

# Tacoma Baptist High School



2052 South 64th Street  
Tacoma, WA 98409

## 2018-2019 Course Catalog

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Dear Student:

Tacoma Baptist High School is a school of high academic standards. Students who take advantage of the opportunities offered here enter some of the nation's finest Christian, private and public colleges and universities. Our students also are the recipient of many scholarships. Over the past few years they have been awarded over \$5,000,000 in academic, athletic and leadership scholarships.

We are pleased that you have chosen TBS to complete your high school education. We believe that God has called us to develop DiscipleLeaders. We look forward to working with you as you discover what it means to develop as a follower of Christ and as one who can lead others in how to follow Christ. We want you to learn to succeed academically, but more than that, we want this to be a place where you learn to love the Lord and walk with Him faithfully.

The information that follows is designed to be helpful as you determine your program for the next four years. Please read it carefully. Ask for an appointment with our counselor if you need further clarification. Please note that not all classes are offered every year. Check with the counselor to know when the classes that are important to you will be offered.

It is our desire to encourage and challenge you as you endeavor to prepare yourselves for a future of serving our Lord with excellence.

In His Service,  
Brad McCain  
Head of School

## TBHS Graduation Requirements

(Effective for Class of 2019 and Beyond)

Subject	Minimum state graduation requirements	Minimum requirements for TBHS*	College Prep requirements for TBHS*	Minimum requirements for public, four-year colleges and universities**	Recommended courses for highly selective colleges and universities
<b>English</b>	4 credits	4 credits	4 credits	4 years	4 years
<b>Bible</b>	0 credits	4 credits	4 credits	0 credits	0 credits
<b>Math</b>	3 credits	3 credits	4 credits****	3 years***	3-4 years***
<b>Science</b> (two must be a lab)	3 credits	3 credits	3 credits	2 years (3 years required 2021+)	3-4 years
<b>Social Studies</b> (including U.S. and Washington state history)	3 credits	3 credits	3 credits	3 years	3-4 years
<b>World Language</b> (same language)	2 credits	2 credits	3 credits	2 years	3-4 years
<b>Visual or Performing Arts</b>	2 credits	2 credits	2 credits	1 year	2-3 years
<b>Health (required) and Fitness</b>	2 credits	2 credits	2 credits	* TBHS requirements may be higher than state minimums. ** Students must have a minimum 2.00 grade point average. *** Must be Algebra II or higher. **** Must be Trigonometry or Higher.	
<b>Occupational Education (CTE)</b>	1 credit	1.5 credits	1.5 credits		
<b>Electives</b>	4 credits	1.5 credits	1.5 credit		
<b>Total</b>	24 credits	26 credits	28 credits		

Students earn .25 credits per sport each year for participation in TBS athletics.

## ACADEMIC GUIDELINES

### CLASS LOAD

Students should begin career/college planning at the beginning of their first year of high school. Colleges vary in their entrance requirements. The wise student will be aware of the entrance requirements to the college he/she wishes to attend and will plan his/her high school courses accordingly. Students should carry a full load of classes each semester.

A math exam will be given to all incoming students so that the student may be placed in the math class best suited to his/her ability level.

### DROPPING AND ADDING A CLASS

1. A class may not be added or dropped after the first ten days of the semester.
2. Permission of the parent and counselor must be obtained. Students must obtain a form from the office, see that it is properly completed, and return it to the counselor before the first ten days of the semester have expired.
3. The counselor will notify the student and faculty of all class change approvals.
4. Classes dropped after the second week will earn a grade of WP (Withdrawal Pass) or WF (Withdrawal Fail).
5. Classes dropped after the half-way point of the semester will receive a grade of "WF". This grade will impact the GPA.

### GRADUATION

In order to participate in the graduation exercises, the student must have successfully completed all graduation requirements as outlined in the Student Handbook.

### SEQUENTIAL CREDIT PLANNING

Students should take English, math and science credits sequentially. Once begun, the classes in a particular discipline should be taken each semester until the requirement is met.

### AUDITING

TBS does not offer courses for audit.

### PARTICIPATION IN CO-CURRICULAR ACTIVITIES

Students may participate in activities conducted outside of the regular school hours provided the academic eligibility requirements are met. Re-evaluation may occur as often as every week.

### P.E. (Health and Fitness) CREDIT

Students should plan to take two years of P.E./Health. P.E. credit is also given for participation in sports, but not for managing a team. Independent P.E. is permitted only when the class is needed to meet graduation requirements or the schedule does not allow the student to enroll in the in-school P.E. class. Students earn .25 for participation in each TBS sport.

### BIBLE CREDITS

Students must pass a Bible course each semester they attend TBS.

## GRADE DEFINITIONS

The following are given to clarify grades given:

- F - Fail; affects GPA
- INC - Incomplete; must be converted to a letter grade or becomes an F after 2 weeks
- WF - Withdrawn from class; GPA impacted
- WP - Withdrawal from class; GPA not impacted

### “F”

1. There is a lack of obvious effort on the part of the student to complete the course requirements.
2. Little or no contact is attempted by the parent/student to teacher/school to remedy the situation.
3. The student retakes entire course if credit is needed.
4. The “F” stays on the transcript and is counted in GPA.

### “INC”

1. The student experiences an interruption in his/her ability to finish class: illness, emergency situation.
2. The student finishes only requirements for class credit which are not yet completed.
3. The incomplete does not affect GPA. When grade is completed, it is computed into GPA.

## INDEPENDENT STUDY

1. If approved in advance by the principal, high school students may take alternative course offerings while at the same time attending Tacoma Baptist. Alternative courses may include independent study, correspondence course, and summer enrollment, etc. Students must complete a Request for Transfer Credit Approval Form (located in Counselor’s office) and receive permission to participate in an alternative course option. There may be additional cost for alternative course options.
2. At the close of the semester, an official signed report or official transcript verifying the completion of the course must be made available to the counselor prior to granting credit.
3. In certain circumstances, approval may be given to take an independent study from an approved provider. TBHS is not responsible for the course content or the classes students choose to take outside of our campus facility. In some cases, those courses may not be taught from a Biblical worldview.

## TEACHER AIDE or OFFICE AIDE

0.5 elective credit is given to all aides, per semester.

## COURSE OFFERINGS (some courses are available by teacher availability & student interest)

Bible: To be taken in each semester  
 English: To be taken in succession I – IV  
 History: WA State/Civics, World History & Geography, US History, AP US  
 History, CWP  
 Math:

Algebra I: *must have completed Pre-Algebra*  
 Geometry: *must have completed Algebra I*  
 Algebra II: *must have completed Geometry*  
 Advanced Math/Trigonometry: *must have completed Algebra II*  
 AP Calculus: *must have completed Advanced Math/Trigonometry*

Science:

Physical Science  
 Biology  
 Chemistry: *must be enrolled in Geometry or higher*  
 AP Chemistry: *must have completed Algebra II and Chemistry*  
 Honors Physics: *must have completed Algebra II*  
 Advanced Human Biology: *must have completed 2+ sciences*  
 Environmental Science

Fine/ Performing Arts:

Art: Drawing, Painting, Pottery, Sculpture, Digital Photography  
 Performing Arts: Worship Arts, Band, Choir, Drama

Occupational Education:

Communications  
 Digital Photography  
 Home Ec  
 Yearbook  
 Leadership Development  
 Personal Finance  
 Speech

STEM:

Intro to Computer Science  
 Robotics  
 AP Computer Science

World Languages:

American Sign Language: *To be taken in succession I – III*  
 Spanish: *To be taken in succession I-III*

Physical Education:

9<sup>th</sup> grade PE  
 9<sup>th</sup> grade Health  
 Fitness for Life  
 Strength and Development

English Language Learners: ELL Bible, ELL

\*Please consult the current class fee schedule for additional fees for science and other classes

## CLASS DESCRIPTIONS

Most of the courses in this handbook are offered yearly. Several courses are offered on a rotating basis. The printed schedule for each semester will contain updated course offerings.

## BIBLE

### **ELL Bible**

This class is for people who are learning English and are not yet ready to be in the Bible class with their peers. It is the desire of the school that international students know about God. Many students who come to TBS from another country may know little about the Bible. We want to help them understand what Christians believe at a level they can understand.

Text: Varies by year

### **Old Testament Survey**

The Old Testament Survey study allows students to examine the background and content of each Old Testament book.

Text: The Old Testament

### **New Testament Survey**

New Testament Survey examines the background and content of each New Testament book.

Text: The New Testament

### **Systematic Theology**

This full year course examines the great doctrines of the Bible. Bibliology, Theology Proper, Christology, Pneumatology, Anthropology, Soteriology, Ecclesiology, Angelology, and Eschatology. The students examine the application of doctrinal truths to their personal lives. They also learn basic Bible study techniques, such as examining the Scriptures for themselves.

Text: The Bible

### **World Religions and Apologetics**

This class is designed to prepare students for the real world in defending Christianity and their personal faith against the false teachings of this world. It is a study of false religions and cults - and how a Christian can respond to each one as witness for the Lord Jesus Christ.

Text: *The Case for Christ*, Zondervan, 1998  
*The Case for Faith*, Zondervan, 2000

## ENGLISH

Year-long courses in English are required for grades 9-12.

Our traditional tract courses are challenging and prepare a student for college. Honors classes challenge students to learn at a faster pace and with a 30% heavier volume of work. Writing assignments are more rigorous, and critical thinking skills are a key component. More outside reading is required.

### Grade 9

#### **English I**

This course covers two general areas of study, literature and grammar. Students learn organizational, research, writing, and study skills. Students read *Around the World in Eighty Days* by Jules Verne and Shakespeare's "Romeo and Juliet" as well as a variety of short stories that focus on literary elements. Grammar and vocabulary are taught or reviewed daily.

Text: *Implications of Literature: Explorer Level*, Textword Press, 2000  
*Constructing the House of Language*, Textword Press, 2000.

### Grade 10

#### **English II**

This course is a study of world literature. Students will read Shakespeare's *Julius Caesar* as well as selections from the textbook. Grammar is taught through writing and rewriting of the five paragraph essay. Students will receive instruction in writing through the five paragraph structure, which is the springboard for all types of expository essays. Each student will be required to write a five page research paper. Some creative writing will also be required.

Text: *Implications of Literature: Navigator Level*, Textword Press, 2002

#### **English II Honors**

This course is a study of world literature which includes selections from our textbook as well as the following pieces of literature: *Julius Caesar* by William Shakespeare, *Cry the Beloved Nation* by Alan Paton and *Pride and Prejudice* by Jane Austen. Students will receive instruction in writing through the five paragraph essay structure, the springboard for all types of expository essays. Each student will be required to write a five page research paper. Some creative writing will also be required.

Text: *Implications of Literature: Navigator Level*, Textword Press, 2002

## Grade 11

### **English III - A Study of American Literature/Writing Development**

Authors such as O. Henry, Stephen Crane, Sara Teasdale, Robert Frost and many more are studied. Types include suspense, character sketches, reflections of the Civil War era, and historical narratives. *Much Ado About Nothing* will be the Shakespeare selection for this class. Writing projects include historical narrative, analytical, reflective, descriptive, and expository writing. At least one project will require parenthetical citations and MLA formatting. Students will focus on themes that allow them to study, analyze and appreciate the quality of strong writing while emphasizing the importance of applying scripture to the analysis of an author's work. Students sharpen their critical skills as they observe the strengths of good writing and evaluate various techniques and themes of Christian and non-Christian writers. The writing program will include the five paragraph essay and a research paper in conjunction with the history department.

Text: *Implications of Literature: Pioneer Level*, Textword Press, 2001

### **English III Honors - A Study of American Literature / Writing Development**

Authors such as O. Henry, Stephen Crane, Sara Teasdale, Robert Frost and many more are studied. Types include suspense, character sketches, reflections of the Civil War era, and historical narratives. *Much Ado About Nothing* will be the Shakespeare selection for this class. Novels may include *To Kill a Mockingbird*, *The Scarlet Letter*, and *The Adventures of Huckelberry Finn*, or similar classics which reflect the history of American Literature. The Shakespeare selection will be *Much Ado About Nothing*. Students will focus on themes that allow them to study, analyze and appreciate the quality of strong writing while emphasizing the importance of applying Scripture to the analysis of an author's work. Students sharpen their critical thinking skills as they observe the strengths of good writing and evaluate various techniques and themes of Christian and non-Christian writers and practice similar writing styles. Expository assignments and a historical narrative will require parenthetical citations and MLA formatting.

Text: *Implications of Literature: Pioneer Level*, Textword Press, 2001

## English 12

### **English IV - A Study of British Literature / Writing Development**

Seniors begin the year with an introduction to the Greek theatre through the study of *Oedipus the King* by Sophocles. British literature will dominate the rest of the year, selections include *Macbeth* or *Hamlet*, *Beowulf*, *the Canterbury Tales* and the Shakespearean Sonnets. Poets from the 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> century will also be studied. Students focus on themes that allow them to study, analyze and appreciate the quality of strong writing while emphasizing the importance of applying Scripture as a means of analyzing an author's work

Text: *Implications of Literature: Trailblazer Level*, Textword Press, 2005

### **English IV Honors - A Study of British Literature / Writing Development**

Seniors begin the year with an introduction to the Greek theatre through the study of *Oedipus the King* by Sophocles. British literature will dominate the rest of the year, selections include *Macbeth* or *Hamlet*, *Beowulf*, *the Canterbury Tales* and the Shakespearean Sonnets. Poets from the 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> century will also be studied. Students focus on themes that allow them to study, analyze and appreciate the quality of strong writing while emphasizing the importance of applying Scripture as a means of analyzing an author's work.

Writing projects involve analytical and persuasive emphasis, which include reflective essays, expository writing, written interviews, letters to the editor and essays of argumentation. Honors students will also be required to read *The Great Divorce* by C. S. Lewis.

Text: *Implications of Literature: Trailblazer Level*, Textword Press, 2005

## **ELECTIVE ENGLISH CLASSES**

### **Advanced Placement English Literature and Composition**

AP English is an intensive course that emphasizes reading with comprehension and writing skillfully, clearly, and analytically. Students will read a variety of short and long works of British, American, and world literature including poetry, short stories, essays, novels and plays. These works will be taken from a variety of time periods ranging from the Anglo-Saxon period to contemporary. The class will read, discuss, explore, and write about the ideas and techniques used in the literature, with the goal of preparing for post secondary education and the advanced placement test given in the spring. Written communication skills will be practiced through journal writing, essay writing (both timed writes done in the classroom and essays composed outside of the classroom), creative writing and projects. Through various assignments and activities, the teacher acts as a guide and facilitator, allowing students to assume responsibility for their own learning.

#### **Learning Objectives/Outcomes**

AP students will show themselves to be strong writers and discerning thinkers based on the materials read, class discussions, and completed writing assignments. They will also have opportunities to discuss how the materials studied compare/contrast to a Biblical world view.

### **English Language Learners**

This course provides instruction in the four skills of the English language: listening, speaking, reading and writing, as well as English grammar for speakers of other languages. The goal is to help students develop proficiency in English so they will be able to work more effectively and confidently in the regular classroom.

Text: *American English File: Level 1*, Oxford University Press, 2013

Text: *A Picture is Worth 1,000 Words: Book 1*, Soleil, 1992

**Creative Writing**

This class explores a wide range of descriptive and narrative writing. Students explore character, plot, and theme development. Exercises focus on word choices, the importance of character names, and dialogue. Students will experiment with poetry, skit writing, humor writing, children's themes, and various writing styles.

Text: None

## HISTORY

### **Pacific Northwest History**

Pacific Northwest History is the study of WA, OR, & ID beginning with creation by God to the present day. The anthropology, geography, economics, and political science of the state will be examined. Students gain a greater understanding of and appreciation for the land, history, and people of the Pacific Northwest and will recognize that history is the unfolding of God's sovereignty. This class is typically taken by TBS Junior High students and is a graduation requirement.

Text: *Our Northwest Heritage, a History of the Pacific Northwest from a Christian Perspective*, Sound Summit Books, 2014

### **Civics**

This course is designed to provide our students with a practical knowledge and understanding of our American government and its direct connection to them. Students will analyze original source documents of our country's government and the Christian roots from which it was developed. Students will be expected to be informed in current events, which will be discussed in class. Students will demonstrate an understanding of how the American system of government functions as well as the impact on individual citizens. Students will also be able to demonstrate their understanding that US citizens have both rights and responsibilities in order for our government to maintain order in our society.

Text: *We The People: the Citizen and the Constitution*, Center for Civic Education, 2007

### **World History**

World History is taught as a survey of world history from creation to the 20<sup>th</sup> century. Students will study the history and geography of a variety of civilizations, while analyzing how this affects us today. Students will make connections between historical and current events and discuss how God's plan has been seen throughout history. The class includes in-depth studies on World Wars, as students engage in hands-on activities. The class is also designed to present the Biblical picture of the growth of human civilization, and prepare the student for a class on worldviews by studying the growth of human philosophy over time.

Text: *World History for Christian Students*, Bob Jones University Press, 1999

### **US History**

U.S. History is a study of the United States from its roots in the Age of Exploration and continuing through the present. Emphasis is placed on major decisions made by leaders in each period of our history and attitudes expressed by Americans, comparing those attitudes and decisions to biblical principles. Emphasis is placed upon recognizing and being thankful for the blessings that God has given to us as citizens of this nation.

Text: *U.S. History for Christian Schools*, Bob Jones University Press, 2001

**AP US History**

U.S. History is taught as a study of the United States from its roots in the Age of Exploration and continuing through the present. Emphasis is placed on major decisions made by leaders in each period of our history and attitudes expressed by Americans, comparing those attitudes and decisions to biblical principles. Students are taught to connect decisions of the past with current conditions. Emphasis is placed upon recognizing and being thankful for the blessings that God has given to our nation. This course is intended to prepare students to succeed on the Advanced Placement U.S. History Test.

Text: *Out of Many*, Prentice Hall, 6<sup>th</sup> edition, 2011

**Contemporary World Problems**

CWP is taught as a study of the four basic philosophies commonly accepted throughout the world from the 1980's to present. These philosophies--the Marxist-Leninist, Secular Humanist, Cosmic Humanist, and Biblical Christian--are studied in relation to their impact on social, political, and economic problems. Students will be able to recognize the philosophies as they read news or other articles of current events or encounter them in an educational setting. They also must express their own thoughts on world problems through writing essays, letters to newspapers, political representatives, and participating in class discussions, debates, and oration.

Text: *Understanding the Times*, Summit Ministries Press, 2001

Assorted periodicals, internet world news sites, videos; assorted books from a reading list provided by instructor.

## INSTRUCTIONAL SUPPORT CENTER (ISC)

Our ISC exists to assist students, families and teachers with academic and social interventions, accommodations, and modifications. ISC offers instructional supports so students are equipped and empowered to pursue life-long spiritual and academic growth. During Study Hall, students can access the ISC to get help organizing their binders, and planning their study time. Other students take modified courses through the ISC. High school students take courses designed to further their understanding of core concepts of math and English, while building on their strengths. These math courses can cover topics from Pre-Algebra, Algebra, Geometry, and Algebra II. The English course curriculum, influenced by the needs of the learners, draws on all aspects of written and oral language development and effective communication. Families are encouraged to be a part of ISC through regular check-ins, whether by email or in person.

## MATHEMATICS

### **Algebra I**

A full year course including: the basics of Algebra; solving and graphing linear equations and inequalities; solving and graphing quadratic equations; factoring polynomials; and working with radical and rational expressions and equations.

Text: *Algebra I*, Glencoe, 2005

### **Geometry**

A full year course which examines the basics of geometry; developing inductive and deductive reasoning skills; problem solving using proofs; working with lines, angles, polygons, and circles; and working with perimeter, area, surface area and volume of figures and solids. The students will gain insight into logic and thinking skills as well as develop strategies for problem solving.

Text: *Geometry*, Glencoe, 2005

### **Algebra II**

A full year course including: solving equations and inequalities, polynomials and quadratic functions, rational expressions, sequences and series and trigonometry.

Text: *Algebra II*, Glencoe, 2005

### **Advanced Math/Trigonometry**

A full year course including solving equations and inequalities, trigonometric functions, identities and graphs, polar coordinates, logarithms, sequences and series and pre-calculus.

Text: *Advanced Math Concepts*, Glencoe, 2005

### **AP Calculus**

Topics include a brief review of polynomials, trigonometric, exponential, and logarithmic functions, followed by discussion of limits, derivatives, and applications of differential calculus to real-world problem areas.

Text: *Calculus with Trigonometry and Analytic Geometry*, 2nd edition, Saxon, 2004

## SCIENCE

### **Physical Science**

This course provides a good working knowledge of the basic laws and concepts in the physical environment, including key aspects of physics and chemistry. This class requires a good working knowledge of basic math skills. This class incorporates labs and projects into the learning process. The overall goal is to prepare students to have a confident Biblical worldview in physical science and be able to give a reason for the hope they have in Christ when challenged from a scientific perspective.

Text: Physical Science, BJU Press, 2016

### **Biology**

Biology is a laboratory science that covers the study of living things. Students will develop an understanding of the organic world by examining three units of study. The Science of Life includes topics such as cellular biology, genetics, and other material that concerns philosophy and theory. The Science of Organisms surveys the major groups of living things on our planet including the classification of organisms, disease and disorders, and ecology. The Study of Human Life involves the study of human anatomy and physiology.

Text: Biology 4<sup>th</sup> Edition, Bob Jones University, 2011

### **Chemistry**

Students develop a full operating knowledge of the interaction of matter and energy, learn about atoms, elements, our physical environment; all inside of a Biblical worldview. Chemistry requires an operating knowledge of Algebra I and Geometry and the ability to apply them to science concepts. Chemistry covers the major concepts in inorganic and basic organic chemistry.

Text: Chemistry, Bob Jones University, 2015

### **AP Chemistry**

First year chemistry is a pre-requisite for this course, and is recommended that a student take AP Chemistry directly after taking first year Chemistry. This course is designed to be a college level course covering the topics and instruction directed by the national college board. Much of the work involves solving math type story problems, and students must have taken an advanced math course or be enrolled in one at the same time they take AP Chemistry. Students will receive at least 30-45 minutes of homework per night. The AP exam occurs in May; April is used for intense preparation for the test. The last month of school will be much less intense and generally will be used to study topics that match the interests of students. This class is not offered every year.

Text: The Central Science, 12th Edition, Prentice Hall, 2011

### **AP/Honors Physics**

Physics covers the topics of Kinematics, Newton's Laws, Energy and Work, Impulse and Momentum, and basic circuits and electricity saturated with a Biblical worldview. Students will need a good operating knowledge of Algebra II and Trigonometry math processes. Physics requires students to apply these math skills to real world situations using higher level problem solving skills most often in a “story problem” or lab format. AP Physics is a much more rigorous course and is aligned with the College Board standards.

Text: Physics, Glencoe, 2009; College Physics: A Strategic Approach, Pearson, Knight, 2007

### **Human Biology**

This advanced biology course study with emphasis on the concepts and themes from biology integrated and pertinent to the human body. Both the anatomy and the physiology of the human body's 11 organ systems will be studied in detail. This course is designed as a good introduction to those interested in medical careers. Students will participate in a series of three dissections beginning with a cow eye, cow heart, and culminating with the dissection of the fetal pig. After successfully completing this course, students will be able to identify the individual functions of the body systems and distinguish how each system interacts with others to create the seamless integration that makes up the functioning human body. Students will be able to apply the body's engineering to the amazing design of our Creator.

Text: *The Human Body: Fearfully and Wonderfully Made!*, 2nd Edition, Apologia Educational Ministries, 2001/2013.

### **Environmental Science**

The goal of the Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The overall goal is to prepare students to have a confident Biblical worldview in Environmental Science and be able to give a reason for the hope they have in Christ when challenged from a scientific perspective.

Text: Environmental Science, 2013; Holt McDougal

## STEM (Science, Technology, Engineering, Math)

### **Into to Computer Science**

Exploring Computer Science (ECS) is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of Exploring Computer Science is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues.

Text: None

### **Robotics**

The structure of the activities will introduce the engineering design process used by scientists and engineers in many industries. Each project starts with a design brief explaining the challenge, uses videos of robots in action to make real-world connections, and culminates in a final project that can be shared and presented. Throughout the process, students gain and use knowledge of science, technology, and mathematics as they engineer a solution. This structure is designed to help students develop the 21st-century, creative-thinking, problem-solving, teamwork, and communication skills required for success in school and beyond.

Text: None

### **AP Computer Science**

The AP Computer Science Principles course is designed to be equivalent to a first semester introductory college computing course. In this course students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society and the world.

Text: None

## WORLD LANGUAGES

### **American Sign Language I**

ASL I is a beginning course in American Sign Language. Vocabulary related to introductions, exchanging personal information, living situations, family relationships, and daily activities will be introduced. Numbers, fingerspelling, basic grammar, and spatial agreement as well as an introduction to Deaf culture and history will be taught.

Text: *Signing Naturally 1-6* Cheri Smith/Ella Mae Lentz/Ken Mikos; DawnSignPress; San Diego, CA

### **American Sign Language 2**

ASL II is a continuation course in American Sign Language I. Students will continue to increase their vocabulary and signing skills through the study and use of classifiers, non-manual signals, and basic ASL syntax. Students will be introduced to basic storytelling, to Deaf idioms, and will continue to study Deaf culture and history.

Texts:

1. *Signing Naturally 7-12* Ella Mae Lentz/Ken Mikos/Cheri Smith; DawnSignPress; San Diego, CA
2. *Inside Deaf Culture* by Carol Padden and Tom Humphries; Harvard University Press

### **American Sign Language 3**

ASL III focuses on increasing both expressive and receptive signing skills through vocabulary development, continued study of storytelling techniques with increased detail, expressing and following more complex directions, and interacting with peers in a variety of social exchanges. Deaf culture and history will continue to be studied, including Deaf poetry, idioms, and art.

Text: *Signing Naturally 7-12* Ella Mae Lentz/Ken Mikos/Cheri Smith; DawnSignPress; San Diego, CA

Text: *Signing Naturally Level 3*; DaenSign Press: San Diego, CA

### **Spanish I**

Students will gain the ability to recognize, understand, and produce meaningful communication in Spanish in a variety of everyday contexts. These contexts include greetings and leave-taking; identifying themselves and expressions of courtesy; the classroom, class schedules, and school life; the days of the week; fields of study and school subjects; family life; identifying people, professions and occupations; pastimes; weather and vacations. They will begin to engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. Students will be able to articulate their understanding of the nature of language through comparisons of the Spanish language and their own. They will recognize connections and have a greater understanding of comparisons between their own culture and those of the Spanish-speaking world.

Text: *Descubre I*, Vista Higher Learning Publisher, 2011

**Spanish II**

Students will gain the ability to recognize, understand, and produce meaningful communication in Spanish in a variety of everyday contexts. These contexts include clothing and shopping; colors; daily routine and food; health, medical terms and conditions; parts of the body; the car and its accessories and computers and the internet. They will begin to engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. Students will be able to articulate their understanding of the nature of language through comparisons of the Spanish language and their own. They will recognize connections and have a greater understanding of comparisons between their own culture and those of the Spanish-speaking world.

Text: *Descubre 2*, Vista Higher Learning Publisher, 2011

**Spanish III**

Students will continue to develop their ability to recognize, understand, and communicate in Spanish. They will learn to produce meaning communication in Spanish in a variety of everyday contexts. These contexts include personality, emotions, and personal relationships; parts of the house and household chores; nature and the environment; health and well-being; exercise and physical activity and professions and occupations.

Text: *Descubre 3*, Vista Higher Learning Publisher, 2014

## OCCUPATIONAL EDUCATION

### **Digital Photography**

Students will learn the basics of photography, including common errors, composition, lighting, special effects, and more. We'll use iPhoto, and online editors. Students will learn how to use their camera, edit images, and compose excellent photographs. They will apply these skills in various projects as 4x6 prints and themed collages.

Text: None

### **Leadership**

Students will learn the fundamental qualities of leadership from a biblical worldview. Topics range from authority, to how to live with grace, to resolving conflict, and others. This class is discussion-based in nature and will explore many topics biblically and practically to help the student form distinct leadership skills for life. Students in leadership positions are strongly urged to take this class.

Text: *DiscipleMakers*, Colin MacDougal & Brad McCain

### **Yearbook**

In Yearbook, students are responsible for the creation and organization of the school yearbook. The methods used to accomplish this task include (but are not limited to): class discussion, computer technology, photography, page layout and design, research, writing, and interpersonal communication skills. Emphasis is placed on effort, communication, and on meeting deadlines. Students must complete an application available from the journalism adviser. Class size is limited. Course objectives include accurately recording the history of the school year and glorifying God in all aspects of the production of the book.

Text: None

### **Personal Finance**

Students will learn personal finance through an engaging and age-appropriate video series taught by Dave Ramsey. The program, which meets state standards and national guidelines, includes a comprehensive student workbook. Areas of study include planning and money management where students will learn to organize personal finances and use a budget to manage cash flow; credit and debt where students will learn how to maintain credit-worthiness, borrow at favorable terms, and manage debt; risk management and insurance where students will learn to use appropriate and cost-effective risk management strategies; and saving and investing where students will learn how they can implement a diversified investment strategy that is compatible with personal goals.

Text: *Foundations in Personal Finance*, The Lampo Group, 2008

**Speech**

Speech Class introduces the principles of public speaking and provides the opportunity for students to orally present an Introductory, Personal Experience/Testimonial, Informative, Demonstration, Persuasive, Storytelling, Impromptu, Special Occasion, and Debate speeches. Topics include the principle of reasoning, audience analysis, collection of materials, outlining, and delivery. Emphasis is on the oral presentation of well-prepared speeches. In the entirety of the class, emphasis will be placed on our communicative God that created us in His image to be communicators of His life, salvation, and love. "Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their news, that it may benefit those who listen." Eph. 4:29 (NIV)

**Communications**

Communication Class presents theories and exercises in verbal and non-verbal communication with a focus on interpersonal relationships in everyday life and business. Creative thinking and problem solving with verbal, non-verbal, and written communications skills will be emphasized in a "business model". In the entirety of the class, emphasis will be placed on our communicative God that created us in His image to be communicators of His life, salvation, and love. "Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their news, that it may benefit those who listen." Eph. 4:29 (NIV)

**Home Economics**

Home Economics class focuses on developing daily life skills. We will teach a hands on understanding of:

Nutrition

Food Science and Cooking

Family Budget

Sewing Techniques

Textiles

General Household Cleaning and Maintenance

## PHYSICAL EDUCATION AND HEALTH

### **Freshmen PE**

Freshman Physical Education is a required class. Students are introduced to team and individual sports. The concepts of proper dynamic/ static stretching, cardio work, and specialized sport skills are presented. Sports studied include volleyball, soccer, flag football, weight-lifting, running, basketball, and softball. Freshman PE is a one semester class.

Text: None

### **Health**

Health is a one-semester course that will guide students through the many dimensions of health and wellness. Students will gain an understanding of the five components of health (physical, spiritual, mental, emotional, and social), will develop skills needed in confronting difficult health-related situations, and will understand health promotion techniques that will establish a solid personal health in the five areas.

Text: *Total Health, Choices for a Winning Lifestyle*

### **Strength Development**

The focus of this one semester class is to teach the proper use of strength development equipment and techniques including free weights, machines, and circuit training, and cardio work. The goal is to expose students to the benefits of strength training in the areas of increased strength, muscle tone, flexibility, coordination, and cardio-vascular fitness. Instruction is provided in the identification of the nine major muscle groups and exercises to work each of them. Students are expected to log fitness workouts. This is a semester class that can be taken again if it fits in the student's schedule.

Text: None

### **Fitness for Life**

This class emphasizes how to stay fit and learn workouts that a student can do throughout his/her life in a fun and encouraging way. It is a combination of gaining a knowledge and confidence in weight training, stretching, jump training, cardiovascular fitness, circuit training, core work, and random sport workouts. All nine major muscles groups will be targeted and students will be expected to log their fitness workouts. This is a semester class that can be taken again if it fits in the student's schedule.

Text: None

## FINE ARTS

### **Band**

This ensemble includes 9th, 10th, 11th, and 12th grade band students. Students continue to work on tone quality, music reading and listening skills, while focusing on more challenging music and refining performance skills. Students will become proficient at major, minor, and chromatic scales. The band will perform at several evening performances during the school year. This is a full-year elective class that meets during the school day. Students who sign up to take High School Band are committing to stay in the class for the entire school year.

Text: None

### **Choir**

This is a year-long fine arts course that teaches vocal music performance in a group setting. The goals are to provide members with a better understanding and appreciation of music and their God-given instrument, and to make each student a better musician. Singers will experience a variety of musical styles as well as languages. Performances are mandatory.

Text: None

### **Drama**

Drama is a yearlong activity-oriented course that focuses on the art and skills necessary to create three-dimensional characters, coherent stories, and compelling performances through strong listening skills, emotional connection, and exploration of the key elements of theatrical storytelling. The student's creativity, critical thinking, communication, collaboration, and career readiness will grow through the skills acquired in drama. Art educates and enriches true faith in the Creator – God. Dramatic arts is a discipline that should inspire a deeper understanding of the Creator and His creation. It is the goal of this course to strengthen the student's faith in God and their God-given abilities to embolden them to live their lives passionately for Christ.

Text: None

### **Drawing**

Drawing class explores the Christian view of art, the five basic skills of drawing, the elements and principles of designs on a 2-dimensional surface. The study of color theory, and the use of mediums: charcoal, pastels, pen and ink and mat/frame work for showing. This is a one semester class.

Text: Drawing with the Right Side of the Brain by Betty Edwards, Penguin Putnam Inc., 1999

### **Painting**

This class is designed to follow the drawing class. Watercolors, Acrylics and Oils are the focus of this course with the design of producing larger works of art. This is a one semester class.

Text: None

**Pottery**

This course Introduces students to the material, processes and tools for the creation of slab, coil, casting, and wheel pottery. This will be done, in relation to human history and culture from a Christian point of view. This is a one semester class.

Text: None

**Sculpture**

The student will experiment with diverse media and their potentialities to create volume, line, and mass, employing materials such as clay, wire, plaster and cardboard. This is a one semester class.

Text: None

**Worship Arts**

This is an auditioned, year-long or semester fine arts or occupational education course that focuses on providing music and worship through song for weekly chapels. Student opportunities include playing various types of instruments, singing, sound and visual production. Extra time outside of class once a week is required. A students' Christian testimony is of utmost importance and is considered for approval and continued participation throughout the year.

Text: None

## **COLLEGE ENTRANCE TESTS**

Before graduating, every senior must take and have the scores reported to TBHS for one of the following: the SAT, ACT or TOEFL (Test of English as a Foreign Language). The SAT and ACT are national aptitude tests which may be required by students interested in attending a four year college or university. The PSAT 8/9 and PSAT/NMSQT are Preliminary versions of the SAT which are offered on campus to our 9<sup>th</sup>-11<sup>th</sup> grade students. Information on all tests is available from the counselor.

### **PSAT 8/9 and PSAT/NMSQT**

The PSAT 8/9 and PSAT/NMSQT are versions of the Scholastic Aptitude Test (SAT). At TBS, the PSAT 8/9 is administered to freshman. The PSAT/NMSQT is offered by the College Board and the National Merit Scholarship Corporation and we administer this test to our sophomores and juniors. These tests measure certain verbal and mathematical abilities that have been shown to be related to success in college students.

The tests can help the student assess ability to do college work, formulate plans for college, become familiar with timed tests and predict SAT scores and provide valuable study tools. The PSAT/NMSQT serves as a qualifying factor for juniors entering the scholarship competitions administered by the National Merit Scholarship Corporation.

### **SAT**

The Scholastic Aptitude Test (SAT) measures developed verbal and mathematical reasoning abilities important for academic performance in college. It does not measure motivation, creativity, and other abilities or characteristics that may contribute to college success. When college personnel consider an academic record and SAT scores, they know that a combination of high school grades and test scores is usually a better indicator of readiness to do college work than either one alone. SAT scores give admissions officers an indication of the extent to which a student has developed the verbal and mathematical reasoning abilities measured by the test. These developed abilities form the basis for doing successful college work. Students will receive information regarding testing dates for each school year.

### **ACT**

The ACT (American College Test) is a guidance-oriented instrument designed to assist students in making the transition to post-secondary education. The four academic subtests - English, mathematics, social studies, and natural science - provide an indication of general educational development and ability to do college-level work. The Student Profile Section and Interest inventory gather personal information and assess students' experiences, interests, abilities, goals, and special needs. Students will receive information regarding testing dates for each school year.

### **AP Exams/Classes**

Advanced Placement Classes give students the opportunity to pursue college-level studies while still in high school and the potential to receive advanced placement and credit, if a 3 or above score is earned on the AP Exam, upon entering college. TBHS offers 4-5 AP classes on campus. The Advanced Placement Program enables educators to recognize differences among students and to offer the more highly capable among them appropriately demanding opportunities.