

SOUTH SHORE CHRISTIAN ACADEMY

COURSE OFFERINGS 2008-09



South Shore Christian Academy Upper School Course Offerings 2008-09

Upper School, Grades 7-12

The Upper School program emphasizes skills and concepts taught from a Christian perspective by Christian teachers that are necessary for successful college work. Courses in grades 9-12 are offered at either the honors (H) or Advanced Placement level (AP), with a few courses offered at the College Preparatory (CP) level. Honors courses are intended for students who achieve at a superior level, while advanced placement courses are designed for students who have excelled and wish to earn college credits through the AP testing program. Courses in grades 7-8 are not leveled. Not all courses are offered every year. There are no semester only courses currently offered.

Course requirements by grade (all courses meet five days a week):

Grade 7 Bible, English, History, Math, Science
Grade 8 Bible, English, History, Math, Science
Grade 9 Bible, English, History, Math, Science Spanish, Studio Art
Grade 10 Bible, English, History, Math, Science Spanish, Studio Art
Grade 11 Bible, English, History, Math, Science
Grade 12 Bible, English, History, Math, Science

Students in grade 7 take the following electives and receive a letter grade that is not counted in the grade point average:

- Art One day
- Computer One day
- Latin One day
- Music History Two days

Students in grade 8 take the following electives and receive a letter grade that is not counted in the grade point average:

- Art One day
- Computer One day
- Drama One day
- Keyboarding One day
- Latin One day

Graduation Requirements

Graduation Requirements

Credits toward graduation can only be earned in the ninth through twelfth grades. Students must carry a minimum of at least five (5) major courses each semester, from the major academic disciplines – Theology, English, Math, Science, History Foreign Language, and Fine Arts.

A South Shore Christian Academy diploma requires a minimum of 23 credits and must include the following core requirements:

English	4 credits
Bible	4 credits
History (including US History)	3 credits

Mathematics (including Geometry and Algebra II)	3 credits
Science	3 credits
Foreign Languages (2 years of the same language)	2 credits
Fine Arts	2 credits
Electives	2 credits
Senior Internship	.3 credits

Students who play a varsity sport will be awarded .5 credits for each sport played. Students may also choose to do school service and get credit based on how many days a week they participate. Most students will opt to choose additional elective courses in History, Math, Science, Social Science, and Art depending upon a student's college plans and personal interests.

No graduation requirement may be met by taking courses at other institutions unless the course is not offered at SSCA. Any exception must be pre-approved by the Assistant Headmaster. Three years of foreign language is strongly encouraged as such a decision impacts college options.

Senior Internship

Students must complete all graduation requirements before becoming eligible for Senior Internship. All seniors are required to participate in an off-campus internship at the end of the senior year. The purpose of Senior Internship is for our students to obtain real-life experiences in a career field of his or her interest. Internships must be approved by the Assistant Headmaster to help ensure that it serves as a valuable learning experience. If anyone has difficulty finding a placement, the Assistant Headmaster will work with that student in developing a satisfactory experience. Information will be available in January from the Assistant Headmaster's office.

Students are expected to work five days per week for three weeks or the equivalent of 90 hours. The student will complete a contract and have it signed by those directly supervising his or her experience and the faculty advisor. A weekly meeting with the individual's faculty advisor at SSCA is required. Each senior is also asked to maintain previous commitments during the internship (i.e. sports). At the conclusion, students will submit a written summary to the Assistant Headmaster. A letter grade and required credits are awarded after successful completion of this experience.

English

Literary Forms I, Grade 7

Instructor: Mrs. Deborah Patt

Texts: *Alice in Wonderland*, Lewis Carroll
The Adventures of Huckleberry Finn, Mark Twain
Little Women, Louisa May Alcott
Macbeth, William Shakespeare
The Diary of Anne Frank, Prentice-Hall
Sadlier-Oxford Vocabulary Workshop B

Overview

This year students will work on mastering paragraph writing through imitation and direct instruction. They will also learn to distinguish among the four modes of writing -narration, description, exposition, and argumentation. In addition, students will continue to work on forming proper grammatical constructions, identifying grammatical mistakes, and developing a writing style appropriate to academic topics.

Literary Forms II, Grade 8

Instructor: Mrs. Deborah Patt

Texts: *The Red Badge of Courage*, Stephen Crane
My Name is Asher Lev, Chaim Potok
Julius Caesar, William Shakespeare
To Kill a Mockingbird, Harper Lee
Elements of Writing
Vocabulary Workshop C

Overview

This year students will be introduced to the narrative and persuasive essays, and will develop skills in evaluating documents to include in a researched essay. The focus will be twofold: mastery of the paragraph and distinguishing between the four modes of writing—narration, description, exposition, and argumentation.

Ancient and Medieval Literature, Grade 9

Instructor: Mrs. Deborah Patt

Texts: *Beowulf*
Canterbury Tales, Geoffrey Chaucer
The Odyssey, Homer
Romeo and Juliet, William Shakespeare
The Making of a Poem, Mark Strand and Evan Bolan
Elements of Writing
Vocabulary Workshop D

Overview

This year students will be introduced to the analytical and argumentative essays, and will develop skills in evaluating documents to include in a researched essay. Also, students will continue to work on forming proper grammatical constructions, on identifying grammatical mistakes, and on developing a writing style suitable to academic topics.

Pre-AP English, Grade 10

Instructor: Mrs. Cindy Atwater

Texts: *Frankenstein*, Mary Shelley
Henry IV, part 1, William Shakespeare
Henry V, William Shakespeare
Lord of the Flies, William Golding
Animal Farm, George Orwell
The Screwtape Letters, C.S. Letters
Jane Eyre, Charlotte Bronte
The Making of a Poem, Mark Strand
The British Tradition, Prentice-Hall
Classical Rhetoric for the Modern Student
MLA Handbook
Writer's Inc.

Overview

This year students will work on composing argumentative essays and developing skills in examining literary criticism and other documents to include in researched writing. Also, students will continue to work on forming proper grammatical constructions, identifying grammatical mistakes, and developing a writing style appropriate to academic topics. Students will complete a research paper each semester in addition to shorter essay assignments.

AP English Language and Composition, Grade 11 (not offered 2008-09)

Instructor: Mrs. Cindy Atwater

Texts: *The Scarlet Letter*, Nathaniel Hawthorne
My Antonia, Willa Cather
The Sun Also Rises, Ernest Hemingway
Their Eyes Were Watching God, Zora Neale Hurston
The Complete Stories, Flannery O'Connor
A Raisin in the Sun, Lorraine Hansberry
The Crucible, Arthur Miller
The American Experience, Prentice Hall anthology
MLA Handbook

Overview

The overarching purpose is to prepare students to write effectively in their college courses and throughout life. The students will work on composing critical and argumentative essays and developing skills in examining literary criticism and other documents, including graphic and visual texts, to include in researched writing. Also, students will work on developing a writing style appropriate to literary studies. Students will complete research papers following MLA guidelines in addition to shorter essay assignments (timed and untimed), paragraphs of imitation, journal entries, and creative writing. Process papers will require revisions after peer editing and teacher feedback.

Students will study logic and rhetoric, and they must analyze the logic and rhetorical structures and devices in the works studied, whether fiction or non-fiction. At least once a month we will analyze the rhetorical components of a current newspaper or magazine column.

Daily vocabulary is an important component of this course. Students must keep a notebook with definition, part of speech, and example of each vocabulary word used in a sentence. As students build their vocabulary, they will become more aware of the power of their word choices.

Upon successful completion of this course, students will be prepared for further college-level thinking, writing, reading, and information processing.

College Prep World Literature, Grade 12

Instructor: Mrs. Deborah Patt

Texts: *Oedipus Rex*, Sophocles
Hamlet, William Shakespeare
Things Fall Apart, Chinua Achebe
All My Sons, Arthur Miller
A Tale of Two Cities, Charles Dickens
Night, Elie Wiesel
The Little Prince, Antoine Saint-Exupery

Norton Anthology of Poetry
MLA Handbook
Vocabulary from Classical Roots

Overview

This year students will work on composing critical and argumentative essays and on developing skills in examining literary criticism and other documents to include in researched writing. Also, students will work on developing a writing style appropriate to literary studies. Students will complete a college essay due the first semester in addition to shorter essay assignments throughout the year.

AP English Literature and Composition, Grade 12

Instructor: Mrs. Cindy Atwater

Texts: *Hamlet*, William Shakespeare
Things Fall Apart, Chinua Achebe
Oedipus, Sophocles
Othello, William Shakespeare
Dubliners, James Joyce
Cry, The Beloved Country, Alan Paton
The Importance of Being Earnest, Oscar Wilde
The Metamorphosis, Franz Kafka
Norton Anthology of Poetry
Reading Packet
MLA Handbook
The Elements of Writing, Strunk and White

Overview

This year, students will work on composing critical and argumentative essays and developing skills in examining literary criticism and other documents to include in researched writing. Also, students will work on developing a writing style appropriate to literary studies. Students will complete a research paper in addition to shorter essay assignments throughout the year.

Bible

Old Testament Survey, Grade 7

Instructor: Mr. Paul Atwater

Textbook: *New International Version Bible*

Overview

This course is designed to be a survey of the Old Testament. Students will know the structure of the Old Testament, particularly the central theme and outline of each book. They will memorize a key verse from each book. Students will also be required to understand the theme of Redemption, and to recognize the roles of key figures in the Old Testament. Understanding the Old Testament will unlock keys to the New Testament.

New Testament Survey, Grade 8

Instructor: Mr. Tom Dagley

Textbook: *New International Version Bible*

Overview

This course is designed to be a survey of the New Testament. The students will begin with a review of the Old Testament, with a focus on the Law and the thread of Jesus Christ. Several weeks will then be spent on studying the Intertestamental Period and the Development of the New Testament Canon. The main focus of the class will be on the Life of Jesus Christ, followed by the development of the early church and the life of Paul (missionary journeys and letters). We will end the year with a study of the book of Revelation.

The students will also be reading through the Psalms on a daily basis, and will be required to memorize a key verse from each book in the NT. They will be able to give an overall survey of the NT, place each book within the historical context, give a general harmony of the Gospels, and know how to apply God's Word to their lives.

Old/New Testament Survey, (intended for) Grade 9

Instructor: Mr. John Atwater

Textbooks: *Illumina Bible Program* (Tyndale House)
New International Bible

This course is designed as a survey course for the whole Bible. Significant attention is placed on acquiring basic knowledge of each book as well as the key stories and concepts taught in the Bible. The course ensures that all freshmen have basic content of the Bible as a firm foundation to build upon for future bible courses.

Church History, Grade 10

Instructor: Mr. John Atwater

Textbooks: *Church History in Plain Language* by Bruce Shelley (Nelson)
Hudson Taylor's Spiritual Secret (Moody Press)
God's Politician by Garth Lean (Helmer's and Howard)
Worldly Saints by Leland Ryken (Zondervan)

This course is designed to cover the key events of Church History from 30 AD to the modern times. Most students have little knowledge of their spiritual heritage or of the Church since the time of Christ. Significant attention is placed on key events such as the Reformation, Scopes Trial, and the Modern Pentecostal movement and on key people such as Augustine, Calvin, Luther, Wesley, etc. We also study the Book of Romans in detail.

Apologetics, Grade 11

Instructor: Mr. John Atwater

Textbooks: *The Case for Faith* by Lee Strobel (Zondervan)
The Case for Christ by Lee Strobel (Zondervan)
A Ready Defense by Josh McDowell (Nelson)

The course is designed to teach students to "own" their faith and to be able to defend it. A thorough study of Christian doctrine ensures that students know what basic orthodox teaching is. We then compare Christianity with other world religions and cults as well as significant ideas and concepts. Solid knowledge of the Bible is a pre-requisite for this class.

Moral Issues, Grade 12

Instructor: Mr. Tim Vazquez
Texts: *Naming the Elephant: Worldview as a Concept*, Sire, James W.
All God's Children and Blue Suede Shoes, Myers, Kenneth A.
Moral Dilemmas, Anderson, J. Kerby

Overview

The course in Moral Issues seeks to assist students in understanding, formulating, and articulating a worldview based on the truth of Christianity. The process will involve the pursuit of questions concerning the concept of truth and reality, the nature of God, man's place in the universe, and the role of the Christian in secular society.

History

The Ancient World to the Middle Ages, Grade 7

Instructor: Mr. Tim Stiles
Text: *Human Heritage: A World History*, Greenblatt, Miriam; Peter S. Lemmo

Overview

The 7th grade course in world history begins with the origins of civilization in the Middle East and Asia, proceeds through the classical era of the Greeks and Romans, and concludes with a study of the European Middle Ages.

8th Grade U.S. History: The Rise of Modern U.S. History

Instructor: Mr. Tim Stiles
Textbook: *Call to Freedom*, Holt

Overview

This course explores feudal times in Europe through the Civil War in U.S. History. Students cannot understand U.S. History unless they have a firm grasp of events in Europe that eventually led to the exploration of the discovery of the United States. This course will trace the events both in Europe and the early development of America.

World History I, Grade 9

Instructor: Mr. Tim Vazquez
Text: *World History: Patterns of Civilization*, Beers, Burton F.
Sources of the Western Tradition Volume I: From Ancient Times to the Enlightenment, 6th Ed, Perry, Marvin; Joseph R. Peden, Theodore H. Von Laue

Overview

World History I is a survey of the people, institutions, and cultures which have shaped our world, beginning with the earliest civilizations of man and concluding with the European Renaissance and the origins of the Protestant Reformation. A portion of time will be devoted to the study of Asian and African history; however, the course is primarily Western in focus and seeks to investigate the people and events which have laid the foundations for modern Europe and ultimately the United States.

World History II, Grade 10

Instructor: Mr. Tim Vazquez

Texts: *World History: Patterns of Civilization*, Beers, Burton F.
Sources of the Western Tradition Volume II: From the Renaissance to the Present, 6th Ed, Perry, Marvin; Joseph R. Peden, Theodore H. Von Laue

Overview

World History II is a survey of the people, events, movements, and cultures which have shaped our world, beginning with the European Renaissance and concluding with the struggles and conflicts facing our contemporary world. While other cultures will receive some attention, the course will focus primarily on European history and the impact that culture has had on the modern world.

U.S. History, Grade 11

Instructor: Mr. Tim Stiles

Textbook: *American nation in the Modern Era*, Holt

Overview

This college preparatory course will trace U.S. History from the exploration of the New World through the mid-1970s. Students will explore major events in the development of the United States. The many changes that have transformed this country are fascinating. We will explore these changes through political, economic and social views.

Advanced Placement United States History, Grades 11 & 12

Instructor: Mr. Tim Vazquez

Text: *The American Pageant*, Kennedy, David M., Lizabeth Cohen, Thomas A. Bailey

Overview

The Advance Placement course in US History is designed to provide students with the skills and knowledge necessary to critically analyze our nation's past. The course content will begin with pre-Columbian American history and conclude with the events of the current Bush administration, with emphasis being placed on the interpretation of primary source material. Ultimately the course seeks to prepare students for success on the US History College Board exam administered each May.

Sociology, Grade 12 Elective

Instructor: Mr. Tim Stiles

Textbook: *Essentials of Sociology: A Down to Earth Approach*, Pearson

Overview

This college preparatory course will study human behavior by placing it within its broader social context. Sociology seeks to explain why something happens, attempts to make generalizations that can be applied to a broader social group or situation, and predicts what will happen based on the knowledge received.

Introduction to Psychology, Grade 12 Elective

Instructor: Jennifer Ambroceo

Textbook: *Understanding Psychology* McGraw Hill/Glencoe

This honors level course will cover a broad range of topics related to this natural and social science. It offers fascinating insight into why we think, feel and behave the way that we do. The year will begin with an introduction and historical overview of psychology. We will also explore different research methods applied to the many facets of psychology: bio-psychological, cognitive, developmental and socio-cultural. This instructor is enthusiastic about teaching how the study of the human mind and human behavior continues to improve our quality of life worldwide.

Mathematics

Pre-Algebra, Grade 7

Instructor: Mr. Terry Carter

Textbook: *Pre-Algebra*, by Ron Larson (McDougal Littell)

Overview

A solid base will be built preparing the student to study Algebra in Grade 8. This preparation will include studying and working with symbolic variables, expressions, and integers, writing equations and inequalities from sentences, solving equations and inequalities, working with factors and exponents, ratios and percents.

Algebra I, Grade 8

Instructor: Mr. Terry Carter

Textbook: *Algebra 1*, by Ron Larson (McDougal Littell)

Overview

This Algebra I course, after brief review of PreAlgebra topics, covers real numbers and extensive study of linear equations and inequalities: formulating them, solving them and systems of them through several methods, and graphing them. An introduction to functions, matrices, and probability will also be part of the curriculum. If time allows we will go further in the book, which includes exponents and exponential functions, quadratics and polynomials.

Geometry, Grade 9

Instructor: Mr. Terry Carter

Textbook: *Geometry*, by Stanley Clemens (Addison Wesley)

Overview

Geometry has been important from ancient times in education to teach reasoning. It presents to the learner a beautiful, logical, orderly body of knowledge. Geometry is an abstract subject, but easy to visualize, and has many practical applications in the fields of surveying and the construction of bridges and buildings.

In this course, we will start with points, lines and planes. After study of deductive and inductive reasoning and the two column proof, we will move into parallel lines and planes and the angles of a triangle. This will prepare us for identifying congruent (same size and shape) and similar (same shape) triangles. Other topics will include indirect proof, right triangles, circles, and polygons. If time allows we will study the surface areas and volumes of various three-dimensional figures like spheres and pyramids.

Algebra II, Grade 10

Instructor: Mr. Tom Dagley
Textbook: *Algebra II*, McDougal Littell, 1997

Overview:

Algebra II reviews the major topics of Algebra I and covers functions (linear, exponential, logarithmic, inverse, quadratic, rational, and polynomial) and then continues with systems of equations, complex numbers, conic sections (analytic geometry) and trigonometry (law of sines, law of cosines, graphing trig functions and the unit circle). Other topics include: sequences and series, permutations and combinations, discrete math, and probability.

The student will learn to use the TI-83 P graphing calculator and upon successful completion of this course will be prepared to continue on to Pre-Calculus.

Pre-Calculus, Grade 11

Instructor: Mr. Tom Dagley
Textbook: *Advanced Mathematics*, Richard Brown, 1997, McDougall Littell

Overview

Pre-calculus is designed to provide a strong foundation in advanced Algebra concepts, techniques, and applications to prepare the students for more comprehensive work in trigonometry and calculus. The first six chapters are an intensive review of Algebra II concepts and methods, with a focus on functions (linear, quadratic, polynomial, logarithmic and exponential). The students will then be given an introduction to Trigonometry and Vectors. The last few sections are an introduction to Calculus I concepts such as limits, derivatives and integrals.

It is also expected that the student will have an understanding of the TI-83 plus graphing calculator.

Intro to Business and Statistics, Grade 12

Instructor: Mr. Terry Carter
Textbook: *Practical Business Math Procedures*, 7th Edition, McGraw-Hill Irwin

Overview

This course is designed as an introduction to Finance, Business and Statistics. Topics covered include: markup, payroll, simple interest, compound interest, present value, annuities, installment buying, home ownership, reading/writing financial reports, depreciation, inventory, taxes, insurance, stocks and business statistics. There is also an introduction to statistics including central tendency and deviation. Time is set aside at the beginning of the year to prepare students for the SAT. Class projects will include the operation of a school store and working with stocks.

Calculus (Offered on-line only by permission for 2008-09)

Calculus, Grade 12

Instructor: Mr. Tom Dagley
Textbook: *Calculus: Graphical, Numerical, Algebraic*
Finney, Demana, Waits, Kennedy; 1999, Addison-Wesley

Overview

This course is designed as a Calculus AB course and will prepare students for the AP exam. Upon mastery of this course, students will be able to understand the meaning of the derivative in terms of change and local linear approximations; work with functions represented graphically, numerically, analytically or verbally; understand the meaning of the definite integral both as a limit of Riemann sums and as a net accumulation of rate of change; be able to model problem situations with functions, differential equations or integrals; be able to represent differential equations with slope fields, solve separable differential equations analytically, and solve differential equations using numerical techniques such as Euler's method.

This course teaches all topics associated with Functions, Graphs, and Limits; Derivatives; and Integrals as delineated in the Calculus AB Topic Outline in the AP Calculus Course Description.

Science

Earth Science, Grade 7

Instructor: Mrs. Jill Stiles
Textbook: *Earth Science*, Glencoe McGraw-Hill

Overview

This course will introduce the student to principles and concepts in Earth Science. We will explore the connections between the physical, chemical and biological processes of the Earth System. Laboratory investigations are designed to supplement and enhance the classroom lecture. The student will be expected to gain a better understanding of their physical world.

Introductory Physical Science, Grade 8

Instructor: Mrs. Jill Stiles
Textbook: *Physical Science*, Holt, Rinehart and Winston

Overview

The theme of Introductory Physical Science, which is an introductory chemistry course, is the atomic theory. Evidence from students' experiments is used to establish methods of separating and identifying substances; the characteristics of mixtures, compounds and elements; the law of constant proportions; and finally, an atomic model of matter. Other themes include the nature of chemical reactions; solutions; and acids, bases and salts. The goal for this course is for the student to become a sharper observer and a more critical thinker. Students learn to collect and analyze data and draw conclusions from their data. Laboratory work is a major part of this course. Pre-lab and post-lab discussions take place to guide learning.

Physics, Grade 9

Instructor: Mr. Tom Dagley
Textbook: *Conceptual Physics*, by Paul Hewitt (Prentice Hall)

Overview

This conceptual physics course will cover much of classical physics and a bit of modern physics. It will include classical mechanics (Newton's three laws, projectile behavior, gravity, etc.), special relativity, properties of matter (atomic model, gas, liquids, and solids), heat and thermodynamics. If time allows, we will study sound, light, and electricity and magnetism. Nearly every night the students' homework assignment will be to carefully read and to take notes on one or more of the chapter sections, and come prepared the next day for discussion.

Biology, Grade 10

Instructor: Mrs. Jill Stiles

Textbook: *Biology, an Everyday Experience*, Glencoe McGraw-Hill

Overview

Biology is about every living thing in your world and the relationships among them.

This course is designed to give students an overview of the many facets of biology. Students will experience biology by observing, experimenting and asking questions.

We will explore how biology impacts technology and news-making issues. Laboratory experiments are designed to reinforce and develop a variety of skills through hands-on activities that follow a scientific procedure.

Chemistry, Grade 11

Instructor: Mrs. Jill Stiles

Textbook: *Chemistry*, Holt, Rinehart and Winston

Overview

This course is designed to give students the solid grounding in basic chemical principles and skills that they need for college. It has been developed to focus on a set of broad, developmentally appropriate instructional goals that combine mastery of chemistry content objectives, experiences in scientific inquiry, and connections to the real world and other curriculum areas. The course year includes: matter and energy, atomic structure, periodicity, ionic and covalent compounds, chemical equations, stoichiometry, causes of change, gases, solutions, chemical equilibrium, acids and bases, and reaction rates. An honors level is more in-depth and rigorous with an emphasis placed on application and problem solving.

Advanced Placement Biology, Grade 12 (not offered in 2008-09)

Instructor: Mrs. Jill Stiles

Textbook: *Biology, the Unity and Diversity of Life*, Starr and Taggart

Overview

This course is equivalent to an introductory biology course at the freshman university level, and conforms to the standards set forth by the College Board for all AP courses. It covers the eight major themes from the *AP[®] Biology Course Description* (science as a process; evolution; energy transfer; continuity and change; structure and function; regulation interdependence; and science, technology and nature), through a variety of teaching techniques and activities.

The laboratory component of the course is extremely important; 25 percent of the course is spent in the laboratory setting. Classes meet every day for 45 – 50 minutes. Once a week we have a double period that runs

for 104 minutes. This enables us to complete all of the 12 labs in the *AP Lab Manual for Students*, as well as other additional labs.

Foreign Language

Introduction to Spanish, Grade 8 (Not offered 2008-09)

Instructor: Mrs. Jennifer Ambroceo

Textbook: *Spanish is Fun!* Wald (Amsco Publishing)

Overview

Students will develop Spanish speaking, listening, reading and writing skills this year through a variety of methods. Each lesson includes the following elements: vocabulary, grammatical structures, interactive exercises, conversation, reading and pronunciation. Students will gradually learn how to understand spoken Spanish as well as how to express themselves at a very basic level with ease. This course will be interactive and communicative in nature and focus largely on "real life" situations that students may experience while conversing with native Spanish speakers here in the U.S.A., or traveling in Spain or Latin America. Students will participate in activities that utilize various media resources (videos, websites, and CDs) that encompass language and cultural learning.

Spanish I, Grade 9

Instructor: Mrs. Jennifer Ambroceo

Textbook: *Aventuras*, Donley, Benavides, Marquez,
Aventuras: Primer Curso de lengua

Overview

This course is a continuation of "Introduction to Spanish" and will be based on the vigorous *Aventuras* program as well as several other supplemental resources. Students will strengthen and continue to develop their speaking, listening, reading and writing skills throughout the year. As their skills improve, they should feel more confident and comfortable learning a foreign language. This course will be interactive and communicative in nature and focus largely on "real life" situations that students may experience conversing with native Spanish speakers here in the U.S.A or while traveling in Spanish speaking countries. Students will participate in activities that utilize various media resources (including videos, websites and CDs) that encompass language and cultural learning.

Spanish II, Grade 10

Instructor: Mrs. Jennifer Ambroceo

Text: *Ven Conmigo!*, Holt, Rinehart and Winston

Overview

This course is a continuation of Spanish I, with a very strong emphasis on speaking, listening comprehension, reading and writing skills. Students will continue to progress with their language skills as well as their knowledge of Spanish and Latin American culture. Students will use the *Ven Conmigo* curriculum that focuses on practical, everyday and highly useful communication skills. Students will work together as a class, independently, with partners and in small groups throughout the year to increase mastery of the Spanish language. This course will be interactive and communicative in nature and focus largely on "real life" situations that students may experience conversing with native Spanish speakers here in the U.S.A or traveling in Spanish

speaking countries. Students will participate in activities that utilize various media resources (including videos, websites and CDs) that encompass language and cultural learning.

Spanish III, Grade 11

Instructor: Mrs. Jennifer Ambroceo

Text: *Ven Conmigo!*, Holt, Rinehart and Winston

Overview

This course focuses on strengthening students' Spanish communication skills through a variety of techniques and resources. Students taking this course will have completed at least two years of Spanish and are ready to develop fluency based on their advanced knowledge and skills. Students will also continue to learn about Spanish and Latin American culture including the major Spanish speaking regions in the United States.

Spanish IV, Grade 12 (Not offered 2008-09)

Instructor: Mrs. Jennifer Ambroceo

Textbook: *Nuevas Vistas*, Holt, Rinehart and Winston

Overview

This advanced level course will focus on strengthening and perfecting students' speaking, listening, reading and writing skills necessary for college courses and travel abroad. Students will also read and discuss classic and contemporary literature from renowned Hispanic authors throughout the year.

Fine Arts

Studio Art, Grades 7-8

Studio Art I, Grade 9

Instructor: Mrs. Mary Marley

Overview

This class provides the opportunity for students to build on concepts and media introduced in Middle School. Studio Art I explores two-dimensional (drawing & painting) and three-dimensional (sculpture) formats that integrate art history, design principles and aesthetic criticism.

Studio Art II, Grade 10

Instructor: Mrs. Mary Marley

Overview

We will explore the way artists see their environment by rendering drawings which force one to observe the world around us in terms of line, value, shape, texture, color, balance, pattern, scale, movement and space. Most drawings will be rendered in a realistic or representational style, however, we will experiment with abstraction, using our imaginations, and borrowing from other artistic sources.

This course is an introductory course in drawing designed to give a fundamental understanding of:

- A variety of drawing media and their respective uses
- The role which line, shape, texture, and tone play in drawing.
- Some masterwork drawing from the Western tradition
- Understanding of contour line, sighted contour line, blind contour line, cross contour line, gesture drawing, and organizational drawing

Studio Art III, Grade 11

Instructor: Mrs. Mary Marley

Overview

This course is an introduction to basic painting (oil & acrylic) techniques and the concepts of color, value, intensity and color theory. We will work from life and abstractions, still life and a reproduction of a master work will be explored.

The course methodology is process and project oriented. My role as instructor will be that of a guide into the method of a traditional application of painting. Later, students are encouraged to find a personal expression in their painting.

Studio Art IV, Grade 12

Instructor: Mrs. Mary Marley

Overview

This course is designed for the advanced art student who has demonstrated serious involvement in the visual arts and who has shown a high degree of self-motivation. Ideally suited for students who work well independently, this course will also prepare students who are considering a career in the visual arts. There is no portfolio requirement for this course.

Advanced Placement in Studio Art, Grades 11-12

Instructor: Mrs. Mary Marley

Overview

The purpose of this course is to prepare students to submit a Drawing or 2-D or 3-D portfolio for consideration for Advanced Placement college credit and/or placement, which may be awarded if a qualifying score is achieved. This course is designed for the advanced art student who has demonstrated serious involvement in the visual arts and who has shown a high degree of self-motivation. Ideally suited for students who work well independently, this course will also prepare students who are considering a career in the visual arts. Students will complete a portfolio which emphasizes quality, breadth, and an area of concentration. Objectives for the Advanced Placement Course Description for Art are published by the College Board.

Grades 7 and 8 Electives (meet one and/or two days a week)

Latin, Grades 7 and 8

Instructor: Mrs. Cindy Atwater

Overview

There are strong reasons for including Latin in our middle school curriculum. The study of Latin provides students with an insight into the structure of an inflected language, giving them a sound basis for the study of French, Spanish, and Italian. In addition, many English words are derived from Latin, so students quickly build their vocabulary and understanding of roots, prefixes, and suffixes. In grade seven, we use the Cambridge Latin Course, Unit 1, stages 1-4, which focus not only the Classical Latin language, but also on the social and political history of the Romans, especially during the first century A.D. In grade eight, we continue with the Cambridge Latin Course, reviewing stages 1-5 and continuing through stage 12.

Drama, Grade 8

Instructor: Mrs. Cindy Atwater

Overview

Drama is sometimes called “art in action,” and acting is a skill that can be learned. At SSCA, we include drama in our eighth grade curriculum because it gives students a creative way to minister to their teachers and fellow students. Drama students must work as a team to choose and develop scripts, turning the focus away from themselves as individuals and toward the creation of a meaningful performance. In this class, we practice various acting techniques and then produce short skits for chapel.

Visual Art, Grade 7

Instructor: Mrs. Marley

Overview

This class is an introduction to the basic concepts of visual art. Students are exposed to a variety of media working in two-dimension design. Projects include an introduction to the principles of perspective and basic design.

Visual Art, Grade 8

Instructor: Mrs. Marley

Overview

This class continues to build students’ design skills. Students explore and learn the basic elements of design—line, shape, color, texture, space and value using ink, pencil and paint.

Computer, Grades 7 & 8

Instructor: Mr. McPherson

Overview

These classes provide an introduction to both the Apple computer and its operating system (OS X/Tiger) as well the Microsoft Office suite of products, including Word, Excel, and Powerpoint. In class students become familiar with all the features on the iMac (in the SSCA Mac Lab) and begin exploring the tools used to express their creativity. As a projects-based class, students develop an understanding of the Microsoft products and then apply what they have learned in creating a project that comes out of one of their academic classes.

Music History