to prepare the 6th grade students for adolescence and junior high school. Team sports and the Presidential Physical Fitness Test are the main priorities of the class. The course objectives are twofold: first, that the student become enabled to pass the Presidential Physical Fitness Tests; second, that the student learn and be able to participate in a variety of team and individual sports such as soccer, wrestling, basketball, flag football, track and field, baseball, basic self-defense and fitness.

Physical Education – JH **Year** **7-8**
The junior high boys' and girls' physical education classes are designed to prepare junior high students for adolescence and high school. Team sports and the Presidential Physical Fitness Test are the main priorities of the class. The course objectives are two-fold: first, that the student become enabled to pass the Presidential Physical Fitness Tests; second, that the student learn and be able to participate in a variety of team and individual sports such as soccer, wrestling, basketball, flag football, track and field, baseball, basic self-defense, and fitness.

Health * **Semester** **9-12**
Students learn the importance of building and maintaining physical, mental, social, and spiritual health. The course focuses on the positive and negative influences that impact each aspect of a student's health. Throughout the course, students are asked to assess the state of their health and entertain new methods that could be incorporated into their lives to improve their overall health. This course cannot be taken for P.E. credit.

Physical Education – HS **Semester/Year** **9-12**
High school boys' and girls' physical education classes are designed to be intermediate-level classes that teach high school students about lifelong fitness, including a more advanced level of team sports and completion of the Presidential Physical Fitness Tests.

PHYSICAL EDUCATION ELECTIVES

Basketball – JH **Semester/Year** **7-8**
This co-ed class is aimed at developing the skills to play basketball. This course cannot be taken for P.E. credit.

Volleyball – JH **Semester** **7-8**
This co-ed class is aimed at developing the skills to play volleyball. This course cannot be taken for P.E. credit.

Strength and Conditioning **Semester/Year** **10-12**
This course is designed as an introduction to the fundamentals of weight training as part of an overall fitness program. Emphasis will be placed on safety. The student will be taught proper form and technique. The student will learn how to create their own strength program or will follow a prescribed strength program. Athletes who are in this class during their sports season will still have to follow their programs. Daily workouts will consist of warming up with jogging and stretching. Cardio will be included once a week. Sophomores will participate in President Physical Fitness testing.

*** Course meets UC/CSU eligibility**

SCIENCE DEPARTMENT

Science 6: Earth Science **Year** **6**

Sixth-grade science is the systematic study of God's physical creation and how it works. Each unit engages students in a relevant real-world problem where they investigate real world scientific phenomena, engage in collaboration and discussion, and develop models or explanations in order to arrive at solutions. Students will experience a blended learning environment that utilizes hand-on activities, print materials, and powerful digital tools to support online and offline learning. Earth science is the focus of this course.

Science 7: Life Science **Year** **7**

The seventh-grade Life Science course examines the wonders of God expressed through His creation. Hands-on laboratory activities and collaborative work emphasize a more complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring structure and function from cells to body systems; the dynamic relationships among organisms, populations, communities and ecosystems; and the change of populations as a result of the transmission of genetic information from generation to generation. By completing labs throughout the year, students' explanations of nature are developed and tested using observation, experimentation, models, and critical thinking. Science and engineering practices at this level include manipulation of variables in experiments, analyzing and interpreting data, and drawing evidence from multiple sources to support a claim.

Science 8: Physical Science **Year** **8**

Physical Science is the study of the non-living components of the natural world. Throughout the year, students will study topics surrounding matter and energy and the changes that they undergo. The course begins with a general exploration of matter and energy, including structure and states of matter, physical and chemical changes, types of energy, and the law of conservation of mass and energy. The remainder of the first semester takes a closer look at matter on a molecular level by introducing such topics as the periodic table, chemical bonding and reactions, and types of solutions. In the second semester, the course returns to look more closely at energy related to motion, work and power, electricity, and sound and light. Frequent practical laboratory sessions will be used to reinforce scientific concepts and truly engage the students. Through both the scope of content covered in class and the regular hands-on investigation of scientific principles, students will practice independent learning and develop the necessary laboratory and data collection skills for high school science.

Biology * **Year** **9-10**

Biology is one of the fundamental science courses that all high school students must take. Biology focuses on the large and small workings of living things as well as the actual practice of investigating those processes through labs. The course begins with a unit on scientific practices as students learn best practices of lab work. It then requires students to apply those lab practices to our major units on ecology, stewardship, cell biology, energy flow, inheritance of traits, and evolutionary theory. A large portion of this class focuses on applying what students are learning to lab work which involves designing experiments, carrying them out, and making predictions. Students will get extensive exposure to science practices in labs that will prepare them for successful laboratory work in the rest of their high school science courses.

Prerequisite: Completion or concurrent enrollment in Algebra 1 or Algebra 1A/1B.

*** Course meets UC/CSU eligibility**

SCIENCE DEPARTMENT (CONT'D)

Biology Honors * ^ **Year** **9-11**

Biology is one of the fundamental science courses that all high school students must take. Biology focuses on the large and small workings of living things as well as the actual practice of investigating those processes through labs. The course begins with a unit on scientific practices as students learn best practices of lab work. It then requires students to apply those lab practices to our major units on ecology, stewardship, cell biology, energy flow, inheritance of traits, and evolutionary theory. A large portion of this class focuses on applying what students are learning to lab work, which involves designing experiments, carrying them out, and making predictions. Students will get extensive exposure to science practices in labs that will prepare them for successful laboratory work in the rest of their high school science courses. While the content of Biology Honors and Biology are similar, there will be a greater emphasis in the honors course placed upon developing higher-level thinking skills, such as synthesis and application, which will be assessed on exams and in other written assignments.

Prerequisites: (1) Completion of Science 8 with an A- or higher, and (2) completion or concurrent enrollment in Algebra 1 or Algebra 1A/B.

Physical Science * **Year** **10-11**

Physical Science is designed to provide a conceptual framework for advanced study in Chemistry and Physics. The course will focus on the concepts underlying the structure and behavior of matter (Chemistry) and the laws governing energy and its behavior (Physics). Physical Science is designed as a standard laboratory class with experiments and formal reports as an integral part of the coursework.

Note: Students entering 10th grade who have earned a B or higher in both Biology and Algebra 1/Algebra 1A/1B, and are currently enrolled in Algebra 2, may choose to bypass Physical Science and take Chemistry. The Physical Science course covers vital concepts that will be used by students in Physics and Chemistry.

Chemistry * **Year** **10-12**

This course covers such topics as the structure of matter, nomenclature, electronic structure, periodicity, intermolecular forces and a mathematical treatment of thermodynamics, kinetics, equilibrium, stoichiometry, acids and bases and redox chemistry. This course is geared to prepare students for success in college-level chemistry. Labs cover classic experiments in each major topic. Students must be competent in Algebra 1 prior to entering chemistry, as the course requires a strong foundation in algebraic manipulation.

Prerequisites: (1) Completion of Biology with a B or higher, or Biology Honors with a B- or higher, (2) completion of Algebra 1/Algebra 1A/1B with a B or higher, and (3) concurrent enrollment in Algebra 2 or higher. Completion of (1) Biology, (2) Physical Science, and (3) Algebra 1/Algebra 1A/1B (for a grade 11 or 12 student).

Chemistry Honors * ^ **Year** **10-12**

This course involves a more in-depth and mathematically rigorous treatment of the subjects covered in regular chemistry and includes detailed coverage of molecular structure and topics in applied chemistry.

Prerequisites: (1) Completion of Biology with an A- or higher, or Biology Honors with a B+ or higher, (2) completion of Algebra 1/Algebra 1A/1B with an A- or higher, and (3) concurrent enrollment in Algebra 2 or higher.

AP Chemistry * ^ **Year** **11-12**

The purpose of the AP Chemistry course is to expose students to a college-level chemistry course. The course will build on material from the first year of chemistry, emphasizing extensive lab work and discussion of advanced topics in chemistry. Evaluation of student performance will be through chapter exams and formal lab reports accompanying laboratory assignments. The course follows the College Board recommended curriculum.

Prerequisites: (1) Completion of Chemistry with an A- or Chemistry Honors with a B or higher, and (2) AP Committee approval.

*** Course meets UC/CSU eligibility**

^ Earns an extra grade point

SCIENCE DEPARTMENT (CONT'D)

AP Biology * ^ **Year** **11-12**

AP Biology is a full-year, college-level laboratory and field science course designed to provide a comprehensive study of biochemistry, cell & molecular biology, genetics, evolutionary theory and ecology. Students gain experience in experimental data analysis, critical thinking, laboratory and field investigation skills. This course follows the College Board recommended curriculum and demands time and effort beyond that of a typical high school course.

Prerequisites: (1) Completion of Biology with an A- or higher, or completion of Biology Honors with a B+ or higher, (2) completion of Chemistry with a B- or higher, or completion of Chemistry Honors with a C+ or higher, and (3) AP Committee approval.

Environmental Science * **Year** **11-12**

Environmental Science is a full-year laboratory and field science course designed to introduce students to scientific principles and methodologies needed to understand the interrelationships of the natural world, to analyze environmental problems, and to examine solutions for resolving or preventing them. The field of environmental science is interdisciplinary, and students grapple with a wide variety of topics from biology, chemistry, geology and social sciences. Students also engage with Bay Area agencies and non-profit organizations working in soil and water quality, water resources management, habitat restoration, endangered species recovery, and other local environmental issues.

Prerequisites: (1) Completion of Biology and (2) completion of Chemistry or Physical Science.

AP Environmental Science * ^ **Year** **11-12**

AP Environmental Science is a full-year, college-level laboratory and field science course designed to investigate ecological relationships, analyze environmental problems, and conduct research about possible solutions. Within this interdisciplinary field, students grapple with a wide variety of topics including biology, chemistry, geology and social sciences. Students gain experience in experimental data analysis, critical thinking, laboratory and field investigation skills. This course follows the College Board recommended curriculum and demands time and effort beyond that of a typical high school course. One of the end goals is to provide an opportunity for students to pass the nationally administered College Board AP Environmental Science exam in May.

Prerequisites: (1) Completion of Biology with a B or higher, or Biology Honors with a B- or higher, and (2) completion of Chemistry with a B or higher, or Chemistry Honors with a B- or higher, and (3) AP Committee approval.

Physics * **Year** **11-12**

Physics is an algebra-based, college-preparatory class in the physical sciences. It covers classical Newtonian mechanics, the definition of work, energy and power, optics, and applications of these definitions to mechanical, and electromagnetic systems. The class consists of lectures, problem-solving sessions, and laboratory activities. Students must be able to think critically, work problems, and have high proficiency involving algebra, plane geometry, and trigonometric relations. Experience with vectors is recommended but not required.

Prerequisites: (1) Completion or concurrent enrollment in Precalculus or AP Precalculus, (2) completion of Chemistry with a B or higher or Chemistry Honors with a B- or higher.

*** Course meets UC/CSU eligibility**

^ Earns an extra grade point

SCIENCE DEPARTMENT (CONT'D)

AP Physics 1 * ^ **Year** **11-12**

This course is intended to cover the first semester of college-level study in algebra-based physics. Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power. Students will need to be highly proficient in algebraic manipulation, including graphing and trigonometry. This is an inquiry-driven course where students will develop an understanding of concepts in physics through experimentation and data analysis rather than the traditional lecture format. Students will spend approximately 25%-50% of class time in the laboratory doing traditional experiments as well as designing and executing their own experiments as part of learning how to apply course material to solve problems with minimal guidance. Assessment will be based on College Board problems split equally between problem solving and experimental design/explanatory essay questions.

Prerequisites: (1) Completion or concurrent enrollment in Precalculus or AP Precalculus, (2) completion of Chemistry with an A- or higher, or Chemistry Honors with a B+ or higher, and (3) AP Committee approval.

Anatomy and Physiology * **Year** **11-12**

The Anatomy and Physiology class is designed to give juniors and seniors a look at God's most fascinating creation, the human body. The course is designed to cover the 11 major systems of the body relating to: Anatomy – the study of form or structure of body parts and how these relate to one another; and Physiology – the study of the functioning of the body's structural machinery, how the parts of the body work and carry out their life-sustaining activities; identifying issues and diseases related to the different systems of the body; and ways to stay healthy. While utilizing classroom lectures and discussions, the course will also rely heavily on hands-on activities, lab dissections of different organs, and specimens in order to view anatomical structures. Outside medical professionals are invited to speak to students, so they may gain a deeper understanding of the different systems and topics that are relevant. Depending on the year and situation, this course may include an end-of-year field trip to a cadaver lab to apply what has been learned to actual human examples.

Prerequisites: (1) Completion of Biology and (2) completion of Chemistry or Physical Science.

Anatomy & Physiology Honors □ **Year** **11-12**

This class is designed to give juniors and seniors a look at God's most fascinating creation, the human body. The course is designed to cover many areas including: anatomy - the study of the form or structure of body parts and how these relate to one another; physiology - the study of the functioning of the body's structural machinery, how the parts of the body work and carry out their life-sustaining activities; emerging discoveries in genetic engineering; techniques for detecting and treating disease; and ways to stay healthy. In addition to classroom lectures and discussions, the course will rely on laboratory dissections to observe anatomical structures and feature guest speakers from various disciplines to help students make connections between the content they are learning in class and real-world applications.

Prerequisites: Completion of Biology and Chemistry, with at least one at an honors-level i.e. either Chemistry Honors or Biology Honors.

*** Course meets UC/CSU eligibility**
□ Course pending UC approval
^ Earns an extra grade point

SCIENCE DEPARTMENT (CONT'D)

Biotechnology □ **Year** **11-12**

This laboratory and lecture elective course is designed to introduce high school students to the practical world of biotechnology from a Christian worldview. Students will be introduced to the molecular basis of life, including recombinant DNA and genetic engineering, as well as analytical techniques for analyzing biomolecules such as SDS-PAGE, PCR, and blotting. Additionally, they will explore contemporary applications of biotechnology principles in medicine and biopharmaceuticals. Throughout, an emphasis will be placed on green/sustainability chemistry principles, applications in biomedicine/biotechnology, and the bioethical implications of modern advances in biotechnology. Finally, this is a laboratory-heavy course, where an emphasis is placed on hands-on learning and student learning outcomes in acquiring skills in modern chemical and biochemical techniques.

Prerequisites: Completion of Biology and Chemistry, with at least one at an honors-level i.e. either Chemistry Honors or Biology Honors.

Marine Science * **Year** **11-12**

The objectives of Marine Science are to explore the physical, chemical, and biological characteristics of the global marine environment; to discover the oceans' ecological interrelationships, including marine mammals; and to investigate marine natural resources, global environmental issues, and ocean stewardship. Special consideration will be given to the marine ecology of the California coast, and students will experience at least one outdoor field trip to a local Bay Area site.

Prerequisites: (1) Completion of Biology and (2) completion of Chemistry or Physical Science.

*** Course meets UC/CSU eligibility**

□ Course pending UC approval

SOCIAL STUDIES DEPARTMENT

Ancient World History 6 **Year** **6**

The sixth-grade study of ancient world history begins with creation and ends with the fall of the Roman Empire. The class explores the cultures of Mesopotamia, Egypt, Kush, Canaan, India, China, Greece, and Rome. The world religions studied (Judaism, Hinduism, Buddhism, Christianity) present opportunities to learn about the beliefs of people around the world and become more aware of humanity's need for God. History will come alive through reading paired with primary source materials and simulations, discussions, and choice projects.

Medieval World History and Geography 7 **Year** **7**

This course explores medieval history in five regions of the world: Africa, Arabia, East Asia, Europe and the Americas. This course exposes students to the major cultures and civilizations that influenced the medieval world. Students will experience history through dynamic activities, as well as a variety of creative projects. Additionally, students will complete a systematic study of world geography skills and content. Students will continue to discover that World History is the history of God's creation.

U.S. History 8 **Year** **8**

Eighth grade U.S. History is an overview of U.S. history from the period of the explorers to the Great Wave of Immigration, with an emphasis on God's hand in the nation's history and on how past events influence today's thinking. Additionally, students will learn to appreciate the richness of this nation's freedom, bought with great sacrifice, and learn to apply a wealth of knowledge that will encourage healthy debate and emerging political consideration. At an additional cost, an East Coast trip is available for students who wish to participate in visiting historical sites.

Modern World History 10 * **Year** **10**

This course is a survey of the events that brought about the modern world. Starting with the global "Age of Exploration," this course will cover the major events and geographical realities of the 16th through 20th centuries. Key movements and trends will be discussed, and emphasis will be placed on cause and effect relationships. Students will have opportunities to explore topics in-depth through simulations, projects, presentations, essay writing, and research reports, building a variety of skills throughout the year. The course will integrate a biblical worldview as it surveys the political, religious, and social history of all areas of the world.

AP World History: Modern * ^ **Year** **10**

The AP World History course covers significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, 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 over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

Prerequisites: (1) Completion of English 9 with an A- or higher, or English 9 Honors with a B+ or higher, and (2) AP Committee approval.

*** Course meets UC/CSU eligibility**

^ Earns an extra grade point

SOCIAL STUDIES DEPARTMENT (CONT'D)

U.S. History 11 * **Year** **11**

This course is a survey of American history from the Colonial Period to the present day, with an emphasis on the twentieth century. Students will have opportunities to explore topics in-depth through simulations, projects, presentations, essay writing, and research reports, building a variety of skills throughout the year. Students learn about the various political, social, religious, and economic developments that have shaped and continue to shape the United States. Essay writing and critical thinking are emphasized as integral ways of understanding how the past relates to the present and future. The last quarter of the year will emphasize student first-person interviews focusing on eyewitness accounts of a previous era's military conflict in which the United States was involved.

AP U.S. History * ^ **Year** **11**

This college-level course provides an in-depth survey of United States history, focusing on economic progress, political issues, and social change throughout the development of our nation. The class format includes group lectures and collaborative assignments, emphasizing argumentative writing and primary source analysis. In addition to the text, students will read a variety of other sources on historical topics and issues. The course follows the College Board recommended curriculum.

Prerequisites: (1) Completion of Modern World History 10 with an A- or higher, or AP World History with a B- or higher, and (2) AP Committee approval.

Government * **Semester** **12**

This course provides students with a thorough understanding of the U.S. government's structure and process. A brief review is given to the process the Founding Fathers went through to develop the Constitution. The function and operation of each branch of the U.S. government is thoroughly discussed. Students will participate in an interactive simulation to understand the practical application of all three branches of government as well as the Bill of Rights. The course is also designed to prepare students to become informed citizens and to get involved in the political process.

AP U.S. Government and Politics * ^ **Semester** **12**

This college-level introduction to United States Government and Politics course offers students an opportunity to study the complexities and interrelationships of modern American government. The class will pay close attention to current and past political events to analyze the foundations, institutions, beliefs, and groups that participate in American politics. The course follows the College Board recommended curriculum.

Prerequisites: (1) Completion of AP U.S. History with a B- or higher or U.S. History 11 with an A- or higher, and (2) AP Committee approval.

Economics * **Semester** **12**

This class introduces the student to the basic principles of America's market economy, including competition, opportunity cost, supply and demand, scarcity, prices, incentives, taxation, and monetary and fiscal policy. Students will understand common economic terms and concepts and be introduced to economic reasoning.

AP Macroeconomics * ^ **Semester** **12**

This course is an introductory college-level macroeconomics 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.

Prerequisite: (1) Completion of U.S. History with an A- or higher, or AP U.S. History with a B- or higher, and (2) AP Committee approval.

*** Course meets UC/CSU eligibility**

^ Earns an extra grade point

SOCIAL STUDIES ELECTIVES

Introduction to the Law □ Semester 9-12

In this course, students will learn about the structures, sources, and authority for the law. Litigation, corporate law, family law, and municipal law are a few areas of the law that are introduced. Students will also learn about God and the law from the perspective of a Christian lawyer. Students will focus on the skills of developing, supporting, and articulating an argument in written and oral form.

Introduction to Psychology * Semester 9-12

This course covers a wide range of psychology topics. The course will begin with a thorough overview of types of research in psychology – natural observation, case studies, correlational studies, and experimental design. Students will gain insight into the scientific nature of the discipline by focusing on experimental design at the outset. Students will then explore various disciplines in psychology including child development, social psychology, learning theory, and cognitive psychology through reading the primary research experiments that shaped the field of psychology. By reading original research, students can see the importance of rigorous scientific methods in the field of psychology and the exciting research questions that lie ahead. The course is structured in a discussion format. Students will be encouraged to think critically and appreciate the incredible design of God in how He made us so similar and yet so unique.

Mock Trial Competition * Year 9-12

This class is for students interested in the legal system, court procedures, and understanding how the law is applied in everyday life. Students will develop public speaking skills, use critical thinking skills, and learn the presentation skills necessary for conducting a trial. Students will have the opportunity to role-play witnesses and lawyers as they prepare and try a mock case. As a requirement for the course, students will also participate in the Santa Clara County High School Mock Trial Competition beginning in January (during some weekends and evenings). Class time is devoted to learning the trial process and the various roles of trial participants, proper courtroom demeanor, and how to present a case properly in court. The goal of the class is to become familiar with legal processes and to increase confidence in public speaking/critical thinking in a courtroom setting.

AP Psychology * ^ Year 11-12

This course is designed as a fast-paced, college-level introduction to psychology. Students will learn the history of psychology as well as the scientific study of the mental processes and behaviors of humans and animals. Abnormal psychology, social psychology, developmental psychology, motivation, and emotion are just a few of the topics that will be covered in great detail. This course will require a significant amount of reading, but the information will be especially interesting. The course follows the College Board recommended curriculum.

Prerequisites: (1) Completion of English 10/American Literature with an A- or higher, or English 10 Honors with a B+ or higher or AP English Language and Composition or AP Literature and Composition with a B- or higher, whichever is most recent, and (2) AP Committee approval.

*** Course meets UC/CSU eligibility**

□ Course pending UC approval

^ Earns an extra grade point

All course offerings are subject to minimum enrollment levels and staffing availability.

VISUAL AND PERFORMING ARTS DEPARTMENT

ART

Ceramics - JH **Semester** **6-8**

Various techniques of hand-built ceramic pottery and sculpture will be the emphasis of this one-semester class. Basic glazing and firing skills will be learned. Students will have at least two major hand-built ceramic assignments, with the opportunity to create and complete additional advanced ceramic assignments as time permits.

Discovering Art – JH **Semester** **6-8**

Introductory concepts of design and composition will be integrated into each of the various art lessons and projects. The six abstract elements and five abstract principles of design will be the core unifying set of concepts for each semester. Major projects may include (but are not limited to) basic drawing skills (including the human figure and face, and linear perspective drawing), basic color theory and the color wheel, papier mâché sculpture, low-relief, stylized self-portrait sculptures, holiday-themed tissue paper "stained glass" windows, and basic hand-built ceramic pottery techniques.

Introduction to Digital Painting – JH **Semester** **7-8**

In this course, students will learn the following digital painting methodologies and basics: applying traditional techniques to a digital process, concept painting, lighting, contrast, still life vs. photo studies, composition, and speed painting. In conjunction with this training, students will create works of art with the software Photoshop.

Video Production and Editing **Semester** **7-12**

In this course, students will learn how to create videos through pre-production, production, and post-production. Students will learn how to write scripts as well as develop organizational spreadsheets before filming. Students will be taught to manipulate and operate camera equipment and lighting technology. Additional topics include how to edit using Adobe's Premier Pro and other effects programs, and how to create content for various media platforms such as YouTube. There will be separate classes for junior high and high school students.
Note: Not a UC approved course.

AP 2-D Art and Design * ^ **Year** **9-12**

The AP 2-D Art and Design course consists of three different parts and AP Portfolio Exams. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.
Prerequisites: (1) Completion of Discovering Art or evidence of valid equivalent, (2) submission of an AP Application, (3) submission of a portfolio, and (4) teacher and AP Committee approval.

AP 3-D Art and Design * ^ **Year** **10-12**

In the AP 3-D Art and Design course, students create a portfolio of work to demonstrate their inquiry through art and design, as well as the development of materials, processes, and ideas over the course of a year. Portfolios include three-dimensional works of art and design, process documentation, and written information about the presented work. In May, students submit portfolios to College Board for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.
Prerequisites: (1) Completion of Ceramics or another 3-D Art class equivalent, (2) submission of an AP Application, (3) submission of a portfolio, and (4) teacher and AP Committee approval.

*** Course meets UC/CSU eligibility**
^ Earns an extra grade point

ART (CONTD.)

AP Drawing * ^ **Year** **10-12**

In AP Drawing, students create a body of work over the course of a year to demonstrate inquiry through their art, as well as the development of materials, processes, and ideas. They also demonstrate drawing skills through various media, including painting, drawing, sequential art, printmaking, illustration, fibers, and others. Portfolios include works of art, process documentation, and written information about the work presented. In May, students submit their portfolios to College Board for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and the development of a sustained investigation through practice, experimentation, and revision, guided by questions.

Prerequisites: (1) Completion of Discovering Art-HS, Intermediate Art or evidence of a valid equivalent, (2) submission of an AP Application, (3) submission of a portfolio, and (4) teacher and AP Committee approval.

Ceramics - HS * **Semester** **9-12**

Various techniques of hand-built ceramic pottery and sculpture will be the emphasis of this one-semester class. The opportunity to learn wheel-thrown pottery can also be made available. Basic glazing and firing skills will be learned. Students will have at least two major hand-built ceramic assignments, with the opportunity to create and complete additional advanced ceramic assignments as time permits.

Yearbook * **Year** **10-12**

Yearbook is a year-long course designed to have students understand the role of visual art and design, and its impact on society and culture, particularly in publication mediums. This course is responsible for the capturing events of the current school year with the culminating publication of The King's Academy Yearbook. The course may be retaken each of the three years. The teacher serves as the advisor to the students who make up the Yearbook Staff. The course will focus on students understanding a designer's target audience and stimulating creativity through a variety of two-dimensional media. Then, students will apply this artistic process to create designs for the yearbook publication. Finally, they will maintain the integrity of design through the editing process, while collaborating and communicating with their colleagues on the yearbook staff. The assignments in the course will demonstrate a student's ability to apply the principles of design and effectively communicate their message. Assignments will also have students process, respond to, and judge design works using their knowledge of the elements of art and the principles of design. The yearbook is produced online using Jostens application, Yearbook Avenue.

Prerequisites: (1) Completion of Digital Photography or evidence of valid equivalent, and (2) submission of Yearbook Staff Application and (3) acceptance by the current Advisor and Editor(s).

Note: Students must be willing to take photos at school events for use in the yearbook and other school-wide publications, including the website. If accepted as a Yearbook Staff, the student may only drop due to schedule conflicts.

Yearbook Honors * ^ **Year** **11-12**

Honors Yearbook is a year-long course in which students are responsible for the production of The King's Academy Yearbook. Additionally, as a student in Honors Yearbook 2, students provide leadership skills as an editor of at least one section of the publication. Editors will play a crucial role in developing and creating the following year's theme and major design elements. They will also work with new yearbook students in a mentor role. They will critique previous books and present their thoughts on students' design, typography, theme, layout, and photography, giving new students a clear understanding of what makes a strong yearbook. In addition to the responsibility of their own pages, honors staff will edit pages completed by fellow staffers offering suggestions for improvements and checking for cohesion within the book as a whole. Continuing students enjoy both more responsibility for and more input toward not only the yearbook as a publication but also in the functioning and duties of the staff as well.

Prerequisites: (1) Completion of Yearbook 1, (2) submission of Yearbook Editor Application and (3) acceptance by the current Advisor.

Note: Students must be willing to take photos at school events for use in the yearbook and other school-wide publications, including the website. If accepted as a Yearbook Staff, the student may only drop due to schedule conflicts.

*** Course meets UC/CSU eligibility**

^ Earns an extra grade point

ART (CONTD.)

Digital Photography * **Semester** **9-12**

Learn digital photography! This hands-on course will introduce fundamental principles and techniques of single-lens reflex (SLR) photography in the digital format. Students will utilize elements of visual design and composition to develop an eye for evaluating and creating images. Students will use camera equipment to gain a working knowledge of manual technical exposure control techniques, ideally being able to use digital SLR cameras proficiently at the end of the course. In addition, students will become familiar with basic editing and management of photographic images utilizing editing programs such as Adobe Lightroom. Students need to have access to a DSLR camera. Camera rental fees apply if necessary.

Discovering Art – HS * **Year** **9-12**

Introductory concepts of design and composition will be integrated into each of the various art lessons and projects. The six abstract elements and five abstract principles of design will be the core unifying concepts for each semester. Major projects may include (but are not limited to) basic drawing skills (including the human figure and face, and linear perspective drawing), basic color theory, introductory hand-built ceramic pottery, holiday-themed decorative arts projects, and introductory painting skills (watercolor, acrylic).

Computer 3D Modeling * **Year** **9-12**

This course is designed to teach students the basics of hard surface and organic modeling. They will build models using polygonal modeling techniques to create unique sculptures in 3D. Additional topics that will be covered are basic human anatomy and bone structure as well as procedural materials texture painting. Drawing skills are not required but an interest in building or sculpting is recommended.

Digital Design and Animation * **Year** **9-12**

This course will teach students graphic design using Adobe Creative Cloud and introduce animation. Students will learn the principles of design and how to effectively use them to create various graphics in bitmap and vector art. Additionally, students will learn to incorporate a Christ-focused perspective within the foundations of design, and promote creativity to produce engaging pieces of art. The second semester of the class will focus on drawing for animation and the art of animation. This will touch on the principles of animation as well as simplifying drawing and minor editing for animation. Traditional drawing skills recommended but not required.

3D Animation * **Year** **10-12**

In this class students will use a blend of creative skill and technical knowledge of animation and 3D visualization to make believable life-like animations. This course is designed to teach how to take lifeless digital puppets and make them move in ways that convey weight, motivation, emotion and life. This is achieved through techniques like squash and stretch, anticipation, and follow through (as part of the 12 principles of animation). Additionally, we will record and study how we move ourselves to witness the precision of how God made us move and live, and learn from Him in order to convey the illusion of life in the digital world.

Prerequisite: Completion of Computer 3D Modeling or Digital Design and Animation.

Intermediate Art □ **Year** **10-12**

This class gives students the opportunity to continue to practice their skills and develop their individual artist's voice. They understand the elements and principles of Art and Design and have a basic understanding on how to use a variety of drawing and painting media when entering the course. In the course students will work towards advancing technical drawing skills through detailed rendering of forms, advanced perspective drawing, figure drawing and portraiture. They will work towards advancing technical painting skills through practice in watercolor, acrylic and oil painting of still lifes, portraiture, and conceptual based painting.

Prerequisite: Completion of Discovering Art – JH/HS or equivalent.

*** Course meets UC/CSU eligibility**

□ Course pending UC approval

DANCE

Dance Fundamentals – JH **Year** **6-8**

This course provides an introduction to the art of dance. The focus of this class is to allow students to begin exploring movement through ballet, jazz, and modern dance. Students will be introduced to the terms, techniques, and creative elements of dance. The course is designed to develop skills in coordination, agility, flexibility, proper alignment, creative expression, and confidence. Students will have the opportunity to showcase their learning in the classroom, as well as in a spring recital event.

Intermediate Dance – JH **Year** **7-8**

JH Intermediate Dance will progress students beyond JH Dance Fundamentals into a more rigorous curriculum. This course is for students who wish to deepen their existing dance technique in ballet, modern, jazz and tap, and be challenged by complex choreography. This course will also include some study into world dance and culture. Students who take JH Intermediate Dance will have more than a basic understanding of proper dance technique, including alignment, posture, turn out, entering and landing jumps, spotting for turns, etc., as well as a large vocabulary of steps in ballet, jazz, and modern.

Prerequisite: Completion of JH Dance Fundamentals or by audition.

Beginning Dance Fundamentals * **Year** **9-12**

The course provides an introduction to the art of dance. The focus of this class is to allow students to experiment with many different dance forms and learn about their historical and cultural roots. Students will be introduced to the terms, techniques, and creative elements of contemporary dance. The Fundamentals course is designed to develop skills in coordination, agility, flexibility, proper alignment, creative expression and confidence. Students will have the opportunity to showcase their learning in the classroom, as well as in recital events.

Dance Workshop * **Year** **9-12**

This course is for intermediate students who want to perform. Students will use the foundation from Dance Fundamentals and apply it to choreography, teamwork, and performance. Dance Workshop will focus on various styles of performance choreography and is designed to expand the student's technical training, creative expression, and critical analysis of dance through practical experience in rehearsal and performance. Students will be required to participate in performances.

Prerequisites: (1) Completion of Beginning Dance Fundamentals or teacher recommendation. (2) Admission is determined by audition.

Advanced Dance * **Year** **9-12**

This course is for advanced dance students who have a strong desire to perform. Students are expected to learn material at a fast pace, expand their technical and historical knowledge of dance, develop their technique, demonstrate professionalism, and work as a team. Students choreograph some of the dances they perform. Students in this course form the advanced dance class performance team, *Ignite*.

Prerequisite: Completion of Dance Workshop or teacher approval.

Note: Class fees apply.

*** Course meets UC/CSU eligibility**

THEATRE

Fundamentals of Theater – JH **Year** **6-8**

This is an elective that will introduce students to many aspects of acting and theater production. The course is structured around units, including monologue and scene work, auditioning, story-telling, script writing, costume design, critique writing, improv exercises, and theater games. Students will demonstrate what they have learned by completing in-class performances and projects. This class is designed for students who have had little to no experience in theater.

Musical Theater □ **Semester** **7-12**

This course gives students the opportunity to explore a wide range of musical theater repertoire, from classics such as The Sound of Music to contemporary hits like Hamilton. Unlike traditional choir, this class focuses on the specialized vocal style of musical theater, providing students with targeted training and performance opportunities in solo, duet, trio, and ensemble singing. Students also learn choreography to enhance stage presence, movement, and character performance. Instruction includes harmony and ensemble blending, song blocking, acting techniques, and individualized one-on-one vocal coaching tailored to musical theater.

Theater Stagecraft □ **Semester** **8-12**

This course provides a hands-on exploration of the visual and tactile elements that bring theatrical productions to life. Students will design and construct props, furniture, and costumes, applying craftsmanship and creativity to real productions throughout the year. Emphasis is placed on design process, collaboration, and technical execution within a production setting.

Theater 1 * **Year** **9-12**

theater 1 will introduce high school students to the foundations of theater. They will be exposed to theater history, terminology, and basic principles of acting including character analysis, movement, staging, collaboration, improvisation, and critical analysis of performance. This hands-on course provides students with the fundamental knowledge of all aspects of theater and helps students develop confidence on stage.
Note: This class should only be taken once for credit.

Theater 2 * **Year** **10-12**

This elective course is designed for students who successfully completed theater 1 and who desire the skills needed to pursue theater beyond the basic level. This course will focus on acting theory and methodology, as well as playwriting, directing, and theater production. The course will also cover similar units as theater 1 but will take them to a deeper level. Additionally, this course culminates in an end-of-year production.
Prerequisites: (1) Completion of theater 1 or teacher approval or with evidence of valid prerequisites, (2) audition, and (3) successful completion of theater history packet.

Film Studies * **Year** **11-12**

This year-long course will examine the art of film from five approaches: 1) historical growth and development 2) genre approach 3) artistic approach (in-depth study of filmmaking techniques) 4) trademark directors 5) the Christian biblical worldview. The five approaches above will be interwoven so students will get a strong sense of the art and history of cinema from its inception in the 1890s to the present world. Students will become skilled in the art of film analysis through the consideration of a film's literary, dramatic/theatrical, and cinematic elements.

*** Course meets UC/CSU eligibility**
□ Course pending UC approval

MUSIC

Concert Choir – JH **Year** **6-8**

Concert Choir is a class for junior high students who enjoy singing and who seek a better understanding of how the voice works. Students will develop the ability to use their voice properly so that they learn to sing and project in a healthy way. Students will become familiar with solfege, sight reading, breathing, musical genres and the International Phonetic Alphabet. The choir will perform a variety of choral music, such as gospel, musical theater, and classical. This class will perform at least two times during the academic year and will compete in choral competitions if the instructor thinks the students are ready to do so. Concert choir will perform two big concerts during the academic year. This course is excellent preparation for entrance into the high school choirs.
Prerequisite: Admission is determined by audition.

Knight Club Jazz Band * **Year** **6-12**

Knight Club Jazz Band will perform jazz standards, swing music, big band tunes, ballads, funk, bebop, and contemporary popular and rock music. The band will participate in contests and festivals, mostly during the spring semester. Students will perform at some school and community events to promote the school and foster school spirit. There will be time required outside of school for performances. Traditional instruments in the school jazz band include saxophones, trumpets, trombones, and rhythm section (piano, drums, bass, and guitar).
Prerequisite: Admission is determined by audition.
Note: This class meets Z Period only.

Beginning Band (Blue Band) * **Year** **6-12**

The beginning Blue Band is designed to be an introduction to participation in a concert band. Students will develop music reading skills on a band instrument and will be prepared for participation in the intermediate Gold Band. Students will incorporate beginning- to medium-easy-level literature in their repertoire and will perform publicly each semester. Students playing wind instruments will be required to own or rent an instrument for this course. For percussion students, school-owned equipment is available. Students will need to own their own drumsticks and mallets as well as a practice pad.

Intermediate Band (Gold Band) * **Year** **6-12**

The intermediate Gold Band class is designed for students with an intermediate performance level. Students will incorporate easy- to medium-level literature in their repertoire and will perform publicly each semester. Students playing wind instruments will be required to own or rent an instrument for this course. For percussion students, school-owned equipment is available. Students will need to own their own drumsticks and mallets as well as a practice pad.
Prerequisites: (1) Successful completion of Blue Band or teacher approval. (2) Students must be able to read music.

*** Course meets UC/CSU eligibility**

MUSIC (CONT'D)

String Ensemble **Year** **6-12**

This orchestra provides performance experience for intermediate string players who play one of four orchestral string instruments: violin, viola, cello, or double bass. Students learn how to make music as an ensemble. Repertoire will include arrangements of music for string orchestra representing various music periods and styles. Students will be required to own or rent an instrument for this course.

Prerequisites: (1) One year or more previous ensemble experience and (2) weekly private lessons are required. Admission is determined by audition.

String Orchestra * **Year** **6-12**

This orchestra provides performance experience for advanced string players who play one of four orchestral string instruments: violin, viola, cello, or double bass. Students will perform a range of moderate length orchestral works, symphonic movements, and concert pieces at least twice per semester. This course may be repeated for additional credit. Students will be required to own or rent an instrument for this course.

Prerequisites: (1) Two or more years of playing experience, including at least one year of ensemble playing experience, (2) teacher approval, and (3) weekly private lessons are required. Admission is determined by audition.

String Orchestra Honors * ^ **Year** **10-12**

Strings Orchestra Honors is an advanced course for skilled string musicians with at least one year of ensemble experience, dedicated to refining technical and artistic abilities through challenging repertoire from the 18th century to the present. Students engage in rigorous rehearsals, sectionals, and performances while developing independence and collaboration through solo and chamber music projects. The curriculum integrates music theory, history, and cultural analysis, with reflective assignments, professional concert critiques, and a practice log to document progress. This program emphasizes disciplined practice, musical leadership, and critical thinking, preparing students for collegiate-level studies and advanced performance opportunities.

Prerequisites: (1) Two or more years of playing experience, including at least one year of ensemble playing experience, (2) teacher approval, and (3) weekly private lessons are required. Admission is determined by audition.

Knights Brigade/Percussion Ensemble * **Year** **7-12**

The class is designed for students with intermediate to advanced performance level. Students will incorporate medium-to difficult-level literature in their repertoire and will perform publicly each semester in field show competitions, school rallies, pep band, and concerts. Competitions will be included in the schedule as well as playing at sporting events. Students will be required to own their own practice pad, mallets, and drumsticks for this course.

Prerequisites: (1) Successful completion of Gold Band or teacher approval, (2) students must be able to read music, (3) summer band camp is required. Admission is determined by audition.

Note: Class fees apply.

Knights Brigade/Wind Ensemble * **Year** **7-12**

The class is designed for students with intermediate to advanced performance level. Students will incorporate medium-to difficult-level literature in their repertoire and will perform publicly each semester in field show competitions, school rallies, pep band, and concerts. Competitions will be included in the schedule as well as playing at sporting events. Students will be required to own or rent an instrument for this course.

Prerequisites: (1) Successful completion of Gold Band or teacher approval, (2) students must be able to read music, (3) summer band camp is required. Admission is determined by audition.

Note: Class fees apply.

*** Course meets UC/CSU eligibility**
^ Earns an extra grade point

MUSIC (CONT'D)

Knights Brigade Leadership * ^ **Year** **10-12**

The Leadership Team plays a pivotal role in the success of the Knights Brigade marching band, providing leadership, support, and mentorship to fellow musicians throughout the season. As leaders, students will be expected to model Christ-like character, not only by fulfilling the technical demands of their musical and performance roles but also by nurturing a positive and supportive environment for the entire team. This course will equip students to balance their musical commitments with their leadership responsibilities, empowering them to serve the band with dedication and honor and to lead with joy and humility.

Prerequisites: (1) Be a full-time student at The King's Academy, (2) a member of the Knights Brigade, and (3) in good standing with the Director. Auditions are required for some specific leadership roles.

Note: Class fees apply.

Concert Choir – HS * **Year** **9-12**

Concert Choir is a class for high school students who enjoy singing and who seek a better understanding of how the voice works. Students will develop the ability to use their voice properly so that they learn to sing and project in a healthy way. Students will become familiar with solfege, sight reading, breathing, musical genres and the International Phonetic Alphabet. The choir will perform a variety of choral music, such as gospel, musical theater, and classical. This class will perform at least two times during the academic year and will compete in choral competitions if the instructor thinks the students are ready to do so. Concert choir will perform two big concerts during the academic year.

Prerequisite: Admission is determined by audition.

Knightshine * **Year** **9-12**

This course is for the serious performing arts student who enjoys combining their vocal and choreographic talents. The focus of this class is on advanced performance, and it involves creativity, vocal and dance technique, stage presence, audition techniques, ministry, and team building. This course will involve substantial ear training and interval training, genre recognition, learning to sing in different languages and a broad coverage of the International Phonetic Alphabet. The course will strive to develop an all-around young musician. Students will perform a variety of choral music, carefully selected from many genres. This choir sings two major concerts, participates in open houses, sings in chapel, sings at home football games, and will be singing in competitions.

Prerequisite: Admission is determined by audition in both dance and singing.

Notes: Dance shoes are required. Class fees apply.

Knightshine Leadership □ **Year** **10-12**

Knightshine leadership is an honors-level class, as students develop their musical and leadership skills. Leadership roles include: section leaders, dance captains, KS president, assistant conductors, and the pianists. As leaders, students will be expected to model Christ-like character, not only by fulfilling the technical demands of their musical and performance roles but also by nurturing a positive and supportive environment for their sections and the entire choir. These leaders not only will assist other singers with their musical journey, but they will also hone their own musical skills and pursue excellence in their own musicianship.

Prerequisites: (1) Completion of a full year of Knightshine with an A or higher, and (2) be in good academic standing at TKA. Admissions by application.

Note: Leaders will need to attend lunch and/or after-school meetings as needed for performance preparations.

*** Course meets UC/CSU eligibility**
□ Course pending UC approval
^ Earns an extra grade point

WORLD LANGUAGES DEPARTMENT

Incoming 9th graders with previous experience with French, Mandarin, and/or Spanish, are placed in the most accurate level based on their scores on the World Language Placement Test.

French 1 * **Year** **7-12**

French 1 is designed to introduce students to the enjoyment of learning a second language. Emphasis is placed on developing proficiency in interpersonal, interpretive, presentational, and intercultural communication. Throughout the course, listening skills are developed simultaneously with speaking skills. The textbook provides ample opportunity for students to develop their writing skills, and authentic texts are used to challenge and expand student reading levels. Vocabulary lessons are set in the context of real-life situations for the students, and each lesson places an emphasis on French culture. After completing this course, students should understand the basic skills involved in learning a language such as identifying parts of speech and conjugating verbs, being able to communicate in daily situations, and understanding the relationship between language and culture.

French 2 * **Year** **8-12**

French 2 is the continuation of spoken and written French for students who have successfully completed French 1. The course begins with a review of the salient grammar and vocabulary topics presented in the first year. The balance between listening, speaking, reading and writing is maintained, with an emphasis on communicative competence. Students learn about French and francophone cultures in each unit. After completing this course, students should be able to engage in creative conversations where they ask and answer questions, give detailed descriptions, make simple comparisons, narrate events in the present, narrate events in the past using the past tense, narrate events in the near future, give commands, summarize a simple text they have read or heard, and express personal wishes and needs.
Prerequisite: Completion of French 1 with a C- or higher.

French 3 * **Year** **9-12**

French 3 is the continuation of spoken and written French for students who have successfully completed French 2. The course begins with a review of the salient grammar and vocabulary topics presented in the second year. Communication, culture, and grammar are integrated into thematic units, with a balance of listening, speaking, reading, and writing skills maintained in the course. After completing this course, students should be able to engage in extended conversations using all tenses, narrate past and future events using complex sentences, express conditions in complex sentences, express emotions and wishes in complex sentences, read authentic texts that are both fiction and non-fiction for comprehension, and write a text of several paragraphs.
Prerequisite: Completion of French 2 with a C- or higher.

French 4 * **Year** **9-12**

French 4 is the continuation of spoken and written French for students who have successfully completed French 3. Developing fluency in reading and writing and expanding fluency in oral communication are the primary objectives of this course. The curriculum introduces an expansive thematic vocabulary, reviews and refines grammatical concepts, and increases cultural awareness. Contemporary francophone culture is a central focus of this course, as it helps students understand daily life in a French-speaking environment. Cultural and historical components include information on artistic creators, short films, and literature readings. This course will be conducted in French with rare recourse to English to explain grammar, if necessary.
Prerequisite: Completion of French 3 with a C- or higher.

*** Course meets UC/CSU eligibility**

AP French Language and Culture * ^ **Year** **9-12**

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. While students need a strong grammatical foundation for communication, this course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. In this course, students are engaged in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, e.g. tools, books, music, laws, conventions, institutions; practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Prerequisites: (1) Completion of French 3 with an A- or higher, or completion of French 4 with a B+ or higher, and (2) AP committee approval.

Mandarin 1 * **Year** **7-12**

This is an introductory course of spoken and written Simplified Chinese for students who have had minimal or no Chinese language background. The four areas of language arts (reading, writing, listening and speaking) are integral parts of this beginning course. Communication is the focus of all classroom activities. Students will learn grammar, vocabulary, and culture through authentic and meaningful contexts.

Mandarin 2 * **Year** **8-12**

This is the continuation of spoken and written Simplified Chinese for students who have successfully completed Mandarin 1. Emphasis will be placed on the four language skills: reading, writing, listening, and speaking. Communication will be the focus in all classroom activities in which students will expand their vocabulary, grammar structures, and knowledge and experience in a culture that spans over ten themes of day-to-day life contexts.

Prerequisite: Completion of Mandarin 1 with a C- or higher.

Mandarin 3 * **Year** **9-12**

This is the continuation of spoken and written Simplified Chinese for students who have successfully completed Mandarin 2. The course level is rigorous and will focus on communication, grammar, and culture in reading, writing, listening, and speaking. Students will be reading and writing more comprehensive texts, and speaking and participating in more complex discussions. Grammar will be in-depth, including crafting structures of resultative and potential complements, comparison, degrees of emphasis, questions with structural particles, aspects, and phrase structures. Culture will delve into idiom stories and will introduce Chinese culture related to day-to-day lifestyles, different industries, geographical landmarks, and classic literature.

Prerequisite: Completion of Mandarin 2 with a C- or higher.

Mandarin 4 * **Year** **9-12**

This is the continuation of spoken and written Simplified Chinese for students who have successfully completed Mandarin 3. The course level is rigorous and will focus on communication, grammar, and culture in reading, writing, listening, and speaking. Students will be reading and writing more comprehensive texts, and speaking and participating in more complex discussions. Grammar will be in-depth, including crafting structures of passive sentences, compound sentences of cause-and-effect and conditional sentences, pivotal and causative sentences, omissions, rhetorical questions, and expressing tones of voice. Culture will delve into idiom stories and introduce more Chinese culture related to showing concerns, gift giving, etiquette, modern prose writers, traditional and contemporary music, job industries and businesses, overseas study and universities.

Prerequisite: Completion of Mandarin 3 with a C- or higher.

*** Course meets UC/CSU eligibility**

^ Earns an extra grade point

AP Chinese Language and Culture * ^ Year 9-12

The AP Chinese Language and Culture course is designed to provide students with a learning experience equivalent to that of a fourth-semester (or the equivalent) college course in Simplified Chinese. This course will be conducted almost exclusively in Chinese and students will be required to speak Chinese as much as possible. This course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. Vocabulary usage, language control, communication strategies, and cultural awareness are presented and practiced. This course strives not to overemphasize grammatical accuracy at the expense of communication. Students will engage in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, (e.g. tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Prerequisites: (1) Completion of Mandarin 3 with an A- or higher, or completion of Mandarin 4 with a B+ or higher, and (2) AP committee approval.

Spanish 1 * Year 7-12

This course is designed as an introduction to Spanish for students who have little or no Spanish language background. Emphasis is placed on developing proficiency in interpersonal, interpretive, presentational and intercultural communication. Vocabulary and oral practice are the focus of all classroom activities, and they drive the curriculum. Students learn the material through meaningful contexts, such as video and audio programs. Each unit of the textbook is situated in a different Spanish-speaking country, which further develops an awareness of Latino culture. After completing this course, students should understand the basic skills involved in learning a language such as identifying parts of speech and conjugating verbs, being able to communicate in daily situations, and understanding the relationship between language and culture.

Spanish 2 * Year 8-12

This course is a continuation of spoken and written Spanish for students who have successfully completed Spanish 1. Emphasis is placed on developing proficiency in interpersonal, interpretive, presentational and intercultural communication, and communication is the focus of all classroom activities. Students learn increasingly complex vocabulary and will master present, preterite, imperfect, conditional, present perfect, present subjunctive and command forms of the verbs, as well as other grammar. Projects are centered on the use of the language.

Prerequisite: Completion of Spanish 1 with a C- or higher.

Spanish 2 Honors * Year 8-12

This course follows the same curriculum as Spanish 2, but is a more in-depth study of the four areas of language: reading, writing, speaking, and listening. Students will learn vocabulary according to the themes being studied and will master present, preterite, imperfect, conditional, present perfect, present subjunctive, and command forms of the verbs in Spanish. Students will write essays about different topics in the target language, give oral presentations about Hispanic cultural events, and practice their speaking abilities with other students by creating short dialogues.

Prerequisite: Completion of Spanish 1 with an A- or higher.

Spanish 3 * Year 9-12

This course is a continuation of Spanish for students who have successfully completed Spanish 2. Grammar and vocabulary from Spanish 1 and 2 are reinforced, and more challenging content is introduced. Students learn vocabulary through meaningful contexts and gain an authentic perspective of the Latino culture. By the end of the year, students will have mastered all fifteen verb tenses. At this advanced level, the study of literature is a basis for further linguistic and cultural understanding.

Prerequisite: Completion of Spanish 2 with a C- or higher.

*** Course meets UC/CSU eligibility**
^ Earns an extra grade point

Spanish 3 Honors * ^ **Year** **9-12**

This course follows the same curriculum as Spanish 3, but is a more in-depth study of the four areas of language: reading, writing, speaking and listening. Students learn vocabulary through meaningful contexts and gain an authentic perspective of the Latino culture. By the end of the year, students will have mastered all fifteen verb tenses. At this advanced level, the study of literature is a basis for further linguistic and cultural understanding. Students will write in-class essays to demonstrate their understanding of the grammar and extensive vocabulary. Students will have comprehensive conversations with the teacher on many topics.

Prerequisite: Completion of Spanish 2 with an A- or higher, or completion of Spanish 2 Honors with a B+ or higher.

Spanish 4 * **Year** **9-12**

In this course, students review and expand upon the content from the first three levels, as students go on to master more advanced language skills. By the end of this course, students should be able to talk in the past, present, and future using conditional and subjunctive tenses. They should also be able to write multi-paragraph texts, comprehend the main idea and some details of an authentic listening passage, and read more complex texts in Spanish.

Prerequisite: Completion of Spanish 3 or Spanish 3 Honors with a C- or higher.

AP Spanish Language and Culture * ^ **Year** **9-12**

This course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations and is taught almost exclusively in Spanish. Students engage in the exploration of culture in both contemporary and historical contexts by developing awareness and appreciation of cultural products, practices, and perspectives. The course is structured around six themes: beauty and aesthetics, contemporary life, families and communities, global challenges, personal and public identities, and science and technology. The course follows the College Board recommended curriculum.

Prerequisites: (1) Completion of Spanish 3 or 4 with an A- or higher, or completion of Spanish 3 Honors with a B+ or higher, and (2) AP committee approval.

First-Year American Sign Language * **Year** **9-12**

Note: This is an online course. TKA students who register for this course will be scheduled into an elective period. Student progress will be monitored during the elective period by a TKA teacher. In this American Sign Language course, students will learn the basics of the language, be taught simple conversations, and cover topics including numbers, feelings, yes/no questions, facial expressions, cultural aspects and more. This online course includes interactive elements such as live instructor-led orientations and weekly lesson review activities, live one-on-one signing appointments, a student discussion board, and an instructor-led wiki. There is a strong emphasis on learning to sign more fluently. In the second part of the course, students learn over 200 new signs and begin to create ASL sentence structures that can be used to form conversational patterns. Cultural aspects of the deaf community are woven into each unit.

Note: Students must pass the final exams for both part 1 and part 2 of this course to receive credit.

*** Course meets UC/CSU eligibility**
^ Earns an extra grade point

Second-Year American Sign Language * Year 10-12

Note: This is an online course. TKA students who register for this course will be scheduled into an elective period. Student progress will be monitored during the elective period by a TKA teacher. In this American Sign Language course, students will learn over 400 new signs, with dialogs in each unit touching on the motivation for learning ASL, occupations, ordering food in a restaurant, shopping, conversations at home and school, discussions about weather and sports, and linguistic features such as classifiers. It illustrates more ways in which a variety of ASL sentence structures can be used to form conversational sentences. This online course includes interactive elements such as live instructor-led orientations and weekly lesson review activities, live one-on-one signing appointments, a student discussion board, and an instructor-led wiki.

Prerequisite: Completion of First-Year American Sign Language with a passing grade.

Note: Students must pass the final exams for both part 1 and part 2 of this course to receive credit.

Third-Year American Sign Language * Year 11-12

Note: This is an online course. TKA students who register for this course will be scheduled into an elective period. Student progress will be monitored during the elective period by a TKA teacher. In this American Sign Language course, students dive into more advanced ASL signing, including unique grammar features and advanced classifiers and locatives. They learn, compose, and present their new-found vocabulary and narratives by immersing themselves in Deaf culture and community, from opinions, slang, and idioms, to using technology and media that offers authentic Deaf perspectives. Students explore how travel, cultural differences, and geography affect sign language and gain a better understanding of Deaf culture by learning important events and examining topics such as education, science, and literature. Students go on to discover ways in which Deaf culture influences the world in general. Students advance their signing skills by developing verb tenses, grammar, and syntax. Students translate Scripture into ASL structure, as well as expand their ASL vocabulary to include additional faith-related words and phrases, expanding on their ability to speak the Truth in ASL. Students apply their language skills in real conversation activities, including conversations about their faith, and through opportunities to debate real issues and explore the next steps in education and career opportunities for their new intermediate ASL skills.

Prerequisite: Completion of First-Year and Second-Year American Sign Language courses with a passing grade.

*** Course meets UC/CSU eligibility**

NON-DEPARTMENTAL ELECTIVES

Study Skills **Semester/Year** **6-9**

This course is designed to support students with their executive functioning skills, in addition to supporting the student in completing coursework for their other classes. In this class, students will cover organizational skills, time management, note-taking, understanding textbooks, strategies to maximize homework and classwork as well as test-taking skills. Students will receive a Pass/Fail grade.

Prerequisite: Administrator approval.

Note: This is not tutoring or a study hall, as students will receive instruction in specific executive functioning skills.

Student Council - JH **Semester/Year** **7-8**

Junior High Student Council members will serve the TKA community as a team and develop leadership skills by taking responsibility for planning, organizing, and executing school-wide events such as monthly class activities and Spirit Week. Students will willingly learn and grow in their relationship with Christ and others as they receive training in servant leadership, missional living, and spiritual formation. Be advised, this class is a leadership class and requires more time commitment than most classes. This class will also include required events outside of school time such helping at school activities, after school, or during lunch.

Prerequisites: (1) Application, (2) active follower of Christ, (3) role model for the student body, (4) teacher and administrative recommendation, and (5) maintain a GPA of 2.5 with no F's.

Study Hall **Semester/Year** **7-12**

This class may be chosen as an elective. No credit will be given for this class, and the student must have parental permission to enroll. Students are required to use this time to work quietly in the assigned classroom.

Note: Private tutoring is not allowed during the school day at The King's Academy.

Tutoring **Semester/Year** **7-12**

TKA provides a unique opportunity for students to receive tutoring on campus during one period of the school day. This class is an elective, and is offered at no additional cost. The Tutoring class is staffed by a well-qualified tutor. The main focus of the class is to provide help in math. No credit will be given for this class.

Prerequisite: Administrator approval.

Note: Private tutoring is not allowed during the school day at The King's Academy.

Office Assistant **Semester/Year** **8-12**

A leadership role where students work directly with administrative staff to accomplish a variety of tasks including the use of office copiers to print forms, filing, alphabetizing, delivering messages to classrooms and other office assignments. General computer skills are desired. Excellent attendance is important. Students will receive a Pass/Fail grade.

Prerequisites: (1) Maintaining a GPA of 2.5 and (2) office staff/counselor approval.

Library Aide **Semester/Year** **8-12**

The Library is looking for detail-oriented, self-motivated, independent, and creative individuals who enjoy being in the library. Library aides will assist our library staff to help organize, promote and care for the library. Tasks are varied and include, but are not limited to, shelving, cleaning, auditing, labeling, finding books, photocopying, running notes, and making displays. Students will receive a Pass/Fail grade.

Prerequisites: (1) Maintain a GPA of 2.5, (2) preliminary interview, and (3) Librarian approval.

NON-DEPARTMENTAL ELECTIVES (CONT'D)

Student Tech Knights **Year** **9-12**

This is a leadership role where students will assist staff and their peers with various computer technical issues. Students interested in becoming a Tech Knight should be proficient in using both Google and Apple apps for Education, have some knowledge of technology hardware, and have a demonstrated passion for technology. This course is ideal for tech-savvy students who would like to become more adept with technology while gaining real-world experience through supporting the school community's digital needs. Students will gain experience and knowledge in a professional environment, and develop skills in time and project management and customer service. Students will receive a Pass/Fail grade.

Prerequisite: Administrator approval.

Student Council - HS **Year** **10-12**

Student Council members will serve the TKA community as a team and develop leadership skills by taking responsibility to plan, organize, and execute school-wide events such as monthly Rallies, Homecoming, Carnival, and Spirit Week. Students will willingly learn and grow in their relationship with Christ and others as they receive training in servant leadership, missional living, and spiritual formation. Be advised, this position is a major commitment for the year as it is time-consuming and includes hours outside of the school day.

Prerequisites: (1) Application, (2) active follower of Christ, (3) role model for the student body, (4) previous leadership positions (academic, athletic, or extracurricular), (4) teacher and administrative recommendation, (5) maintain a GPA of 2.5 with no F's.

Note: Student Council members are limited in the number of AP courses they can take by grade-level: 10th graders to two (2) AP classes, 11th graders to three (3) AP classes, and 12th graders to four (4) AP classes.

Peer Tutor **Semester/Year** **11-12**

A student can sign up to be a peer tutor to work alongside a teacher. The peer tutor helps fellow students by assisting them with math and science homework assignments and test preparation. The peer tutor works under the supervision of the teacher and receives a Pass/Fail grade.

Prerequisite: Administrator approval.

Teacher Assistant – Elementary School **Semester/Year** **10-12**

Duties will vary with each teacher. Students will be trained to use office copiers to print and collate class materials and will assist with filing and other projects as needed. Students will receive a Pass/Fail grade.

Prerequisites: (1) Maintaining a GPA of 2.5 and (2) teacher/counselor approval.

Teacher Assistant – Junior High School **Semester/Year** **10-12**

Duties will vary with each teacher. Students will be trained to use office copiers to print and collate class materials and will assist with filing and other projects as needed. Students will receive a Pass/Fail grade.

Prerequisites: (1) Maintaining a GPA of 2.5 and (2) teacher/counselor approval.

Teacher Assistant – High School **Semester/Year** **11-12**

Duties will vary with each teacher. Students will be trained to use office copiers to print and collate class materials and will assist with filing and other projects as needed. Students will receive a Pass/Fail grade.

Prerequisites: (1) Maintaining a GPA of 2.5 and (2) teacher/counselor approval.

THE KING'S ACADEMY

Statement of Faith

1. We believe the Bible to be the inspired, the only infallible, authoritative, inerrant Word of God (*2 Timothy 3:16, 2 Peter 1:21*).

2. We believe there is one God, eternally existent in three persons--Father, Son, and Holy Spirit (*Genesis 1:1, Matthew 28:19, John 10:30*).

3. We believe that God directly created the heavens and the earth and all that lies therein (*Genesis 1*).

4. We believe in the deity of Christ (*John 10:33*), His virgin birth (*Isaiah 7:14, Matthew 1:23, Luke 1:35*), His sinless life (*Hebrews 4: 15, 7:26*), His miracles (*John 2:11*), His vicarious and atoning death (*1 Corinthians 15:3, Ephesians 1:7, Hebrews 2:9*), His Resurrection (*John 11:25, 1 Corinthians 15:4*), His Ascension to the right hand of God (*Mark 16:19*), and His personal return in power and glory (*Acts 1:11, Revelation 19:11*).

5. We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature, and that men are justified on the single ground of faith in the shed blood of Christ, and that only by God's grace and through faith alone are we saved (*John 3:16–19, 5:24; Romans 3:23, 5:8–9; Ephesians 2:8–10; Titus 3:5).*

6. We believe in the resurrection of both the saved and the lost: they that are saved unto the resurrection of life, and they that are lost unto the resurrection of condemnation (*John 5:28–29*).

7. We believe in the spiritual unity of believers in our Lord Jesus Christ (*Romans 8:9, 1 Corinthians 2:12–13, Galatians 3:26–28*).

8. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life (*Romans 8:13–14; 1 Corinthians 3:16, 6:19–20; Ephesians 4:30, 5:18)*.

THE KING'S ACADEMY

Expected Schoolwide Learning Results (ESLR)

ESLR #1: Spiritually Maturing Students Who

- ❖ Have accepted or been encouraged to accept Jesus Christ as their personal Savior
- ❖ Understand the Biblical perspective on the world and its practical applications
- ❖ Understand the character of God and have a core knowledge of His Word
- ❖ Live out the Christian faith by integrating biblical principles into conversations, decisions, and actions of daily life
- ❖ Are able to share and defend the Christian faith with others
- ❖ Encourage and support the Christian community
- ❖ Understand and practice the basic spiritual disciplines of worship, Bible study, prayer, and fellowship

ESLR #2: Academically Excellent Students Who

- ❖ Demonstrate foundational excellence in offered subject matter
- ❖ Effectively communicate ideas in oral, artistic, and written media
- ❖ Read with the ability to demonstrate comprehension
- ❖ Demonstrate practical applications of taught methods and concepts
- ❖ Demonstrate logical, analytical, and critical thinking skills
- ❖ Demonstrate understanding of the Judeo-Christian and Greco Roman heritage of western civilization and its relevance to the global culture
- ❖ Effectively research, process and present information from a variety of sources
- ❖ Demonstrate knowledge of proper care of their bodies and physical health
- ❖ Demonstrate appropriate organization and study skills for successful learning

ESLR #3: Morally Principled Students Who

- ❖ Respond to social pressures in a God-honoring way
- ❖ Demonstrate honesty and integrity in all social, academic, and extra-curricular activities
- ❖ Honor God through their words and actions
- ❖ Practice and communicate Biblical principles when faced with adversity

ESLR #4: Socially Confident and Concerned Students Who

- ❖ Demonstrate the ability to discuss differences of opinion respectfully while maintaining their own integrity
- ❖ Interact with others with Christ-like love
- ❖ Demonstrate healthy, honorable, and respectful interactions with members of the opposite gender
- ❖ Use their personal talents and gifts to serve others
- ❖ Participate confidently and appropriately in social, academic, and work situations
- ❖ Demonstrate an appreciation of the significance of family
- ❖ Demonstrate respect for authority
- ❖ Demonstrate the ability to interact with adults in reasonable, thoughtful, and appropriate ways

THE KING'S ACADEMY

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