



THE KING'S ACADEMY

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

Course Catalog 2022-2023

562 N. Britton Avenue ♦ Sunnyvale, CA 94085-3841
(408) 481-9900 ♦ Fax (408) 481-9932 ♦ Attendance (408) 481-0150 ♦ SAO (408) 481-0159
www.tka.org



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.

Nondiscriminatory Policy

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

School Board

Kooper Frame, President
Laura French, Vice President
Scott Bartell, Treasurer
Amy Horning, Secretary
Scott Meadows, Head of School

Jim Black
Kristal Franklin
Jason Giles
Frank Kmak
Greg Niven

Joe Tan
Julia Taylor
Stephen Tom

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

Psalm 78:4

COURSE CATALOG

Table of Contents

| | |
|---|----|
| INTRODUCTION..... | 1 |
| Academic Policies..... | 1 |
| Course Description Footnote Symbols..... | 2 |
| The King’s Academy High School Graduation Requirements..... | 2 |
| The King’s Academy Junior High School Course Plan..... | 2 |
| The King’s Academy High School Recommended Four-Year Course Plan..... | 3 |
| | |
| BIBLE DEPARTMENT..... | 4 |
| | |
| COMPUTER SCIENCE AND ENGINEERING DEPARTMENT..... | 6 |
| | |
| ENGLISH DEPARTMENT..... | 9 |
| | |
| MATHEMATICS DEPARTMENT..... | 13 |
| | |
| PHYSICAL EDUCATION DEPARTMENT..... | 16 |
| | |
| SCIENCE DEPARTMENT..... | 17 |
| | |
| SOCIAL STUDIES DEPARTMENT..... | 21 |
| | |
| VISUAL AND PERFORMING ARTS DEPARTMENT..... | 24 |
| Art..... | 24 |
| Dance..... | 26 |
| Theatre..... | 27 |
| Music..... | 28 |
| | |
| WORLD LANGUAGES DEPARTMENT..... | 31 |
| | |
| INTERDISCIPLINARY ELECTIVES..... | 36 |
| | |
| NON-DEPARTMENTAL ELECTIVES..... | 36 |

INTRODUCTION

The King’s Academy 2022-2023 Course Catalog is designed to assist students and parents in selecting courses for the entire school year. All courses offered at The King’s Academy (TKA) are included in this catalog. **However, the school reserves the right to modify all courses and to withdraw courses for which too few students register.**

Academic Policies

For most academic matters, please refer to the “Academic Information” section in the *Student/Parent Handbook*.

The schedule for enrollment, including change deadlines, is as follows:

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

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

Advanced Placement classes are, in essence, college-level courses. Students who wish to take an AP class must submit an Advanced Placement (AP) Course Student Application to be approved by the AP Committee, and they must meet all pre- or co-requisites. TKA limits students to no more than three (3) AP courses in a single academic year, unless granted an 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.** A student who is not enrolled in the AP course at TKA may not take the AP exam at TKA. These classes are designed to prepare the students for the national AP exams administered in May. In some cases, colleges and universities award credit to incoming students who have scored well on AP exams. There is a fee to take each AP exam. Students will be required to purchase their own textbooks.

Homework Load

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

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

Course Description Footnote Symbols

- * College preparatory courses meeting the University of California (UC) eligibility requirements are noted by an asterisk (*). Students who meet the UC admissions requirements will also meet requirements for many other universities.
- ^ A caret (^) denotes courses earning an extra grade point, which includes all AP courses and only the following 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, but the extra grade point is calculated into the GPA and noted on the course with an asterisk.
- ▣ A square (▣) signifies that a course has been submitted for UC approval.

The King's Academy High School Graduation Requirements

| Subject Area | Total Credits |
|---|--|
| Bible | 10-30 (<i>Dependent upon year entered</i>) |
| Math† | 30 |
| Science | 30 |
| English | 40 |
| Social Studies* | 40 |
| World Languages‡ | 20 |
| Physical Education (9 th grade must take PE) | 20 |
| Visual and Performing Arts (VPA) | 10 |
| <u>Electives</u> | <u>20 (minimum)</u> |
| Credits Required for Graduation | 240 credits |

Note: An integral component of TKA's high school curriculum is required annual participation in TKA's service week.

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.

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

**Students graduating in 2025 and beyond need only 30 credits of Social Studies.*

‡*Completion of level two (2) of a world language is required. Completion of level three (3) or higher is strongly recommended. World languages taken in junior high may be counted toward high school graduation requirements. At least one (1) year of world language must be taken in high school.*

The King's Academy Junior High School Course Plan

6th Grade

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

7th Grade

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

8th Grade

Bible 8
 Pre-Algebra/Algebra I
 Science 8
 English 8
 U.S. History 8
 P.E. – JH
 Elective

THE KING'S ACADEMY 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 TH GRADE | 10 TH GRADE | 11 TH GRADE | 12 TH 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"/> Bible 10 (semester) | <input type="checkbox"/> Bible 11 (year) | <input type="checkbox"/> Bible 12 (2 semesters) | BIBLE [30 credits] | N/A |
| P.E. | <input type="checkbox"/> 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 <i>(Optional for class of 2025 and beyond)</i> | <input type="checkbox"/> Modern World History 10 <input type="checkbox"/> AP World History: Modern | <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 | SOCIAL STUDIES [40 credits] [30 credits for class of 2025 and beyond] | "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"/> 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 science recommended |
| LANGUAGE | <input type="checkbox"/> French 1, 2 or 3 <input type="checkbox"/> Mandarin 1, 2, 3 or 4 <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"/> Mandarin 1, 2, 3 or 4 <input type="checkbox"/> Spanish 1, 2/Honors, 3/Honors, or 4 <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" Level 2 of the same language required Level 3-4 recommended |
| VPA | <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"/> Knights Brigade Percussion Ens. <input type="checkbox"/> Knights Brigade Wind Ensemble | <input type="checkbox"/> Knights Shine <input type="checkbox"/> High School Concert Choir <input type="checkbox"/> Theatre 1 <input type="checkbox"/> String Orchestra <input type="checkbox"/> Computer 3D Modeling with ZBrush <input type="checkbox"/> Digital Design and Animation | <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"/> Advanced Art <input type="checkbox"/> Knights Brigade Wind Ensemble <input type="checkbox"/> Knights Brigade Percussion Ensemble | <input type="checkbox"/> Knights Shine <input type="checkbox"/> High School Concert Choir <input type="checkbox"/> Theatre 1 <input type="checkbox"/> String Orchestra <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 listed in catalog | Listed in catalog – Includes Pestilence and Civilization, AP Psychology, AP Computer Science A, and AP Computer Science Principles | Electives [20 credits minimum] | ELECTIVES [20 credits minimum] | "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 one of the following: Comparative Religions, Worldviews, Contemporary Issues (space is limited in this course), or Foundational Spiritual Disciplines.

Bible 12: Apologetics (Required) 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 21st century. Students 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.

Bible 12: Worldviews Semester 12
This course surveys today’s major worldviews and their approach to life across multiple academic disciplines. Students will learn how to identify the most prominent theistic and secular worldviews shaping our world and how to Biblically counter false ideas unwittingly adopted by many young adults today. The student will learn how to apply a biblical worldview to a variety of social institutions and across multiple academic disciplines.

BIBLE ELECTIVE

For students in Grade 9-11, this elective will not substitute for Bible graduation requirements. For students in Grade 12, this elective class will fulfill one (1) semester of the student’s Grade 12 Bible requirement.

Foundational Spiritual Disciplines Semester 9-12
This course gives students an opportunity to learn four foundational spiritual disciplines—prayer, Bible study, generosity, and evangelism—using tools and practices from a variety of Christian traditions. Students will be asked to practice these disciplines in learning cohorts and reflect on their growth in these areas in written and oral assignments. The goal of this course is for students to gain confidence and competency with practicing the Christian faith.

All course offerings are subject to minimum enrollment levels.

COMPUTER SCIENCE AND ENGINEERING DEPARTMENT

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

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

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

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

Prerequisite: Robotics Engineering and Programming 1 - JH

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 audio history, introduction to music theory, and the science of sound. In conjunction with this training, students will be able to learn how to properly use the necessary sound equipment and Logic Pro X for audio production.

Audio-Visual Technical Support Semester 9-12

This hands-on course will teach and train students in the understanding and use of professional audio/visual (A/V) equipment for supporting events such as chapels, assemblies, concerts and more. Students who take this course will become "certified users" of the TKA equipment in the W Building, Theater, Gym, and Quad. In this class, students will be required to support weekly Spiritual Life events and a small selection of other non-school-hour events for TKA. (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, plus basic audio engineering and video production fundamentals.

Computer-Aided Design (CAD) Semester 9-12

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

Prerequisite: Completion of or concurrent enrollment in Geometry.

Introduction to Computer Science 1 Semester 9-12

This course provides an overview of computer science and its related disciplines. Students will begin with the language of computers and how it is used to represent numbers, text, images, and information theory. Students will be introduced to computer programming in JavaScript. Topics include algorithms, flowcharts, branching, and loops. Additional units will cover boolean logic, graphics, logic & comparison operators. Students will complete projects that demonstrate the skills learned. Socratic Seminars will engage the students in real world applications of computer science. Group projects will emphasize collaboration, meeting design requirements, and the engineering process.

COMPUTER SCIENCE AND ENGINEERING DEPARTMENT (CONT'D)

Introduction to Computer Science 2 **Semester** **9-12**
This course further explores topics in computer science. Units will examine the development and design of animation & games, events, user input, functions & parameters. JavaScript will be used for programming labs and to develop game apps. Additional units will cover data structures & group projects.
Prerequisites: Completion of Introduction to Computer Science 1

PLTW: Introduction to Engineering Design * **Year** **9-12**
This is a foundation course in the Project Lead The Way (PLTW) Engineering Program. In this course, students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common engineering design and development protocols such as project management and peer review. Students will develop skills in technical representation and documentation of design solutions according to accepted technical standards, and they will use current 3D design and modeling software to represent and communicate solutions. In addition, the development of computational methods that are commonly used in engineering problem solving, including statistical analysis and mathematical modeling, are emphasized. Ethical issues related to professional practice and product development are also presented.

PLTW: Principles of Engineering * **Year** **10-12**
This course is a foundation course of the high school engineering pathway for Project Lead The Way (PLTW). This survey course exposes students to some of the major concepts they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. Students have the opportunity to develop skills and understanding of course activities through activity, project, and problem-based (APB) learning. By solving rigorous and relevant design problems using engineering and science concepts within a collaborative learning environment, APB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills. Students will also learn how to document their work and communicate solutions to their peers and members of the professional community. It also allows students to develop strategies to enable and direct their own learning.
Prerequisite: Completion of Introduction to Engineering Design

AP Computer Science Principles * ^ **Year** **9-12**
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- or higher, or Algebra 2 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.

COMPUTER SCIENCE AND ENGINEERING DEPARTMENT (CONT'D)

AP Computer Science A * ^

Year

10-12

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 or an approved outside course, and AP Committee approval.

* Course meets UC eligibility

^ Earns an extra grade point

All course offerings are subject to minimum enrollment levels.

ENGLISH DEPARTMENT

The King's Academy English Department Literature Selection Philosophy

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

| | | |
|-----------------------------------|-------------|----------|
| English 6: | Year | 6 |
| Literature and Composition | | |

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

| | | |
|-----------------------------------|-------------|----------|
| English 7: | Year | 7 |
| Literature and Composition | | |

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

| | | |
|-----------------------------------|-------------|----------|
| English 8: | Year | 8 |
| Literature and Composition | | |

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

| | | |
|-----------------------------------|-------------|----------|
| English 9: * | Year | 9 |
| Literature and Composition | | |

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

*** Course meets UC eligibility**

All course offerings are subject to minimum enrollment levels.

ENGLISH DEPARTMENT (CONT'D)

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

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

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

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

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

Heroes and Beasts: Examining the Duality of Humanity. Literature selections for this class center on the thematic idea of the dual nature of the human condition. 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 explore the connections between literary archetypes and the problems and privileges of the human condition. Students will learn about ancient Greece, the Renaissance, Romanticism, and World War I and II through novels, plays, short stories, poems, and non-fiction books and essays, and other artistic resources such as 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

Liminal Characters as Symbols of Transition in America. Literature selections for this class center on the thematic framework of transitional thoughts of American authors in foundational seasons of the nation. 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. Students will trace the changing values and mindset of American society throughout time and examine the effects of these developments. 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.

* Course meets UC eligibility

All course offerings are subject to minimum enrollment levels.

ENGLISH DEPARTMENT (CONT'D)

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- or higher, or English 10 Honors with a B+ or higher, and AP Committee Approval.

English 12: * **Year** **12**
British Literature and Composition
Facing Giants in Facts and Fiction. Literature selections for this class center on the thematic idea of defeating literal and figurative giants. This course integrates personal experiences with the literary experience, making a nice dichotomy between investigating students' individual perspective against the perspective of great literature exploring the art of battling giants literally and metaphorically. Students will investigate the personal voice with the personal narrative essay, op-eds, and a final research paper alongside studies of modern nonfiction. Additionally, students will read several classic British texts featuring metaphorical giants whom the protagonist must face while exploring the essential questions of humanity. Units of study incorporate a variety of writing exercises to express critical reading and thinking skills; it will also emphasize rhetorical style, structure, and other techniques of writing.

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- 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 - JH

Semester

6-8

Students in this course will explore their academic potential by engaging in a wide variety of writing assignments. They will consider speaker, occasion, audience, and tone as they write for different purposes including self-expression, exposition, and persuasion. Students will review essential grammar and conventions throughout the course.

Speaking with Confidence - JH

Semester

6-8

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

Introduction to Debate - JH

Semester

7-8

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

Creative Writing

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

Semester/Year

9-12

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

All course offerings are subject to minimum enrollment levels.

MATHEMATICS DEPARTMENT

Math 6 **Year** **6**
This course helps build a strong foundation in all areas of math to prepare students for success in General Math and Pre-Algebra. Content areas include operations with fractions and decimals, integers, ratios, rates, percentages, surface area, volume, as well as algebraic expressions, equations, and inequalities. Sixth grade students who complete this course will be on track to complete the standard college preparatory program.

General Math **Year** **6-7**
This course prepares students for Pre-Algebra. Basic mathematical concepts and skills are reviewed and reinforced including the study of: integers; rational numbers such as fractions; decimals; expressions and basic linear equations; ratios and percentages; angles and geometric figures; circumference and perimeter; surface area and volume; and probability. General Math does not count as a high-school college preparatory course, even if taken in high school.

Pre-Algebra **Year** **6-8**
In this course, students will study multi-step equations, linear equations, functions, radicals, integer exponents, scientific notation, unit conversions, congruent and similar figures, angle relationships, data analysis, volumes of solids, and applications of the Pythagorean Theorem. This class is required for students who plan to take Algebra 1. Pre-Algebra does not count as a high-school college preparatory course, even if taken in high school.

Algebra 1 * **Year** **7-10**
This introductory high school level course focuses on algebraic thinking and multiple representations, including verbal, numeric, symbolic, and graphical representations. This course covers topics including: exponents and roots; simplifying radicals; simplifying expressions; absolute value and equations; solving and graphing linear equations and inequalities; solving systems of equations; simplifying polynomial expressions; factoring polynomials; graphing and solving quadratic equations by factoring, completing the square, and quadratic formula. A scientific calculator is required.

Prerequisite: Completion of Pre-Algebra with a B- or higher.

Note: Students enrolled in this course during 6th–8th grade must earn a final grade of B or higher to enroll in Geometry. High school students who do not pass the second-semester final exam with a grade of 70% or higher and/or do not earn a second-semester grade of 80% or higher should take a summer Algebra 1 remedial course.

Geometry * **Year** **8-10**
This course will use fun, practical problems, creative projects, and a review of the skills and concepts developed in Algebra 1 to train students in geometry topics. Such topics include the use of inductive and deductive reasoning to understand plane, coordinate, and solid geometry, including relationships between points, lines, angles, and planes. Students will also discover the relationships within and between triangles, quadrilaterals, polygons, circles, and solids; including the topics of congruence, similarity, area, perimeter, volume, and surface area. Students will be trained in the language of geometry in order to write proofs for theorems, write proofs for proving congruence and similarity, understand postulates, and become masters at problem-solving.

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

Geometry Honors * **Year** **8-10**
This course includes all the material in the regular Geometry course, in addition to more advanced geometry material.

Prerequisites: Completion of Algebra 1 with an A- or higher.

* Course meets UC eligibility

All course offerings are subject to minimum enrollment levels.

MATHEMATICS DEPARTMENT (CONT'D)

| | | |
|--|-------------|--------------|
| Algebra 2 * | Year | 9-11 |
| This course is designed to solidify the foundational algebraic concepts originally introduced in Algebra 1, while expanding the student's understanding of more advanced topics that will prove necessary in higher-level math courses. Topics covered include: linear equations; quadratics; polynomials; function transformation; complex numbers; logarithmic; trigonometric; rational, and radical functions. | | |
| Prerequisites: Completion of Algebra 1 with a B or higher and Geometry with a C- or higher. | | |
| Algebra 2 Honors * | Year | 9-11 |
| Algebra 2 Honors is a second-year, enriched algebra course. It runs at a faster pace and includes more challenging problems than regular Algebra 2. Topics covered are the same as Algebra 2, but also include probability and statistics. | | |
| Prerequisites: Completion of Algebra 1 and Geometry with an A- or higher or Geometry Honors with a B+ or higher. | | |
| Financial Mathematics | Year | 10-12 |
| This course is designed to give students experience with practical applications of the math skills they have learned in school. The emphasis is on application to their lives now and to their future financial decisions. The 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. | | |
| Pre-Calculus * | Year | 10-12 |
| Pre-Calculus covers algebra review; plane trigonometry; plane analytic geometry; complex numbers; polynomial functions; elementary probability; vectors; and matrices. | | |
| Prerequisites: Completion of Algebra 2 or Algebra 2 Honors with a C- or higher. | | |
| 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 include an extensive review of topics from algebra, trigonometry and analytic geometry that are needed for success in calculus. The course covers the topics normally taught in the first two quarters of a four-quarter college calculus sequence. This course is intended for students who have completed 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- or higher, or Pre-Calculus Honors with a B+ or higher, a passing grade on a Calculus Readiness Test, and AP Committee approval. | | |

* Course meets UC eligibility

^ Earns an extra grade point

All course offerings are subject to minimum enrollment levels.

MATHEMATICS DEPARTMENT (CONT'D)

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- or higher, 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- or higher, or Pre-Calculus Honors with a B+ or higher, and AP Committee approval.

MATHEMATICS ELECTIVES

Art of Problem Solving 1 **Semester** **7-8**
This course is a math elective and cannot replace the required math class. This course equips students with the problem-solving skills to solve abstract math problems (i.e., number theory and proofs) and real-world problems (i.e., architecture, statistics, financial math). The problem-solving skills will be drawn from four branches of mathematics: algebra, geometry, number theory, and combinatorics. This course will consist of interactive group sessions where students develop and apply analytical skills to competition-style events from MathCounts and AMC such as team round, countdown round. Students may have the opportunity to compete in local, regional, state, and national competitions in the spring semester.
Prerequisite: Completion of Pre-Algebra

Art of Problem Solving 2 **Semester** **7-8**
This course is a math elective and cannot replace the required math class. Art of Problem Solving 2 is the subsequent course for Art of Problem Solving 1 course. This course equips students with the problem-solving skills to solve abstract math problems (i.e., number theory and proofs) and real-world problems (i.e., architecture, statistics, financial math). The problem-solving skills will be drawn from four branches of mathematics: algebra, geometry, number theory, and combinatorics. This course will consist of interactive group sessions where students develop and apply analytical skills to competition-style events from MathCounts and AMC.
Prerequisite: Completion of Art of Problem Solving 1

* Course meets UC eligibility
^ Earns an extra grade point

All course offerings are subject to minimum enrollment levels.

PHYSICAL EDUCATION DEPARTMENT

The Physical Education requirement for high school graduation is fulfilled by taking two (2) years of P.E. classes. All students in 9th grade are required to take P.E. Students in 10th through 12th 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 10th-12th grade (not 9th 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 in 10th-12th grade may earn up to a maximum of ten (10) P.E. credits for these activities in a given school year.

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

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

Physical Education – JH **Year** **7-8**

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

Physical Education – HS **Semester/Year** **9-12**

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

PHYSICAL EDUCATION ELECTIVES

Basketball – JH **Semester/Year** **7-8**

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

Strength and Conditioning **Semester/Year** **10-12**

This course is designed as an introduction to the fundamentals of weight training as part of an overall fitness program. Emphasis will be placed on safety. The student will be taught proper form, 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

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. Technology is integrated into the curriculum with the use of online platforms for digital labs, and data collection, analysis, and graphing.

Science 7: Life Science

Year

7

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

Science 8: Physical Science

Year

8

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

Biology *

Year

9-12

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)

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

| Physical Science * | Year | 10 |
|---|-------------|-----------|
| <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 10th 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.

| Chemistry * | Year | 10-12 |
|---|-------------|--------------|
| <p>This course covers such topics as the structure of matter, nomenclature, electronic structure, periodicity, intermolecular forces and a mathematical treatment of thermodynamics, kinetics, equilibrium, stoichiometry, acids and bases and redox chemistry. This course is geared to prepare students for success in college-level chemistry. Labs cover classic experiments in each major topic. Students must be competent in Algebra 1 prior to entering chemistry, as the course requires a strong foundation in algebraic manipulation.</p> <p>Prerequisites: Completion of Biology with a B or higher, 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. Completion of Biology, Physical Science, and Algebra 1 (for a grade 11 or 12 student)</p> | | |

| Chemistry Honors * ^ | Year | 10-12 |
|---|-------------|--------------|
| <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>Prerequisites: 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> | | |

| AP Chemistry * ^ | Year | 11-12 |
|--|-------------|--------------|
| <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>Prerequisites: 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 a full-year, college-level laboratory and field science course designed to provide a comprehensive study of biochemistry, cell & molecular biology, genetics, evolutionary theory and ecology. Students gain experience in experimental data analysis, critical thinking, laboratory and field investigation skills. This course follows the College Board recommended curriculum and demands time and effort beyond that of a typical high school course. One of the end goals is to provide an opportunity for students to pass the nationally administered College Board AP Biology exam in May.

Prerequisites: Completion of Biology with an A- or higher, or completion of Biology Honors with a B+ or higher, completion of Chemistry with a B- or higher, or completion of Chemistry Honors with a C+ or higher, 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 grapple with a wide variety of topics from biology, chemistry, geology and social sciences. Students also engage with Bay Area agencies and non-profit organizations working in soil and water quality, water resources management, habitat restoration, endangered species recovery, and other local environmental issues.

Prerequisites: 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 this interdisciplinary field, students grapple with a wide variety of topics including biology, chemistry, geology and social sciences. Students gain experience in experimental data analysis, critical thinking, laboratory and field investigation skills. This course follows the College Board recommended curriculum and demands time and effort beyond that of a typical high school course. One of the end goals is to provide an opportunity for students to pass the nationally administered College Board AP Environmental Science exam in May.

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

Prerequisites: 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)

AP Physics 1 * ^

Year

11-12

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

Prerequisites: 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.

Anatomy and Physiology *

Year

11-12

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

Prerequisites: Completion of Biology and completion of Chemistry or Physical Science.

SCIENCE ELECTIVE

Pestilence and Civilization *

Semester/Year

11-12

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, 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 the 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.

* Course meets UC eligibility

^ Earns an extra grade point

All course offerings are subject to minimum enrollment levels.

SOCIAL STUDIES DEPARTMENT

Ancient World History 6 **Year** **6**
The sixth-grade study of ancient world history begins with creation and ends with the fall of the Roman Empire. The class explores the cultures of Mesopotamia, Egypt, Kush, Canaan, India, China, Greece, and Rome. The world religions studied (Judaism, Hinduism, Buddhism, Christianity) present opportunities to learn about the beliefs of people around the world and become more aware of humanity's need for God. History will come alive through reading paired with primary source materials and simulations, discussions, and choice projects.

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 with great sacrifice, and learn to apply a wealth of knowledge that will encourage healthy debate and emerging political consideration. At an additional cost, an East Coast trip is available for students who wish to participate in visiting historical sites.

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.

Modern World History 10 * **Year** **10**
This course is a survey of the events that brought about the modern world. Starting with the global "Age of Exploration," this course will cover the major events and geographical realities of the 16th through 20th centuries. Key movements and trends will be discussed, and emphasis will be placed on cause and effect relationships. Students will have opportunities to explore topics in-depth through simulations, projects, presentations, essay writing, and research reports, building a variety of skills throughout the year. The course will integrate a biblical worldview as it surveys the political, religious, and social history of all areas of the world.

*** Course meets UC eligibility**

All course offerings are subject to minimum enrollment levels.

SOCIAL STUDIES DEPARTMENT (CONT'D)

AP World History: Modern * ^ **Year** **10**
The AP World History course covers significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.
Prerequisites: Completion of Ancient World History 9 with an A- or higher, or Ancient World History 9 Honors with a B+ or higher, a passing grade on the timed placement essay, and AP Committee approval. For a student who has not completed Ancient World History 9 or 9 Honors they must have completed English 9 with an A- or higher, or English 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- or higher, 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.

AP U.S. Government and Politics * ^ **Semester** **12**
This college-level introduction to United States Government and Politics course offers students an opportunity to study the complexities and interrelationships of modern American government. The class will pay close attention to current and past political events to analyze the foundations, institutions, beliefs, and groups that participate in American politics. The course follows the College Board recommended curriculum.
Prerequisites: Completion of AP U.S. History with a B- or higher or U.S. History 11 with an A- or higher, and AP Committee approval.

* Course meets UC eligibility

^ Earns an extra grade point

All course offerings are subject to minimum enrollment levels.

SOCIAL STUDIES DEPARTMENT (CONT'D)

Economics * **Semester** **12**
This class introduces the student to the basic principles of America's market economy, including competition, opportunity cost, supply and demand, scarcity, prices, incentives, taxation, and monetary and fiscal policy. Students will understand common economic terms and concepts and be introduced to economic reasoning.

Economics Honors * ^ **Semester** **12**
This class covers the same material presented in the Economics course, with more depth and analysis. There will be a greater emphasis on critical thinking skills, essay writing, persuasive argumentation, and research of primary source documents. The class will include current and past economic events to enhance analysis of foundations, institutions, policies and consequences.

Prerequisites: Completion of U.S. History with an A- or higher, or AP U.S. History with a B- or higher.

SOCIAL STUDIES ELECTIVES

Introduction to the Law **Semester** **9-12**
In this course, students will learn about the structures, sources, and authority for the law. Litigation, corporate law, family law, and municipal law are a few areas of the law that are introduced. Students will also learn about God and the law from the perspective of a Christian lawyer. Students will focus on the skills of developing, supporting, and articulating an argument in written and oral form.

Introduction to Psychology **Semester** **9-12**
This course covers a wide range of psychology topics. The course will begin with a thorough overview of types of research in psychology – natural observation, case studies, correlational studies, and experimental design. Students will gain insight into the scientific nature of the discipline by focusing on experimental design at the outset. Students will then explore various disciplines in psychology including child development, social psychology, learning theory, and cognitive psychology through reading the primary research experiments that shaped the field of psychology. By reading original research, students can see the importance of rigorous scientific methods in the field of psychology and the exciting research questions that lie ahead. The course is structured in a discussion format. Students will be encouraged to think critically and appreciate the incredible design of God in how He made us so similar and yet so unique.

AP Psychology * ^ **Year** **11-12**
This course is designed as a fast-paced, college-level introduction to psychology. Students will learn the history of psychology as well as the scientific study of the mental processes and behaviors of humans and animals. Abnormal psychology, social psychology, developmental psychology, motivation, and emotion are just a few of the topics that will be covered in great detail. This course will require a significant amount of reading, but the information will be especially interesting. The course follows the College Board recommended curriculum.
Prerequisites: Completion of English 10/11 with an A- or higher, or English 10 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.

VISUAL AND PERFORMING ARTS DEPARTMENT

ART

Discovering Art – JH **Semester** **6-8**
Introductory concepts of design and composition will be integrated into each of the various art lessons and projects. The six abstract elements and five abstract principles of design will be the core unifying set of concepts for each semester. Major projects may include (but are not limited to) basic drawing skills (including the human figure and face, and linear perspective drawing), basic color theory and the color wheel, papier mâché sculpture, low-relief, stylized self-portrait sculptures, holiday-themed tissue paper "stained glass" windows, and basic hand-built ceramic pottery techniques.

Introduction to Digital Painting – JH **Semester** **7-8**
In this course, students will learn the following digital painting methodologies and basics: applying traditional techniques to a digital process, concept painting, lighting, contrast, still life vs. photo studies, composition, and speed painting. In conjunction with this training, students will create works of art with the software Procreate for iPadOS. Students are recommended, but not required, to purchase a stylus to use with their iPads.

Linear Perspective Drawing **Semester** **7-12**
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 practiced 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: Not a UC approved course.

Video Production and Editing **Semester** **7-12**
In this course, students will learn how to create videos through pre-production, production, and post-production. Students will learn how to write scripts as well as develop organizational spreadsheets before filming. Students will be taught to manipulate and operate camera equipment and lighting technology. Additional topics include how to edit using Adobe's Premier Pro and other effects programs, and how to create content for various media platforms such as YouTube. There will be separate classes for junior high and high school students.
Note: Not a UC approved course.

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 illuminated manuscript.
Note: Not a UC approved course.

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: Not a UC approved course.

*** Course meets UC eligibility**

All course offerings are subject to minimum enrollment levels.

VISUAL AND PERFORMING ARTS DEPARTMENT (CONT'D)
ART (CONTD.)

| | | |
|----------------------------|-----------------|-------------|
| Digital Photography | Semester | 9-12 |
|----------------------------|-----------------|-------------|

Learn digital photography! This hands-on course will introduce fundamental principles and techniques of single-lens reflex (SLR) photography in the digital format. Students will utilize elements of visual design and composition to develop an “eye” for evaluating and creating images. Students will use camera equipment to gain a working knowledge of manual technical exposure control techniques, ideally being able to use digital SLR cameras proficiently at the end of the course. In addition, students will become familiar with basic editing and management of photographic images utilizing editing programs such as Adobe Lightroom. Students need to have access to a DSLR camera. Camera rental fees apply if necessary. **Note: Not a UC approved course.**

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

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

| | | |
|---|-------------|-------------|
| Computer 3D Modeling with ZBrush * | Year | 9-12 |
|---|-------------|-------------|

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

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

This course will teach students graphic design using Adobe Creative Cloud, and introduce animation. Students will learn the principles of design and how to effectively use them to create various graphics in bitmap and vector art. Additionally, students will be introduced to basic user interface design, 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.

| | | |
|-----------------------|-------------|--------------|
| Advanced Art * | Year | 10-12 |
|-----------------------|-------------|--------------|

The six abstract elements and five abstract principles of design will continue to be the core unifying concepts for each semester. The maturing art student will be introduced to and trained in essential advanced concepts of drawing and composition (such as diagram figure drawing, and linear perspective drawing). They will also learn specific acrylic painting techniques (such as the creation of an underpainting's abstract value pattern and the understanding of its use by "old master" artists particularly during the Baroque and later post-Renaissance periods), an impressionist style of acrylic painting with the use of "broken color" for landscape "plein air-type" painting, human figure painting, and still life painting. Students will be trained to stretch and prime their own canvases before each acrylic painting assignment. Students will be exposed to our western culture's art heritage.

| | | |
|--|----------------------|--------------|
| Independent Art/Portfolio Development | Semester/Year | 11-12 |
|--|----------------------|--------------|

This is a course specifically designed for the aspiring junior or senior student who will be applying for art or architecture as a major (in some form) in college. Students may use class to develop a college portfolio. **Note: Not a UC approved course.**

*** Course meets UC eligibility**

All course offerings are subject to minimum enrollment levels.

VISUAL AND PERFORMING ARTS DEPARTMENT (CONT'D)

DANCE

Physical Education Waiver for Visual and Performing Arts Students – For 9th and 10th grade students who intend to participate in a Visual and Performing Arts Dance course (denoted with a †) and a World Language course, The King's Academy will make available a waiver for one (1) semester of Physical Education to allow for continuity in VPA courses. This waiver is applicable at The King's Academy only and is not transferable to other schools, should the student transfer.

Dance Fundamentals – JH

Year

6-8

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

Intermediate Dance – JH

Year

7-8

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

Prerequisite: Completion of JH Dance Fundamentals or by audition.

Beginning Dance Fundamentals * †

Year

9-12

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

Dance Workshop * †

Year

9-12

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

Prerequisite: Completion of Beginning Dance Fundamentals or teacher recommendation.

Notes: Admission is determined by audition.

Advanced Dance * †

Year

9-12

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

Prerequisite: Completion of Dance Workshop or teacher approval.

Note: Class fees apply.

* Course meets UC eligibility

† Course eligible for P.E. waiver

All course offerings are subject to minimum enrollment levels.

VISUAL AND PERFORMING ARTS DEPARTMENT (CONT'D)

THEATRE

Physical Education Waiver for Visual and Performing Arts Students – For 9th and 10th grade students who intend to participate in a Visual and Performing Arts Theatre course (denoted with a †) and a World Language course, The King's Academy will make available a waiver for one (1) semester of Physical Education to allow for continuity in VPA courses. This waiver is applicable at The King's Academy only and is not transferable to other schools, should the student transfer.

Fundamentals of Theatre – JH

Year

6-8

This is an elective that will introduce students to many aspects of acting and theatre production. The course is 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.

Note: 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 or with evidence of valid prerequisites, audition, and successful completion of theatre history packet.

Note: Not a UC approved course.

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: Not a UC approved course.

* Course meets UC eligibility

† Course eligible for P.E. waiver

All course offerings are subject to minimum enrollment levels.

VISUAL AND PERFORMING ARTS DEPARTMENT (CONT'D)

THEATRE (CONTD.)

Theatre 4

Year

12

This is a course specifically designed for the aspiring senior student who will be applying for theatre or musical theatre as a major (in some form) in college and has completed Theatre 3. The students will be given upper-level challenge projects, as well as time to develop their complex higher-level thinking and projects that prepare them for universities, colleges, and professional pursuits. 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 preparation for various kinds of auditions, how to teach theatre, advanced acting prep, advanced directing and playwriting, advanced theatre tech, and any other projects the students wish to add in preparation for college and the professional world. Students are required to obtain any lists of scholarship and college requirements for the colleges or theatre companies to which they are applying so that their products can be tailored to their specific needs.

Prerequisites: Completion of Theatre 3 and teacher approval.

Note: Not a UC approved course.

MUSIC

Physical Education Waiver for Visual and Performing Arts Students – For 9th and 10th grade students who intend to participate in a Visual and Performing Arts Instrumental Music or Vocal Music course (denoted with a f) and a World Language course, The King's Academy will make available a waiver for one (1) semester of Physical Education to allow for continuity in VPA courses. This waiver is applicable at The King's Academy only and is not transferable to other schools, should the student transfer.

Concert Choir – JH

Year

6-8

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

Notes: A polo shirt and a sense of pitch are required.

Knight Club Jazz Band

Year

6-12

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

Notes: Admission is determined by audition. This class meets Z Period only. Not a UC approved course.

VISUAL AND PERFORMING ARTS DEPARTMENT (CONT'D)

MUSIC (CONT'D)

Beginning Band (Blue Band) **Year** **6-12**
The beginning Blue Band 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 intermediate Gold Band. Students will incorporate beginning- to medium-easy-level literature in their repertoire and will perform publicly each semester. Students playing wind instruments will be required to own or rent an instrument for this course. For percussion students, school-owned equipment is available. Students will need to own their own drumsticks and mallets as well as a practice pad.

Intermediate Band (Gold Band) **Year** **6-12**
The intermediate Gold Band class is designed for students with an intermediate performance level. Students will incorporate easy- to medium-level literature in their repertoire and will perform publicly each semester. Students playing wind instruments will be required to own or rent an instrument for this course. For percussion students, school-owned equipment is available. Students will need to own their own drumsticks and mallets as well as a practice pad.

Prerequisites: Successful completion of Blue Band or teacher approval. Students must be able to read music.

String Ensemble † **Year** **6-12**
This orchestra provides performance experience for intermediate string players who play one of four orchestral string instruments: violin, viola, cello, or double bass. Students learn how to make music as an ensemble. Repertoire will include arrangements of music for string orchestra representing various music periods and styles. Students will be required to own or rent an instrument for this course.

Prerequisites: One year or more previous ensemble experience and weekly private lessons are required.

Notes: Admission is determined by audition.

String Orchestra * † **Year** **6-12**
This orchestra provides performance experience for advanced string players who play one of four orchestral string instruments: violin, viola, cello, or double bass. Students will perform a range of moderate length orchestral works, symphonic movements, and concert pieces at least twice per semester. This course may be repeated for additional credit. Students will be required to own or rent an instrument for this course.

Prerequisites: One year or more of previous ensemble experience, teacher approval, and weekly private lessons are required. 6th through 8th grade by audition.

Knights Brigade/Percussion Ensemble * † **Year** **7-12**
The class is designed for students with intermediate to advanced performance level. Students will incorporate medium- to difficult-level literature in their repertoire and will perform publicly each semester in field show competitions, school rallies, pep band, and concerts. Competitions will be included in the schedule as well as playing at sporting events. Students will be required to own their own practice pad, mallets, and drumsticks for this course.

Prerequisites: Successful completion of Gold Band or teacher approval. Students must be able to read music.

Summer band camp is required.

Notes: Class fees apply.

* Course meets UC eligibility

† Course eligible for P.E. waiver

All course offerings are subject to minimum enrollment levels.

VISUAL AND PERFORMING ARTS DEPARTMENT (CONT'D)

MUSIC (CONT'D)

Knights Brigade/Wind Ensemble * † **Year** **7-12**
The class is designed for students with intermediate to advanced performance level. Students will incorporate medium- to difficult-level literature in their repertoire and will perform publicly each semester in field show competitions, school rallies, pep band, and concerts. Competitions will be included in the schedule as well as playing at sporting events. Students will be required to own or rent an instrument for this course.
Prerequisites: Successful completion of Gold Band or teacher approval. Students must be able to read music.
Summer band camp is required.
Notes: Class fees apply.

Concert Choir – HS * † **Year** **9-12**
Concert Choir is a class for students who enjoy singing and are interested in vocal development. Students will learn proper singing technique, music fundamentals, solfege and sight singing. The choir will perform a variety of choral music with variations in levels of difficulty - depending on the abilities of the singers. The students will perform a variety of genres including contemporary worship, gospel, musical theater, and classical (not necessarily in that order). Concert choir will perform two big concerts during the academic year.
Notes: Admission is determined by audition.

Knightshine * † **Year** **9-12**
This course is for the serious performing arts student who enjoys combining their vocal and choreographic talents. The focus of this class is on advanced performance and it involves creativity, vocal and dance technique, stage presence, audition techniques, ministry, and team building. This course will involve substantial ear training and interval training, genre recognition, learning to sing in different languages and a broad coverage of the International Phonetic Alphabet. The course will strive to develop an all-around young musician. Students will perform a variety of choral music, carefully selected from many genres. This choir sings two major concerts, participates in open houses, sings in chapel, sings at home football games and will be singing in competitions.
Notes: Admission is determined by audition in both dance and singing. Dance shoes are required. Class fees apply.

Worship Leading **Semester** **9-12**
This course focuses on teaching students how to create musical environments in which others can draw near to Jesus, develop their ability to lead, and learn the skills required to effectively serve in worship ministry. Students will discover why they should worship God and learn how to lead themselves in a growing relationship with Jesus first. Being an effective worship leader starts with personal worship. We'll explore what worship means as well. It's not a genre of music, but rather, a lifestyle.
Notes: Admission is determined by audition.

* Course meets UC eligibility
† Course eligible for P.E. waiver

All course offerings are subject to minimum enrollment levels.

WORLD LANGUAGES DEPARTMENT

French 1 *

Year

7-12

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

French 2 *

Year

8-12

French 2 is the continuation of spoken and written French for students who have successfully completed French 1. The course begins with a review of the salient grammar and vocabulary topics presented in the first year. The balance between listening, speaking, reading and writing is maintained, with an emphasis on communicative 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

9-12

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

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

French 4 *

Year

10-12

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

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

* Course meets UC 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- or higher, or completion of French 4 with a B+ or higher, and AP committee approval.

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

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

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

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

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

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

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

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

Mandarin 4 * **Year** **10-12**

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

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

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

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

Spanish 1 * **Year** **7-12**

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

Spanish 2 * **Year** **8-12**

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

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

Spanish 2 Honors * **Year** **8-12**

This course follows the same curriculum as Spanish 2, but is a more in-depth study of the four areas of language: reading, writing, speaking, and listening. Students will learn vocabulary according to the themes being studied and will master present, preterite, imperfect, conditional, present perfect, present subjunctive, and command forms of the verbs in Spanish.

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

Spanish 3 * **Year** **9-12**

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

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

* Course meets UC eligibility

^ Earns an extra grade point

All course offerings are subject to minimum enrollment levels.

WORLD LANGUAGES DEPARTMENT (CONT'D)

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

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

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

Spanish 4 * **Year** **10-12**

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- or higher, 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. 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.

* 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. 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.

* Course meets UC eligibility

All course offerings are subject to minimum enrollment levels.

INTERDISCIPLINARY ELECTIVES

Broadcasting Semester/Year 7-12
This course explores many aspects of broadcasting, which include 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: On live broadcast days, students are required to report to the broadcasting room by 7:40 a.m.

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, complete layout designs, and develop journalistic writing skills. The yearbook is produced online using Jostens application, Yearbook Avenue.
Prerequisite: All staff positions are filled by application and acceptance by the current Advisor and editors.
Note: Students must be willing to take photos at school events for use in the yearbook and other school-wide publications, including the website. If accepted to the Yearbook Staff, the student may only drop due to schedule conflicts.

NON-DEPARTMENTAL ELECTIVES

Office Assistant Semester/Year 7-12
A leadership role where students work directly with administrative staff to accomplish a variety of tasks including the use of office copiers to print forms, filing, alphabetizing, delivering messages to classrooms and other office assignments. General computer skills are desired. Excellent attendance is important. Students will receive a Pass/Fail grade.
Prerequisites: Maintaining a GPA of 2.5 and office staff/counselor approval.

Study Hall Semester/Year 7-12
This class may be chosen as an elective. No credit will be given for this class, and the student must have parental permission to enroll. Students are required to use this time to work quietly in the assigned classroom.
Note: Private tutoring is not allowed during the school day at The King's Academy.

Tutoring Semester/Year 7-12
TKA provides a unique opportunity for students to receive tutoring on campus 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 well-qualified 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.

Library Aide Semester/Year 8-12
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)

| | | |
|--|----------------------|--------------|
| Student Council | Year | 10-12 |
| Student Council members will serve the TKA community as a team and develop leadership skills by taking responsibility to plan, organize, and execute school-wide events such as monthly Clubs, homecoming, Carnival, Spirit Week, and the Junior High Banquet. Students will willingly learn and grow in their relationship with Christ and others as they receive training in servant leadership, missional living, and spiritual formation. Be advised: This position is a major commitment for the year as it is time-consuming and includes hours outside of the school day. Students will receive a Pass/Fail grade. | | |
| Prerequisites: Application, active follower of Christ and role model for the student body, previous leadership positions (academic, athletic, or extracurricular), teacher and administrative recommendation, maintaining a GPA of 2.5 with no F's. | | |
| Peer Tutor | Semester/Year | 11-12 |
| A student can sign up to be a peer tutor to work alongside a teacher. The peer tutor helps fellow students by assisting them with math and science homework assignments and test preparation. The peer tutor works under the supervision of the teacher and receives a Pass/Fail grade. | | |
| Prerequisite: Academic Support Director approval. | | |
| Teacher Assistant | Semester/Year | 11-12 |
| Duties will vary with each teacher. Students will be trained to use office copiers to print and collate class materials and will assist with filing and other projects as needed. Students will receive a Pass/Fail grade. | | |
| Prerequisites: 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

562 N. Britton Avenue ♦ Sunnyvale, CA 94085-3841
(408) 481-9900 ♦ Fax (408) 481-9932 ♦ Attendance (408) 481-0150 ♦ SAO (408) 481-0159
www.tka.org