



SADDLEBACK VALLEY
CHRISTIAN SCHOOL

THE CHRISTIAN SCHOOL FOR ALL

HIGH SCHOOL

CURRICULUM

GUIDE

HIGH SCHOOL CURRICULUM GUIDE

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MISSION STATEMENT

Our mission is to educate and disciple all students as they seek to discover their purpose in the work of God's Kingdom.

OUR VALUES

Kingdom-minded:

- We will work to advance the cause of Christ in our world. (Matthew 28:19-20)
- We will model and emulate Christ as we seek to disciple students. (1 Corinthians 11:1)
- We will worship God in everything that we do. (Colossians 3:17)

Student-centered:

- We believe that every student is fearfully and wonderfully made. (Psalm 129:14)
- We believe that every decision should be made through the lens of student experience. (Matthew 18:3)
- We believe that diversity and accessibility are central to the development of Christian community. (Galatians 3:28)

EDUCATIONAL PHILOSOPHY

Our philosophy of education is the foundation upon which our Schoolwide Learner Outcomes (SLO's) are built. At the center of this philosophy are a few core beliefs:

- We believe that all students can learn and are valued as individuals created in God's image with unique physical, social, emotional, intellectual, and spiritual needs and abilities.
- We believe these needs and abilities are nourished best within a safe and supportive learning environment where inspirational administrators, faculty, staff and coaches encourage and challenge students to pursue excellence.
- We believe a complete education is realized through developing the whole child in character, knowledge and skills. We desire our students to have the necessary knowledge and skills in life to succeed. However, more importantly, an SVCS Warrior cultivates the virtues of honor, faith, responsibility, respect, humility, and love toward God, others and self.

This philosophy of education is expressed in our Schoolwide Learner Outcomes as Heart, Soul, Mind, and Strength.

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SCHOOLWIDE LEARNER OUTCOMES (SLOs)

HEART & SOUL

Character:

- Honor God through faith in Jesus Christ and following His example
- Demonstrate personal responsibility
- Demonstrate respect, humility and love toward others

MIND

Knowledge:

- Understand and apply Biblical knowledge
- Understand and build upon educational principles (Language Arts, History, Math, and Science) in preparation for college and beyond
- Develop an appreciation for global learning and 21st century knowledge

STRENGTH

Skills:

- Effective communicators
- Complex thinkers
- Productive individuals

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GRADUATION REQUIREMENTS

Graduation Requirements

Students are eligible for a Saddleback Valley Christian School diploma when they have completed a minimum of 270 credits, with satisfactory grades, in the following coursework during grades 9-12:

Spiritual Formation	40 credits	Visual & Performing Arts	10 credits
History	30 credits	Language Other Than English	10 credits
English	40 credits	Physical Education	20 credits
Mathematics	30 credits	Electives	60 credits
Science	30 credits		

Typical Schedule by Grade Level

The matrix below represents the typical progression of courses for a student. All students must carry a minimum of five courses from among the various disciplines each year.

COURSE SUBJECT	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Spiritual Formation	Bible I	Bible II	Bible III	Bible IV
History	Ancient & Medieval Civilizations or Ancient & Medieval Civilizations Honors	Modern World History or AP World History	US History or AP US History	Government/Economics or AP Government
English	English I or English I Honors	English II or English II Honors	English III or AP English Language & Composition	English IV or AP English Literature & Composition
Mathematics	By Placement of Mathematics Department	Next in Sequence or by Department Approval	Next in Sequence or by Department Approval	Next in Sequence or by Department Approval
Science	Conceptual Physics or Biology	Next in Sequence or by Department Approval	Next in Sequence or by Department Approval	Next in Sequence or by Department Approval
Visual & Performing Arts	Visual & Performing Arts Course	Next in Sequence or Additional Course	Next in Sequence or Additional Course	Next in Sequence or Additional Course
Language Other Than English	Level I or by Placement	Next in Sequence	Next in Sequence	Next in Sequence
Physical Education	Physical Education or Athletics	Physical Education or Athletics	Physical Education or Athletics	Physical Education or Athletics

Graduation

In order for a student to receive a diploma from Saddleback Valley Christian School, he or she must be a full-time student during senior year, meet the required credits in the specified subject areas from an accredited institution, and be in good standing with SVCS.

In order to receive Graduation Honors, a student must meet all of the graduation requirements, with a minimum of 45 credits earned at SVCS. In addition, students earning valedictorian status, must have a minimum 4.0 weighted cumulative GPA. The Scholar of Scholars is the student with the top weighted cumulative GPA.

Beginning with the class of 2018, in order to participate in the graduation ceremony, all courses must be completed before graduation with the exception of 2nd semester courses that students are currently enrolled in. If necessary, proof of completion of any remediated 2nd semester courses must be submitted before August 31st of the graduation year to receive graduation status.

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ACADEMIC POLICIES

Placement Exams

Depending upon records and documents received along with the admission application, students may be required to take a standardized placement exam prior to being placed in courses at SVCS.

Final Exams

Final exams are important parts of academic measurement which are administered at the end of each semester. Final exam schedules are provided at the beginning of the school year. Attendance for final exams is mandatory.

Audit Courses

In the circumstance that auditing a course is recommended by a teacher, the student may accept to audit the course but will be required to be an active participant in the class, completing all homework and quizzes. Please note: no grade or credit will be awarded.

PSAT

Each October, SVCS administers the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) and PSAT 8/9 to all 9th – 11th grade students. All students are required to take this exam in preparation for college testing.

Add/Drop Procedure

Students who wish to add or drop a class must complete the Schedule Change Request form and return it to the College & Career Guidance Office by the official add/drop date for each semester. Requests submitted past the due date will not be considered. Students who choose to drop a class after the deadline will receive an Withdraw/Fail (W/F) in the class, and no refunds shall be granted on any class or lab fees.

Advanced Placement

Advanced Placement (AP) classes are college courses taught on the High School campus. These classes prepare students for AP exams given by College Board in May each year. Please refer to the AP Contract for all guidelines regarding AP courses. This contract must be signed by students and parents for enrollment in the course.

College Credits

All students have the opportunity to receive both high school and college credit by enrolling in college courses while attending high school. Students wishing to take college courses must complete all of the registration requirements set forth by the college. High school credits are calculated by multiplying the college credit by 2.33 and rounding down to the nearest whole number. Please see the College & Career Guidance Office for more information.

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ACADEMIC POLICIES (continued...)

Grading Scale

Grade Point Average is calculated on both a weighted and unweighted scale. Unweighted GPA is measured on a scale of 0 to 4.0 with no additional 1.0 being awarded for an advanced placement or honors course.

GRADE STANDARD	UNWEIGHTED GPA	WEIGHTED GPA
90 - 100% A	A = 4.0	A = 5.0
80 - 89% B	B = 3.0	B = 4.0
70 - 79% C	C = 2.0	C = 3.0
60 - 69% D	D = 1.0	D = 1.0
Under 60% F	F = 0.0	F = 0.0

PLEASE NOTE:

Schools within the California State University and University of California systems do not accept "D's" or "F's" in any subject.

Athletic Eligibility

In order to maintain athletic eligibility, student athletes must have a total GPA of 2.0 or higher and not be failing more than one class. If a student athlete doesn't meet these two criteria, he or she will be athletically ineligible and unable to participate in his or her sport.

HIGH SCHOOL CURRICULUM GUIDE

HOW TO READ THE CURRICULUM GUIDE

ENGLISH 1	UC REQUIREMENT "B"	4 YEARS 3	COURSE OFFERINGS 4
	GRADUATION REQUIREMENT	4 YEARS 2	English I
9th Grade		English I or English I Honors	English I Honors*
10th Grade		English II or English II Honors	English II
11th Grade		English III or AP English Language & Composition	English II Honors*
12th Grade		English IV or AP English Literature & Composition	AP English Language & Composition*
			English III
			English IV
			AP English Literature & Composition*

*Course is awarded an additional 1.0 to the Saddleback Valley Christian grade point equivalent.

ENGLISH CURRICULUM OVERVIEW


Reading, writing, and thinking--these are the goals of English instruction. Students read a variety of literature spanning from the ancient world to modern times, and from cultures as diverse as Renaissance England, 19th-Century Russia, post-Revolution Iran, and the early 20th-Century American South. This literature forms the raw material out of which students engage in classroom discussion about morality, spirituality, politics, ethics, and the nature of humanity. They then craft written works analyzing, critiquing, and pondering their world through the lens of great literature.

Students write in genres such as memoir, literary criticism, and persuasive essay; their writing is evaluated for clarity of thought and structure, then they have further opportunities to develop their critical thinking skills through the ongoing writing process and creative presentation of ideas in class or online.

ENGLISH FLOW CHART **6**

English I	or	English I Honors
English II	or	English II Honors
English III	or	AP English Language & Composition
English IV	or	AP English Literature & Composition

- 1** Subject Area
- 2** Graduation Requirements for Subject
- 3** UC Requirements for Subject (if applicable)
- 4** All Courses Offered in Subject Area
- 5** Special Notations About Courses
- 6** Flow Chart for Courses in Subject Area
- 7** Title of Course
- 8** Description of Course


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ENGLISH COURSE DESCRIPTIONS **7**

English I - Ancient Literature & Composition **8**

This course challenges students to think critically about various forms of literature including short stories, plays, and poetry. A particular emphasis is placed on Greek mythology and Ancient Literature such as The Odyssey and Oedipus Rex. While studying stories in the context of history, students also reflect on how to approach the study of literature from a Christian perspective. Throughout the course, various composition assignments help students continue to develop their abilities at argumentative, analytical, and creative writing. In addition, a comprehensive vocabulary curriculum is implemented on a weekly basis. Skills developed in this class are part of an integrated approach in Language Arts.

Prerequisite: None

English I Honors - Ancient Literature & Composition

This course covers curriculum as described in English I at a more analytical level and with the expectation of greater skill

SPIRITUAL FORMATION

GRADUATION REQUIREMENTS

9th Grade	Bible I
10th Grade	Bible II
11th Grade	Bible III
12th Grade	Bible IV

4 YEARS

COURSE OFFERINGS

Bible I*
Bible II*
Bible III*
Bible IV*

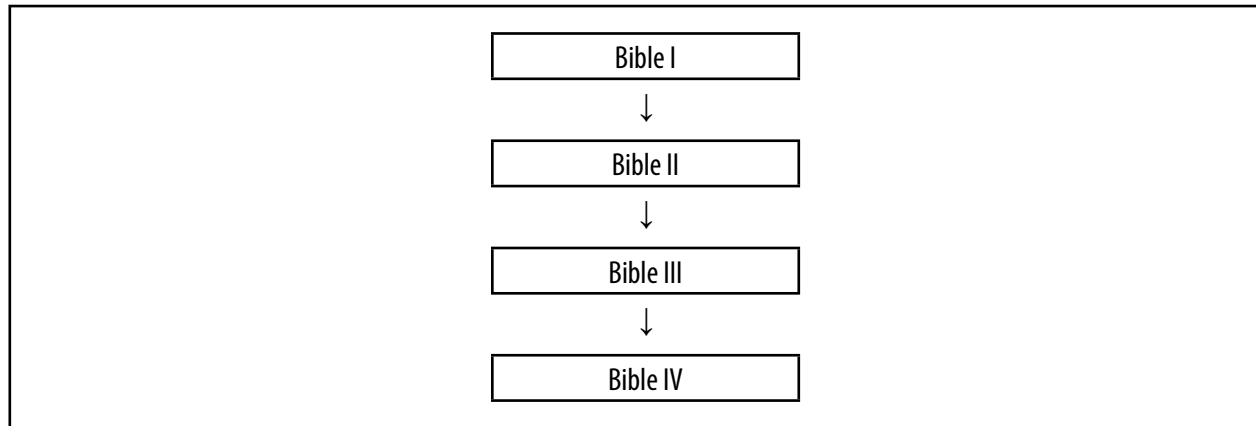
* Course is not UC Approved

SPIRITUAL FORMATION CURRICULUM OVERVIEW

We believe the Bible to be the only inspired, authoritative Word of God and through His word and prayer we can have direct communication with Him. We teach our students they are loved by Him and that His grace and forgiveness is for them. The foundation of our teaching comes from Matthew 22:36-40 – Jesus says the greatest commandment is to love the Lord your God with all your heart, soul, mind and strength. The second greatest commandment is like it...to love your neighbor as yourself. We believe your relationship with Jesus should be a direct reflection of how you relate to others. Furthermore, there is no greater relationship than the one Jesus wants to have with us.

Our goal is to help students connect their relationships and life experiences to Jesus as they learn to live, love, and serve each other. Relationships are an essential part of daily life and we want to teach our students how to establish and grow an intimate, personal relationship with Jesus. Through this experience, we challenge our students to a higher standard in their peer relationships, teaching them to communicate, forgive, encourage, and give grace to each other.

SPIRITUAL FORMATION FLOW CHART



SPIRITUAL FORMATION

SPIRITUAL FORMATION COURSE DESCRIPTIONS

Bible I - Old Testament*

Who is God? This course helps students gain a deeper understanding of the nature and qualities of God in order to gain a fuller sense of His love for them personally.

Who Am I? In this course, students will discover/grow in their understanding of who they are in Christ. It is important that they are defined by who God says they are, rather than by what the world says. Understanding their identity in Christ will provide students with a solid foundation to build their lives on.

Bible Study Methods This course helps students discover that there are a variety of ways to study the Bible that fit different personalities and learning styles. Studying Scripture is a way to understand the heart of God, understand who they are, and realize the importance of loving others.

Overview of the Old Testament This course examines some of the major events and people in the Old Testament. Students explore how these Old Testament events and people relate to their lives today and point to their need for a Savior. They will be challenged to recognize God's unconditional love and desire for relationship, as well as His constant presence and involvement in their lives.

Bible II – New Testament*

Who is Jesus? In this course, students learn who Jesus is, what Jesus is all about, and how this changes everything for them individually, as they get to know Him personally. Most have heard of Jesus Christ, but few truly know him

Disciplines of Spiritual Formation This course helps equip students with the tools they will need to grow in their spiritual formation as Christians. These tools are simply access points to God. They create space for us to connect with Jesus and enjoy His presence.

Foundations This course focuses on the meaning of being a disciple of Jesus. Students will learn that they must always be growing in Christ-likeness and that heart transformation must be evident in their lives. The foundational truths discussed will seek to inform and to guide them so that they understand what it means to be a follower of Jesus.

The Letters This course is an exploration of the New Testament Epistles, focusing primarily on the life and influence of Paul on early church communities.

SPIRITUAL FORMATION

Bible III – Apologetics*

Who is the Holy Spirit This course focuses on the study of the Holy Spirit. Students will learn to identify spiritual gifts and how they manifest themselves in individuals, as well as in the life of the Church.

Worldviews, Religions, and Cults This course helps students to understand and develop a Christian worldview so that the follower of Jesus is able to know and discern God’s truth versus the world’s deception.

Life of Worship Worship is a lifestyle, and that truth is a central component of this course. Students will discover that God is not only their Creator who can be trusted, they will learn that He is also a good Father. This discovery naturally draws them into a relationship that gives honor and glory to Him in everything they think, say and do.

Service & Evangelism Evangelism and service begin with loving the person “right next to you.” In this course, students will explore practical ways to share their faith journey through evangelism and serving others.

Bible IV – Living the Story*

Jesus, Faith, and Culture This course helps students engage with the Gospels and the cultural, historical, geographical, and religious contexts in which they were written. By understanding the world of Jesus, students will better understand His message.

Loving God, Yourself & Others This course teaches students how to love well. They examine what it looks like to love God, love oneself, and love others -- both from a Scriptural and practical perspective.

Enemies of the Heart This course recognizes the root of brokenness, where healing comes from, restoration and sharing that restoration with others. In Genesis 1 and 2, they learn that the original design for creation is for humans to be in a whole relationship with God, each other, and the earth. But Genesis 3 takes quite a turn, and they discover the fall of humankind. They will explore where the world is today with broken hearts and broken relationships, caused by this fallen world; the “enemies of the heart.”

Apologetics This course helps students explore the overwhelming evidence for the validity of Christianity through the lens of a spiritual seeker. This class aims to prepare a follower of Jesus to objectively answer common objections to faith with gentleness and respect.

*Course is not UC Approved

HISTORY

UC REQUIREMENT "A"	2 YEARS
GRADUATION REQUIREMENTS	3 YEARS
9th Grade	Ancient & Medieval Civilizations* or Ancient & Medieval Civilizations Honors*
10th Grade	Modern World History* or AP World History*
11th Grade	US History or AP US History
12th Grade	US Government and Economics or AP US Government & Politics

* Only one course is required for graduation

COURSE OFFERINGS

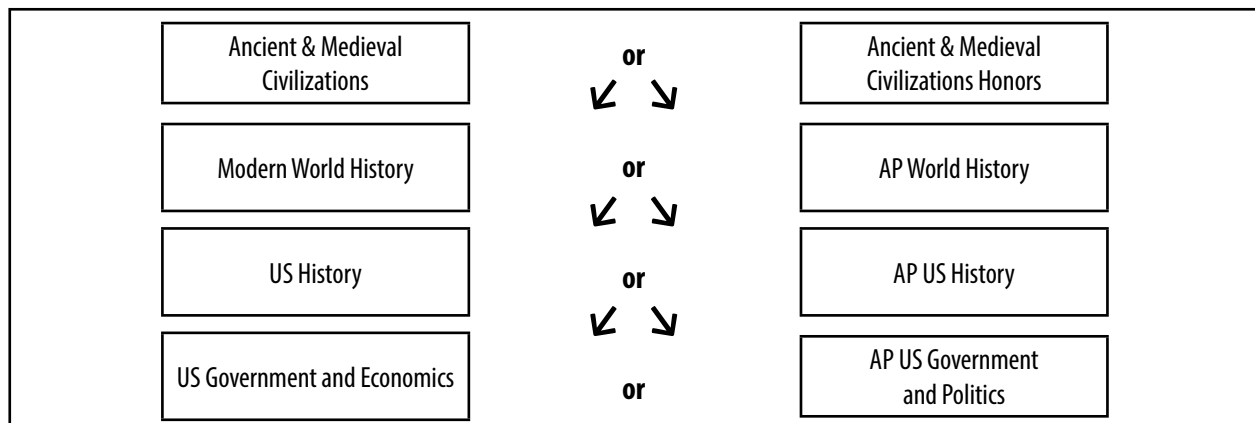
Ancient & Medieval Civilizations
Ancient & Medieval Civilizations Honors
Modern World History
AP World History
US History
AP US History
US Government
Economics
AP US Government & Politics

Courses that appear in bold are awarded an additional 1.0 to the Saddleback Valley Christian grade point equivalent.

HISTORY CURRICULUM OVERVIEW

The history curriculum is designed with three main objectives: to explore, analyze and reflect upon significant events, individuals, developments, and processes from ancient history to modern times; to teach and guide students as they analyze primary and secondary sources, make historical comparisons, use chronological reasoning, and develop their argumentation skills; and to provide students with a Christian worldview as they investigate the past and learn how it is essential to understanding the present. Each year students learn and utilize new historical thinking skills and become proficient at thesis and argument development while exploring concepts in global and national histories. Freshmen and sophomores study ancient, medieval, and modern world histories and develop a global perspective of how different themes connect to current world issues and learn to evaluate historical phenomena from a Christian viewpoint. During these years, students learn four historical thinking skills: comparison, causation, continuity/change over time, and periodization, while continuing to develop their analytical reading and critical writing skills. By junior year students master the four historical thinking skills and use them to write a research-based, historically defensible thesis supported by specific evidence and clear argumentation. Juniors and seniors study the founding of the United States of America and the critical people, events, and developments that have influenced the world we live in today. Seniors delve further into modern American society by examining the American government and political system in depth, analyzing current events and how they relate to everyday life, and exploring the world of economics through stock market simulations and by designing their own economics systems. After four years studying concepts in global and national identities, government, politics, society, and multiculturalism all through the lens of a Christian worldview, students gain a conceptual understanding of their place and responsibilities in today's society.

HISTORY FLOW CHART



HISTORY COURSE DESCRIPTIONS

Ancient & Medieval Civilizations

This course helps students develop a greater understanding of ancient history and geography from Creation through the Reformation. Emphasis is placed on the themes of power and authority, religious and ethical systems, revolution, interactions with the environment, economics, cultural interpretation, empire building, and science and technology as we move both regionally and chronologically through major events throughout the ancient and medieval world. Students also develop a global understanding of how these themes connect to current world issues and learn to evaluate historical development from a Christian perspective. In this course, students learn to read and analyze primary and secondary sources, broaden their critically writing skills, and explore two historical thinking skills--comparison and causation--all in their search to understand the past.

Prerequisite: None

Ancient & Medieval Civilizations Honors

This honors course covers the same themes and time periods of the regular course with a greater focus on analyzing primary sources and developing critical writing skills, along with more in-depth class discussions. This course prepares students for AP Modern World History.

Prerequisite: History 8 with minimum 1st and 2nd semester grades of 90% or History 8 Honors with minimum 1st and 2nd semester grades of 80% or History Department recommendation

Modern World History

This course focuses on the foundations of democratic ideals, Judeo-Christian tradition and the influence of the Enlightenment and Reformation on cultural and political movements throughout the world. Students examine the development and impact of revolutions and the spread of industrialization and imperialism around the world. Students learn to make connections between the World Wars, the spread of communism, and the democratic reforms of Latin America, Eastern Europe and Asia and their impact on our world today. This course builds on the analytical analysis of primary and secondary sources, critical writing, and historical thinking skills learned in Ancient and Medieval Civilizations and teaches new skills, including continuity/change over time and periodization.

Prerequisite: None

AP World History

This is a college-level course open to academically-motivated students who intend to take the culminating AP examination. This course focuses on developing students' understanding of world history from approximately 8000 B.C.E. to the present. Students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods. Five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; development and transformation of social structures) are explored by students throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania.

Prerequisite: Ancient and Medieval Civilizations with minimum 1st and 2nd semester grades of 90% or Honors Ancient and Medieval Civilizations with minimum 1st and 2nd semester grades of 80% or History Department recommendation

HISTORY COURSE DESCRIPTIONS

US History

This course is a chronological history of the United States starting in 1492 and continuing to modern times. In this course students explore people, events and developments within themes, such as government and politics, social and cultural history, geography and environment, Women's History, and Native American, Mexican American, and African American History. Students examine primary sources and critically analyze major events, including the American Revolution, the making of the Constitution, American slavery, the Civil War, the Industrial Revolution, WWI, the Great Depression, WWII, Vietnam, the Civil Rights Movement, the Cold War Era, the 70s and 80s, and more. This course will evaluate matters relating to the student's role as a citizen in a multicultural environment and how current events relate to our shared history as one nation. Students master the four historical thinking skills learned in previous years, including comparison, causation, continuity/change over time, and periodization, and use these skills to research and write an essay that includes an historically-defensible thesis supported by specific evidence and clear argumentation.

Prerequisite: None

AP US History

This is a college-level course open to academically-motivated students who intend to take the culminating AP examination. Students develop an understanding of American history from approximately 1492 to the present while investigating and analyzing significant events, individuals, developments, and processes in nine historical time periods. Students explore seven themes: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society in order to make connections among historical developments in different times and places. This course is designed to provide students with the historical knowledge, analytic skills, and critical writing proficiency necessary to deal critically with the problems and materials in United States History.

Prerequisite: Modern World History with minimum 1st and 2nd semester grades of 90% or AP World History with minimum 1st and 2nd semester grades of 80% or History Department recommendation

US Government

This course explores the political philosophies, people, events, and historical developments that influenced the establishment of the American Government. Emphasis is placed on examining and understanding the founding documents, the three branches of government, and the six Constitutional principles (popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism). Students examine the foundation and continuous development of the American political and electoral systems with their strengths and responsibilities. Each student gains a conceptual understanding of their place in the political system of the United States and become aware of the responsibilities of citizenship as well as the realities of the government upon their individual freedoms and lives.

Prerequisite: None

HISTORY COURSE DESCRIPTIONS

Economics

This course is theory-based and provides students with an initial understanding of the basic principles of micro- and macro-economics, and the role government plays in different economic systems. This survey course complements and reinforces the knowledge of economic concepts acquired by students in other social science classes while delving deeper into topics such as free enterprise; supply and demand; price and market structures; business, labor, money and finance; the global economy; the stock market; and personal finance and budgeting. Class activities challenge students to critically analyze information, pose substantive questions, and communicate effectively.

Please note: Economics is UC-approved as a college-preparatory elective, "g"

Prerequisite: None

AP US Government & Politics

This course provides students with a learning experience equivalent to that obtained in most college introductory U.S. Government and Politics courses and is open to academically-motivated students who intend to take the culminating AP examination. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. Students become familiar with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students who successfully complete this course are able to explain typical patterns of political processes and behavior and their consequences, interpret basic data relevant to U.S. government and politics, and critically analyze theories and concepts. Students then apply these theories and concepts appropriately and develop their connections across these topics: constitutional underpinnings of the United States Government; political parties, interest groups and media; public policy; civil rights and civil liberties; and the institutions of national government. Students gain a conceptual understanding of their place in the political system of the United States and become aware of the responsibilities of citizenship as well as the realities of the government upon their individual freedoms and lives.

Prerequisite: US History with minimum 1st and 2nd semester grades of 90% or AP US History with minimum 1st and 2nd semester grades of 80% or History Department recommendation

Ancient & Medieval Civilizations SDAIE

This course covers the material in Ancient and Medieval civilizations using instructional strategies for international students and other English language learners.

Prerequisite: None

World History SDAIE

This course covers the material in Modern World History using instructional strategies for international students and other English language learners.

Prerequisite: None

US History SDAIE

This course covers the material in U.S. History using instructional strategies for international students and other English language learners.

Prerequisite: None

ENGLISH

UC REQUIREMENT "B"	4 YEARS
GRADUATION REQUIREMENTS	4 YEARS
9th Grade	English I or English I Honors
10th Grade	English II or English II Honors
11th Grade	English III or AP English Language & Composition
12th Grade	English IV or AP English Literature & Composition

COURSE OFFERINGS
English I
English I Honors
English II
English II Honors
English III
AP English Language & Composition
English IV
AP English Literature & Composition

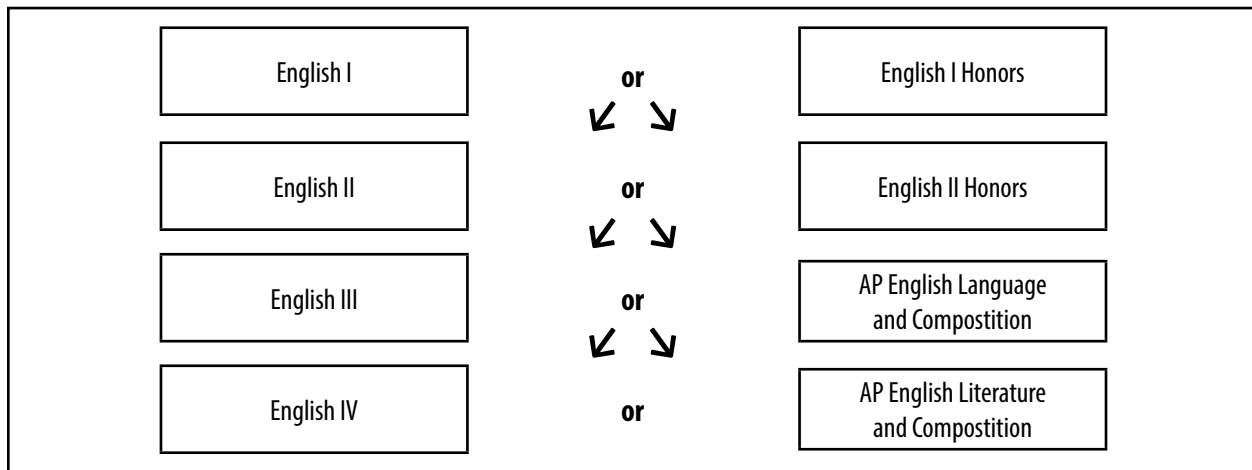
Courses that appear bold are awarded an additional 1.0 to the Saddleback Valley Christian grade point equivalent.

ENGLISH CURRICULUM OVERVIEW

Reading, writing, and thinking--these are the goals of English instruction. Students read a variety of literature spanning from the ancient world to modern times, and from cultures as diverse as Renaissance England, 19th-Century Russia, post-Revolution Iran, and the early 20th-Century American South. This literature forms the raw material out of which students engage in classroom discussion about morality, spirituality, politics, ethics, and the nature of humanity. They then craft written works analyzing, critiquing, and pondering their world through the lens of great literature.

Students write in genres such as memoir, literary criticism, and persuasive essay; their writing is evaluated for clarity of thought and structure, then they have further opportunities to develop their critical thinking skills through the ongoing writing process and creative presentation of ideas in class or online.

ENGLISH FLOW CHART



ENGLISH COURSE DESCRIPTIONS

English I - Ancient Literature & Composition

This course challenges students to think critically about various forms of literature including short stories, plays, and poetry. A particular emphasis is placed on Greek mythology and Ancient Literature such as *The Odyssey*, plus more contemporary works such as *To Kill a Mockingbird*. While studying stories in the context of history, students also reflect on how to approach the study of literature from a Christian perspective. Throughout the course, various composition assignments help students continue to develop their abilities at argumentative, analytical, and creative writing. In addition, a comprehensive vocabulary curriculum is implemented on a weekly basis. Skills developed in this class are part of an integrated approach in Language Arts.

Prerequisite: None

English I Honors - Ancient Literature & Composition

This course covers curriculum as described in English I at a more analytical level and with the expectation of greater skill in writing proficiency. Students are challenged to demonstrate more advanced reading comprehension and complex writing skills. In both literature and composition, students are required to analyze and synthesize as they work through assignments. Literature study uses critical theories of literature as a basis for analysis and generalization. By reading complete works and deepening analytical strategies, students become more familiar with the precepts of critical thinking. A comprehensive vocabulary curriculum is implemented on a weekly basis.

Prerequisite: English 8 with minimum 1st and 2nd semester grades of 90% or English 8 Honors with minimum 1st and 2nd semester grades of 80% or English Department recommendation.

English II - World Literature

Students receive instruction in writing, reading, speaking, listening, and other related areas through world literature arranged in units of mixed-genre selections spanning time from ancient to modern works including *Antigone*, *Julius Caesar*, *All Quiet on the Western Front*, and *Persepolis: The Story of a Childhood*. In addition, a comprehensive vocabulary curriculum is implemented on a weekly basis. Skills developed in this class are part of an integrated approach in Language Arts.

Prerequisite: None

English II Honors - World Literature

This course is structured around world literature and requires critical reading as well as extensive composition. The requirements of students to analyze, synthesize, and generalize assignments in both literature and composition are demanding. Reading includes works such as *Antigone*, *Julius Caesar*, *Crime and Punishment*, *All Quiet on the Western Front*, *Black Boy*, and *Persepolis: The Story of a Childhood*. Literature study explores the various genres through the archetypes; composition is primarily analytical and persuasive. In addition, a comprehensive vocabulary curriculum is implemented on a weekly basis.

Prerequisite: English I with minimum 1st and 2nd semester grades of 90% or English 1 Honors with minimum 1st and 2nd semester grades of 80% or English Department recommendation.

ENGLISH COURSE DESCRIPTIONS

English III - American Literature

This course enlarges the students' understanding of American history and culture through an integrated study of American literature. By reading and analyzing various American works such as *The Scarlet Letter*, *The Great Gatsby*, and *Hiroshima*, students develop an understanding of the ideals and values which have shaped the American tradition while also connecting literature with their own life experience. Although students entering the class should have basic writing skills, further development of composition modes and media are integrated into an extensive writing assignment. A comprehensive vocabulary curriculum also is implemented on a weekly basis. Skills developed in this class are part of an integrated approach in Language Arts.

Prerequisite: None

AP English Language & Composition

The purpose of this course is to emphasize the expository, analytical, and argumentative writing that forms the basis of academic professional communication; therefore, students are expected to read critically, think analytically, and communicate clearly both in writing and speech. Students develop skills in rhetoric, language usage, and literary analysis. The reading materials for this junior level class represent a balance between nonfiction and predominantly American literature fiction selections, including, but not limited to, *The Great Gatsby* and *The Scarlet Letter*. This course prepares students to take the AP English Language & Composition exam.

Prerequisite: English II with minimum 1st and 2nd semester grades of 90% or English II Honors with minimum 1st and 2nd semester grades of 80% or English Department recommendation.

English IV - British Literature

By studying English Literature, students become aware of man's continuous struggle to find his identity. Students compare and evaluate the works of significant writers such as Shakespeare, the Romantics, and George Orwell by identifying recurring themes and ideas. Writing, inspired by the literature studied and personal development of the four language skills (reading, writing, listening, and speaking) is incorporated to form teacher-based and self-assessment of critical thinking skills. The goal of this is to refine grammar, increase vocabulary, and develop oral proficiency. Other key factors include reading comprehension, written expression, and cultural knowledge. A comprehensive vocabulary curriculum also is implemented on a weekly basis. Skills developed in this class are part of an integrated approach in Language Arts.

Prerequisite: None

AP English Literature & Composition

This course includes major literary works of different historical periods via an in-depth study of three major genres: short fiction, poetry, and drama. Critical analysis of the structure and genre of literature is accompanied by composition of critical analysis, explication, and persuasion. Extensive reading of complete works is required. This is a writing-intensive course. This course prepares students for the AP Literature & Composition exam.

Prerequisite: English III with minimum 1st and 2nd semester grades of 90% or AP English Language & Composition with minimum 1st and 2nd semester grades of 80% or English Department recommendation.

English Language Development A/B ("B" section of course is UC-approved as Elective - "g")

This course emphasizes social and academic English language development, as well as pertinent cultural information for international students. Students develop reading, writing, listening and speaking skills as well as review grade level grammatical structures.

Prerequisite: None

MATHEMATICS

UC REQUIREMENT "C"	3 YEARS REQUIRED
	4 YEARS RECOMMENDED
GRADUATION REQUIREMENTS	3 YEARS REQUIRED
	Algebra I or Algebra IA/IB
	Geometry
	One Additional Math Course

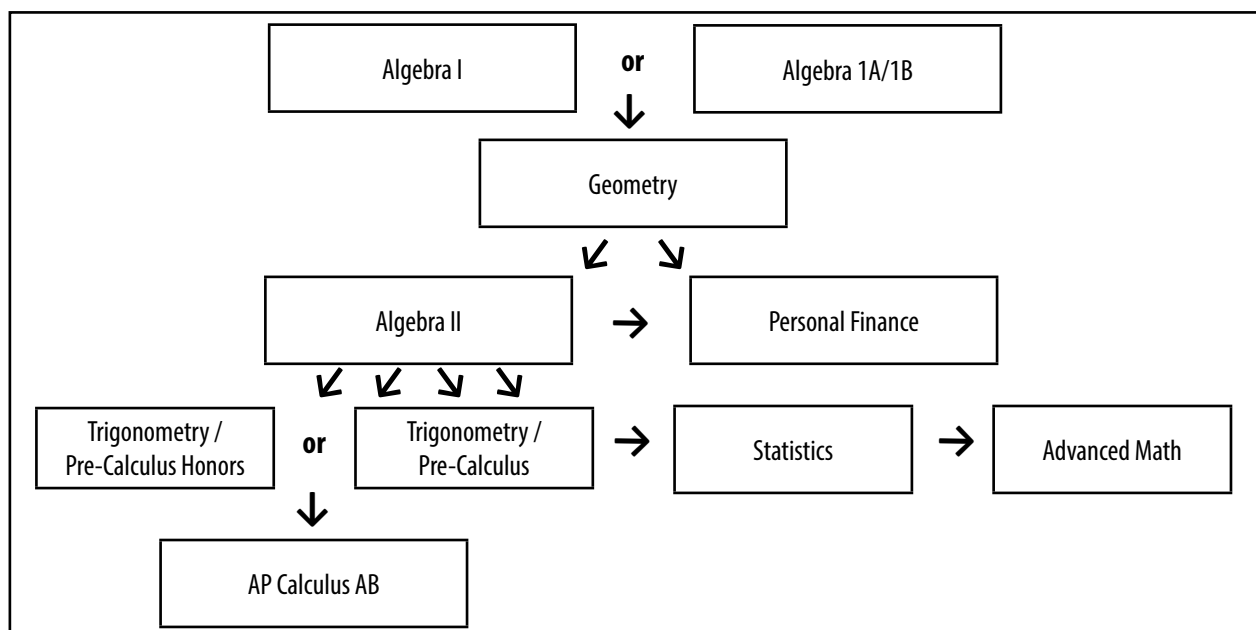
COURSE OFFERINGS
Algebra IA
Algebra IB
Algebra I
Geometry
Personal Finance
Statistics
Trigonometry / Pre-Calculus
Trigonometry / Pre-Calculus Honors
Advanced Math
AP Calculus AB

Courses that appear bold are awarded an additional 1.0 to the Saddleback Valley Christian grade point equivalent.

MATHEMATICS CURRICULUM OVERVIEW

The curriculum and instructional methods of the Math Department seek to foster within students confidence for problem solving, delight in the earnest search for truth, persistence in the face of adversity, wonder for the world around us, and an ever-increasing love for our Creator (the Ultimate Mathematician). Content spanning freshman through senior level courses is sourced from curriculum proven to surpass standards delineated by Common Core requirements. Students can expect to attain genuine mastery of fundamental mathematical concepts and principles while developing fluent and effective writing techniques that communicate mathematical ideas with precision. Classroom activities, while instructor-driven at the onset of each year, are intentionally designed to move toward student-directed, inquiry-based pursuits as the year unfolds; this creates progressive ownership by students of acquired skillsets, making the process of learning more experiential and meaningful as students internalize learning objectives. Coursework is designed to promote the recognition of multiple representations and approaches to problem solving and ensure practical competence in dealing with mathematical concepts applied to real-world scenarios

MATHEMATICS FLOW CHART



MATHEMATICS COURSE DESCRIPTIONS

Algebra IA

This course is the first year in a 2-year sequence covering the content of Algebra I. Extra emphasis is placed on remediation of prerequisite skills and problem solving while students are guided through cooperative investigations into the fundamental concepts of Algebra. Topics of study include the real number system, variables, expressions, order of mathematical operations, polynomials, writing and solving linear equations and inequalities, functions, the coordinate plane, and absolute value equations and inequalities.

Prerequisite: Pre-Algebra or Pre-Algebra B with minimum 1st and 2nd semester grades of 60%

Algebra IB

This course is the second year in a 2-year sequence covering the content of Algebra I. Students continue to develop various approaches to problem solving and increase literacy in the structure and application of concepts fundamental to Algebra. Topics of study include systems of equations and inequalities, exponential functions, polynomials, factoring, quadratic functions, data analysis, and probability. Together with Algebra IA, students are credited one year of Algebra.

Prerequisite: Algebra IA with minimum 1st and 2nd semester grades of 60%

Algebra I

This course provides students an in-depth study of the real number system by means of cooperative investigations into the fundamental concepts of Algebra. Emphasis is placed on the development of multiple techniques of problem solving along with increased literacy in the structure and application of Algebraic principles. Topics of study include variables, expressions, polynomials, writing and solving linear equations and inequalities, functions and their graphs, absolute value equations and inequalities, systems of equations, factoring, quadratic functions, and statistical analysis.

Prerequisite: Pre-Algebra with minimum 1st and 2nd semester grades of 80% or Math Department recommendation

Geometry

This course offers an in-depth analysis of plane, solid, and coordinate geometry involving two- and three-dimensional figures as related to both abstract mathematical concepts and real-world applications. Focus of study centers on the major postulates, theorems, and constructions of plane geometry along with logic and proof, perpendicular and parallel lines, triangles and polygons, perimeter and area analysis, volume and surface area, similarity and congruence, trigonometry, and analytic geometry. Emphasis is placed on the development of critical thinking skills pertaining to logical reasoning and argument.

Prerequisite: Algebra I with minimum 1st and 2nd semester grades of 70% or Algebra IB with minimum 1st and 2nd semester grades of 60% or Math Department recommendation

Personal Finance

This course provides students a comprehensive study of the mathematics used in consumer decision-making along with an in-depth examination of topics relating to financial literacy. Emphasis is placed on day-to-day applications of mathematical and financial principles along with “real world” implications of market trends. Topics of focus include management of bank accounts, savings, wealth building, credit, student loans, consumer awareness, budgeting, purchases, insurance, investments, taxes, and living expenses including mortgages and rent.

Prerequisite: Geometry with minimum 1st and 2nd semester grades of 60% or Math Department recommendation

MATHEMATICS COURSE DESCRIPTIONS

Algebra II

This course is an intensive study of upper-level algebraic concepts designed to further enhance understanding of content from Algebra I and Geometry while developing advanced algebra skills in preparation for future courses. Topics of study include linear, quadratic, radical, exponential, logarithmic, polynomial, piecewise, and rational functions, with emphasis on the graphic representations of each and the transformations of related equations. Additionally, students explore inequalities, sequences, series, the complex number system, algebraic theory, and increasingly sophisticated applications of algebraic principles.

Prerequisite: Geometry with minimum 1st and 2nd semester grades of 70% or Math Department recommendation

Statistics

This course provides students an opportunity to work with descriptive and inferential statistics, analyze information both conceptually and graphically with the aid of technological tools, and explore real-world implications of statistical use. The focus of this course includes planning a study, exploring data, producing models using probability theory, making statistical inferences, and communicating statistical information effectively and ethically. Topics of study center on statistical measures of centrality and spread, methods of data collection, methods of determining probability, binomial and normal distributions, hypothesis testing, and confidence intervals.

Prerequisite: Algebra II with minimum first and second semester grades of 70% or Math Department recommendation

Trigonometry/Pre-Calculus

This course combines the trigonometric, geometric, and algebraic techniques needed to prepare students effectively for the future study of Calculus or other advanced mathematics courses at the college or university level. Students acquire a strong foundation in concepts ranging from polynomial, rational, and exponential functions to conic sections, trigonometric identities, and unit-circle trigonometry including the graphs of trigonometric and inverse trigonometric functions. Emphasis is placed on analytic geometry including the rectangular, complex, and polar coordinate planes along with the foundations of Calculus involving limits.

Prerequisite: Algebra II with minimum 1st and 2nd semester grades of 80% or Math Department recommendation

Trigonometry/Pre-Calculus Honors

This course combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the future study of Calculus at an advanced honors level with increased rigor and accelerated pacing. Students master a foundation in concepts ranging from polynomial, rational, and exponential functions to conic sections, trigonometric identities, and unit-circle trigonometry including the graphs of trigonometric and inverse trigonometric functions. Emphasis is placed on analytic geometry including the rectangular, complex, and polar coordinate planes along with the foundations of Calculus including limits.

Prerequisite: Algebra II with minimum 1st and 2nd semester grades of 90% or Math Department recommendation

MATHEMATICS COURSE DESCRIPTIONS

Advanced Math

This senior level (12th grade only) course introduces students to topics likely to be seen in college-level Algebra courses. Students are provided opportunities to review and refresh mastery of fundamental concepts from Algebra I, Geometry, and Algebra II and to invigorate their readiness to matriculate into college and university mathematics courses. Topics of study include number theory, functions, set theory, logic, financial literacy, critical thinking, and probability.

Prerequisite: Algebra II with minimum 1st and 2nd semester grades of 70% or Math Department recommendation

AP Calculus AB

This course is devoted to subject matter in differential and integral Calculus with emphasis on developing a mastery of the course material so that students are prepared for the College Board AP Exam in the spring. Topics addressed include limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. Students are taught to approach concepts and problems presented graphically, numerically, analytically, and verbally, and to make connections amongst these representations as outlined by College Board Mathematical Practice requirements (MPACs). Students use technology to help solve problems, experiment, interpret results, and support conclusions.

Prerequisite: Trigonometry/Pre-Calculus with minimum 1st and 2nd semester grades of 90% or Trigonometry/Pre-Calculus Honors with minimum 1st and 2nd semester grades of 80% or Math Department recommendation

SCIENCE

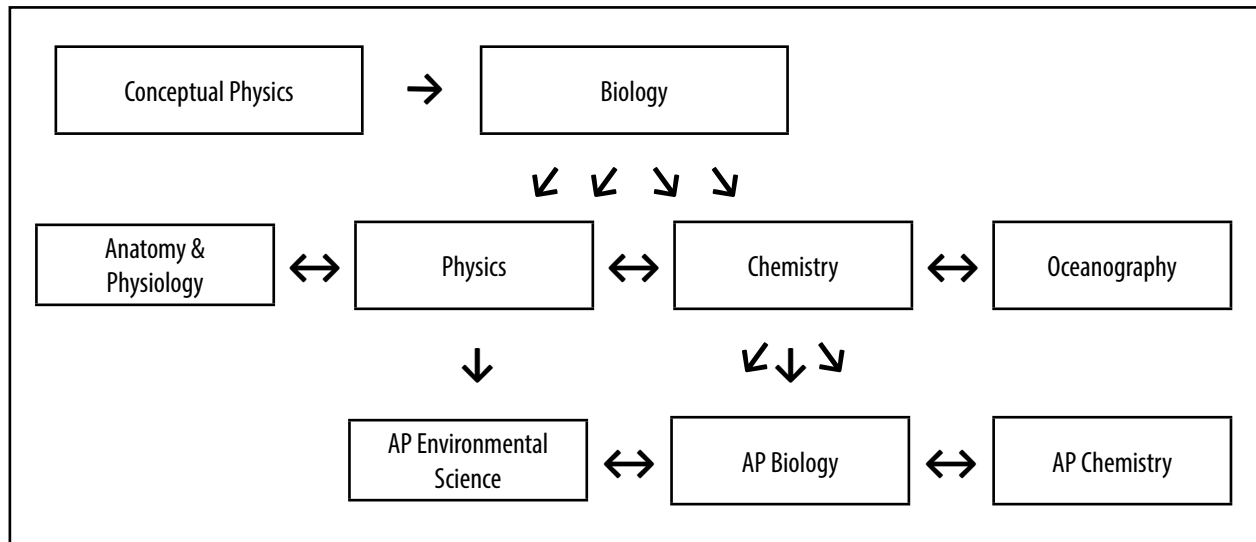
UC REQUIREMENT "D"	2 YEARS REQUIRED
	3 YEARS RECOMMENDED
GRADUATION REQUIREMENTS	3 YEARS REQUIRED
	Biological Science:
	Biology, Anatomy & Physiology or AP Biology
	Physical Science:
	Conceptual Physics, Physics, Chemistry or AP Chemistry
	One Additional Science Course

COURSE OFFERINGS
Conceptual Physics
Biology
Anatomy & Physiology
Chemistry
Physics
Oceanography
AP Biology
AP Chemistry
AP Environmental Science
<small>Courses that appear bold are awarded an additional 1.0 to the Saddleback Valley Christian grade point equivalent.</small>

SCIENCE CURRICULUM OVERVIEW

The Science curriculum calls for a full integration of the practices of Science with a wide variety of ideas and concepts, incorporating a Biblical worldview while developing scientific literacy skills at all levels from general science to Advanced Placement college curriculum. Our goal is to assist our students in achieving proficiency in Science as both a body of knowledge and an evidence-based, model-building practice that continually extends, refines, and revises knowledge.

SCIENCE FLOW CHART



SCIENCE COURSE DESCRIPTIONS

Conceptual Physics

This course is a foundational look at physics. It is designed to give students an understanding of the scientific laws found in the natural world and their applications. Students are asked to think scientifically and apply the scientific method to areas in Physics. Topics include mechanics, the properties of matter, heat, sound, light, electricity, and magnetism. Students gain this understanding through labs, demonstrations, lectures, reading, the application of concepts, and problem solving.

Co-requisite: Algebra 1

Biology

This course is a comprehensive look at biology, the science of life. It is designed to instill in students the wonder of living organisms from the simplest one-celled organism to plants, animals and human anatomy. Students gain an awareness of the diversity and complexity of life on this planet from a Biblical worldview. In this lab science, students are challenged to utilize higher-order and analogous thinking while applying and evaluating concepts presented through textbook reading, online inquiry, class discussions, and lectures.

Prerequisite: 8th grade Physical Science with minimum 1st and 2nd semester grades of 70%

Anatomy & Physiology

This course investigates the structure and function of the human body. Topics covered include the basic organization of the body, biochemical composition, and the eleven body systems, along with the impact of diseases on certain systems. Students will engage in many topics and competencies related to understanding the structures and functions of our amazingly-created human body. Working from the topics of basic anatomical terminology to the biochemical composition of the human body, all the way into great detail of each of the major systems of the body, students learn through textbook readings, diagrams, unit worksheets, unit tests, group work, projects, and labs. Students use higher-order thinking to discuss difficult concepts such as the sliding filament theory. One of the goals of this course is to prepare students with the skills necessary to be successful in future science classes in college.

Prerequisite: Biology with minimum 1st and 2nd semester grades of 70%

Oceanography

This course is designed to present an integrated overview of the principles and concepts involved in the geology, chemistry, physics, and biology of the world's oceans. The course begins with a general exploration of the four major oceans followed by an intense look at the physical and chemical properties of seawater along with the ocean's role in atmospheric phenomena and elemental cycles. Considered next is physical oceanography including large-scale patterns, ocean circulation, small-scale occurrences, and tides. The geology of the coastal ocean, beaches, and ocean floor bathymetry leads into a discussion of the ocean's major communities and the biotic and physical factors structuring them. Topics of interest (including global climate patterns, coastal development, the rational use of technology, fisheries management, the captivity and breeding of oceanic mammals, etc.) are presented throughout the course. Films and in-class demonstrations emphasize reading and lecture material.

Prerequisite: Algebra 1 with minimum 1st and 2nd semester grades of 70% and Biology with minimum 1st and 2nd semester grades of 70%

SCIENCE COURSE DESCRIPTIONS

Physics

This course covers classical and modern concepts in depth with a problem solving approach. The course includes topics from mechanics, waves, sound, optics, electricity, magnetism, and modern physics with a strong emphasis on in-class laboratory experiments, mathematical relations, models, and application to real-world scenarios.

Prerequisite: Biology with minimum 1st and 2nd semester grades of 70% and Algebra II with minimum 1st and 2nd semester grades of 70%

Chemistry

This course is designed to build a strong foundation in the area of physical chemistry, including principles and applications of chemistry in the 21st century. Topics include the study of matter, atomic structure, Quantum Theory, chemical bonding and reactions, acid/base interactions, oxidation/reduction, periodic trends, metal alloys, aqueous solutions, and nuclear chemistry. The course includes an intensive laboratory component that incorporates the scientific method, scientific processes, measurement, writing skills, problem-solving, critical thinking and deductive reasoning.

Prerequisite: Biology with minimum 1st and 2nd semester grades of 70% and concurrent with Algebra II

AP Environmental Science

This course provides 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 or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Students also learn about the environment through firsthand observation in labs and field studies. This course prepares students to take the AP Environmental Science exam offered by the College Board.

Prerequisite: Biology and Physics or Chemistry (preferred) with minimum 1st and 2nd semester grades of 70% and enrolled in Algebra 2 or Science Department recommendation

AP Biology

This course is a comprehensive look at the science of life. From the study of the simplest one-celled organisms to plants to animals to man, students gain an understanding of the diversity and complexity of life on this planet. Topics such as genetics, genetic engineering, and the plant and animal kingdoms are covered in depth. Additional time is devoted to labs covering 25% to 30% of class time. This course prepares students to take the AP Biology exam offered by the College Board.

Prerequisite: Biology and Chemistry with minimum 1st and 2nd semester grades of 70% or Science Department recommendation

AP Chemistry

This course examines topics typical of a university-level general chemistry course: atomic theory, chemical bonding, states of matter, descriptive chemistry, acid/base interactions, oxidation/reduction, stoichiometry, equilibrium, kinetics, and thermodynamics. Mastery of these topics is extended with a significant laboratory experience and prepares students for the rigors of college lab science. This course prepares students to take the AP Chemistry exam offered by the College Board.

Prerequisite: Biology and Chemistry with minimum 1st and 2nd semester grades of 70% or Science Department recommendation

LANGUAGE OTHER THAN ENGLISH (LOTE)

UC REQUIREMENT "E" **2 YEARS REQUIRED**
 3 YEARS RECOMMENDED
GRADUATION REQUIREMENT **1 YEAR REQUIRED**
 2+ YEARS STRONGLY SUGGESTED

Two Courses of the Same Language Required

COURSE OFFERINGS

 American Sign Language I

 American Sign Language II

 American Sign Language III

 American Sign Language IV

 Spanish I

 Spanish II

 Spanish III

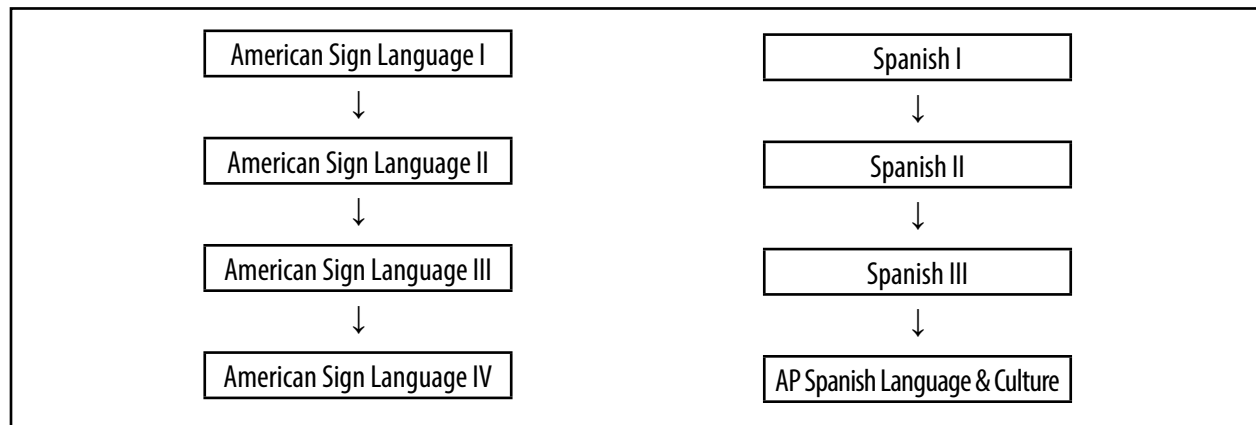
AP Spanish Language & Culture

Courses that appear in bold are awarded an additional 1.0 to the Saddleback Valley Christian grade point equivalent.

LOTE CURRICULUM OVERVIEW

The goal of our LOTE program is to equip students with 21st century skills and communicative competence necessary for success in our global society. Our offerings include comprehensive programs in both American Sign Language and Spanish in which students work towards demonstrating language proficiency in multiple contexts and situations, with an overall compassion for and understanding of others from other cultures and backgrounds.

LOTE FLOW CHART



LANGUAGE OTHER THAN ENGLISH (LOTE)

AMERICAN SIGN LANGUAGE CURRICULUM OVERVIEW

The American Sign Language (ASL) curriculum is selected and designed to take a beginning student who knows little or nothing about American Sign Language through a four-year course of study with the goal that upon completion the student will be prepared to participate in the Interpreting Profession at an entry level. (Further advanced ASL courses and experience will be required elsewhere for full qualification as an ASL/English interpreter.) Methods for teaching include lecture, ASL texts and dictionaries, websites, videos, Deaf guest instructors, interaction in the Deaf community, and in-class lab exercises and practice. All ASL students learn in an environment of fun and enjoyable interactive sign language conversational practice with individual instructional attention. American Sign Language classes require a great deal of study time outside the classroom setting. ASL signs, structures, and conversation/interpreting techniques presented in class will need to be memorized and practiced outside of class. ASL I students learn the manual alphabet, 14 number systems, a basic vocabulary of 500+ signs, beginning grammar, and techniques of song interpreting. ASL II students continue to build vocabulary, grammar skills, and expressive/receptive conversational abilities. They learn narrative storytelling and aspects of Deaf culture and values. ASL III students dive deeper into Deaf Culture, Values, World View, and Relationships within the Deaf Community and with the Hearing World. They advance to specialized vocabulary categories, e.g., religion, geography, math, and science. ASL IV students learn Voice-to-Sign interpreting techniques in several interpreting environments including stage interpreting. Their vocabulary categories expand to medicine, religion, academia, law, technology, and drug addiction.

AMERICAN SIGN LANGUAGE COURSE DESCRIPTIONS

American Sign Language I

This course is available for high school students who have no or only rudimentary knowledge of ASL. The students are taught the Manual Alphabet, the 14 number systems, fingerspelling, beginning ASL grammar, and 500+ signs essential for expressive and receptive casual conversation. The students discover that a Deaf culture exists, and they are taught key information regarding that culture and its values. Students taking this class learn about Manual Coded English Sign systems and the skill of song interpreting.

Prerequisite: None

American Sign Language II

This course is a continuing study of American Sign Language's fundamental (500+) and geographical signs and intermediate grammatical structures. Because, in this course, the emphasis is on conversational skills, a beginning study of ASL idioms and slang is included with continuing practice of the techniques learned in ASL I. Students develop the ability to present narrative story telling in ASL. The teaching of English vocabulary throughout the course prepares the students to begin to think in both languages and guides them toward skills honed in the advanced interpreting ASL classes.

Prerequisite: ASL I with minimum 1st and 2nd semester grades of 70%

LANGUAGE OTHER THAN ENGLISH (LOTE)

AMERICAN SIGN LANGUAGE III

This course is a moderately advanced ASL course that emphasizes the ongoing learning of basic vocabulary, advanced geographical signs for world countries and cities, and religious signs. The students will learn ASL contractions, advanced idioms, and advanced grammatical structures while they improve their expressive and receptive conversational fluency. Students cultivate their knowledge of Deaf History, Deaf Culture, Deaf Humor, and Deaf World View and Values and compare the Deaf World View and Values with Christian World Perception and Values. Students will begin to practice interpreting from spoken English to ASL while improving their English vocabulary.

Prerequisite: ASL II with minimum 1st and 2nd semester grades of 70% and instructor approval

AMERICAN SIGN LANGUAGE IV

This course is an advanced ASL course designed to prepare the students to enter the Interpreting Profession. The students will learn the techniques and ethics of Voice-to-Sign and Sign-to-Voice Interpreting. Their advanced sign vocabulary will focus on the sign categories of Medicine, Religion, Academia (for educational interpreting in all subjects), Law, Technology, and Drug Addiction. Students will be taught aspects of the sociology, psychology, and physiology of Deafness.

Prerequisite: ASL III with minimum 1st and 2nd semester grades of 80% and instructor approval

LANGUAGE OTHER THAN ENGLISH (LOTE)

SPANISH LANGUAGE CURRICULUM OVERVIEW

Spanish is the second most commonly spoken language in the United States. People in more than 21 different countries speak Spanish; the language ranks within the top three most spoken languages in the world. Proficiency in Spanish, along with an understanding of the values and beliefs of Spanish-speaking cultures, enables students to participate actively in our diverse global community of the 21st century. With this in mind, our goal is to get students to communicate with Spanish speakers through written and oral expression and thereby become more active participants in the global community. We seek to stimulate interest in and foster respect for other peoples and cultures. Our courses integrate language with history, culture, daily life, community, health, and our environment. Students begin their study of Spanish by developing their ability to understand simple spoken and written Spanish, while learning to communicate orally and in writing in a culturally appropriate manner about familiar topics that include self, school, food, pastimes, family, home, travel, and more. As they progress through our course offerings, they become proficient in communicating how, when, and why to say what to whom. Students are taught in an environment that fosters risk-taking and reflective thinking, while building confidence and accuracy in speaking Spanish effectively.

SPANISH LANGUAGE COURSE DESCRIPTIONS

Spanish I

In this course, students will receive an introduction to basic vocabulary and fundamental sentence structure in Spanish. Students will demonstrate development of basic listening and reading comprehension through simple conversations, short compositions and oral presentations in Spanish. Students will also comprehend basic oral and written information. Students will use skills attained to communicate on a variety of topics at a level commensurate with their study using simple and basic structures in Spanish. Grammatical concepts such as the learning of the present tense of regular, irregular and stem changing verbs in Spanish will be covered. Students will also develop cultural awareness by examining the different cultural aspects of the Spanish speaking cultures throughout the world through videos, texts and music relevant to the Spanish speaking culture.

Prerequisite: None

Spanish II

This course is designed to build on the skills learned in Spanish Level I, to expand the student's knowledge and use of the Spanish language, and to expand the student's knowledge of the customs and traditions in the culture of Spanish-speaking nations. The course emphasizes the reading, writing, listening and speaking required to use the Spanish language inside and outside the classroom in communicating feelings, emotions and ideas in everyday situations and contexts. Students learn to express themselves at a basic level in present and past tenses. Students are supported in connecting new learning to prior experiences. Explicit connections are made between Spanish grammar and English grammar, and between Spanish cultures and Greek-Roman cultures. Topics such as social and intercultural awareness, global immigration, and social issues are covered through classroom discussion and projects. The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar.

Prerequisite: Spanish I with minimum 1st and 2nd semester grades of 70%

LANGUAGE OTHER THAN ENGLISH (LOTE)

Spanish III

Spanish III is a year-long continuation course for high school students who until now have had some exposure to the intricacies of the Spanish language and the cultures of the Spanish-speaking world and have taken Spanish language for at least two years. The focus of this course is to further develop and improve the four basic skills of comprehension: listening, speaking, reading, and writing. Students will continue to expand knowledge acquired in previous Spanish classes by increasing their vocabulary, grammar, and use of idiomatic expressions. They will speak and write extemporaneously using short and long sentence structures in the present, past, and future tenses in both the indicative and subjunctive moods to communicate about self, family, daily life, and develop a fuller knowledge of the arts, literature, and culture of the Spanish-speaking world. The development of their Spanish speaking skills will be improved using dialogues, interviews, and oral presentations that can be used in real-world interactions. Students will further develop their Spanish comprehension, writing, and listening skills within the context of the contemporary Spanish-speaking world and its cultures by engaging in a variety of authentic activities utilizing film, music, and readings. The purpose of this course is to continue students' acquisition of Spanish vocabulary, grammatical knowledge from Spanish 1 and 2 and to further develop their communication skills in reading, writing, listening, and speaking. In this course, students will go beyond the present tense, focusing on the preterit and imperfect tenses, as well as intermediate grammatical concepts such as direct and indirect object pronouns. Students will also further develop their knowledge of the cultures of the Spanish-speaking world and begin to articulate this knowledge through writing and speaking in Spanish rather than English. This course will serve as a bridge between basic/introductory Spanish courses and AP-level Spanish courses.

Prerequisite: Spanish II with minimum 1st and 2nd semester grades of 70%

AP Spanish Language & Culture

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Prerequisite: Spanish III with minimum 1st and 2nd semester grades of 80% or Spanish Department recommendation

VISUAL & PERFORMING ARTS

UC REQUIREMENT "F" **1 YEAR REQUIRED**
GRADUATION REQUIREMENT **1 YEAR REQUIRED**

COURSE OFFERINGS

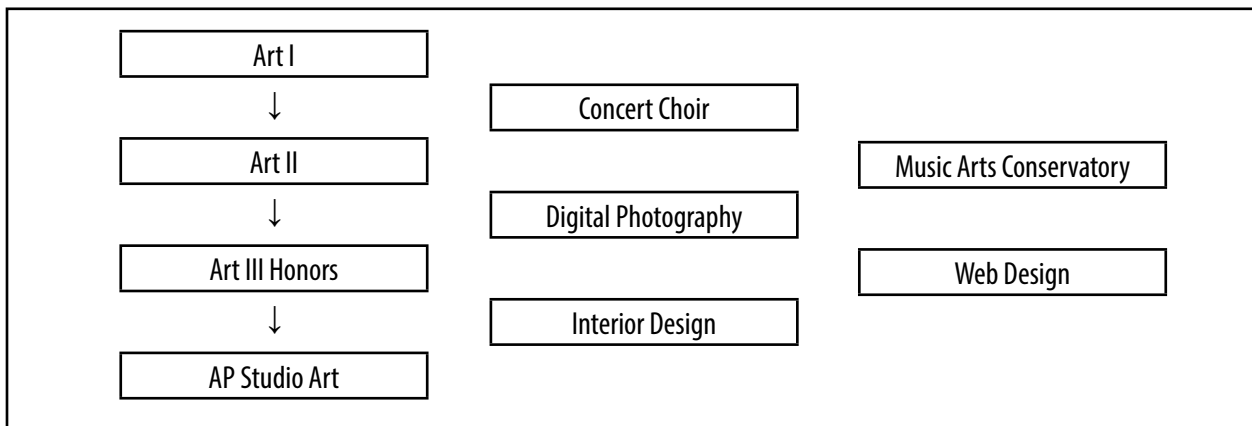
- Art I
- Art II
- Art III Honors**
- AP Studio Art**
- Concert Choir
- Digital Photography
- Interior Design
- Musical Arts Conservatory
- Web Design

Courses that appear in bold are awarded an additional 1.0 to the Saddleback Valley Christian grade point equivalent.

VISUAL & PERFORMING ARTS CURRICULUM OVERVIEW

The Visual & Performing Arts department recognizes and values the God-given creative spirit, an essence at the core of all humanity. Through our studio art classes, students discover their artistic abilities, develop an ongoing knowledge of elements and principles, and experience confidence in self-expression. Heritage, aesthetic criticism, and skills in art-making are inherent throughout the visual art program. Students develop greater awareness of personal potential, communicate thoughts and feelings through a variety of media, and better perceive and appreciate the world in which they live. The performing arts classes engage students in creative, thought-provoking, and artistic aspects of each discipline regardless of ability and experience. Our students explore their creativity, celebrate the arts, grow in faith, and share their talents with the community. Our charge is to produce excellent visual and performing artists who are capable of understanding, appreciating, and advocating the arts in society while creatively glorifying God in all that they do.

VISUAL & PERFORMING ARTS FLOW CHART



VISUAL & PERFORMING ARTS

VISUAL & PERFORMING ARTS COURSE DESCRIPTIONS

Art I - Studio Art

This course emphasizes a hands-on exploration of a variety of two-dimensional media and techniques. Observational drawing, painting and printmaking are explored at length. Students are consistently learning about and applying with purpose the elements and principles of design as they make each piece of art. Studio art is a skills-based class that aims to equip students with observational drawing skills that are fundamental and necessary to the creation of a variety of types of art. Emphasis is also placed upon creating innovative and compositionally strong pieces of work. Problem-solving projects are designed to serve as a way to ignite creative ideas, allow students to become less afraid of risk taking and making mistakes, and create a thirst for discovery and exploration. Many types and approaches to painting, drawing, and printmaking are explored, as are variety of wet and dry media. The sketchbook, a required tool, allows students a place for the development of an idea to take place.

Prerequisite: None

Art II - Intermediate Studio Art

This course continues to develop drawing and painting skills introduced in Art 1. Students increase aesthetic awareness through the use of the visual arts vocabulary - the elements of art and principles of design. Students explore self-expression through the development of projects using a wider variety of drawing and painting media. More emphasis is placed on concept development and composition. This course is intended for students who wish to prepare their portfolio for Advanced Placement Drawing or Design or who simply have a desire to continue exploring and improving their art ability.

Prerequisite: ART I - Studio Art or Art Department recommendation

Art III Honors - Advanced Studio Art

This course is designed for students who are committed to improving their skills in visual art. The course is designed to let students experience the natural progression of building a body of artwork. Students focus on creativity, problem solving, time management, introspection, research, and critique in their work. This course also emphasizes the development of conceptual approaches to making art. Formal and informal critiques are a continuous and invaluable component of Advanced Studio Art. Students with an interest in taking AP Studio classes or art in college are encouraged to take this course to better prepare their portfolios. By the end of the course, students begin to focus more in either drawing or two-dimensional design. Media exploration continues to be emphasized along with more complex assignments and concept development.

Prerequisite: Art II - Intermediate Studio Art or Art Department recommendation

VISUAL & PERFORMING ARTS

VISUAL & PERFORMING ARTS COURSE DESCRIPTIONS

Advanced Placement Studio Art - 2D Design or Drawing

This course enables highly motivated students to create art at the college level. Students are required to submit a portfolio of work for the AP exam. The two-dimensional design portfolio is designed to address a broad range of 2D design issues. The course involves a great deal of visual problem solving, recognition of the creative process, and critical and creative thinking. The elements and principles are used to communicate concepts. The variety of art forms explored includes graphic design, digital photography, collage, fabric design, weaving and printmaking. Ultimately, students may choose to specialize in digital photography or studio art. The drawing portfolio is designed to address a broad variety of drawing issues and media. Students will explore light and shade, line quality, rendering of form, composition, illusion of depth and surface quality. A variety of media will be used as students create both observational and inventive works. For both portfolios, students are expected to develop a specific area of concentration that will result in a series of projects. Concept development and a concern for quality are basic goals in this course. The portfolio consisting of 24 works of art serves as the AP Studio Art examination and contains three sections: 1. Breadth, 2. Quality, and 3. Concentration.

Prerequisites for 2D Design: Art II - Intermediate or Art III - Advanced Studio Art, a formal portfolio presentation, and instructor approval.

Prerequisites for Drawing: AP Studio Art: 2D Design

Concert Choir

This course is open to all students as an opportunity to use their God-given talents while also developing skills as vocalists, musicians and performers. This course develops each student through disciplined rehearsals which include sight-singing, basic theory, and introduction to vocal and choral techniques. This course explores different styles of musical literature, but mainly focuses on contemporary Christian.

Prerequisite: None

Digital Photography

This course is designed to introduce the students to the technical and aesthetic aspects of the Digital SLR camera, elements of art, principles of design, theory of lighting, and relevant terminology as related to the digital photography profession. The course will increase students' knowledge of digital photography through project based learning, application of theory and principles, operating digital photographic equipment, and creating various software manipulations to aesthetically enhance their images. Students will understand the historical importance of photography incorporating key contributors, significant technological advances, and the progression of the industry artistically and commercially. Throughout the course students will complete a series of individual and group assignments, written critiques for key projects, participate in verbal classroom critiques of peer-generated work, and all students will finish the course by creating a digital portfolio for use in advanced studies, or career purposes.

Prerequisite: None

VISUAL & PERFORMING ARTS

VISUAL & PERFORMING ARTS COURSE DESCRIPTIONS

Interior Design

This course focuses on all aspects of interior design. While interior decorating plays a large role in interior design, it is important to remember that the two are not the same. This course will provide an overview of the kind of information interior designers as well as decorators will need to know. We will focus on Home Types, Construction Basics, Architectural Design & Space Plans, Design Process, Color Theory, Principals & Elements of Design, Furniture Styles, Design Plans, Presentations & Decorating. Students' grades will be earned through regular opportunities to experience hands-on projects and "clients". They will be given a clear understanding of the effects design have on our everyday lifestyles and comfort as well as an overview into the Design Trade.

Prerequisite: None

Musical Arts Conservatory

This course is designed for students with little or no acting experience. By doing exercises in movement and voice production, reading, improvisation and scenes, students discover their own abilities and interest in acting. Students also learn about the process of characterization. Emphasis is on a variety of acting experiences. This course also includes the oral interpretation of literature.

Prerequisite: None

Web Design

This course explores the historical and rapidly changing trends in the field of design for the web through a relevant context of Arts, Media and Entertainment. Through design projects, students develop problem-solving and critical thinking skills, artistic perception, critique and self-reflection. With the awareness of design solutions throughout history, students will understand the impact of the arts and design on human experience. Students will learn methods and theory such as elements and principles of design, to enhance their own artistic vision and style. Design critiques and presentations will provide opportunities for students to become and grow as design artists. All experiences will be project-based and will focus on developing perception and the application of the elements of art and principle of design through contemporary design applications and web design.

Prerequisite: None

COLLEGE-PREPARATORY ELECTIVES

UC REQUIREMENT "G" **1 YEAR REQUIRED**
GRADUATION REQUIREMENT 60 CREDITS REQUIRED

Course Offerings

- Advanced Web Design & Development
- AP Computer Science Principles***
- AP Psychology**
- Health
- Intro to Communications (semester class only)
- Intro to Psychology (semester class only)
- Intro to Sociology (semester class only)
- Kinesiology
- Yearbook (application required)

Courses that appear in bold are awarded an additional 1.0 to the Saddleback Valley Christian grade point equivalent.

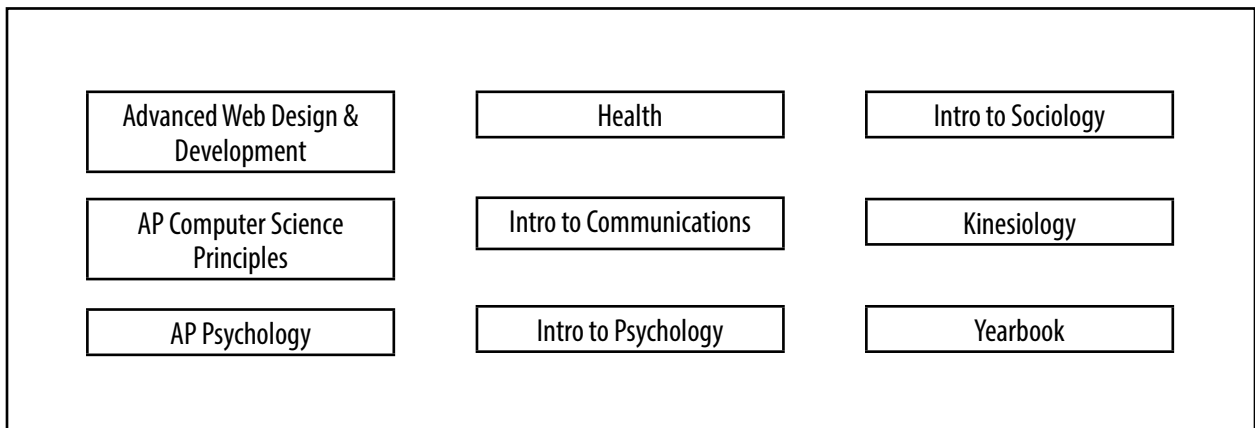
*Pending UC Approval

COLLEGE-PREPARATORY ELECTIVES CURRICULUM OVERVIEW

College-Preparatory Electives are courses that fall outside of the main core academic subject areas and may reflect a student’s interests, introduce or improve skills, or be directly related to a future career.

Additional credits earned beyond the graduation requirement in other subject areas will be applied to the elective requirement.

COLLEGE-PREPARATORY ELECTIVES FLOW CHART



COLLEGE-PREPARATORY ELECTIVES

COLLEGE-PREPARATORY ELECTIVES COURSE DESCRIPTIONS

Advanced Web Design & Development

Advanced Web Design & Development is a rigorous treatment and continuation of transferable computer science concepts and skills taught through web application development. Students will build on the skills learned in Web Design using HTML markup, CSS styling, and adding responsive web development, grid based web design using Bootstrap, variables, data types, operators, control flow, arrays, loops, strings, events, the Document object model using Javascript and JQuery and, Database functions (create, read, update, delete), data modeling and database design using MySQL.

Prerequisite: Web Design

AP Computer Science Principles*

AP Computer Science Principles is designed to encourage a diverse group of students to explore computer science. AP Computer Science Principles is designed to be equivalent to a first-semester introductory college computing course. Rather than limiting this introductory study to just two traditional topics – algorithms and programming – this course introduces students to a broad set of big ideas. These big ideas, which include algorithms and programming, are often summarized using the terms creativity, abstraction, data, Internet, and impact. In addition, this course emphasizes the use of computational thinking practices for effective learning experiences and problem solving. These practices include connecting, creating, abstracting, analyzing, communicating, and collaborating.

Prerequisite: Algebra I with a minimum 1st and 2nd semester grades of 70% or better

AP Psychology

This course relates key concepts, theories, and issues of psychology to students' everyday lives, emphasizing critical thinking, while covering classic and contemporary psychological research. The approach of this course is from a biopsychosocial and Biblical worldview perspective, and it prepares students in taking the AP Psychology exam.

Prerequisite: None

Health

This course will help students develop an understanding of a healthy lifestyle, including the potential for assuming greater responsibility for their health and the health of others. This course will focus on the development of proper nutrition and exercise habits, understanding diseases, achieving emotional, mental and social well-being, responding in emergency situations, and embracing life's daily events. Student will understand the basic elements of the body systems and how to make them function safely and efficiently.

Prerequisite: None

Intro to Communications

This course is designed to help students develop oral communication skills in a variety of planned and spontaneous speaking situations, and to gain research and organizational skills necessary for a variety of types of oral presentations. This overarching goal will be supported with focused work on planning and writing, delivery skills, listening skills, organizational techniques and critical thinking. Students will learn basic tools and proficiencies in research, organization, delivery and technology. While this course is an English elective, the skills learned through public speaking have lifelong links to success not only in academic settings but life in general. Students will be able to apply this knowledge and confidence in effective communication immediately and will forever approach speaking experiences with more accuracy and positive self-awareness.

Prerequisite: None

COLLEGE-PREPARATORY ELECTIVES

COLLEGE-PREPARATORY ELECTIVES COURSE DESCRIPTIONS

Intro to Psychology

This course is designed to allow students to experience an introductory exploration of human thought processes and behavior through various psychological perspectives, including the psychoanalytic, biological, cognitive, behavioral, sociocultural, and humanistic schools of thought. Students will learn key terms, leaders, and concepts. Principles of psychology are introduced as well as contradicting viewpoints as to how these basic factors can be interpreted. The units will include topics that cover scientific inquiry, biopsychology, development and learning, cognition, individual variation, sociocultural context, and application of psychological science.

Prerequisite: None

Intro to Sociology

This course examines the basics of sociology, which is the study of society including individuals, human groups, and organizations. Instructional materials will emphasize the sociological perspective, social structures, inequality in society, and social institutions and change. Students will examine controversies around social change, inequality, gender, and race. This course places an overview of the field of sociology with projects that offer the student a chance to explore from a sociologist's perspective.

Prerequisite: None

Kinesiology

This course provides a broad understanding of human movement and health. The course examines how the bodily systems interact to create movement and the application of that knowledge in the prevention, recognition, and rehabilitation of athletic injuries as well as to improve athletic performance and general health. Throughout the year, students participate in a detailed examination of the various kinesiological, anatomical, physiological, and biomechanical factors that influence the "Human Machine." This class is designed for all students interested in dietetics, physical therapy, pharmacy, medicine, biomechanics, exercise physiology, and other related career fields.

Prerequisite: None

Yearbook

In this course students will learn the necessary skills to produce their school's yearbook. Students will be involved in every aspect of the yearbook production and will acquire many skills such as journalistic interviewing and writing, layout and graphic design, digital photography, and the use of professional page layout software such as Adobe InDesign or eDesign. Students, working individually and as a team, will communicate, collaborate, think critically, and manage time to meet important yearbook deadlines.

Prerequisite: Application required and Teacher Recommendation

*Pending UC Approval

PHYSICAL EDUCATION / ATHLETICS

GRADUATION REQUIREMENT

2 YEARS

No more than 10 physical education or athletic credits can be applied per year towards the graduation requirement.

COURSE OFFERINGS

Physical Education

Strength & Conditioning

FALL SPORTS: Beach Volleyball (Boys), Cross Country, Football, Golf (Girls), Volleyball (Girls)

WINTER SPORTS: Basketball & Soccer

SPRING SPORTS: Baseball, Beach Volleyball (Girls), Golf (Boys), Softball, Swimming/Diving, Track & Field, Volleyball (Boys)

YEAR-ROUND SPORTS: Cheerleading, Dance, Equestrian & Surf

PHYSICAL EDUCATION OVERVIEW

Physical Education is an important component of each student's school experience. Physical Education is based upon the acquisition of knowledge and skills that are the foundation for engaging in physical activity.

ATHLETICS OVERVIEW

SVCS offers 18 CIF sanctioned and four club sports for high school student athletes. SVCS is committed to offering athletic opportunities to ANY student-athlete who is interested in participating. We believe that with the proper balance of academics, athletics and ministry, each of our young people can achieve great things and we are dedicated to being a part of their development.

For more information on Athletics, go to SVCS Warriors Athletics.

PHYSICAL EDUCATION / ATHLETICS COURSE DESCRIPTIONS

Physical Education

This course is designed to empower students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life. Physical activities are undertaken in an active, caring, supportive and nonthreatening atmosphere in which every student is challenged and successful. Physical wellness and psychomotor skills are developed through a variety of activities.

Strength & Conditioning

This course is designed to implement safe and effective exercises that improve the student-athlete's overall athletic performance. All workouts are tailored to specific sports that will help the athlete reach his or her performance potential. Workouts will help improve power, strength, speed, quickness, cardio, and build muscle.

MAGNET PROGRAMS

Computer Science Magnet Program

The goal of the Computer Science Magnet Program is to introduce the students to a computer science industry through the perspective of web design and development, software engineering or networking, telecommunications and hardware. The students will explore a course of study in programming languages such as Python, HTML, CSS, Javascript and C++, database technologies using SQL and networking and telecommunications. This program is primarily a hands-on program with instructional curriculum and an internship during the senior year.

Sample Track for Computer Science-Web Development Magnet Program

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Bible I	Bible II	Bible III	Bible IV
Must Fulfill English Requirement			
Must Fulfill History Requirement			
Four Years of Math At Least Through Trigonometry/Pre-calculus			
Must Fulfill Science Requirement			
Language Other Than English	Language Other Than English*	Language Other Than English (Suggested)	
Web Design	Advanced Web Design & Development*	AP Computer Science Principles *	Applied Web Design and Development (internship)*
Intro to Communications		Introduction to Management (online)	

*denotes required Web Development Magnet Program course.
Two years of Physical Education or Athletics required.
Students will be required to complete an internship Senior Year.

MAGNET PROGRAMS

Sports Management Magnet Program

The goal of the Sports Management Magnet Program is to introduce the students to the sports industry through management and sports medicine. The students will explore a course of study in health/nutrition, Kinesiology, Sports injuries (treating and preventing), sports psychology and an internship senior year. The program will require students to get CPR, AED, Concussion and Heat stroke certifications.

Sample Track for Sports Management Magnet Program

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Bible I	Bible II	Bible III	Bible IV
Must Fulfill English Requirement			
Must Fulfill History Requirement			
Four Years of Math At Least Through Algebra II			
Must Fulfill Science Requirement			
Biology	Physics or Chemistry	Anatomy & Physiology*	
Language Other Than English	Language Other Than English*	Language Other Than English (Suggested)	
Health*	Intro to Communications / Sociology	Sports Medicine*	Sports Psychology*
Visual & Performing Art	Strength & Conditioning*		Intro to Sports Management (online) College Credit*

*denotes required Sports Management Magnet Program course.
Two years of Physical Education or Athletics required.
Students will be required to complete an internship Senior Year.

ADVISORY COHORTS / SEMINARS

ADVISORY COHORTS

The LORD says, “I will guide you along the best pathway for your life. I will advise you and watch over you.” -Psalm 32:8

Advisory Cohorts is a four-year program that was developed in conjunction with the College & Career Guidance Office to meet the unique needs of the students at Saddleback Valley Christian School during a time of significant change and growth in their lives. Students are assigned to a Saddleback Valley Christian School faculty member who serves as an advisor to meet the social, emotional, and academic needs of the student. With emphasis placed on communication and relationships, students are supported in their growth and development within a small, co-ed, grade-specific group of students.

Students will meet weekly with their advisor and advisory cohort to set goals, practice leadership and social skills, and advance personally and academically with close guidance. By focusing on the developmental growth of the students as they search for the right college or career, strong relationships and partnerships develop between teachers, parents, advisors, and students.

SEMINARS

Seminars are semester-long topical courses that engage students in a wide range of academic and real-world concentrations.

ASB Leadership & Activities	Intro to Game Programming with Scratch	Relationships
Blogging 101	Intro to Woodworking	StARS (Student-Athlete Recruitment Seminar)
Career Prep	Italian Culture & Cooking	Sports Management
Child Development	The Making of a Champion: Principles of Success in Life	Sports Photography
Coffee & Jesus with Dean Greene	Life Skills	Team Dynamics
Contemporary Art	Mental Math	Theology
The Great Outdoors	Missions	Warriors of Praise (Worship Band)
History & Hollywood	Mural Painting	
How to Win Friends & Influence People	Notetaking Success	

For more information about seminars or any of the topics, please contact the College & Career Guidance Office.

ONLINE PROGRAM / CHAPEL

ONLINE PROGRAM

The SVCS Online Program is committed to providing an environment with rigorous academics and high expectations that gives students an opportunity to succeed in a flexible, student-centered learning environment while building the foundations for success in future academic pursuits. The SVCS Online Program exists to provide flexibility for students' individual needs and to supplement courses not currently offered on campus. Our program allows students to take courses at home through our online course system.

We offer a wide range of biblically-integrated college prep, AP, and dual credit courses for students. Our courses are available for students who may want to take a course for a second time to improve a grade, may want to take an extra class that does not fit into their schedule, may want to take a course that is not offered on campus, or may need flexibility for other reasons.

For more information, including access to a complete listing of online courses and course descriptions, policies and procedures and a registration form, please contact the College & Career Guidance Office.

CHAPEL

Chapel is a unique opportunity for the SVCS student body to gather together for a collective worship experience aimed at nurturing Discipleship and spiritual formation. We gather together to explore relevant issues facing students today. At the crux of Discipleship is practical spiritual formation. With this emphasis in mind, chapel helps students realign their lives through prayer, worship and Biblical teaching.

CO-CURRICULAR PROGRAMS

ASB

The Associated Student Body (ASB) serves as the primary student government that directs and plans the social and spiritual dynamics to foster a unified school spirit. In the High School, there are 2 divisions: 1) The Core Leadership is an elected position whereby each grade will elect the following offices: Presidency, Vice-Presidency, and class representatives; 2) The Committee Leadership is a volunteer position. There are 4 committees that work under the supervision of the ASB: Spirit Committee, Publicity, Sound and Media, and Missions. Above these two divisions, there is a High School-wide ASB President, Vice-President, Treasurer and Secretary.

California Scholarship Federation

SVCS is proud to hold membership in the California Scholarship Federation (CSF), an organization which promotes high standards of scholarship and community service for California High School students.

International Missions: Field Study

Each year, SVCS joins e3 Partners in their commitment to building mission-minded generations while expanding God's Kingdom. Students and their families are invited to serve together on an international mission trip during Easter Break, where they are trained to introduce people far from God to His love and gather them into new churches. Please see the College & Career Guidance Office for more information.

Link Crew

Link Crew is a high school transition program that welcomes freshmen and new students and makes them feel comfortable throughout the first year of their high school experience. As positive role models, Link Leaders are mentors and student leaders who guide these students to discover what it takes to be successful at SVCS. Link Crew provides the structure for freshmen and new students to receive support and guidance from juniors and seniors who have been through the challenges that high school poses, and understand that the transition to the high school level can sometimes be overwhelming. Through this program, freshmen and new students learn that people at school care about them and their success, and leaders experience increased self-esteem as well as overall character development. Application is required.

National Honor Society

SVCS is a chapter member of the National Honor Society (NHS). This prestigious organization recognizes High School students who excel in scholarship, character, leadership, and service. Membership in NHS is both an honor and a responsibility. The SVCS NHS Bylaws are posted on the school website. Application is required.

COURSE OFFERINGS QUICK LIST

SPIRITUAL FORMATION

Bible I*
Bible II*
Bible III*
Bible IV*

HISTORY

Ancient & Medieval Civilizations
Ancient & Medieval Civilizations Honors
Modern World History
AP World History
US History
AP US History
US Government
Economics
AP US Government & Politics

ENGLISH

English I
English I Honors
English II
English II Honors
English III
AP English Language & Composition
English IV
AP English Literature & Composition

MATHEMATICS

Algebra IA
Algebra IB
Algebra I
Geometry
Personal Finance
Algebra II
Statistics
Trigonometry/Pre-Calculus
Trigonometry/Pre-Calculus Honors
Advanced Math
AP Calculus AB

SCIENCE

Conceptual Physics
Biology
Anatomy & Physiology
Chemistry
Physics
Oceanography
AP Biology
AP Chemistry
AP Environmental Science

LANGUAGE OTHER THAN ENGLISH (LOTE)

American Sign Language I
American Sign Language II
American Sign Language III
American Sign Language IV
Spanish I
Spanish II
Spanish III
AP Spanish Language & Culture

VISUAL & PERFORMING ARTS

Art I
Art II
Art III Honors
AP Studio Art
Concert Choir
Digital Photography
Interior Design
Musical Arts Conservatory
Web Design

COLLEGE-PREPARATORY ELECTIVES

Advanced Web Design & Development
AP Computer Science Principles **
AP Psychology
Health
Intro to Communications
Intro to Psychology
Intro to Sociology
Kinesiology
Yearbook

Courses that appear in bold are awarded an additional 1.0 to the Saddleback Valley Christian grade point equivalent.

*Course is not UC Approved

**Pending UC Approval