

# Southfield Christian School

A ministry of Highland Park Baptist Church

## Course Description Handbook



Southfield Christian School  
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# Table of Contents

## ACADEMIC INFORMATION

GRADUATION REQUIREMENTS ..... 2  
LIST OF COURSE SELECTIONS ..... 4  
COURSE SELECTION GUIDELINES ..... 7  
ACADEMIC POLICIES ..... 12

## COURSE DESCRIPTIONS

BIBLE ..... 27  
ENGLISH ..... 31  
SOCIAL STUDIES ..... 38  
SCIENCE ..... 43  
MATHEMATICS ..... 47  
WORLD LANGUAGE ..... 50  
TECHNOLOGY ..... 53  
ART ..... 55  
MUSIC ..... 58  
PHYSICAL EDUCATION ..... 61

**ACADEMIC INFORMATION  
SUMMARY OF GRADUATION REQUIREMENTS**

Bible	4.0 credits (or 1 credit each year at SCS)
English	4.0 credits
Mathematics	3.0 credits
Science	3.0 credits
Social Studies	3.0 credits
World Language	2.0 credits
Technology	.50 credit (1 semester)
Health	.50 credit (1 semester)
Fine Arts	.50 credit (2 semesters)
PE	.50 credit (2 semesters)

The required courses total 21 credits with 1 additional credit left for electives. Twenty-two total credits are needed for graduation though most students graduate with 24 – 26 credits. Students should monitor their scheduled courses to ensure completion of the requirements.

**CHECKLIST OF GRADUATION REQUIREMENTS**

**Bible** (one year of Bible for every year at SCS)

- \_\_\_\_\_ Bible 9
- \_\_\_\_\_ Bible 10
- \_\_\_\_\_ Old Testament Survey
- \_\_\_\_\_ New Testament Survey
- \_\_\_\_\_ One semester Bible elective
- \_\_\_\_\_ One semester Bible elective

**English**

- \_\_\_\_\_ English 9
- \_\_\_\_\_ English 10
- \_\_\_\_\_ One semester Writing Course
- \_\_\_\_\_ One semester Literature Course
- \_\_\_\_\_ One semester English elective
- \_\_\_\_\_ One semester English elective

**Social Studies**

- \_\_\_\_\_ World Social Studies (usually taken in 9th grade)
- \_\_\_\_\_ American History (usually taken in 11th grade)
- \_\_\_\_\_ One semester of Government (usually taken in 12 grade)
- \_\_\_\_\_ One semester Social Studies elective

**Mathematics**

- \_\_\_\_\_ 1st year (usually Algebra I in 9th grade)
- \_\_\_\_\_ 2nd year (usually Geometry in 10th grade)
- \_\_\_\_\_ 3rd year (usually Algebra II in the 11th grade)

**Science**

- \_\_\_\_\_ Lab science: Biology (9th grade)
- \_\_\_\_\_ Lab science: Physics (10th grade)
- \_\_\_\_\_ Lab science: Chemistry

**Fine Arts**

- \_\_\_\_\_ One semester Art or Music elective
- \_\_\_\_\_ One semester Art or Music elective

**Technology**

- \_\_\_\_\_ One semester (usually Computer Applications)

**Physical Education**

- \_\_\_\_\_ One semester PE
- \_\_\_\_\_ One semester PE
- \_\_\_\_\_ One semester Health

**World Language**

- \_\_\_\_\_ 1st year (usually taken in 10<sup>th</sup> grade)
- \_\_\_\_\_ 2nd year (usually taken in 11<sup>th</sup> grade)

## **LIST OF COURSE SELECTIONS**

(Some courses offered on alternating year basis)

### **BIBLE EDUCATION**

Bible 9: Wisdom Literature and Foundations of Faith

Bible 10: Apologetics and Practical Christian Living

Bible 11 and 12:

Christianity and Culture

Financial Literacy

Life of Christ

Marriage and Family

New Testament Survey

Old Testament Survey

Personal Bible Study

Psalms

Spiritual Leadership

### **ENGLISH EDUCATION**

English 9

English 10

American Literature

British Literature

College Writing

Communications Media

Contemporary Literature

Creative Writing

Drama

Forensics

Literature of Faith

Persuasive Writing

Speech

Advanced Placement English

## **FINE ARTS: ART EDUCATION**

Art Exploration

Ceramics & Sculpture

Computer Art

Drawing & Painting

Graphic Design

Photography

Independent Study

Advanced Placement Studio Art

## **FINE ARTS: MUSIC EDUCATION**

Concert Choir

Symphony Band

Vocal Ensemble - SCS Echoes

## **MATHEMATICS**

Algebra I

Algebra II

Geometry

Pre-Calculus

Probability and Statistics

Advanced Placement Calculus

## **PHYSICAL EDUCATION**

Physical Education

Advanced Physical Education

Health

## **SCIENCE EDUCATION**

Anatomy and Physiology

Biology

Chemistry

Organic Chemistry

Physics

Advanced Placement Biology

Advanced Placement Chemistry

**SCIENCE EDUCATION (continued)**

Advanced Placement Physics

**SOCIAL STUDIES EDUCATION**

American History

Economics

Geography

Government

Middle Eastern Civilization

Psychology

Russian History

Sociology

World Social Studies

Advanced Placement United States History

**TECHNOLOGY EDUCATION**

Computer Applications

Computer Programming

Web Design

**WORLD LANGUAGE EDUCATION**

French I

French II

French III

French IV

Spanish I

Spanish II

Spanish III

Spanish IV

## **COURSE SELECTION GUIDELINES**

Below we list the requirements that are needed to successfully complete all of the graduation requirements.

### **BIBLE EDUCATION**

**OUR SCHOOL REQUIREMENT IS THAT EACH STUDENT TAKES BIBLE FOR EACH SEMESTER OF ATTENDANCE AT SCS.**

Freshman Bible consists of two semester courses: Wisdom Literature and Foundations of Faith. Sophomore Bible consists of two semester courses: Apologetics and Practical Christian Living. In Junior and Senior Bible two semester courses are required, Old Testament Survey and New Testament Survey. The remaining two semesters come from a variety of electives.

### **ENGLISH EDUCATION**

**OUR SCHOOL REQUIREMENT IS FOUR YEARS (EIGHT SEMESTERS).**

**COLLEGE ADMISSION RECOMMENDATION:** Four years

**FRESHMAN AND SOPHOMORES MUST** take English 9 or 10 respectively.

**JUNIORS AND SENIORS MUST** take a minimum of four semesters of English. Students must have at least one writing and one literature course in those four semesters. Either American Literature or British Literature must be taken in the junior year.

Though **YEARBOOK** is a two-semester course, it will satisfy only one semester of the English graduation requirement. However, it is given full credit in the accumulation of graduation credit.

**COLLEGE WRITING** is strongly recommended for seniors.

**CONTEMPORARY LITERATURE** is a senior elective course designed to give students background to literature from the 1960s to the present. This literature includes both the printed word (short stories, novels) and the visual image (film). Films will be seen during the course and a films list is available from the English department.

**ADVANCED PLACEMENT ENGLISH** is a senior course requiring approval by the instructor. AP English is offered as a year course that fulfills both the writing and the literature requirement. The course is designed to prepare the student for the Advanced Placement test in May.

Due to the advanced nature of both College Writing and Advanced Placement English, seniors should take either course, but not both.

Colleges are particularly interested in writing skills, so students should take as many writing classes as possible.

## **FINE ARTS EDUCATION**

**OUR SCHOOL REQUIREMENT IS TWO SEMESTERS.**

### **MUSIC**

Echoes, Wind Ensemble, and Choir may serve as the fulfillment for the Fine Arts requirement. SCS Echoes requires an audition.

### **ART**

Our school's Fine Arts requirement can also be met by the completion of one or more semesters of an art course. Art Exploration is the basic course though Ceramics as well as Drawing and Painting can be initial courses, too. The Photography class is open to all students, even if they don't own a camera. Class size will be limited to sixteen. Independent studies in Art are available in a large number of fields, and are offered whenever another Art course meets. All independent studies must have the instructor's approval.

## **MATHEMATICS EDUCATION**

**OUR SCHOOL REQUIREMENT IS THREE YEARS.**

**COLLEGE ADMISSION RECOMMENDATION:** Three years

Most colleges want students to have a minimum of Algebra I, Geometry and Algebra II. Pre-Calculus and Calculus are helpful for entering a technical, scientific, or business-related field. In preparation for taking the ACT and SAT, we strongly recommend that students take a math course each year in attendance at SCS. Upon recommendation and approval of the instructor, students may elect to take Algebra II and Geometry at the same time if advanced work is desired.

## **PHYSICAL EDUCATION**

**OUR SCHOOL REQUIREMENT IS TWO SEMESTERS OF PE AND ONE SEMESTER OF HEALTH.**

Physical Education courses cover a variety of skills. Advanced PE is a

course designed for the athlete and is more competitive in nature than the other offerings. Advanced PE requires two semesters of PE, the instructor's approval and an additional fee to cover the costs of off-campus facilities. Whenever it is possible, students take Health in the freshman year.

## **SCIENCE EDUCATION**

**OUR SCHOOL REQUIREMENT IS THREE YEARS.**

**COLLEGE ADMISSION RECOMMENDATION:** Three years

Freshmen must take Biology. Sophomores must take Physics. Juniors and seniors can elect Chemistry and AP Science courses respectively. Students who need an advanced program may take two sciences in their grades 10-12 years. Advanced Placement course work in Biology, Chemistry and Physics is usually offered on an alternating year basis. Final offering depends on student sign-up. The Advanced Placement courses prepare the student for the Advanced Placement test in May.

## **SOCIAL STUDIES EDUCATION**

**OUR SCHOOL REQUIREMENT IS THREE YEARS.**

**COLLEGE ADMISSION RECOMMENDATION:** Three years

Students must take World Social Studies, American History, Government, and at least one semester of other social studies electives. Students should take World Social Studies in the freshman year, American History in the junior year, Government in the senior year and their elective during their junior or senior year.

The Advanced Placement Course in United States History is offered to any upperclassmen. Both courses prepare the student for the respective Advanced Placement test in May.

## **TECHNOLOGY EDUCATION**

**OUR SCHOOL REQUIREMENT IS ONE SEMESTER.**

Computer Applications is normally a freshman course. Web Design and Computer Programming are additional electives. Computer Applications is the prerequisite for all elective computer courses.

## **WORLD LANGUAGE EDUCATION**

### **OUR SCHOOL REQUIREMENT IS TWO YEARS.**

**COLLEGE ADMISSION RECOMMENDATION:** Two to four years

We recommend that students start their world language study during their sophomore year. Students who desire four years of a world language may start world language in the freshman year. Though SCS offers a four-year language program in Spanish and French, the fourth year of each language is sometimes by class and sometimes by independent study.

## **STUDY HALL**

Only one study hall is allowed per semester. Early dismissal, late arrival, and being a student aid of any kind are all considered as a study hall. Since study halls limit the number of electives available, music students should not take study halls. Early dismissal, late arrival, and student aides require a signed contract of responsibility.

## **INDEPENDENT STUDY**

Independent studies are offered in a variety of disciplines; however, they are for advanced work only and will not be scheduled for a class that already meets. These courses must have instructor's approval, and a contract must be completed and approved by the guidance department and principal. Independent studies are only offered to juniors and seniors who have a minimum cumulative GPA of 3.0 (85%) and a minimum subject GPA of 3.5 (90%). Not more than two subjects in a semester may be taken by way of independent study. The credit for independent study is valued at .25 per semester unless authorized differently by the guidance department and principal.

## SEQUENCE OF COURSES

The chart below illustrates our suggested sequence of courses for a standard four-year course of study at Southfield Christian School. As a college prep school, many of the course selections are part of a pre-determined curriculum designed to insure that students have a transcript that reflects the core classes needed to enhance admission into college. The chart shows both the required and elective courses for our high school program.

Department	Freshman	Sophomore	Junior	Senior
Bible	<b>Bible 9</b>	<b>Bible 10</b>	<b>OT or NT Survey &amp; 1 Bible Elective</b>	<b>OT or NT Survey &amp; 1 Bible Elective</b>
English	<b>English 9</b>	<b>English 10</b>	<b>British or American Lit. &amp; 1 Writing Elective</b>	<b>2 semester English Electives</b>
Social Studies	<b>World Social Studies</b>	Geography Russian History	<b>Amer. History</b> or AP U.S History	<b>Government &amp; S.S. Elective</b>
Mathematics	<b>Algebra 1</b> or Geometry	<b>Geometry</b> or Algebra II	<b>Algebra II</b> or Pre-Cal*	Pre Cal* AP Calc or Prob. & Stat.*
Science	<b>Biology</b>	<b>Physics</b>	<b>Chemistry</b>	AP Science Organic Chem
World Language	French 1 Spanish 1	<b>French 1</b> or 2 <b>Spanish 1</b> or 2	<b>French II</b> or III <b>Spanish II</b> or III	French III or IV* Spanish III or IV*
Technology	<b>Computer Applications</b>	Computer Applications	Web Design Comp. Prog.	Web Design Comp. Prog.
Health	<b>Health</b>			
Physical Education	<b>1 or 2 semesters</b>	1 or 2 semesters	1 or 2 semesters	Adv. P.E.
Fine Arts	<b>Art or Music Electives</b>	<b>Art or Music Electives</b>	Art or Music Electives* Echoes	Art or Music Electives* Echoes
Study Hall	(available)	(available)	(available)	(available)
Early Dismissal or Late Arrival	(none)	(none)	(available)	(available)
Teacher or Office Aide	(none)	(none)	(available)	(available)

**Bold print indicates required courses.** \*Indicates a suggested course of study.

## **GENERAL ACADEMIC POLICIES**

### **COURSE SELECTION GUIDELINES**

1. Students must take a minimum of 5.5 credits per year and have a full day's (7 periods) schedule of classes. The normal academic schedule requires a student to carry five major courses and two elective courses. Students taking two or more Advanced Placement classes may take 5.25 credits per year.
2. Students are allowed only one study hall per semester. Seventh hour early dismissal, first hour late arrival, and office or teacher aides are equivalent to a study hall.

### **INDEPENDENT STUDY POLICIES**

1. Independent study is offered on a limited basis to academically qualified students in grades 11 and 12 who have a minimum cumulative GPA of 3.0 (85%) and a minimum subject GPA of 3.5 (90%).
2. Unless authorized by the guidance office and principal, independent studies are only offered for advanced work in a course not offered in our present curriculum. Generally, AP courses are not eligible for independent study.
3. A detailed independent study contract must be filled out and approved by the teacher, guidance office, principal and parent prior to the start of the study.
4. No more than two subjects may be taken in any one semester on an independent study basis.
5. When putting the course on the transcript, notation is made that the course was taken on an independent study basis and its credit is valued at .25 per semester unless authorized differently by the guidance office and principal.
6. There is a limit of two independent study students per teacher per period.

## **PHYSICAL IMPAIRMENT POLICY**

Occasionally, the school encounters a student with a physical impairment which impedes the fulfillment of the traditional requirements and/or standards set forth by the Board of Education. In consideration of this possibility, the Board will consider exceptions of its standards and/or policies provided that the following conditions are met:

1. That this policy be specifically designated to situations and conditions of a physical nature.
2. That the physical impairment be verified by an extensive written review of the specific condition and/or impairment. This review should include information on the nature of the impairment, its origin, its likely continuation, and its specific effect on the area for which an exception is being requested. This verification, which can originate with the parents, must be supported by a letter from the student's physician requesting an exception for medical reasons.
3. That the parents allow the school to verify, if necessary, any aspect of the student's condition with the physician.
4. That all requests be initiated through the school counselor, endorsed by the principal, and submitted to the Education Committee for its review and recommendation. Final approval is granted only by a vote of the Board of Education.
5. That the student's transcript notes that a specific course was waived without credit due to a medical condition.

## **AUDITS**

An audit involves a student taking a given course for no credit but attending each class as though taking the course for credit. The student takes all quizzes, tests, and the examination and does the homework. The purpose of auditing is to develop background information without the stress of grading.

### **Guideline for Audits**

1. In order for a student to audit a course, the student must have a minimum of five major courses, not including the course audited. The student must also meet the basic requirement of 5.5 credits per year.
2. Auditing is limited to students who qualify by demonstrating a legitimate need and a strong scholastic background.

3. No student already in a given class will be allowed to audit after the first two weeks of the semester. Students who are not already in a class but who wish to audit a new class will follow guidelines under "Adding a Class."
4. Students who do not meet the intent of the audit program by irresponsible behavior, disruption, etc. may be required to return to credit status.
5. No student may audit more than one class per semester.
6. Students will not be permitted to audit a class that would potentially meet a graduation requirement even if the requirement could be fulfilled at a later date. In other words, a student is not permitted to retake an audited class in a later semester for credit.
7. Classes will not have more than two students auditing at any one time.
8. All audit decisions will be approved by the Audit Committee. The Audit Committee is comprised of the teacher of the audited class, the guidance counselor, and the principal.

### **ADDING/DROPPING CLASSES**

1. All students must carry at least six classes each semester with a minimum of 5.5 total credits.
2. Students may not **add** a class after the **second week** of the semester.
3. Students with seven classes may **drop** one class up until the last five (5) weeks of the semester. **During the final five (5) weeks of a semester, students may not drop a class.**  
After the first five weeks of the semester a WP (withdrew passing) or a WF (withdrew failing) will be noted on the permanent record.
4. Students may not **drop** a class if doing so would:
  - a. Give the student any combination of two study halls, teacher aids, early dismissals, or late arrivals.
  - b. Move the student below having at least five majors and one minor class.
5. All drops must have a written note from the parents and approval from the instructor and counselor.

6. Off-campus schoolwork during the school day (e.g., OTEC) is considered to be an early dismissal. As such, all class periods at SCS must be taken for credit.
7. In yearlong courses, the student may drop the second semester at the end of the first semester if any one of these conditions is met:
  - a. The semester average drops below 73%.
  - b. The course is Advanced Placement.
  - c. The teacher requests it.
  - d. The principal requests it.

## **ASSESSMENT OF CREDIT**

1. **Terminology** - A credit is a specific numerical value given to a course. The amount of credit given to a course depends on its academic "weight of value." SCS "weights" courses in general areas as noted below:
  - a. Major Courses - .50 credit per semester for academic courses such as English, health, science, social studies, math, Bible, foreign language and business.
  - b. Minor Courses - .25 credit per semester for elective courses such as music, art, P.E. and all independent study courses.
  - c. Please note that credit is always assessed on a semester basis. For example, although English 9 is a yearlong course, it receives two .50 units of credit. Thus a student could fail the first semester of English but pass the second semester and get .50 credit.
2. **Transfer Credit:** When a student transfers to Southfield Christian School, the transcript is reviewed by the principal and the Guidance Department who reassess credit according to SCS policy. For example, if the former school granted 1.0 credit for a course for which SCS gives only .50 credit, the credit weight would be changed to .50.
3. **Make-Up Credit for Failed Courses:** Students who fail a semester course receive a failure on their report card. No credit is received for this course. If and when a student makes up this course in summer school, a continuing education course, or at SCS (not college), it is put on the transcript as a separate entry noting it was a make-up course. The original grade notation remains on the transcript.

Students failing Bible courses are required to make up that course by completing an equivalent summer correspondence course, repeating the course if scheduling allows, or by taking an equivalent course at a local Bible college.

All make-up grades will be computed into the student's overall GPA, as would any other course. Students must achieve at least a "C" (73%-79%) average in make-up courses in order to receive credit. No more than three semesters of core courses may be made up in summer school or by correspondence during the four years of high school.

4. **Middle Schooler Taking Algebra I:** Any middle school student who takes Algebra I receives high school credit only for that course.
5. **College Level Course Work:** Any college level work taken during high school is considered enrichment and does not receive high school credit. On parent's request, it will be noted on the student's transcript as enrichment work.
6. **Summer School Course Work:** Should a student take a summer school course, the following policies shall apply:
  - a. Approval must be granted by the principal and the Guidance department prior to registering for the course.
  - b. Summer school courses may not be taken in lieu of required SCS courses (i.e., a student could not take English 10 in summer school to avoid taking it at SCS). Nor may a student take a prerequisite course in summer school and then go on to the next course at SCS (Ex: Algebra I in summer school).
  - c. Credit for any summer school course shall be determined by the Guidance Department and Principal and will be computed into the student's overall GPA.
  - d. All summer school courses must be taken in a regular summer school program at a local accredited high school, a continuing education course at a community college, or another approved school. No summer school credit will be granted for correspondence courses, online courses or tutorial services unless special permission has been granted by the principal beforehand.

## **GRADUATION POLICIES**

### **1. General**

- a. In order to graduate, all students must not only have a minimum of 22 credits but also have passed all core course requirements. An adjusted minimum of graduation credits would apply to transfer students who have not had Bible in previous course work.
- b. Except for transfer students, all classes required for graduation must be taken at SCS.
- c. Students must have completed eight semesters of high school to qualify for graduation. This requirement applies to all students regardless of their credit total.
- d. Seniors who are failing only one required course or who are short one-half credit or less may participate in commencement with the approval of the principal and planned completion of the course/credit in summer school. If more than a single required course is failed or the credit shortage is more than one-half, the student may not participate in commencement.

### **2. Valedictorian/Salutatorian Guidelines**

The following applies to the selection of the candidate for valedictorian:

- a. To qualify for valedictorian or salutatorian, a student must complete their junior and senior year at SCS. For upperclassmen transfers, the principal will notify any parent and student if the previous school experience will disqualify the student for consideration of this category.
- b. Final determination of valedictorian/salutatorian is made after completing one marking period of the eighth semester. An equation is used to "weight" the third marking period grades with the seventh semester cumulative GPA to determine a new GPA that is then revalued for AP course work.
- c. The selection of valedictorian/salutatorian is based solely on the revalued cumulative GPA. See section on "Calculation of Advanced Placement Grades" for further details.
- d. Should two or more students have an identical revalued GPA, the principal will factor the total credits, courses taken, and

cumulative percentage averages in that order to see if a distinction can be made. If no significant distinction can be made after this process, then co-winners will be declared.

### 3. **Honor Graduate Standards**

The following standards shall apply to the awarding of honor graduate status. The basis of calculation shall be seven semesters and the third marking period.

Cum laude: 3.50 - 3.64

Magna cum laude: 3.65 - 3.79

Summa cum laude: 3.80 - 4.0

## **GRADING**

### 1. **QUARTER GRADES (Marking period grades)**

Quarter grades are those grades that appear on report cards and assess a student's progress over the eight to ten weeks period. For accuracy and consistency, all grades are based on percentages. Quarter averages are based on a mathematical average of the weighted numerical percentage (see example). **Grade point average (0.0-4.0) applies only to semester averages and is not used for the equation of quarter grades.**

Following is an explanation of the equations used by the school to compute quarter grades.

#### a. **Equation**

- 1) Add up percentage points (1)  
Full percentage for majors  
Half percentage for minors (PE, Music, Art)\*
- 2) Add up total credit (2)  
1.0 for majors  
.5 for minors (PE, Music, Art)\*
- 3) Divide sum of total points (1) by total credits (2)

b. **Example**

Subject	Percent Grade	(1) Total Points	(2) Total Credits
Math	88	88.0	1.0
Soc. Studies	86	86.0	1.0
English	75	75.0	1.0
Bible	81	81.0	1.0
Science	85	85.0	1.0
Art*	82*	41.0*	.5*
PE*	92*	<u>46.0*</u>	<u>.5*</u>
		502.0	6.0

c. **Calculations**

$502 \div 6 = 83.6 = 84$  (.5 rounded up to next whole number)

d. **SCS Grading Scale** - percentage grade equivalency to letter grades

A+	100 - 98	C	77 - 73
A	97 - 93	C-	72 - 70
A-	92 - 90	D+	69 - 68
B+	89 - 88	D	67 - 63
B	87 - 83	D-	62 - 60
B-	82 - 80	E	59 - 45 (Failure)
C+	79 - 78		

e. **Forty-five Percent Policy** - Although 45% is normally the lowest percentage given, a student may receive the actual percentage earned in the second or fourth marking periods if basic course requirements are not met, e.g., a research paper is not turned in. The principal will intervene in these situations.

f. **Incompletes** - "I" or incompletes are given for quarter grades that are incomplete due to absences or extreme circumstances at the time of the issuance of the report card. All incompletes must be made up within two weeks from the close of the marking period.

g. **Late Work** - Unless related to an absence, no work for the quarter may be turned in after the close of the marking period.

- h. **Pass Grades** - "P" or pass grades are not calculated into a student's GPA.
- i. **Academic Categories** - Based on percentage average from marking period
  - High Honors:** 94% - 100% average
  - Honors:** 88% - 93% average
  - Athletic Ineligibility:** 68% - 72% - ineligible for extracurricular activities for a minimum of two weeks
  - Probation:** 45% - 67% - ineligible for extracurricular activities for a marking period. Probation is a serious step and may lead to the eventual dismissal of the student. A second marking period of probation during any academic school year results in dismissal.

## 2. **EXAM GRADES**

The exam grade is the actual grade a student earns. It can be below 45%.

## 3. **SEMESTER GRADES**

The semester grade is a combination of the two marking period grades and the exam grade. The range is 45% - 100% with 45% being the lowest percentage that can appear on the report card. The equation for the calculation of semester grades is as follows:

Quarter 40% + Quarter 40% + Exam 20% = Semester Grade

Only semester grades appear on the transcript.

## 4. **CALCULATION OF ADVANCED PLACEMENT GRADES**

Students taking an advanced placement course and who receive a semester grade of 80% or above will receive an increased score of five percent for the calculation of a revalued GPA. This revaluing often affects the valedictorian and salutatorian status. The percent grade that appears on the report card will be the actual grade earned; however, it will be weighted by an additional five percent for the calculation of a revalued GPA. This revalued GPA is never seen and is not a public record or on any transcript. SCS does not publish a class rank.

## ACADEMIC POLICIES

The following academic policies govern the participation of students in athletics. However, the policies are applied in principle to all extracurricular school events.

1. **Eligibility - Full Status:** Any student with a 73% or above and with no core-course failures is eligible to participate in the sport of his/her choice. Occasional checks may be done by a counselor throughout the marking period should individual student performance warrant it. Official checks are made at the progress reports dates in each quarter and through the report cards at the end of each quarter.
2. **Athletic Ineligibility - Partial Status:** Any student with a 68% - 72% average and/or a core-course failure at the end of a marking period can participate on a limited basis according to the following policy:
  - a. The student may participate in practice only.
  - b. The student may attend home games only and sit on the bench in school dress code. The student may not attend away games with the team even as a spectator for two weeks. At the end of that two-week period, the student's average will be recomputed.
    - 1) If it is 73% or above with no core-course failure, the student is reinstated. However, a second two-week check will be made to insure continued achievement at 73% or above. All athletes declared ineligible on the basis of the report card average must participate in both the two-week and the four-week checks.
    - 2) If it is below 73% (or with a core-course failure), a second two-week period of ineligibility is assigned. If the student does not achieve a 73% with no failures by the end of the second two-week period, the student is declared ineligible for the remainder of the quarter. The athlete may not practice or play in games and may attend games only as a spectator.
  - c. The two-week ineligibility status begins the day report cards are distributed.
  - d. Students are responsible for picking up Eligibility Grade Check Cards from the guidance office and having their teachers initial them on the two check dates.

- e. **Probation:** Athletes with an average below 68% at the end of a marking period are declared ineligible for the entire next marking period. Probation begins the Wednesday report cards are distributed and ends on the day report cards are next distributed. Two quarters of probation in any one school year academically disqualify a student from returning to SCS.
  - f. **Progress Reports:** At any progress report date, athletes are again screened for eligibility status. Overall average must be 73% or better with no core-course failures. Athletes who become ineligible at progress report time are ineligible for one school week (e.g. Wednesday - Tuesday) following the issue of the progress reports. Although athletes must miss at least one game/match/meet, MHSAA tournament play is exempt. At the end of that week, if the athlete is still below 73% or has a core-course failure, one more week of ineligibility is granted. If at the end of that second week the athlete is still ineligible, the athlete is ineligible for the remainder of the quarter. Athletes who become eligible after the first or second week may return to full-team status but must undergo one more check a week later to be sure the effort sticks. During the time of ineligibility the athlete may participate in practice only. The athlete may attend home games and sit on the bench in school dress code. The athlete may not attend any away game(s) even as a spectator.
  - g. **MHSAA Eligibility Requirements:** SCS (grades 9-12) is a member of the Michigan High School Athletic Association (MHSAA) and adheres to all MHSAA eligibility requirements.
3. **Probation:** Students with a marking period average below 68% are declared ineligible for all school activities for the next marking period. Generally, probation begins on the day report cards have been issued and ends on the day report cards have been distributed for the following quarter. A student on probation for two quarters in any one school year is academically disqualified and may not return to SCS.
4. **Advanced Placement:** Please note that although advanced placement courses do not "weight" the GPA, they do affect valedictorian and salutatorian status. Students in advanced placement courses who receive a semester grade of 80% or above will receive an increased score of 5% in the calculation of a revalued GPA. Before scheduling AP classes, a student must qualify by

having an 85% in the subject area, a 2.5 cumulative GPA, and subject teacher endorsement.

5. **Chronic Absence Policy:** Students who have been determined by a consensus opinion of their teachers, the guidance counselor, and principal, to be chronically missing school on days of tests will be placed under the following policy. The student will receive a ten percent deduction on any test missed due to an absence. This is a progressive system of deduction. The second test missed in the same class would cause a twenty percent deduction. The third absence in the same class would cause a thirty percent deduction and so on. The only excuse for an absence that can be accepted on a test day would be a doctor's note submitted to the attendance office.

## **GRADE POINT AVERAGE (GPA)**

**Cumulative average refers to the process of averaging a student's semester grades to determine a cumulative grade point average.**

The format of GPA (0.0-4.0) is used because it is a format that colleges and scholarship committees often request when seeking academic information regarding a student.

**Grade point average is only used in the calculation of semester averages.** It is based on semester grades, with each grade receiving a grade point value and those values being averaged to determine a cumulative grade point average. Grade point averages are based on the average of grade point values, not the percentages. Grade point averages are rounded to the second decimal place. (Ex: 3.975 rounds off to 3.98)

### **1. GPA - Single Semester Equation**

**Following is an example of the equation used by the school to compute a student's cumulative grade point average for a semester.**

#### **a. Equation**

- 1) Using the GPA equivalency scale, assign each semester percentage grade a GPA equivalency:

Full GPA equivalency for major courses; half GPA equivalency for minor courses (PE, Music, Art)\*

- 2) Add up the total credit points for each class:  
     1 point for major courses  
     .50 point for minor courses (PE, Music, Art)
- 3) Divide sum of total GPA (1) by total points (2)

b. **Example**

<b>Subject</b>	<b>Semester % Grade</b>	<b>GPA Value</b>	<b>Total Credit</b>
Math	98	4.00	1.0
Soc. Studies	89	3.40	1.0
English	95	4.00	1.0
Bible	85	3.00	1.0
Science	77	2.20	1.0
Art*	83	1.40*	.5*
PE*	92	<u>1.85*</u>	<u>.5*</u>
		19.85	6.0

\*Note - Minor subject therefore GPA and credit value is halved

c. **Calculations**

19.85 divided by 6.0 = 3.30

The semester GPA is 3.30.

2. **GPA: Multiple Semester Equation**

The following is an explanation of the equation used by the school **to compute a student's cumulative grade point average for multiple semesters.**

a. **Equation**

- 1) Use the standard single semester equation to compute semester GPA points and credits.
- 2) Add the new semester's GPA points and credits.
- 3) Divide the total of GPA points by the total of credit points.

b. **Example:** The following represents the calculation for three semesters.

**9th Grade first semester:**

<b>Subject</b>	<b>% Grade</b>	<b>GPA Value</b>	<b>Credit</b>
English	98	4.00	1.0
Math	89	3.40	1.0
Soc. Studies	95	4.00	1.0
Science	85	3.00	1.0
Bible	77	2.20	1.0
Computer	93	3.80	1.0
PE *	97	<u>2.00</u>	<u>.5*</u>
		22.40	6.5

Cumulative GPA would be 22.4 divided by 6.5 = 3.446 = 3.45

**9th Grade second semester:**

<b>Subject</b>	<b>% Grade</b>	<b>GPA Value</b>	<b>Credit</b>
English	95	4.00	1.0
Math	90	3.50	1.0
Soc. Studies	93	3.80	1.0
Science	87	3.20	1.0
Bible	85	3.00	1.0
Health	96	4.00	1.0
Art*	96	<u>2.00</u>	<u>.5*</u>
		23.50	6.5

Cumulative GPA Value       $22.4 + 23.5 = 45.9$

Cumulative Credit       $6.5 + 6.5 = 13.0$

Cumulative GPA       $45.9 \text{ divided by } 13.0 = 3.53$

**10th Grade first semester:**

<b>Subject</b>	<b>% Grade</b>	<b>GPA Value</b>	<b>Credit</b>
English	92	3.70	1.0
Math	83	2.80	1.0
Science	78	2.30	1.0
Bible	87	3.20	1.0
World Lang.	93	3.80	1.0
Music*	92	<u>1.85</u>	<u>.5*</u>
		17.65	5.5

Cumulative GPA Value       $45.90 + 17.65 = 63.55$

Cumulative Credit             $13.0 + 5.5 = 18.5$

Cumulative GPA                 $63.55 \text{ divided by } 18.5 = 3.435 = 3.44$

**3. Percentage/GPA Equivalencies**

The percentage/GPA equivalency chart below is designed to be used for determining cumulative GPA only. We do not use this chart to convert marking period grades into GPA, only semester grades.

Letter Grade	Percent Grade	GPA	Letter Grade	Percent Grade	GPA	Letter Grade	Percent Grade	GPA	Letter Grade	Percent Grade	GPA
A+	99 – 100	4.0	B+	89	3.4	C+	79	2.4	D+	69	1.4
	98	4.0		88	3.3		78	2.3		68	1.3
A	97	4.0	B	87	3.2	C	77	2.2	D	67	1.2
	96	4.0		86	3.1		76	2.1		66	1.1
	95	4.0		85	3.0		75	2.0		65	1.0
	94	3.9		84	2.9		74	1.9		64	.9
	93	3.8		83	2.8		73	1.8		63	.8
A-	92	3.7	B-	82	2.7	C-	72	1.7	D-	62	.7
	91	3.6		81	2.6		71	1.6		61	.6
	90	3.5		80	2.5		70	1.5		60	.5
									E	59 & Below	0

## **COURSE DESCRIPTIONS**

### **BIBLE EDUCATION**

#### **I. INTRODUCTION**

##### **A. Philosophy of the Bible Department**

Proverbs 1:7 states, "The fear of the Lord is the beginning of knowledge." So, too, the study of the Word of the Lord is the starting point and focus of all true learning experiences. The goals, therefore, of the Bible Department are:

1. To enable the students to understand the basic teachings of the Bible and their importance in all of life.
2. To equip the students to read regularly, study, memorize, and meditate on the Word in their own lives.
3. To encourage the students to share the truth of Christianity through their words and in their lives in every relationship.
4. To give examples to students through the lives of their teachers of the real meaning of a life committed to Jesus Christ.

Bible is a regular academic subject and is considered of equal academic value with all other academic disciplines in areas such as honor roll consideration, grade point average, and graduation requirements. Each student is required to have one year of Bible instruction for each year in attendance at Southfield Christian School.

##### **B. Selection of Bible Translation**

Parents and students are encouraged to select a translation (not a paraphrase) of the Bible that they feel most helpful. It is suggested that students make their selection during their junior high years and continue to use this version for their entire stay at Southfield Christian School. This selection allows a unified approach to the student's Bible study and memorization work.

If there is no preference in translations, the King James Version, the New International Version and the New American Standard Version are suggested. Each offers a readable and reliable translation of God's Word. Regardless of which version

or translation is selected, we prefer Bible memorization not be done from a paraphrase such as The Living Bible or The Message.

## II. LIST OF COURSE OFFERINGS

- A. Bible 9: Wisdom Literature and Foundations of Faith
- B. Bible 10: Apologetics and Practical Christian Living
- C. Junior and Senior Electives:  
Old Testament Survey, Personal Bible Study, New Testament Survey, Christianity and Culture, Spiritual Leadership, Life of Christ, Marriage and Family, Psalms, Financial Literacy

## III. COURSE DESCRIPTIONS

### A. Bible 9 and 10

#### 1. **Wisdom Literature and Foundations of Faith** (Grade 9)

Wisdom Literature is semester-long freshmen course which covers the books of Proverbs, Ecclesiastes, and Job. Proverbs offers insight to avoiding a way that *seems* right to choosing a way that *is* right. Ecclesiastes offers insight to the meaning of life and Job tackles one of life's deepest questions.

Foundations of Faith is a semester-long course which reviews the major doctrines of the Christian faith (the Bible, God, Jesus Christ, the Holy Spirit, Man and Sin, Salvation and the spiritual battle). Biblical, historical, and systematic contributions to each doctrine are discussed to encourage the students to make these Bible teachings a part of their daily Christian experience.

#### 2. **Apologetics and Practical Christian Living** (Grade 10)

The study of Apologetics, the art and science of defending one's faith by answering tough questions, equips sophomores to be more confident and prepared to share their faith. In addition, the truth of God's Word will be sought and applied to student-generated questions about the Christian faith. This semester-long course will acquaint the students with different worldviews with special emphasis on the Christian worldview with the hope of having students transform culture

with a biblically-trained mind.

Practical Christian Living addresses the understanding that Christianity is not a religion of belief in isolation from practice. Instead, its teachings relate to real-life situations. The reality of a Christian experience affects one's relationship with God, with other Christians, and with non-Christians. Interpersonal relationships with fellow members of church and family are viewed as an extension of the believer's primary relationship with God. And under that umbrella dating issues are also discussed.

## **B. Bible 11 and 12**

### **1. Old Testament Survey**

This course is offered to provide the high school student with a brief overview and refresher course on the Old Testament, tying together chronologically the major events and key people in Israel's history. Major topics include a review of the divisions of the Old Testament, characters, themes, Jewish history, the Hebrew religion and other information pertinent to a basic understanding of the Old Testament.

### **2. Personal Bible Study**

Personal study of the Bible strengthens the life of a Christian. This course aims to teach the skills of studying the Bible inductively. The three steps of inductive Bible study (observation, interpretation, and application) are taught and practiced on the various types of Biblical literature: poetry, prophecy, letters, and history. This course uses the text by Hans Finzel called Unlocking the Scriptures.

### **3. New Testament Survey**

This course is designed to provide students with an overview of the New Testament. During the semester the class will be examining each book to learn about its author, audience, purpose, etc. After working through the background, the class will also look at the major themes and key topics of each book. The objective is to allow the student to have a working understanding of the entire New Testament.

#### **4. Christianity and Culture**

This course is designed to provide students with detailed information about the world, its beliefs, as well as Biblical responses to the questions posed to believers everyday. In essence, it is intended to equip the student to confidently face today's society which often rejects Jesus Christ as Lord and Savior.

#### **5. Spiritual Leadership**

This course has two parts. The first part focuses on developing ourselves through Biblical disciplines and spiritual gifts. The second part explores numerous avenues for growing leadership ability. The goal of this class is to help students seek out and understand God's desire for their lives as they develop their personal walk, gifts, and abilities for His purposes.

#### **6. Life of Christ**

This course is a study of the life and teachings of Jesus as described in the Gospels. The life of Jesus serves as the role model for life. A focus on the conversations and actions of Jesus teaches what God is like and how God wants life to be lived. Seeing how Jesus successfully struggled against evil encourages an application of His responses to personal situations.

#### **7. Marriage and Family**

One of the most important decisions many individuals will make in life is whom they will marry. Those who do marry soon find that what they thought would make life great, meaningful, and fulfilling has done just the opposite. As a result, marriages fall apart and leave long-lasting casualties. The goal of this class is to help us understand ourselves and others, especially the other gender, from a Biblical perspective. The hope is to better prepare students for the pursuit of a mate, a family, and all the joys and blessings God has created for those who follow His faultless design.

## 8. **Psalms**

This course will study how people handled their emotional responses to God from the various life situations in which they found themselves. Students will see role models to follow and life choices to avoid. This course will also address the topics of worship and prayer.

## 9. **Financial Literacy**

This course investigates a Biblical perspective on the topic of finances. Students will study the Bible to determine principles for the wise use of the money for which they are responsible, both now and in their future. Students will also have the opportunity to practice related financial calculations.

## IV. **COURSE TEXTS**

The primary text for every course in the Bible curriculum is the Bible itself. Some of the courses use an additional book to the Bible in a secondary and supportive way.

# **ENGLISH EDUCATION**

## I. **INTRODUCTION**

The high school student at Southfield Christian School is required to take four credits of English. The ninth and tenth grades are one-year required courses that yield one full credit each. The other two credits can be obtained by selecting from the one-semester courses that yield one-half credit each.

The college-bound student is advised to take all of the courses offered in literature and writing. American Literature and British Literature provide the student with a strong Humanities background. College Writing and Persuasive Writing are geared to college-level expectations in thinking, research and writing.

## II. **LIST OF COURSE OFFERINGS:**

Some electives are offered on an alternating year basis.

A. **ENGLISH 9**

Grade level: 9, 2 semesters: 1.00 credit/year

Texts: Elements of Literature, Third Course, Daniel, et al., Holt/Rinehart/Winston, 2005; Vocabulary for Achievement - Fourth Course, Houghton Mifflin, 1998

Works Include: Romeo and Juliet, Shakespeare; Night, Wiesel; Inherit the Wind, Lawrence

B. **ENGLISH 10**

Grade level: 10, 2 semesters: 1.00 credit/year

Prerequisite: English 9

Texts: Elements of Literature, Fourth Course, Anderson, et al., Harcourt/Brace/World, 1993; English Workshop, Fifth Course, Blumenthal, Harcourt Brace, 1995; Vocabulary for the College Bound Student, Third Edition, Levine, et al., Amsco School Publications, 1994

Works Include: To Kill a Mockingbird, Harper Lee; Much Ado About Nothing, Shakespeare; A Separate Peace, Knowles; The Outsiders, S.E. Hinton

C. **AMERICAN LITERATURE**

Grade level: 11, 12, 1 semester: .50 credit/semester

Prerequisite: English 10

Text: Elements of Literature: Fifth Course - Literature of the United States, Anderson, et al., Holt Rinehart 1993

Works Include: Huckleberry Finn, The Crucible, Fahrenheit 451,

Special Projects: Selected short stories, poetry and book presentations

D. **BRITISH LITERATURE**

Grade level: 11, 12, 1 semester: .50 credit/semester

Prerequisite: English 10

Text: Elements of Literature: Sixth Course - Literature of Britain, Anderson, et al., Holt, Rinehart, and Winston, 1993

Works Include: Beowulf, Canterbury Tales, Hamlet, 1984, Lord of the Flies, Sense and Sensibility (film); Metaphysical, Romantic and Victorian Poetry

**E. COLLEGE WRITING**

Grade level: 12, 1 semester: .50 credit/semester

Prerequisite: Junior Literature Course

Texts: The Nuts and Bolts of College Writing, Harvey, Hackett, 2003

**F. CONTEMPORARY LITERATURE**

Grade level: 12, 1 semester: .50 credit/semester

Prerequisites: Junior/Senior Literature and Writing Course

Novels: Tuesdays with Morrie, Albom; The Color of Water, McBride

Works Include: Short stories and seven films

**G. CREATIVE WRITING**

Grade level: 11, 12, 1 semester: .50 credit/semester

Prerequisite: English 10

Text: Creative Writer's Handbook, Third Edition, Jason & Lefcowitz, Prentice Hall, 1999

**H. LITERATURE OF FAITH**

Grade level; 11,12, 1 semester: .50 credit/semester

Prerequisite: English 10

Text: Shadow and Light, Tippins, et al., ACU Press, 2004

Works Include: Henry V, selected short stories, poetry and outside reading

**I. PERSUASIVE WRITING**

Grade level: 11, 12, 1 semester: .50 credit/semester

Prerequisite: English 10

Text: Strategies of Rhetoric, Sixth Edition, Tibbetts, et al., Harper Collins, 1991; Handbook, Third Edition, Rosen et al., Allyn & Bacon, 1997

**J. COMMUNICATIONS MEDIA**

Grade level: 10-12, 2 semesters: .50 credit/semester

Prerequisite: English 9 and English 10

Approval of instructor after applications have been submitted and accepted.

**K. SPEECH**

Grade level: 11, 12, 1 semester: .50 credit/semester

Prerequisite: English 10

Supplementary Text: Communication Matters, McCutcheon, West Publishing Co, 1994

**L. FORENSICS**

Grade level: 11, 12, 1 semester: .50 credit/semester

Prerequisite: English 10

Supplementary Texts: Communication Matters, McCutcheon, West Publishing Co, 1994; Working Forensics - A Competitor's Guide, Hindman and Schackelford and Schlottach, 1993

**M. ADVANCED PLACEMENT ENGLISH**

Grade level: 12, 2 semesters: .50 credit/semester

Prerequisite: Instructor approval

Texts: A Short Guide to Writing About Literature, Eleventh Edition, Barnet and Cain, Pearson Longman, 2009; Perrine's Sound and Sense, Arp, Harcourt Brace Jovanovich, 1997; A Writer's Reference, Fourth Edition, Hacker; Bedford/St.Martins, 1999

Works Include: Taming of the Shrew, A Doll's House, Crime & Punishment, Heart of Darkness, Othello, Their Eyes Were Watching God, The Scarlet Letter, The Poisonwood Bible, The Death of Ivan Ilych, The Metamorphosis , Pride and Prejudice, Kite Runner

**N. DRAMA**

Grade level: 11, 12, 1 semester: .50 credit/semester

Prerequisite: English 10

**III. COURSE DESCRIPTIONS**

**A. ENGLISH 9**

This is a required course of basic English. Oral and written communication is stressed, and skills requiring reading and listening are emphasized. Written work includes the writing of paragraphs, evaluative reports, and shorter written assignments. Units on grammar, usage, spelling, vocabulary,

and sentence structure emphasize correct language skills. Throughout the year, literature is studied to develop reading comprehension and literature appreciation. Units of poetry, the short story, drama, and the novel are included. Novels are assigned in addition to units in the text. A term paper will be required of all students.

**B. ENGLISH 10**

Sophomore English is a one-year course designed to develop and improve the student's abilities to think analytically and to write effectively. English 10 will focus on the comprehension and appreciation of various literary genre (e.g. short story, poetry, essay, drama and novel), will emphasize the application of important language skills (grammar usage, vocabulary building, and writing development); and will stress the improvement of essential study and research skills that are necessary for future courses. A six-page, contemporary issues research paper concentrates on clarity of content, accuracy of form and precision of mechanics.

**C. AMERICAN LITERATURE**

This one-semester course traces our American tradition in literature, historically and developmentally, by surveying major authors in periods and types of literature. Emphasis is placed on understanding literary techniques, philosophies, and genres. Focus is placed on the themes of conscience, integrity, and individual responsibility within society as reflected in American Literature. Students will respond analytically by writing papers and through creative projects.

**D. BRITISH LITERATURE**

British Literature, a one-semester course intended for all students, will survey the representative literary and historical works and influences since the invasion by the Anglo-Saxons in 450 A.D. Major themes include man's inner conflicts, man's moral dilemmas within society at large and the power of good over evil in both social and spiritual realms.

**E. CONTEMPORARY LITERATURE**

This one-semester course for second-semester seniors covers three novels, six films, and several short stories from the

1960's to the present. The course will focus on the analysis of the literary elements of print and image in order to deepen the appreciation and meaning for the work as a whole. Readers and viewers will primarily study the themes of the literature selections to be active seekers of truth about human nature and the image of God in each of us.

**F. COLLEGE WRITING**

College Writing, a one-semester course, is designed to develop the student's abilities to comprehend and analyze contemporary essays; to understand and apply the essential principles of effective composition; to write and evaluate literary criticism; and to improve and practice collegiate study and research skills. A culminating research paper is required on the work of a short novel by Hemingway, Steinbeck, Shaw, Fitzgerald, or another author.

**G. LITERATURE OF FAITH**

Literature of Faith is an elective course that examines different genres of literature and how that genre incorporates faith in the life of the author or the characters of the work. Studies will range from essays to short stories to poetry to Henry V; all works focus on the integration of faith and daily living. The class incorporates discussion, journal writing and outside reading.

**H. CREATIVE WRITING**

This one-semester course provides opportunity for the development of creative thinking and writing skills. Class activities and assignments provide practice with techniques used in writing poetry, short stories, and creative nonfiction. The exercises for each unit culminate in a project displaying mastery of those techniques.

**I. PERSUASIVE WRITING**

This one-semester course is designed to develop strong skills in the effective use of language, reasoning, and research. Special emphasis is given to word choice, smooth structure, and clarity in sentence and paragraph development. The student is exposed to the historical methods of traditional rhetorical theory and their application to writing. The student is

instructed in more specific aspects of discovering basic issues, developing methods of argumentation, reasoning, and persuasive writing. The student is expected to do research on the subject matter, participate in the in-class discussions, and to prepare well-documented and logically developed papers.

**J. COMMUNICATIONS MEDIA**

This is a one-year course with primary emphasis on the essential aspects of yearbook production. The first semester is devoted entirely to producing a yearbook. After an academic overview, students will exercise such skills as copy writing, page design and layout, photography, organization, sales, advertisement, marketing and business management. The second semester is devoted to the completion of the yearbook and other projects.

**K. SPEECH**

This one-semester course seeks to develop poise, directness, and skills in communicating effectively as a speaker. It includes instruction regarding audience analysis, speech psychology, delivery, organization of the speech, bodily action, voice and articulation, and listening. Students are given activities that are designed to help them develop good techniques in general speaking, interpretative reading and formal speaking.

**L. FORENSICS**

Forensics is a more creative study in specific areas of public speaking. Students will be asked to research topics for informative and persuasive speeches, create visual aids, select and edit literature for oral interpretations, write impromptu speeches and perform readers' theater.

**M. ADVANCED PLACEMENT ENGLISH**

This year-long course is for senior students who show exceptional ability in literature analysis and writing skills. The course will challenge the student to read and analyze various literary genre and to write extensively, simulating the expectations of a college, freshmen-level English course. Students will be prepared to take the Advanced Placement Test in English Language and in English Literature in the spring.

Students will be required to complete a summer reading assignment.

**N. DRAMA**

Drama is a one-semester course designed to introduce students to various elements of drama including stage movement; voice and interpretation; acting technique, especially characterization; and various technical aspects of the theater. Activity-oriented, the class focuses on participation and culminates in a public dramatic performance.

## **SOCIAL STUDIES EDUCATION**

**I. INTRODUCTION**

The Social Studies Department at Southfield Christian School recognizes the need for each individual to understand the social processes that affect individuals and their society. We recognize that the developments in history have taken place under the sovereignty of God (Ps. 103:19) and that the student needs to gain an understanding of how these events have affected individuals and their social pattern, heritage, and future. We value the importance of social differences among individuals, groups, cultures, and eras while appreciating and accepting those variations in a context of gratefulness to God for the way they fit into His plan for the ages.

To graduate, a student must have acquired three units of credit in Social Studies including: 1 unit of World History (grade 9), 1 unit of US. History (grade 11), 1/2 unit of Government (grade 12) and 1/2 unit of Sociology, Psychology, Geography, Middle Eastern Civilization, Russian History or Economics (grades 10 - 12).

**II. LISTING OF COURSE OFFERINGS**

**A. WORLD SOCIAL STUDIES**

Grade level: 9, 2 semesters: 1.00 credit/year

Prerequisite: None

Text: World History: Connections to Today, Gaynor and Ellis; Prentice Hall, 2001

**B. AMERICAN HISTORY**

Grade level: 11, 2 semesters: 1.00 credit/year

Prerequisite: None

Text: The Americans, Danzer, et al; McDougall Littell, 2003

**C. GOVERNMENT**

Grade level: 12, 1 semester: .50 credit/semester

Prerequisite: Senior Standing

Text: McGruder's American Government, McClenaghan; Prentice Hall, 2004

**D. SOCIOLOGY**

Grade level: 11, 12, 1 semester: .50 credit/semester

Prerequisite: None

Text: Sociology: The Study of Human Relationships, Thomas; Holt Rinehart Winston, 2005

**E. PSYCHOLOGY**

Grade level: 11, 12, 1 semester: .50 credit/semester

Prerequisites: None

Text: Exploring Psychology (6th ed.), Myers; Worth, 2004

**F. ECONOMICS**

Grade level: 11, 12, 1 semester: .50 credit/semester

Prerequisite: None

Texts: Economics Concepts and Choices, Meet, Morton and Schug; Holt McDougal, 2011

**G. GEOGRAPHY**

Grade level: 10-12, 1 semester: .50 credit/semester

Prerequisite: None

Text: World Geography Today, Sager and Helgren; Holt Rinehart, 2005; also Mapping the World by Heart curriculum

**H. MIDDLE EASTERN CIVILIZATION**

Grade level: 11, 12, 1 semester: .50 credit/semester

Prerequisite: None

Text: The Shaping of the Modern Middle East, Lewis; Oxford University Press, 1994

**I. RUSSIAN HISTORY**

Grade level: 11, 12, 1 semester: .50 credit/semester

Prerequisite: None

Text: Russia, A Concise History, Hingley; Oxford University Press, 2003

**J. ADVANCED PLACEMENT UNITED STATES HISTORY**

Grade level: 11, 12, 2 semesters: 1.00/year

Prerequisite: None

Text: American History, A Survey (13<sup>th</sup> edition), Brinkley; McGraw Hill, 2009

**III. COURSE DESCRIPTIONS**

**A. WORLD SOCIAL STUDIES**

World Social Studies is a one-year course designed to give students a chronological overview of world history. The first half of the course begins with an introduction to the discipline of history and a brief unit on pre-history, and then covers the development and decline of various ancient civilizations and the beginnings of the major world religions. By mid-year, the course has moved through the French Revolution and tackles the Industrial Revolution as the second semester begins. The second half of the course is highlighted by the growth of nationalism, democracy, and imperialism before concluding with the World Wars, the Cold War, and a brief look at the period of the 1980s -2000s. An emphasis is placed on understanding the political, economic, and cultural developments of each civilization and time period, as well as gaining a base of knowledge about the history of regions like the Far East, Africa, and South America.

**B. AMERICAN HISTORY**

American History is a one-year course that is required for graduation. This course is taught on a thematic basis instead of the traditional chronological approach. This means that the class traces selected themes in American history from their origins to the current era. Among the topics that are covered in this course are exploration and expansion, the people of

American, foreign policy and international conflict, consensus and dissent, the growth of presidential power as well as social and economic trends in American history.

**C. GOVERNMENT**

This course is designed to provide an overview of the American system of government and to help students prepare for their role as responsible, participating citizens. This class will combine an examination of the political process and an analysis of constitutional rights and liberties. The course will examine the importance of institutions such as the Supreme Court, political parties, etc.

**D. SOCIOLOGY**

Major topics of study include the concept of culture, cultural diversity, the process of socialization, prejudice and discrimination, male and female roles and their impact on families, and social problems. Throughout the course an emphasis is placed on the value of objectivity and careful reasoning when analyzing the different ways in which society has an impact on its members. Christian awareness, responsibility and action are integral to the study.

**E. PSYCHOLOGY**

Psychology is a one-semester course providing the student with an introduction to the areas of human growth and development, learning and perception, personality and identity, social, and abnormal psychology. We look at the course from a practical, helpful perspective rather than an entirely analytical, statistical one. Also, the primarily secular world of psychology is evaluated in light of Biblical principles.

**F. ECONOMICS**

Economics is one-semester social studies elective. This course is designed to provide the student with an introduction and overview of the various areas in the field of economics. The course will include economic theory about supply and demand, business organizations, banking and investment along with a discussion of current economic problems such as recessions, depressions, inflation and unemployment. This course will attempt to combine theory with practical insights and

activities to show the student both the principles and practical dimensions of economics.

**G. GEOGRAPHY**

This course will focus on the traditional use of maps to develop a specific knowledge of the location of the countries, oceans, seas, mountain ranges, and various landforms and features of the world. The course will also look at the study of human geography for the purpose of understanding such concepts as interdependence from a regional to world scope.

**H. MIDDLE EASTERN CIVILIZATION**

Middle Eastern Civilization traces the development of the nations that make up the modern Middle East. The history and development of the nations comprising the “cradle of civilization” will be covered as well as their extensive culture and traditions. Students will be provided the opportunity to understand how the Middle East has affected the entire world throughout history and in current times.

**I. RUSSIAN HISTORY**

Russian History is a one semester course which focuses on the history, geography, culture, politics and economics of Russia. This course will include topics such as the essential periods in Russia’s developmental history; the rise of the modern state of Russia; significant political, cultural and religious institutions, and Russian international relations. This course will present students with the opportunity to know and understand Russia’s history and how its history correlates with the present state of the nation.

**J. ADVANCED PLACEMENT UNITED STATES HISTORY**

AP U.S. History is a yearlong course aimed at the upperclassman who desires to prepare for the AP exam in U.S. History. The text reading is rigorous yet stimulating.

## SCIENCE EDUCATION

### I. INTRODUCTION

As we prepare future citizens to address questions of technology and the environment, a biblical perspective combined with a strong science background should lead to actions and decisions that result in the use of science and technology to benefit mankind and preserve the natural world. A deeper understanding of creation will help us praise our Creator more intelligently. With these things in mind, we believe that study of the basic sciences is an important part of every student's education. (Colossians 1:16, Jeremiah 27:5; Psalm 104:24; John 1:3; Nehemiah 9:6; Revelation 4:11; Psalm 135:6; Hebrews 1:3; Psalm 145:9,10,15; Genesis 1:31; Psalm 19:1; Psalm 90:2; Psalm 93:1-2, Psalm 111:2).

Specifically, the goals of the science department are:

1. Exposure of all students to all areas of science.
2. Environmental awareness – cultivating care for the world around us.
3. Presentation of the basic concepts of science so that a deeper understanding will remain.
  - a. Experimentation in order to participate in the unique way of knowing in science.
  - b. Recognizing misconceptions about the physical world and dealing with them.
  - c. Repeating exposure to important concepts and ways of thinking.
4. Recognition of the language of science - mathematics.
5. Recognition of the relationship between science and technology.
6. Realization that science and technology are human endeavors.

The suggested sequence of courses in the high school is Biology in the 9th grade, Physics in 10th grade, Chemistry in 11th grade, and AP science courses in 12th grade. Anatomy and Physiology are offered to students who have completed Biology while Organic Chemistry is offered to students who have completed Chemistry.

Because we feel all areas of science should be explored before specialization, we encourage students to take the other first-year sciences before taking the advanced courses. Actual offerings of the AP sciences are influenced by student demand and the availability of qualified staff and lab facility.

## II. LISTING OF COURSE OFFERINGS

### A. BIOLOGY

Grade level: 9 (open to 11-12), 2 semesters: 1.00 credit/year

Prerequisite: None

Text: Biology, Miller and Levine; Pearson Prentice Hall, 2004

### B. PHYSICS

Grade level: 10 (open to 11-12)

2 semesters: 1.00 credit/year

Prerequisite: Algebra I

Text: Conceptual Physics, Hewitt; Pearson, 2010

### C. CHEMISTRY

Grade level: 10-12, 2 semesters: 1.00 credit/year

Prerequisite: Algebra I

Text: Chemistry: Matter and Change; Glencoe, 2002

### D. ADVANCED PLACEMENT PHYSICS: B-Exam

Grade level: 11-12, 2 semesters: 1.00 credit/year

Prerequisite: Physics 1, Algebra II

Text: College Physics, (6th ed.), Serway and Faughn; Brooks Cole Publisher, 2003

### E. ADVANCED PLACEMENT BIOLOGY

Grade level: 11-12, 2 semesters: 1.00 credit/year

Prerequisite: Biology I

Text: Biology, Campbell & Reece; Pearson, 2008

### F. ADVANCED PLACEMENT CHEMISTRY

Grade level: 11-12, 2 semesters: 1.00 credit/year

Prerequisite: Chemistry, Algebra II

Text: Chemistry – 11e, Brown et al.; Pearson, 2009

**G. ORGANIC CHEMISTRY**

Grade level: 11-12, 1 semester: .50 credit/semester

Prerequisite: Chemistry, Algebra II

Text: Organic Chemistry, McMurry; Thompson Learning, 2004

**H. ANATOMY AND PHYSIOLOGY**

Grade level: 10-12, 1 semester: .50 credit/semester

Prerequisite: Biology and Health

Text: Essentials of Human Anatomy and Physiology, Marieb; Pearson, 2006

**III. COURSE DESCRIPTIONS**

**A. BIOLOGY**

Biology is the study of living organisms and their relationships to each other and the earth. In this course, students will consider the microscopic view of individual cells as well as the diversity and complexity found in the array of organisms God has designed for our world. The major topics that will be considered are cellular biology, genetics, ecology, body systems, classification of organisms, and the issues of creation and evolution. These topics, combined in various lab situations will provide students with a well-rounded background in biology.

**B. PHYSICS**

This course emphasizes an understanding of the concepts of physics. This emphasis is fostered through everyday applications. Topics covered in this course include mechanics, sound, electricity, light, magnetism, and heat transfer. Methodology includes problem solving and quantitative lab work.

**C. CHEMISTRY**

This course is the study of matter, its composition, its structure, and the changes it undergoes. A major focus is the structure of the atom and its effect on the physical and chemical properties of matter. Topics include the structure of the atom, chemical formulas and equations, phases of matter, solutions,

the periodic table, and the concept of the mole. Methodology includes problem solving and quantitative lab work.

**D. ADVANCED PLACEMENT PHYSICS: B-EXAM**

This course emphasizes problem solving in the areas of Mechanics, Thermodynamics, Electricity and Magnetism, Waves and Simple Harmonic Motion, Optics and Electrical Circuits. Our study will prepare students to take the Advanced Placement Physics B-Exam and/or give an excellent foundation for physics study in college.

**E. ADVANCED PLACEMENT BIOLOGY**

This course is designed to prepare students for college biology courses and for taking the Advanced Placement Test. Students are exposed to detailed lab experiences and course work that will add to their knowledge from Biology I. Students interested in medical fields, wildlife management, or botany should consider taking this course.

**F. ADVANCED PLACEMENT CHEMISTRY**

The AP Chemistry course is designed to be the equivalent of the general chemistry course taken as a college freshman. An advanced chemistry textbook will be used with an emphasis on chemical calculations. The number of topics covered will be more extensive than those in introductory chemistry, and lab experiments will be completed with greater precision. This course will prepare the students to take the AP Chemistry exam and/or prepare them to pursue a science-related course of study in college.

**G. ORGANIC CHEMISTRY**

Organic Chemistry is a second year chemistry course offered particularly for those students who would like to pursue careers in science or medicine. The course provides a basic understanding of organic compounds, how they react and why. An understanding of carbon compounds will enable students to successfully complete one of the most difficult college courses for science and premed majors.

## H. **ANATOMY AND PHYSIOLOGY**

This course is a one semester introduction to the anatomy and physiology of the human body. The focus of the course is the eleven major body systems and their interactions with each other. A strong lab component is included.

## **MATHEMATICS EDUCATION**

### I. **INTRODUCTION**

The Department of Mathematics emphasizes two basic ideas which answer the question "Why is mathematics important?" First, mathematics is a universal language with which all persons should be familiar. Second, mathematics is useful, both immediately and eventually.

Though the school requires three full years of mathematics for graduation, those who are planning to go to college should plan to take four years of math. In preparation for the ACT and SAT, it is suggested that students take a full year of mathematics each year of high school. An accelerated program leading to advanced placement is also available.

### II. **LISTING OF COURSE OFFERINGS**

#### A. **ALGEBRA I**

Grade level: 9-12, 2 semesters: 1.00 credit/year

Text: Algebra I: Expressions, Equations, and Applications, Classic Edition, Foerster; Addison-Wesley, 2006

#### B. **GEOMETRY**

Grade level: 9-12, 2 semesters: 1.00 credit/year

Prerequisite: Algebra I

Text: Larson Geometry, Larson, et al.; Holt McDougal, 2011

#### C. **ALGEBRA II**

Grade level: 10-12, 2 semesters: 1.00 credit/year

Prerequisite: Algebra I

Text: Algebra and Trigonometry: Functions and Applications, Classic Edition, Foerster; Addison-Wesley, 2006

**D. PROBABILITY AND STATISTICS**

Grade level: 12, 2 semesters: 1.00 credit/year

Prerequisite: Geometry and Algebra II

Text: Elementary Statistics, Bluman; McGraw Hill, 2007

**E. PRE-CALCULUS**

Grade level: 11-12, 2 semesters: 1.00 credit/year

Prerequisite: Geometry and Algebra II

Text: Pre-Calculus With Limits: A Graphing Approach, Fourth Edition, Larson, et al.; Houghton Mifflin, 2005

**F. ADVANCED PLACEMENT CALCULUS**

Grade level: 12, 2 semesters: 1.00 credit/year

Prerequisite: Pre-calculus

Text: Calculus: Early Transcendental Functions (4<sup>th</sup> ed.), Larson, Hostetler, Edwards; Houghton Mifflin, 2007

**III. MATHEMATICS SEQUENCE OF COURSES**

**A. Normal College-Preparatory Program**

Algebra I - 2 semesters (ninth grade)

Geometry - 2 semesters (tenth grade)

Algebra II - 2 semesters (eleventh grade)

Pre-Cal or Prob & Stat – 2 semesters (twelfth grade)

**B. Accelerated Program - Two Options**

1. Algebra I - 2 semesters (eighth grade)

Geometry - 2 semesters (ninth grade)

Algebra II - 2 semesters (tenth grade)

Pre-Calculus - 2 semesters (eleventh grade)

AP Calculus - 2 semesters (twelfth grade)

2. Algebra I - 2 semesters (ninth grade)

Geometry/Algebra II - 4 semesters (all in tenth grade)

Pre-Calculus - 2 semesters (eleventh grade)

AP Calculus - 2 semesters (twelfth grade)

**C. Placement Policies**

The Mathematics Department is committed to the principle that all students should study mathematics appropriate for their developmental age and their future educational and career plans. Students transferring into Southfield Christian and requesting advanced placement must take placement tests and achieve acceptable scores in order to be scheduled for advanced courses.

After successful completion of Algebra I, students who are not already in advanced placement may elect to enter by taking both Geometry and Algebra II in their sophomore year with the recommendation of their Algebra I teacher.

All students are encouraged to enroll in an appropriate mathematics course in their senior year. The choice (Precalculus, AP Calculus, or Probability and Statistics) should be made considering the student's mathematical abilities, and the educational and career plans.

**IV. COURSE DESCRIPTIONS**

**A. ALGEBRA I**

In this course students learn the language and mechanics of algebra and put them to practical use in problem solving. The following topics are included: solving equations and inequalities, graphing linear functions, solving systems of equations, square roots, operations on polynomials, factoring and solving quadratic equations, and simplifying rational expressions.

**B. GEOMETRY**

This course is designed to include the formal proofs of plane geometry and practical applications in plane and solid geometry. It includes the study of polygons, circles, constructions, area and volume of solids, and right triangles.

**C. ALGEBRA II**

This course is a continuation of the study begun in Algebra I. Topics include: the number system, linear functions

and equations, quadratic functions and relations, systems of equations and inequalities, exponential and logarithmic functions, sequences, and series and matrices.

**D. PROBABILITY AND STATISTICS**

Topics in this course include methods of displaying and interpreting data, experimental and theoretical probability, methods of sampling, causes of bias, and confidence intervals. The approach emphasizes a hands-on practical study utilizing both actual events and simulations.

**E. PRE-CALCULUS**

A study is made of the topics necessary for a first course in Calculus. Topics are treated more rigorously than in previous courses. The content includes the study of functions (polynomial, rational, radical, exponential, logarithmic, circular and trigonometric) and the use of graphing calculators.

**F. ADVANCED PLACEMENT CALCULUS**

This course offers the student a chance for college level work in mathematics. Topics include functions, limits, derivatives of algebraic and transcendental functions, integration, and applications of derivatives and integrals. Successful completion of this course may enable the student to gain college credit by achieving a qualifying score on the AP exam.

## **WORLD LANGUAGE EDUCATION**

**I. INTRODUCTION**

The World Language Department of Southfield Christian School promotes the need for global understanding by learning a second language. We seek to create an environment conducive to speaking the language and learning of the people all over the world who speak that language and live in that culture. We emphasize the fact that language reflects culture, and that we can learn more about our God and about ourselves by gaining a respect for differences and similarities between people all over the world.

## II. LISTING OF COURSE OFFERINGS

### A. FRENCH I

Grade level: 9-12, 2 semesters: 1.00 credit/year

Text: Discovering French Nouveau: Bleu, Valette, et al.;  
McDougal Littell, 2004

### B. FRENCH II

Grade level: 11-12, 2 semesters: 1.00 credit/year

Prerequisite: French I

Text: Discovering French Nouveau: Blanc, Valette, et al.;  
McDougal Little, 2004

### C. FRENCH III

Grade level: 11-12, 2 semesters: 1.00 credit/year

Prerequisites: French II and instructor's approval

Texts: Discovering French Nouveau: Rouge, Valette, et al.;  
Heath, 1995; Le Petit Prince, Antoine de Saint-Exupéry;  
Gallimard Jeunesse, 1997

### D. FRENCH IV

Grade level: 11-12, 2 semesters : 1.00 credit/year

Prerequisites: French III and instructor's approval

Texts: Discovering French Nouveau: Rouge, Valette, et al.;  
Heath, 1995; Le Comte de Monte-Cristo, Tome 1&2, Alexander  
Dumas ; Les Miserables, Victor Hugo; Hachette Livre, 2001

### E. SPANISH I

Grade level: 9-12, 2 semesters: 1.00 credit/year

Text: Realidades 1, Boyles, et al.; Prentice Hall, 2004

### F. SPANISH II

Grade level: 10-12, 2 semesters: 1.00 credit/year

Prerequisite: Spanish I

Text: Realidades 2, Boyles, et al.; Prentice Hall, 2004

### G. SPANISH III

Grade level: 11-12, 2 semesters: 1.00 credit/year

Prerequisite: Spanish II and instructor's approval

Text: Realidades 3, Boyles, et al.; Prentice Hall, 2004

H. **SPANISH IV**

Grade level: 11-12, 2 semesters: 1.00 credit/year

Prerequisite: Spanish III and instructor's approval

Text: Perspectivas, Kiddle and Wegmann; HRW, 1998

III. **COURSE DESCRIPTIONS**

A. **FRENCH I**

This course is an introduction to the French language. Primary grammar elements are presented in a practical way, with strong emphasis placed on speaking and conversing in the language. Listening comprehension is developed through the course, and learned concepts are reinforced with written work. By the end of the year, students can converse and write paragraphs in French.

B. **FRENCH II**

Second year French includes more detailed grammar and vocabulary and gives attention to several more advanced verb tenses. Therefore, more reading and writing are possible, although conversation is still highly emphasized. The philosophy behind French I and II is that knowledge of grammar is useless without the ability to speak.

C. **FRENCH III**

This course is for the motivated student who enjoys French. It focuses on the perfection of reading, writing, and speaking skills by offering the student the chance to practice, in more depth, what was presented in French I and French II. The student also reads a short book in this course.

D. **FRENCH IV**

French IV is structured like a college-level course, transitioning beyond French III. The emphasis is on a more advanced vocabulary, grammar and literature.

E. **SPANISH I**

The course introduces the Spanish language and culture. Spanish I will emphasize both language structure and the communicative use of the language. Students will be

introduced to thematic units which give them vocabulary and grammar necessary to carry out specific language functions relating to each theme. Students will also be given exercises in writing and reading the language. Culture relating to each theme will be incorporated into the instruction.

**F. SPANISH II**

Second-year Spanish includes more detailed grammar and vocabulary and gives attention to several more advanced verb tenses. Therefore, more reading and writing are possible, although conversation is still highly emphasized.

**G. SPANISH III**

Spanish III is an advanced-level course. It is designed for highly motivated students who enjoy Spanish. It focuses on the perfection of reading, writing, and speaking skills.

**H. SPANISH IV**

Spanish IV is structured like a college-level course, transitioning beyond Spanish III. The emphasis is on a more advanced vocabulary, grammar and literature.

## **TECHNOLOGY EDUCATION**

**I. INTRODUCTION**

Southfield Christian School offers technology courses to meet the needs of students in learning, research and presentation.

**II. LISTING OF COURSE OFFERINGS**

**A. COMPUTER APPLICATIONS**

Grade Level: 9 -12, 1 semester: .50 credit/semester

Prerequisites: Ability to type and basic knowledge of Microsoft Word and PowerPoint

Text: Microsoft Office Word 2007: Complete Concepts and Techniques, Shelly, Cashman, Vermaat; Course Technology, 2008; Microsoft Office Excel 2007: Complete Concepts and Techniques, Shelly, Cashman, Quasney; Course Technology, 2008; Microsoft Office Access 2007: Introductory Concepts

and Techniques, Shelly, Cashman, Pratt; Course Technology, 2008; Microsoft Office PowerPoint 2007: Comprehensive Concepts and Techniques, Shelly, Cashman, Sebok; Course Technology, 2008; Microsoft Office Publisher 2007: Introductory Concepts and Techniques, Shelly, Cashman, Starks; Course Technology, 2008

**B. COMPUTER PROGRAMMING**

Grade Level: 11-12, 1 semester: .50 credit/semester

Prerequisites: Computer Applications, Algebra 1

Text: Java Programming: Comprehensive Concepts and Techniques- 3<sup>rd</sup> ed., Shelly, Cashman, Starks, Mick; Course Technology, 2008.

**C. WEB DESIGN**

Grade level: 10-12, 1 semester: .50 credit/semester

Prerequisite: Computer Applications

Text: HTML and JavaScript BASICS, Barksdale and Turner; Course Technology, 2003

**III. COURSE DESCRIPTIONS**

**A. COMPUTER APPLICATIONS**

This is a one-semester course designed for students with basic computer skills. Students should enter the course with the ability to keyboard correctly and efficiently as well as with the understanding of how to use Microsoft Word and PowerPoint. The topics to be covered include instruction in advanced Microsoft Word and PowerPoint and an introduction to Excel, Access and Publisher. This course is designed for personal use and/or for developing a marketable skill.

**B. COMPUTER PROGRAMMING**

This semester course is intended for students who enjoy mathematics and have an interest in programming. The concepts of computer programming, such as data input, output, manipulation and storage, will be studied using the Java computer programming language. Selected topics in computer science will also be studied as time permits.

C. **WEB DESIGN**

This semester course is intended for students with an interest in web design and programming. This course will cover criteria for what makes a good web site and some programming techniques in JavaScript that can add some pizzazz to a web page.

## **ART EDUCATION**

I. **INTRODUCTION**

The Art Department strives to provide students with a variety of visual experiences and art media in order to develop their visual literacy. Students are taught to see, to sense, and to respond through projects that challenge creativity while developing skills. These various activities are experienced in courses such as: Art Exploration, Photography, Computer Art, Graphic Design, Independent Study, and others.

II. **LISTING OF COURSE OFFERINGS**

A. **ART EXPLORATION**

Grade level: 9-12, 1 semester: .25 credit/semester

Prerequisite: None

B. **PHOTOGRAPHY**

Grade level: 11-12 ONLY, 1 semester: .25 credit/semester

Prerequisite: None

C. **COMPUTER ART**

Grade level: 10-12, 1 semester: .25 credit/semester

Prerequisite: Computer Applications or equivalent computer skills

D. **CERAMICS**

Grade level: 10-12, 1 semester: .25 credit/semester

Prerequisite: Art Exploration

**E. DRAWING & PAINTING**

Grade level: 10-12, 1 semester: .25 credit/semester

Prerequisite: None

**F. GRAPHIC DESIGN**

Grade level: 10-12, 1 semester: .25 credit/semester

Prerequisite: Computer Applications or equivalent computer skills

**G. INDEPENDENT STUDY**

Grade level: 11-12, 1 semester: .25 credit/semester

Prerequisite: Instructor's approval

**H. ADVANCED PLACEMENT STUDIO ART**

Grade level: 12 ONLY, 2 semester: .50 credit/year

Prerequisite: Instructor's approval

**III. COURSE DESCRIPTIONS**

**A. ART EXPLORATION**

This core level art course presents the student with an opportunity to explore the basic elements of art through a variety of two dimensional media. There is a strong focus on individual creativity while exploring important artistic concepts and techniques.

**B. PHOTOGRAPHY**

This course is designed to offer students the opportunity to learn the basics of photography. Emphasis is both technical and creative with room for students to develop their own vision through classroom projects. Students will learn to compose, take, develop and print black and white photographs.

**C. COMPUTER ART**

This course focuses on the basics of photographic manipulation and 3D modeling on the computer. Spending roughly half the semester on each topic, students learn a variety of techniques and concepts that allow them to create the kinds of imagery common in contemporary animations, illustrations and fine art. In particular, students will learn how to restore damaged photographs; create fictional, photo-realistic

images; and produce detailed 3D scenes like those found in Veggie Tales and Toy Story.

**D. CERAMICS**

This class explores different aspects of 3D sculpture using clay as the media. Students will learn to create realistic and abstract forms using a variety of techniques and tools. Make no mistake: this will not be a class on teacups and saucers! Students will learn the properties of clay and how to glaze and fire their own work.

**E. DRAWING AND PAINTING**

The intention of this course is to teach the fundamentals of *realistic* drawing and painting. Through an approach that emphasizes “active looking” students learn how to take in the world around them and represent it on paper and canvas. A variety of traditional media will be used including graphite, charcoal, conte crayon, ink, watercolors, and acrylic and oil paints. This class assumes a real interest in the topic of realistic drawing and painting and pushes students to grow in this pursuit.

**F. GRAPHIC DESIGN**

Students learn the principles of design and the software necessary to produce interesting graphic images that communicate. Projects include posters, CD layout and design, T-shirts and other fun projects. The basis of all work comes from 1970’s popular culture (old yearbooks, The Six Million Dollar Man, etc.) and provides an entertaining launching pad for projects.

**G. INDEPENDENT STUDY**

Instructor and student work together to develop projects that explore areas of interest for the student, especially, but not limited to, preparing a portfolio of artwork for college admission. Students may use a variety of media including things not covered in other classes such as oil paints, alternative process photography, video production and more.

## H. **ADVANCED PLACEMENT STUDIO ART**

Students who demonstrate exceptional ability may elect AP Studio Art. The goal is to prepare and submit a portfolio for examination in May. This class may be taken for two semesters in the senior year only.

## **MUSIC EDUCATION**

### I. **INTRODUCTION**

"Come, let us sing for joy to the Lord. Let us come before Him with thanksgiving and extol Him with music and song." Psalm 95:1-2. Music is a gift from God and is useful for worship, praise, and the exploration and expression of human emotions. Many scientific studies have attempted to quantify the positive effects of music, but no charts, graphs, or standardized measurements have been able to adequately measure this unique expression of emotional intelligence. The development of music performance confidence within the context of a supportive community of practice will help to enable greater musical understanding and the growth of the student's unique musical voice. There are no benchwarmers in a music performance ensemble. The success of the group depends on each student's involvement and contribution.

### II. **LISTING OF COURSE OFFERINGS**

#### A. **WIND ENSEMBLE**

Grade level: 9-12, Full Year: .50 credit/year

Prerequisite: Satisfactory completion of three years of instrumental music, or comparable experience and approval by the director. New students must arrange an audition with the director to elect this class.

#### B. **CONCERT CHOIR**

Grade level: 9-12, Full Year: .50 credit/year

Prerequisite: No previous musical experience required. Students should have basic pitch-matching skills and a desire to expand their singing confidence to enter this group. Open to both boys and girls.

**C. HONORS VOCAL ENSEMBLE: SCS ECHOES**

Grade level: 11-12, Full Year: .50 credit/year

Prerequisite: Students selected for this group are exemplary students who demonstrate high musical skill and strong Christian character. Preference for group selection is given to those with previous experience in the Concert Choir or Wing Ensemble. Music reading and vocal auditions are held in the Spring of the preceding school year. New students may audition for the group by contacting the instructor for an audition, but selection is dependent on the needs of the ensemble. Those who do not make Echoes ensemble are encouraged to continue singing with the Concert Choir.

**III. COURSE DESCRIPTIONS**

**A. WIND ENSEMBLE - Full Year**

The Wind Ensemble is a performance-oriented group with a rich tradition of excellence. Each member contributes a high personal level of musicianship through regular home practice. Private lessons are highly encouraged in order to get the full benefit of music study. Students will experience musical styles including classic concert band literature, marches, light popular, swing, and light contemporary. Performance opportunities include four school concerts, chamber ensembles, exchange concerts, band festival, and the annual spring Music Tour. Wind ensemble members participate in Michigan School Band and Orchestra Association band and solo and ensemble festivals. At the conclusion of four years in the Wind Ensemble, students have had the opportunity to develop the necessary skills to participate in church, college, and community music groups.

**B. CONCERT CHOIR - Full Year**

The Concert Choir is a mixed choral ensemble open to male and female students in grades 9-12. The Concert Choir is a performance ensemble, but has the primary goal of exploring and expanding the student's musical communication through the development of vocal and music reading skills. Music may include *a cappella* styles, classic pieces, popular or show

songs, vocal jazz numbers, and world language pieces. Performance opportunities include four school concerts and several community concerts. The Concert Choir participates in the Michigan School Vocal Music Association choir and solo and ensemble festivals. Individual members are encouraged to audition for the M.S.V.M.A. regional, state, and all-state choir program. Advanced pianists are also encouraged to join the Concert Choir to gain experience as student accompanists. At the end of 1-2 years in Concert Choir, students may also audition for the S.C.S ECHOES ensemble.

C. **HONORS ENSEMBLE: SCS ECHOES** - Full Year

*SCS Echoes* is a mixed chamber choir made up of 12-17 upper-class students chosen by audition and character reference. Echoes members perform challenging choral music including *a cappella* styles, spirituals, classic/sacred, popular/show songs, and vocal jazz selections. The *SCS Echoes* performance schedule will include four concerts, several community concerts, and the annual spring Music Tour. *SCS Echoes* also participates in Michigan School Vocal Music Association choir and solo and ensemble festivals. Individual members are encouraged to audition for the M.S.V.M.A. regional, state, all-state honors choir program.

IV. **FEES**

Music ensemble students are responsible for the following items.

Wind Ensemble:

- personal instrument in good repair
- reeds, supplies, etc. for instrument
- guy's tuxedo shirt - approximately \$20
- girl's uniform blouse - approximately \$50
- Tour uniform polo – approximately \$20
- Tour black khakis or black skirt
- black dress shoes and socks/hose
- any solo and ensemble accompanist costs

Concert Choir:

- guy's tuxedo shirt - approximately \$20
- girl's uniform dress - approximately \$50
- black dress shoes
- any solo and ensemble accompanist costs

SCS Echoes:

- girl's uniform dress – approximately \$50
- black dress shoes
- guy's tux shirt – approximately \$20
- Tour uniform polo – approximately \$20
- Tour black khakis or black skirt
- any solo and ensemble accompanist costs

Spring Music Tour:

- approximately \$250 per person.

## **PHYSICAL EDUCATION**

### **I. INTRODUCTION**

Physical Education at Southfield Christian is an essential part of the overall growth of our students. It is here that we develop and maintain healthy bodies and minds through strenuous activity, group problem solving, acceptance of responsibility and social interaction in an environment unlike any other. We encourage students to seek mastery over their bodily movements, emotions, and interactions with others. Our instruction gives the student sufficient knowledge to continue practices of good health as well as lifelong involvement in recreational opportunities.

Physical Education also helps students realize their scriptural responsibility set forth in Romans 12:1 and I Corinthians 3:16-17 to develop and maintain the healthy body that God has given them.

## II. LISTING OF COURSE OFFERINGS

### A. PHYSICAL EDUCATION

Grade level: 9-12, 2 semesters: .25 credit/semester

Volleyball, Soccer, Speedball, Floor Hockey, Lacrosse, Ultimate Frisbee, Pilates, Tennis, Ladder Golf, Badminton, and a variety of personal fitness activities

### B. ADVANCED PHYSICAL EDUCATION

Grade level: 12, 1 semester: .25 credit/semester

Prerequisite: Two semesters of P.E. and a basic knowledge of a variety of team and individual activities.

Tennis, Bowling, Floor Hockey, Volleyball, Ultimate Frisbee, Speedball, and Flag Football

### C. HEALTH

Grade level: 9-12, 1 semester: .50 credit/semester

This course contains units in the following areas:

Introduction to Health, Stress, Personal Hygiene, Anatomy, Exercise and Fitness, Nutrition, Substance Abuse, and First Aid/CPR

Text: Glencoe Health, Bronson; McGraw Hill, 2005

## III. COURSE DESCRIPTIONS

### A. PHYSICAL EDUCATION

This course offers opportunity for the student to learn skills in such areas as flag football, volleyball, floor hockey, badminton, speedball, soccer and lacrosse. Course content also includes student involvement in lifetime activities.

### B. ADVANCED PHYSICAL EDUCATION

This moderately competitive course places physically skilled students in a variety of team and lifetime activities. Advanced techniques and insights are taught in sandcourt volleyball, ultimate Frisbee, volleyball, tennis, floor hockey and bowling. Completion of 2 semesters of physical education is required for registration and this course may not be used to satisfy the PE required courses.

**C. HEALTH**

This course is designed to educate the student in the areas of stress, hygiene, exercise and fitness, nutrition, and substance abuse, so that the student may develop a positive value system for maintaining a healthy lifestyle. It also prepares the student for common emergency situations through a unit in First Aid/CPR.

