



# THE KING'S ACADEMY

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

## Course Catalog 2019-2020



# THE KING'S ACADEMY

## Mission, Vision, and Core Values

**Who We Are:** The King's Academy is an independent, college preparatory school for grades 6-12 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" (*Ephesians 6:4*). Our program includes numerous relationship-building opportunities that create a school culture defined by respect, integrity, and love.

### School Board

Kooper Frame, President  
Laura French, Vice President  
Greg Niven, Treasurer  
Jason Giles, Secretary  
Betsy Adler  
Martin Gates

Frank Kmak  
Scott Meadows  
Joe Tan  
Julia Taylor  
Stephen Tom  
Lance Westcott

*"Showing the generation to come the praises of the Lord..."*

**Psalm 78:4**

# COURSE CATALOG

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## INTRODUCTION

The King's Academy 2019-2020 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	Feb. 4–8	Students make their initial course selections.
Week prior to school start	Aug. 5–6, 8–9	Add/Drop by grade level for errors and last minute changes.
Week 1	Aug. 13–16	No core course changes will be processed, errors only.
Weeks 2-3	Aug. 19–30	Add/Drop with counselors.
	<b>Friday, Aug. 30</b>	<b>LAST DAY to Add/Drop without a notation on transcript.</b>
Weeks 4-9	Sep. 3–Oct 11	<b>Course may be dropped with a W (withdrawn) notated on the transcript. Courses may not be added for credit during this period.</b>
Week 10 and following	<b>Monday, Oct. 1</b>	<b>Dropped course will receive an F notated on the transcript.</b>

Yearlong VPA courses 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

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. TKA limits students to no more than three (3) AP courses in a single academic year, unless granted exception by the AP Committee. The AP Committee will evaluate every student's situation individually to ensure their course load is the best for their needs. **TKA requires every student who takes an AP course to take the AP exam for that course.** These classes are designed to prepare the students for the national AP exams administered in May. Advanced Placement classes are, in essence, college-level courses. In some cases, colleges and universities award credit to incoming students who have scored well on AP exams. Students will be required to purchase their own textbooks. There is a fee to take each AP exam.

## 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 honors courses: **Biology Honors, Chemistry Honors, Economics Honors, Spanish 3 Honors, and Pre-Calculus Honors**. The letter grade awarded in the course remains the same on the student's transcript.
  
- ▣ 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 ( <i>Dependent upon year entered</i> )
Math†	30
Science	30
English	40
Social Studies/History	40
World Languages*	20
Physical Education (9 <sup>th</sup> grade must take PE)	20
Visual and Performing Arts (VPA)	10
<u>Electives</u>	<u>20 (<i>minimum</i>)</u>
<b>Credits Required for Graduation</b>	<b>240 credits, plus 140 hours TKA-Approved Service</b>

Yearlong 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.

*\*Two (2) years of the same language required. Three to four (3-4) years is highly recommended.*

*†Pre-Algebra will not be awarded high school credit. Completion of math sequence through Algebra 2 is required to be considered college preparatory.*

## The King's Academy Suggested Curriculum

### JUNIOR HIGH SCHOOL

#### 6<sup>th</sup> Grade

Bible 6  
 Math 6/General Math/Pre-Algebra  
 Science 6  
 English 6  
 Ancient World History 6  
 P.E. 6  
 Elective

#### 7<sup>th</sup> Grade

Bible 7  
 General Math/Pre-Algebra  
 Science 7  
 English 7  
 Geography & World History 7  
 P.E. – JH  
 Elective

#### 8<sup>th</sup> Grade

Bible 8  
 Pre-Algebra/Algebra I  
 Science 8  
 English 8  
 U.S. History 8  
 P.E. – JH  
 French 1, Spanish 1, Mandarin 1  
 or Elective

# RECOMMENDED HIGH SCHOOL FOUR-YEAR COURSE PLAN

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

Required

	9 <sup>TH</sup> GRADE	10 <sup>TH</sup> GRADE	11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE	TKA Graduation Requirements [240 credits total]	UC/CSU "a-g" Course Subject Area Requirements
BIBLE	<input type="checkbox"/> Bible 9 (semester) <input type="checkbox"/> P.E.	<input type="checkbox"/> Bible 10 (semester) <input type="checkbox"/> P.E. <input type="checkbox"/> JV / Varsity Sport	<input type="checkbox"/> Bible 11 (year) <input type="checkbox"/> Marching Band / Color Guard	<input type="checkbox"/> Bible 12 (2 semesters) <input type="checkbox"/> Strength and Conditioning	BIBLE [30 credits]	N/A
P.E.	<input type="checkbox"/> P.E.	<input type="checkbox"/> JV / Varsity Sport	<input type="checkbox"/> Marching Band / Color Guard	<input type="checkbox"/> Strength and Conditioning	PHYSICAL EDUCATION [20 credits]	N/A
HISTORY	<input type="checkbox"/> Ancient World History / Honors	<input type="checkbox"/> Modern World History 10 <input type="checkbox"/> AP World History	<input type="checkbox"/> U.S. History 11 <input type="checkbox"/> AP U.S. History	<input type="checkbox"/> Economics / Honors <input type="checkbox"/> Government <input type="checkbox"/> AP U.S. Government and Politics	HISTORY / SOCIAL STUDIES [40 credits]	"a" 2 years minimum
ENGLISH	<input type="checkbox"/> English 9 - Literature and Composition / Honors	<input type="checkbox"/> English 10 - World Literature and Composition / Honors	<input type="checkbox"/> English 11 - American Literature and Composition <input type="checkbox"/> AP English Language and Composition	<input type="checkbox"/> English 12 - British Literature and Composition <input type="checkbox"/> AP English Literature and Composition	ENGLISH [40 credits]	"b" 4 years required
MATH	<input type="checkbox"/> Algebra 1 <input type="checkbox"/> Geometry / Honors <input type="checkbox"/> Algebra 2 / Honors	<input type="checkbox"/> Geometry / Honors <input type="checkbox"/> Algebra 2 / Honors <input type="checkbox"/> Pre-Calculus / Honors	<input type="checkbox"/> Algebra 2 / Honors <input type="checkbox"/> Pre-Calculus / Honors <input type="checkbox"/> Calculus <input type="checkbox"/> AP Calculus AB / BC <input type="checkbox"/> Statistics <input type="checkbox"/> AP Statistics	<input type="checkbox"/> Pre-Calculus / Honors <input type="checkbox"/> Calculus <input type="checkbox"/> AP Calculus AB / BC <input type="checkbox"/> Statistics <input type="checkbox"/> AP Statistics	MATHEMATICS [30 credits through Algebra 2] 40 credits recommended	"c" 3 years required (through Algebra 2), 4 years recommended (through Pre-Calculus & Calculus)
SCIENCE	<input type="checkbox"/> Biology / Honors	<input type="checkbox"/> Chemistry / Honors <input type="checkbox"/> Physical Science	<input type="checkbox"/> Chemistry / Honors <input type="checkbox"/> AP Chemistry <input type="checkbox"/> Physics <input type="checkbox"/> AP Physics 1	<input type="checkbox"/> AP Biology <input type="checkbox"/> Anatomy and Physiology <input type="checkbox"/> Environmental Science <input type="checkbox"/> AP Environmental Science	LABORATORY SCIENCES [30 credits (20 of UC-approved laboratory science)] 40 credits recommended	"d" UC: 1 biological science, 1 physical science required CSU: Take Biology and Chemistry/Physics. 4 years lab science recommended
LANGUAGE	<input type="checkbox"/> French 1 or 2 <input type="checkbox"/> Mandarin 1 or 2 <input type="checkbox"/> Spanish 1 or 2 / Honors <input type="checkbox"/> ASL 1 or 2 (online)	<input type="checkbox"/> French 1, 2, or 3 <input type="checkbox"/> Mandarin 1, 2, or 3 <input type="checkbox"/> Spanish 1, 2 / Honors, or 3 / Honors <input type="checkbox"/> ASL 1 or 2 (online)	<input type="checkbox"/> French 1, 2, 3, or 4 <input type="checkbox"/> AP French Language & Culture <input type="checkbox"/> Mandarin 1, 2, 3, or 4 <input type="checkbox"/> AP Chinese Language & Culture	<input type="checkbox"/> Spanish 1, 2 / Honors, 3 / Honors, or 4 <input type="checkbox"/> AP Spanish Language & Culture <input type="checkbox"/> ASL 1 or 2 (online)	WORLD LANGUAGES [20 credits of the same language] 40 credits recommended	"e" 2 years of the same language required 3-4 years recommended
VPA	<input type="checkbox"/> Beginning Dance Fundamentals <input type="checkbox"/> Dance Workshop <input type="checkbox"/> Advanced Dance <input type="checkbox"/> Theatre 1 <input type="checkbox"/> Knights Brigade Wind Ensemble <input type="checkbox"/> Knights Brigade Percussion Ensemble <input type="checkbox"/> String Orchestra <input type="checkbox"/> High School Concert Choir <input type="checkbox"/> Knightshine	<input type="checkbox"/> Beginning Dance Fundamentals <input type="checkbox"/> Dance Workshop <input type="checkbox"/> Advanced Dance <input type="checkbox"/> Discovery Art – HS <input type="checkbox"/> 3-D Art <input type="checkbox"/> Computer 3D Modeling with ZBrush <input type="checkbox"/> Digital Design and Animation <input type="checkbox"/> Theatre 1 <input type="checkbox"/> Knights Brigade Wind Ensemble <input type="checkbox"/> Knights Brigade Percussion Ensemble <input type="checkbox"/> String Orchestra <input type="checkbox"/> High School Concert Choir <input type="checkbox"/> Knightshine	<input type="checkbox"/> Beginning Dance Fundamentals <input type="checkbox"/> Dance Workshop <input type="checkbox"/> Advanced Dance <input type="checkbox"/> Discovery Art – HS <input type="checkbox"/> 3-D Art <input type="checkbox"/> Advanced Art <input type="checkbox"/> Knights Brigade Wind Ensemble <input type="checkbox"/> Knights Brigade Percussion Ensemble	<input type="checkbox"/> String Orchestra <input type="checkbox"/> Knightshine <input type="checkbox"/> High School Concert Choir <input type="checkbox"/> Theatre 1 <input type="checkbox"/> Film Studies <input type="checkbox"/> Computer 3D Modeling with ZBrush <input type="checkbox"/> Digital Design and Animation	VISUAL AND PERFORMING ARTS [10 credits]	"f" 1 yearlong course required
ELECTIVE	Electives listed in catalog				ELECTIVES	"g" 1 year required From approved "a-g" course list



## BIBLE DEPARTMENT (CONT'D)

All seniors are required to take a semester of Apologetics and a semester of either Comparative Religions or Contemporary Issues (space is limited in this course).

**Bible 12: Apologetics** Semester 12  
“Isn’t the Bible mostly fiction?” “Doesn’t science explain everything?” “Why didn’t God design a better world?” “Why does a good God allow innocent people to suffer?” These are a few of the objections students encounter in the modern world. This course is designed to give students the tools to engage challenges to the Christian faith with biblically informed answers that make sense to non-believers. Using the book, *I Don’t Have Enough Faith to be an Atheist*, this course prepares students to “give an answer to everyone who asks you to give the reason for the hope that you have” (1 Peter 3:15) in a way that is respectful, faithful, and intelligent.

**Bible 12: Comparative Religions** Semester 12  
This course is a survey of the seven major religions of the world: Hinduism, Buddhism, Judaism, Christianity, Islam, Daoism, and Confucianism. Students learn the major beliefs and practices of each religion and how each has developed over the course of time. By seeing how each faith answers the most important questions of existence; “Why are we here?” “What is our purpose?” “Where are we going?” etc., students are equipped to converse about and share their own faith with others in a way that is informed and respectful. Students also reflect on their own spiritual journey and have the opportunity to research a modern religious movement of their choice.

**Bible 12: Contemporary Issues** Semester 12  
The Church is in the midst of a radical transformation, and many people, within the Church and outside the Church, are questioning the traditional teachings and values of Christianity. This course will examine some of the contemporary issues that are facing Christians in the 21<sup>st</sup> century. They will discuss how to appropriately address these issues from a biblical worldview. Through a series of readings, discussions, and written responses, the students will reflect upon issues such as reproductive rights, gender issues, marriage and divorce, addictions, the role of religion in politics, and entertainment, among others.

**Prerequisite:** Consideration for this class includes an application and possibly an interview.

## ENGLISH DEPARTMENT

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**English 6:** Year 6  
**Literature and Composition**

This 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. This course is also designed to complement the Ancient World History 6 class, with several novels set in ancient civilizations. In addition to reading, this course is also designed to give students a solid foundation in grammar, compositional skills, and understanding vocabulary. Throughout the year, students will study sentence-based grammar along with vocabulary, and, in particular, will learn Greek and Latin etymological roots. 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  
**World Literature and Composition**

This course is designed to continue to develop the written language skills of the first-year junior high student and to help students transition into writing at a secondary level. All year, students practice writing, proofreading, and editing skills, and they continue to acquire vocabulary in lessons grouped according to Greek and Latin roots. The first-semester emphasis is on sentence, paragraph, and essay structuring as well as punctuation and grammar, and the second semester focuses on advanced grammar, sentence combining, and multi-paragraph essays. Also designed to complement the Geography and Medieval World History 7 class, its focus is on the close reading of world literature, including stories and non-fiction selections ranging from Bible times to modern China. The course also includes a Shakespearean unit.

**English 8:** Year 8  
**American Literature and Composition**

This course focuses on grammar, multi-paragraph essay writing, active reading comprehension, and the further development of study skills for the junior high student. Building on the advanced grammar and paragraph structuring from English 7, students further develop the technical and expository essay writing skills necessary for success in high school. Designed to complement the U.S. History 8 class, the literature focuses on American authors and experiences. 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. Students also continue through the Greek and Latin-based vocabulary series begun in Composition 6 and English 7.

**English 9: \*** Year 9  
**Literature and Composition**

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 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 eligibility**

All course offerings are subject to minimum enrollment levels.

## ENGLISH DEPARTMENT (CONT'D)

**English 9 Honors: \*** **Year** **9**  
**Literature and Composition**

The honors course is a more in-depth study of the same hallmark literary works as presented in English 9. Additional literature may be assigned; additional writing will be emphasized. The honors course will focus on developing an academic voice through literary discussion and writing. Students will create a strong foundation for written work in future honors and AP courses.

**Prerequisite:** Completion of English 8 with an A- or higher.

**English 10: \*** **Year** **10**  
**World Literature and Composition**

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 World War II. Writing skills are further developed through formal writing, timed essay writing, and journal writing. In addition, students review grammar as it applies to writing and proofreading, they develop skills for analyzing poetry, and they study vocabulary in preparation for the SAT.

**English 10 Honors: \*** **Year** **10**  
**World Literature and Composition**

This course is a study in world literature, and the curriculum is designed to give students a sampling of the styles of various countries and cultures throughout history in order to broaden students' perspectives on literature and worldviews. Students will learn about ancient Greece, ancient China, the Renaissance, Romanticism, World War I and II as well as contemporary Asia and the Middle East through novels, plays, short stories, poems, and non-fiction books and essays. Alongside these written works, students will also examine art, film, and music to make thematic connections to the literature. This course will focus on developing analytical writing skills through a number of timed essays, take-home essays, research projects, and revision tasks. The writing of reflective journals and personal narratives will also help students grow in their writing skills and prepare for future courses.

**Prerequisites:** Completion of English 9 with an A- or higher, or English 9 Honors with a B+ or higher.

**English 11: \*** **Year** **11**  
**American Literature and Composition**

This course is an introduction to the major American authors and to the principal literary movements in American history from the Puritan era to the present. Through texts and media of fiction and non-fiction, students will examine a writer's rhetorical and linguistic choices as they evaluate the impact of these strategies in communicating the writer's central message. Class discussions, 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.

**AP English Language and Composition \* ^** **Year** **11**

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:** Completion of English 10 with an A (not A-) or English 10 Honors with a B+ or higher, and AP Committee Approval.

\* **Course meets UC eligibility**

^ **Earns an extra grade point**

All course offerings are subject to minimum enrollment levels.

## ENGLISH DEPARTMENT (CONT'D)

**English 12: \*** **Year** **12**  
**British Literature and Composition**

English 12 integrates the personal experience with the literary experience, making a nice dichotomy between investigating students' individual perspective against the perspective of great literature in both fiction and non-fiction. Students will investigate the personal voice with college essay, op-ed and research genres, which will be paired with various publications. Additionally, students will use canonical British texts to explore essential questions of humanity. Students will engage in reading literary criticism, secondary-source essays, and historical documents to augment their understanding of the relationship with history and literature. The course will incorporate a variety of writing to express critical reading and thinking skills; it will also emphasize rhetorical style, structure, and techniques of writing to develop both a personal and critical voice.

**AP English Literature and Composition \* ^** **Year** **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. Through close reading, students must analyze and write in a variety of modes, including visual media, for a variety of audiences, developing a sense of personal style and an ability to analyze and articulate how the resources of language operate in any given text. 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." Featured authors include (but are not limited to) William Faulkner, George Orwell, Fyodor Dostoevsky, Cormac McCarthy, Shakespeare, Albert Camus, Mary Shelley, Zora Neale Hurston, Joseph Conrad and others. The course follows the College Board recommended curriculum.

**Prerequisites:** Completion of English 11 with an A (not A-) or English 11 Honors with a B+ or higher or AP English Language and Composition with a B- or higher, and AP Committee approval.

\* **Course meets UC eligibility**

^ **Earns an extra grade point**

All course offerings are subject to minimum enrollment levels.

## ENGLISH ELECTIVES

### **Writing Exploration**

**Semester**

**6-8**

Students in this course will explore their writing potential by engaging in frequent writing. They will consider speaker, occasion, audience and tone as they write for different purposes including expressing themselves, informing readers, and persuading their audience. Students will review essential grammar and English conventions throughout the course.

### **Speaking with Confidence**

**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.

### **Junior High Debate**

**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 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**

**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**

**Year/Semester**

**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 in the course may try out to compete on the TKA Debate team.

## MATHEMATICS DEPARTMENT

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**Math 6** **Year** **6**  
Sixth Grade Math uses the *Big Ideas Math* text (green). This course prepares students for success in General Math and Pre-Algebra. To that end, this course introduces students to most of the concepts that are taught in General Math, but in less depth and at a more relaxed pace. Sixth grade students who complete this course will be on track to complete the standard college preparatory program.

**General Math** **Year** **6-7**  
General Math uses the *Big Ideas Math* text (red). 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**  
Pre-Algebra uses the *Big Ideas Math* text (blue). In this course, students will study multi-step equations, linear equations, functions, radicals, integer exponents, 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. Pre-Algebra does not count as a high-school college preparatory course, even if taken in high school.

**Algebra 1 \*** **Year** **7-8**  
This course uses the *Big Ideas Algebra 1* text. This course covers topics including: arithmetic and evaluation of expressions involving signed numbers, exponents and roots; properties of the real numbers; absolute value and equations and inequalities involving absolute value; scientific notation; unit conversions; solution of equations in one unknown and solution of simultaneous equations; the algebra of polynomials and rational expressions; radical equations; functions; word problems; graphical solution of simultaneous equations; horizontal/vertical shifts and reflections of graphs; Pythagorean theorem; solutions of quadratic equations via factoring and completing the square. The class also includes some geometry topics. Students enrolled in this course during 6<sup>th</sup> -8<sup>th</sup> grade must earn a final grade of B or higher to enroll in Geometry.  
**Prerequisite:** Completion of Pre-Algebra with a B- or higher.

**Algebra 1 \*** **Year** **9-10**  
This course uses the *Big Ideas Algebra 1* text. This course covers topics including: arithmetic and evaluation of expressions involving signed numbers, exponents and roots; properties of the real numbers; absolute value and equations and inequalities involving absolute value; scientific notation; unit conversions; solution of equations in one unknown and solution of simultaneous equations; the algebra of polynomials and rational expressions; radical equations; functions; word problems; graphical solution of simultaneous equations; horizontal/vertical shifts and reflections of graphs; Pythagorean theorem; solutions of quadratic equations via factoring and completing the square. The class also includes some geometry topics. High school students must pass the second semester final exam grade with 70% or higher. High school students must receive a 2<sup>nd</sup> semester grade of 80% or higher. Students not meeting these requirements must take a summer Algebra 1 remedial course.  
**Prerequisite:** Completion of Pre-Algebra with a B- or higher.

### \* Course meets UC eligibility

All course offerings are subject to minimum enrollment levels.

## MATHEMATICS DEPARTMENT (CONT'D)

<b>Geometry *</b>	<b>Year</b>	<b>8-10</b>
This course uses the <i>Big Ideas Geometry</i> text. This course will use fun, practical problems, creative projects, and review of 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.		
<b>Prerequisite:</b> Completion of Algebra 1 with a B or higher.		
<b>Geometry Honors *</b>	<b>Year</b>	<b>8-10</b>
This course uses the same text as Geometry and includes all the material in the regular Geometry course, in addition to more advanced geometry material.		
<b>Prerequisites:</b> Completion of Algebra 1 with an A- or higher.		
<b>Algebra 2 *</b>	<b>Year</b>	<b>9-11</b>
This course uses the <i>Big Ideas Algebra 2</i> text. It 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.		
<b>Prerequisites:</b> Completion of Algebra 1 with a B or higher and Geometry with a C- or higher.		
<b>Algebra 2 Honors *</b>	<b>Year</b>	<b>9-11</b>
Algebra 2 Honors is a second-year, enriched algebra course. It uses the same text as regular Algebra 2, but 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.		
<b>Prerequisites:</b> Completion of Algebra 1 and Geometry with an A- or higher or Geometry Honors with a B+ or higher.		
<b>Personal and Business Financial Mathematics</b>	<b>Year</b>	<b>10-12</b>
This course is designed to give the 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 first semester covers personal finances including calculating income, account and credit card interest, loan payments, auto and housing costs, and investments. The second semester covers business finances including production, purchasing, marketing, accounting, and financial management.		
<b>Pre-Calculus *</b>	<b>Year</b>	<b>10-12</b>
Pre-Calculus is designed to train students in the topics of a high school pre-calculus course. The course covers algebra review, plane trigonometry; plane analytic geometry; complex numbers; polynomial functions; elementary probability; vectors; and matrices.		
<b>Prerequisites:</b> Completion of Algebra 2 or Algebra 2 Honors with a C- or higher.		

\* Course meets UC eligibility

All course offerings are subject to minimum enrollment levels.

## MATHEMATICS DEPARTMENT (CONT'D)

**Pre-Calculus Honors \* ^** **Year** **10-12**  
Pre-Calculus Honors is designed to train students in the topics of a high school, pre-calculus course and to introduce calculus concepts. The course covers: plane trigonometry; plane analytic geometry; complex numbers; polynomial functions; elementary probability; vectors; and matrices. This course is intended for students who plan to go on to AP Calculus BC.

**Prerequisites:** Completion of Algebra 2 with an A- or higher or Algebra 2 Honors with a B+ or higher.

**Calculus \*** **Year** **11-12**  
Calculus (non-AP) will use the Saxon/Wang text, *Calculus with Trigonometry and Analytical Geometry*, which includes 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 Pre-Calculus but do not intend to take the AP test. It prepares the student to take calculus in college.

**Prerequisites:** Completion of Pre-Calculus with a B or higher, or Pre-Calculus Honors 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:** Completion of Pre-Calculus with an A (not A-) or Pre-Calculus Honors with a B+ or higher, a passing grade on a Calculus Readiness Test, and 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:** Completion of Pre-Calculus with an A (not A-) or Pre-Calculus Honors with a B+ or higher, a passing grade on a Calculus Readiness Test, and 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 Pre-Calculus 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.

**Prerequisites:** Completion of Pre-Calculus or Pre-Calculus Honors 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:** Completion of Pre-Calculus with an A (not A-) or Pre-Calculus Honors with a B+ or higher, and AP Committee approval.

**\* Course meets UC eligibility**

**^ Earns an extra grade point**

All course offerings are subject to minimum enrollment levels.

## PHYSICAL EDUCATION DEPARTMENT

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The Physical Education requirement for high school graduation is fulfilled by taking two (2) years of P.E. classes. All students in 9<sup>th</sup> grade are required to take P.E. Students in 10<sup>th</sup> through 12<sup>th</sup> grades must complete an additional two (2) semesters of P.E. or P.E. electives\*.

**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 10<sup>th</sup>-12<sup>th</sup> grade (not 9<sup>th</sup> grade) who participate on a TKA junior varsity or varsity athletic team, Color Guard, or Marching Band for one (1) season will receive five (5) P.E. credits. Students may earn up to a maximum of ten (10) P.E. credits for these activities.

### **Physical Education 6** **Year** **6**

The 6<sup>th</sup> grade boys' and girls' physical education classes are designed to prepare the 6<sup>th</sup> 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.

### **Physical Education – HS** **Year/Semester** **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 the Presidential Physical Fitness Tests.

## PHYSICAL EDUCATION ELECTIVES

### **Co-ed Basketball Class** **Year/Semester** **7-12**

This class is aimed at developing the skills required to play basketball. This course cannot be taken for P.E. credit.

### **Strength and Conditioning** **Year/Semester** **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, technique, and breathing. Each student will have a workout partner. Daily workouts will consist of warming up with light jogging and stretching. Sophomores will participate in President Physical Fitness testing.

## SCIENCE DEPARTMENT

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

Sixth-grade science is the systematic study of the Earth and how it works. During the first semester, students focus on space science, focusing on the Earth, Sun, and Moon's relationships. In the second semester, students study water resources and earth science, including the Earth's history and how the Earth functions. Weekly labs are used throughout the year. iPads are integrated with the curriculum in order to provide access to online materials through Think Central. Other apps, such as Google Earth, are used frequently to help students visualize geologic concepts.

### **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. For each of these topics, students will be exposed to the associated real-world technologies that are pushing the scientific boundaries of the modern age. Weekly 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** **9-12**

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.

**\* Course meets UC eligibility**

All course offerings are subject to minimum enrollment levels.

## SCIENCE DEPARTMENT (CONT'D)

<b>Biology Honors * ^</b>	<b>Year</b>	<b>9-12</b>
<p>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 Honors and Regular 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.</p> <p><b>Prerequisite:</b> Completion of Science 8 with an A- or higher.</p>		

<b>Physical Science *</b>	<b>Year</b>	<b>10</b>
<p>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.</p>		

*Students entering 10<sup>th</sup> grade who have earned a B or higher in both Biology and Algebra 1, 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.*

<b>Chemistry *</b>	<b>Year</b>	<b>10-12</b>
<p>This course covers such topics as the structure of matter, nomenclature, electronic structure, periodicity, intermolecular forces and an in-depth 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.</p> <p><b>Prerequisites:</b> Completion of Biology or Biology Honors with a B or higher, completion of Algebra 1 with a B or higher and concurrent enrollment in Algebra 2 or higher.</p>		

<b>Chemistry Honors * ^</b>	<b>Year</b>	<b>10-12</b>
<p>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.</p> <p><b>Prerequisites:</b> Completion of Biology with an A- or higher or Biology Honors with a B+ or higher, completion of Algebra 1 with an A- or higher and concurrent enrollment in Algebra 2 or higher.</p>		

<b>AP Chemistry * ^</b>	<b>Year</b>	<b>11-12</b>
<p>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.</p> <p><b>Prerequisites:</b> Completion of Chemistry with an A or higher or Chemistry Honors with a B+ or higher, and AP Committee approval.</p>		

\* Course meets UC eligibility  
^ Earns an extra grade point

All course offerings are subject to minimum enrollment levels.

## SCIENCE DEPARTMENT (CONT'D)

### **AP Biology \* ^**

**Year**

**11-12**

AP Biology is designed to be the equivalent of an introductory college biology course and is extensively based on chemistry. AP Biology provides a comprehensive study of cell and molecular biology, in addition to ecology, human systems, and modern evolutionary biology. The course demands time and effort well beyond that of a typical high school course (including lunchtime and after-school laboratory sessions). The course follows the College Board recommended curriculum.

**Prerequisites:** Completion of Biology with an A (not A-) or completion of Biology Honors with a B+ or higher, completion of Chemistry, and 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 will grapple with a wide variety of topics from biology, chemistry, geology and social sciences. Emphasis is given to data analysis, critical thinking, and laboratory and field investigation skills. Students will 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:** Completion of Biology and 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 the interdisciplinary field of environmental science, students will grapple with a wide variety of topics from biology, chemistry, geology and social sciences. Students will conduct individual research and gain experience in data analysis, critical thinking, laboratory and field investigation skills. Students will 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. This college-level course follows the College Board recommended curriculum.

**Prerequisites:** Completion of Biology and Chemistry with a B or higher or completion of Biology Honors and Chemistry Honors with a B- or higher, and AP Committee approval.

### **Physics \***

**Year**

**11-12**

Physics is a non-calculus based, college-preparatory class in the physical sciences. It covers classical Newtonian mechanics, the definition of work, energy and power, thermodynamics, and applications of these definitions to mechanical, chemical, 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:** Concurrent enrollment in Pre-Calculus or Pre-Calculus Honors. Completion of Chemistry with a B or higher or Chemistry Honors with a B- or higher.

\* Course meets UC eligibility

^ Earns an extra grade point

All course offerings are subject to minimum enrollment levels.

## SCIENCE DEPARTMENT (CONT'D)

<b>AP Physics 1 * ^</b>	<b>Year</b>	<b>11-12</b>
<p>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; mechanical waves and sound; and introductory, simple circuits. Students will need to be highly proficient in algebraic manipulation, including graphing and trigonometry. AP Physics 1 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. AP Physics 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.</p> <p><b>Prerequisites:</b> Concurrent enrollment in Pre-Calculus or Pre-Calculus Honors. Completion of Chemistry with an A- or higher or Chemistry Honors with a B+ or higher. AP Committee approval required.</p>		

<b>Anatomy and Physiology *</b>	<b>Year</b>	<b>11-12</b>
<p>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 many areas including: anatomy – the study of 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 view anatomical structures and outside trips to hospitals and laboratories to gain practical physiological analyses.</p> <p><b>Prerequisites:</b> Completion of Biology and completion of Chemistry or Physical Science.</p>		

## SCIENCE ELECTIVES

<b>Pestilence and Civilization *</b>	<b>Year/Semester</b>	<b>11-12</b>
<p>This course is designed as an interdisciplinary study of infectious disease and the impact it has had on the development of cultural, medical, and social traditions throughout history. The first semester of the course will focus on the biology of infectious disease (microbiology, immunology, and the theory and practice of epidemiology), and on two major diseases of ancient times: bubonic plague and smallpox. The second semester will focus on vaccination theory and diseases of modern times: influenza, tuberculosis, malaria and yellow fever, polio, and AIDS, as well as the current status of emerging infectious diseases. This course is structured in a discussion format and emphasis will be on reading of material from textbooks along with current periodicals and publications from the CDC and WHO. Assessment will be by means of classroom participation, written responses to assigned reading, and in-class projects. Priority will be given to those students who sign up for a full year, although the course may be taken for a single semester.</p> <p><b>Prerequisite:</b> Completion of Biology.</p>		

\* Course meets UC eligibility  
^ Earns an extra grade point

All course offerings are subject to minimum enrollment levels.

## SOCIAL STUDIES DEPARTMENT

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**Ancient World History 6** **Year** **6**  
Study of ancient world history begins with creation and ends in Medieval Europe. Since history is “His story,” students will be learning about how God has been faithful to man and shaped history within a biblical context. Students will also study world religions in the context of their respective civilizations. Simulations will help students experience the ideas we are presenting throughout eleven early civilizations. “Hands-on” lessons will be the primary avenue through which student learning takes place.

**Geography and Medieval World History 7** **Year** **7**  
This course explores medieval history in five (5) 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 at great price and 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 in New York, Washington D.C., Gettysburg, and Boston.

**Ancient World History 9 \*** **Year** **9**  
In this course, students will learn the story of human civilization from the “classical age” of Greece and Rome up to A.D. 1600. The first semester is a study of the classical civilizations of the world through the fall of Rome and the rise of the Byzantine Empire. The second semester surveys the medieval world and ends with a strong focus on the early development of modern western civilization in the Renaissance and Reformation. The course will integrate a biblical worldview as it surveys the political, religious, and social history of the classical and medieval civilizations.

**Ancient World History 9 Honors \*** **Year** **9**  
In this course, students will learn the story of human civilization from the classical age of Greece and Rome up to A.D. 1600. The class will explore history of multiple areas around the world including Europe, Asia, Africa, the Middle East and the Americas. The first semester will include a study of the classical civilizations of the world through the fall of Rome and the rise of the Byzantine Empire. The second semester surveys the medieval world and ends with a strong focus on the early development of modern western civilization in the Renaissance and Reformation. The course will integrate a biblical worldview as it surveys the political, religious, and social history of all areas of the world. As an honors course, this class will also focus on historical academic writing including persuasive essays and using primary sources.

**Prerequisite:** Completion of U.S. History 8 with an A- or higher.

**\* Course meets UC eligibility**

All course offerings are subject to minimum enrollment levels.

## SOCIAL STUDIES DEPARTMENT (CONT'D)

**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 16<sup>th</sup> through 20<sup>th</sup> 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 \* ^** **Year** **10**  
The AP World History course content is structured around the investigation of five (5) course themes and nineteen (19) key concepts in six different chronological periods, from approximately 8000 B.C. to the present. The course themes studied across chronological periods include interaction between humans and the environment, development and interaction of cultures, state-building, expansion, and conflict, creation, expansion, and interaction of economic systems and development and transformation of social structures. In this course, students develop the historical thinking skills such as chronological reasoning, comparison and contextualization, crafting historical arguments from historical evidence, and historical interpretation and synthesis that are central to the study and practice of history.

**Prerequisites:** Completion of Ancient World History 9 with an A (not A-) or Ancient World History 9 Honors with a B+ or higher, a passing grade on the timed placement essay, and AP Committee approval.

**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:** Completion of Modern World History 10 with an A (not A-) or AP World History with a B- or higher, and 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.

\* Course meets UC eligibility

^ Earns an extra grade point

All course offerings are subject to minimum enrollment levels.



## TECHNOLOGY DEPARTMENT

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### **Robotics Engineering and Programming – 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, tradeoffs, system integration, hypothesis and observation, measurement and analysis, and documentation will be reinforced.

### **Digital Age: Processors to Programs**

**Semester**

**7-8**

This course provides students with an applicable overview of computing systems in the digital age. Students will learn about internal and external components necessary to build modern computers, from smartphones and desktops to embedded devices. This course will cover the role of the operating system and survey several different platforms. Hands-on labs will investigate how to identify components, assemble a computer, and use a computer to control external devices. In the second part of the semester, students will dive into computer science concepts, logical and algorithmic thinking, and software programming using various languages. This class is recommended for students interested in computers and eager to take more advanced technology classes in high school.

### **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, distinction of music genres, digital management ethics, 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 OSX 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, Theater, Gym, and Quad. Certified users of the school equipment will be required to support weekly Spiritual Life events and a small selection of other non-school hour events for TKA. (While supporting non-school hour events, students will be paid hourly for their A/V Tech Support.) 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, basic audio engineering and video production fundamentals.

### **Broadcasting**

**Year/Semester**

**9-12**

This course will explore many aspects of broadcasting, which include the following: creating dynamic announcements, use of the equipment, news writing, directing and announcing techniques, and learning a production workflow. Dedication is required. Work after school may be necessary.

**Prerequisite:** A completed application.

**Note:** This class will meet in a regular A-G period. On live broadcast days, students are required to report to the broadcasting room by 7:40 a.m.

## TECHNOLOGY 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.

### **Comp. Programming for Android Devices Semester 9-12**

This course will introduce object-oriented programming tools to create applications for modern computing platforms. Topics include planning and design, algorithms and pseudo-code, logic/conditionals, and debugging techniques. Students will use Android software tools to design and create apps for Android devices. Units will cover the architecture of an app including its components, properties, behaviors, function calls, and parameters. Exercises and labs will demonstrate event-driven programming, graphics and drawing, and animation. For the final project, students will use these skills to design an app or game for Android smartphones.

### **Digital Age: Systems and Security Semester 9-12**

This course will introduce students to the foundational concepts of computing and digital citizenship. Students will start by learning about binary systems and how computers read and display information to function efficiently. To understand these principles, students will do project-based assignments using various applications. Upon gaining an understanding of how computers operate, students will then begin to uncover their own role as a user in the digital age. Topics covered will include digital ethics, system securities, ethical hacking, and digital footprints.

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

Learn digital photography! This hands-on course will introduce fundamental principles and techniques of 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. Access to a digital SLR is highly recommended, but not required.

### **Video Production and Editing Semester 9-12**

In this course, students will learn how to create films and videos through pre-production, production, and post-production. Students will learn how to utilize script writing programs as well as develop organizational spreadsheets before filming. Students will learn how to manipulate and operate camera equipment and lighting technology. Students will learn how to edit using Final Cut Pro X and other effects programs. Students will also learn how to create content for various media platforms such as YouTube.

### **Introduction to Computer Science Semester 9-12**

This course provides an overview of computer science and its related disciplines. Students will begin with the language of computers and the binary system and how it is used to represent numbers, text, images, and logic. Additional units cover file systems and Graphical User Interfaces. Students will also be introduced to software programming, variables, loops, and conditionals. Students will work hands-on in a computer lab, completing projects that demonstrate the skills learned. Group projects will consist of the process of software development, software design, implementation, and real-world application.

## TECHNOLOGY DEPARTMENT (CONT'D)

### **Introduction to Engineering Design** ■                      **Year**                      **10-12**

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 skill 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.

### **AP Computer Science Principles** \* ^                      **Year**                      **10-12**

This course is centered around seven big ideas: creativity, abstraction, data and information, algorithms, programming, the Internet, and global impact. 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:** Completion of Algebra 2 with an A (not A-) or Algebra 2 Honors with a B- or higher, and AP Committee approval.

### **AP Computer Science A** \* ^                      **Year**                      **11-12**

This **online course** introduces students to computer science with fundamental topics that include problem-solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem-solving and design. Because the discipline of computer science emphasizes problem solving, a study of the discipline requires a mechanism to express potential solutions precisely and concisely. Any natural language such as English allows inconsistencies and ambiguities. *Therefore, the AP Computer Science A course requires that potential solutions to problems be written in Java programming language.*

**Prerequisites:** Completion of or concurrent enrollment in Pre-Calculus, completion of AP Computer Science Principles, Introduction to Computer Science, Computer Programming for Android Devices or an approved outside course, and AP Committee approval.

### **Yearbook**                      **Year**                      **11-12**

This class is responsible for capturing the events of the current year in the creation of The King’s Academy Yearbook. The teacher serves as the advisor to the students who make up the Yearbook Staff. Each member of the staff will learn to assemble yearbook pages, develop photography, layout design, and develop journalistic writing skills. The yearbook is produced online using Josten’s application, Yearbook Avenue. Students must be willing to take photos at school events for use in the yearbook and other school-wide publications, including the website. All staff positions are filled by application and acceptance by the current Advisor and editors. If accepted to the Yearbook Staff, the student may only drop due to schedule conflicts.

### ■ Pending UC approval

\* Course meets UC eligibility

^ Earns an extra grade point

All course offerings are subject to minimum enrollment levels.

# VISUAL AND PERFORMING ARTS DEPARTMENT

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## ART

**Discovering Art – JH** **Year/Semester** **6-8**  
Junior High Discovering Art provides beginning art lessons covering the elements of art. Projects include, but are not limited to, line design, color theory design, watercolor practice, set and prop collaboration, fashion and people art, cartoon characters, silhouette design, animal drawing techniques, clay techniques, and paper-cutting techniques, and advanced winter-shading projects.

**Note: Class fees apply.**

**Introduction to Digital Painting - JH** **Semester** **7-8**  
This course is designed to introduce students to digital painting. In this course, students will learn the following 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 be able to learn how to properly use Photoshop to create works of art.

**Note: Class fees apply.**

**Discovering Art – HS \*** **Year** **10-12**  
Discovering Art is a beginning art course which builds art skills and progresses through the principles of art (gradation, rhythm, unity, variety, and contrast), while applying the elements of art (line, shape, color, value, texture, space and form). Students will work on skill building and small, medium, large, and group projects, implementing the California State Art standards. Projects include, but are not limited to, human face drawing, still life, optical design, watercolor expression, collage, drawing, perspective, realistic drawing and canvas painting.

**Note: Class fees apply.**

**3D Art \*** **Year** **10-12**  
3D Art is for the student interested in sculpture and is designed to teach the student about the elements and principles of art as they relate to sculpture in its various forms. Students learn this by building, modeling and shaping a variety of materials. Projects include clay, carving, wood sculpture, wire sculpture, interior design, furniture design, collage and mixed media sculpture. Students build on their abilities while applying new techniques to each successive project. Students will also explore art as a form of communication, profession, and personal expression.

**Note: Class fees apply.**

**Advanced Art \*** **Year** **11-12**  
Advanced Art is designed for the maturing art student. The student should already have a comprehension of the elements and principles of art and be able to handle intensive individual and group projects. They will be able to build a portfolio for college while developing their advanced drawing and painting skills. Projects include watercolor, pastel, acrylic, oils, charcoal, and mural design. Exploration of the style and technique of the great master artists, past and present, will enhance the student's understanding and aid in the development of his or her personal artistic style.

**Prerequisites:** Completion of two semesters of art and teacher recommendation.

**Note: Class fees apply.**

**Calligraphy** **Semester** **9-12**  
This calligraphy class is available for motivated students to learn the art of beautiful writing, creating words visually by using a method that is centuries old. Each student will master the uses of the calligrapher's tools and will achieve mastery in at least two foundational calligraphic alphabet styles. Additional advanced alphabets may also be learned as time permits. The culmination of this one-semester class will be each student's creation of a formal medieval-style manuscript.

**Note: Class fees apply.**

### \* Course meets UC eligibility

All course offerings are subject to minimum enrollment levels.

## VISUAL AND PERFORMING ARTS DEPARTMENT (CONT'D)

**Ceramics** **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.

**Note: Class fees apply.**

**Linear Perspective Drawing** **Semester** **9-12**  
The drawing and painting techniques of perspective to create the illusion of deep space on a flat surface were developed and mastered during the Italian Renaissance. In this linear perspective drawing class, 1-point, 2-point, and 3-point linear perspective drawing techniques will be presented and then successfully learned by each student, resulting in the creation of accurate renderings of architectural subjects and their surrounding environments. The mastery of these drawing skills will have useful and practical applications for those students who desire to subsequently take computer-aided design (CAD) classes as well as college study in the fields of architecture and the visual arts.

**Note: Class fees apply.**

**Computer 3D Modeling with ZBrush \*** **Year** **10-12**  
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 and quadruped anatomy as well as texture painting. Background or interest in clay sculpting is recommended, but not required.

**Note: Class fees apply.**

**Digital Design and Animation \*** **Year** **10-12**  
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 be introduced to basic user interface design, and 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. Traditional drawing skills recommended but not required.

**Note: Class fees apply.**

**Film Studies \*** **Year** **11-12**  
Students in this course analyze film as both an art and means of communication. They are taught to “read” a film, analyzing its narrative structure, genre conventions, subtext, technical and artistic factors and purpose. The emphasis is on the various techniques used by filmmakers to convey meaning. The course also introduces traditions of filmmaking, especially the narrative traditions shared with literature as well as the history of cinema. In addition, students examine how films often reflect the times and conditions in which they are made, and conversely, how motion pictures sometimes help shape the attitudes and values in society. Along with verbal and written analysis, the students will also create short film related projects.

**Independent Art/Portfolio Development** **Year/Semester** **12**  
This is a course specifically designed for the aspiring senior student who will be applying for art or architecture as a major (in some form) in college. The students will be given upper-level challenge projects, as well as time to develop their complex higher-level thinking and projects (for submission to universities and colleges during their senior year). Students will be able to have one-on-one training, extra attention, and extra resources to help them achieve their career goals. Projects include: advanced furniture drawing and design, advanced portraiture, advanced figure drawing, and advanced sculpture. Students are required to obtain lists of scholarship and college requirements for the colleges to which they are applying so that their products can be tailored to their specific needs.

**Note: Class fees apply.**

**\* Course meets UC eligibility**

All course offerings are subject to minimum enrollment levels.

## DANCE

*Physical Education Waiver for Visual and Performing Arts Students* – For students who intend to participate in Visual and Performing Arts Dance courses, The King's Academy will make available a waiver for one (1) semester of Physical Education during the 9<sup>th</sup> - 10<sup>th</sup> grade years to allow for continuity in VPA courses. This waiver will be available each year during 9<sup>th</sup> - 10<sup>th</sup> grade if the student is enrolled in a World Languages course. The waiver is applicable at The King's Academy only and is not transferable to other schools, should the student transfer.

**Dance 6** **Semester** **6**  
Dance 6 is a semester-long elective that will introduce students to the art of dance. The focus of this class is to allow students to begin exploring movement through ballet, jazz, modern, hip-hop, and tap 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 within the classroom.  
**Note: Class fees apply.**

**Dance Fundamentals – JH** **Year** **7-8**  
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.  
**Note: Class fees apply.**

**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 enter 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.  
**Note: Class fees apply.**

**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.  
**Note: Class fees apply.**

**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.  
**Prerequisite:** Completion of Beginning Dance Fundamentals or teacher recommendation.  
**Notes: Admission is determined by audition. Class fees apply.**

**\* Course meets UC eligibility**

All course offerings are subject to minimum enrollment levels.

## DANCE (CONTD.)

### **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 eligibility**

All course offerings are subject to minimum enrollment levels.

# THEATRE

*Physical Education Waiver for Visual and Performing Arts Students* – For students who intend to participate in Visual and Performing Arts Theatre courses, The King's Academy will make available a waiver for one (1) semester of Physical Education during the 9<sup>th</sup> - 10<sup>th</sup> grade years to allow for continuity in VPA courses. This waiver will be available each year during 9<sup>th</sup> - 10<sup>th</sup> grade if the student is enrolled in a World Languages course. The waiver is applicable at The King's Academy only and is not transferable to other schools, should the student transfer.

**Theatre 6** **Semester** **6**  
Theatre 6 is a semester-long elective that will introduce students to acting. This course will be structured around theatre exercises, games and improv work. Students will develop confidence and competency. Units will include monologues, storytelling and a class one act play.

**Fundamentals of Theatre – JH** **Year** **7-8**  
This is an elective that will introduce students to many aspects of acting and theatre production. The course will be structured around units, including monologue and scene work, auditioning, story-telling, script writing, costume design, critique writing, improv exercises and theatre 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 theatre.

**Theatre 1 \*** **Year** **9-12**  
Theatre 1 will introduce high school students to the foundations of theatre. They will be exposed to theatre 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 theatre and helps students develop confidence on stage. **This class should only be taken once for credit, and it is the only UC-approved theatre course.**

**Theatre 2** **Year** **10-12**  
This elective course is designed for students who successfully completed Theatre 1 and who desire the skills needed to pursue theatre beyond the basic level. This course will focus on acting theory and methodology, as well as playwriting, directing, and theatre production. The course will also cover similar units as Theatre 1 but will take them to a deeper level. Additionally, this course culminates in an end-of-year production.

**Prerequisites:** Completion of Theatre 1 and teacher approval.

**Note:** Class fees apply.

**Theatre 3** **Year** **11-12**  
This elective course is designed for students who successfully completed Theatre 2. The course will also cover similar units as Theatre 2 but will take them to a deeper level with an emphasis in directing and production management. Additionally, this course culminates in an end-of-year production.

**Prerequisites:** Completion of Theatre 2 and teacher approval.

**Note:** Class fees apply.

**Theatre 4** **Year** **12**  
This elective course is designed for students who successfully completed Theatre 3. Any students enrolled in Theatre 4 serve as teaching assistants for the Theatre 1 course. Students build skills in educational theatre by helping facilitate class activities, preparing special breakout sessions, and directing scenes. This course is designed for students who are pursuing a career in theatre arts.

**Prerequisites:** Completion of Theatre 3 and teacher approval.

**\* Course meets UC eligibility**

All course offerings are subject to minimum enrollment levels.

## MUSIC

**Physical Education Waiver for Visual and Performing Arts Students** – For students who intend to participate in Visual and Performing Arts Instrumental Music or Vocal Music courses, The King's Academy will make available a waiver for one (1) semester of Physical Education during the 9<sup>th</sup> - 10<sup>th</sup> grade years to allow for continuity in VPA courses. This waiver will be available each year during 9<sup>th</sup> - 10<sup>th</sup> grade if the student is enrolled in a World Languages course. The waiver is applicable at The King's Academy only and is not transferable to other schools, should the student transfer.

### Strings 6

Year

6

This class is open to 6<sup>th</sup> grade students who play violin, viola, cello, or double bass. It provides an opportunity for 6<sup>th</sup> grade students who already play a string instrument to continue playing and be better prepared to enter the String Ensemble or String Orchestra their 7<sup>th</sup> grade year. Students will be required to own or rent an instrument for this course.

**Prerequisite:** Some prior experience with chosen instrument required.

**Note: Class fees apply.**

### Band 6 (Blue Band)

Year

6

The 6<sup>th</sup> grade Blue Band meets four days a week and is a yearlong course. It is designed to be an introduction to participation in concert band. Students will develop music reading skills on a band instrument and will be prepared for participation in the junior high Gold Band.

**Note: Class fees apply.**

### Junior High Concert Choir

Year

6-8

Concert Choir is a class for all junior high students who enjoy singing and seek a better understanding of vocal development. Students will develop the ability to use their vocal cords properly in singing and projecting the voice in an effective way. Music fundamentals will be taught through this class. Students will perform a variety of choral music, such as contemporary worship songs, acapella, gospel, pop, musical theater, and classical pieces. This class will perform at least three times during the academic year and will compete in choral competitions.

**Notes: A polo shirt is required. Class fees apply.**

### Band 7 (Gold Band)

Year

7

The class is designed for junior high students with intermediate to advanced performance level. Students will incorporate easy- to medium-level literature in their repertoire and will perform publicly each semester. Students 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:** Successful completion of Blue Band or teacher approval. Students must be able to read music.

**Note: Class fees apply.**

### Jazz Band

Year

7-12

This course is designed for students with a serious interest in music. Jazz Band will perform jazz standards, swing music, big band tunes, ballads, and contemporary popular and rock music. Jazz Band members are required to participate in Marching Band and Pep Band as well as all Concert Bands. The band will participate in contests and festivals, mostly during the spring semester. They will perform at some school and community events to promote the school and school spirit. There will be time required outside of school for performances. Traditional instruments in school jazz band include saxophones, trumpets, trombones, and rhythm (piano, drums, bass, and guitar).

**Prerequisite:** Concurrent enrollment in Gold Band or Knights Brigade (unless they play a rhythm instrument).

**Notes: Admission is determined by audition. This class meets Z Period only. Class fees apply.**

## MUSIC (CONT'D)

**String Ensemble** **Year** **7-9**  
This class is open to 7<sup>th</sup> through 9<sup>th</sup> grade students who play one of four orchestral string instruments: violin, viola, cello, or double bass. This orchestra provides performance experience for intermediate string players. Students learn how to make music as an ensemble. Repertoire will include arrangements of music for string orchestra representing various periods and styles. Students will be required to own or rent an instrument for this course.  
**Prerequisites:** One year or more previous ensemble experience and weekly private lessons are required.  
**Notes: Admission is determined by audition. Class fees apply.**

**String Orchestra \*** **Year** **7-12**  
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:** Previous string instruction and teacher approval. 7<sup>th</sup> and 8<sup>th</sup> grade by audition.  
**Note: Class fees apply.**

**Knights Brigade/Percussion Ensemble \*** **Year** **8-12**  
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 sports 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 drum sticks for this course.  
**Prerequisites:** Successful completion of Gold Band or teacher approval. Students must be able to read music.  
Summer band camp and drum camp is required.  
**Notes: Admission is determined by audition. Class fees apply.**

**Knights Brigade/Wind Ensemble \*** **Year** **8-12**  
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 sports 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:** Successful completion of Gold Band or teacher approval. Students must be able to read music.  
Summer band camp is required.  
**Notes: Admission is determined by audition. Class fees apply.**

**High School Concert Choir**  **Year** **9-12**  
Concert Choir is a class for all students who enjoy singing and seek vocal development. Students will develop the ability to use their vocal cords properly in singing and projecting the voice in an effective way. Music fundamentals will be taught through a more intensive study and discovery of music as a whole. Students will perform a variety of choral music with variations in levels of difficulty and interpretation. The students will learn, understand and perform contemporary worship songs, acapella, gospel, pop, musical theater, and classical pieces. This class will perform at least three times during the academic year and compete in choral competitions.  
**Note: Class fees apply.**

Pending UC approval  
\* Course meets UC eligibility

All course offerings are subject to minimum enrollment levels.

## MUSIC (CONT'D)

### **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 utilizing creativity, technique, versatility, stage presence, ministry, professionalism, and team building. This course is designed to prepare students for future opportunities in performance and allow them every opportunity to grow as a young artist. Students will be required to perform a variety of choral music. This will include gospel, pop, jazz, musical theater and classical pieces throughout the year while learning choreography to go with set songs.

**Notes: Admission is determined by audition. Dance shoes are required. Class fees apply.**

**\* Course meets UC eligibility**

All course offerings are subject to minimum enrollment levels.

## WORLD LANGUAGES DEPARTMENT

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**French 1 \*** **Year** **8-12**  
French 1 is designed to introduce students to the enjoyment of learning a second language. The course strikes a balance between all four language skills: listening, speaking, reading, and writing. 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** **9-12**  
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 competency. 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** **10-12**  
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** **11-12**  
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 its ultimate goal is to prepare students for understanding daily life in a French-speaking environment. Cultural and historical components include information on artistic creators, short films, and literature readings.

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

**\* Course meets UC eligibility**

All course offerings are subject to minimum enrollment levels.

## WORLD LANGUAGES DEPARTMENT (CONT'D)

**AP French Language and Culture \* ^** **Year** **11-12**  
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:** Completion of French 3 with an A (not A-) or completion of French 4 with a B+ or higher, and AP committee approval.

**Mandarin 1 \*** **Year** **8-12**  
This is an introductory course of spoken and written Mandarin Chinese for high school 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** **9-12**  
This is the continuation of spoken and written Mandarin 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 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** **10-12**  
This is the continuation of spoken and written Mandarin 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 comprehensive 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 introduce more 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** **11-12**  
This is the continuation of spoken and written Mandarin 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 comprehensive 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.

**□ Pending UC approval**

**\* Course meets UC eligibility**

**^ Earns an extra grade point**

All course offerings are subject to minimum enrollment levels.

## WORLD LANGUAGES DEPARTMENT (CONT'D)

### **AP Chinese Language and Culture** □ ^      **Year**      **11-12**

The AP Chinese Language and Culture course in Mandarin Chinese 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. The AP Chinese Language and Culture 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 Chinese. Students in this course 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:** Completion of Mandarin 3 with an A (not A-) or completion of Mandarin 4 with a B+ or higher, and AP committee approval.

### **Spanish 1 \***      **Year**      **8-12**

This course is designed as an introduction to Spanish for students who have little or no Spanish language background. Emphasis is placed on the integration of the four areas of language arts: reading, writing, speaking and listening. 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**      **9-12**

This course is a continuation of spoken and written Spanish for students who have successfully completed Spanish 1. Emphasis is again placed on the four language skills, and communication is the focus of all classroom activities. Students learn increasingly complex vocabulary and will master present, preterit, 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**      **9-12**

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, preterit, imperfect, conditional, present perfect, present subjunctive, and command forms of the verbs in Spanish.

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

### **Spanish 3 \***      **Year**      **10-12**

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.

### □ Pending UC approval

\* Course meets UC eligibility

^ Earns an extra grade point

All course offerings are subject to minimum enrollment levels.

## WORLD LANGUAGES DEPARTMENT (CONT'D)

### **Spanish 3 Honors \* ^** **Year** **10-12**

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.

**Prerequisites:** Completion of Spanish 2 Honors with a B+ or higher or Completion of Spanish 2 with an A- or higher.

### **Spanish 4 \*** **Year** **11-12**

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.

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

### **AP Spanish Language and Culture \* ^** **Year** **11-12**

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:** Completion of Spanish 3 or 4 with an A (not A-) or completion of Spanish 3 Honors with a B+ or higher, and AP committee approval.

### **First-Year American Sign Language \*** **Year** **9-12** **(Parts 1 and 2)**

This is an **online course** offered through BYU Independent Study. TKA students who register for this course will be scheduled into an elective period in a school computer lab. 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. Please note: Students must pass the final exams for both Part 1 and Part 2 of this course to receive credit. This course does not count toward a student's NCAA Eligibility Center academic certification status.

**Note: There is a \$500 fee for this course.**

**\* Course meets UC eligibility**

**^ Earns an extra grade point**

All course offerings are subject to minimum enrollment levels.

## WORLD LANGUAGES DEPARTMENT (CONT'D)

**Second-Year American Sign Language \***                      **Year**    **9-12**  
**(Parts 1 and 2)**

This is an **online course** offered through BYU Independent Study. TKA students who register for this course will be scheduled into an elective period in a school computer lab. 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. Please note: Students must pass the final exams for both Part 1 and Part 2 of this course to receive credit. This course does not count toward a student's NCAA Eligibility Center academic certification status.

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

**Note:** There is a \$500 fee for this course.

## WORLD LANGUAGES ELECTIVES

**Survey of World Languages**    **Year**    **7-8**

This is an introductory class to world languages for students in junior high. The course is divided into three primary units: Spanish, French and Mandarin. Each of these units includes an introduction to the basic structure of the language, how to approach learning the language, patterns and similarities to student's home language, and basic reading, writing, speaking, and listening skills. Throughout the course, students will learn how to describe languages using the proper linguistic terminology, how to compare and contrast language systems from different language families, and the variables that contribute to the development and influence of languages.

**\* Course meets UC eligibility**

All course offerings are subject to minimum enrollment levels.

## INTERDISCIPLINARY ELECTIVES

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**Research Project** **Year** **11-12**  
This advanced research course reaches beyond the classroom and provides students in their junior and senior years with opportunities to investigate topics of their choosing as well as develop a voice that carries out the mission, vision, and core values of The King's Academy. Students will undertake research with a cross-curricular approach that captures and harnesses the same multi-platform skillsets that colleges and corporations demand. Original research projects may fall into the broad science, humanities, business, or liberal arts categories as well as interdisciplinary orientations. Once students have chosen a field of research, students will seek guidance from a professional mentor in the field. The course culminates with a public presentation of a paper or project - the result of a year of research, scholarly engagement, source analysis, and intellectual inquiry. Students are expected to commit no less than four hours per week to the project.  
**Prerequisites:** Application approval.

## NON-DEPARTMENTAL ELECTIVES

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**Office Assistant** **Year/Semester** **7-12**  
A leadership role where students work directly with administrative staff to accomplish a variety of tasks including use of office copiers to print forms, filing, alphabetizing, and 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:** Maintaining a GPA of 2.5 and office staff/counselor approval.

**Study Hall** **Year/Semester** **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** **Year/Semester** **7-12**  
TKA provides a unique opportunity for students to receive tutoring on campus A-G period during the school day. This class is an elective, and there is no extra cost. The Tutoring class is staffed by a teacher tutor and peer tutors. The main focus of the class is to offer help in math and science. No credit will be given for this class.  
**Note: Private tutoring is not allowed during the school day at The King's Academy.**

**Information Technology (IT) Intern** **Year** **9-12**  
The IT Intern will assist the IT Department with tasks such as user-related issues, maintaining printers and projectors, etc. Students interested in becoming an IT intern should be proficient in using the Google Apps for Education platform, have some knowledge of technology hardware, and have a demonstrated passion for technology. The IT student intern will be expected to complete all tasks assigned to them in a timely manner and ask for help when needed. Customer satisfaction will be one of the points used to assess the student's performance. Students will receive a Pass/Fail grade.  
**Prerequisites:** Maintaining a GPA of 2.5 and IT Department approval.  
**Notes: IT interns are strongly encouraged to work as a paid summer intern for the IT Department. 9<sup>th</sup>-grade interns may take this course for a semester.**

**Library Aide** **Year/Semester** **9-12**  
Students will be trained to assist the library staff in the areas of book processing, circulation, collection development, display making, inventory, and shelving. Students will receive a Pass/Fail grade.  
**Prerequisites:** Maintaining a GPA of 2.5 and Librarian approval.

## NON-DEPARTMENTAL ELECTIVES (CONT'D)

<b>Public Relations/Communications Intern</b>	<b>Semester</b>	<b>10-12</b>
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The PR Intern will assist the Public Relations Department with communication and event tasks. The intern will create social media and blog posts about TKA activities, both in the classroom and in extracurricular areas. This may include taking photos, making videos, editing, writing, interviewing. The intern will also assist with public relations events which will include both event preparation and assistance at the event (flexible but some nights and weekends may be required). Students will receive a Pass/Fail grade.

**Prerequisites:** Maintaining a GPA of 2.5 and PR Department approval. A successful intern would be good at pitching great content ideas, editing and, writing short form content. Good photography and Photoshop skills a plus.

**Notes:** Contact Kriss Hayward, Director of Marketing & Communications, at [kriss.hayward@tka.org](mailto:kriss.hayward@tka.org) to receive an application. Applications are due no later than March 29, 2019

<b>Student Council</b>	<b>Year</b>	<b>10-12</b>
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Members of the Student Council will develop leadership skills by taking responsibility for school activities. They plan, organize, and run a variety of school events such as movie nights, the school Carnival, and Spirit Week. Decision-making skills and team-building skills will be developed and utilized. **Be advised:** This position is very time-consuming and includes hours outside of the school day. It is a major commitment for the year. Students will receive a Pass/Fail grade.

**Prerequisites:** Application, active follower of Christ, and previous leadership positions (academic, athletic, or extracurricular).

<b>Peer Tutor</b>	<b>Year/Semester</b>	<b>11-12</b>
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A student can sign up to be a peer tutor to work alongside a teacher tutor. 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 tutor and receives a Pass/Fail grade.

**Prerequisite:** Academic Support Director approval.

<b>Teacher Assistant</b>	<b>Year/Semester</b>	<b>11-12</b>
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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:** Maintaining a GPA of 2.5 and 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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